

CALS Academic Planning Council

Meeting via Zoom

December 15, 2020, 1:00-2:30 p.m.

Attendees: Erika Anna, Laura Hernandez, Michael Thomas, Rick Lindroth, Barb Ingham, Jamie Nack, Xuejun Pan, Scott Lutz, William Tracy, Jill Wildonger, Nicole Perna, Jed Colquhoun, Jeremy Foltz, Dietram Scheufele (arrived 1:30)

Ex Officio: Kate VandenBosch, Doug R, Mark Rickenbach, Karen Wassarman

Minutes taken by: Sarah Barber

Welcome and introductions

Review agenda

Revisions to current agenda

Consent Agenda

1. Approve minutes for Dec 1, 2020 meeting

Item 1 approved by consent.

Action and Discussion Items

2. APC Self-Study report, 1st discussion

Rick Lindroth provided an overview and summary of the subcommittee's report. The committee included Rick (chair), Nicole Perna, Barb Ingham, and Jamie Nack.

The committee makes the following recommendations:

- *The committee finds the current structure of proportional representation a good structure. However, the rotation schedule needs to be adjusted due to changes in departments.*
- *APC activities should be communicated back to departments more clearly*
- *Formalize a policy for selecting substitutes.*
- *Define the role of APC as advisory body to the decision-making process in the College.*

Q: With the Animal Sciences and Dairy Sciences merger, what is the new rotational schedule?

A: There is not a schedule, but there should be.

Q: What is being asked in terms of more clearly communicating? Is there a desire for more than the minutes?

A: Some departments ask for input and seek a report from APC. Other departments do not share APC details. Could a summary be included in eCALs? Are there other vehicles for feedback? Communication could be improved.

Comment: As representative, we are responsible for reporting back to multiple departments. As committee members it can be unclear who we are supposed to report back to.

Q: What would Chairs want to know?

A: Some material overlaps with Chairs meeting. Tenor of discussion is important. APC information is a broader way to communicate college business. As a Chair it can be harder to communicate back to broader faculty/staff.

Comment: APC minutes are currently shared on the APC website after they have been approved.

Q: Any restructuring warranted? There has been the Animal and Dairy Sciences merger and changes to Division 3 with Landscape Architecture and Urban and Regional Planning.

A: Committee felt the distribution of departments and representation despite the departmental changes is still quite sufficient for appropriate representation. The Committee recommends it stays the same. There needs to be a new rotation schedule however.

Comment: The rotation schedule was created by the last committee that proposed the current model.

Comment: No recommended changes to the academic staff and Extension rep representation or their rotation schedule.

Comment: The committee will review the rotation schedule.

The committee recommends departments find a substitution rather than hold broader divisional election. Associate Dean for Outreach and Extension would find a substitute for the Extension rep. CASI would provide a short list of academic staff candidates to the Dean and the Dean would select the academic staff substitute.

Motion to approve APC substitution policy

Vote: 13-0-0

Subcommittee discussed the role of the APC. The subcommittee received feedback from APC members who felt that they were not effectively advising the college and Dean's Office and requested to be involved in the process earlier. It was felt agenda items came to the APC when they were a done deal. Could APC be more useful if consulted earlier?

Comment: Is APC supposed to create policy? We currently respond to policy.

Comment: Some of the people the subcommittee heard from last spring are no longer on APC, not here today.

Dean Kate indicated that she and the Associate Deans greatly value APC input. She would like to hit the sweet spot of gaining feedback. The teaching load policy was an example of effective, robust, feedback/discussion while balancing APC member's time. An option may be more representation of APC member on policy and planning committees.

Committee: The University Curriculum Committee (UCC) is an example of a committee with a huge workload, but it is highly productive. The committee is more responsive. APC seems disengaged.

Q: What function is APC fulfilling that the Chairs meeting is not?

A: Program/center reviews is unique and essential role to APC.

Comment: Chairs bring a department perspective. At APC, members bring a faculty perspective. APC is more deliberative and a faculty governance body. APC has a role in deliberating about policy.

Comment: There are several topics APC may want to discuss such as data analytics and organic agriculture. APC members can bring topics forward.

Comment: Perhaps, once a semester, APC members should meet to bring forward ideas it wants to advance? Could there be an APC chair to lead the effort? Are there other ways for APC to bring items to the Dean?

Comment: In the past, the APC met without the Dean to discuss what faculty/staff felt was important to discuss. The Dean is the chair of APC.

Comment: Update the Introduction to APC document

Comment: This document is updated yearly.

We can go deeper into these ideas when the committee brings back a rotation plan.

3. Equity, Diversity and Inclusion updates

The CALS Equity and Diversity Committee (EDC) submitted hiring practice recommendations to the Dean to promote equity and diversity. Dean Kate has responded to those recommendations.

