



College of
Agricultural & Life Sciences
UNIVERSITY OF WISCONSIN-MADISON

March 16, 2020

TO: Sundaram Gunasekaran, CALS Global

CC: Jennifer Kushner, CALS Global
Julie Scharm, Office of the Dean and Director

FROM: Kathryn A. VandenBosch 
Dean and Director

Mark Rickenbach 
Senior Associate Dean

RE: CALS Global Review

Periodic reviews of college programs and units provide an opportunity to ensure that our structures, staffing, and strategies are appropriate to the current context and available resources. With CALS Global beginning its fifth year in the current model, it is a good time to consider the mission and priorities of the unit. We would therefore like to initiate a comprehensive review of CALS Global.

The review process offers a unique and valuable opportunity for self-reflection and feedback. The process provides: (1) an opportunity for CALS Global to self-assess and set goals and priorities for the future; (2) an assessment of its effectiveness and impact on the college's mission; (3) feedback to its leadership; and (4) a formal reporting mechanism to the college at large. This memo summarizes the scope of the self-study, the processes for the review, and the expected timeline. If you have any questions or comments, we can discuss them in one of our regularly scheduled meetings, or you may request a special meeting.

Self-Study Document

We request that you conduct a self-study in preparation for the review. The report should include the components covered in the outline appended to this memo and focus on the years of 2016-2020. Please submit your self-study to Julie Scharm by **May 29, 2020**.

Review Committee Process

Once the self-study is complete, the Dean's Office will convene a committee to review the document. The committee will schedule meetings with you and your staff, the CALS Global Committee, and other relevant stakeholders. The committee will prepare a comprehensive report

Office of the Dean and Director

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which will be submitted to the Dean's Office. You will be provided a copy of the report and be given the opportunity to provide a response.

Governance and Assessment

The unit's self-study, the review committee's report, your response to the report, and any additional relevant documents will then be forwarded to the CALS Academic Planning Council (APC) for review. The review committee chair (or designee) will present the review committee report and you, or your designee, will be asked to present the unit's feedback to the CALS APC; this will be done in separate meetings. The CALS APC will then discuss the unit's review and the committee's recommendations. Based on the APC discussion, the Dean's Office will provide you with a final assessment and recommendations.

Thank you for your prompt attention to this important activity. We look forward to working with you in this process.

CALS Global Self-Study Content: 2016-2020

1. Executive summary/introduction

- a. Provide a concise overview of CALS Global since it was reconstituted in 2016 (the period of time under the direction of Professor Gunasekaran). Include its mission and goals and any brief supporting text of those.
- b. Provide a brief discussion of the impact of the unit on the College of Agricultural and Life Sciences (CALS) and on UW-Madison. In other words, what is the CALS Global's added value to the college and the broader campus community?
- c. Briefly summarize major accomplishments from 2016-2020, including those fostering international research, outreach, and engagement in the college and those building community and networks with an international focus.¹
- d. Summarize the vision for the future of CALS Global, including priorities, specific goals, and changes to mission, if any.

2. Leadership, administration and governance

- a. Outline the responsibilities and authorities of the director.
- b. Describe the unit's administrative structure and functions:
 - i. Outline the roles of key personnel.
 - ii. Describe unit activities related to the professional development of the staff.
 - iii. Describe the processes in place for evaluating staff and reviewing staff for promotion.
- c. Describe the purpose and charge of the CALS Global Committee and the process for obtaining their advice. Please list the current membership.
- d. Describe how CALS Global works collaboratively with the associate deans and leadership team of the college, including how it advises the dean on the international dimensions of college activities consistent with the CALS mission and priorities.
- e. Describe how the unit works collaboratively with CALS Office of Academic Affairs and Study Abroad to foster faculty interaction and commitment to international opportunities for students.
- f. Describe any additional ways that CALS Global seeks input on its activities and priorities from others in CALS, including from departments and centers.

3. Fostering research, outreach and engagement activities

- a. Describe how CALS Global has worked to advance opportunities and funding for international research, outreach, and engagement in support of the CALS mission and priorities.
- b. Provide a narrative of how CALS Global has provided leadership, strategic direction, and administrative oversight to research and outreach projects in CALS mission areas, with an emphasis on major accomplishments.
 - i. List all grants administered by the unit since 2016. The table should include the PI name, funding agency and grant number, grant title, amount to UW-Madison (direct and total), and award duration.

¹ Please provide all annual reports from these years as an appendix.

- ii. List all such grants applied for, but not received, in the same format as above.
 - c. Describe how CALS Global has served in a supporting role for international projects and grant applications, where the leadership has been through another unit.
 - i. List all grants that CALS Global has played a supporting role in and that are administered by collaborating partners since 2016, in the same format as above.
 - ii. List all such grants applied for, but not received, in the same format as above.
 - d. Describe the policies related to submission of grants through the unit. If applicable, describe the unit policy for sharing credit with the home schools of the investigators for those grants that it administers.
- 4. Building community and networks
 - a. Describe how CALS Global works to create community and networks within and beyond the college related to its goals. Examples could include:
 - i. Major events it has hosted in support of its mission. Describe the types of attendees, including faculty, staff, and students within CALS; UW personnel from beyond CALS; visitors; and other stakeholders.
 - ii. Ways the unit disseminates information and seeks input from stakeholders about its goals and activities in international programming.
 - iii. Its role in hosting international visitors, including researchers and trainees.
 - b. Describe collaborations or connections that were initiated between CALS personnel and other individuals and institutions as a result of CALS Global activities and their outcome and impact.
 - c. Describe a summary of service and outreach contributions during the review period at the local, state, national, and international levels.
 - d. Summarize other activities, if any, involving internal and external organizations where CALS Global participated to represent CALS and to advance the mission of the college and CALS Global.
 - e. Provide evidence of unit activities that exemplify the Wisconsin Idea.
- 5. Financial overview:
 - a. Provide a summary of present internal and external funding for CALS Global activities, and a description of how the funds are used.
 - b. Describe the process and guidelines for the distribution of resources to support international activities, including seed money for new projects, travel funds, and funds related to specific grants.
 - c. Describe what strategies CALS Global has employed in the past four years to increase external funding for international activities.
- 6. Plans for FY21-FY25
 - a. Describe proposed changes to the mission of CALS Global, if any, for the coming years.
 - b. Indicate CALS Global's over-arching strategic priorities for the next five years, including:

- i. Programmatic foci, and how they align with college priorities.
 - ii. Geographic foci for international partnerships, with a rationale for engagement in those regions.
- c. Discuss the major specific goals for the unit over the next five years.
- d. Propose benchmarks, key indicators, and performance metrics that will be used to assess whether CALS Global is meeting its goals.
- e. Describe what resources will be used to carry out the unit's mission and major goals, including projections for new extramural funding.
- f. Indicate any strategic issues or potential problems that are likely to require attention in the coming years.



