

CALS ACADEMIC PLANNING COUNCIL

2321 DeLuca Biochemical Sciences Building
440 Henry Mall

Oct 2 2018
1:00pm – 2:30pm

Review agenda

Revisions to current agenda

Review minutes for Sept 18 (materials in Box) 1:00-1:05

Consent Agenda

Close Wisconsin Institute for Sustainable Agriculture (WISA) Bill 1:05-1:10

Action and Discussion Items

1. CALS redesign update – Faculty Positions Kate / Dick 1:10-1:25
2. Implicit Bias Training Proposal Tom Browne 1:25-1:35
3. Center Review Policy and Schedule (Informational) Doug 1:35-1:40
4. Extension Funded Centers Doug 1:40-1:55

Informational Items and Announcements

1. New summer funding model (summer 2019) Dick 1:55-2:05
2. Update on AAE profession option MS program (formally QAE) Karen 2:05-2:10

2018-19 Meeting Dates: Oct 16; Nov 6,20*; Dec 4*,18; Jan 15; Feb 5,19; Mar 5,19; April 2*,16*, May 7,21 *Joint CALS/L&S

Members:

Division 1:	Barb Ingham ('19)	Food Science
	Hasan Khatib ('20)	Animal Sciences
Division 2:	Claudio Gratton ('19)	Entomology
	Doug Soldat ('19)	Soil Science
Division 3:	Jane Collins ('19)	Community & Environmental Sociology
	Larry Meiller ('19)	Life Sciences Communication
Division 4:	Jeri Barak ('20)	Plant Pathology
	William Tracy ('21)	Agronomy
Division 5:	Guy Groblewski ('19)	Nutritional Sciences
	Chuck Kaspar ('19)	Bacteriology
	Nicole Perna ('21)	Genetics
Extension:	Paul Mitchell ('19)	Agricultural & Applied Economics
Academic Staff:	Erika Anna ('21)	Nutritional Sciences
	Alan Turnquist ('20)	Agronomy

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RECEIVED

07/05/2018

OFFICE OF DEAN
COLLEGE OF AGRICULTURAL
& LIFE SCIENCES

July 5, 2018

Dean Kathryn VandenBosch
College of Agricultural & Life Sciences
140 Ag Hall
University of Wisconsin-Madison
via email

Dear Dean VandenBosch,

I'd like to request that the Wisconsin Institute for Sustainable Agriculture (WISA) be formally closed. My predecessors have indicated that WISA was originally created as a potential umbrella organization under which a number of sustainable agriculture-related centers and programs could be consolidated into an efficient, recognizable and sizable center. Unfortunately, CALS resources were not available to support such an effort and it has not been a priority to fulfill this original intent among leadership of the related programs since that time.

I can confirm that WISA is no longer operating as a stand-alone unit and can formally be closed. The work and personnel of the program have either moved to their respective departments, been absorbed into other projects, or discontinued as individuals retired or departed. There are no remaining grants or open UDDS numbers associated with the unit. There are no unit-related governance or leadership entities that need to be consulted in this process.

Sincerely,

Jed Colquhoun
Professor, Department of Horticulture

Fall FY19 Request for Fund 101/104 Bridge or Short-Term Funding

Please use the following template to request bridge or short-term funding for an immediate need resulting from unexpected faculty attrition. Bridge funding is a temporary resource meant to aid departments until faculty salary savings can be returned and utilized. This is not the place to request start-up funds or resources for building maintenance or renovations.

Completed forms should be sent to Angie Seitler (angela.seitler@wisc.edu) via email. Please note that requesting the return of departmental faculty salary savings and requesting resources from the dean's allocation of faculty salary savings are separate processes from requesting bridge funding.

If there are multiple requests per department, please fill out one form per request, and submit a brief cover memo outlining the requests. Expand the text boxes below as needed to accommodate your responses.

Date:	
Department/Collaborative:	
Submitted by:	
State the purpose of the funding request:	
Length of time funding is requested for:	
Amount requested from fund 101 per year:	
Amount requested from fund 104 per year:	
Vacancy for which bridge or short-term funding is needed (if applicable):	
Please describe why bridge or short-term funding is needed for this purpose.	
Please provide additional information to support your request if needed.	

