

**UW-Madison  
University Academic Planning Council  
Annual Report to the Faculty Senate  
2004-2005**

**I. Functions**

The University Academic Planning Council (UAPC) meets regularly to advise the chancellor and 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 requests for new programs and the implementation of proposals for new majors, degrees, or certificates; makes recommendations concerning the establishment or discontinuation of 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, and related issues; and provides oversight for general education.

The UAPC meets once per month during the academic year and as needed during the summer months. Both outgoing members and new members attend summer meetings to provide continuity and facilitate the transition. In 2004-05, the UAPC met eight times (September 23, October 21, November 18, December 17, February 17, April 21, May 19, and June 3). Minutes for UAPC meetings are available from the Office of Academic Planning and Analysis.

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

*A. Changes in the Approval Process for New Programs*

For new graduate program reviews, the UAPC accepted a recommendation to expand the review committees from the current three members to four members so that a member of both the Graduate Faculty Executive Committee and the UAPC would serve on the committees. The UAPC member will serve as chair of the review committee. The addition of the fourth member assures representation from both committees that have governance authority over graduate programs. These review committees are established at two stages in the development of a new program – prior to implementation to study the implementation proposal and five years after implementation in the context of the review that is conducted jointly with UW System Administration.

*B. Fall 2004 Enrollment Trends and Targets*

The UAPC received an update on recent student enrollment trends. Overall, enrollments are stable, including enrollments of non-resident students. There is an increase in the number of targeted minority students. This is the case even though an increasing number of new students are not providing race/ethnicity information. The long-time trend of decreasing enrollment of special students continues. Enrollments of international graduate students are decreasing. Some reasons for the decreasing number of international graduate students include the aftermath of 9/11 and difficulty obtaining visas, efforts on the part of several Asian countries (the source of our largest numbers of international graduate students) to provide graduate education to their own students, and European educational consortiums that are attracting international students who previously would have considered graduate school here.

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*C. 2004 Report from the Committee on the Transfer Students Experience (CTSE)*

Virginia Sapiro, Associate Vice Chancellor for Teaching and Learning, reported on the work of the CTSE and its recommendations. The committee was convened in fall 2003 to evaluate the experiences of transfer students at UW-Madison. Approximately 80% of our bachelor's degree recipients have some transfer credit at graduation and about 20% of degree recipients first matriculated elsewhere. The committee studied trends of transfer activity and the experiences of transfer students. They evaluated policies that inadvertently may disadvantage transfer students; proposed changes to orientation and advising to address the unique challenges facing transfer students; initiated an examination of entry requirements for majors that may disproportionately and negatively affect students transferring to UW-Madison; and examined the "success gap" between transfer students and students who started at UW-Madison. The CTSE made many recommendations, and they moved into the implementation phase in the 2004-05 academic year.

*D. Program Review and Low-Enrollment Majors*

The Council reviewed the Annual Report on Program Review and Low-Enrollment Majors. The report included a review of the program review process, the UAPC policy document on program review and low-enrollment programs, a list of programs that have not been reviewed in the past ten years, and portions of UW-Madison's annual program review report to UW System Administration. Almost all UW-Madison programs have been reviewed in the past 10 years. For the handful of programs that have not been reviewed, the Council requested that correspondence be sent on behalf of the UAPC to deans to remind them that they have programs that are overdue for review.

*E. Guidelines for Centers and Institutes*

In spring 2004, the UAPC reviewed and updated the Guidelines for Centers and Institutes which included a recommendation to review the official list of centers every five years and assure that the list is complete. In March 2004, Peter Spear asked the academic deans to review the official list of centers and note divergences from the official list. The deans identified centers that should be discontinued and others that have been reorganized or renamed since the last review. A list of these discontinuations, changes, and additions was presented for UAPC consideration and the UAPC agreed to a blanket approval of the requested changes. The changes are listed in Section III of this report. The center guidelines and the complete list of formally approved centers are posted at <http://wiscinfo.doit.wisc.edu/obpa/uapccenters.htm>.

*F. College of Letters & Science Baccalaureate Degree Requirements*

Representatives from Letters & Science made a presentation to the UAPC about changes to the baccalaureate degree requirements and invited input from the UAPC prior to final consideration at the Letters and Science faculty senate, which subsequently approved the proposed changes.

