UNIVERSITY ACADEMIC PLANNING COUNCIL
ANNUAL REPORT FOR 2010-2011

I. Functions

The University Academic Planning Council (UAPC) meets regularly to advise the provost on major program decisions, long-term academic plans, and related developments. It addresses university academic policy issues and provides for faculty, staff, and student participation in academic planning; assures that appropriate review and consideration are given to proposals for new majors, degrees, or certificates; makes recommendations on proposals to establish, change, or discontinue departments, centers, and center-like units; makes recommendations concerning the evaluation and review of academic programs; makes recommendations for policy related to new program development, program review, program array, and related issues; and provides oversight for the general education requirements and for assessment of student learning. (See *Faculty Policies and Procedures* 6.52.)

The UAPC meets once per month during the academic year and as needed during the summer months. In 2010-11, the UAPC met ten times: September 16, 2010; October 21, 2010; November 18, 2010; December 16, 2010; January 20, 2011; February 17, 2011; March 24, 2011; April 21, 2011; May 19, 2011; and June 20, 2011. Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Analysis and on-line at http://www.apa.wisc.edu/UAPC/uapc_dates.html.

II. UAPC Policy and Planning Discussions, Including Recommendations Developed or Adopted

As described below, the UAPC adopted several policy recommendations in 2010-2011. Policy recommendations are highlighted by italics in the text below.

A. Annual Report from the University Assessment Council

Mo Noonan Bischof, assistant provost and co-chair of the University Assessment Council, presented the University Assessment Council annual report. The University Assessment Council is focusing on three activities in 2010-2011 and in 2011-2012: a revision of the 2003 Assessment Plan to integrate better the Wisconsin Experience framework and to reflect other changes since 2003; to invite proactively programs that are scheduled for program review or specialized accreditation to apply for assessment funds two or three years in advance of those review activities; to examine and plan for a systematic on-line tool that will allow better for gathering assessment information and to support reporting that could be customizable based on the needs of the users. Annual reports and other information about student learning assessment are posted on-line at http://www.provost.wisc.edu/assessment/.

B. Wisconsin Experience, Essential Learning Outcomes, and High Impact Practices

As a follow up to the University Assessment Council report, the UAPC asked for an update on the Wisconsin Experience, a framework for undergraduate education that was endorsed by the UAPC in 2008. At the heart of this framework is the inclusion of high-impact educational experiences in the college curriculum and co-curriculum. Aaron Brower, vice provost for teaching and learning, presented an overview of research on high-impact practices, evidence associated with why these practices raise the level of performance and success for all students, and data on Wisconsin Experience activities at UW-Madison. Professor Brower explained that some of these practices were meant to impact how instructors, departments, and units thought about their course structure and that others (such as residential learning communities and study abroad) are high-impact practices that happen outside of courses. See http://www.provost.wisc.edu/docs/welo2010.pdf.

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C. Annual Report from the Undergraduate General Education Committee (UGEC)

The UAPC receives an annual report from the UGEC because the UAPC authority for oversight of general education is delegated to this committee. Elaine Klein, chair of the UGEC and assistant dean in the College of Letters and Science, presented the annual report for the UGEC.

In summary, the requirement for students to fulfill the Quantitative Reasoning A requirements before the Quantitative Reasoning B requirement (a policy established in 2008-2009) was fully implemented in Fall 2010 with no evident adverse impacts on students. In 2010-2011, the UGEC completed an analysis of the sequencing of the Communication A and Communication B requirements. Key findings were that only a very small number of students take Communication B courses before or concurrently with Communication A courses. The UGEC concluded that it is not disadvantageous for students to take these courses in either order, and enforcing a sequence was not a student learning concern and would not be a good use of resources. UGEC members continue to examine the numbers of students who fulfill Communication A requirements through Advanced Placement, International Baccalaureate, English placement tests, qualifying work in high school, or transferring coursework from another institution. Next year's UGEC report will include a summary of that analysis. The annual report also included an outline of activity associated with assessment of student learning in the context of each of the general education requirements.

