

**UNIVERSITY ACADEMIC PLANNING COUNCIL
ANNUAL REPORT TO THE FACULTY SENATE, 2013-14**

I. Functions

The University Academic Planning Council (UAPC) advises the provost on major academic program decisions, long-term academic plans, and related developments. The council:

- Provides for faculty, staff, and student participation in academic planning,
- Assures that appropriate review is given to proposals for new academic programs (majors, degrees, or certificates) and changes to academic programs,
- Makes recommendations on proposals associated with the creation, reorganization, or discontinuation of academic structures (centers/institutes, departments, schools/colleges),
- Makes recommendations concerning the evaluation and review of academic programs, and
- Provides governance oversight for the general education requirements and for assessment of student learning.

The Council also makes recommendations on policy related to all of these areas (FPP Ch. 6.52).

The UAPC meets as often as once per month during the academic year, typically on the third Thursday of the month from 3:30pm to 5:00pm, and as needed during the summer months. In 2013-14 the UAPC met nine times on the following dates: September 19, 2013, October 24, 2013, November 21, 2013, December 19, 2013, January 16, 2014, March 27, 2014, April 17, 2014, May 8, 2014, and June 23, 2014.

Agendas and minutes for UAPC meetings are available from the Office of Academic Planning and Institutional Research and are posted on-line at <http://apir.wisc.edu/uapc.htm>.

II. UAPC Policy and Planning Discussions

A. Annual Report on Program Review and Low Enrollment Majors

The annual report on program review addresses UAPC policies on program review and low-enrollment programs was discussed at the September and December UAPC meetings. The UW-Madison program review policy requires that all academic programs be reviewed at least once in a ten-year period, and is in support of both a Board of Regent mandate for program review and expectations of the University's accrediting body that regular program reviews be conducted. Low-enrollment programs are defined as those that award five or fewer degrees in a five-year period; UAPC policy requires that program faculty and the dean provide a justification for continuing low-enrollment programs.

UW System Administration and the Board of Regents require an annual report on program review. The report to UAPC was based on this report, prepared and presented by Jocelyn Milner, director of Academic Planning and Institutional Research. Overall, UW-Madison has an estimated 500 academic programs, so about 50 programs on average have to be reviewed each year to comply with the requirement that each program be reviewed at least once every 10 years. In 2012-13, 26 reviews covering 39 programs were completed. The number of reviews completed this year is similar to numbers in recent years. Consequently, a backlog is developing of programs that have not been reviewed in the past decade.

Council was reminded that by UW-Madison policy, new programs are reviewed five years after they are approved and every ten years thereafter. A commitment to program review is part of the program-

approval process. Some programs are subject to specialized accreditation and are reviewed by these external agencies on a regular cycle. The program review consists of a self-study prepared by the program faculty, a review of the self-study by a committee appointed by the dean, and a written summary from the dean that is also sent to the provost. Once the program review is completed the ten-year clock restarts.

In discussion, Provost DeLuca emphasized the value of program review for helping faculty be sure they are putting limited resources to the best educational use and reinforced the need to clear the backlog. Provost DeLuca explained that he brings the need to complete program reviews to the attention of the deans individually and at the Dean's Council. The director of Academic Planning and Institutional Research (APIR) sends reminders to initiate program review and requests for information to the school/college dean's offices on a regular basis.

Council discussed many perceived and real reasons for delays in completing reviews. All agreed that more centralized resources to support program review may be helpful to program faculty and staff who are working on self-studies. There was also agreement that program reviews seem to be delayed because there are so many competing priorities for time and attention and because there is no penalty at the program level for non-compliance. Interestingly, programs that have completed over-due reviews often report that the review process was valuable in identifying program strengths and opportunities for improving the student learning experience.

Council concluded the discussion with recognition of the need to implement more incentives for completing program review. Council and Provost DeLuca decided that Provost DeLuca would communicate to the deans the importance of timely completion of program reviews. He would also explain the need to get the reviews that are several years past due completed in the 2013-14 academic year. Furthermore, all deans would be informed that academic units that are past-due for program review will not be considered for any changes at the UAPC level until the completed review is submitted; up-to-date program review is a sign that a department or unit is able to support all of their academic programs. If the backlog is not cleared within a year, more stringent sanctions may need to be applied. Provost DeLuca sent a memo to all deans and met with Deans Council on this topic in January 2014.