OFFICE OF THE PROVOST



UNIVERSITY OF WISCONSIN-MADISON

September 17, 2018

To: Deans, Academic Program Directors, Department Chairs

From: Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs

Re: New Target of Opportunity Program (TOP) for Faculty Hiring

The University of Wisconsin-Madison recognizes that in order to hire the *best* faculty and prepare all of our students for the 21st century, we must recruit and retain faculty from a multitude of institutions, backgrounds, and formative experiences. As with many other elite universities, UW-Madison is challenged to recruit and retain faculty from underrepresented populations. Often, recruiting these faculty requires extra effort on the part of an academic department.

In order to help departments diversify their faculty (and student) populations, the **Target of Opportunity Program (TOP)** provides support—in the form of funds for hiring, outreach, and faculty support—for departments that are undertaking or continuing these efforts.

What is a Target of Opportunity?

A target of opportunity is defined as a prospective faculty member who will greatly enhance the quality and diversity of an academic department. UW-Madison's statement on diversity recognizes diversity broadly, including diversity of identity, culture, background, experience, status, ability, and opinion. The Target of Opportunity Program is designed to specifically support the recruitment of outstanding faculty members among historically underrepresented groups, with a particular emphasis on race, ethnicity, and gender (in disciplines where women are underrepresented).

Deans, associate deans, department chairs, and center directors are reminded that funds for the recruitment and retention of historically underrepresented faculty are available through the **Faculty Diversity Initiative**.

For recruitment, this includes funds:

- To bring recruited faculty for a campus visit.
- To bring prospective faculty to campus for research talks, roundtables, or other academic visits.
- For UW-Madison faculty to visit other universities to connect with and get to know prospective faculty members.

For retention, this includes 'career boost' flex-fund packages and the McKay fellowship.

We strongly encourage you to actively engage with your colleagues to make every effort to seek out exceptional prospective faculty who would add diversity to our campus community. For more information on recruitment funds available through the Faculty Diversity Initiative, visit the [Faculty Diversity Initiative web page](#) and click the Recruitment Resources tab under "Funding Areas."

There are two ways in which a department may recruit a faculty member under the Target of Opportunity Program: outside of the regular hiring cycle or through an already authorized recruitment.

Recruitment Outside of the Regular Hiring Cycle

Often, exceptional faculty candidates from underrepresented groups are identified as recruitable outside a posted/authorized search. Departments and schools/colleges may also strategically identify individuals who are available to be recruited but not have the resources available to recruit them. These opportunities are often time-sensitive and require flexibility outside the normal hiring cycle.

In these instances, departments and their corresponding schools/colleges should work together to make a proposal for a TOP hire to the Office of the Provost (by way of the vice provost for faculty and staff).

Proposals should:

- Identify the person who will be recruited and include his or her curriculum vitae (CV).
- Make clear the strategic fit of the person's research and teaching in the unit's goals.
- Describe how the individual will enhance the diversity of the unit and the school/college.
- Make the case for how the person to be hired falls into a group that is historically underrepresented in the field and in the unit, including relevant data.
- Outline the recruitment plan for the individual to be hired.

Ideally *proposals should be sent to the Provost's office by November 1* of the academic year, though proposals will be accepted at other times given the time-sensitivity of the opportunities and the flexibility required.

Once a proposal has been approved, the unit can move forward to invite the candidate to campus for a research presentation and meeting with faculty and students. Once an evaluation has been made by the unit and a decision to hire has been made through normal governance procedures, the department and school/college will notify the Office of the Provost that they wish to make an offer, and will work with the Office of Human Resources to obtain a position vacancy listing (PVL) waiver.

Already Authorized Recruitments

In the course of an already authorized search, departments may identify an exceptional candidate from a historically underrepresented group who may strengthen the faculty but who does not closely meet the needs identified in the search (A candidate from an underrepresented group who meets the search criteria should be hired in the existing search.) In such cases, the department, with the approval of the corresponding school/college dean, can seek TOP funding to recruit the person identified.