For the UGEC report see: http://www.ls.wisc.edu/gened/AdminImplementationReports.htm.

D. Adoption of a Requirement for Courses that Meet General Education Requirements to be Taken on a Graded Basis

The UGEC proposed a new policy to require that only courses taken on a graded basis may be used to satisfy the General Education Requirements (Quantitative Reasoning, Communications, and Ethnic Studies requirements). As described in the UGEC annual report to the UAPC (dated March 24, 2011) and a supplemental report (dated May 31, 2011). lengthy deliberations among UGEC members and other faculty and staff were associated with the development of this policy. This policy is consistent with widely held faculty expectations given that all of the schools and colleges with undergraduate programs have policies that require general education requirements be taken on a graded basis. and several schools/colleges stipulate that all required courses be taken on a graded basis and allow courses to be graded on a pass/fail basis only for electives. The full UGEC report and the supplemental report are posted at http://www.apa.wisc.edu/UAPC/201011/June/index.html.

The UAPC approved the requirement that only courses taken on a graded basis may be used to satisfy the General Education Requirements (Quantitative Reasoning, Communications, and Ethnic Studies requirements), effective Fall 2012.

E. Revised Guidelines for Establishing, Evaluating, and Changing Centers and Institutes

A subcommittee of the UAPC was appointed in December 2009 to review the guidelines previously established in 2004. The subcommittee presented draft guidelines to the UAPC in September 2010 for discussion. In Fall 2010, the draft guidelines were circulated to deans for comment. A revised guideline document was discussed at the January 2011 meeting.

The full guidelines for "Establishing, Evaluating, and Changing Centers, Institutes, and Center-like Units" were adopted by the UAPC on January 20, 2011. The guidelines are posted at http://www.apa.wisc.edu/UAPC/uapccenters.html.

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The new guidelines include the following features: a description of the approval process and the important components of a center proposal; sections on definitions, establishment, evaluation, and process for making changes to centers and institutes; and a requirement that deans develop a review process for existing centers that would signal whether a center was still active or needed to be discontinued. In addition, the guidelines explicitly state that it is an institutional expectation that centers go through the approval process in an effort to encourage more centers to go through the process of formal approval. Given that UW-Madison houses over 250 centers and institutes, the impact on resources and academic activities calls for at least a minimal level of oversight. Subcommittee membership: Judith Burstyn (chair), Ron Kalil, Elaine Klein, Erik Paulson, Mary Ray, Dan Schaefer.

The 2011 guidelines carry over a provision from the 2004 guidelines that requires that a review of the list of centers is to be conducted every five years. That review will be initiated by the provost's office in Fall 2011.

F. New Guidelines for Sequential and Dual Degrees with International Universities

Guidelines for academic collaborations with international universities were developed by a large working group of faculty and administrators that convened in January 2010 to support faculty and staff who seek to develop such academic collaborations. The guidelines were crafted in such a way that program development could be supported with the current infrastructure and so that excessive approvals by accreditation agencies and governmental agencies would be minimized. Draft guidelines were circulated to deans for comment prior to final consideration by the UAPC.

The UAPC formally adopted Guidelines for Sequential and Dual Degrees with International Universities at the May 2011 meeting. The guidelines are posted at http://www.apa.wisc.edu/approvals.html.

G. Definition, Criteria, and Practices Associated with Service-Learning Course Offerings

Nancy Mathews, director of the Morgridge Center for Public Service and professor of environmental studies, presented a proposal to establish a definition and criteria for a service-learning designation for courses/sections of course offerings at UW-Madison. Course offerings have been labeled as "service learning" for nearly a decade as part of the planning of the schedule of courses each semester as a way to communicate to students the course expectations. However, there has not been a common definition or standard. To develop a formal policy, Professor Mathews and her colleagues reviewed policy drafts with a number of campus constituencies including the several school/college deans' offices, the Council of Associate Deans, the University Assessment Council, and the University Committee. Service learning does serve as one form of a high-impact educational practice, and UW-Madison faculty have endorsed value for students of having at least one such experience. Under the new definition and criteria guidelines, course offerings that meet the definition and criteria are eligible for Morgridge Center support and resources.

