

CALS Academic Planning Council

Meeting held via Zoom
April 6, 2021, 1:00-2:30 p.m.

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

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

Guests: Katherine Curtis, Erin Silva, Julie Scharm

Minutes taken by: Sarah Barber

Welcome and introductions

Review agenda

Revisions to current agenda

Consent Agenda

1. Approve minutes for Mar 16 meeting

Item 1 approved by consent.

Action and Discussion Items

2. UW Center for Cooperatives Review (1st discussion)

Katherine Curtis, chair of the review committee and Professor in the Department of Community and Environmental Sociology provided an overview of the review. J. Michael Collins, Professor with the School of Human Ecology, and Willam Nelson from the UW Center for Cooperatives Advisory Committee were the additional committee members. UWCC is housed in the Agricultural and Applied Economics department. UWCC has a teaching emphasis. The governance structure is a concern. The qualifications for a new faculty director are unclear. A strategic plan for governance and management is needed.

Strengths of the Center include a deeply committed staff and it was noted as a treasure discreetly located in CALS. The Center is widely recognized nationally and internationally. Their teaching and outreach are outstanding. There is interest in enhancing the Center's research potential. Existing staff are funded by contracts and have revenue generating responsibilities. There is a lack of capacity to take on new projects. Pursuing new activities and research for additional funding can take away from core revenue activities. The Center would benefit from a core grant or center investment. It was also suggested the Center broaden its research program and relationships with research affiliates and CALS faculty. The committee recommend the center pursue activities for major research programs opportunities and work with CALS and Extension for bridge support.

Q: You identified a center grant for funding as being essential for expanding. What are the barriers to that? What would make a difference?

A: The Center has experienced leadership transitions and retirements. These two positions provided stable income (not revenue based). The faculty director provides leadership to generate proposals and leverage additional funds. The staff are focused on revenue generating activities. The committee recommended bridge support with CALS and Extension.

Q: What is the plan for securing a new director?

A: The faculty director retired. In the review process it was not clear a new director would be staff or faculty. Staff would like an actively involved faculty director. The Center needs clarity on the relationship between the Center, the AAE department, CALS, and Extension.

Q: What should be the role of the faculty director and time commitment of that position?

A: This is an invitation for the Center to develop its governance structure and who it serves. The committee recommended at least a 1/9 appointment for the faculty director. The former faculty director was distant and there is a desire for greater integration of research and outreach.

Q: What opportunities exist for the Center to collaborate within CALS and with other faculty affiliates?

A: There are newly emerging research affiliate relationships coming outside of AAE. There are opportunities to enhance relationships with affiliates.

Questions for Interim Director:

- 1. What is the plan for finding a new faculty director? How will the qualifications and responsibilities of a faculty director be established?*
- 2. How will the Center work to get wider faculty involvement and grow the Center's faculty affiliates?*
- 3. What plans does the Center have for securing additional funding?*

3. Genetics Program Review

APC did not have time to complete the Genetics program review and vote on the completion of the review at the last meeting. This review included the BS in Genetics and Genomics, the MS in Genetics, the PhD in Genetics, the PhD Minor in Genetics, and the Cytotechnology program.

There was discussion about the Genetics Department's stipend practices. There are agreements between graduate programs to reduce competition between programs. This could be disruptive. It was decided this was outside the purview of the review, but may

warrant additional conversation and possibly a policy which APC would be involved in crafting.

Motion to approve the BS in Genetics and Genomics, the MS in Genetics, the PhD in Genetics, the PhD Minor in Genetics, and the Cytotechnology program review as complete

Vote: 13-0-1

4. CIAS Center Review (1st discussion)

Erin Silva, chair of the review committee and Associate Professor in the Department of Plant Pathology presented an overview of Center for Integrated Agricultural Systems (CIAS) review. Larry Meiler in the Department of Life Sciences Communication, PJ Liesch in the Department of Entomology, and Abbey Thompson with the Science and Medicine Graduate Research Scholars Program also served on the review committee. The Center was created in 1989 by the WI state legislature to dress a lack of support for small farms and alternative agricultural system. The Nutrient and Pest Management Institute was created in this legislation as well.

Strengths of the Center include its engagement with farms and stakeholders who identify with CIAS. The Center has a positive reputation among those stakeholder groups. The Center has several signature programs including grazing, farm to school, ag in the middle and supply chains. Further their work with native nations is a strength.

