

**CALS ACADEMIC PLANNING COUNCIL**

January 16, 2018

1:00 PM-2:30 PM

1220AB DeLuca Biochemical Sciences Building, 440 Henry Mall

**Present:** Brian Kirkpatrick, John Shutske, Doug Soldat, Dietram Scheufele, Patrick Krysan, Guy Groblewski, Karen Wassarman, Marv Wickens, Paul Mitchell, Alan Turnquist

**Absent:** Jeri Barak, Katherine Curtis

**Ex Officio:** Bill Barker, Sarah Pfatteicher, Doug Reinemann, Dick Straub

**Guests:** Dominique Brossard, Jeff Hamm, Carolyn Kelley

**Minutes:** Megan Grill

Kate called the meeting to order at 1:01pm

No changes to current agenda

Review minutes from December 5<sup>th</sup> APC Meeting

There was an extra paragraph included in the December 5<sup>th</sup> minutes that did not pertain to that meeting. Megan removed the paragraph prior to the meeting, updated the box files, and brought printed copies to the meeting.

**Karen moved to approve the December 5<sup>th</sup> minutes as amended, Alan seconded; unanimously approved**

**Consent Agenda**

1. Request to Discontinue "Agricultural Business and Industry" Named Option of Agricultural Business Management, BS degree
2. Request to Discontinue Doctoral Minor in "Biometry"

**Unanimously approved by consent**

**Action and Discussion Items**

3. LSC Program Review (second review)

Guest: Dominique Brossard, chair Life Sciences Communication

Overall, Dominique felt that the program review meetings were constructive and that the review was fair. The committee prepared questions for Dominique based on the LSC program review report presented by Beth Olson at the December 5<sup>th</sup> APC meeting.

*Q1. The graduate learning outcomes are assessable as written. The undergraduate learning outcomes do not appear to be easily assessable. Has the department considered using the program review process an opportunity to revisit these outcomes to make them more assessable?*

A1: Dominique was surprised that this was a question from the committee since they do not feel that they have any trouble measuring the learning outcomes. Essays required as part of two of the capstone courses, as well as another course, allow learning outcomes to be measurable. Dominique is confident that they are able to measure progress and learning outcomes as they are currently written.

Q2. *Within your field, is it typical for students to admit to the master's prior to application to the PhD (as opposed to admitting directly to the PhD)?*

A2. Yes. In many cases, programs won't accept students to the PhD without having earned their master's first. It's also typical for students to enter the professional world after earning the master's. LSC offers a professional master's without a thesis in addition to their traditional thesis-based master's. Often, students are encouraged to complete the PhD at a different institution from their master's.

Q3. *What is the department's capacity to support growth in the PhD minor? What is the department's philosophy in choosing to direct resources here as opposed to other initiatives?*

A3. The PhD minor is ideal because they can reach a largely different population with current resources, which are limited.

Q4. *What opportunities do master's and PhD students have to interact and develop community amongst the graduate population?*

A4. The LSC review noted the sense of community as a strength, but also noted Master's students did not feel a sense of community. This discrepancy likely stems from the fact that the students who were interviewed as part of the review process had not had an opportunity to develop a sense of community, as they just started as a new cohort in the fall. There are 6 opportunities for students to connect throughout the year including an orientation, a Communication Theory Course taken by all students, and a holiday party. The department suggested that students organize additional events beyond this, and the students have since created a Facebook page.

Nikki clarified the process for program review after APC accepts this as complete. She also noted that the department self-study is retained by CALS but not at the campus level. Academic Affairs will make note of the department's response to errors of fact when creating the summary letter to accept the review as complete.

**Karen moved to accept the report as complete with the suggestion that the summary letter call out the error of facts noted in the departmental response, Marv seconded; unanimously approved**

2. Request from School of Education to allow "Theatre & Drama" and "Education Studies" as 2<sup>nd</sup> majors

Guest: Jeff Hamm, Associate Dean School of Education

Currently, CALS policy only allows students to declare an additional major in L&S. The School of Education (SoE) is requesting that students also be allowed to declare "Education Studies" and "Theatre and Drama" as an additional major in SoE.

Education Studies, a new major that has 35 students, is administratively housed in Education Policy Studies which is typically a grad only program. This major requires 30 credits minimum. Students in other schools and colleges are interested in declaring Education Studies as an additional major, but there is not currently a policy or mechanism to allow this.

Theatre and Drama moved to the SoE from L&S about 3-4 years ago. Students enrolled in Schools and Colleges that do not allow dual degrees are not able to declare Theatre and Drama due to the move.

A dual degree in the SoE and CALS is possible, but requires students to complete all the degree requirements for both degrees, and a minimum of 150 degree credits. Additional majors do not require a minimum of 150 credits to complete, and would decrease time to degree.

CALS APC is the first body to officially review the request, but informally, SoE has only received positive feedback and enthusiasm so far.

**Paul moved to allow students to declare additional majors in the School of Education; Patrick seconded**

APC Members discussed the pros and cons of allowing students to pursue an additional major in SoE versus any school or college. Language to approve students to declare in any school or college now would save the committee from approving similar proposals on a one by one basis. However, there was concern about the ability to stop students from declaring an additional major in a school or college without APC first weighing in. APC has the ability to review policy at any time, and if there was an issue, could revisit the policy.

**Paul moved to amend the motion to allow students to declare an additional major in any UW-Madison School or College**

**Amended motion unanimously approved**

**John moved to write a letter of support for creating the additional majors in the SOE; Paul seconded; unanimously approved**

**Informational Items and Announcements**

3. Post Tenure Review Policies (update on review)  
Doug Soldat, Tim VanDeelen, and Karen Wassarman have been appointed to serve on the subcommittee to review post tenure review policies. Departments who have post tenure review this cycle were asked to submit their policies to the Vice Provost, who will respond with feedback. The subcommittee is on standby until the feedback is received.
4. Spitze Award selection committee (nominations due Feb 16<sup>th</sup>)  
Doug Soldat, Katherine Curtis, and a representative from SoHe rep will be asked to serve on the subcommittee for reviewing the Spitze Award nominees.
5. USDA Civil Rights Review (update on college response)  
In the last year the college underwent a USDA civil rights review that resulted in 33 recommendations. A response was submitted to the USDA on January 10<sup>th</sup>, and we have not received any feedback yet. We may be asked to clarify and if the USDA concluded that CALS is not in compliance it could refer us to the Department of Justice. The response will be made available to the college as a whole, likely through eCals. Highlights from the review included whistleblower protections for grad students who file a complaint to ensure that they continue to receive funding, and guaranteed progress toward degree. Bill is working with Brian Fox on a more inclusive reporting

protection. A committee member suggested that certain recommendations be highlighted when distributing the report. Kate encouraged APC members to let her know if they would like the report to come back to the committee.

6. CALS Re-Design (update on implementation/timeline)

The All College Meeting was held in October. The committee completed their work in December right before winter break. The report, which contains 10 recommendations, will be released this Friday along with a high-level response from the Dean's office. The report will go be distributed to the chairs and made available on the website on Friday. The report will be in eCals on Monday. Implementation will take a while.

Meeting adjourned at 2:01 pm