

Equity and Diversity Committee
College of Agricultural and Life Sciences
October 18, 2023, 11:30am-12:45pm
240 Steenbock Library

Attendees: Brad Bolling, Dominique Brossard, Tom Browne, Karie Cherwin, Kerri Coon, Amanda Gevens, Rosie Gittens, Tracy Hanke, Al Kovaleski, Jelena Lee, Louis Macias, Mandi Moy, Ivan Rayment, Bre Sinotte Wang, Amy Trowbridge, Erin Wall

Guests: Dean Glenda Gillaspy

Not present: Burcu Alptekin, Victor Cabrera

Minutes by: Erica Flyte

Attending as public meeting: None

MINUTES

The meeting was called to order by Brad Bolling at 11:31 am.

Welcome/review agenda

There were no changes or additions to the agenda.

Approval of September 13, 2023 meeting minutes (attachment)

Amanda Gevens made a motion to approve the September 13, 2023 meeting minutes. Amy Trowbridge seconded the motion. The motion passed unanimously.

Deep dive on initiatives

The first two meetings of the year will be updates on initiatives and follow-up from spring. Upcoming meetings will be about the future scope of the committee.

Professional Development Requirement

The CALS Academic Planning Council (APC) approved the DEI Professional Development (DEI-PD) requirement in 2021. The past 10 months have been spent researching and developing the process. A pilot of the DEI-PD requirement will begin on October 23, 2023 and go through November 17, 2023. Five EDC members volunteered to participate in the pilot. Others in the pilot group will be the CALS Academic Affairs assistant deans, the dean's leadership team, and the dean's office executive assistant team. The group includes faculty, university staff, and academic staff. The pilot will consist of four options: 1) UW Diversity Forum, Nov 14-15 2023; 2) a DEI workshop facilitated by Rosie Gittens; 3) an online simulation related to how to work through implicit bias; and 4) choose your own experience.

Many in CALS are already doing this type of professional development. Goals of the requirement include collecting data and extending the scope of DEI-PD to include all in CALS. The pilot will inform the Office of Diversity, Equity and Inclusion (ODEI) on areas that can be improved within the website app, the requirement format and structure, and more. Work will be done in November-December to prepare for the January launch. A communication will be sent in December that will allow folks time to ask questions before the launch. Contact ODEI members any time with questions. Share this information with your teams and units.

Questions/comments:

- Will the pilot group members be able to choose any of the four options?
 - Yes, the 25 pilot members may choose between the four options. It will be an opportunity for the ODEI to

learn about gaps and needs. When the requirement goes live, folks will have the flexibility to choose their own options, so the pilot will mimic this structure.

Climate

- ODEI website: (<https://cals.wisc.edu/about-cals/diversity-equity-and-inclusion/>).
- Climate Response page: <https://cals.wisc.edu/about-cals/diversity-equity-and-inclusion/climate/response/>
- Climate Response Form: <https://docs.google.com/forms/d/e/1FAIpQLSctrHwxod9iCh6sxeDpCkQ2YiZQzIAICKbZCyWs2BGQcrVtnQ/viewform>

The Climate Response Team (CRT) members consist of representatives from the CALS ODEI, CALS Human Resources (HR), and CALS Academic Affairs. Unit leads are Tom Browne (ODEI), Kristin Carroll (HR), and Curt Lauderdale (Academic Affairs). The team will assist folks by helping to differentiate between informal vs. formal investigations by providing a streamlined and centralized process for questions.

The Climate Response Form, which was developed using feedback from various stakeholder groups, is now live. The form is not a formal complaint; it is a request to receive initial advice and direction on a situation. The form will help track data for types of reports being submitted and where they come from. Folks can choose to submit anonymously or provide their information for a follow-up. All submissions will be responded to. Not all concerns will be related to hostile and intimidating behavior (HIB), so a mechanism was needed to navigate all reports. The submitted forms go to the service account climate@cals.wisc.edu, which is monitored by the CRT. Situations are sent to the CALS ODEI, CALS HR, or CALS Academic Affairs based on the type of submission.

Questions/comments

- What if folks forget to hit the submit button on the form? Can you see partial responses that are filled out?
 - Google forms do not track impartial responses, but submitters will receive an email confirmation after submission. Can investigate how to track forms that were started but not submitted.
- This will be impactful.
- Have you considered having a faculty or student member of the climate response team, or a graduate student on assistantship that is considered an employee? Would this make it more comfortable for students to submit concerns?
 - This could be something to consider in the future.
- Who sees the Climate Response Form submissions?
 - The three unit leads of the CRT can see the submissions. If a submission requires a more comprehensive follow-up process, the unit lead will reach out to the submitter. Not all situations will be handled in CALS; the CRT may direct the submitter to other campus resources.
- Is this an onramp to currently existing resources?
 - Yes, there are existing resources on the Climate Response page of the website (blue buttons). The Climate Response Form is a next step.
- How will presence be established and how will information be shared?
 - A marketing plan for the ODEI programming will be launched soon. Information will be included in eCALS, the Academic Affairs newsletter, and the ODEI newsletter.
- If a report is related to HIB and must move forward, does this get resolved within the CRT?
 - A submission related to HIB will be a referral. The ODEI will not be involved in the enforcement space. The CRT provides information about options for next steps.
- Will there be a report showing how many submissions were sent to the CRT about HIB issues?
 - The dean will address this question during the Q&A.