CALS Global
COLLEGE OF AGRICULTURAL & LIFE SCIENCES
UNIVERSITY OF WISCONSIN-MADISON

UW-Madison

CALS Global Self-Study (2016-2020)



November
2020

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Executive Summary

Overview

CALS Global is an administrative unit of College of Agricultural and Life Sciences (CALS) that seeks, facilitates, and expands opportunities for College faculty, staff, and postdocs to engage globally through research and engagement. Originally known as CALS International Programs (CALS-IP), the unit was revitalized in 2016 with the hiring of a dedicated faculty director. A review of CALS-IP helped inform future directions and international activities of the office. It was renamed CALS Global in 2018.¹

Value to CALS and UW

CALS Global provides leadership for international research and engagement. We serve as the ‘front door’ to international collaborators and funders by providing connections to CALS expertise. Our office facilitates meaningful scientific contributions to solving pressing global issues. Our activities and long-term international partnerships have enabled institutional resource-sharing and on-going intellectual exchange. We have fostered diversity within the college and expanded CALS’ visibility nationally and internationally.

Historically CALS has been a leader within UW’s international portfolio. In the past five years CALS has focused on serving as a convener of cross-campus initiatives, such as Global Day 2020 (postponed due to COVID-19). Many of today’s pressing global issues are multifaceted and require interdisciplinary responses. CALS provides essential expertise in agriculture, the life sciences, and allied social sciences, contributing to UW’s strategic plan through “excellence in research”, “living the Wisconsin idea” and building “a vibrant campus community.”

Accomplishments 2016-2020

Research, outreach, and engagement

- Executed 35 Memorandums of Understanding (MOUs) with universities around the world
- Submitted 42 grants (11 funded), and brought in \$500k in funding
- Engaged faculty from all CALS departments, and advanced all CALS’ Strategic Priorities
- Initiated, and facilitated with Academic Affairs, the development of a new study abroad program with Obihiro University in Japan
- Organized joint conferences at international partner institutions
- Led the campus effort to enhance our ability to succeed with large USAID grants

Community and networks

- Hosted around 100 visitors from around the world
- Organized 14 events with 50 people or greater, including an annual event to showcase College and campus international engagement.
- Fundraised \$55,000 from alumni for program support
- Created an opportunity to recognize international engagement of academic staff

¹ In this report, CALS Global or “Global” refers to the unit by that name and previously known as International Programs

Vision for the future

CALS Global envisions *a world fed and supported by a thriving agroecological system*. We facilitate and expand global research and outreach in service of our four strategic priorities: 1) feeding the world, 2) responding to climate change, 3) strengthening economies and communities, and 4) ensuring health for all. Over the next five years, an added focus across all strategic priorities will be responding to the impact of the COVID-19 pandemic on agriculture.

Leadership, administration, and governance

Director's responsibilities and scope

CALS Global is led by one half-time faculty director, whose responsibilities include program leadership, developing strategy, and building networks. Within the past five years, the director has focused on establishing external partnerships, ensuring office alignment with national and international trends, and building visibility within CALS and UW for international research and outreach. He oversees our primary activities, which include: 1) identifying funding opportunities, 2) establishing partnerships both within CALS and across campus and elsewhere, 3) developing grants and programs, 4) hosting visitors, 5) recognizing global contributions to science and 6) globalizing Wisconsin agriculture.

Administrative structure and functions

The director is supported by a full-time assistant director² and a half-time executive assistant. The primary responsibilities of the assistant director include strategy development, office operations including fiscal oversight and management, grants and contracts, program and event development, partnership management, outreach, committee leadership, and general administration. The responsibilities of the executive assistant include financial support (e.g. processing expense reports), committee, event planning, travel, correspondence, scheduling, general office support, visitor arrangements and communications. The office also briefly employed a project assistant, who focused on grant and partner coordination. Periodically, Global offers zero-dollar appointments to those who can support its mission locally and internationally (Appendix A).

While small, the unit works as a team and supports each other in their respective roles. Global has also built a strong coalition with staff in the UW International Division and Institute for Regional and International Studies (IRIS) to expand its reach. Professional development of office staff over the past year has included web-based and in-person UW training sessions, off-site certifications, and national fellowships. Staff are evaluated annually in alignment with CALS Human Resources guidelines and using their Performance Management and Development Program (PMDP) system. Reviews are used as an opportunity to reflect on past goals, accomplishments, and challenges, and set new goals for the coming year.

CALS Global Committee

CALS Global is guided by the CALS Global Committee (CGC) comprised of 12 voting members, and seven ex-officio members, representing diverse departments, appointment types and backgrounds (Appendix B). The committee members serve on a three-year term, with four new members selected each year; a committee chair is selected for a two-year term.

² Previously this position was titled associate director

The purpose and charge of the CGC is *to advise and support the College in its efforts to strengthen and broaden the international research, outreach, and development missions of the College, and to strengthen the undergraduate study abroad experiences in collaboration with CALS Study Abroad within the Office of Academic* (as updated December 4, 2018 by CGC).

The CGC provides input on a range of topics such as fundraising strategies, connecting with Wisconsin's public and private sectors and CALS alumni, planning events, and choosing focus countries and projects. During the academic year, the committee meets once a month for one hour. The committee structure may vary from year-to-year. In the past, there were three subcommittees: 1) strategic international thematic areas, 2) internal and external support for global research, and 3) aligning internal activities with CALS Priority Themes. Key contributions from 2016-2020 include support for fall and spring events, selection of assistant director, selection of international excellence awardees, development of a CALS international alumni database, and ongoing advocacy and community building.

Work with deans

The reorganization in 2016 sought to raise the visibility of international work in CALS fulfilling its vision and mission. Globalization and international engagement are essential for any major research institution, and leaders rely on timely information to inform their decision-making. The director is a member of the CALS Administrative Team and attends its periodic meetings. Global works collaboratively with CALS leadership to keep them abreast of emerging trends, opportunities, and policy changes related to international work. We provide the dean and senior associate dean with regular updates on grants, partnerships, visitors, and campus or national/international events of interest. Our office works directly with associate deans on a range of issues pertaining to research, external relations, budgets, human resources, extension/outreach, and academic affairs. Additionally, the directors represent the college at UW events and nationally/internationally in networks such as the Association of Public and Land-grant Universities (APLU) Commission on International Initiatives. Lastly, we have been developing more robust systems for collecting, monitoring, and sharing data related to international activities in the College. We believe this will be helpful to the College leadership in decision-making.

Work with CALS Study Abroad within the Office of Academic Affairs

Global collaborates with CALS Study Abroad within the Office of Academic Affairs through a diverse set of internationalizing efforts that when integrated effectively advance CALS' contribution to the Wisconsin Idea. Global focuses primarily on the research and outreach functions of the land-grant mission, while CALS Study Abroad within the Office of Academic Affairs focuses primarily on the curricular and formal educational aspects for students. However, Global routinely receives communications and questions regarding academic programming, since at most institutions the academic and research functions are housed together for improved effectiveness.

