

CALS Academic Planning Council

6201 Microbial Sciences Building

May 3, 2022, 1:00-2:30 p.m.

2021-22 meeting materials found at:

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

Attendees: Todd Courtenay, Barbara Ingham, **Medhi Kabbage**, Eric Kruger, **Xuejun Pan**, **Francisco Peñagaricano**, **Ivan Rayment**, **Guanming Shi (departed at 2:01 pm)**, Michael Thomas, Thea Whitman (arrived at 1:54 pm), **Michael Xenos**

Absent: Jed Colquhoun, David Eide, Jamie Nack

Ex Officio: Doug Reinemann (departed at 2:10 pm), Mark Rickenbach (departed at 2:05 pm), Kate VandenBosch, Karen Wassarman

Guests: Dominique Brossard (item #2), Dietram Scheufele (item #2), Scott Owczarek (item #3), Beth Warner (item #3)

Welcome and introductions

Review agenda

Revisions to current agenda

- *No revisions were made to the agenda.*

Consent Agenda

1. May 3, 2022 meeting minutes (Box)
 - *Item 1 was approved by consent.*

Action and Discussion Items

2. Mass Communication PhD program review: 2nd discussion w/program representation
 - *Dominique Brossard, chair of Life Sciences Communication (LSC) and Dietram Scheufele, program director for the Mass Communication PhD in LSC, attended to discuss the Mass Communication PhD program review.*
 - *The Mass Communication PhD is administered jointly between LSC in CALS and the Letters & Science (L&S) School of Journalism and Mass Communication (SJMC) but each unit opted to write their own self-study which was presented to a singular review committee.*
 - *Questions from the committee*
 - *What is the goal size of the graduate program? Is there capacity to grow from the current size, especially if there is a change to a stand-alone program?*
 - *The program was right-sized to allow the program to fund all graduate students. The social sciences funding model is much different than in a research lab. Students are admitted by program and supported by TA lines through the department and may not work directly with their PI.*
 - *They have been successful at funding students through a variety of sources but this depends on continued income streams, including summer revenue, extramural funding, etc.*
 - *Please address the recommendations of the review committee:*

- *Is it a possibility to guarantee funding for all students if that is indeed what happens? What are the barriers to doing so?*
 - *Technically cannot guarantee funding as the funding sources are not constant. But are working on doing the best they can to fund and work towards a 4 year guarantee, especially for top students.*
 - *Is there curriculum planning to address the question about course requirements for students from different academic backgrounds?*
 - *A mix of preparation of their incoming class, especially a mix of social and bench science*
 - *So figuring out how to make the baseline and learning for all the incoming students is critical for them and they are working hard at that on program and course level.*
 - *How is the program working towards increasing diversity of student applicants as well as students enrolled?*
 - *The top recruit was given both university fellowship and an AOF fellowship to recruit them.*
 - *This recruitment was very important to us*
 - *Student services rep goes to SACNAS and other conferences to help recruit underserved populations of students; AAAS is another recruiting activity – waiving application fees for AOF students. To help broaden the pool of applicants.*
- *Overall the program is very strong and successful.*
- *Most graduates go into tenure-track positions directly.*
- *Shaw spending sabbatical designing an ethnic studies course designed for CALS students*
- *Considering funding model, do you think programs will be in competition in the future?*
 - *Slowly but surely were going towards own programs and applicants are already saying what they want to study, and with the distinct expertise between journalism and LSC this is already happening. So this will not be much of a change practically.*
 - *Optimistic that separation would make this less confusing for students*
- *With comment on right-sizeness, in the application process do you feel you are turning away potential grad students you'd like if there were more TA opportunities?*
 - *We don't. Basically they over-admit every so often if there is a really good pool and make adjustments in following years.*
 - *Much right-sizing also occurred before we were lucky enough to be joined by 4 assistant professors and while they aren't putting a lot of extra responsibilities on them, they are eager to grow and advise, so there is room for growth*
 - *Want to produce PhDs who do exceptionally well in being prepared to find good jobs*
- *You mentioned destinations of some PhD grads. Is there a different pattern for those doing MS masters, PhD minors or certificates?*
 - *Yes, they go into different places*
 - *There are two master's tracks. One is course-based and for students who don't plan a subsequent academic career. The other is thesis-based and keeps the academia path more open. Students*