Detailed information on program review policy and reports: <http://apir.wisc.edu/programreview.htm>

B. Annual Report on Student Learning Assessment and University Assessment Council Activities

Mo Noonan Bischof, associate vice provost and co-chair of the University Council on Academic Affairs and Assessment (UCAAA) presented the annual report on student learning assessment, in her role as assessment director.

The report included an announcement that the university's assessment plan, created in 2003 and revised in 2008, will be revised by the end of 2014 and the revised plan will be brought to the UAPC for review. One feature of the 2003/2008 plan that will be retained is the requirement that every academic program has learning outcomes and engages in at least one learning assessment activity each year. This requirement is in keeping with the criteria for accreditation established by the Higher Learning Commission. Another feature of the plan that will carry forward is the assessment fund, a discretionary fund for the support student learning assessment by academic programs. This fund allows for the allocation of up to \$100,000 each year to be used by academic units to boost their student learning assessment plans and assessment activities.

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A new feature of the assessment plan will be the selection and deployment of an electronic system for gathering information on student learning outcomes assessment, building reports, and more effectively communicating about this topic to all academic programs. Such a system may also help with support for program review. The vice provost for Teaching and Learning and the director of APIR are partnering with the assessment director on this initiative. The new assessment plan will also be aligned with the Educational Innovation initiative, and will encompass plans for the assessment of student learning in general education.

One example of a campus-level assessment project conducted in 2013 was an assessment experiment using the written communication skills of UW-Madison undergraduates based on the written communication rubric devised in the AAC&U's VALUE rubric project. More than 450 samples of student writing were collected and were evaluated by 27 faculty using the rubric. This was a complex and resource-laden project with the major success of the project being a high level of faculty engagement and potential for using rubrics at the program level. (More detail: <http://apir.wisc.edu/VALUE.htm>)

Another example is the post-graduation plans questionnaire, a campus-wide effort to gather information from graduating seniors on their plans immediately after graduation and their perception of learning gains on 19 specific learning outcomes. This project, now in its fourth year, will be expanded in 2014 to coordinate more effectively with the needs of career services offices in the schools and colleges. (More detail: <http://apir.wisc.edu/pgp.htm>)

More detailed information on student learning outcomes assessment: <http://provost.wisc.edu/assessment/>

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

Elaine Klein, assistant dean in the College of Letters & Science and chair of the Undergraduate General Education Committee, presented the annual report on undergraduate general education. The University General Education Committee reports annually to the UAPC because it is a "daughter" committee of the UAPC, which holds formal governance authority for general education policy. Letters & Science houses the UGEC and serves as the trustee for the administration of the general education requirements because it teaches the majority of the courses that fall into these areas.

The report updated the UAPC on general education activity. For example, the UGEC recently completed an evaluation of the ethnic studies requirement. The survey found that students should be encouraged to complete the requirement within the first 60 credits of their undergraduate career. The initial policy that created the ethnic studies requirement included a recommendation that students complete the requirement early but this was never defined. This UAPC wanted more time to discussion this recommendation and will consider it again at the September 2014 UAPC meeting.

D. Changes to the Minimum Requirements for Graduate Degree Programs

Wendy Crone, Associate Dean, Graduate School; Rob Howell, Professor of German and chair of the Graduate Faculty Executive Committee (GFEC) Sub-committee on Accreditation Issues presented a policy change to the minimum requirements for graduate programs.

The Graduate School developed new policy guidelines for graduate degree programs related to degree

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credit requirements, graduate residency requirements, course requirements, and maximum credits per term. These new requirements are in keeping with expectations associated with accreditation by the Higher Learning Commission or address other related impacts. The GFEC subcommittee proposed new requirements that have been adopted by GFEC:

- 1) Masters programs must consist of at least 30 credits beyond the bachelor's degree;
- 2) MFA degrees /specialist certificate must consist of at least 42 credits beyond the bachelor's degree;
- 3) Doctoral programs must consist of at least 51 credits beyond the bachelor's degree;
- 4) At least 50% of credits taken in a graduate program must be intended for graduate students.

Previously, the credit requirement for a master's degree was 16 credits completed in the program in graduate residence at UW-Madison. There has been no stated degree credit minimum for graduate programs. In practice, most masters programs required 30 or more credits, although there are a number of programs that will need to make curricular changes to come into compliance with the new policy. The GFEC subcommittee recommended a minimum requirement of 30 credits for masters programs and a requirement that 16 credits be completed in graduate residence at UW-Madison for a student to earn a UW-Madison master's degree. A graduate residence credit requirement of 24 credits was set for MFA programs and of 32 credits for doctoral programs.

