

# CALS Academic Planning Council

260 Bascom Hall: Joint CALS and L&S session

52 Bascom Hall: CALS-only session

February 15, 2022, 1:00-3:30 p.m.

2021-22 meeting materials found at:

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

**Attendees:** Jed Colquhoun, Todd Courtenay, David Eide, Barbara Ingham, Medhi Kabbage, Eric Kruger, Jamie Nack, Xuejun Pan, Francisco Peñagaricano, Guanming Shi, Michael Thomas, Thea Whitman, Michael Xenos

**Absent:** Samuel Butcher

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

**Guests:** Scott Owczarek (item #1, departed at 1:51 pm), Jeff Russell (item #1, departed at 1:51 pm), Russ Groves (item #3, arrived at 1:58 pm, departed at 2:28 pm), Tera Holtz Wagner (item #4, arrived at 2:28 pm, departed at 2:35 pm)

## Joint CALS and L&S Agenda

Welcome and introductions

Review joint agenda

Revisions to current joint agenda

- *No revisions were made to the agenda.*

### 1. Draft digital badge policy (Box)

- *Jeff Russell, dean of the Division of Continuing Studies (DCS) and Scott Owczarek, registrar, attended the joint APC meeting to provide a short overview and answer questions related to the campus draft policy for digital badges.*
- *Provost Scholz had asked the deans for feedback on the draft policy. Time is reserved on each of the college's individual APC agendas for further discussion, as it pertains to each college differently.*
- *A badge is a way to formally recognize a block of learning, defined by objectives and assessed for completion or mastery. It signifies a demonstrated understanding and successful assessment of learning objectives, which is different than simply taking a course.*
- *A badge is not given for participation and is not a transcribed credential.*
- *Badges contain metadata that shows the date, where the badge was earned, what the learning objectives were, etc. UW-Madison has adopted the IMS Global industry standard, following guidelines set nationally for badges.*
- *Badges can be issued for credit or non-credit learning; there is an increasing interest for many professions to use badges to demonstrate skills or knowledge that employees have been exposed to or mastered.*
- *A handout was shared with examples of current badges available on campus. This handout is available in Box.*
- *Questions and feedback from the CALS and L&S committees*
  - *Would a digital badge be a solution to old training databases, where campus would hold the repository of information?*
    - *There are tools, such as BADGER software, that can use integration to bring together information that can be retained for students.*

- *The Registrar's Office would have this information for students; non-credit programs can use Ungerboeck or Oracle Student Management for pre-college and non-credit programs. DCS and the Registrar's Office are making sure systems are in sync.*
- *Do badges have an expiration date? What use are badges after they expire?*
  - *Yes, they do have an expiration date but information could be pulled from a badge after expiration as there's a record of it being awarded.*
  - *Use of a badges after expiration will be determined by the department or unit host.*
- *Are people charged for participation and are there any cost parameters?*
  - *Those that choose to create a badge will need to figure out the parameters. It may take time to design and implement.*
- *Is there a concern about having an overlap of competing badges?*
  - *The expectation is that units would consult with other units where there may be areas of overlap so we aren't offering multiple, similar badges.*
  - *We are looking at the possibility of using a Lumen form and approval process.*
- *How does this function with Extension? There are Extension programs including the Master Gardener and Master Naturalist programs where participants may find collecting badges appealing.*
  - *We would not exclude them.*
- *There is a requirement for college-level learning. How is that interpreted and who is interpreting it?*
  - *The unit sponsoring the badge determines this.*
  - *The language may have been added to exclude pre-college and youth-oriented programs.*
- *What is the purpose for moving to a badge program?*
  - *The UW already has 42 badges available and 3500 learners have already obtained these, so the policy is to create some guardrails.*
  - *DCS and the Registrar's Office are trying to respond to what they are seeing, in consultation with the provost.*
  - *Having a formal tracking of badge programs may help to determine staffing for popular badges.*
- *Is this an academic program or an outreach activity?*
  - *This is outreach. Badges are learning outcomes with an assessment, not courses or credit.*
- *The policy states badges can be open to academic and non-academic groups. How would we navigate that?*
  - *It is not likely to have student groups get UW-Madison badges.*
- *Several of the examples contain the word certificate or credential, which seems to cause confusion and we'd suggest avoiding those terms.*
  - *The policy can help to articulate and define terms.*
- *It is possible that an easier to achieve badge may draw students away from an actual certificate.*
- *Students take a set of courses for a recognized credential, but it sounds like in the Wisconsin School of Business, there is a set of outcomes to go with the courses, where a badge can be earned. Do we want to go that route where there are outcome assessments specific to a badge? Is the Wisconsin School of Business is charging extra for badges?*
- *Can a school or college decide they are only going to do non-credit instruction under badges?*