Global was instrumental in establishing a new study abroad program at Obihiro University of Agriculture and Veterinary Medicine in Japan as an outgrowth of the existing research collaboration. Core areas of collaboration include new program development, students looking for non-course based international research or work experience, events, international student questions, communicating opportunities, data management, recognition/awards, and pursuing international partnerships with institutions abroad. The director of CALS Study Abroad within the Office of Academic Affairs (or representative) is an ex-officio member of the CGC.

Other CALS input

Global employs several methods for garnering input on its priorities and activities. We meet regularly with CALS departments and centers, committees, and individual faculty and staff across the college. In addition to CGC guidance, every several years we gather input through surveys or listening sessions with internal and external stakeholders. Last year we redesigned several processes (e.g., onboarding for visitors) and communication platforms (e.g., website) in response to feedback shared with us. The future section of this report is informed by feedback from the CALS community.

Fostering research, outreach, and engagement activities

Advancing opportunities and funding

The College-authorized a review of CALS international programs in 2014. The review team recommended that CALS renew its commitment to the research and outreach functions of international engagement, which led to the hiring of a faculty director in 2016. Since then Global is focused on pursuing research collaborations and development opportunities abroad, as well as expanding our research footprint through international scholars coming to Wisconsin. Most of the grants that have been pursued with and by Global include a primary focus on research, development and/or outreach. Our office provides a variety of related services such as sharing funding opportunities, assisting with grant writing and partnership development, and providing grant and project administration.

Leadership, strategy, and oversight to projects

Global has provided leadership, direction and administrative oversight to research, development, and outreach projects. Our approach is to build a cohesive, interdisciplinary body of work around specific issues and geographies while remaining responsive to emergent opportunities. In 2019 we began to align and document our impact in relation to the CALS Strategic Priorities, and note those contributed most robustly include Food Systems, Changing Climate, Healthy Ecosystems, and Health and Wellness (in order). We are active on all the continents. The countries that we have engaged predominantly include China, Costa Rica, Ethiopia, India, Japan, Mexico, Peru, Thailand, and Uganda.

Support for grant submission and projects, grant policies

Global works with CALS departments in a variety of ways to submit grants through the unit (Appendix C). Most frequently, Global stewards the process of grant development and submission and builds in an administrative role and cost within proposals. The level of Global engagement in grant identification, writing, submission and implementation (when funded) depends on the needs and interests of the faculty team. We provide high-touch involvement, which can include concept development, team identification and coordination, writing, budget development, and submission. Our office works with CALS Research Division and other administrative units such as UW Research and Sponsored Programs to ensure successful application and implementation of awards. Once funded, basic administrative functions include communication with the funder, coordination across CALS/UW units and with international partners, reporting, budget management, faculty appointment or visa set up, facilitating and hosting visiting international collaborators, and travel.

On average we include a 2-10% administrative role and budget allocation on awards where we are PI and/or providing basic administrative functions. When working with external

collaborators, we employ a minimum of 10% effort included in role and budget.

Building community and networks

Creating community and networks

Building a diverse community and interdisciplinary networks is core to achieving our vision. Our approach has focused on 1) creating opportunities and tools to help colleagues connect with each other and 2) participating in international networks. Hosting and hospitality are core functions of international work and important to community building. In most countries, providing a welcoming environment for international visitors is highly valued and important to relationship building. CALS Global formally and informally hosts many types of international visitors including fellows, scholars, visiting scientists, graduate students/post-docs, administrators from international institutions, industry representatives, speakers, and representatives from funding agencies (Appendix D). Our office serves visitors and CALS by convening meetings, arranging logistics for long-term visitors, providing informal networking, and working with faculty and staff to ensure successful experiences. We leverage international scholars on campus to bring together colleagues for community-building and scholarly events.

Within CALS and at UW, we engage with our peer international offices or programs. Each year we host a fall welcome event and a spring symposium to build a cohesive, globally minded community, promote idea exchange, recognize scientific advancements in agriculture, and facilitate collaboration. These events provide an opportunity for CALS colleagues to get to know each other's work and interact with colleagues from across campus. In the past year we have also developed and expanded resources to help CALS and UW colleagues connect with each other. These tools include a 'Find a Collaborator' directory on our new website, Global Glimpses quarterly newsletter, and a web-based project development platform useful for collaborating on projects. We meet annually with all department chairs, and each semester with new faculty, to understand their needs, interests, and expertise as it relates to international work. In these meetings we provide an introduction or update on CALS Global activities and resources. As a result of what we learn in these meetings, we offer focused support services such as assistance finding funding or country-based partners for specific projects. In addition, our office shares stories and promotes global work through newsletters, listservs, Grow magazine, awards, and our new website. Both directors are active in numerous professional networks related to international agriculture, such as the N8 Research Partnership in the United Kingdom and Global Forum for Rural Advisory Services (GFRAS). We expand our connections through those networks and bring new collaborators to CALS.

Global-facilitated connections

Global facilitates interdisciplinary and multinational connections through grant, program, and partnership development. Grants and fellowship opportunities are catalysts for facilitating introductions and collaborations across departments, campus, and other land-grant institutions. Either responding to a faculty request to find related collaborators, or pulling a team together ourselves, we identify the right expertise and facilitate the collaboration. Likewise, we facilitate connections between potential investigators and funders, as well as between international partners and CALS faculty or staff. In the past five years we have established over 35 MOUs or institutional agreements (Appendix E), over 40 interdisciplinary and international grant teams (not all funded). We have also hosted over 20 international visiting scholars, Borlaug, and Cochran Fellows. Our long-standing collaborations include Obihiro University in

Japan, La Molina in Peru, Ilorin University in Nigeria, and Jordan University of Science Technology in Jordan.

Service and outreach

CALS Global contributes to broader UW, national, and international communities in a variety of ways. Nationally the director and assistant director are on the executive committee of the International Agriculture Section of APLU and represent CALS with a variety of related national networks. At UW, the director is a member of the advisory boards of the Global Health Institute and the Center for South Asia; he is also an affiliate member of the African Studies Program. The assistant director serves on several campus committees including the International Projects Workgroup and the USAID Workgroup out of the International Division. Additionally, Global staff serve on scholarship review committees, such as the Neale Silva Scholarship administered by College of Engineering and interact with the Mandela Washington Fellows for Young African Leaders Institute (YALI). Global provides in-kind or limited expense support to a select number of international scholar programs, such as the Nuffield International Scholars Program and the Young Southeast Asian Leaders Institute. In these cases, international agriculturalists come to Wisconsin to learn about agriculture and related businesses or community issues. Often these turn into long-term relationships and exchanges. Additionally, the director participates in the Wisconsin Youth Institute selection of Borlaug Scholars from Wisconsin to participate in the Global Youth Institute at the World Food Prize event.

