The meeting was called to order by Brad Bolling at 3:33pm.

Welcome and introductions
Committee members introduced themselves.

Review agenda
No changes

Approval of October 12, 2022 meeting minutes (attachment)
Victor Cabrera made a motion to approve the October 12, 2022 meeting minutes. Dominique Brossard seconded the motion. The motion passed unanimously.

Conversation with Dean Gillaspy
The purpose of the EDC was reiterated: it is an advisory committee to the dean on DEI issues related to the college. The committee has undergone various structural changes over the past few years with the objective of developing key areas in which to address issues and become a leader in DEI. To make the most of its representation, the committee is comprised of a variety of roles across CALS so that a breadth of voices is included in decision-making.

Prior committee members were invited to the meeting to share their experiences and perspectives from their time in the EDC, as they were instrumental in developing the subcommittee framework, which is where much key work is done. Prior members shared with Dean Gillaspy the background of initiatives and proposals that were sent to Dean VandenBosch prior to her retirement.

Goal 4
Goal 4 is a component of CALS departments’ 5-year plans that aims to cultivate continuous improvement in departments related to diversity, climate and inclusion. The concept arose organically when the department diversity representative positions were created, circa 2016. The EDC found that
committee-level initiatives and discussions were not reaching all departments, as not every department had representation on the EDC. The college developed a new strategic plan where departments each wrote a rolling 5-year plan with 5 specific categories in which they had to write about their progress. These plans formerly all used the same format, but the EDC found that the format was limiting in the way it allowed departments to address DEI work. A subcommittee of the EDC reviewed the format and proposed revisions that would better allow departments to demonstrate their work within DEI and track their progress.

After implementation of the new format, the Goal 4 responses were reviewed by a subcommittee of the EDC, which proved to be challenging due to lack of uniformity in the responses. The subcommittee reassessed the strategy and moved to a panel discussion for the Goal 4 review format. Goal 4 responses were assigned to subcommittee members and ranked; ultimately, it was decided that scores were not useful. During the next round of reviews, written feedback was provided to each department, which was more successful. It remains a challenge to provide useful feedback systematically. The current system may not be flawless, but it succeeds in providing an opportunity for departments to think about successes and challenges within DEI.

Questions/comments:
- Did departments find the subcommittee’s feedback useful?
  - During the first year, departments were confused, because it was unclear if the message was coming from the college or from the EDC. Important messages may have been lost. The second year of implementation was more successful.
  - Confusion could have been due to the fact that the feedback came from a well-meaning group, but one that some felt did not necessarily have the training or credentials to provide this type of feedback.
- Did departments discuss results together, or just in small groups?
  - An example was shared of a department that was facing challenges. Going through the feedback did improve many of these situations.
- The broader question is, what are the success metrics? How do we know if a department is functioning in an equitable manner?
- Some may wonder why the report is being done, and what the consequences are if the results are successful or poor? May be useful to connect the report to an area or team where DEI is the professional focus.
  - These tools are meant to compliment each other and help to address gaps.

Diversity, equity, and inclusion annual professional development for faculty and staff
When George Floyd was murdered, the EDC had feelings of urgency, sadness, and outreach, and decided a priority focus of the committee would be to recommend an annual diversity, equity and inclusion training requirement for CALS faculty and staff.

An EDC subcommittee began to look at graduate students’ concerns about campus faculty’s awareness of climate. Students were required to undergo training, but faculty were not. The subcommittee wrote a letter to Dean VandenBosch asking that there be instituted mandatory training for faculty and staff. The emphasis was on faculty due to the power differential. The letter was well-received. Over time, feedback was received that highlighted a preference for providing a set of training options for faculty to choose from. The aim is to allow for individuals to self-select a training opportunity to avoid creating senses of annoyance and alienation that would negate the desired outcome of building community. Faculty and staff would research their own professional development opportunity, which would then be
reflected in department Goal 4 reports to provide data on the impact of the training. This plan was taken to the CALS Academic Planning Council and approved as a college policy.

The last piece to consider was how to use the feedback and assess its impact. There was a need for a senior-level leadership position to be created, which led to the formation of the CALS chief diversity officer role. The creation of this position was a priority of the EDC, and the committee is glad to see there is value being placed on building a team of individuals within the CALS office of diversity, equity and inclusion.

Creation of the CALS associate dean for diversity, equity and inclusion position
A subcommittee of the EDC discussed barriers faced within DEI work and how to ensure future success. The EDC is comprised of enthusiastic individuals, but capacity to volunteer time and service is limited. There was a desire for continuity on initiatives after members’ terms on the committee ended. Committee members are volunteers, but there was a need for experts in DEI. Other schools and colleges had a leader in this area that could be consulted for advice, could help develop ideas, etc. If CALS were to be a leader in DEI, a chief diversity officer position was needed. The EDC also wanted this position to have the resources it needed and recommended to the dean that one chief diversity officer position would be better equipped to serve CALS if there were a committed team in an office of diversity, equity and inclusion (ODEI).