Consultation case studies

The vast majority of climate work is independent of Human Resources. There is a need to assist in navigating situations outside of the scope of HR, HIB, or Title IX. Two such examples of ODEI consultations were shared.

- During the pandemic, the Wisconsin Crop Innovation Center (WCIC) created gender neutral restrooms. After the pandemic, the center reverted to what existed before. A concern was presented that gender neutral restrooms were important to continue to have. The result was the creation of one permanent gender neutral restroom.

- The Department of Plant Pathology developed a climate survey. The ODEI assisted with consultation and survey development. After receiving the survey responses, the department asked the ODEI for a debrief regarding how to interpret the results, how to facilitate conversations within the department about the results, and how to strategize about different ways of doing things. The ODEI met with the department to find key themes requiring attention and discussed how to move forward.

Prior data

Previously, department strategic plans included goal 4, for which the EDC had a process to review outcomes and targets. A subcommittee of EDC evaluated and corresponded with departments regarding suggestions for best practices within DEI. There were mixed responses to this process. There is no longer a goal 4 requirement for departments, but departments are encouraged to have a plan for DEI space within their units.

A key component of goal 4 was how to measure impact and progress over time. This concept will roll forward.

Future data

A CALS climate survey will launch in spring of 2024. This survey will be different from prior surveys and will be administered on an annual basis. The issue of immediacy warrants a more frequent timeline than every 5 years. More frequent surveys will help ensure that issues are being responded to more quickly.

The following resources will be used to inform data points: learning hub, consultation service data, DEI-PD requirement and reflection components, department activity surveys, campus data, workforce diversity reports, Color of Drinking reports, and more. Mandi Moy is working on an annual impact report for CALS that will include campus insights. The combination of these resources will provide a better picture of CALS' climate and whether needs are being responded to.

Dean Gillaspy remarks and Q&A

The dean will meet with the EDC twice each year. Committee members were thanked for their service to the committee and to the college.

The college remains committed to DEI work despite external factors. Work in the DEI space will not change despite budget cuts and other impediments. There is data showing the benefits of DEI. Diversity is important in the workplace so the college's missions can be accomplished. A sense of belonging is important for students' success. The ODEI team was thanked for their innovative work and accomplishments.

Regarding the previous topic of climate issues at the level of HIB: department chairs can contact HR leads with any issues. Local action is important; unit leaders and department chairs must be empowered. CALS HR has been reworked to be service oriented. CALS HR rapidly establishes whether HIB is involved in a situation. If a report is created, the dean may refer it to the provost's office, where it is investigated. A decision is made with input from an independent committee. The university will no longer tolerate unprofessional behavior. The college and the university are enforcing accountability; punishments have been given and some have been severe. Confidentiality remains critical; HR must follow Wisconsin and federal laws.

The dean shared college priorities:

- Undergraduates
 - Need to increase credit hours per number of faculty. CALS provides great educational experiences. Desire to continue offering quality experiences, not just to increase class sizes. Would like to build recruitment strategies, including visits to Dane County high schools to promote agricultural and life sciences and share their potential impact for the future.
- Continue research excellence
 - Want to empower team science. New faculty hiring initiatives are in the works.
- Sense of belonging
 - Applies to undergraduate students, graduate students, staff, and faculty. Critical in the undergraduate realm. Desire for proactivity in the graduate student space. Climate and accountability play a role. Physical

spaces and policies are being worked on.

- Better fiscal and business procedures
 - CALS has faced cuts the past 7 years. Need to be more efficient with existing funds. Need more conversations with stakeholders.

Questions/comments

- Can you speak generally about types of accountability?
 - For faculty there have been dismissal, suspension without pay, creation of a peer/supervisor review committee, temporary or permanent loss of graduate students, loss of leadership roles, temporary or permanent loss of ability to use grants.
- Is there a way to include DEI requirements within the tenure process? Accountability in this space is difficult because the departments set the requirements; this is not managed by the college.
 - The secretary of the faculty sets this procedure through governance processes, which are outlined in Faculty Policies and Procedures. Advancement from assistant to associate and tenure decisions include assembling a dossier, departmental review, a vote by tenured faculty, and a referral to the dean's office. The dean's office can vote and refer to a divisional committee. Departments can have different requirements that must be met to advance through the process.
- Concern raised about post-tenure reviews and imbalance between junior faculty vs. tenured faculty engagement.

The meeting adjourned at approximately 12:51 pm.