Summary of other activities

Several key conferences such as the World Food Prize and Ag Reach provide forums for UW faculty and staff to engage with national and international scholars and practitioners. We often provide financial support for one or more faculty and staff to attend these and other significant events and/or activities to expand their networks and promote the global reach of CALS.

Exemplifying the Wisconsin Idea

Global embodies the Wisconsin Idea through its focus on integrated activities (research, education, and outreach/extension) to advance and transfer knowledge into real-world practice. We actively work to build synergies with CALS Academic Affairs, Research Division, and Extension by ensuring that every member of the CALS community, from undergraduate students through alumni, junior faculty through retirees, have a way to engage globally if they choose to. We help CALS faculty and staff bring their knowledge of Wisconsin to the world and their knowledge of other places to Wisconsin, through projects that apply the best technologies and ideas to solve every day, and complex problems. We work closely with the International Agribusiness Center at the Wisconsin Department of Agriculture Trade and Consumer Protection, as well as with extension professionals, through UW Division of Extension, working across Wisconsin.

Financial overview

Summary of internal and external funding

CALS Global is supported through internal and external funding. Appendix F includes a table that details our type of funds, and the purpose for each account. The main account types include 101, 133, 136, 144, 150, and 233, reflecting state, grants, gift, and other fund types. Our

total FY19 expenditures are approximately \$305,215 and our projected FY20 expenditures are \$320,476. This reflects an increase of 5% assuming reduction in travel due to COVID-19, but an increase in grant revenues. Our projected balance carried forward is approximately \$141,303.

The UW-Madison campus retains a sizeable portion of the federal F&A return each year. Only a fraction of the total F&A generated is returned to schools and colleges. In 2019, of the total indirect return, approximately 19.25% was returned to CALS. Of the 19.25% returned to CALS, 40% was returned to departments/centers. It is encouraged that the amount returned to Global is used for startup commitments, capital equipment needs, and other research-related expenses.

Process for distribution of resources

We do not have any established policy on distribution of resources to support international activities, seed money for new projects, or travel funds. We have approached this from the perspective of informally discussing and weighing the potential gains to the faculty, staff, or student, CALS as a whole or the Global Office. We have provided funding to support faculty and staff travel to develop research programs, attend conferences, and have recognized excellent international work in the form of small awards (~\$2000 to \$3000). Our investments are intended to catalyze, grow, and celebrate the international engagement of our community. We have established small awards for winning posters at our spring event. Discussions are underway to establish a grants program to support global research and development activities of faculty and staff.

Strategies to enhance external funding

Primary activities to expand external funding over the past 4-5 years include grants, contracts, co-sponsorship (events), alumni donations, and development of fee- or revenue-based programs. We have fundraised with alumni resulting in approximately \$55,000, and plans are underway to expand fundraising efforts.

Plans for FY21- FY25

A review of CALS International Programs was conducted in 2014, leading to its revitalization in 2016. This occurred around the same time as the implementation of CALS' current Strategic Plan which prioritized themes that were "...inherently international in scope" (p. 5), though the international component of CALS did not receive much additional consideration. The review team concluded the following: 1) Active and deliberate international engagement is central to CALS as an academic enterprise, 2) If it continues its current decline to "second rank" among CALS scholarly priorities, the College will become anomalous among its peers, 3) The College's capacity to provide outreach to internationally engaged industry groups, government agencies and public service institutions in Wisconsin has been diminished, and 4) To restore this central piece of CALS scholarly enterprise will require visionary leadership, active faculty participation and renewed commitment from the College. Based on these conclusions it made recommendations in the areas of mission, structure, governance, resources, and international outreach.

Many of those recommendations were implemented and since its revitalization in 2016, we have made CALS Global known as an entity on campus and around the world. This has enhanced the standing of CALS in international research and development work. Though we have accomplished many successes, our task in this regard is on-going. Before addressing future directions, we reflect on what has been working well and not regarding mission, structure,

governance, resources, and international outreach. Some of the original conclusions remain relevant, thus we offer these reflections to build on successes and hopefully address gaps and challenges moving forward.

- Our mission has been guided by the mandate set forth in the last review. While facilitating and expanding international work remains important and is a strength is hampered, though the ‘visionary leadership’ called for in the review exists in our unit. The kind of leadership needed is with an ability to influence College-level policies and systems. For example, faculty are unclear how their international engagement, which often results in delayed and even non-monetary payback, will be recognized at the College level.
- The structural separation of CALS Global and CALS Study Abroad now requires enhanced collaboration between the two offices. To intentionally internationalize CALS, the two offices need to better understand each other’s roles and responsibilities as well as develop a cohesive, strategic plan. Core stakeholders of CALS Global identify challenges with the current arrangement, noting limitations in our ability to engage many of our alumni and partners, whose primary international engagement during their time in college is through study abroad. The structure of the three positions within Global is effective now for the current level of activity, however, would not be in a growth model.
- CGC has served the unit effectively and has provided important input. The originally recommended advisory group, distinct from the committee and with external stakeholder representation, has never been activated and would be an important contribution to guiding the work of the office.
- The resources provided and generated have served us effectively in maintaining a consistent level of activity, which is at the low-end of the spectrum considering our peer institutions. To deliver more effectively on our mission several challenges need to be addressed. Currently, there is no policy that requires colleagues to work with us on international activities. Of those that do, we offer to administer their grants, if funded, for a 2-10% expense depending on level of our work. Additionally, faculty often want to run grants through their department for purposes of ‘credit.’ This creates challenges to the growth of Global and thus its ability to serve the College more robustly.
- International outreach remains an important function CALS Global should provide as part of the Wisconsin Idea and land-grant mission. With current staffing of the office, and no mechanism for faculty or staff to engage in this role without it being an unrecognized add-on, we will continue to be limited in our ability to deliver.

Strategic priorities 2020-2025

The four strategic priorities outlined below inform our commitment to helping the world recover from COVID-19 over the next five years, especially its impact on agricultural enterprises and related United Nations Sustainable Development Goals (UNSDGs). They advance the broader CALS priorities through alignment in focus. We will continue to build on our existing geographic footprint but will focus our attention on ‘hot spots’ prioritized by USAID and the Food and Agriculture Organization of the United Nations (FAO). Currently those include: Afghanistan, Burkina Faso, Democratic Republic of Congo, Ethiopia, Ghana, Haiti, India, Indonesia, Kenya, Kiribati and Tuvalu, Lao PDR, Liberia, Madagascar, Mali, Mozambique, Nepal, Nigeria, Pakistan, Papua New Guinea, Senegal, South Sudan, Solomon Islands, Tajikistan, Tanzania, Uganda, Yemen and Zimbabwe. We will select from this long list of

nations to engage based on how closely the targeted research and development opportunities align with College faculty and staff strengths and strategic priorities.

Currently, the greatest areas of overlap between our existing footprint and countries prioritized by the international donor community includes Ethiopia, Haiti, India, Indonesia, Kenya, Mali, Nigeria, and Uganda. The four strategic priorities below build on existing areas of impact.