The EDC can offer resources and best practices and hopes to be leaders in addressing needs in departments but needs support and guidance from the ODEI. Departments and units also need guidance from the ODEI to do the work.

Subcommittees and current and future priorities
The ODEI aims to honor the work of the EDC. The EDC is self-sufficient and advisory to the dean and led by the co-chairs. The ex officio members in the ODEI will support the committee and provide another pathway to CALS senior leadership. The pillars of the ODEI are community, learning and impact; these pathways will guide the work of the office.

The EDC expressed desire to align with the work of the ODEI; thus, a revised subcommittee structure has been proposed to support the pillars of the office. Subcommittees will be: organizational learning, assessment, and community.

- The organizational learning subcommittee could be a consulting body to the community development manager. Lunch and learns would continue within this subcommittee.
- The assessment subcommittee will support the community impact manager in the areas of data collection, metrics, Goal 4, recruitment and retention, a DEI dashboard, etc.
- CALS senior leadership considers it a priority to build a greater sense of community in CALS. Discussions are being held about reviving a CALS social committee with DEI events to bring the community together. The EDC community subcommittee can play a role in this initiative. There is a plan for 2-3 signature events each year that will be eligible (not required) to qualify for the DEI professional development requirement.

Questions/comments:
- Departments are willing to change but do not have the resources or training to do so. There needs to be the means to make the changes and focus on assessing what to do moving forward, not reflecting on what is already done.
• Desire for involving more individuals in the work; cannot be successful with just one committee or office. What practical steps can be done to increase those involved with DEI progress?
  o A few people each year are sent to the LEAD21 program and other similar trainings. CALS senior leadership is investigating how to create a smaller-scale LEAD21-type program for early-career faculty and staff in CALS. Discussion are being held with donors to sponsor gifts for this initiative.
• How can diversity within CALS faculty be increased?
  o An initiative to recruit diverse faculty will bring end-of-study PhD students to CALS. These individuals may be potential new faculty members, and will be shown what training looks like, what skills are needed, and what successful research looks like within CALS.
• Retention is a big issue. Attracting people to come to CALS is difficult; once people arrive some do not want to stay. This issue is visible at the student, faculty, and staff levels. Some graduate students feel lost, unsupported, and unwelcome. There are other institutions with a similar caliber that are more diverse than UW-Madison. We need more resources to support diversity at all levels.
• An issue is lack of community. An example was shared about a sense of isolation due to the lack of an Indigenous community on campus.
  o Are multicultural student groups useful?
    ▪ Yes, but took a long time to find them and to learn how to use the resources.
    Focus is on undergraduate students.
• Students cite SciMed GRS as a compelling reason to remain at UW-Madison.
• Feelings expressed that UW-Madison is not genuine during recruiting about relationships with diverse groups, leading to feelings of isolation and segregation when students arrive to campus.
• Support from senior administration in the college is crucial. Climate in the college is often unfavorable to the work of the EDC and the changes the committee hopes to make.

Subcommittee planning for 2022-23
Proposed subcommittees
• Organizational learning: lunch & learn, professional development requirement, DEI learning hub (formerly lunch & learn subcommittee)
• Assessment: defining success metrics, goal four evaluation, DEI dashboard (formerly department planning and recruitment & retention subcommittees)
• Community: communications, networking, social events targeted at community building and inclusion (formerly communications committee)

Goal is for subcommittees to meet before the end of the year and report back for what may be able to happen for the rest of the year.

Questions/comments:
• Philosophy-wise, are these the subcommittees needed to solve issues, or is something else needed, e.g., to build community?
  o The hope is the subcommittees will discuss and brainstorm what success looks like in their priority areas and how to work toward this. These are broad areas; it is up to the discretion of the subcommittees to decide what to approach and how.
• Will the assessment subcommittee take on seg fees, hiring practices, salary equity, Goal 4, etc.?
Yes, these items could fall here. Prior projects, including those not listed, will be brought back to the overall committee. Tom Browne will check on the status of these and follow up with the committee.

- Is departments' self-assessment of their success in DEI the best metric? May be valuable for an outside entity to join departments and assess so that data is not obscured by the way it is self-reported.
- Beyond assessment, what does accountability for change look like in departments with challenges? Department chairs cannot enforce, and metrics are not enough. Need support from the college.

Adjourn
The meeting adjourned at approximately 5:06pm.