At the June 20, 2011 meeting, the UAPC approved the following definition and criteria:

Definition of Service Learning:
A credit-bearing educational experience that integrates meaningful community engagement with guided reflection to enhance students' understanding of course content as well as their sense of civic responsibility while strengthening communities.

Criteria for Service-Learning Course Offerings:
1. *Service or other engagement activity is integrated with course content and supports its academic focus, with a minimum of 25 hours of project-based community engagement by each student in the course.*

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2. *Students are involved in engagement of value to the community, as designed in collaboration with the community itself. Evidence of contact and agreement from community partner(s) is required in the course proposal.*
3. *Structured opportunities for guided reflection such as writing assignments, discussions, presentations, or journals are required during the course. Guided reflection activities:*
   a) *Examine critical issues related to their service-learning project*
   b) *Connect the service experience to coursework*
   c) *Enhance the development of civic and ethical skills and values*
   d) *Find personal relevance in the work*
4. *Clear explanations of learning outcomes and their assessment are included in syllabus. These must address both the academic and community engagement portions of the course.*

More details are available in the full document, "Service Learning at UW-Madison: Definition and Recommended Practices" (http://www.morgridge.wisc.edu/).

H. Policy Changes Associated with the PhD Minor Requirement

Martin Cadwallader, dean of the Graduate School, described the changes to the policy governing PhD minors for research doctoral students that were adopted by the Graduate Faculty Executive Committee (GFEC) in April 2011. Prior to the policy change, PhD students were required to complete an Option A PhD minor in a specific discipline or the Option B distributed minor that can include courses from multiple disciplines. Historically, some PhD programs have sought and been granted an exception from the PhD minor requirement, and students in those programs were not required to complete a PhD minor. Under the revised policy, PhD programs that request an exemption to the PhD minor requirement will be exempted from the requirement. However, for PhD programs that are exempted from the PhD minor requirement, graduate students in those programs may complete a PhD minor. In addition, the Graduate School affirmed that breadth is still a value of doctoral education, and PhD programs exempt from the PhD minor requirement will need to demonstrate how they are ensuring breadth at the time of program review.

The UAPC endorsed the changes to the PhD Minor Requirement at the June 20, 2011 meeting.

I. Annual Report on Program Review and Low-Enrollment Majors

The annual report on program review included the UAPC policy on program review and low-enrollment programs, a process overview flowchart, the 2010 annual report to UW System Administration on program review and program planning, and graphs showing the distribution of academic programs by number of degrees awarded. The UAPC discussion touched on the size distribution and number of academic programs, the range of possible ways to measure the academic productivity of programs, and the administrative costs associated with maintaining programs that have few or no students. If a program is included on the list of the university's program offerings, then faculty are obligated to have the curriculum available for potential students even if there are no students in the program. Similarly, all programs are subject to review requirements even if there are no students in the program.

The UAPC discussed ways to make program review more meaningful and to assure more timely completion of program reviews. In summary, most academic programs have been reviewed in the past ten years. A number of reviews were completed in 2009-2010 and were scheduled for 2010-11. A small number of reviews had been delayed repeatedly and needed attention. Detailed program review guidelines and annual reports are available on line at http://apa.wisc.edu/acad_plng_ProgramReview.html.

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J. Course Subject Listing Guidelines

The guidelines for course subject listings were revised to reflect changes in language since they were adopted in 2005. There were no policy changes; the only changes were administrative corrections. The revised guidelines are available on line at http://www.apa.wisc.edu/UAPC/uapcdepartments.html.

III. Academic Program Changes Approved, July 2010 through June 2011

The University Academic Planning Council considered and recommended the formal academic actions listed below. Frequently, the UAPC considers these formal academic actions in the context of broader academic planning discussions. In 2010-2011, those broader discussions included discussions about the conduct of program reviews, considerations associated with suspending admissions and discontinuing programs, and the discussion of student-learning outcomes, high-impact practices, and the Wisconsin Experience.

