

OCTOBER 2024 AGENDA - CDI COMMITTEE

Oct 28, 2024 @ 11 AM

Center for Limnology Conference Room | virtual (link here)

Attendees: Eldon, Ellen, Christopher, Grace, James, Laura

ACTION ITEMS

Action	Lead
Send draft survey on colloquium to committee for feedback, implement survey	Christopher
Post collated university resources on department website as a stop gap measure until full process is developed	James
Create draft website with list of resources followed by collapsable menu (accordion) for resources by job role	James, Laura
Develop a draft of the request to report receivers - briefly on the process, commitment, intended training, etc	Laura
Follow up with Title IX office about who is considered a mandatory reporter so that can be designated on the reporting form	Grace
Follow up with DGS about potential mentee training being developed by the Graduate College	Grace
Incorporate inclusive teaching resources into next email update to department, report on inclusive mentoring practices from Lunch and Learn at iBio Staff and Faculty meeting in November	Grace

AGENDA & NOTES

1. **Report backs on action items from last meeting** that are in progress or need further discussion (completed items will not be discussed)
 - a. **[in progress]** Biology Colloquium Accessibility (Christopher)
 - i. Develop and launch survey on accessibility and attendance questions for both committees
 - ii. Christopher will send survey draft soon for committee feedback
 - b. **[in progress]** Bathroom Accessibility (Laura, Grace) - check with Brandon on status of applications and discussions with FP&M.
 - i. Birge bathroom, 4th floor: FP&M said dept would have to pay for all but one sink and toilet to be removed and change the signage. Splitting into two rooms would be \$20-30K, dept funding. There are no central campus funds to support this work.
 - ii. Noland: call for info on spaces w/o accessible bathrooms (about 9 months ago), but we have not heard a follow up. Call for info seemed to indicate that there may be funds available, but not clear

- c. **Completed** - DEI Action Plan (Grace) - Compiled new ideas from last meeting and added section on positives from listening sessions and university-wide staff survey. Will submit for posting on department website after Oct meeting

2. **Department Grievance Reporting Process** (James, Laura)

- a. **[completed]** Goal 1 - gather university resources we need to point people towards; explore developing a flowchart
 - i. **ACTION:** post university resources on department website as a stop gap measure until full process is developed
 - ii. **ACTION:** create draft website with list of resources followed by collapsable menu (accordion) for resources by job role
- b. Discussed next steps in the reporting process after the reporter has deemed university resources aren't appropriate for the issue and they need to submit a report to the department
 - i. Who receives the reports?
 - 1. People the report could go to listed below. Have reporter select a primary and at least one additional person. Need to make sure the people selected are copied on the message so they know who they can talk to about the issue.
 - a. Department chair
 - b. CDI committee chair
 - c. Grad program directors and/or grad program coordinators
 - d. Someone from the advising staff
 - e. Department administrator
 - 2. Need to figure out who is a mandatory reporter and note that on the form.
 - a. <https://compliance.wisc.edu/titleix/mandatory-reporting/#responsible-employees>
 - b. Follow up with email to Title IX to clarify
 - c. Note what categories of complaint are subject to mandatory reporting guidelines (eg, sexual assault is mandatory to report, but scientific misconduct is not)
 - d. If all people listed above are mandatory reporters, we need to list someone who isn't. Perhaps ombudsperson?
 - e. **ACTION:** Grace will follow up with Title IX office about mandatory reporter guidelines
 - ii. Setting expectations for types of responses that are possible and the timeline for responding.
 - 1. **Ask the reporter to identify their preferred outcome:** [CFL](#) is implementing three paths for response that a reporting person would need to select: Document and address internally, document and address publicly, document (private, for record keeping)
 - 2. Discussed timeline for report response that will be listed on the form. Two weeks? Want to set and communicate an achievable response time and then deliver faster when possible.

- c. Next meeting - share website outlines, form outline, discuss how to roll out form to department including training of report receivers and educating department on report use

3. Developing mentee-mentor expectations

- a. Are there training opportunities through the graduate college? What is being covered in iBio graduate student orientation?
 - i. **ACTION:** Talk to Turner; mentioned forthcoming training with mentees last year. Find out if this is being developed
 - ii. Mentors required to take grad mentor training (8 hours total). Is there something similar for the graduate student? Mentor-mentee relationships are a two-way street and both need to know expectations for themselves and the other person. Help manage expectations of the relationship on both sides.
 - iii. In our graduate program, for research (not TAing), how to do things yourself, how to develop positive and productive relationships with your mentors
 - 1. Idea is to be a required training for grad students in the dept
 - 2. Goal is building self-efficacy, demystifying grad school, identifying pathways for being successful. There is a lot to learn in grad school about being a better scientist ← provide more structure for making sure mentees receive this skill-building
 - 3. NSF requiring IDPs for grad students and postdocs now too which must be updated annually and reported to NSF in annual reports for the grant funding.
 - 4. How are our grad programs seeking feedback from students on their mentorship support?

4. Training in inclusive instruction and mentorship: additional action items?

- a. Idea to share out quick tips/ideas instructors can bring into their classrooms
 - i. Grace will share out highlights from workshop on inclusive mentorship at Staff and Faculty meeting
- b. Connect department instructors to workshops on campus if they want to go deeper into inclusive teaching and mentoring practices
 - i. <https://idc.ls.wisc.edu/ls-design-for-learning-series/inclusive-teaching-strategies/>
 - ii. <https://idc.ls.wisc.edu/ls-design-for-learning-series/effective-inclusive-office-hours/>
 - iii. <https://idc.ls.wisc.edu/ls-design-for-learning-series/interactive-lecturing/#botany-example>
- c. Evolution seminar series about questioning science
 - i. Would be posted here, but doesn't seem to be posted yet: <https://www.youtube.com/@crowinstituteforthestudyof5178/videos>
 - ii. General link to Evolution Seminar Series (also on Zoom) with DEI-focused seminars is here: <https://evolution.wisc.edu/seminars/seminars-info/>