

Equity and Diversity Committee
College of Agricultural and Life Sciences

August 18, 2020, 2:00pm-3:03pm

Via Webex

Attendees: Erika Anna, Brian Asen, Bill Barker, Brad Bolling, Thomas Browne, Erin Ebbesmeyer, Natalia de Leon, Christelle Guedot, Laura Hernandez, Carol Hillmer, Becky Larson, Mickenzee Okon, Bret Payseur, Mark Rickenbach, Bre Sinotte Wang, Matthew Warren

Not present: Dominique Brossard, Doug Rouse

Minutes by: Julie Scharm

Attending as public meeting: None

MINUTES

The meeting was called to order by Tom Browne at 2:01pm.

Welcome and introductions

Committee members introduced themselves. Tom Browne shared that everyone's ideas and perspectives are welcome, and we look forward to everyone participating.

Review agenda

No changes were made to the agenda.

Approval of July 20, 2020 meeting minutes (attachment)

Natalia de Leon made a motion to approve the July 20, 2020 meeting minutes. Erika Anna seconded the motion. The motion was unanimously approved.

Document on eliminating the GRE requirement in the college (see Box)

Erika Anna updated the document based on the July committee meeting discussion. The college does not have the authority to change GRE requirements as this is under the purview of the Graduate School, so the letter is directed to departments/programs to make recommendations on this issue. Programs can manually hide the GRE requirement in the application system.

Laura Hernandez made a motion to approve the document on GRE requirements in the college for distribution and publication. Christelle Guedot seconded the motion. The motion was unanimously approved.

Comments and questions:

- This letter will be helpful for departments and graduate programs
- Who will distribute this letter to departments and programs? Who is most influential to send it?
 - The EDC can send to graduate program directors/coordinators and cc the deans
 - Put in eCALs

- Tom Browne, Natalia de Leon, Mark Rickenbach, and Erika Anna will decide on a distribution plan
- Can a student submit an application without their GRE scores?
 - Yes

Departmental five-year plan review update

Each year, CALS departments write and submit five-year plans. In those plans, goal 4 is regarding fostering diversity and an inclusive climate. The committee is asked to provide feedback on goal 4 in each plan. This input is important to the Dean's Office and used in their annual meetings with departments so everyone's efforts in this area are appreciated.

The CALS Dean's Office will summarize the individual reviews that were submitted. The goal is to do this by the CALS department chairs retreat on August 25, 2020. The chairs retreat will focus on climate, diversity and inclusion. Tom Browne will attend.

Comments and questions:

- It would be interested to hear back from everyone involved in the reviews on whether there were overarching patterns across departments.
- It might also be helpful for us to review the letters from graduate students for themes and what our responsibilities might be to foster efforts.
- Add both items to future agenda topics.

Committee action proposals update

The committee has submitted five proposals to the CALS Dean's Office:

1. Mandatory cultural competency training
2. Equity and Diversity Office in CALS
3. Inclusion of anti-racism statements in PVLs
4. Hiring best practices to enhance equitable search and screen processes
5. Mandatory graduate student training

Tom Browne and Natalia de Leon met with the Dean's Office to discuss these proposals. The inclusion of anti-racism statements in PVLs will be moved on fairly quickly. The Dean's Office will gather further information on training efforts and wants to further explore the needs/resources for the recommendations. Dean Kate VandenBosch will join the October meeting.

Equity and diversity in performance reviews

How does equity, diversity, and inclusion factor into performance reviews and into our governance structures? This includes all items from tenure to merit. The committee would like to consider forming a working group for this topic.

Comments and questions:

- It feels like it's always the same people working in the equity, diversity, and inclusion space and the same people not being involved. Metrics would help to get everyone involved.
- If we are going to hold people to a higher standard of retaining our various populations, we all need to be a part of the effort.

- We need to hold people accountable to be engaged.
- There is a reason why people in underrepresented groups leave Wisconsin.
- Equity, diversity, and inclusion is part of the standard annual review for staff but is missing for faculty.
- One graduate student letter asked that equity, diversity, and inclusion activities be rewarded in the tenure process.
- It's time that we actively disrupt the tenure process. People are considered based on a primary and secondary strength, which is most often research and teaching. Service is not required to get tenure and that is no longer acceptable. Anyone who gets tenure should be required to show accomplishment in activity in this area.
 - Mark Rickenbach could start a conversation with secretary of the faculty on this topic because department executive committees have authority over tenure, so we need to figure out the leverage points. The post-tenure review process might have more flexibility.
 - Some departments discourage assistant professors from service because of the time commitment and focus on research, grants, etc.
 - Remember that for tenure, this is someone's first five years and they are just getting started, learning, etc. It is only part of their career and there is more that happens after tenure.
 - Might be difficult to do this in the tenure process. Might have more control about including this in post-tenure review at the college level, and including this in non-faculty reviews. Increasing emphasis that service is meaningful is important. Could integrate this more quickly and use as a model to start talking about tenure.
- It might be useful to think about how we provide incentives for people to contribute after tenure.
- We need to think about ways non-faculty are compensated/rewarded for participation in these activities.
- For academic and university staff, we need to partner with CASI. The two committees could envision expectations for academic staff that could be incorporated into the performance review.
 - There is some concern about service with staff because many of our academic staff are fully supported by research dollars, so we need to think about the impact to their appointments.
 - We don't have a governance group for university staff at the college level.
 - We need to assist with differences between supervisors.

Review list of future agenda topics

This item was not discussed due to time constraints.

Subcommittee structure for 2020-21

The committee needs to decide on what to focus on this year and if the subcommittee structure is helpful. We usually have about four subcommittees and people can indicate which subcommittee(s) they prefer to serve on. Everyone is asked to join at least one subcommittee.

College updates and questions from the committee

This item was not discussed due to time constraints.

Adjourn

The meeting adjourned at approximately 3:03pm.