A. Majors and Degrees

Preliminary Entitlement to Plan

BS-Athletic Training, Department of Kinesiology, School of Education

MS and PhD in Epidemiology, Department of Population Health Sciences, School of Medicine and Public Health

Authorization to Implement

Undergraduate major in Environmental Sciences, Department of Soil Science, College of Agricultural and Life Sciences; and Department of Atmospheric and Oceanic Sciences, College of Letters and Science

Undergraduate major (additional major) in Environmental Studies, Gaylord Nelson Institute for Environmental Studies and College of Letters and Science

Phased-out

Master's level major in Business: International Business, School of Business

PhD in Medical Genetics, Department of Medical Genetics, School of Medicine and Public Health; and Department of Genetics, College of Agricultural and Life Sciences

Undergraduate major in Recreation Resources Management, College of Agricultural and Life Sciences

Renamed/Restructured

MS in Biotechnology moved from the Department of Physiology to the Department of Neuroscience, School of Medicine and Public Health

Dual degree agreement in Law (JD), Law School; and the PhD in Neuroscience, School of Medicine and Public Health

MS/PhD in Physiology moved from the Department of Physiology to the Department of Neuroscience, School of Medicine and Public Health

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Admissions Suspended

MS in Actuarial Science, School of Business (follow-up report due by February 2014)

Undergraduate major Medical Microbiology and Immunology, admissions suspended for the 2012-2013 academic year, College of Letters and Science and School of Medicine and Public Health (report on plan for restructuring due to the provost February 1, 2012)

B. Options and Submajors

New

Pre-Art Education code, Department of Art, School of Education

Option: Evening MBA, in the MBA General Management, School of Business

Option: Executive MBA, in the MBA General Management, School of Business

Admissions Suspended

Option: Entrepreneurial Management, in the graduate-level major Business: Management and Human Resources, School of Business (report due by February 2014)

Option: Strategic Management in Life and Engineering Sciences, in the graduate-level major Business: Management and Human Resources, School of Business (report due by February 2014)

Phased-out

Option: Interarts and Technology, within the undergraduate Dance major, Department of Dance, School of Education

Option: Surveying in the BS-Civil Engineering, Department of Civil and Environmental Engineering, College of Engineering

C. Certificates

Established

Capstone Certificate in Actuarial Science, School of Business

Certificate in Entrepreneurship, graduate level, School of Business

Certificate in Fundamentals of Clinical Research, available as a graduate/professional certificate, School of Medicine and Public Health

Certificate in Global Health, undergraduate level, College of Agricultural and Life Sciences

Certificate in Japanese Professional Communication, Department of East Asian Languages and Literature, College of Letters and Science

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Certificate in Nuclear Engineering Materials, Department of Engineering Physics, Department of Materials Science and Engineering, College of Engineering

Certificate in Organization and Technological Innovation in Society, graduate level, School of Business

Certificate in Scandinavian Studies, undergraduate level, Department of Scandinavian Studies, College of Letters and Science

Renamed/Restructured

Undergraduate African Studies Concentration renamed to Certificate in African Studies, College of Letters and Science

Graduate-level certificate Organizational and Technological Innovation in Society renamed to Strategic Innovation: Technology, Organizations and Society, Department of Management and Human Resources, School of Business

The academic home of the graduate-level certificate, Certificate in Prevention and Intervention Science was moved from the College of Letters and Science to the School of Nursing

The Certificate in Prevention and Intervention Science was extended to be available to professional students in the School of Medicine and Public Health

Phased-out

Certificate in Athletic Training, Department of Kinesiology, School of Education

Certificate in German Studies for Business Students, undergraduate level, Department of German, College of Letters and Science

Certificate in Teaching and Learning Scholarship, Department of Education Leadership and Policy Analysis, School of Education

D. Academic Departments

Established

Department of Cell and Regenerative Biology, School of Medicine and Public Health