*G. Report of the General Education Committee*

The UAPC received the annual report of the General Education Committee. Committee members asked for more information about the Math Core Plus high school curriculum and about the assessment of the quantitative reasoning requirements. General education subcommittees are working on both of these issues, and reports will be forthcoming to the provost and the UAPC in the fall of 2005.

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#### *H. Implementation of the Ethnic Studies Requirement*

The UAPC received the final report of the Ethnic Studies Implementation Committee (ESIC). The ESIC final report detailed progress on implementing the recommendations of the Ethnic Studies Review Committee (2002), which was adopted by the UAPC in spring 2003 (see the 2002-03 UAPC annual report). In 2003, the UAPC delegated the implementation of the review committee's recommendations to the ESIC to be established under the auspices of the College of Letters & Science. The ESIC reviewed the ethnic studies course array and defined operational guidelines for identifying ethnic studies courses based on the policy statement adopted by the UAPC in 2003. The UAPC formally accepted the final report of the ESIC, including the criteria that operationalize the 2003 policy and the recommendations therein.

The following descriptive guidelines are used to facilitate evaluation of courses to carry the "e" designation:

- ESR courses must be offered for a minimum of 3 credits.
- Evidence (e.g. syllabus, reading list) must be provided demonstrating that the course material illuminates that circumstances, conditions, and experiences of racial and ethnic minorities in the United States.
- Courses that explore the circumstances, conditions, and experiences of racial and ethnic minorities in a comparative international format must devote at least 25% of the course (lecture, discussion, reading material, etc.) to the experience and/or theoretical understanding of the means by which persistently marginalized groups in the U.S. negotiate the conditions of exclusion or marginalization.
- Courses that explore the condition of U.S. ethnic groups that were at one time marginalized but which have since been widely assimilated into the dominant U.S. culture must devote at least 25% of the course to the experience and/or theoretical understanding of the means by which persistently marginalized groups in the U.S. negotiate the conditions of exclusion or marginalization.
- In cases where religion is intertwined with respect to ethnic/racial minorities that are persistently marginalized or discriminated against in the U.S., courses that focus on religion may fulfill the ethnic studies requirement.

The ESIC final report also included the following recommendations:

1. Responsibility for the administration of the ethnic studies requirement should be formally transferred to the General Education Committee. The General Education Committee should be encouraged to convene a subcommittee to review proposals, maintain communication with campus administrators and governance bodies, consult broadly on ways to augment the ethnic studies course array, and develop and implement a plan for assessment of ethnic studies requirement goals.
2. Campus administration (chiefly under the Associate Vice Chancellor for Teaching and Learning, the AVC for Diversity, and college-level undergraduate advising offices) in consultation with the General Education Committee and the ethnic studies requirement subcommittee, should pursue a variety of strategies to educate campus constituencies about the ethnic studies requirement. That education would include communication about the goals of the ethnic studies requirement, strategies for managing enrollment, and support for expanding the ethnic studies requirement course array.
3. Campus administration (chiefly under the Associate Vice Chancellor for Teaching and Learning, the AVC for Diversity) in consultation with the General Education Committee and the ethnic studies requirement subcommittee, should work to enhance and develop structures to improve the administrative and philosophical foundation that supports the teaching of ethnic studies at UW-Madison.

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4. The deans of each school/college should encourage their departments, faculty and staff to examine how their instructional efforts align with the goals of the ethnic studies requirement. Wherever possible departments should be encouraged to propose adding existing courses that might meet, or might be modified to meet, the ethnic studies requirement criteria. Given the scarcity of ethnic studies courses in particular programmatic areas, deans should provide additional incentives to motivate departments, faculty, and staff to offer courses in these areas.
5. The Chancellor should establish an Ethnic Studies Teaching Award to emphasize UW-Madison's commitment to excellence and innovative teaching of ethnic studies courses.

The ESIC final report explained that a proposal for an Institute for Research on Ethnicity and Race in the Americas is in the planning stages and will be brought forward formally at a later date.

