

CALS Academic Planning Council Minutes

Meeting held via Zoom

November 3, 2020, 1:00-2:30 p.m.

Attendees: Nicole Perna, Jill Wildonger, Erika Anna, Xuejun Pan, Laura Hernandez, Jed Colquhoun, Michael Thomas, Jeremy Foltz, Rick Lindroth, Scott Lutz (departed 2pm), Barb Ingham (departed 2pm), Jamie Nack (arrived 1:10pm), Dietram Scheufele

Not Present: William Tracy

Ex Officio: Kate VandenBosch, Doug Reinemann, Bill Barker, Karen Wassarman, Mark Rickenbach (arrived 2pm)

Guests: David Eide, Makayla Schuchardt

Minutes taken by: Sarah Barber

Meeting began at 1:00pm

Welcome and introductions

Review agenda

Revisions to current agenda

Consent Agenda

1. Approve minutes for October 20, 2020 meeting

Item 1 was approved by consent.

Action and Discussion Items

2. Clinical Nutrition, Capstone and Capstone Internship (2nd review)

David Eide, chair of the Nutritional Sciences Department and Makayla Schuchardt, program coordinator of the Master of Science in Clinical Nutrition program provided an overview of the program, discussed the program review committee's recommendations, and answered questions.

The "stand alone" and "dietetic internship" capstone certificates were developed in anticipation of increased requirements to become a registered dietitian. The program's initial target audiences were:

- *Recent grads of accredited didactic programs (DPD grads). The "dietetic internship" capstone certificate was fixed at 15 spots because there were 15 internships available. The program is increasing that to 30 students in future. When the certificate launched it was more difficult to match with an internship. The capstones also provided individuals with lower grades from their undergraduate studies to establish a strong postbaccalaureate record.*
- *Practicing professionals (MD, PA, Nursing and others) – the "stand alone" certificate is appropriate for this audience.*

The program feels the quality and expertise of the courses and the internship are high. The capstones provided a solid foundation to launch the MS program. Graduates of the program meet the program outcomes.

Enrollment has declined in the capstones, but the program is seeking to keep both because:

- *“Dietetic internship” - RDN’s will need a master’s degree, but they want to keep a pathway open as there are, and will be, students that still need the internship experience to become a RDN (the master’s degree does not need to be in a particular discipline). Keeping this program open will also benefit the PhD Interdepartmental Graduate program in Nutritional Sciences (IGPNS).*
- *“Stand alone” - Will be for practicing healthcare professionals – for their professional development and career advancement. This will require more targeted marketing.*

The program will work with the Division of Continuing Studies on marketing. The program also seeks to expand the capstone certificate curriculum by adding courses from the MS curriculum so students can customize the curriculum to meet their goals. The program also aims to enhance the programs through their Community of Practice, addressing feedback in alumni surveys, and making tuitions costs more clear on their website (\$800/cr).

The program is aiming for 5-10 capstone certificate completions per year.

Comment: Student interviews conducted during the program process revealed that expectations were not clear for returning students who are not familiar with online learning. There were technology and curriculum frustrations expressed by these students.

Answer: Program expectations of students is high and the program is rigorous.

Comment: The Provost’s office expects 131 programs to enroll 50 students annually.

Comment: Offer courses rather than an entire program to cater to professionals.

Answer: We agree. In some cases, practitioners are seeking one or two courses. We have been asked to explore whether they could be offered as continuing education non-credit courses.

Motion to accept the report and approve the review as complete: Wildonger/ Lindroth

Approved: 13-0-0

3. Development PhD and Development PhD Minor, program discontinuations

Karen Wassarman, Associate Dean for Academic Affairs, presented proposals to discontinue these programs. The Development PhD program suspended admissions in Fall

2018 as a response to its program review, and in light of its low producing status. There was no path forward to enroll more students and secure funding for those students.

The program's Executive Committee voted to discontinue the programs. There are currently five students enrolled and there is a teach-out plan for each of these students to complete their degrees. Summer 2025 is the final term that students can be enrolled and awarded the Development PhD. The PhD minor has no students and will be discontinued Summer 2021 to align with Guide updates.

Q: Who were the CALS faculty that have been involved with this program?

A: Jeremy Foltz as well as additional faculty in AAE and C&ES have had faculty participants

Q: Does the timing of 2025 provide the remaining students enough time to complete the program? Students have personal and COVID-related issues to contend with. This is a very unique time for data collection.

A: The last student is expected to graduate in Spring 2024 so one year and one summer have been added in case issues arise.

Comment: If a student is not done by 2025 the Graduate School's special graduate committee is an alternative path to degree completion. A PhD from UW-Madison is most sought after for this audience. The name of the degree is less important to students..

Motion to accept proposal: Scheufele/Foltz

Approved: 13-0-0

6. Teaching Load Policy (2nd discussion)

Mark Rickenbach, Senior Associate Dean, continued this discussion from earlier this fall.

Q: Does the policy need an enrollment expectation to count? For example, for courses at the 300-level or below, X number of students need to be enrolled. Should this part of the college policy rather than a department decision?

