

# CALS Academic Planning Council

6201 Microbial Sciences Building

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

2021-22 meeting materials found at:

<https://uwmadison.box.com/v/CALSAPC21-22>

**Attendees:** Samuel Butcher, Jed Colquhoun, Todd Courtenay, Barbara Ingham, Carrie Laboski, Mehdi Kabbage, Eric Kruger, Jamie Nack, Xuejun Pan, Guanming Shi (departed 2:17 pm), Michael Thomas, Michael Xenos

**Absent:** HuiChuan Lai, Francisco Peñagaricano,

**Ex Officio:** Mark Rickenbach, Kate VandenBosch, Karen Wassarman

**Guests:** Kristin Eschenfelder (departed at 1:33 pm), David Eide (arrived 1:26 pm, departed at 1:42 pm), Makayla Schuchardt (arrived 1:26 pm, departed at 1:42 pm)

**Minutes by:** Therese McHenry

Welcome and introductions

Review agenda

Revisions to current agenda

- *No revisions were made to the agenda.*

## Consent Agenda

1. Approve minutes for Oct 5 meeting (Box)
  - *Item 1 was approved by consent.*

## Action and Discussion Items

2. Information Science, L&S undergraduate major: proposal
  - *Kristin Eschenfelder, associate dean from L&S, provided a PowerPoint presentation, with information on items 2-4, which can be found in Box at: <https://uwmadison.box.com/v/CALSAPC21-22>.*
  - *This proposal is for a standard 30 credit undergraduate major, Information Science, within the School of Computer, Data and Information Sciences (CDIS) in L&S.*
  - *The major is available as a BA/BS degree and is nicknamed "BABS iSci."*
  - *It is designed to be combined with other majors though can be done as a stand-alone major as well.*
  - *CALS courses that are electives available for the major predominantly come from Life Sciences Communication, though there is potential for crossover with Community and Environmental Sociology.*
  - *The mission of this major is to extend computing and data coursework to more undergrads and to a greater diversity of students — intellectual, gender, and race/ethnicity.*
  - *The CDIS data science major has already made some strides in diversifying the student body in terms of intellect and gender.*
  - *It is hoped that the iSci major will make greater strides, which is anticipated given data from peer universities which suggests this major will be more popular with women and students of color than other computing and data majors.*
  - *This is a more accessible computing and data science major as it doesn't assume a student has a strong math/STEM background though it may not take them as far in a career as other types of computing and data science majors.*

- *The purpose is to get a wider variety of students and to produce technology and data savvy citizens.*
- *As planned, the major has four concentrations: ethics and policy, user experience/human computer interaction/social computing, community informatics, and applied analytics.*
- *A little under a year ago, the CALS APC saw the notice of intent to plan this major and voted to support it. Now the major is planned and ready to launch.*
- *Curriculum can be changed as needed and L&S expects changes to be made in three years as feedback on the major is received and new courses are developed.*
- *Questions from the committee*
  - *Will there be sufficient staffing to support four concentrations?*
    - *These are not formal tracks or named options and will not appear on a student's transcript.*
    - *The concentrations will appear on an advising sheet and possibly the website.*
    - *The concentrations are clusters of themed courses.*
    - *90% of the courses are already offered so staffing should not be a problem.*
    - *There is a lot of overlap between the different concentrations.*
  - *Of the 30 credits, how many are set classes and how many are electives?*
    - *Faculty wanted this major to be highly flexible.*
    - *There are very few instances where a particular course is required.*
    - *The major is driven by breadth requirements in four breadth areas: ethics and policy, computational tools and techniques, human computer interaction, and foundations of information science and analytics.*
    - *There are at least three choices within each breadth area, with one provided by the iSchool.*
    - *In addition to breadth areas, students need to do some community engagement, internship, or research experience.*
      - *This "engagement with the world" will not be classroom-based and is a flexible credit requirement, for 1-6 credits.*
  - *Would it make sense for breadth areas and concentrations to be the same?*
    - *This is a marketing question — breadth requirements appeal to faculty because of the intellectual content of the major but don't necessarily appeal to students. The concentrations are terms that may appeal more to students.*
    - *These two distinctions roughly correlate but are not the same.*
  - *Is there significant overlap with this major with existing programs?*
    - *The L&S APC has a fairly strict view on overlap between programs and feels there should be a minimum level of unique intellectual content.*
      - *As an example, a lot of classes from the data science area are included in the applied analytics area but in the development of this major, L&S worked with data science and ended up removing a few courses from the iSci major because otherwise a data science certificate could be completed within the major which was undesirable.*
      - *Similarly, the iSci major utilizes a number of computer sciences courses as electives but that unit was unconcerned.*
      - *These rules are driven by L&S as well as the other department's preference.*
      - *Double majors are encouraged but there cannot be too much overlap of courses within two majors.*