- *We need guardrails around what is possible but it is up to the faculty member, chair, and/or dean to determine what they will allow.*
- *In national conversations, where is digital badging headed for our peer institutions in the next 5 years?*
  - *There seems to be a large demand for short course, stackable credentials, and non-credit learning.*
  - *Industry is wanting to partner with schools as badges show mastery of learning.*
  - *There are huge resource needs and we aren't sure we are seeing the incentives of providing badges.*
  - *CU-Boulder is having the same situation with the growing demand for badges and is also working on a policy.*
- *If creating and supporting a badge is the college's choice, where is the oversight? Who ultimately checks the box to say it's ok for the college to endorse?*
  - *A Lumen record would start the process and then proper colleges would be notified.*
- *A policy recommendation from the APCs might be that schools and colleges have the autonomy to create more defined badge policy for their own units.*
  - *Yes, but if it's a UW-Madison badge, then shouldn't there be some central oversight?*
- *In Engineering, there's a model where they contract with a vendor to teach a course. Could that be done for a UW-Madison badge?*
  - *This idea was roundly condemned at UAPC. If a UW-Madison badge is attained, then it has to be UW-Madison learning to attain it. This is why we need policy to define the digital badge process and guidelines.*
- *If Lumen is used to track badges, would it be in a separate section? Items currently in Lumen are going through a governance process.*
  - *This is to be determined. Lumen is a known system which may be better, but it needs to be evaluated. We may be able to leverage the system infrastructure.*
- *It would behoove the institution to lay out the differences between degrees, online courses, certificates, badges, etc. Defining these may show ways in which the institution can address the perception that we are inaccessible for those not pursuing a 4-year degree.*
- *If badges have an additional cost, what is the impact on students and financial aid or limited resources?*
  - *Badging will occur mostly on the non-credit side.*

### **CALS-Only Agenda**

Review agenda

Revisions to joint agenda

- *No revisions were made to the agenda.*

### **Consent Agenda**

2. February 1, 2022 meeting minutes (Box)
  - *Item 2 was approved by consent.*

### **Action and Discussion Items**

3. Entomology program review: 2<sup>nd</sup> discussion, w/department chair (Box)
  - *Russ Groves, Entomology department chair, attended to answer committee questions related to the Entomology program review.*

