

L&S Academic Planning Council

Tuesday, November 3, 2015 (1:00 p.m. – 2:30 p.m., 101) - approved 11/17/2015

Chair: Karl Scholz

Members present: Jan Edwards, Clark Landis, Charles Fry, Ivy Corfis, Kantrowitz, Harry Brighthouse, Matt Turner, Anna Gemrich, Angela Powell

Observers present: Greg Downey, Susan Ellis Weismer, James Montgomery, Wren Singer, Kimbrin Cornelius, Nancy Westphal-Johnson, Eric Wilcots, Anne Gunther

1. Announcements. KS gave updates about an L&S request of departments to share their graduate placement information. He also provided updates about the L&S Climate Survey, the “Wisconsin Experience” report, and summarized how HR changes regarding RAs are being implemented, and the impact on programs, TAs, and PAs.

2. Approval of notes – October 6, 2016. Approved by those who attended the meeting.

3. Request to Relocate Academic Program, *from College of Engineering to College of Letters & Science Department of Zoology.* (a) MS-Freshwater and Marine Sciences AEW led discussion. (b) Doctor of Philosophy, Freshwater and Marine Sciences. EW led discussion. A strong core of faculty attend to the program, but it needs a new administrative home. Zoology is the logical department, and they are eager to have it. Without an administrative home, they can’t function or admit graduate students. Members unanimously approved the request to relocate the academic programs MS-Freshwater and Marine Sciences and Doctor of Philosophy – Freshwater and Marine Sciences from Engineering to College of Letters & Science.

4. Reports. (a) APC Annual Report – Draft (first review). Members approved the report.

5. Consultations of the Dean. KS gave members updates about the Comprehensive Campaign. He also asked for advice about the next L&S Chairs and Administrator’s breakfast meeting, which will focus on course level learning outcomes. Articulating outcomes at the course level is good for instruction and students, and campus and policies are starting to require it. In conversation, some committee members described their department’s efforts to articulate learning outcomes and offered advice about what might make this discussion meaningful and easier for departments. They suggested that the session:

- Provide examples of well-written learning outcomes in a variety of disciplines.
- Provide advice on the kind of learning outcomes that should be included. For example, many programs consider “critical thinking” to be an important outcome, however, it’s hard to know that that means or even if there is a common understanding within a program.
- Help chairs understand what their role may be in encouraging department work in this area.
- Help departments understand that this work may mean they have to have other program-wide conversations about shared values about learning before they can develop learning outcomes.
- Advise chairs about identifying faculty who might be especially helpful in articulating outcomes.
- Underscore that:
 - Good learning outcomes will help departments create good assessment plans.
 - Well-defined course-level learning outcomes, and obtaining data about learning, can help department make decisions about courses, course array, schedule of offerings, etc.

Notes submitted by Kimbrin Cornelius, L&S Admin