Requests for funding should be made to the Office of the Provost (by way of the vice provost for faculty and staff) and should:

- Include the name and qualifications of the individual, including a CV.
- Describe how the person's scholarship and teaching will enhance the quality of the unit.
- Provide information on how the individual will enhance the diversity of the unit.
- Make the case for how the person to be hired falls into a group that is historically underrepresented in the field and in the unit, including relevant data.

Proposals can be made at any time during the hiring cycle.

Funding

Central administration will provide full salary for individuals hired through TOP (up to 90K) for six years in the case of assistant professors (for five years in the case of tenured hires); after the initial funding period, central administration will provide an amount equal to 50 percent of the individual's salary (up to \$45K) thereafter, with the department/school/college bearing the balance of the cost.

Individuals hired through the first scenario above (recruitment off the regular hiring cycle) are eligible to receive *both* a Nellie McKay fellowship *and* a career boost package of up to \$100K. Individuals hired through the second scenario may

be eligible for the regular career boost package (up to \$50K) *or* a McKay fellowship.

Where to Direct Questions

Questions about the Target of Opportunity Program, its relation to the Strategic Hiring Initiative and the Faculty Diversity Initiative, and how to apply for funding can be directed to Michael Bernard-Donals, Vice Provost for Faculty and Staff, at michael.bernarddonals@wisc.edu or (608) 262-5246.

(Note: All content in this email is included under the [TOP \(Targets of Opportunity\) Support](#) tab on the Faculty Diversity Initiative web page.)

Fall FY19 Faculty Position Request for Permanent 101/104 Funds (Department share, dean's pool and Cooperative Extension funding)

Please use the following form to request return of departmental faculty salary savings and/or Dean's Office 101 resources for a faculty hire (use one form per position requested). Starting with vacancies that occurred in FY18, 50% of salary savings due to faculty attrition (resignation, retirement, or death) will be allocated to the department where the faculty member was appointed (pending approval of the hiring plan), with the remaining 50% distributed by the dean's office. The return of departmental faculty salary savings will occur retroactively after approval at the beginning of the fiscal year (July 1) or half-year (January 1) following the vacancy, unless expenses related to the vacated position (e.g. vacation buy-out, account deficits) are not covered during this period. When the latter occurs, funds will be returned at the next fiscal year or half year after the expenses have been paid.

Requests for resources from the dean's pool of faculty salary savings should align with the college's priorities for resource allocation, found [here](#). As a reminder, requests for use of the dean's pool will be greatly strengthened by plans to leverage 101 funds with other sources of revenue or to pool resources between departments. Funds from faculty salary savings are primarily intended for new tenured/tenure-track hires and salary increases for retention, promotion, and post-tenure review, but with strong justification other uses, such as the hire of faculty associates, will be considered.

Extension funding is still in very short supply, due to the need for CALS to meet further targets for cuts to our Cooperative Extension budget. As a result, at this time we will only consider requests for mission-critical positions. If requesting Extension funds, please address the criteria outlined in [this memo](#).

Requests for resources will be considered twice a year, with allocations occurring on January 1 and July 1 (retroactively after approval). **Completed forms should be sent to Angie Seitler (angela.seitler@wisc.edu) via email. Requests for January 1, 2019 return of departmental and dean's pool faculty salary savings must be received no later than December 31, 2018.**

Fall FY19 Faculty Position Request for Permanent 101/104 Funds

If there are multiple requests per department, please fill out one form per request, and submit a brief cover memo outlining the requests. Expand the text boxes below as needed to accommodate your responses.

Date:	
Department/Collaborative:	
Submitted by:	
Position requested:	
Total funding requested:	
Funding requested from department's pool of faculty salary savings:	
Funding requested from dean's pool of 101 funds:	
Funding requested from Extension pool (if applicable):	
Other funds you will use to support this request (leveraging of requested funds is strongly encouraged):	
Vacancy(ies) for which faculty salary savings is being requested:	
Describe how the returned funds will be used. Please include how your request will enhance CALS' research, teaching and Extension/outreach efforts.	
Please describe how your request aligns with the college's goals for resource allocation (found here).	
Please describe how your request aligns with your departmental goals and collaborative activities.	
How will this position lead to revenue growth, e.g. through increasing enrollment, credit hour generation, or extramural funding?	