- *The department felt that there were some successes highlighted and other areas that can be improved, but was not surprised with the comments raised.*
- *Questions from the committee*
  - *Has Entomology thought about making a change to offer more flexibility in the graduate program curriculum?*
    - *The department met with the Academic Affairs committee focused on this question and made reasonably substantial changes to provide that flexibility. Those changes were voted on, approved, and are in the process of being submitted to Lumen.*
    - *The Graduate School still has a requirement of 51 credits, but the changes will give students more latitude while operating within the department's key areas.*
    - *Additionally, there are professional development courses outside the department that can be utilized for students, but new faculty have also developed a professional development course within the department.*
  - *There is a lot of evidence that direct admit policies make it difficult to recruit a diverse pool of graduate students. Can you speak to Entomology's experience with the recruitment of diverse students and the potential impact of the direct admit policy or other policies and practices?*
    - *Entomology faculty and students engage with other departments which helps to aid and increase diversity.*
    - *The department is doing its best to increase and enhance diversity but doesn't have the same resources as other departments to entertain or court a broader audience of students.*
  - *Can we hear more about the prelim requirements and the timing?*
    - *The basis for the question came because in the current handbook it lists that prelims follow the certification meeting, in advance of the sixth semester.*
    - *This gives students latitude, as some of them are coming to it later in their degree program.*
    - *20% will earn their PhD after coming in as masters-seeking students.*
    - *Most programs are moving prelims earlier so students who are not fit to continue have an exit ramp.*
    - *Around 75-80% are dissertators by the fourth and fifth semesters and are moving through the prelim exercise.*
  - *How does the department anticipate the Global Health major will impact instructional responsibilities?*
    - *The program has had a successful launch.*
    - *The Dean's Office authorized two new positions. Those two positions will support the major.*
  - *Does the department plan to continue the Entomology undergraduate major? What is the benefit of maintaining the undergraduate degree at such a small level?*
    - *Yes. Even though the report indicates that some faculty expressed indifference about the undergraduate major that's not the case at all.*
    - *If there is success in the other areas of undergraduate education and investment and Entomology faculty is in these areas, the department hopes that enrollment in the Entomology major will increase.*
    - *It is not seen as a liability on other areas of investment.*
    - *Will there be other course offerings in Global Health that can count towards the undergraduate major?*

- *Yes, the department is hoping Global Health can be a springboard and provide other opportunities for students.*
  - *The report suggests a need for additional staff advising. What is being done in this area?*
    - *Russell Labs processes a significant amount of work with three departments. The department is considering how to address the advising workload.*
    - *Global Health advising is conducted through a separate mechanism.*
  - *Tell us about the department's teaching load policy implementation and curriculum planning.*
    - *The teaching load policy implementation was relatively seamless. Everyone has accepted the responsibility to contribute to instruction.*
    - *In the department there is an annual merit review exercise in which metrics for instruction are part of the way to evaluate success.*
    - *The department will contribute to this important mission element of college, being more deliberate around the faculty they bring in and their curriculum planning.*
- *Motion to accept the report as complete: Eide/Ingham*
- *Vote: 13-0-0*
- *Questions and feedback from the committee*
  - *Teaching assignments should be more concrete and defined.*
  - *How are they going to sustain their graduate major if the undergraduate major ceases to exist?*
  - *The Global Health program's goal isn't to train entomologists. Can Entomology sustain themselves without a robust undergraduate program?*
  - *From a resource standpoint, it's difficult to see how Global Health isn't going to collapse the Entomology major.*
    - *Global Health is an interdepartmental, broader major.*
  - *Undergraduates want to study in a diverse environment and the department is working to enhance this*
  - *What are the consequences of abandoning an undergraduate major?*
    - *If you don't have one, then why are you a department? What holds you together? What's the glue?*
    - *Could a graduate program be the nucleating factor?*
      - *The graduate program is already quite small and looks to be moving in the direction of flexibility and research-credit based.*
    - *There are programs with single digit enrollment in major. What is the message we should be taking from those circumstances?*
    - *What is the student experience when there are so few peers?*
  - *The community among undergrads is quite strong; they can build a community around a niche major.*
  - *There is a strain on department resources with the way things are working.*
  - *Can we gauge the impact of small undergraduate majors beyond numbers? What do Entomology undergraduates do?*
    - *Some go to industry in the broad agricultural sector, some go to graduate school, and some do something unrelated to what they study.*
    - *They are getting strong biological sciences training and are well-equipped if they want to go to industry and use their background.*
  - *Some peer institutions have dropped small majors and combined programs. Do we know what has happened with their enrollment?*
    - *The perception is that it didn't make the impact they had hoped.*