The requirement that 50% of course work be in courses designed for graduate students may be satisfied by courses that meet any one of the following criteria. Courses that are:

- a) Numbered 700 and above, in keeping with established policy that there are courses intended for graduate level work;
- b) Numbered 300-699 and are specifically designed for graduate students in a graduate program;
- c) Numbered 300-699, are intended for both undergraduates and graduate students, and assess graduate students separately from undergraduate students; or
- d) Numbered 300-699 and have a graduate student enrollment of more than 50% in any given semester.

The new policy also set requirements for what prior course work may be applied to a graduate degree. Specifically, for well-prepared advanced UW-Madison undergraduate students, up to 7 credits of UW-Madison undergraduate course work (numbered 300 or above) may be applied to the credit requirements for a graduate degree. For graduate double degree programs there is already a policy that there be no more than 25% overlap between the two degrees, and this is consistent with the new 7-credit limit for UW-Madison undergraduate course work. Additional policies for prior course work from other institutions or earned as a UW-Madison University Special Student were also defined. Prior course work from other institutions that is post-baccalaureate is permitted and prior course work taken as UW-Madison University Special Student is allowed up to 15 credits (numbered 300 or above) if the difference in tuition is paid.

Finally, the maximum credits-per-term was increased from 12 credits to 15 credits. This policy change is in keeping with peer institutions and mitigates issues related to the increase in degree credit requirements and time-to-degree concerns.

The new requirements go into effect for students who enroll on or after Fall 2014. Master's students who started in prior to Fall 2014 have until before Fall 2016 to complete their degree without being subject to the requirements of the new policy. Graduate students who discontinue their degree program for a

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semester or more will return under new policy requirements. The Graduate School worked with departments and program faculty and staff throughout the Spring 2014 and Summer semesters to implement these new policy requirements.

UAPC endorsed these program requirements. The full guidelines are posted at: <http://apir.wisc.edu/UAPC201314October.htm> (see agenda item #8).

E. Division of International Studies' Advisory Board Report and Recommendations

David McDonald, professor of History and chair of the Division of International Studies Advisory Board and Guido Podesta, director of the Division of International Studies, presented the report of the International Studies advisory board. The advisory board made a number of recommendations related to governance structure and organization. Recommendations included creating a coherent and organized environment where all of the areas that fall under the umbrella of international or global education can come together. Disparate areas would have a way of knowing what one another is doing and interdisciplinary collaboration could be encouraged.

Prof. Podesta explained that the recommendations and the committee work required to develop them has had a positive impact on the Division of International Studies and DIS's ability to serve campus. The recommendations will help DIS move forward into a different funding and development environment.

F. Honors

The proposal by the Biology Core Curriculum (Biocore) to be recognized as an honors program raised several policy questions related to aspects of how honors operates at UW-Madison. Colleagues in APIR and the Office of the Registrar (RO) had reviewed the proposal and identified a range of considerations related to the administration of honors (examples include entering transcript notations, auditing completion of requirements, course set up). In the course of this review they had concluded that the existing practices related to tracking students in honors programs are inefficient, confusing, lack clear definitions and consistent procedures, and in some areas involve practices that are not in keeping with sound policies for student record keeping. For example, there is a notation when a student enters an honors program but no notation if a student withdraws from honors. After discussion the sense of Council was to agree that there are enough of these issues that they should be explored in more depth under the direction of Scott Owczarek, University Registrar, and Jocelyn Milner, director of APIR. The UAPC directed them to undertake a more in-depth study, implement any necessary new practices to bring consistency and efficiency to honors designations, and bring any policy issues, including any issues related to transcript changes or transcript text, back to the UAPC for consideration.

G. Certificate Guidelines

UAPC had a lengthy discussion of the guidelines for certificate programs in response to review of a set of administrative revisions to the 2012 certificate guidelines, presented by Jocelyn Milner, director of APIR.

In 2012 the UAPC approved a new set of guidelines for certificates and those guidelines were implemented over the subsequent two years. During implementation it became clear that there was language in the guidelines that didn't convey the intended meaning or that certain practices associated

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with student information had changed. Administrative revisions were intended to improve clarity without changing the intent of the guidelines.

During implementation it also became clear that more information and support was required for certificate programs to understand what is required in running certificate programs so the APIR, RO, and the Graduate School are developing more information resources.

