

UNIVERSITY ACADEMIC PLANNING COUNCIL
ANNUAL REPORT FOR 2006-07

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 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.

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 2006-07, the UAPC met eight times: September 21, October 19, December 21, January 18, March 15, April 19, May 17, and June 21. 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. Evening Midterm Exams for Daytime Classes

As reported in the 2005-06 UAPC report, in June 2006 the UAPC discussed a report that studied the issue of conflicts students experience when evening midterm exams are scheduled for daytime classes. A working group (UAPC members Moore, Kurtz, Cook) drafted new language to refine the existing policy and presented that language at the September 2006 UAPC meeting. Council members expressed a desire to present clear guidelines to instructors that discourage evening midterms for daytime classes and that did not prohibit evening exams when an instructor has legitimate pedagogical reasons for doing so.

Council members observed that many faculty members are unaware of the current policy and recommended better communication of the existing policy to help resolve at least some of the conflicts for students. Council members also observed that there are no negative consequences for faculty who ignore the policy and there are disincentives for students to complain when they have legitimate conflicts with evening exams. Thus, the current policy is not offering students the protections it was intended to provide.

Council members formally recommended to the University Committee that a revision to the existing policy statement be made as follows:

Recommended revision to the second paragraph of the faculty policy on conflicts between daytime courses with evening exams and evening courses (from Faculty Document 1585a) with proposed new text in italics: *Instructors of daytime classes should avoid scheduling evening examinations unless the evening exam is necessary for pedagogical reasons and therefore in the students' best interest or if the evening exam is deemed essential for appropriate assessment of students.* It is the instructor's responsibility to assure that all students with conflicts are treated fairly and without penalty. If a scheduling conflict exists between the evening exam of a daytime course and a regularly scheduled evening course, then the evening course takes precedence over the exam.

B. Program Review and Low Enrollment Majors

The UAPC received the annual report on program review and low-enrollment majors. The report includes 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. The program review policy seems to be working as intended and no changes are needed at this time.

C. Program Array and Peer Comparisons

The UAPC discussed an analysis of UW-Madison's program array compared with that of peer universities (http://apa.wisc.edu/acad_plng_ProgramArray.html). Findings were similar to a related analysis a decade ago: UW-Madison has more academic programs than most universities and they are smaller on average (in terms of degrees granted) than peer programs. UW-Madison has doctoral degree programs in more programmatic areas than any other large research university in the United States. Council noted that UW-Madison's breadth of academic programs is a valuable and distinguishing feature that is attractive to new faculty, particularly those in the biological sciences.

D. Guidelines for Dual Degree Program

UAPC members discussed whether it was worthwhile to establish policy guidelines governing the approval and implementation of dual degree programs. Several proposals for dual degree arrangements associated with the Master of Public Health have been challenging to implement, in part because no policy exists for the development of dual degree programs. Tuition alignment issues are especially problematic. UAPC members also discussed if the approval of dual degrees should be influenced by whether one of the partner programs is new and not yet past the joint review stage (the final approval stage) or if one of the partner programs is dealing with quality issues identified in a program review or is overdue for program review. UAPC members did not see a need to establish policy to address these issues.

E. Review of the Annual Report on Grading Patterns in Undergraduate Courses

In 1999 the UAPC reviewed grading practices. One outcome of the 1999 review was that the UAPC directed the office of Academic Planning and Analysis to produce an annual report comparing the distribution of grades among primary sections of the same course. The report was to be sent to the deans for review and a determination of whether any discrepancies were reasonable and appropriate. When the 2006 report was distributed, the deans were requested to provide feedback on the use of the report to determine if it was useful to continue to produce the report. There was little response to the request for feedback, and no dean's office described using the reports as intended – to ask departments to review situations in which grading disparities might be cause for concern for students. UAPC members recommended that Academic Planning and Analysis continue to prepare the report, distribute it to deans, and directed that the report be sent directly to department chairs who are in the best position to make use of the information. They also directed that the report be posted to APA's web site to make it more widely available.

F. Reaccreditation Project

The UAPC heard a report from Nancy Mathews, professor and director of the reaccreditation project, in which she described the process for UW-Madison's self-study in preparation for our reaccreditation site visit in April 2009.