- *When is the Global Health major review?*
  - *In 3 more years, as they are reviewed at 5 years.*
  - *The APC voted to move the Global Health certificate to Entomology, but it may make sense to request a delay to review the major and certificate together.*

#### 4. Science Communication, undergraduate certificate: proposal

- *Michael Xenos and Tera Holtz Wagner spoke to the APC regarding the proposed undergraduate certificate in Science Communication, sponsored by Life Sciences Communication (LSC).*
- *LSC is a very popular double major for STEM students, however, it is known that some students want to pursue education in LSC but cannot pursue a double major due to restrictions or requirements of their first program. The Science Communication certificate aims to fill the gap for those students.*
- *The certificate is a pared down version of the major, with one required course and two additional courses, one in communication strategy and the other in communication skills and technology.*
- *The curriculum is very customizable with 11 courses in each category from which students can choose. Many of the courses are offered multiple times through the year, including summer.*
- *The department studied the demand for and scalability of the certificate and feel there is plenty of room to satisfy the requirements.*
- *Questions from the committee*
  - *What is the expected student number when the certificate is fully mature?*
    - *We anticipate 100 students by the fifth year but anticipate starting with 30 students in the first year.*
  - *Did you ask current double majors about the proposal and how many would have adopted the certificate path versus a double major?*
    - *Yes, students were asked if they would have preferred to pursue a certificate instead of a double major. Many said they would have selected the major as they were looking for the depth of study.*
    - *The department is hoping that some students pursuing the certificate may convert upward to the major, if eligible.*
  - *Would the existence of the certificate allow the major to become more specialized or give more depth of material or would the major stay the same?*
    - *The department has not talked about this and therefore predicts that the major would largely stay the same.*
  - *If a student enrolls in the certificate and wants to pursue a double major, is there a good path to do so?*
    - *Yes, the existing courses lend themselves to the major and the process should be frictionless.*
- *Motion to advance the certificate proposal to the next governance stage of UAPC: Ingham/Nack*
- *Vote: 12-0-1; Xenos abstention*

#### 5. Remaining APC discussion on draft digital badge policy

- *Questions and feedback from the committee*
  - *In the BADGER software, there is already a need to streamline information.*
  - *There probably is a need for two policies – one for non-credit and one for credit.*
  - *There's a concern that knowledge of what the badge means may be lost on the outside audience or employers if it's this hard for us to define and understand.*
  - *The time of instruction that goes into learning before the assessment will be metadata in the badge.*

- *What level of interest would there be in badging for associated programs?*
- *What does the demand look like for this?*
  - *Short-term credentialing is a way to put something more into training. It is the evolution of professional development.*
  - *The agriculture and food processing areas have been asked for years to provide courses and badging.*
  - *Badge value may be determined by the market.*
- *Is there a concern that departments will create badges to attract students or revenue?*
  - *The CALS perspective is that opportunities for digital badging look most like outreach.*
- *There may be circumstances in which having several badges is more popular or valuable than having a degree.*
- *We have concerns about quality control and governance of badges. How can we set up digital badging and not be overwhelmed?*
- *What does the policy need for us to feel comfortable with it?*
- *If decisions surrounding badging are delegated to schools and colleges, it compromises what the university may do in units outside schools and colleges.*
- *Lumen might not be the right system, but there needs to be someone providing oversight to prevent overlaps.*

### **Informational Items and Announcements**

6. Upcoming changes to CALS Global Committee (Box)
  - *CALS has previously had different iterations of an international committee. With the creation of CALS Global, that committee morphed into the current CALS Global Committee.*
  - *The committee recently voted to update their charge and function, with changes going into effect next academic year.*
  - *The committee will be renamed the CALS International Committee. It will have student representation and will work in conjunction with the CALS Global director and the CALS Study Abroad and International Education director to be more comprehensive in work in the international space.*

*The meeting adjourned at 3:15 pm.*