A version of the 2002 ethnic studies review committee report that has been modified to reflect the 2003 UAPC changes and the final report of the Ethnic Studies Implementation Committee are posted for reference purposes at [http://wiscinfo.doit.wisc.edu/obpa/UAPC\\_Annual\\_Reports/uapc\\_Annual\\_Reports.htm](http://wiscinfo.doit.wisc.edu/obpa/UAPC_Annual_Reports/uapc_Annual_Reports.htm) .

*I. Reports of the Budget, Planning, and Analysis Sub-committee of the UAPC and the University Committee*

Cyrena Pondrom, UAPC member and chair of the Budget, Planning and Analysis Joint Subcommittee, presented two updates. The BPA subcommittee examined its role and clarified its functions and has determined that its roles include functioning as a forum for informal consultation with faculty about budget issues, a body to direct formal questions to campus administrators, a route for communication to and among the committee's appointing councils, and a route for communication with other consultative bodies and deans. The BPA subcommittee adopted Guidelines for Administrative Cuts in spring 2005 as a means to guide schools, colleges, and other budgetary units as they deal with proposed cuts in administrative costs.

*J. Medical School name change to School of Medicine and Public Health*

The UAPC recommended approval of a proposal to change the name of the Medical School to the School of Medicine and Public Health. In addition, this proposal needs to be considered by the University Committee, the Faculty Senate, and the Board of Regents.

**III. Academic Program Changes Approved, July 2004 through June 2005**

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. For example, proposals for changes in the status of some centers and institutes led to the review and revision of the policy guidelines for centers and institutes, as described above.

*Majors, Degrees, and Options*

Authorization to Implement

MA-Women's Studies/Gender Studies, College of Letters and Science  
Doctor of Audiology, College of Letters and Science

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Joint Reviews Completed

M.S. and Ph.D. in Population Health, Medical School  
B.S. and Ph.D. in Biomedical Engineering, College of Engineering

New Option

Athletic Training, added to the undergraduate major in Kinesiology, School of Education

Dual Degrees

Ph.D. in Neuroscience (Medical School) and Master of Public Affairs (College of Letters and Science)  
M.S. in Nursing (School of Nursing) and Master of Public Health (Medical School)

Phased-out

MA-Education and French, School of Education  
MA-Education and German, School of Education  
MA-Education and Spanish, School of Education

*Certificates*

Established

Undergraduate certificate, Biology in Engineering, College of Engineering  
Undergraduate certificate, International Engineering, College of Engineering  
Certificate in Material Culture Studies for Undergraduates, College of Letters and Science and School of Human Ecology  
Certificate in Material Culture Studies for Graduate Students, College of Letters and Science and School of Human Ecology  
Master Administrator Capstone Certificate, School of Education  
Capstone and Graduate Certificates in Global Health, Medical School (implementation delayed until UAPC completes consideration of a proposal for a Center for Global Health in fall 2005)

Renamed/Restructured

Chicana/o Studies renamed Chicana/o and Latina/o Studies, Letters & Science. (This name change also applies to the program.)

Phased-out

Undergraduate Certificate in Athletic Training, School of Education

*Academic Departments*

Renamed/Restructured

Industrial Engineering renamed Industrial and Systems Engineering

*Timetable Subject Listings*

Established

Biology, Institute for Cross-College Biology Education  
Engineering Physics, College of Engineering

Renamed/Restructured

Chicana/o Studies renamed Chicana/o and Latina/o Studies, Letters & Science (This name change also applies to the program.)

Information Systems and Design renamed Information Systems, School of Business

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Nuclear Engineering and Engineering Physics renamed Nuclear Engineering  
Operations and Information Management renamed Operations and Technology Management, School of  
Business

*Centers and Institutes*

A spring 2004 review of the list of centers resulted in several changes that are marked with an asterisk.

Established

- \*Center for Advanced Study in Business [CASB] (School of Business)
- \*Center for Demography of Health and Aging (L&S)
- \*Center for Research on the Wisconsin Economy (L&S)
- \*Center for the History of Print Cultures in America (L&S)
- \*Harlow Center for Biological Psychology (L&S)
- \*Institute for Plant Development (L&S)
- \*UW Survey Center (L&S)
- \*Wavelet IDR Center (L&S)
- \*Wisconsin Center for Music Technology (L&S)
- \*Wisconsin Center for State, Local, and Tribal Governance (L&S)
- Center for the Study of Politics, Letters & Science
- Lubar Institute for the Study of Abrahamic Religions