Global priorities:

- I. Feeding the world – *We will focus on safe, healthy, and sustainable food systems in alignment with FAO's Hand-in-Hand Initiative.*³
- II. Responding to climate change – *We will focus on agricultural, environmental and community resiliency.*
- III. Strengthening economies and communities – *We will focus on creating self-sustaining communities and thriving economies.*
- IV. Ensuring health for all – *We will focus on ensuring access to health information, resources, and services.*

Goals

We have established the following goals for the next five years in relation to our above four strategic priorities.

Goal 1: Increase CALS' engagement globally

- Objective A: Grow interdisciplinary community and opportunities to engage globally
- Objective B: Improve data and communication related to global activities
- Objective C: Develop policy in support of global activities
- Objective D: Strengthen collaboration with CALS Study Abroad within the Office of Academic Affairs, Research Division, and Extension

Goal 2: Expand active partnerships

- Objective A: Establish approach for monitoring and activating MOUs
- Objective B: Establish stakeholder advisory group
- Objective C: Develop industry and alumni networks with a focus on technology and humanitarian sectors
- Objective D: Identify and pursue partnerships in priority countries

Goal 3: Increase revenues

- Objective A: Strengthen 'readiness' to pursue funding opportunities
- Objective B: Strengthen and expand relationships with funders
- Objective C: Increase collaboration with departments
- Objective D: Establish at least one revenue-generating 'signature' program

³ Food and Agriculture Organization of the United Nations, Hand-in-Hand Initiative prioritizes inclusive supply chains, climate smart agriculture, business innovations and bringing together all dimensions of food systems.

Benchmarks, Key Performance Indicators, and metrics

The following performance metrics may be used to assess how well CALS Global is meeting its stated goals.

Goal	Objectives	Benchmarks/Indicators
Increase engagement	A. Grow interdisciplinary community and opportunities to engage globally	New programs (seminar series), resources (listservs) to build community and facilitate engagement established; greater satisfaction and engagement by faculty, staff, students.
	B. Improve data and communication related to global activities	New data systems established in CALS and UW; more effective use and sharing of data in CALS and UW.
	C. Develop policy in support of global activities	Development and alignment of policy with College and Global mission/priorities.
	D. Strengthen collaboration with CALS Study Abroad, Research Division and Extension	Development of one new key initiative with each; strengthened existing collaborative and synergistic activities.
Expand partnerships	A. Establish approach for monitoring and activating MOUs, follow up with visitors	Existing and new MOUs result in more funded activities; growth of active MOUs and visitors.
	B. Establish stakeholder advisory group	New advisory group established by 2021; strengthened strategic direction based on stakeholder input.
	C. Develop industry and alumni networks	New networks established by 2021; active collaboration from network on projects in subsequent years.
	D. Identify and pursue partnerships in priority countries	Directory of partners by country and their role with CALS by 2021; growing each year subsequently.
Increase revenues	A. Strengthen 'readiness' to pursue funding opportunities	Capacity statements, past performance and cross-cutting theme templates developed; Increase in number of grants secured
	B. Strengthen and expand relationships with funders	Database of funders established; with first- and second-tier priorities based on developing personal relationships; grant portfolio reflects top tier.
	C. Increase collaboration with departments	Personalized goals and strategy for outreach to each department established in relation to survey results. establishment of department leads for global work.
	D. Establish at least one revenue-generating 'signature' program	Seed funding secured and new program implemented by 2022; international community served by outreach mission of Global.

Resources to fulfill mission

Our office works with the limited resources available from past grants and programs. The College provides only minimal support, which is inadequate to continue promoting the programs and activities we seek to engage in. The discretionary support to the director when he took over the office is yet to be renewed after the first three years, and we are assigned the entire financial burden of the Excellence in International Activities Award. Thus, we continue to look to the College for support as well as actively participate in collaborative, multi-unit grants. Staff effort on these projects is used to generate a small amount of extra revenue.

Anticipated challenges in the coming years

There is uncertainty on how the pandemic of COVID-19 will affect the world. We expect there will be significant changes, some shorter term, and some longer term. *A world fed and supported by a thriving agroecological system* is needed now more than it has been. While our mandate and mission to *facilitate and expand* global engagement remains relevant, current

conditions call for greater urgency to catalyze innovations and deliver solutions faster and differently than we have done before. COVID-19 will result in devastating impacts to our global community and especially to our agricultural, food, and economic systems. It will fundamentally change certain ways we have conducted international research, education, and outreach/extension in the past, and we will be called on to find new approaches. This includes new ways of collaborating globally under potentially reduced travel, increased restrictions, and more complex conditions on the ground.

Acknowledgement

We thank John Ferrick, former Associate Director CALS International Programs (2016-2018), Brandon Blackburn in CALS Business Services, and the members of past and current CALS Global Committee for their assistance in preparing this report. See Appendix B for the former and current Global Committee members.

CALS Global Self Study

Appendix A: CALS Global Zero-Dollar Appointments

Name	Sub - Department Code	Sub - Department	Job Start Date	Job End Date	Job Title
Rajaram, Vasudevan	A070800	CALS / Int'l Programs	11/13/2017	11/12/2019	Honorary Assoc/Fellow
Johnson, Mark S	A070800	CALS Int'l Programs	1/4/2020	12/31/2020	Honorary Assoc/Fellow

CALS Global Self Study

Appendix B: Committee Membership

CALS Global Committee Membership:

2019-20

Administrative Support: Julia Frangul

Committee Member	Department	E-mail	Term Start	Term End	Designation	Role
Claudia Calderon	Horticulture	cicalderon@wisc.edu	2016	2020	Academic Staff	Voting member
Thierno Diallo	Agronomy	thdiallo@wisc.edu	2016	2021	Academic Staff	Voting member
Jeremy Foltz	Agricultural & Applied Economics	jdfoltz@wisc.edu	2016	2020	Faculty	Voting member
Alfred Hartemink	Soil Science	hartemink@wisc.edu	2016	2021	Faculty	Voting member
Jae-Hyuk Yu	Bacteriology	Jyu1@wisc.edu	2019	2022	Faculty	Voting Member
Larry Meiller	Life Sciences Communication	meiller@wisc.edu	2019	2022	Faculty, Emeritus	Chair, Voting Member
David Montgomery	Center for Dairy Research	dmontgomery@cdr.wisc.edu	2019	2022	Academic Staff	Voting Member
Felix Navarro	Hancock Ag. Research Station	fmnavarro@wisc.edu	2019	2022	Academic Staff	Voting Member
Jiwan Palta	Horticulture	jppalta@wisc.edu	2016	2020	Faculty	Voting Member
Jess Reed	Animal Science	jdreed@wisc.edu	2016	2020	Faculty	Voting Member
Jon Roll	Bacteriology	jtroll@wisc.edu	2016	2021	Academic Staff	Voting Member
Sherry Tanumihardjo	Nutritional Sciences	sherry@nutrisci.wisc.edu	2019	2022	Faculty	Voting Member
William Barker	CALS Research Division	William.barker@wisc.edu	2017	n/a	n/a	Ex-officio
Sundaram Gunasekaran	CALS Global	guna@wisc.edu	2016	n/a	n/a	Ex-officio
Jennifer Kushner	CALS Global	kushner@wisc.edu	2018	n/a	n/a	Ex-officio
Mark Rickenbach	Office of Dean & Director	Mark.rickenbach@wisc.edu	2019	n/a	n/a	Ex- officio
Brett Schieve	CALS Academic Affairs	Brett.scheive@wisc.edu	2019	n/a	Academic Staff	Ex-officio
Julia Frangul	CALS Global	Julia.frangul@wisc.edu	2019	n/a	n/a	Ex-officio

