CALS Academic Planning Council Minutes

Meeting held via Zoom

November 17, 2020, 1:00-2:30 p.m.

Attendees: Jill Wildonger, Erika Anna, Laura Hernandez (departed 1:35pm), Michael Thomas, Jeremy Foltz, Rick Lindroth, Scott Lutz, Barb Ingham, Jamie Nack, Nicole Perna, Dietram Scheufele
Not Present: William Tracy, Xuejun Pan, Jed Colquhoun
Ex Officio: Kate VandenBosch, Bill Barker, Karen Wassarman, Mark Rickenbach (arrived 2pm)
Guests: Elaine Klein, Greg Downey, Kristin Eschenfelder
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 Nov 3, 2020 meeting

    Item 1 was approved by consent

Action and Discussion Items

2. Online L&S Undergraduate Degree (a Bachelor of Liberal Studies), Notice of Intent

    Elaine Klein, L&S Associate Dean for Academic Planning, and Greg Downey, L&S Associate Dean for Social Sciences, presented a Notice of Intent for a new online undergraduate liberal arts degree, Bachelor of Liberal Arts, and the first proposed major that will be associated with the degree, Applied Social Science. This is a degree completion program so it only for students with some college credit and no previous bachelor degree (transfer credit friendly). The Bachelor of Liberal Studies is designed with a broad liberal arts focus intended to be coupled with a focused major. There is a faculty committee that has designed the degree program and its learning outcomes. In addition, there is a student services oversight committee. Students will have "academic coaches".

    Q: Do credits expire when a student leaves campus without completing a degree?
    A: In most cases this is not true, the credits do not expire. Some program (e.g., Nursing), may not accept previous credits as requirements change do to advances in the field.

    Q: The intentionality to invest in and support this population is impressive. I am wondering if experiential learning will be awarded? Do you anticipate waiving requirements?
    A: There is a distinction between waiving requirements as opposed to credit for experience –UW does not allow credit for experience –prior experience does not get credit, but can be used as waiver on specific requirements (e.g., waiving language requirement for students who speak other languages as first language).

Comment: The first online undergraduate degree at UW-Madison was launched in SoHE this fall with a handful of students. SoHE plans to offer another. The WSB will be offering a new named option as well. This is the first online undergraduate degree program that will be more general. L&S envision 4-5 majors associated with the degree.

Q; The staff investment in student success appears to be thought out and intensive. How will this relate to the cost to the program? It sounds staff intensive and resource intensive.
A: Low award programs is struggle in L&S. This is a 131 budgeted program so the program must support itself. To keep costs down a narrow set of courses is being built for the program. The student population is also different in that they are a path to completion so a narrow distinct menu of courses is expected to work.

Q: What is expected enrollment?
A: The Chancellor's goal is 10,000 students in online undergraduate degree programs in 5 years. The Bachelor of Liberal Studies is expecting 100 students in the first year and 500 in 5 years

Q: This is designed with breadth and narrowness. Who can pursue this? Do we need other social science programs in other schools/colleges?
A: The narrowness is the restricted menu of courses. Students in cohorts to build community. The program is not available to traditional students. Developing the degree program was like starting from scratch revisioning what liberal arts online looks like – faculty say it is an integrative experience – crossing divisions within the college.

Q: How can CALS help support program, including offering courses?
A: We have a focused approach on who is selected to teach. No opportunities now. Maybe in the future.

Motion to provide a letter of support and to see the full proposal: Scheufele/Anna 10-0-0

3. Information Science BA/BS, Notice of Intent

Kristin Eschenfelder, Associate Director of the School of Computer, Data & Information Sciences, presented a Notice of Intent for an Information Science BA/BS major. This is a traditional, residential program. This is within the Computer, Data & Information Sciences division in L&S. This proposed major has broader reach than computer science. The program is designed to increase the diversity of students and professionals in the field. Information Science is people's relationship with data and computing. There are 115 schools nationally with similar programs. Most of our peer offer this program. This major will be available for students to declare as upperclassmen.