- may and do switch between them as they get started and realize what they want to do after they arrive changes.
- For PhD the career tracks are a bit more narrow. Some students go to a foundation or agency although this is the minority path. The vast majority of students go into tenure-track positions or post-docs.
 - Seeing a shift and more students are doing computational work; the tech sector is becoming a career option.
 - Some students work in philanthropic endeavors. There has been more diversity as the demand for science communication changes.
 - Their undergraduate students are very strong, but feel it is in their best interests to do work outside of UW, so they do try to shepherd them and masters students to PhD programs outside of UW.
- Comments on expected next steps to design new program?
 - Report spoke explicitly about the desire and merits of creating two separate programs, that is supported by both units. Part of the governance process cannot be a split of a program but needs to generate a new program – and so the hope is to make two new programs and to share the equitably the process
 - Should be fairly straight forward based on where they are today. They really don't need to "design: a new program as they are already running the program within the context of the shared program now, but it will be better for students to separate as they are essentially running as two programs in one now, which causes a lot of confusion for students.
 - So not really a lot of changes, but it is the administrative burden of moving forward the process.
- Additional discussion around separation of the Mass Comm program:
 - One of the major recommendations of the review, which is evident in each self-study, is the desire to separate the Mass Communication PhD into two independent programs as they have continued to grow apart and already operate autonomously as far as admissions, curriculum, funding, and most other matters. Separating the programs would also help to alleviate confusion for students surrounding the two streams of the program.
 - Both programs are of high quality and produce graduate students in the top of their fields.
 - The recommendations for the program on the LSC stream are procedural improvements. Overall, there are no major findings of concern.
 - Questions and feedback from the committee:
 - Currently, faculty and staff can't serve on review committees for students on the other stream of the joint program but if the programs are separate, they could. Would they network in this way?
 - Most students do not work with faculty and staff in both programs, which may be a reflection of the separation of disciplines within the program. If the streams were different programs, the faculty and staff from the opposite discipline may be good outside members of a review committee.
 - What are the hurdles of creating two programs?
 - To create a new program, there would first be a Notice of Intent (NOI) to plan the proposal which would go across system for comment, followed by a full proposal with departmental and college level approvals. That needs to pass through the Graduate Faculty Executive Committee, the University Academic Planning Council, and the Board

- Beneficial, these were all collected as part of HLC accreditation
- For students, they can see these PLOs mastered as part of their academic program.
- Students who receive bachelor of science (but not major listed for those that the name is not part of the degree) would have information on page two of this document, so an additional benefit
- Can validate credential and see program learning outcomes listed (same as what is in Guide – governed content)
- Additional majors and certificates could also be listed
- Note, they have the ability to have “versions” of the PLO’s by catalog year, so the student would see the PLO’s that were in place when they went through the program
- Questions from the committee
 - How would this change the way certificates are communicated for students?
 - The only place certificates or majors are communicated are on the transcript or the reporting to federal repository (where many employers are looking for validation).
 - This would expose certificates at a higher level, putting it where the degree is and this also illustrates the program; learning outcomes
 - Note most degrees in CALS are conferred as “Bachelor of Science” and then the areas of study are majors; a few exceptions are BSE, Dietetics and ABM are the only ones where the degrees are different and include an area of study.
 - How do student share this information?
 - Can be put in social media (e.g. LinkedIn) or on resume so these can
 - Is the information public? Is it searchable and public?
 - It is only public if the student shares it, we would not share that as an institution. Students are in control of their degree program and sharing information.
 - Part of FERPA there is info as degree, degree date, and area of study in the public directory information; but students can opt out and therefore are in control of their privacy information
 - Seems like a wonderful idea. However, this could become a “noisy” document if too much information so want to have highlights stand out and thought carefully about.
 - Great info and if we were to take this up as an initiative, we’d get S/C key partners to help decide what it looks like, and there might be areas to link to other places like the Guide.
 - For program outcomes, will what is on your diploma reflect what the outcomes were at the time if they are changed in the future?
 - Yes, the PLOs will match the catalog year that the student completed.
 - Will there be an effective date if this moves forward? There will be missing information for those who graduated earlier than a date when we had learning outcomes
 - ceDiplomas back to 2015; earlier this information is not available
 - What happens if students follow new curriculum after changes (they can opt into that)?
 - Such changes by students would result in an actual change in catalog year so it would be a match to what they completed.
 - Why don’t we include courses?
 - Note that currently this information is captured on the transcript

- *There is an idea of creating comprehensive learner record, could do more holistic job of capturing all educational experiences and co-curricular activities, study abroad, etc. This might be a good tool for advising in particular.*
- *Might be something different than diploma or transcript to help contextualize their education. On the diploma might be too detailed (e.g. long)*
- *An example of where a comprehensive learner record has been used well is Elon University has done some really interesting things to illustrate things in their student experiences*