Council members discussed a number of considerations associated with certificate programs and noted that at the time the certificate is proposed and at the five-year review are times to examine advising and student support resources. Council also noted that they should take a careful look at the succession planning to make sure enough certificate oversight is in place. Council reviewed data that showed ten-year trends in number of certificates and noted that many certificate programs had low counts of awards. Council requested more information about and discussed issues of proliferation of certificates, time-to-degree concerns, trends in multiple awards, low enrollment certificates, and overlap among certificate programs. Provost DeLuca observed that many of the graduate certificates and capstones are infrequently awarded and a plan may need to be developed to prune this list.

Council discussed the need to reduce the administrative cost associated with certificates and balance that with student learning considerations. Given the growth in certificates, especially in Letters & Science, attention needs to be paid to the impact on workload and resource demands in student support service areas. Although certificate programs may seem resource-neutral to the units that offer them, they do create a heavy resource burden in student services and academic administration.

Among other elements, the proposed revisions were intended to make it even clearer that the certificate program faculty and staff are responsible for notifying the RO when students have completed the certificate requirements. There continue to be cases in which program faculty/staff are unwilling to accept this responsibility or lacked sufficient staff continuity to comply with this requirement. For some certificates there is no record that students have earned the certificate although a number of students have completed it but their work has not been reported to the RO.

Council members asked questions about the possibility of automating the declaration and awarding process for certificate as a solution to the reporting issues. Scott Owczarek, University Registrar, explained that automating this process had been on a list of potential projects but until very recently the required technical capabilities were not in place. After investigation, he determined that the RO staff could make it a priority to implement an electronic declaration process for undergraduate certificates similar to what exists for major declaration. This would allow for better planning by students and programs, and allow for better tracking of certificates. It will also potentially ease workload issues associated with awarding certificates at the time of degree completion.

Council discussed a number of issues that would be required to effectively implement the electronic certificate declaration processes. That discussion resulted in a set of principles that the UAPC would endorse to support the implementation of an electronic, on-line certificate declaration process. Council approved the following set of principles, consistent with the certificate policy guidelines:

1. The UAPC affirms the expectation stated in the certificate policy guidelines that all certificates will structure requirements so that they are readily encoded in the degree audit system, and that going forward all newly proposed certificate programs will structure requirements to meet this expectation.

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(Existing certificates that are not encodable in the degree audit system will be encouraged to make revisions, but will not be required to change.)

2. The Office of the Registrar will take the lead on efforts to encode undergraduate certificate program requirements in the degree audit system. The Office of the Registrar will work in collaboration with the schools/colleges and programs, with the expectation that over time all certificate coding will be housed in the Office of the Registrar.
3. The Office of the Registrar will become responsible for validating the completion of all undergraduate certificate programs at the time that degrees are awarded. The general expectation is that the Office of the Registrar will clear all certificates for degree-seeking students (recognizing it may take time to fully realize that goal). Students who complete a degree and subsequently complete an undergraduate certificate as Special Students, if the program has been approved for this option, will be monitored and cleared by the certificate program faculty and staff. The program will notify the Office of the Registrar of completion by Special Students.
4. In the newly established process, students will be encouraged to actively declare the certificate when they begin to pursue the certificate and to cancel their declaration if they decide not to complete it. Students, program faculty/staff, and deans' offices will be expected to communicate declaration and cancellation via the electronic process.
5. With this implementation, the expectation that the awarding of certificates should not delay the awarding of a degree remains in place; degree/major credentials remain the primary awards and the focus of the academic experience. Students pursuing a certificate will be encouraged to declare and undertake a certificate sufficiently early in their undergraduate career to be able to finish it prior to or coincident with completion of degree/major requirements.
6. As part of implementation, the Office of the Registrar will develop a communication and training program for colleagues across campus in schools/colleges and departments to support this effort.

Registrar Owczarek presented a timeline for implementation in the 2014-15 academic year.

The UAPC formally requested that the Office of the Registrar implement an electronic, on-line process for declaration and processing of certificates, approved the principles stated above to support that implementation, and endorsed changes to the guidelines to reflect these changes in policy.

Certificate policy guidelines and supporting information are posted at <http://apir.wisc.edu/certificates.htm>

III. Academic Program Changes Approved, September 2013 through June 2014

The University Academic Planning Council considered and recommended the formal academic actions listed below.