Review Guidelines for CALS Centers

Overview

Each center within the College of Agricultural and Life Sciences (CALS) shall be reviewed at least every ten years. This includes all centers administered at the college level and departmental centers where CALS or Cooperative Extension provides significant investment or in-kind support. The review process provides: (1) an opportunity for the center to self-assess and set goals and priorities for the future; (2) an assessment of the center's effectiveness and impact on the college's mission; (3) feedback to the center's leadership to help ensure the center's future success; (4) a formal reporting mechanism to CALS on the administrative and research needs of the center. Note this process offers a unique and valuable opportunity for self-reflection and external input, and thus differs substantively from annual reports required by the provost (see <https://apir.wisc.edu/centers.htm>).

The various CALS centers exhibit wide variety in their mission, organization and funding structure. A single, uniform review process is therefore impractical and the enclosed guidelines are meant to be flexible to provide useful feedback to the center and CALS.

The review should evaluate the center's strategic planning process and its success in meeting established objectives. Metrics to measure success include current efficacy and future potential, alignment with the college's mission, relations with key partners, governance, climate, inclusivity, and effective use and leveraging of available resources.

The review committee report may include specific recommendations to CALS, when appropriate, for improvements in the mission, administration, research focus, space and other resource requirements, climate and programs and activities of the center.

Review process

An outline for the review process follows.

1. The dean or the dean's designate will hold an initial meeting with the center director and other members of the center's leadership team to discuss the timeline for the review, the scope of the self-study, and the composition of the review committee. Depending on the mix of research, service, and outreach activities for the center, some of the sections in the outline below may be abbreviated or not appropriate. A primary goal of this initial meeting is to identify those sections of the self-study most relevant to the center, and therefore the focus of the self-study.
2. The center leadership will prepare a self-study with the information described below. While the length of the main text of the document will vary depending on the specific mix of center activities, we expect it will be about 20 pages (excluding appendices).
3. A review committee will be appointed by the dean or the dean's designate in consultation with the center director and relevant members of the college's leadership team. The committee will consist of a minimum of three faculty and academic staff who are not center members but have expertise appropriate to the center's mission. The dean or the dean's designate will appoint the chair of the review committee.

4. After reviewing the self-study, the committee will schedule a site visit and meet with the center director, other center leadership, and groups of center faculty, limited, academic staff, graduate students, postdoctoral fellows, and university staff. If relevant, internal and external stakeholders and constituents of the center should be included in the interview process.
5. The committee will provide a comprehensive report to the senior associate dean detailing the center's strengths and opportunities, and the value of its contributions to the campus and beyond, as well as any challenges or deficiencies and recommendations for improvement. The report should be submitted within one month of the review meeting.
6. The senior associate dean will provide a copy of the report to the center director, who will have an opportunity to respond to the report within one month.
7. The center's self-study, the review committee's report, the center director's response, and any additional relevant documents will be forwarded to the CALS Academic Planning Council (APC) for review. The APC will discuss the center's review and the committee's recommendations.
8. Based on APC discussion, the dean and relevant members of the CALS leadership team will provide the center director with an assessment of the contributions and quality of the center and recommendations for future directions.
9. The dean will annually report results of center reviews to the provost.

Self-study document

The self-study document should contain the following information. The self-study document is not intended for general distribution and will be treated as a confidential document within the CALS administration office and appropriate governance groups.

1. Mission and history

- Provide a brief description of the center, its mission and main focus of activity, and history. Describe any changes in mission or focus that have occurred in the past ten years. Provide all annual reports from the period covered by the review as an appendix.

2. College- and Campus-wide impact

- Provide a discussion of the impact of the center on CALS and on UW. In other words, what is the center's "added value" to the college and the broader campus community? Describe how the center contributes to the mission of the university.
- How does the center interact with departments and programs in CALS on campus and with other centers on campus? How does the center foster campus collaborations?
- How does the center bring researchers and graduate students together?
- How does the center contribute to the recruitment and retention of outstanding faculty and staff and to the training of undergraduate and graduate students?
- What is the broader impact of the center's activities? How does the center embody the Wisconsin Idea?