4. Agricultural Safety and Health Center transfer

- *Now seeing proposal to move Agricultural Safety and Health Center to Division of Extension*
- *Was proliferation of centers in the 1990's, when extension was a different campus, so the centers were in CALS, even as extension funded.*
- *Desire by Division of Extension for appointments to be in Extension instead of CALS*
- *Retirement of staff position in BSE was rehired in Division of Extension so it makes sense to move administrative home from the Division to Extension*
- *One factor to consider the home of centers - if there is a strong research function of the center and aligned with our priorities, it's better kept in CALS. If not, then it's better housed in Division of Extension.*
- *With no staff in CALS this makes sense to move to Extension*
- *Questions from the committee*
 - *The faculty members won't move?*
 - *Affiliation of CALS faculty with the center would continue; CALS faculty with Extension-funding support a number of Extension programs in a number of ways, and they will remain CALS faculty as always.*
 - *Doesn't change function of center or activity of CALS faculty, it is about the administrative home of the center*
- *Motion to move ASH Center from BSE to Division of Extension: Shi/Rayment*
- *Vote: 8-0-0*

5. Remaining APC discussion on above action items

- *Mass communication PhD review*
- *Determine whether the review is complete, thoroughly done, and ability to underscore recommendations or make suggestion to program*
- *Motion to accept the review as complete: Kabbage/Pan*
- *Vote: 8-0-0*

Informational Items and Announcements

6. Facilities master plan update

- *Think I was here when we started CALS facilities master plan; may have seen people in your buildings looking at things and there was a survey for folks to provide information*
- *Here are updates they provided from this research*
 - *Say they took 300,000 steps in their work*
 - *Can look at interactive website to see info on each building*
 - *Group has collected data and next will be developing options and probably won't hear from them for a while as they are working on these plans.*

- *Importance of the master plan is about us and the spaces we want in the future, 10-20 years from now, But also In practical sense, we can't build anything more if no master plan in place*
 - *Questions from committee*
 - *When will this be done?*
 - *Goes into 2023, about 18 months*
7. Dean search and transition planning updates
- *Update on chancellor search –*
 - *Jennifer Mnookin, who is the dean of the law school at UCLA, is set to start on Aug 4, 2022*
 - *More information in InsideUW that came out today*
 - *Provost Scholz will serve as interim chancellor between May 31 and Aug 4*
 - *Update on CALS Dean search*
 - *Hoping announcement next week; provost says close to finalizing negotiations with candidate*
 - *New CALS dean start date may be similar to new chancellor – late summer, early Aug*
8. Update on UAPC actions: FISC certificate discontinuations
- *All FISC certificates have gone through full governance process and are now discontinued. Note these are the for-credit certificates*
9. FISC update
- *Made decision to not offer an official FISC program in the coming year*
 - *Fall will be used to plan new program, which will be shifting from for-credit to not-for-credit space. Planning will focus on trying to understand the market, to understand what will motivate students to come and who are those students*
 - *Much of the programing in the discontinued certificate programs are currently offered through technical colleges*
 - *Turfgrass Management has already converted to a badged program and will be a continuing outreach program offered by the college*
 - *The goal is for FISC to be additive opportunities and not duplicative of the technical colleges*
 - *Many of the courses were below undergraduate level as they were under 100-level courses*
 - *Hoping for a plan to roll out in Nov/Dec to be able to recruit for the following fall, Fall 2023.*
 - *Although APC might be interested on what will be planned, since this is not a for-credit program things won't formally come through APC for approval.*
10. Fall 2022 APC preview and suggestions
- *Program reviews, center reviews, a few proposals to move centers in the fall*
 - *Suggestions from committee*
 - *Double major – when students pursue multiple programs there's a process in place but administering on ground level has been a bit complicated and not well understood by students and advisors*
 - *Has been in conversation in Academic Affairs; will be a proposal eventually when there is capacity*
 - *Why are so many campuses teaching intro to Chemistry or Biology – globalizing them for to better meet their purposes (e.g. to teach intro chemistry for Biology majors)*
 - *Recent information –*
 - *The incoming first year class is going to reach another record this year in spite of efforts to get class back to goal size of 8100.*

- *There will be at least 8500-8600 in the incoming class. These remain estimates as we can count those that have deposited but not all of them are likely to come in the fall*
- *CALS is seeing a 15% jump over last year.*
- *Overall in the first year class, there is an Increase in students of color in general and underrepresented students of color as well.*
- *Biggest concern at the moment is course access and housing and of course to provide all around support for students.*
- *Question from committee: How excited should we be from a budget standpoint about the increase in students?*
 - *Biggest part of the budget from instructional standpoint is based on CFI and majority of our large introductory courses are taught in L&S*
 - *We'll see the bulk of this class coming through our larger classes in two years*
- *Question from committee: Should we revisit and negotiate our relationship with L&S to teach introductory classes?*
 - *Yes, that's in the cards and our plan to continue to have conversation for Intro Biology. Chemistry and Math are a little different as expertise in these areas are in L&S. Areas where we have clear expertise can be areas for further conversation.*
 - *Door has been cracked open but not really initiated conversation yet*

The meeting adjourned at 2:22 pm.