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G. Annual Report from the University General Education Committee

Nancy Westphal-Johnson, chair of the UGEC, reported that the change to the policy about Communications A courses reported last year to the UAPC has now received approval from divisional committees for course prerequisite changes. At the May 2006 UAPC meeting, the UAPC referred to the University Committee proposed updates and clarification in language regarding integrated high school math curricula vis-à-vis UW-Madison's expectations for math preparation; the UGEC has not yet heard from the University Committee regarding this matter as of June 2007. The UGEC will present an update on the assessment of the general education requirements at a UAPC meeting in fall 2007.

H. Issues Associated with the Distinction between Graduate and Clinical/Professional Doctorates

The proposal to establish a Doctor of Nursing Practice precipitated a UAPC discussion of issues about an emerging class of clinical/professional doctorates. The proposed Doctor of Nursing Practice will provide education for advanced-practice nurses and will replace the current advanced-practice nursing program offered at the master's level. Professional/clinical doctorates have been implemented or are planned in units that have traditionally only administered undergraduate and graduate programs. Examples of professional/clinical doctorates are the Doctor of Audiology in the College of Letters and Science, the Doctor of Physical Therapy in the School of Medicine and Public Health, and the proposed Doctor of Nursing Practice in the School of Nursing. (These programs are distinct from the "first-professional" programs – Law, Medicine, Pharmacy, and Veterinary Medicine – for which a bachelor's degree is not, or historically was not, required for entry to the program.)

In the spring of 2007, the Graduate School established guidelines for post-baccalaureate programs (endorsed by the GFEC on April 13, 2007) that outline criteria by which the Graduate School will decide whether a new program will be considered a graduate program. These guidelines include criteria for doctoral programs and clarify that research-based doctorates, but not practice-based doctorates, will be considered graduate programs. There is no institution-level policy regarding the approval, implementation, and academic oversight for the emerging class of clinical/professional doctorates. The duplication of infrastructure necessary if each school/college has to administer its own programs may not be an efficient use of resources. The UAPC endorsed a proposal to convene a study group that will articulate the impact of these programs and will propose some planning alternatives to support professional/clinical doctorates.

III. Academic Program Changes Approved, July 2006 through June 2007

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, new program proposals for the Doctor of Nursing Practice and the Doctor of Physical Therapy are related to policies established by the Graduate School. Discussions about dual degrees followed from the Master of Public Health proposals for dual degrees with several other programs.

A. Majors and Degrees

Preliminary Entitlement to Plan

MS/PhD in Clinical Investigation, School of Medicine and Public Health, School of Nursing, School of Pharmacy, School of Veterinary Medicine, College of Engineering

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Doctor of Nursing Practice, School of Nursing

Master of Physician Assistant Studies, School of Medicine and Public Health

Authorization to Implement

Doctor of Physical Therapy, School of Medicine and Public Health (approved by Board of Regents, May 2007)

Joint Reviews Completed

Master of Professional French Studies, College of Letters and Science

Phased-out

Undergraduate degree and major in Family and Consumer Journalism, School of Human Ecology

Undergraduate major in Human Ecology, School of Human Ecology

Renamed/Restructured

Undergraduate major in Bacteriology renamed Microbiology, Department of Bacteriology, College of Agricultural and Life Sciences. This undergraduate major is available to students in both CALS and the College of Letters and Science.

The MS/PhD in Biomolecular Chemistry, School of Medicine and Public Health, and the MS/PhD in Biochemistry, College of Agricultural and Life Sciences, merged to the MS/PhD in Biochemistry, which will now be available to students in both SMPH and CALS.

The undergraduate degree BS-Consumer Science and the associated Consumer Science major are renamed degree BS-Consumer Affairs, major Consumer Affairs, School of Human Ecology.

The undergraduate degree BS-Consumer Science associated with the major Retailing is renamed BS-Retailing, School of Human Ecology.

The undergraduate degree BS-Environment, Textiles and Design associated with the major Interior Design is renamed BS-Interior Design, School of Human Ecology.

The undergraduate degree BS-Environment, Textiles and Design associated with the major Textile and Apparel Design is renamed BS-Textiles and Apparel Design, School of Human Ecology.

The degree home of the MS/PhD program in Endocrinology–Reproductive Physiology was extended to include the School of Medicine and Public Health in addition to the College of Agricultural and Life Sciences and the College of Letters and Science.