A. Majors and Degrees

Notice of Intent

Undergraduate major in Neurobiology, Department of Zoology, College of Letters & Science

Doctor of Occupational Therapy, Department of Kinesiology, School of Education (proposed as a distance-delivered and EI program-revenue program)

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MS-Biomedical Informatics, Department of Biostatistics and Medical Informatics (BMI), School of Medicine and Public Health

Authorization to Implement

BS-Physical Education, Department of Kinesiology, School of Education

MS-Biomedical Informatics, Department of Biostatistics and Medical Informatics, School of Medicine and Public Health (Board of Regents' consideration scheduled for August 2014)

Five-Year Review of New Programs

No five-year reviews were completed this academic year

Phased-out/Discontinued

MFA-Communication Arts, Department of Communication Arts, College of Letters & Science

BS-Medical Sciences, College of Letters & Science

MS-Community and Environmental Sociology, Department of Community and Environmental Sociology, College of Agricultural and Life Sciences

Undergraduate major in Hebrew, Department of Hebrew and Semitic Studies, College of Letters & Science

MS/PhD Endocrinology-Reproductive Physiology, College of Letters & Science. This program will continue to be offered within the School of Medicine and Public Health and the College of Agricultural and Life Sciences.

Renamed/Restructured

Dual Degree in Doctor of Pharmacy and MS-Social and Administrative Sciences, both in the School of Pharmacy

Renamed the MS-Conservation Biology and Sustainable Development to the MS-Environmental Conservation, Nelson Institute for Environmental Studies

Renamed the BS-Interior Design to the BS-Interior Architecture, Department of Design Studies, School of Human Ecology

Renamed the BS-Textile and Apparel Design to the BS-Textiles and Fashion Design, Department of Design Studies, School of Human Ecology

MA/PhD in Hebrew and Semitic Studies moved from the Department of Hebrew and Semitic Studies to the Department of Classics, College of Letters and Science

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Admissions Suspended (these programs have 3 years to re-open or be discontinued)

BS/BA in Languages and Cultures of Asia, Department of Languages and Cultures of Asia,
College of Letters & Science

MA/PhD in Languages and Cultures of Asia, Department of Languages and Cultures of Asia,
College of Letters & Science

B. Options and Sub-majors

New

MBA-General Management, Option: Corporate Executive MBA, School of Business. The UAPC
also approved an additional location for delivery of this program at Kohl's Corporate
Headquarters, Menominee Falls, Wisconsin

Undergraduate major in Biology, Option: Plant Biology, College of Agricultural and Life
Sciences and College of Letters & Science

MS-Statistics, Option: Data Science, Department of Statistics, College of Letters & Science
(Educational Innovation program-revenue program)

Master of Engineering degree, Civil and Environmental Engineering major, Option:
Environmental Engineering, Department of Engineering Professional Development, College of
Engineering (distance-delivered program and Educational Innovation program-revenue program)

Renamed/Restructured

Master of Engineering degree, Engineering major, renamed Option: "Professional Practice" to
"Engineering Management", Department of Engineering Professional Development, College of
Engineering (distance-delivered program)

Admissions Suspended (programs must be re-opened or discontinued within 3 years)

Undergraduate International Studies major, Option: Global Commons/Global Environment,
International Studies Program, College of Letters & Science (due for review and resolution by
2016-17)

C. Certificates

Established

Capstone Certificate in Leadership for Population Health Improvement, Department of
Population Health Sciences, School of Medicine and Public Health (distance-delivered certificate;
EI program-revenue program)

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-10-

Capstone Certificate in Infant Early Childhood and Family Mental Health, Department of Psychiatry, School of Medicine and Public Health (EI program-revenue program)

Certificate in Development Economics (undergraduate level), Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences

Certificate in Business Management for Agricultural and Life Sciences (undergraduate level), Department of Agricultural and Applied Economics, College of Agricultural and Life Sciences

Certificate in Sustainability (undergraduate level), Office of Sustainability, Nelson Institute for Environmental Studies.

Certificate in the Public Humanities (graduate/professional level), Center for the Humanities, College of Letters & Science

Certificate in French (undergraduate level), Department of French and Italian, College of Letters & Science

Renamed/Restructured

Certificate in Type 2 Translational Research renamed to the Certificate in Clinical and Community Outcomes Research, Institute for Clinical and Translational Research (ICTR), School of Medicine and Public Health

Admissions Suspended (programs have three years to re-open or be discontinued)

CALS International Certificate, College of Agricultural and Life Sciences

Certificate in Global Cultures, College of Letters & Science

Phased-out/Discontinued

Master Administrator Capstone Certificate, School of Education

Certificate in Technical Communications (graduate/professional level), College of Engineering

Certificate in Global Perspectives, School of Education

Certificate in French Studies for Business (undergraduate level), Department of French and Italian, College of Letters & Science

