



School of Education
UNIVERSITY OF WISCONSIN-MADISON

ACADEMIC PLANNING COUNCIL MINUTES
Wednesday, December 6, 10-11 a.m.
Wisconsin Idea Room

Present: Diana Hess, Carolyn Kelley

Department Representatives: Brad Brown, Eric Camburn, Kate Corby, Gary Diffie, Bonnie Doren, Erica Halverson, Bill Hoyt, Dan Lisowski, Adam Nelson, John Rudolph

Staff Representatives: Ann Fillback Watt, Ann Halbach, Robin Worth

The Academic Planning Council was called to order at 10:06 a.m.

The November 1 minutes were approved.

Anatomy and Physiology Subject Proposal

Gary moves, Kate seconds. Kinesiology has taken on Anatomy courses. The goal is to make the transition as seamless as possible for students. Kinesiology is a great fit for these courses, except the name, which means something different for external graduate programs looking at the courses. Originally, we had hoped the pre-existing subject listing *Physiology* would move to Kinesiology, but graduate courses in Medical School need to keep the title. This proposal would create a title for these courses on the timetable for students to use. Medical school and department of neuroscience have given a letter of support. Only concern committee had would be that the Chancellor's office might ask about different name for the major and subject, but Kinesiology already has dealt with this for Occupational Therapy courses. Approved unanimously.

Discussion of name change for Kinesiology. Ex: Kinesiology and Health Education, Kinesiology and Health, Kinesiology and Public Health, etc. Usually include "Kinesiology" in the name.

Graduate Education Discussion

The graduate school is reviewing the GRS scholarships across campus. We did a self-study of Ed-GRS, the Education GRS students. Now, we need to appoint three faculty members who are not currently on GRS advisory board to work from the Self Study and create an in-depth study, including conducting interviews and pulling data from our school. Hess requested departments send nominations for these faculty members, especially those who have been the graduate coordinator for the department or have close ties with graduate students. The results from this will be used for our internal improvements as well as campus-wide changes. One challenge we

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have is that we haven't used Ed-GRS to recruit to campus, but as rewards if they have already decided to come here or to visit the campus. Campus is concerned that if we are going to put money on the table, it should be used to give us a competitive edge.

We also discussed the 13.8% raise for Teaching and Project Assistants. Money will be given from campus to cover students paid on 101 funds, but for other funding sources, such as 136, we will need to budget for. APC discussed the repercussions of the raise, including where the money would come from and the incentive of hiring graduate students against post-docs at that rate.

Our strategy with Ed-GRS has been to give large number of smaller amounts rather than a small number of large amounts. The Self Study revealed that not all of our receiving students are doing better. The committee asked if this took into account that a lot of non Ed-GRS students still receive funding, but Ed-GRS is supposed to be a combination of funding as well as supports for overall experience and faster completion rates. The committee pointed out that this is difficult considering that not all departments admit students the same way, and not all of our graduate students need funding.

Kelley distributed data about graduate programs. The committee discussed how yield and grant cycle timeline complicate the ability to offer financial packages. It means every offer is a risk financially and that it is difficult to convince students to come here. The committee brought up the idea of the Dean's office having a backup fund for risk-taking. Also, the committee reinforced that the important part of graduate school is funding opportunities for students to gain experience in all different kinds of work. For example, some ELPA graduate students are having the full mixture of experiences, but not all. Regarding Ed-GRS, the committee questioned why the funding was the first and fourth year, as post-prelim tuition is much cheaper. If we shifted all first and fourth year offers to first and second, it would give us more time to solve the problem and the issue of confidence of recruitment. Brown clarified that funding the first and fourth year helps fund the dissertation experience.

Hess included that campus is exploring a new policy that will require all schools and departments to provide more feedback to grad students. In the new policy, 2 faculty members provide feedback for each graduate student, which helps protect the student if a faculty member leaves. This is not a policy yet, but Hess encouraged the committee to think of what feedback we may have in the future.

Meeting adjourned at 11:05 a.m.

Minutes submitted by Maren Harris.

Minutes approved by APC.