Q: It is agreed this program is long overdue. There are different approaches to structuring the major. How will you incorporate communication and sociology?
A: The major will align with the digital studies certificate. Also, there may be a number of pathways offered in the major including a user experience emphasis with electives from LSC, Psychology,

Industrial Engineering, and SoHE. Other pathways might include policy/ethics and information sciences.

Q: What is expected enrollment?
A: 150 majors within 5 years. This is based on the University of Michigan's model. Like other L&S majors, it will be available as an Additional Major to students in programs outside L&S.

Motion to provide a letter of support and see full proposal: Foltz/Lindroth
Vote: 9-0-0

4. Review the Call for Spitze Land Grant Faculty Award

The Spitze award is traditionally selected by APC. A subcommittee is formed with two members from APC (typically outgoing members) and one from SoHE. The award recognizes those that embody land grant mission. Only one person can receive the award annually.

Two edits to call for nominations suggested:

- *Add language to individuals to reapply if they have not be award recipients*
- *Include link to awardees form the past: https://cals.wisc.edu/about-cals/awards/cals-awards/*

Motion to edit call for nominations to encourage resubmission and include a link to past awardees: VandenBosch/ Wildonger
Vote: 9-0-0

7. CALS endowed professorship guidelines

Campus has expectations for endowed professorships. CALS is taking campus expectations and standardizing practice within the college. This helps when talking with donors, working with the foundation and departments, and creating more uniform practices across the college.

What the CALS endowed professorship guidelines address- name, purpose and function of professorships, standardized appointment process; funding and compensation as a way to offset 101 budget; temporary based adjustments; how to manage relationship w/ donor – stewardship; what happens at end of appt – does the title expire or move on to a new person.

Comment: Excellent step forward and thanks to Mark and Julie for putting this together.

Q: What about awards after 2012? Should they follow new rules or is this an opportunity to standardize further? Two main elements to consider– substitution for 101 funds and end of appointment rules
A: Kate will bring suggestion to Julie –to look at other memoranda to explore what can be done with some of these features.

Comment: These are conceived as guidelines rather than policy as there might be some exceptions due to what donors request.

Informational Items and Announcements

5. APC Self Study report update

 The subcommittee, which includes Rick Lindroth, Jamie Nack, Nicole Perna, and Barb Ingam, has completed their report. There will be a substantive discussion about the report at the December 15 meeting. Some items of the report addresses practical issues like rules for obtaining a substitute others address philosophical issues such as what is the role of the committee on determining policy and setting agendas for the college.

6. Dec 1 meeting now joint with L&S

 The joint meeting with L&S is postponed to Dec 1.

8. Gender pay equity assessment

 Mark presented analysis of faculty salaries in 2019 and 2020. This came from a request from the EDC. The analysis has been shared with EDC, chairs. Expect an article in eCALS.

 Women make up less than 1/3 of CALS faculty

 Key findings:

   - *Male faculty, on average, were paid more than female faculty*
   - *After accounting for faculty rank, the gender equity gap largely disappears. At some ranks, women made more than men*
   - *Women's time to key promotional milestones – promotions- are, on average 3-4 months longer than those for men*
   - *A regression analysis of June 2020 salary as a function found that significant explanatory factors were years since PhD, assistant professor status, and having an appointment in AAE.*

 This analysis does not take into account faculty performance
 This raises questions about gender retention. Most full professors are male – do we have a retention issue?

 Waiting for TTC for more comparable job titles to do this analysis with staff

 Comment: Work is being done looking at land grant scientists to see if there are pay differentials for people born in other countries or for people with degrees from other countries

 Comment: 3 out of 4 of our undergraduates are women, yet at the chair level that is not true. We cannot conclude we don't have a problem.

Comment: A next step is to take this to the department level and help chairs see their distribution of salaries

Comment: There is a lot more to equity than salary such as climate and availability of resources

Comment: Academic analytics can be used to look at the number of awards our faculty get –some preliminary work is being done by APIR to identify a group of depts with good performance by analytics except for awards. n the future we will investigate using academic analytics more broadly –might be a topic to bring here as well.

Meeting adjourned at 2:30pm