- *If a student was not a double major and this was their only major, what is the employment outlook?*
  - *We have data from peer programs who collect employment data.*
  - *The data indicates that pre-pandemic employment was quite good.*
  - *People with this field of study tend to get applied technology or applied data jobs across a wide variety of fields.*
  - *These jobs often are using information technology to solve organization problems or mixed managerial data analysis (as opposed to data science jobs).*
- *The curriculum has a section called core information science coursework that requires 21 credits. Are those 21 credits from that grouping?*
  - *Yes. While the major draws on many other units, faculty wanted to ensure that students take enough Library and Information Studies (LIS) classes.*
  - *The base requirement to start the major is to take 21 LIS credits, which could be leveraged to fulfill breadth requirements.*
- *Is determining learning outcomes a challenge of a broad major such as this one?*
  - *There is a trade off. In developing the major, our student support offices that work with diverse students suggested using a breadth approach if the goal is to attract a wider variety of students.*
    - *There is more flexibility when there aren't required courses, because if you aren't able to take a class and miss it, you may need to wait a full year for it to be offered again.*
  - *This will make learning outcome assessment more challenging, though the plan is to take work output from a course in each of the four areas and to rotate around.*
- *Are there any other programs, such as communication arts, that are using similar LIS courses?*
  - *The digital studies certificate, housed in Communication Arts, does utilize some of the courses and we had some negotiations with the director of digital studies.*
    - *The digital studies director has decided not to count some of the new LIS courses in the digital studies certificate to create distinction.*
    - *One cannot do the digital studies certificate within the major but can declare both.*
- *What kinds of majors do you think would pair well with a double major in iSci?*
  - *With a strong pod of ethics and policy courses, it may attract computer science or data science students who have an interest in the human element.*
  - *On the opposite side, it also may attract English majors and historians — students who are studying what they like but might also want to study something practical.*
- *It appears that the internship credit isn't one that pertains to information science, but an internship in general. Is that correct?*
  - *We anticipate students can be involved in internships in programs that are relevant and will have discussions over if their plan is appropriate.*
  - *With the pervasiveness of information technology, there are likely many appropriate internships.*
  - *We also plan to have a list of recommended and pre-approved internships as well.*

3. Applied Statistics, L&S named option within MS-Statistics: proposal

- *This is the rebirth of Biometry, which was a joint CALS and L&S master's degree but had low enrollment.*
- *This serves the same purpose and audience as Biometry used to serve, and more.*

- *The vision for this named option within MS-Statistics is that there are graduate students who will be in graduate programs that are highly quantitative and are taking a lot of statistics classes. Those students could pick up this extra master's degree if they complete another year of coursework that will open up additional career possibilities, which was a strong selling point for Biometry.*
  - *It would be easy for students to take the extra statistics courses, complete a statistics consulting internship, complete a major project or paper, and receive a second master's degree.*
    - *If doing a dissertation, the methods chapter would complete the major project or paper requirement.*
- *It is not required to be in a second graduate program to choose this Applied Statistics program. One can just apply to be in the Applied Statistics program and complete it with a concentration area, which was not the case with Biometry.*
- *Statistics has reached out to other programs to create these pathways for students. Many are in CALS as Brian Yandell, the former Biometry director, has connections to the college and courses, though new departments on the social science side have also been contacted.*
- *Statistics has promised funding for students during the period of time they are completing the extra coursework through teaching assistantships, though these students also could continue in research assistantships in CALS.*
- *Questions from the committee*
  - *Are there particular programs that are expected to pair well with a double major in iSci?*
    - *This is likely to be within CALS as CALS advisors are familiar with the previous Biometry MS.*
    - *The program has done work with sociology to attract those students.*
    - *If your unit isn't on the list and you feel it is a good match for your students, you can contact Brian Yandell to find a pathway.*
  - *Have students in select master's programs chosen to enter another master's historically? How much of a trend is this nationally?*
    - *This is a good question and we don't have an answer.*
    - *Another option would be to offer a graduate certificate in statistics, but a graduate certificate won't get the same job as a master's degree.*
    - *This master's follows the same pattern that was already in place with Biometry.*
    - *This is worth looking at five years down the road to see how many students have completed it.*
    - *Hopefully the enrollment will be bigger than it was in Biometry as there are more partners across campus.*
  - *Is this mix and match where PhD students could complete this master's?*
    - *It could be for PhD candidates, which is ideal, but it could be a research master's. One also could apply just to Applied Statistics just complete this program, as it does require a certain number of classes outside the program.*
  - *Is there a sense of how many students might choose this option? What is the demand?*
    - *No, because there is no national data.*
    - *Biometry was low enrollment but had 13 students when admissions were frozen.*
    - *We hope under this new version with broader scope it will have at least 50 students.*