Renamed/Restructured

- \*A.C. Nielsen Center for Marketing Research Education renamed A.C. Nielsen Center for Marketing Research (Business)
- \*Center for Applied Corporate Finance renamed Nicholas Center for Applied Corporate Finance (Business)
- \*Center for Applied Security Analysis renamed Stephen Hawk Center for Applied Security Analysis (Business)
- \*Center for Environmental Policy Studies renamed Center for Sustainability and the Global Environment (SAGE) (Nelson Institute)
- \*Center for the Study of Contemporary History renamed Harvey Goldberg Center for the Study of Contemporary History (L&S)
- \*Center for World Affairs and the Global Economy (WAGE) moved from L&S to Office of International Studies and Programs (OISP)
- \*Consortium for Applied Water Pollution Control Research renamed Wisconsin Consortium for Applied Water Quality Research (Engineering)
- \*Consortium for Quick Response Manufacturing renamed Center for Quick Response Manufacturing (Engineering)
- \*Consortium/Center for Human Performance and Risk Analysis renamed Center for Human Performance and Risk Analysis (Engineering)
- \*Creative Writing Institute renamed Wisconsin Institute for Creative Writing (L&S)
- \*Cultural Diversity in Medicine renamed Cultural Diversity in Healthcare (Med)
- \*East Asian Studies Center renamed Center for East Asian Studies (L&S)
- \*Engineering Research Center for Plasma-Aided Manufacturing renamed Center for Plasma-Aided Manufacturing (Engineering)
- \*Enterprise Center renamed Weinert Center for Entrepreneurship (Business)
- \*Environmental Toxicology Center renamed Molecular and Environmental Toxicology Center (CALS, Med)

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- \*Ibero-American Studies Center renamed Latin American, Caribbean, and Iberian Studies (L&S)
- \*Instructional Materials Center renamed Center for Instructional Materials and Computing (Education)
- \*International Business Center renamed Center for International Business Education and Research (CIBER) (Business)
- \*International Institute listed jointly under L&S and OISP
- \*Laboratory for Applied Manufacturing Controls renamed Mechatronics Laboratory (Engineering)
- \*LEAD moved to College of Letters and Science
- \*Nuclear Safety Research Center renamed Wisconsin Institute of Nuclear Systems (Engineering)
- \*Phaedrus Laboratory for Plasma Science renamed Laboratory for Plasma Science (Engineering)
- \*Phonetics Laboratory renamed Acoustic Phonetics Laboratory (L&S)
- \*Renk Agribusiness Institute, formerly listed under School of Business, should be listed under CALS
- \*Scanning Electron Microscope and Electron Microprobe Lab renamed Electron Microprobe Lab (L&S)
- \*South Asian Studies Center renamed Center for South Asian Studies (L&S)
- \*Southeast Asian Studies Center renamed Center for Southeast Asian Studies (L&S)
- \*Soviet & East European Studies Center renamed Center for Russian, East European, and Central Asia (L&S)
- \*The following centers moved to the Nelson Institute: Center for Climate Research; Climate, People, and Environment Program; Center for Sustainability and the Global Environment; Environmental Remote Sensing Center.
- \*Torsatron/Stellarator Laboratory renamed HSX Plasma Laboratory (Engineering)
- \*Waste Research and Education Center/Solid & Hazardous Waste Education renamed Solid and Hazardous Waste Education Center (Engineering)
- \*Wisconsin Center for Urban Land Economics Research renamed Center for Urban Land Economics Research (CULER) (Business)
- \*Wisconsin Center for X-Ray Lithography renamed Center for Nanotechnology (Engineering)
- \*Wisconsin e-Business Institute renamed UW-Madison e-Business Institute (Engineering)
- Center for Product Management renamed Center for Brand and Product Management, School of Business
- Center for Urban Land Economics Research renamed Center for Real Estate, School of Business
- Enzyme Institute status adjusted from that of a free-standing center to a center within the College of Agricultural and Life Sciences
- Wisconsin Public Health and Health Policy Institute renamed University of Wisconsin-Madison Population Health Institute, Medical School

#### Phased-out

Institute for Pest and Pathogen Management (College of Ag and Life Sciences)