CALS Global Self Study

CALS Global Committee Membership: 2018-19

Administrative Support: Kelly Knapp

Committee Member	Department	E-mail	Term Start	Term End	Designation	Role
Claudia Calderon	Horticulture	cicalderon@wisc.edu	2016	2019	Academic Staff	Voting Member
Thierno Diallo	Agronomy	thdiallo@wisc.edu	2016	2019	Academic Staff	Voting Member
Jeremy Foltz	Agricultural & Applied Economics	jdfoltz@wisc.edu	2016	2019	Faculty	Voting Member
Christelle Guedot	Entomology	guedot@wisc.edu	2016	2019	Faculty	Voting Member
Alfred Hartemink	Soil Science	hartemink@wisc.edu	2016	2019	Faculty	Voting Member
Shinya Ikeda	Food Science	Shinya.ikeda@wisc.edu	2016	2019	Faculty	Voting Member
Rebecca Larson	Biological Systems Engineering	Rebecca.larson@wisc.edu	2016	2019	Faculty	Voting Member
Jiwan Palta	Horticulture	jppalta@wisc.edu	2016	2019	Faculty	Chair, Voting Member
Xuejun Pan	Biological Systems Engineering	xpan@wisc.edu	2016	2019	Faculty	Voting Member
Jess Reed	Animal Science	jdreed@wisc.edu	2016	2019	Faculty	Voting Member
Jon Roll	Bacteriology	jtroll@wisc.edu	2016	2019	Academic Staff	Voting Member
Garret Suen	Bacteriology	gsuen@wisc.edu	2016	2019	Faculty	Voting Member
Richard Straub	Office of Dean & Director	Richard.straub@wisc.edu	2017	2019	n/a	Ex- officio
William Barker	CALS Research Division	William.barker@wisc.edu	2017	n/a	n/a	Ex-officio
Susan Huber Miller	CALS Academic Affairs	Susan.hubermiller@wisc.edu	2016	n/a	n/a	Ex-officio
Sundaram Gunasekaran	CALS Global	guna@wisc.edu	2016	n/a	n/a	Ex-officio
Jennifer Kushner	CALS Global	Jennifer.kushner@wisc.edu	2018	n/a	n/a	Ex-officio
Kelly Knapp	CALS Global	Kelly.knapp@wisc.edu	2017	n/a	n/a	Ex-officio

CALS Global Self Study

CALS International Programs Committee (IPC) Membership: 2017-18

Administrative Support: Kelly Knapp

Committee Member	Department	E-mail	Term Start	Term End	Designation	Role
Claudia Calderon	Horticulture	cicalderon@wisc.edu	2016	2019	Academic Staff	Voting Member
Thierno Diallo	Agronomy	thdiallo@wisc.edu	2016	2019	Academic Staff	Voting Member
Jeremy Foltz	Agricultural & Applied Economics	jdfoltz@wisc.edu	2016	2019	Faculty	Voting Member
Christelle Guedot	Entomology	guedot@wisc.edu	2016	2019	Faculty	Voting Member
Alfred Hartemink	Soil Science	hartemink@wisc.edu	2016	2019	Faculty	Voting Member
Shinya Ikeda	Food Science	Shinya.ikeda@wisc.edu	2016	2019	Faculty	Voting Member
Rebecca Larson	Biological Systems Engineering	Rebecca.larson@wisc.edu	2016	2019	Faculty	Voting Member
Jiwan Palta	Horticulture	jppalta@wisc.edu	2016	2019	Faculty	Chair
Xuejun Pan	Biological Systems Engineering	xpan@wisc.edu	2016	2019	Faculty	Voting Member
Jess Reed	Animal Science	jdreed@wisc.edu	2016	2019	Faculty	Voting Member
Jon Roll	Bacteriology	jtroll@wisc.edu	2016	2019	Academic Staff	Voting Member
Garret Suen	Bacteriology	gsuen@wisc.edu	2016	2019	Faculty	Voting Member
Richard Straub	Office of Dean & Director	Richard.straub@wisc.edu	2017	2019	n/a	Ex- officio
William Barker	CALS Research Division	William.barker@wisc.edu	2017	n/a	n/a	Ex-officio
Sundaram Gunasekaran	CALS International Programs	John.ferrick@wisc.edu	2016	n/a	n/a	Ex-officio
John Ferrick	CALS International Programs	John.ferrick@wisc.edu	2016	n/a	n/a	Ex-officio
Kelly Knapp	CALS International Programs	Kelly.knapp@wisc.edu	2017	n/a	n/a	Ex-officio
Susan Huber Miller	CALS Academic Affairs	Susan.hubermiller@wisc.edu	2016	n/a	n/a	Ex-officio
Sarah Pfatteicher	CALS Academic Affairs	Sarah.pfatteicher@wisc.edu	2017	n/a	n/a	Ex-officio

CALS Global Self Study

CALS International Programs Committee (IPC) Membership: 2016-17

Administrative Support: Felecia Lucht

Committee Member	Department	E-mail	Term Start	Term End	Designation	Role
Claudia Calderon	Horticulture	cicalderon@wisc.edu	2016	2019	Academic Staff	Voting Member
Thierno Diallo	Agronomy	thdiallo@wisc.edu	2016	2019	Academic Staff	Voting Member
Jeremy Foltz	Agricultural & Applied Economics	jdfoltz@wisc.edu	2016	2019	Faculty	Voting Member
Christelle Guedot	Entomology	guedot@wisc.edu	2016	2019	Faculty	Voting Member
Alfred Hartemink	Soil Science	hartemink@wisc.edu	2016	2019	Faculty	Voting Member
Shinya Ikeda	Food Science	Shinya.ikeda@wisc.edu	2016	2019	Faculty	Voting Member
Rebecca Larson	Biological Systems Engineering	Rebecca.larson@wisc.edu	2016	2019	Faculty	Voting Member
Jiwan Palta	Horticulture	jppalta@wisc.edu	2016	2019	Faculty	Chair
Xuejun Pan	Biological Systems Engineering	xpan@wisc.edu	2016	2019	Faculty	Voting Member
Jess Reed	Animal Science	jdreed@wisc.edu	2016	2019	Faculty	Voting Member
Jon Roll	Bacteriology	jtroll@wisc.edu	2016	2019	Academic Staff	Voting Member
Garret Suen	Bacteriology	gsuen@wisc.edu	2016	2019	Faculty	Voting Member
Sundaram Gunasekaran	CALS International Programs	guna@wisc.edu	n/a	n/a	n/a	Ex-officio
John Ferrick	CALS International Programs	John.ferrick@wisc.edu	n/a	n/a	n/a	Ex-officio
Felecia Lucht	CALS International Programs	Felecia.lucht@wisc.edu	n/a	n/a	n/a	Ex-officio
Susan Huber Miller	CALS Academic Affairs	Susan.hubermiller@wisc.edu	n/a	n/a	n/a	Ex-officio