Challenges include program climate issues, recruiting a faculty director, and a lack of focused programming. Another issue identified was a lack of strategic use of the Center's base funding. The lack of strong faculty engagement was other concern.

Q: Can you comment on the Center's desire to establish an endowment to provide a 50% faculty director appointment versus a faculty director receiving 1/9 of salary?

A: The idea of more permanent funding came from a previous director as a priority through fundraising. This would allow the faculty director to devote more time to the Center and grant writing. They suggest this has worked at other institutions.

Comment: Dean Kate noted that none of the center have large 101 budgets. Unlikely CALS will invest more 101 funds in centers as that would redirect funds away from other activities.

Q: Did the review committee think the use of 101 funds was appropriate?

A: Greater alignment of base funding with their strengths is necessary.

Q: Are there expectations the Center is involved in classroom teaching?

A: The Center receives approximately \$200K. There are no classroom teaching expectations (CIAS funds are 101-4), but there are expectations that centers will take the funding they have and leverage it.

Q: There seems to be a disconnect with a lot of effort going towards outreach, but the 101 funds are supposed to be for research. Additionally, it is pointed out that they don't have enough faculty engagement. How many have PI status?

A: Most grants are related to outreach activities rather than research activities. Many are run through the faculty director with staff support.

Q: Please provide more information about the climate issues.

A: Information is on pg. 4 in the program climate section. Climate issues were alluded to in staff interviews. There is a perceived lack of funding stability and structure of CIAS. Climate survey concerns emerged as well.

Q: A disconnect can arise with outreach being done separate from Extension outreach.

A: This presents a challenge. The Center has a good reputation which can be leveraged.

Comment: There is a disconnect with Extension and plant sciences. Efforts can be duplicated often to do structural barriers.

Q: Are there space concerns?

A: Those are more cosmetic concerns than structural concerns.

Q: In 1989, stakeholders thought we weren't involved and meeting small and alternative farming needs in the state. Where are we today?

A: The landscape has substantially changed. There is now a degree of overlap with CIAS and other university efforts, as well as with nonprofits throughout the state. There are new challenges the center could be effective in addressing and new opportunities for CIAS to have impact.

Q: How does CIAS intersect with the college's current organic farming efforts?

A: There are continued conversations on where the two efforts can be brought together. Upon completion of strategic planning, it is hoped it will become more clear.

Q: Is a co-directorship possible?

A: That should be a model to explore giving the interdisciplinary nature of the Center. There have been co-directors in the past.

Comment: Another model to consider comes from Extension. In Extension the faculty member is supported by an educator.

Questions for Interim Director:

1. *How does the Center's plan to address climate concerns?
Please comment on the overlap of CIAS's work with Extension, CALS departments, and nonprofits in the state.*
2. *What is the optimum set up for the Center's faculty director position, taking into account funding realities?*
3. *Discuss the Center's relationship with CALS faculty and its faculty associates? What can be done to build stronger connections?*

5. Requirement for Professional Development in Diversity, Equity, Inclusion and Anti-racist Practices

Dean Kate provided an overview of the proposed required professional development in diversity, equity, and inclusion and anti-racist practices.

Comments:

- *Support in general. Carrots and sticks are concerning. It is the role of the College to vet programs.*
- *Annually college could make examples rather than be prescriptive in document.*
- *If an individual works with diverse populations on societal problems, that should fulfill the requirement*
- *Individuals need to engage in personal development, not just through their teaching or outreach activity*
- *There are supply and demand issues to provide training to all CALS faculty and staff*
- *Who is "we" in the document?*
- *Who looks a person reflection? If individual doesn't provide personal reflection how are they held accountable? Instead, consider sample discussion questions supervisor/supervisee discuss*
- *DEI does not include anti-racism, but anti-racism is actively dismantling structures of racism and power. One must actively engage rather than teaching or working with communities*
- *Discussion w/ supervisors might be difficulty*
- *Strike accountability alternatives section. Remove heading, keep the consequences*
- *Share your thoughts on a broader scope of the guidelines to include additional kinds of identity such as gender identity*
- *Would the training be fulfilled at a certain time or would it be an asynchronous activity?*
- *Stick same as it is for sexual harassment training. Parallel yes. Pay eligibility for awards and merit nomination are separate*

Meeting adjourned at 2:30pm.