CALS Equity and Diversity Committee
USDA NIFA Civil Rights Review
December 4, 2017
USDA NIFA Civil Rights Review
April 10-14, 2017

• Authority comes from 7 C.F.R.15 Subpart A which effectuates Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin in programs of activities which receive federal financial assistance.

• “Regular, systematic” review of CALS WAES and UW Cooperative Extension

• USDA received extensive report and voluminous dataset

• Benchmarked against 2010 US Census data

• Interviewed staff from CALS Admin, Graduate School and OED

• Interviewed staff at Arlington ARS

• Interviewed Chairs, Faculty, Staff and Grad Students from Depts. Of Plant Pathology and Dairy Science
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• **Commendations for UW and CALS WAES**
  – “Full cooperation and support at all levels of WAES and UW were experienced by the reviewer throughout the review.”
  – “WAES and CALS provided comprehensive organizational and administrative support that enables faculty, graduate students, and staff to fully effectuate the Research mission.”
  – CALS commended for “a method to continuously receive stakeholder input”
  – UW has a “substantial civil rights/diversity/affirmative action organization in place”
  – “UW is highly commended for the range, depth and commitment to civil rights and diversity and inclusion and applying affirmative approaches to increasing diversity”
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• Commendations for Plant Pathology and Dairy Science
  – “(Dairy Science) Faculty are applauded for utilizing a form to monitor the progress of graduate students.”
  – “Plant Pathology is commended for the level of racial and ethnic diversity.”
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• Concerns
  – “Of concern was the level of complaints in CALS.”
  – “A decline in female faculty hiring at the assistant professor level is of particular concern.”
  – (WRT Advisory Boards) “Of note and civil rights concern, there were no Black, Asian, or Hispanic represented…”
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• Executive Summary of Recommendations to CALS WAES
  – Provide civil rights training and awareness, especially regarding sexual harassment, and protect graduate student complainants
  – Expand efforts to diversify graduate students and employees and assure non-discrimination practices
  – Develop a representative advisory group for the Experiment Station that is representative of those who could benefit from our research
  – Accommodate clientele with limited English proficiency, or with sensory or physical disabilities
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• Specific Recommendations to CALS WAES in the following areas:
  – Research Programs
  – Resource Allocation
  – Graduate Students
  – Employment, Faculty Mentoring and Professional Development
  – Advisory Boards and Committees
  – Limited English Proficiency and Accessibility to Research Information and Facilities
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- **Recommendations to CALS WAES – Research Programs**
  - Identify an individual or point of contact for Title VI obligations
  - Continue working with OED to assure provision of ongoing training for civil rights and sexual harassment to faculty, staff, and graduate students
  - Review existing policies and procedures to assure continued academic progress and funding of a graduate student complainant
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• Recommendations to CALS WAES – Resource Allocation
  – Assure no barriers exist to hiring racial and ethnic minorities in occupational categories demonstrated to be underrepresented
  – Provide assurance of nondiscrimination in faculty hiring and develop a hiring and recruitment plan for racial minority faculty
  – Develop a plan to hire female faculty in academic units where data demonstrates gender underrepresentation
  – Conduct a barrier analysis relative to African American/Black and female faculty
  – Assure equity salary administration and conduct an in-depth salary analysis focused on race, ethnicity and gender
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- Recommendations to CALS WAES – Graduate Students
  - Assure all reasonable efforts are extended to recruit and retain racial and ethnic minorities in units where data show underrepresentation
  - Assure no barriers exist to diversify the graduate student workforce in race, color, ethnicity, and gender
  - Develop a recruitment plan to diversify graduate student population; review benefits of centralized recruiting and programs for racial and ethnic minority GS
  - Assure nondiscrimination based on National Origin in units with substantial enrollment of international GS
  - Review existing policies and procedures to ensure academic progress and funding of a GS filing a Title IX complaint
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• Recommendations to CALS WAES – Faculty Mentoring and Professional Development
  – Determine if barriers exist to hiring racial and ethnic minority and female faculty
  – Assure nondiscrimination in faculty hiring process
  – Assure barriers do not exist to hiring female faculty in units data demonstrated to be underrepresented. Develop a plan for gender diversity
  – Develop a process to ensure mentoring of all tenure track Asst. Professors
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- Recommendations to CALS WAES – Advisory Boards and Committees
  - Assemble an advisory group representative of the potential/eligible population that may benefit from WAES Research programs, providing opportunities for female operators and racial and ethnic minority operators to participate where applicable
  - Provide opportunities for female operators and racial and ethnic minority operators to become members of an advisory group
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• Recommendations to CALS WAES – Limited English Proficiency and Accessibility to Research Information and Facilities
  – Devise a Limited English Proficiency PLAN (LEP), including public notification process, budget for LEP materials, method to provide program accommodation and evaluation of effectiveness of LEP program
  – Provide training to faculty and staff in off site units working directly with the public on LEP provisions and processes
  – Train staff, AARCs, and DDRs on accommodating clientele with physical and sensory disabilities, esp. at WAES events such as Field Days
  – Develop a process to provide public notification to assure individuals with disabilities that they can request services at all WAES facilities
Institutional Statement on Diversity and Respect

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.
CALS Priorities

Diversity and Inclusion

CALS Equity and Diversity Committee’s FY17 Professional Development Activities

– Led by Tom Browne and Abbey Thompson
– Held brown bag sessions for faculty, staff and students
– Training for faculty and staff
– Diversity forum to engage our community in discussion
– Awarded second Equity & Diversity Award (established by the committee in FY16)
Diversity and Inclusion

CALS Equity and Diversity Committee Goals

• Goal 1: Provide academic and social support for students identified as at-risk
• Goal 2: Facilitate educational professional development/training opportunities
• Goal 3: Promote Recruitment and Retention of under-represented students, faculty, and staff
Diversity and Inclusion in CALS

Dean’s goals for 2017-18

• Defining our shared values
• Continuing Lunch & Learn and training opportunities
• Engaging departmental diversity representatives
• Conducting study of faculty salary equity
• Responding to USDA Civil Rights Review recommendations
• Exploring climate survey for spring
• Defining desired outcomes, goals and metrics
Questions?
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