CALS Global Self Study

Appendix C: CALS Global Grants and Contracts

Status	Record ID	Sponsor	PI	Title	Type	Begin/ End Dates	Total Budget	Country
2020								
Funded	NA	UW	Kushner	Global Day 2020: Health, Ecosystems and Agriculture for Resilient, Thriving Societies	Grant	2020	\$1,239	Global
Declined	NA	USAID	Hartemink	CITIZEN-SOILS: An integrated framework to leverage soil health and crowd-validated management practices in highland farming systems of sub-Saharan Africa	LOI	3yrs	NA	Rwanda
Submitted	NA	USAID	Santana	Reduction of Greenhouse Gases in agricultural landscapes of Jalisco	Concept	2021-23	\$500,000	Mexico
Submitted	MSN2400741	USDA	Barham	Bringing Producers and Consumers Together to Build Trust and Improve Dairy Calf Welfare Along the Supply Chain	Grant	1/1/21 – 12/31/25	\$995,041	USA Ireland
2019								
Funded	MSN229290	USDA-FAS	Kushner	Cochran Program China: Promoting Cost Effective, Complete Nutrition Forage from US Ingredients	Grant	7/5/19 – 4/1/20	\$64,992	China
Funded	MSN233684	USDA-FAS	Kushner	Quantifying Ecosystem Services on Silvopastoral Systems (SPS) in the Peruvian Amazon to Improve Smallholder Productivity	Cost-Reimbursable Contract	8/1/19 – 7/3/21	\$49,970	Peru
Declined	MSN229961	USDA-FAS	Snider	Rehabilitation of silvopastoral systems for improved livelihoods in the Peruvian Amazon	Grant	8/1/19 – 3/31/21	\$49,951	Peru
Funded	MSN223406	USDA-NIFA	Jackson	Grasslands 2.0 – Agroecological transformation to perennial grassland agriculture	Grant	9/1/19 – 8/31/24	\$10,000,000	USA Mexico Ireland
Funded	MSN233092	TETFUND	Gunasekaran	Ilorin University Faculty Gene-Editing Research Training	Cost-Reimbursable Contract	9/1/19 – 8/31/21	\$150,000	Nigeria
Declined	MSN229293	USDA-FAS	Kushner	Cochran Fellowship Program: Jordan Agricultural Extension Development	Grant	9/15/19 – 9/22/19	\$50,227	Jordan
Declined	NA	USAID	Kushner	Food for Progress-Agricultural Trade	Cooperative Agreement	10/1/19 – 9/30/24	\$300,000	Paraguay
Declined	NA	USAID	Picasso	Improving multi-use legume cropping systems in small-holder farms for food security and resilience in Mali and Guatemala	Grant	10/1/19 – 7/23/23	\$774,843	Mali Guatemala
Funded	NA	UW	Kushner	Beyond Profit: Sustainable Business for Global Good	Grant	2019	\$1,137	Ghana Haiti
Funded		SPARC – India	Gunasekaran	Bioremediation of Urban Sites Contaminated due	Grant	2019	\$60,000	India

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				to Municipal Wastewater Disposal				
Funded		SPARC – India	Thompson	Securing Water for Agricultural and Food Sustainability: Developing Transdisciplinary Approach to Groundwater Management	Grant	2019	\$102,000	India
Declined	MSN227611	NSF	Huang	A novel wireless sensor network to unravel the controls of microbial-driven biogeochemical cycles in soil	Grant	2019	\$500,000	United Kingdom
Declined	MSN230882	USAID	Kushner	Fòs Elvaj-Farmer to Farmer Program	Grant	1/1/20 – 12/31/22	\$612,845	Haiti
Declined	MSN233628	USDA / DATCP	Kaeppeler	Improvement, Resilience and Market Growth of Specialty Crops: a Wisconsin and Florida Collaboration	Grant	1/1/20 – 12/31/22	\$999,995	Korea UAE
Declined	MSN234008	NSF	Gunasekaran	Mitigating Climate Impacts on Food Security and Quality: U.S. Jordan Agricultural Research for Innovation, Engagement and Sustainability (ARIES)	Grant	1/1/20 – 12/31/21	\$399,903	Jordan
2018								
Declined	MSN217818	USDA-FAS	Gunasekaran	Cochran Fellowship Program for Eastern Europe and Eurasia Region	Grant	4/1/18 – 9/30/18	\$62,624	Ukraine
Funded	MSN220401	USDA-FAS	Gunasekaran	Borlaug International Agricultural Science and Technology Fellowship Program	Cost-Reimbursable Contract	8/17/18 – 12/31/19	\$39,813	Peru
Declined	MSN220164	USDA-FAS	Gunasekaran	Borlaug International Agricultural Science and Technology Fellowship Program	Cost-Reimbursable Contract	9/4/18 – 11/23/18	\$44,683	Mongolia
Declined	MSN220367	USDA-FAS	Gunasekaran	Borlaug International Agricultural Science and Technology Fellowship Program	Cost-Reimbursable Contract	9/4/18 – 11/23/18	\$40,454	Turkey
Declined	MSN222385	USDA-FAS	Gunasekaran	Cochran Fellowship Program	Cost-Reimbursable Contract	9/30/18 – 10/13/18	\$53,296	Venezuela
Declined	MSN215138	USAID	Gunasekaran	Long-Term Assistance and Services for Research (LASER): Global Agricultural Research and Development Network (GARDEN)	Grant	10/1/18 – 9/30/23	\$19,849,949	India Costa Rica Ghana Ethiopia Thailand Kazakhstan
Funded	MSN220471	USDA-FAS	Gunasekaran	Borlaug International Agricultural Science and Technology Fellowship Program	Cost-Reimbursable Contract	10/10/18 – 4/30/20	\$42,715	Peru
Declined	MSN220165	USAID	Gunasekaran	Feed the Future Innovation Lab for Food Safety	Grant	11/1/18 – 10/31/23	\$9,999,946	Uganda Guatemala Sierra Leone
Funded	MSN220750	USDA-FAS	Gunasekaran	Borlaug International Agricultural Science and Technology Fellowship Program	Cost-Reimbursable Contract	1/1/19 – 12/31/19	\$149,933	Jordan