Admissions Suspended

MA/PhD in Comparative Literature, College of Letters and Science

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

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B. Options and Honors Programs

Renamed/Restructured

Child Development and Preschool Teaching option within the Human Development and Family Studies major renamed Child Development, School of Human Ecology

C. Certificates

Established

Graduate-level Certificate on Humans and the Global Environment (CHANGE), Gaylord Nelson Institute for Environmental Studies

D. Dual Degrees

Established

Master of Public Health/Doctor of Veterinary Medicine (DVM)

Master of Public Health/Doctor of Medicine (MD)

Master of Public Health/Master of Public Affairs

Master of Public Health/Doctor of Pharmacy (Pharm.D.)

E. Academic Departments

Renamed/Restructured

Department of Animal Health and Biomedical Sciences merged into the Department of Pathobiological Sciences in the School of Veterinary Medicine

Department of Forest Ecology and Management and Department of Wildlife Ecology merged as Department of Forest and Wildlife Ecology, College of Agricultural and Life Sciences

Dissolved

Department of Food Microbiology and Toxicology

F. Timetable Departments/Listings

Established

Latin American, Caribbean, and Iberian Studies (LACIS), College of Letters and Science

Renamed/Restructured

Bacteriology renamed Microbiology, Department of Bacteriology, College of Agricultural and Life Sciences

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Forest Ecology and Management and Wildlife Ecology merged into a single listing, Forest and Wildlife Ecology, College of Agricultural and Life Sciences

Environment, Textiles and Design renamed Design Studies, School of Human Ecology

G. Centers and Institutes

Established

Institute for Clinical and Translational Research, School of Medicine and Public Health

Center for Structurally Integrated Micro/Nano Systems (SIMSNS), College of Engineering

Center for Early Modern Studies, College of Letters and Science

Center of Rapid Evolution (CORE), College of Letters and Science

Institute for Sustainable Agriculture, College of Agricultural and Life Sciences

Global Legal Studies Center, Law School

Center for Culture, History, and Environment (CHE), Gaylord Nelson Institute for Environmental Studies

Renamed/Restructured

Comprehensive Cancer Center renamed Paul P. Carbone Comprehensive Cancer Center, School of Medicine and Public Health

Land Tenure Center moved to Gaylord Nelson Institute for Environmental Studies

Biophysics Training Program (program continues but it does not function as a center-like unit and is removed from the list), Graduate School

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. In 2007-08, the UAPC will review the assessment of the general education requirements, hear the report from the study group on issues associated with clinical/professional doctorates, discuss policies and issues associated with envisioning future needs for instructional space; and hear progress reports from the reaccreditation project.

V. Summary

In 2006-07, the UAPC addressed academic issues relevant to many aspects of its mission as defined by *Faculty Policy and Procedures*. Those issues included program review, general education, evening exams for daytime classes, grading patterns for undergraduate courses, an overview of the program array as compared to peer institutions, dual degree programs, questions raised by the emerging class of clinical/professional doctorates, and reaccreditation. 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 2006-2007

Standing Members

John Wiley (Chancellor)
Patrick V. Farrell, Chair (Provost)
Martin Cadwallader (Dean, Graduate School)

Administrative Member Appointed by the Provost

Gary Sandefur, Dean of the College of Letters and Science

University Committee Representative

Jane Hutchison, Art History

Academic Staff Executive Committee Appointee

Robin Kurtz, Bacteriology

Divisional Committee Appointees (Term Expires)

Mark Cook, Biological Sciences Division (2009)
Heinz Klug, Law School, Social Studies Division (2008)
John Moore, Chemistry, Physical Sciences Division (2007)
Tom Schaub, English Department, Arts and Humanities Division (2010)

University Committee Faculty Appointees (Term Expires)

* Also a member of the Campus Planning Committee.

*Donna McCarthy, School of Nursing (2009, through Dec 2006)
*Elliott Sober, Philosophy (2009, completing Prof. McCarthy's term)
Wendy Way, Human Ecology (2010)
*Mary Behan, Veterinary Medicine (2007)
Stephen Robinson, Industrial Engineering (2008)

ASM Student Appointee (nonvoting, one-year appointment)

John Doble