

L&S Academic Planning Council Meeting Notes – approved 4/15/2014
Tuesday, April 1, 2014, 1:30-3:30 p.m., 101 South Hall

Present at meeting

Chair: Karl Scholz, Dean

L&S Members present: Harry Brighthouse, Clark Johnson, Diane Gooding, Anna Gemrich, Matt Turner, Tom Broman

Absent Members: John Hawks, Jennifer Noyes, Betty Harwood, Jan Edwards

L&S Observers present: Sue Zaeske, Elaine Klein, Susan Ellis-Weismer, Nancy Westphal-Johnson, Gery Essenmacher, Eric Wilcots, Kimbrin Cornelius, Devon Wilson

1. News and Announcements. KS had several announcements, (a) A reminder to council members about resources available to students in crisis (b) The proposal for reorganizing the Graduate School has been circulated in the webspace, KS encouraged members to attend the faculty senate meeting where the proposal will be discussed. (c) Greg Downey has been selected to be the new Social Sciences Associate team, and the Associate Dean for Fiscal Initiatives will be announced shortly; (d) WAA and Foundation are merging, and (e) KS encouraged members to watch the provost material posted online, and submit any feedback to campus.

2. Notes for March 4, 2014 were approved by members present at that meeting.

3. Request for Comment: UW-Whitewater Notice of Intent to Plan an MSW. KS led discussion. A letter from Madison's MSW, opposing the plan, was circulated to members. In discussion, members noted Whitewater was well- poised to provide training on working with individuals with disabilities, though they also agreed there could be concern regarding overlap. Members also noted System may require, as a way to address overlap concerns, the institutions to engage in partnership.

4. Update on Academic Program Restructuring: ILS. KS updated members that a committee was convened to consider the future of ILS, and that he had met with the committee to discuss the charge. The charge memo was circulated to members.

5. Academic Program Review (a). Certificate Program Review: Teaching English to Speakers of Other Languages (TESOL). SZ led discussion, and noted a TESOL certificate is a highly sought credential, helpful for gaining employment. The program review identified an issue of concern to the HLC – that the graduate and undergraduate certificates were not distinguishable. Changes were made to the graduate curriculum, reducing the number of required credits to 9, from 21; the changes have been approved by the L&S Curriculum Committee. After a brief debate over whether these changes were only aesthetic (the credits removed from the graduate program are now prerequisites), members agreed that the changes meet HLC requirements that graduate and undergraduate levels of study be distinct. Committee members expressed appreciation for the quality of review, and for using the opportunity to identify key areas for improvement. They also advised the program to find ways to follow their alumni to learn what they do with this credential; that data could help them with advancement and increasing enrollments for the future. Committee members accepted, and considered complete, the TESOL Certificate program review.

(b) Sociology – BA/BS Review. EMK led discussion. She noted that this review focuses on the undergraduate program, with the L&S Curriculum Committee serving as the review committee. To address some issues identified through the review process, the department changed the undergraduate major requirements. The changes create a pathway for students to progress in the curriculum from introductory to advanced courses, and increase the number of required advanced courses. In discussion,

members agreed this pathway would be beneficial for students, but also noted this may cause difficulties for student entering the major late. Members expressed disappointment the program review contains no direct assessment of outcomes, and did not discuss the quality of undergraduate instruction. Members accepted, and considered complete, the Sociology undergraduate program review.

(c) Physics – BA/BS Review. EW led discussion. The department is a research powerhouse, and undergraduate courses have growing enrollments. They do an excellent job in preparing students for their next step, graduate school or employment. They are also known for their outreach, and pride in the Physics Learning Center. The review identifies several issues to address, especially in some of the introductory courses; also major enrollment is flat at a time when similar departments are growing. In discussion, committee members appreciated the candor and praised the report for its thoroughness. Members wondered about interactions between research buyout and instruction, what incentives can encourage excellent instruction in large enrollment courses? Members accepted, and considered complete, the Physics undergraduate program review.