D. Academic Departments

Established

Department of Emergency Medicine, School of Medicine and Public Health

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-11-

Renamed/Restructured

Merged the Department of Liberal Studies and the Arts and the Department of Professional Development and Applied Studies into the Department of Liberal Arts and Applied Studies, Division of Continuing Studies

Renamed the internal department, Department of Interdisciplinary Studies in Human Ecology to the Department of Civil Society and Community Studies (CSCS), School of Human Ecology

Relocated the Department of Theatre and Drama from the College of Letters & Science to the School of Education (action pending presentation at the Faculty Senate)

Discontinued

Department of Hebrew and Semitic Studies, College of Letters & Science (action pending presentation at the Faculty Senate)

E. Course Subject Listings (formerly Timetable Departments)

Established

English as a Second Language, Department of English, College of Letters & Science

Civil Society and Community Studies, Department of Civil Society and Community Studies, School of Human Ecology

Hebrew-Biblical, Department of Classics, College of Letters & Science

Hebrew-Modern, Center for Jewish Studies, College of Letters & Science

Renamed/Restructured

Subject Listing "ESL", code 350 to be renamed ENGLISH (reversing the name change approved in 2012-13 for this subject listing), Department of English, College of Letters & Science

Relocated the Subject listing "Theatre and Drama", code 942, from the College of Letters and Science to the School of Education, coincident with the relocation of the department, effective Fall 2015.

Discontinued

Subject Listing "Hebrew", code 440, associated with the Department of Hebrew and Semitic Studies, College of Letters & Science

F. Centers and Institutes

New

(continued)

-12-

Center for Training in Pharmacology and Drug Development, School of Medicine and Public Health

Renamed/Restructured

Restructured the Arts Institute to be an independent division (formerly reporting to the deans of L&S, Education, and Human Ecology), with a direct reporting line to the provost.

Rename and Reorganize the Institute for Biology Education to WISCIENCE (Wisconsin Institute for Science Education and Community Engagement), also reporting directly to the provost.

Phased Out

Synchrotron Radiation Center, Graduate School

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 a range academic policy matters. UAPC members have asked for discussion of matters related to distance education. Agenda topics in 2014-15 may include additional discussion of program review, honors designations, and certificates as continuations of discussions started in 2013-14.

V. Summary

In 2013-14 the UAPC addressed academic issues relevant to many aspects of its purpose as defined by Faculty Policy and Procedures. Specific issues that were discussed at length included: program review and ways to address the backlog in review that is developing; certificate guidelines, changes to the guidelines, and automation of certificate declaration and certificate processes to make it easier for students to participate in certificates and less of an administrative burden for programs and the Office of the Registrar to support them; how honors is recorded; and changes to the minimum credit requirements for graduate programs so that UW-Madison is aligned with accreditation expectations. As part of its responsibility for appropriate review and consideration of requests for new programs and changes to programs and units, the UAPC acted on more than fifty proposals related to changes in the status of academic programs and academic units as listed above.

VI. University Academic Planning Council Membership 2013-14

Standing Members

Rebecca Blank (Chancellor)

Paul M. DeLuca, Jr., Chair (Provost)

Martin Cadwallader (Dean, Graduate School)

Administrative Member Appointed by the Provost

John Karl Schulz, Dean of the College of Letters and Science

(continued)

-13-

University Committee Representative

Jo Ellen Fair, School of Journalism and Mass Communications

Academic Staff Executive Committee Appointee

Jeff Shokler

Divisional Committee Appointees (Term Expires)

Herbert Chen, Dept of Surgery, Biological Sciences Division (2017)

Robert Glenn Howard, Arts and Humanities Division (2014) (completing Lea Jacob's term)

Mark Seidenberg, Dept of Psychology, Social Studies Division (2016)

Mark Eriksson, Dept of Physics, Physical Sciences Division (2015) (completing Richard Straub's term)

University Committee Faculty Appointees (Term Expires)

* Also a member of the Campus Planning Committee.

*Seth Blair, Dept of Zoology (2017)

Darryl Thelen, Dept of Mechanical Engineering (2014) (completing Jacquie Hitchon's term)

*Linda D. (LD) Oakley, School of Nursing (2015)

Ramon Aldag, School of Business (2016)

ASM Student Appointee (nonvoting, one-year appointment)

Laura Dunek, JD (PhD-ELPA student)

Consultant to the UAPC

Jocelyn Milner, Director of Academic Planning and Institutional Research