

CALS Academic Planning Council

Meeting via Zoom

January 19, 2021, 1:00-2:30 p.m.

Attendees: Erika Anna, Michael Thomas, Rick Lindroth, Jamie Nack, Xuejun Pan, Scott Lutz, William Tracy, Nicole Perna, Jed Colquhoun, Jeremy Foltz, Michael Xenos, Sam Butcher, Laura Hernandez (arrived 1:05), Barb Ingham (arrived 1:05)

Ex Officio: Kate VandenBosch, Mark Rickenbach, Karen Wassarman, Bill Barker

Guests: Dietram Scheufele, Tera Holtz Wagner, Erin Silva, Katie Peterman

Minutes taken by: Sarah Barber

Welcome and introductions

Review agenda

Revisions to current agenda

Consent Agenda

1. Approve minutes for Dec 15, 2020 meeting

Item 1 was approved by consent.

Action and Discussion Items

2. Science Communication Graduate Certificate proposal

Karen Wassarman provided an overview of the governance process when creating a new academic program. The document is found in Box.

Dietram Scheufele, Professor and Director of Academic Programs and Tera Holtz Wagner, Student Services Coordinator in LSC presented an overview of this proposed graduate certificate. The existing PhD minor in Life Sciences Communication is for students in bench sciences interested in eventually leaving the bench or those who very much want to stay in academia but want to gain skills to communicate with stakeholders. The current PhD minor does not serve master's students. This program is for MS students in bench fields who want a transcriptable experience as well as pockets of other graduate students in and outside of CALS (example: law students, master of public health). The department does not have a capacity concern. The department has developed more courses and has restored faculty lines.

Comment: Include the term professional students in the proposal. This may appeal to DNP students.

Comment: This is an exciting proposal. The GPA requirement of 3.5 seems high.

Comment: Strongly endorse. Strongly support strength in science in communication.

Motion to approve: Tracy/Lindroth

Vote: 14-0-0

3. Organic Agriculture Undergraduate Certificate proposal

Erin Silva, Associate Professor in Plant Pathology and Katie Peterman, Organic Certificate Program Manager presented the proposal. This is a broad interdisciplinary effort, mostly among CALS departments, but others outside of CALS as well. Organic instruction is expanding and accelerating. UW-Madison is in a unique position to fill the needs for farming and industry. There is increased funding for research. The state of Wisconsin has a diverse presence in the organic sector. Students in the Agroecology 103 course were surveyed and 44% of students in the course were interested in declaring the proposed certificate and 55% thought it would help with their career goals. There is funding available for student services and TA support.

The certificate includes 4 core courses (9 credits) and 6 credits of electives. Two new courses have been created for the certificate (PL PATH 367: Intro to Organic Agriculture: Production, Markets, and Policy and PL PATH 499: Independent Study in Organic Agriculture). The electives are organized into four categories. There are a total of 41 elective courses for students to select from. This is a broad suite of options. An annual review by the governance committee will allow the program to refine electives and the curriculum. A key aspect of the program is the immersive experience (PL PATH 499) to allow students to engage with industry or research. The program has already secured opportunities for declared students. Students will not be able to declare both the Organic Agriculture certificate and the Food Systems certificate (the program is working with Community and Environmental Sociology) or the Organic Agriculture certificate and the Environmental Studies certificate.

Q: The program is a growth opportunity for college. How will the certificate market and communicate to students and employers? The organic production and processing breadth area does not include an organic production course, can you address this?

A: Advising documents are being created. Katie Peterman will be the student advisor. There are not many exclusively organic courses. The program learning outcomes indicate students will learn about the benefits and draw backs of organic. Students also need to be exposed to a breadth of concepts.

Q: Have you considered including Claudia Calderon's Structural Racism in US Ag Systems as part of the program? It is important to address disparities.

A: Yes, the course is currently being taught as a topics course. We are waiting for it to become a permanent course, and then we expect to include it in the program. The colloquium course also brings in topics of equity and diversity.

Q: How will the college sustain two similar certificates - Food Systems and Organic Agriculture?

A: Program is working with C&E SOC as the admin home of the Food Systems Certificate. The learning objectives for each program are distinct. Advising will work together to communicate these differences to students. There is a differentiation in core courses and we believe that warrants two distinct certificates.

Comment: The Organic Agriculture program is trying to address this in its governance structure. The chair of C&E SOC is aware, he provided a very supportive letter of support, but there has not been a robust discussion with Food Systems. Steve Ventura helped with the creation of both programs.

Comment: Program learning outcomes are different

Comment: Student services role will be important

Comment: Visionaries of new programs can leave UW making it difficult for a program to be sustained. It was noted that there is broad engagement in the planning of this certificate.