Mark Rickenbach and Tom Browne, Senior Assistant Dean in Academic Affairs and EDC Co-Chair, provided a high-level overview of the recommendations:

- *Best practices for faculty hiring*
- *Inclusion of anti-racism statement in PVLs*
- *Instituting mandatory cultural competency training*
- *Mandatory graduate student training*
 - *The Graduate School will also have a large role in graduate student training*
- *Establishing an Equity and Diversity office and hiring a chief diversity officer in CALS*
 - *This has been discussed with chairs and diversity reps in departments*

Tom Browne provided context on from which the EDC has been working. Many of these ideas came from past climate surveys, faculty/staff feedback, student feedback. There is strong energy from the committee right now. There are working groups ready to help the department diversity representatives. EDC is trying to find ways to increase its profile and communicate out.

Interim Chief Diversity Officer Cheryl Gittens is interested in what is happening at the school/college level. CALS has the opportunity to be a model in a comprehensive way.

Comment: Messaging to the CALS community about a new diversity officer position must be approached carefully. Vulnerable populations may face layoffs with upcoming budget cuts. This will be a new position with administrative overhead.

Q: Are the Lumen program proposal diversity and inclusion questions on parallel tracks or are they building on these efforts?

A: This is another area EDC is working on. Better communication is a goal.

Q: These are good ideas. What is the equity office going to do and how? How will office solve these problems?

A: Turnover and lack of continuity is a consistent problem making it difficult to finish anything.

Q: Why the focus on graduate student training? Faculty and staff could use it just as much.

A: The feeling was there is nothing for graduate students at this time, and therefore it is place to start.

Comment: There is a lot of hunger for this, but who is going to pay for it? A parental leave policy was proposed. Departments would have been required to pay for it out of overhead. It was killed by department chairs. Yes, everyone wants this, but the lowest paid staff will be affected by budget cuts.

Q: Can departments request a statement on equity and diversity by applicants?

A: Yes, this is in the best practices guidelines.

Q: Is there guidance and discussion about how those statements should be weighted?

A: That is currently a department decision and may need to be position specific as well.

Comment: DDEEA has a good website to self-educate and excellent resources.

Comment: Deans Office can share hiring best practices document.

Comment: Communicate the work on diversity and inclusion efforts to alumni, if not done already. This might result in alumni dedicating funds towards this work.

4. Updates on budget, 2nd discussion

Dean Kate continued the discussion about budget cuts. For this fiscal year, CALS must return approximately \$2M from this year's budget allocation. CALS Admin and the Ag Stations took a disproportionate share of the cuts. The remainder of the cut taken by departments and centers was distributed in a formulaic way based on their 101 funding.

There is still no information about the 104 one-time cuts. Kate, Doug and Angie will meet with Dean Martin in Extension tomorrow. Not clear if and how much of a base cut there will be for 104. 104 funds come directly from Extension to CALS. Chancellor Blank not making expectation on how implementation of 104 cuts is handled.

The 101 base cut will be \$2.71M from our current budget which is \$57M. This is for the next fiscal year beginning in July 2021. The budget is loaded in April for next fiscal year. There will be a budget meeting with the Chancellor and Vice Chancellor

for Administration in February so colleges need their plan framed by then. Kate wants a plan in January so departments can plan.

With several positions open and carry forward funds, the hope is departments will have some flexibility. The base cuts need to be strategic. What functions are not mission critical? Are there items that we should not cut or invested in? TA budget is one example of a function that should not be cut. Administration and Ag Stations will not be exempt from cuts.

With departments – the consideration is how to apportion cuts among departments. Want to be clear, fair, and transparent, and not an elaborate scheme that's difficult to implement because quick turnaround is required. Proposal currently under consideration is to use budget model metrics – enrollment, CFI during academic year, research expenditure (direct/indirect) – and put into a formula - high/low/medium. The benefits of this is its ease and transparency. Disadvantages are that it is backward looking. It also looks at volume of activity rather than quality. Even with these shortcomings this approach allows us to make cuts in the timeframe, and allows for a more comprehensive strategic plan for reinvestment.

Q: Is there a benefit to proactively communicating with the legislators and stakeholders the negative effect of continuous dis-investments in education? Can we model out the effects of the next 5% cut and the next 5% cut, and so on?

A: Telling the financial story of the institution is difficult. At the campus-level this type of approach is not expected. In CALS we talk a lot to stakeholders and legislators, especially regarding agriculture issues. We have examples of them being effective advocates – Dairy Innovation Hub, Extension would have had 12 more positions if COVID hadn't happen. The Vice Chancellor of Administration continues to look at other revenue sources (summer/131/fundraising campaign). These issues are not isolated to higher education in Wisconsin.

Comment: Importance of thinking forward and not just retrospectively. What are the growth areas? What don't we want to lose regardless of metrics? What are things that are more important moving forward?

Comment: Metrics should acknowledge how a department is doing compared to peers.

Comment: Is there any insight to be gained from the Animal and Dairy Sciences merger? Strategies that could be modeled?

Informational Items and Announcements

5. Jan 5th meeting

Despite being over winter break, this meeting is not expected to be cancelled.

DRAFT