

CALS Academic Planning Council

Meeting via Zoom
February 2, 2021, 1:00-2:30 p.m.

Welcome and introductions
Review agenda
Revisions to current agenda

Attendees: Erika Anna, Laura Hernandez, Michael Thomas, Rick Lindroth, Barb Ingham, Jamie Nack, Xuejun Pan, Scott Lutz, William Tracy, Nicole Perna, Samuel Butcher, Michael Xenos

Absent: Jed Colquhoun, Jeremy Foltz

Ex Officio: Kate VandenBosch, Doug Reinemann, Karen Wassarman, Bill Barker, Mark Rickenbach

Guests: Bret Shaw, Julie Scharm

Minutes taken by: Sarah Barber

Consent Agenda

1. Approve minutes for January 19, 2021 meeting
2. AAE, REDA MS: suspension, to be discontinued
<https://next-guide.wisc.edu/programadmin/?key=2>
3. Biometry MS: suspension, to be discontinued
<https://next-guide.wisc.edu/programadmin/?key=611>
4. ABM 022: deactivation (ABM Intended Major)
<https://next-guide.wisc.edu/programadmin/?key=25>

Items 1-4 approved by consent.

Action and Discussion Items

5. Applied Population Lab (APL) Center Review (first discussion)

Bret Shaw, Associate Professor in Life Sciences Communication, chaired the review committee and presented the committee's findings and recommendations. Kristin Runge, Community Development Institute in the Division of Extension, and Jun Zhu, from the Department of Statistics served on the committee.

The Lab is fulfilling its mission on campus delivering demography studies to many different constituencies. The APL reworked their leaderships structure elevating a staff position to a new Associate Director role. There is a five-member advisory committee and APL staff participate in major decisions. The APL is a costs recovery unit generating much of its revenue from fee-for-service activity.

Strengths:

- *The Research Affiliate Program – this has allowed the APL to diversify their subject area expertise while increasing output in research and Extension activities*
- *Good citizen within CALS and Extension*

- *Driven by WI Idea and Extension mission/service to state and local governments - the lab works on issues ranging from legislative redistricting to WI K-12 enrollment projections to serving as a State Data Center for the U.S. Census Bureau.*
- *Offers a range of services of applied demography - nothing else on campus would replace their range of services and unique role*
- *Professional development program for staff – there is positive moral and low turnover*
- *Internship program*
- *Media presence*

Challenges:

- *Succession planning for leadership – only one member of the C&E SOC faculty have foundational background to lead the center. It is not policy that director must be faculty. The current structure with Director (faculty) and Associate Director (staff) appears to be preferred structure*
- *Diversity of APL staff - the internship program does have more diversity*
- *Limited PI status for terminal-degree academic staff*
- *Differentiate between research and fee-for-service. To be price competitive look at what is research and what is fee through service*
- *Ensuring staff take full advantage of professional development program*

Q: Is the faculty/staff leadership model preferred by the APL? Is that working now?

A: It appears the lab endorses this model, but is flexible in considering other options as needed. Perhaps if it is not broke, don't fix it. In current model, each leader (director and associate director) bring different strengths. Staff member can bring continuity that rotating faculty can't.

Q: What is the relationship between CALS and L&S as there appear to be a lot of L&S faculty associated with the center? What is that relationship going forward?

A: Extension and CALS are at the center of their mission and where much energy is focused. The Lab's center of gravity is CALS/Extension but it collaborates with L&S, SMPH, etc.

Q: It is difficult to assess their research output. How are they assessing outcomes of publications that use lab analysis? Are they tracking published outcomes?

A: This is a question to ask the APL.

Comment: The new research professor title is designed to help with the PI problem noted by the committee.