3. Leadership, administration, governance, and staff climate

- What are the responsibilities and authorities of the center director?
- Describe the administrative structure of the center, including the roles of key personnel.
- Is there an executive committee for the center, and, if so, how often does it meet? Are there regular public (or staff/investigator) meetings to discuss issues related to center activities? How do center investigators and academic staff participate in the governance of the center?
- Does the center have an external advisory committee? If so, describe the process for obtaining their advice. If applicable, provide a copy of the most recent advisory committee report as an appendix.
- Describe efforts to increase the diversity of center faculty, staff and students and to promote inclusion.
- Describe center activities related to the professional development of the staff and describe the processes in place for evaluating staff and for review for promotion.
- Has a staff climate survey has been carried out in the past ten years? If yes, discuss the findings.

4. Members

- What are the criteria for center membership? Describe the process by which new members or affiliates are chosen or recruited to the center.
- Are there multiple categories of center members? If so, does the center provide distinct services for each group?
- Is there a review process for maintaining status as a center member? If so, how is the review accomplished?
- Provide a table listing all center members that includes the name, position, home department and school, and the year they joined the center. If the center has assignable space, the table should indicate whether the member has office and/or laboratory space within the center.
- Include a two-page C.V. for core personnel as an appendix.

5. Research

- Provide a narrative of the most significant research accomplishments in the center over the last ten years.
- Describe the policies related to submission of grants through the center. If applicable, describe the center policy for sharing credit with the home schools of the investigators for those grants that it administers.
- List all grants administered by the center over the past ten years. The table should include the PI name, funding agency and grant number, the title of the grant, the annual direct costs for the current year, and the duration of the award.
- List all active grants of center investigators that are administered by other units, providing the same information as in the table above. If the award information requested in this and the preceding bullet is not available to the Center, staff from CALS Business Services or CALS Research Division will provide it.
- List technology transfer information such as patents, licensing, and/or IP disclosures.

- Provide a complete bibliography that includes all peer-reviewed papers published by center personnel related to the center's activities and mission over the last ten years.

6. Education and training activities

- Describe any educational or training programs administered by the Center for undergraduates, graduate students or postdoctoral fellows.
- List the total numbers of undergraduate, graduate and postdoctoral students directly contributing to and/or benefiting from the Center.

7. Service and Outreach

If part of the mission of the center is to provide public service and outreach, provide evidence of these contributions over the last ten years at the local, state, national and international levels, including:

- List presentations or activities involving external organizations.
- List publications developed and distributed to non-technical audiences.
- List collaborations or connections that were initiated between individuals and institutions as a result of center activities, and describe their outcome and impact.
- If appropriate, provide evidence of center activities that exemplify the Wisconsin Idea.

8. Center core services

If the center provides core or shared services, for each describe:

- The services provided, along with any plans for changes over the coming years.
- The approach used for establishing the pricing structure within the core, and the frequency of review of the pricing structure.
- Information on utilization of the service by center members, other campus users, and off-campus entities.
- The method for prioritizing activities of the core.
- The process for reviewing the center services and determining whether existing services should be continued or new services introduced.

9. Resources, funding and sustainability

- Provide a summary of present internal and external funding for center activities, and a description of how the funds are used.
- If the center has assignable space, provide details on the space and any policies related to assignment of space to center members.
- Provide a list of major equipment, equipment needs, and planned major equipment purchases.
- For revenue-generating centers, what is the center's business model? Is there a process in place for evaluating the success of the business model? Discuss the extent to which the revenues from services or products are meeting the Center's costs.
- Describe any resource challenges that the center has faced over the past ten years, and either how they were resolved or the proposed means to deal with the challenges.

10. Assessing outcomes

- Identify the key indicators used to assess whether the center is meeting its objectives.

- What performance metrics are used by the center to determine success?

11. Plans for the coming years

- Discuss the major goals for the center over the next ten years, including any new directions for research or other center activities that are contemplated.
- Indicate any strategic issues or potential problems that are likely to require attention in the coming years.