A: This has been a topic of discussion. It is a department decision. There could be a separate policy on when to cancel a course. The teaching load policy is based on credits, not CFI, which aligns with System. This policy asks departments to come up with a policy. Departments could be asked to identify the number of students required in courses.

Q: What is a contact hour? The policy needs to standardize what that means.

A: There are federal guidelines about a contact hour. That can be added.

Q: If you are in charge of a course, how many lectures you have to give? What if a postdoc delivers many of the lectures?

A: Departments will need to create their own teaching load policies.

Comment: What problem are we fixing? A faculty or department problem?

Comment: This is a guideline and departments need to draft their own specifics.

Q: When will the policy be rolled out? When will depts establish their own policy?

A: There is no specific timeline right now. Roughly, by the end of the next calendar year, departments should have their policy.

Q: What is requirement for Extension appointments below 75%?

A: Teach one 3 credit course every other year, or equivalent.

Comment: This policy won't have much of an impact. There is too much flexibility with few requirements.

Comment: What are the repercussions of not following the policy? Is there a stick?

Comment: It is incumbent on department executive committees to take action.

Importance of CFI is another teaching incentive at department level.

Comment: Compliance with policies and teaching load will be considered in post tenure review, tenure promotion, and award nominations.

Comment: The importance of CFI is not translated to faculty in same way as to chairs and college administration. If more incentives are tied to CFI, then executive committees will review this.

Comment: Teaching load is reviewed as part of the post tenure review process in AAE

Comment: At a department level, even with executive committee involvement, there are people who refuse, and won't change. There is disproportionate burden on some individuals.

Comment: If an individual is refusing to follow the directive of the executive committee, that is another issue that a teaching load policy won't solve. There are other mechanisms to address that.

Motion to accept policy: Scheufele/Foltz

Approved: 11-0-0

Informational Items and Announcements

4. Summer Revenue Report

Dean Kate provided an overview on Summer 2020 (FY 21) performance with a break down by department. Strategies that fueled growth for departments include:

- Collaboration between departments on summer instruction (AAE/NUTR SCI 350: World Hunger and Malnutrition and Bacteriology and Food Science on a new food fermentation course)*
- Courses that meet breadth requirements*
- Science courses for non-majors (ENTOM 201: Insects and Human Culture)*
- Offerings that attract students in the major and beyond*

-High enrollment course required for a major

There are advantages to different online modalities – synchronous, asynchronous, and blended.

Q: What ideas do you have for a department that is field-centric in the summer with instructors and the student audience preoccupied with other activities in the summer?

A: Animal and Dairy Sciences leveraged the early 4-week summer session. The course had biological science breadth and L&S credit. It counts for majors too. It is at capacity in the academic year.

A: Courses required for a major or certificate are popular. Find courses that are oversubscribed in the fall and spring.

A: One thing that didn't work was a two-credit technical course that is not a requirement. In fall and spring, enrollment is 20-30 students as they can easily add it when in the tuition plateau. In the summer, undergrads pay per credit until they reach 6 credits (6-9 credits is undergrad summer plateau) and many students don't take this load in summer.

A: Courses with social science breath or courses fulfilling the CALS International Studies requirement have strong enrollment.

A: Summer is an opportunity for graduate student to get experience with online teaching after they have served as TA for a year. That mode increased department profits.

A: Courses without LAS or breadth credit are harder to garner enrollment.

5. Planning for spring instruction

Karen Wassarman, Associate Dean for Academic Affairs, provided an update on Spring 2021 instruction.

It was officially announced last week that spring instruction will be a hybrid modality, like fall. In-person courses will follow the same protocols – there will be increased testing and cleaning protocols will continue. There is no evidence of spread in courses this fall.

Planning the spring schedule is underway. Departments must submit their courses for spring to the Registrar's Office by Friday, November 20. The schedule will be published for students in early December. Most undergraduate enrollment will occur in January, but seniors will be able to begin enrolling in the week of December 21.

An undergraduate survey is being conducted by campus. The survey is still open, but three quarters of students are seeking some in person activity. Students have provided a mixed response on their desire for synchronous vs asynchronous instruction.

Comment: Freshmen need more engagement and synchronous might be better for this audience. It is important to know your audience to address their needs.

Q: Can I offer in-person, distanced office hours?

A: Instructors need to provide equal access for all students in the course. If a student is not able to attend in-person office hours, an alternative must be provided. Karen will check on this with campus as well.

Q: Is it possible that spring can start remote and move to in-person later in the semester?

A: This is unlikely. Decisions made now should be considered final unless a decision for campus-wide change is needed. We want predictability for students throughout the semester as much as possible.

Q: We teach a one-credit Friday through Sunday course in coordination with the Department of Natural Resources. Where can I find guidelines on transportation?

A: it is okay to allow students to use their own transportation and then support those that cannot obtain transportation on their own. More information can be found at:

<https://instructionalcontinuity.wisc.edu/field-courses/>

7. Research and Teaching professor update

Mark Rickenbach, Senior Associate Dean, provided an update. Committees are being formed to look at these roles and outline hiring, promotion, and process for these position types. The Committee will be working in December and January. A policy may come to APC in spring.

Meeting adjourned 2:30pm