#### 4. MS-Data Science, L&S: notice of intent

- *It is a 131 revenue-generating program.*
- *It is a professional program, not research oriented.*

- *The degree combines statistics and computer science with electives from partner programs.*
- *The mission is to create professionals with data science expertise including computational, statistical, and modeling expertise as well as expertise in the advanced areas of computing, data management, and statistics as it relates to data science.*
- *With many careers now with focus on analytics, this degree would be more advanced computationally and statistically in breadth and more abstract because it's not applied to any particular subject areas.*
- *Curriculum development is underway.*
- *The degree would be available to students in the fall of 2022 if everything goes to plan.*

*General discussion regarding the L&S proposals (Items 2-4):*

- *In absence of any further questions or discussion, we can take one motion to support the three proposals.*
- *Motion to support the three L&S proposals as presented: Xenos/Kabbage*
- *Vote: 12-0-0*
- *Are there other specific comments to note when we provide our support of these proposals?*
  - *There is interest in seeing the MS Data Science full proposal to see the curriculum and electives as sometimes a degree may restrict electives inside or outside a program.*
    - *131 revenue-generating programs are expected to be self-contained and may choose not to use courses from other departments.*
    - *If students are taking courses from other departments, then the 131 program is going to pay for it so they may restrict what students take so they are in charge of their own budget.*
  - *For the BABS iSci major, the career/community internship coursework requirement has wide bucket of courses with a variety of student experience and learning outcomes, ranging from a freshman/sophomore level one-credit career exploration course to an array of internships.*
    - *They may see that most students will take the career exploration course to meet the requirement. The program may need to set a different structure if they want to encourage internships, depending on how they see it as a desirable or a key component.*

5. *Clinical Nutrition, capstone certificate: program changes > 50%*

- *David Eide and Makayla Schuchardt discussed changes to the Clinical Nutrition capstone certificates.*
- *The history on the changes goes back to the five-year program review in 2019 when low enrollment was identified as an issue.*
- *Since that time, the Department of Nutritional Sciences has reevaluated the target market, student feedback, and looked at other certificate programs on campus, which has led to the two proposed significant program changes.*
  - *The first is to expand the curriculum to include more clinical nutrition courses that are already offered in the MS clinical nutrition program which allows students to customize the coursework to better meet professional growth and needs.*
  - *The second is to decrease number of required credits from 12 to 9, which makes a feasible program to complete in one year and makes it more cost effective.*
- *If a student enters the program without a graduate degree, this is a stackable program that students can then move into graduate degree.*
- *The changes are to make the program more attractive to a wider variety of healthcare practitioners, versus a more select student they had be targeting.*
- *This program would be taken for professional development and growth, with most students already holding a graduate degree.*

- Questions from the committee
    - Who is the audience or target for the clinical nutrition capstone certificate?
      - The majority of students are practicing registered dietitians or nutritionists, though there is interest from other healthcare providers who do not have a clinical nutrition background.
      - Beyond 2024, almost all registered dietitians will have a graduate degree so this program is a way for them to have professional development and work to solidify clinical nutrition skills, change specialties or continue education.
      - The program is not designed for someone with no nutrition background, but builds upon current knowledge.
    - Is this program fully online? How long will it take to complete 9 credits?
      - Yes, it is fully online and we envision that most working professionals will take one three-credit course per semester and complete the certificate in one calendar year.
6. Clinical Nutrition – Dietetic Internship, capstone certificate: discontinuation
- The Department of Nutritional Sciences would like to discontinue this program in summer or fall of 2022.
  - It no longer serves the needs of the majority of students.
  - This program has always been run as a partner with UW Health and their dietetic internship.
  - Starting in 2024, the requirements to be a registered dietitian are changing. If a student has completed all of the required training to sit for the national exam to be a registered dietitian, they now need a graduate degree, instead of just a bachelors.
  - The partnership with UW Health continues but since most students do not hold a graduate degree, they are entering the clinical nutrition master's program instead of this capstone certificate.
  - Moving forward, we predict there could be one student every few years. The provost and Division of Continuing Studies recommended to discontinue this and use resources on just one capstone certificate.
  - Since there are no students in this program, a teach out plan isn't a concern. Students are not being lost but are being funneled to other programs in the department.

*General discussion regarding the Clinical Nutrition proposals (Items 5-6):*

- Is the 131 program credit tuition per credit set by the host department or program?
  - It is set by the program and has to be approved.
  - It can be either the standard rate or market-based tuition; this program uses the latter. Market based tuition is based on what similar programs are charging, it does not plateau, and there is no distinction for in-state versus out-of-state students.
- The tuition in this proposal has been the ongoing tuition prior to the proposal and is already at the lowest it can be.
- Motion to support the Clinical Nutrition capstone certificate changes and discontinuation: Ingham/Xenos
- Vote: 12-0-0

7. APC role in academic actions — what to vote on and what to delegate to Curriculum Committee or Academic Affairs
- The APC is generally the voting body on academic programs for college.
  - The college also has the Curriculum Committee who has had authority on courses, new courses, and course planning and changes.
  - Academic programs go to the Curriculum Committee to provide comments to the APC.