Version 1.1 September 15, 2017

CALS Center Review Schedule

Review Year	Center/Institute/Program
2017-18	Agricultural Safety and Health Center
2017-18	Center for Dairy Research
2017-18	Computing and Biometry
2018-19	Applied Population Lab
2018-19	Food Research Institute
2018-19	Nutrient and Pest Management Program
2019-20	Center for Integrated Agricultural Systems
2019-20	UW Center for Cooperatives
2019-20	Wisconsin Crop Innovation Center
2020-21	Integrated Pest Management Program
2020-21	Renk Agribusiness Institute
2021-22	Center for Dairy Profitability
2021-22	Environmental Resources Center
2021-22	J.F. Crow Institute for the Study of Evolution
<i>Revision Date: 8/6/18</i>	

Alignment of Extension-related CALS centers

D.J. Reinemann and H. Zoerb

24 September 2018

There are a number of UW-Madison UAPC approved¹ CALS centers and programs that are affiliated with Cooperative Extension by virtue of shared mission and/or staff. The administrative team for Cooperative Extension has expressed interest in moving at least one of these centers administrative home from CALS to the Division of Extension to form the core of an Extension program or institute. The integration of Cooperative Extension with the Madison campus and the CALS redesign provide an opportunity to review and adjust the administrative home of these centers. This document provides an inventory of extension related centers and their activities and suggests criteria to determine the appropriate administrative home for centers. The administrative home of a center will determine who appoints the unit director.

- What is the relationship between the program/center to discipline(s) housed in CALS academic departments?
 - CALS if the center is disciplinarily connected with a CALS department.
- Who leads/directs the programming?
 - CALS if CALS Specialist led
 - UWEX if UWEX Program manager /County educator led
- How is the programming delivered to the target audience?
 - UWEX if delivered through county extension office networks
 - UWEX if significant county educator organized volunteers activity
 - CALS if delivered directly to clients by CALS specialist
- What is the balance of Research versus outreach in center mission?
 - CALS if disciplinary expertise in research and developing new knowledge is a primary focus
 - This leverages the UWEX 104 investment with CALS 101 investment
 - Research here is defined by generation of new knowledge, as evidence by publication in peer reviewed research journals and presentations to international scientific meetings
 - UWEX if the focus is primarily on extending existing knowledge
 - If the majority of the center's work is educating clients about best practices and the latest techniques, this reflects an extension of knowledge
 - CALS for existing UW-Madison centers that equally conduct primary research and outreach as part of their mission and directed by CALS Faculty.
 - This supports past practice and eliminates the need to redefine existing relationships.

¹ For full set of UW-Madison policies on Centers and Institutes: <https://apir.wisc.edu/academic-planning/centers-and-institutes/>

Center, Program, Institute or Lab * CALS/ UAPC Approved	Current Admin. home	Director	Total Staff (CALS Staff)	Bold = Primary Funding
Agricultural Safety and Health, Center*	CALS / BSE	John Shutske CALS/BSE Faculty	2 (2)	104, 101
Applied Population Lab	CALS / CES	Katherine Curtis CALS/CES Faculty	9 (4)	Grants, 104, 101
Community Economic Development, Center*	CALS / UWEX	None at present	6 (0)	104
Cooperatives, UW Center for	CALS / AAE	Brent Hueth CALS/AAE Faculty	8 (3)	Grants, 104, 101
Dairy Profitability, Center*	CALS / AAE	Mark Stephenson CALS Academic Staff	7 (3)	104 (+ UWRF Platteville Faculty)
Environmental Resources Center*	CALS + UWEX	Ken Genskow, L&S Faculty Chad Cook, UWEX	60 (2)	Grants, 104
Integrated Pest Management	CALS	Jed Colquhoun CALS/Hort Faculty	2 (0)	Grants, 101
Nutrient & Pest Management*	CALS / Hort.	Carrie Laboski CALS/Soils Faculty	10 (10)	104, DATCP Grant, fertilizer checkoff
Pesticide Applicator Training	CALS	Mark Renz CALS/Agronomy Faculty	2 (2)	Program Revenue