Department of Neuroscience, School of Medicine and Public Health

Phased-out

Department of Anatomy, School of Medicine and Public Health

Department of Physiology, School of Medicine and Public Health

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E. Course Subject Listings (formerly Timetable Departments)

Established

Cell and Regenerative Biology, in the Department of Cell and Regenerative Biology, School of Medicine and Public Health

Neurological Surgery, in the Department of Neurological Surgery, School of Medicine and Public Health

Neuroscience, in the Department of Neuroscience, School of Medicine and Public Health

Renamed/Restructured

Anatomy, moved to Department of Neuroscience, School of Medicine and Public Health

Physiology, moved to Department of Neuroscience, School of Medicine and Public Health

F. Centers and Institutes

Established

Center for Child Welfare Policy and Practice, in the School of Social Work and in the Institute for Research on Poverty, College of Letters and Science

Center for Financial Security, School of Human Ecology

Renamed/Restructured

Move the Cardiovascular Research Center from the Department of Physiology to the Department of Cell and Regenerative Biology, School of Medicine and Public Health

Rename the Institute for Cross-College Biology Education to Institute for Biology Education

Rename the Center for Biology Education to the Center for Biology Education Outreach, associated with the Institute for Biology Education

Rename the Center for the History of Print Culture in Modern America to the Center for the History of Print and Digital Culture, School of Library and Information Studies, College of Letters and Science

Rename the Laboratory of Molecular Biology to Laboratory of Cell and Molecular Biology, Graduate School

Phased Out

Applied Superconductivity Center, College of Engineering

Wisconsin Center for Space Automation and Robotics, College of Engineering

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IV. Future Issues

The UAPC will continue to address issues relevant to its purpose of advising the chancellor and provost on university academic program issues. These issues are expected to continue to include overseeing program review policies, general education requirements, monitoring assessment of student learning, and reviewing academic policies. Topics anticipated for 2011-2012 include a review of the list of centers and institutes, a revision of the guidelines for certificates, and several five-year reviews ("joint reviews") of new academic programs.

V. Summary

In 2010-2011, the UAPC addressed academic issues relevant to many aspects of its purpose as defined by *Faculty Policy and Procedures*: a report on program review activity; an update on general education, including the adoption of a requirement that ethnic studies courses be taken for a letter grade; the adoption of revised guidelines governing centers and institutes; the adoption of new guidelines for academic program collaborations with international universities; an update on the assessment of student learning and a discussion of high-impact practices and the undergraduate student experience; approval of criteria for service-learning course offerings; and a discussion of the PhD minor requirement. As part of its responsibility for appropriate review and consideration of requests for new programs, the UAPC acted on a large number of academic program proposals as listed above.

VI. University Academic Planning Council Membership 2010-2011

Standing Members
    Carolyn "Biddy" Martin (Chancellor)
    Paul M. DeLuca, Jr., chair (Provost)
    Martin Cadwallader (Dean, Graduate School)

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

University Committee Representative
    Susan Babcock, Materials Science and Engineering

Academic Staff Executive Committee Appointee
    Mary Ray, Law School (through May 2011)
    James Steele, Office of the Registrar (beginning June 2011)

Divisional Committee Appointees (term expires)
    Christopher DeMarco, Electrical and Computer Engineering, Physical Sciences Division (2011)
    Gary Green, Community and Environmental Sociology, Social Studies Division (2012)
    Steven Hilyard, English, Arts and Humanities Division (2014)
    Ronald Kalil, Ophthalmology and Visual Sciences, Biological Sciences Division (2013)
    Jon McKenzie, English, Arts and Humanities Division (Spring 2011 substitute for S. Hilyard)

University Committee Faculty Appointees (term expires)
    Lisa Forrest, Surgical Sciences (2011)
    Jacqueline Hitchon, Life Sciences Communication (2014)
    Kenneth Potter, Civil and Environmental Engineering and Nelson Institute (2013)
    Daniel Schaefer, Animal Science (2012)

ASM Student Appointee (nonvoting, one-year appointment)
    Erik Paulson