Questions for Applied Population Lab (2nd review):

- *Provide a list of research output and publications that the Lab has generated over the last five years.*
- *The review committee noted that a strength is the Lab's professional development program for staff. What plans do you have for ensuring staff take advantage of their professional development funds and resources?*
- *Your leadership model appears strong with the Director (faculty)/Associate Director (staff) model. What is the Lab's plan for maintaining that strength?*

- *We understand the Lab has encountered problems due to limited PI status for some staff members. Have lab members applied for permanent PI status and been denied? If so, what is the barrier?*
- *There will be a new research professor title that may help with PI status for staff members. How many staff may be suitable for a title change? What would be the impact of that change?*
- *The breadth and depth and excellence of the center is notable. Does the name – Applied Population Lab – act as a barrier for your unit? Have you considered a name change?*

6. EDC recommendations for cultural competency training

In July 2020, the CALS Equity and Diversity Committee sent a letter to the Dean requesting CALS implement and enforce mandatory training for all CALS faculty and staff on anti-racist behaviors to promote an inclusive culture.

Several resources from DDEEA were shared with APC members in advance of the meeting. Dean Kate also shared that the Office of the Provost has begun an effort to review all diversity training across campus with a possible outcome being a single training developed for all campus faculty and staff. Beginning in Fall 2020, all undergraduate students now participate in Our Wisconsin training. Dean Kate also shared the Veterinary Medicine model in which all employees are required to complete some diversity, equity, and inclusion training annually and document it in their annual performance reviews. This would be the PMDP system for staff and annual activity reports for faculty. Each employee interprets what would be meaningful for them. One size does not fit for all. The focus is less around compliance and more about professional development training. While campus gets their work done, CALS needs to move forward now. This also can be a tool for leadership and recognition.

Comment: Idea of flexibility is welcome. There are many diversity trainings specific to our fields (e.g., natural resources). eCALS could include list of upcoming offerings.

Comment: Activities and trainings that fulfill the requirement need to be determined

Comment: What's the stick? How do we keep people accountable?

Ideas: Not eligible for salary increases. There may be parallels with the sexual harassment training.

Comment: We all have to take responsibility of our workplace.

Comment: This can be a recruitment tool. Prospective hires ask "what kind of training do we require?" This can make a statement about CALS.

Q: Could all these training – sexual harassment, diversity, etc. be combined into one comprehensive training?

A: That would need to be driven by campus and it is unclear the level of overlap between such trainings.

The Dean's Office will draft out a statement of recommendations and bring it back here later this semester.

7. Excellence in Extension

Doug Reinemann provided an overview of two draft documents that outline expectations for CALS faculty and staff supported by Extension funding. The documents clarify those expectations and separate faculty and staff expectations. Doug is soliciting feedback from the APC, chairs, departments, and others. After incorporating the feedback, the documents will come back to APC in a future meeting for a formal vote.

These documents are for Extension funded CALS faculty and Extension funded CALS staff. These individuals do not hold joint appointments between CALS and Extension. Instead, part of the faculty or staff member's funding comes from the Division of Extension. The document was last revised in 2012. For staff, the intended use is for annual performance reviews. There are a variety of staff supervision arrangements in the college. For faculty, the intended use is in mentoring pre-tenure faculty, promotion decisions, and post tenure review evaluation. It can assist with developing position descriptions as well.

Other faculty and staff that have Extension funding in other entities such as L&S, SoHE, UW-River Falls, UW-Platteville, and UW-Stevens Point. This document is only for those in CALS.

A group of faculty reviewed the faculty document. A group of staff reviewed the staff document. They have been reviewed by Division of Extension. Currently seeking feedback from various stakeholders in the college.

Comment: The wording of the four areas should be reviewed. The faculty document says faculty should attain excellence in all four areas, but then indicates that they may have a greater focus in one area. The academic staff document also has inconsistencies. Are there other ways to phrase this?

Comment: Need to not only measure, but also demonstrate efficacy

Comment: It is hard to create a one size fits all

Comment: The language is constraining as faculty move through their career. Expectations about service to Wisconsin versus national/international service varies as one progresses through career.

Comment: This is a point of friction with CALS and Extension. CALS expects national/international reputation. Division of Extension doesn't necessarily look at it this way.

Informational Items and Announcements

8. APC self-study subcommittee – new rotation plan

A revised rotation plan for department representation was reviewed. Animal Sciences and Dairy Science has been combined into Animal and Dairy Sciences. Landscape Architecture and Urban and Regional Planning were removed.

Meeting adjourned at 2:27pm.

DRAFT