- \*Animal Health, International Center for (Vet Med)
- \*Anxiety Disorders Center (Med)
- \*Bioprocess and Metabolic Engineering, within the Biotechnology Center (Graduate School)
- \*Biopulping, within the Biotechnology Center (Graduate School)
- \*Biotechnology Training, within the Biotechnology Center (Graduate School)
- \*Cast Iron Research Consortium (Engineering)
- \*Center for Development (L&S)
- \*Center for International Programs in Government (DCS)
- \*Center for Research in the History of Science and Religion (L&S)
- \*CHESS Health Education Consortium (Engineering)
- \*Clinical Nutrition Training Center (Vet Med)
- \*Demography, Sociology, and Aging Computing Center (L&S)
- \*Developmental and Molecular Toxicology, Center for (Graduate School)
- \*Drinking Water Research, Consortium for (Engineering)
- \*Energy Technology Center, (Engineering)

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- \*English Learning and Achievement (Education)
- \*Geography and Political Science Computing Center (L&S)
- \*Improving Student Learning and Achievement (Education)
- \*Industrial Relations Research Institute (L&S)
- \*Institute of Accelerator Physics (L&S)
- \*Integrated Microscopy Resource (Graduate School)
- \*International Cooperation and Security Studies, Center for (L&S)
- \*Livestock in International Development, Center for (Vet Med)
- \*Mathematical Sciences, Center for (L&S)
- \*Mental Health Research Center (L&S)
- \*National Institute for Science Education (Education)
- \*Perinatal Center (Med)
- \*Polymerization Reaction Engineering Laboratory (Engineering)
- \*Quality Assurance Systems Research Consortium (Engineering)
- \*Secondary Education Services for Children (Education)
- \*Social Behavior Research Center (L&S)
- \*Spatial Information and Analysis Consortium (Engineering)
- \*Steel Charge Materials Consortium (Engineering)
- \*Survey Laboratory (L&S)
- \*Thermal Storage Applications Center (Engineering)
- \*Universal Access Partnership (Engineering)
- \*West European Studies Center (L&S)
- \*Wisconsin Manufacturing Automation and Robotics Consortium (Engineering)

#### **IV. Future Issues**

The UAPC will continue to address issues relevant to its mission of advising the chancellor and provost on university academic program issues. These issues are expected to continue to include overseeing program review policies and the general education requirements; monitoring enrollment management and enrollment projections; and reviewing academic policies. Specific issues that may be addressed in the coming year include the distinctions between professional and graduate degrees, the report of the *Ad hoc* Committee on the Health Professions Programs, guidelines for new Timetable subject listings, entry requirements for undergraduate majors, and assessment of the quantitative reasoning requirement.

#### **V. Summary**

In 2004-05 the UAPC addressed academic issues relevant to many aspects of its mission as defined by Faculty Policy and Procedures. Those issues included changes in the academic planning approval process, guidelines governing centers and institutes, oversight of general education and the ethnic studies requirement, and a report from the Committee on the Transfer Student Experience. 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.

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**VI. University Academic Planning Council Membership 2004-2005**

Ex-Officio Members

John Wiley (Chancellor)

Peter D. Spear, chair (Provost)

Martin Cadwallader (Dean, Graduate School)

Administrative Member Appointed by the Provost

Paul Peercy, Dean, College of Engineering

University Committee Representative

Patricia Brennan, Nursing/Industrial Engineering

Budget, Planning and Analysis Joint Subcommittee Chair

Cyrena Pondrom, English

Academic Staff Executive Committee Appointee

Robin Kurtz, Bacteriology

Divisional Committee Appointees

Jeffrey Hardin, Zoology (Biological Sciences), to 2005

Alda Blanco, Spanish and Portuguese (Arts and Humanities), to 2006

John Moore, Chemistry (Physical Sciences), to 2007

Vacant, to be announced (Social Studies), 2008

University Committee Faculty Appointees, \*Also a member of the Campus Planning Committee

Dan Pekarsky\*, Education Policy Studies, to 2005 (on sabbatical in 2004-05)

Joy Dohr, Human Ecology, to 2006

Mary Behan\*, Veterinary Medicine, to 2007

Stephen Robinson, Industrial Engineering, 2008

ASM Student Appointee (nonvoting, one-year appointment) -- Vacant