Q: What was enrollment in Agroecology 103 this fall and what is enrollment in the 375 Organic Production and Markets course this spring?

A: Agroecology 103 had approximately 200 students. The spring offering of the 375 course has 15 students enrolled.

Q: How do you communicate the difference in training between Food Systems and Organic Agriculture to employers?

A: The organic industry is very defined. Students who complete the organic certificate will have knowledge of specific organic principles and practices. Organic is a more defined field and production process. Food Systems is more broadly defined.

Move to approve: Tracy/Foltz

Vote: 14-0-0

4. APC Self-Study discussion (continued)

Dean Kate returned to the APC self-study review. After discussion in mid-December about the structural recommendations by the APC self-study review committee, the intention is to discuss how APC can best serve the college in strategic decisions. Dean Kate provided seven ideas:

- 1. APC could be more involved in choosing topics for discussion. The committee could meet in the absence of the Dean, Associate Deans, and staff to surface topics to discuss.*
- 2. Include more APC members in college working groups.*
- 3. Include an APC member on each program review committee. This is similar to how the Graduate Faculty Executive Committee (GFEC) is structured.*
- 4. Include APC members on each center review committee and provide guidance on center governance. What expectations do we have for Center directors? What expectations does the College have for long-term center goals?*
- 5. Involve APC members in faculty and staff affairs. Examples include post tenure review, faculty mentoring, personnel issues.*
- 6. Engage APC more in the departmental 5-year planning process. Review 5-year plans in advance of program review or review particular topics/sections of the 5-year plan.*
- 7. Discuss interdisciplinary topics particularly where more coordination may be useful. Examples include a strategic framework for data science among CALS programs and organic agriculture which bridges over a half dozen departments.*

Comment: Interest in faculty/staff affairs and interdisciplinary topics (5 and 7)

Comment: Interest in suggestion 1, but this is a community and inclusion of the Dean and others can be valuable. The CASI model and its engagement with the Dean's Office is a good example

Comment: Interest in suggestion 1, 5, 7. Also, include a phrase or sentence for each agenda item with intended purpose or goal and brief background for each APC agenda item could be helpful.

Comment: It would be helpful to hear more about what happens after program review.

Informational Items and Announcements

5. Budget update

Dean Kate provided a recap on the budget cuts. CALS had a one-time cut of \$2M which has been handled. Now addressing the \$2.7M base cut of 101 GPR funding. CALS overall spending is approximately \$65M. Later this week departments and centers will receive their assigned cut. In late Feb/early March Dean Kate will meet with the Provost and Vice Chancellor of Finance and Administration about the budget. In March/April the budget will be loaded for the upcoming fiscal year (begins in July). On Monday there will be an eCALS article about the cuts.

In assigning the cuts, there were a number of guiding principles. The College is trying to be strategic and fair, but it is also hard to do in a short period of time. All academic departments will take some cuts, the amount will be based on performance metrics in research and teaching. Some nonacademic units will take a higher proportion of cuts; changes to fee for service programs will contribute as well. The College receives some earmarks. Few centers have state funds. Only those centers with the largest allocations will face a cut. TA allocations are fully protected.

104 Extension cut will be proportional to the 101 cut. There have been some vacancies held open which will help. The timeline of the 104 cut is slightly less aggressive than the 101 cut. Extension priorities are still being determined.

Budgets are arcane. Hard to know budget literacy of general personnel in college. It will be helpful to know your questions, what you know, and what you need to know. Moving forward we'll focus on the strategic approaches to allocating funds.

Comment: Regarding the forward-looking realm, questions we might ask include, how do we know this department is performing well and against what? How do we reflect on the lifecycle of the department? What are areas of opportunities? How do we smooth some of that out over time?

Comment: The forward-looking piece is something APC can be a part of.

Comment: There might be a role for APC in reviewing the 5-year plans. What are departments most important priorities? Is there some way to extract information from 5-year plans to pull out greater priorities?

Comment: Faculty reviews and tenure could be a way to identify department health.

Comment: Consider communicating what APC has done each month in eCALS.

Comment: It could help departments to see examples from other departments that have good strategic plans. Other depts could extract from those models.

Comment: APC should be involved in discussing the future of the College and areas to invest in and divest in.

Comment: It is beneficial to review the organizing principles and purpose of the 5-year reports.

6. Testing protocols for spring semester

New testing facilities are up and running. Continue to look for information in eCALs. There will be weekly meetings with chairs, center directors, and department administrators.

Meeting adjourned at 2:31pm.