- *There have been some areas of overlap or ambiguity, including what happens with some program proposals, which is why we are seeking feedback today.*
  - *Major proposals with more than 50% changes have come to the APC.*
  - *Minor changes to GPA requirements or adjustments to curriculum for courses not taught anymore have historically been approved administratively through Academic Affairs.*
- *Associate Dean Karen Wassarman posed three questions to the committee. The answers listed were determined after discussion:*
  - *What would the APC like to see as far as new program proposals or major changes that go to the Curriculum Committee for comment? Is it useful for these to go through both governance bodies?*
    - *Program proposals should continue through Curriculum Committee for comment, with an emphasis on structure.*
  - *What type of program proposals does the APC want to see and what can be done administratively?*
    - *APC wishes to continue to see programs that could have potential for overlap that may threaten our programs or where there may be opportunity to offer elective courses.*
  - *With a campus-level goal in the next couple years to have course learning objectives for all courses, this has been in the Curriculum Committee's domain, but does APC still wish to delegate that?*
    - *APC does not think the learning outcomes need to be seen by APC and authority can be delegated to the Curriculum Committee for these.*
- *The below questions from APC members and feedback, with answers from Associate Dean Wassarman, informed the responses above.*
  - *Could the Curriculum Committee pass on feedback on overlaps with individual courses and impacts to other programs within the proposals?*
    - *No, this is not in their domain. They don't have the context of campus programs and it is too time-consuming due to the vastness of some programs.*
  - *What is the sequence for new program proposals for programs seeking letters of support? Do departments see the curriculum before the letters of support are sought?*
    - *There is not a strong sequence of events in seeking letters of support.*
    - *The Curriculum Committee only looks at CALS program proposals; they do not review proposals from other units seeking our comment, often due to timing.*
    - *When looking at proposals, APC members should be cognizant of who is listed as having vested interest. Departments providing coursework should be listed so that every time there's a change to the proposal they will be notified.*
    - *CALS has been asked in the past for a letter of support with a short turnaround time and then asked to bring this to APC as we want a wide breadth of knowledge to inform our decision.*
    - *There are times when we are asked to provide support for programs that are far from CALS's interests and we may give a generic letter stating the program does not overlap our programs.*
    - *We when are asked for comment on proposals, in addition to coming to APC, Academic Affairs asks department chairs for comment for any programs related to our departments.*

- *What can Curriculum Committee provide to APC? If they can't provide the feedback on individual courses, as asked above, are Curriculum Committee and APC then two independent units?*
  - *Curriculum Committee hasn't been sure what they are supposed to be evaluating for APC.*
  - *They could provide feedback on lack of upper-level courses and depth of learning.*
  - *They might identify a major that would not be able to be completed due to a course requirement.*
  - *They can help with structural elements driven by coursework.*
- *We can make assumptions that these structural elements are settled if they go to the Curriculum Committee ahead of coming to APC.*
- *A member who has served on the University Curriculum Committee (UCC) notes that there are times things have come to the UCC with items that should have been noticed at an earlier stage in the process. Do we need to ensure a catchpoint for CALS?*
  - *Proposals generally are turned back by the UCC because of missing communication on changes to guidelines.*
  - *All program proposals and curriculum changes are reviewed in Academic Affairs before going to the Curriculum Committee and/or APC.*
  - *CALS ensures that there is support for program proposals across the university before advancing the proposals.*
- *If ever there are academic items coming through APC that members feel are unnecessary, please bring this up for discussion and evaluation.*

### **Informational Items and Announcements**

8. Departmental five-year planning updated process
  - *The college has had a five-year planning process in place for a number of years. Departments set goals in different mission areas and measure progress in terms of metrics.*
  - *The Dean's Office has decided that five-year plans will be updated biannually instead of annually on a rotating schedule.*
  - *The five-year plans are the basis of conversation for annual meetings with chairs and the dean and associate deans. There will be more focus on areas of interest in years where the five-year plan has not been revised.*
  - *This change has already been communicated to department chairs.*
  - *Five-year planning data will be added to the Box folder for the committee's interest:*  
<https://uwmadison.box.com/v/CALSAPC21-22>
    - *Rotation schedule*
    - *Metrics for this year in spreadsheet and in Tableau format*
    - *Instructions for Tableau, which is a visual way to look at data that is used at the campus-level*

*The meeting adjourned at 2:22 pm.*