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Declined	MSN220089	IUSSTF	Gunasekaran	Vitamin D Fortification of Ready-to-Eat Foods	Grant	1/1/19 – 12/31/20	\$199,941	India
2017								
Declined	MSN205675	SPHEIR	Gunasekaran	Transforming Agriculture, Food Processing and Agribusiness Education	Grant	7/1/17 – 6/30/23	\$1,249,530	Ethiopia
Declined	MSN212007	USDA-FAS	Gunasekaran	Food for Progress Sustainability Assessment	Grant	9/29/17 – 9/30/19	\$719,315	Uganda Senegal Guatemala
Declined	MSN206258	USAID-FPP / ACIDI BOCA	Gunasekaran	Addressing Livelihoods & Agro-Pastoralism in Karamoja for Accelerated Resilience Activities	Grant	10/1/17 – 9/30/22	\$1,126,276	Uganda
2016								
Declined	MSN197088	Ilorin University	Gunasekaran	Visiting Scientists Training Agreement	Cost-Reimbursable Contract	7/1/16 – 6/30/18	\$150,000	Nigeria
Declined	MSN204040	USDA-FAS	Ferrick	Cochran Fellowship Program	Grant	1/1/17 – 12/31/17	\$43,632	Georgia
Declined	MSN204050	USDA-FAS	Gunasekaran	Cochran Fellowship Program	Grant	1/1/17 – 12/31/17	\$47,511	Moldova

In all cases, the role of CALS Global has been to provide administrative support, which varies by project. This has included a range of functions such as grant management (e.g. reporting functions), program management (e.g. travel arrangements), and program implementation (e.g. program development and evaluation). Other than isolating funding for Global staff salaries or their travel, it is not possible to easily separate the portion of a total budget that could be considered belonging just to Global. Grant budgets include monies spent for faculty, staff, post-docs, international partners etc., but are housed in Global and managed by Global.

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Appendix D: CALS Global Visitors 2016-20*

Name	Country	Organization	Date
Marie Louise Nangoa	Cameroon	Comagri SA	2016
Dr. Liping Yang	China	Jinan University	2016
Dr. Cao Zhijun (and 20 students)	China	China Agricultural University	2016
Hawassa University Delegation (Atkilt Esaiyas, Henok Tadele, Edilu Shona)	Ethiopia	Hawassa University	2016
Ethiopian Delegation with Ms. Roman Tesfaye	Ethiopia		2016
S. Sudarsanam	India	Mahindra & Mahindra	2016
Suleman Tahir	Pakistan	University of Gujrat	2016
Dr. Jorge Maicelo Quintana	Peru	Universidad Nacional Toribio Rodriguez	2016
Colombian Delegation	Colombia		2017
President Ian Khama	Botswana		2017
Dr. Hui Yin	China	Huazhong Agricultural University	2017
Hawassa University Faculty	Ethiopia	Hawassa University	2017
V.G. Dhanakumar	India	Indian Institute of Plantation Management	2017
Dr. Penny Lukito and Delegation	Indonesia	Badan Pengawas Obat dan Makanan	2017
Ethel Huaman Fuertes	Peru	Ministry of Agriculture	2018
Dante Pizarro Paz	Peru	La Molina Agrarian University	2018
Mestawet Taye	Ethiopia	Hawassa University	2018
Mark Green	USA	USAID	2019
China Cochran Fellows	China		2019
Acacio Sarmiento	Timor-Leste	MercyCorps	2019
Young African Leader Initiative Fellows		YALI, Mandela Washington Fellowship	2019
Kyle Dolan	USA	UK Science and Innovation Network	2019
David Gooze	USA	USDA Foreign Agriculture Service	2019
Jesus Martinez	USA	IntelliGen Technologies	2019
Universidad de Guadalajara Delegation	Mexico	Universidad de Guadalajara	2019
Rajendra Snig and Damodhar Rao Mailapalli	India	Indian Institute of Technology	2019
Hirut Getinet	Ethiopia	International Potato Center	2020
Sridhar Ramachandra	India	Indian Agricultural Research Institute	2020
Akio Miyamoto	Japan	Obihiro University	2020

*Not a complete list.

CALS Global Self Study

Appendix E: CALS Global Memoranda of Understanding (MOU) 2016-2020

Institution	Country
Beijing Institute of Technology	China
Bogor Agricultural University	Indonesia
Camara Argentina de Fabricantes y Proveedores de Equipamientos Insumos y Servicios Para la Cadena Lactea	Argentina
Central University of Finance and Economics	China
China Center of Industrial Culture Collection	China
Chinese Academy of Agricultural Sciences	China
Fudan University	China
Haramaya University	Ethiopia
Huazhong Agricultural University	China
Indian Institute of Plantation Management	India
Instituto Tecnológico de Costa Rica con Sede en San Carlos	Costa Rica
Istanbul Tech	Turkey
Jefferson Science Fellowship	USA
Kasetsart University	Thailand
Kyungpook National University	Korea
Makerere University	Uganda
Mulawarman University	Indonesia
Muteesa Royal University	Uganda
Nanjing University	China
National Toribio Rodriguez de Mendoza University of Amazonas	Peru
National School of Development at Peking University	China
National University of Mexico	Mexico
Obihiro University of Agriculture and Veterinary Medicine	Japan
Omar Bongo University	Gabon
Renmin University of China	China
Sargodha University	Pakistan
Shanxi Agricultural University	China
Shenzhen Chinese Academy of Agricultural Sciences	China
Tianjin University	China
Trakia University	Bulgaria
Tsinghua University	China
Universidad Nacional Toribio Rodriguez	Peru
University of Ilorin	Nigeria
Zhejiang Academy of Agricultural Sciences	China

CALS Global Self Study

Appendix F: CALS Global Budgets

Fund	Project	Title	Budget	FY19 Balance	Purpose/Use
STATE					
101	A070800	101 Funds	\$186,210.00	\$186,21.00	Salaries
101	A070408	Annual Budget Activities	\$7,500.00	0	Travel for Asst. Director and Faculty
133	133GA43	Non-Federal IDC Return	\$965.00	\$46.87	General Office Support
133	AAH3649	Ilorin University	\$10,800.00	\$10,800.00	Salaries
FEDERAL					
150	PRJ65DK	Federal IDC Return	\$3,855.05	\$292.79	General Office Support
OTHER					
136	PRJ32HF	CALS IP Activity Fund	\$0.00	\$27,260.09	General Program Support
233	PRJ95UX	Discretionary Research	\$94,890.71	\$77,021.47	Program development, general office support, MDS.
233	233JC75	International Program Support	\$53,333.87	\$33,652.41	General program support
GRANTS					
144	AAD7642	USDA/Foreign Ag Service/ Borlaug	\$42,824.00	\$421,057.40	Funding split between CALS and Agronomy; Borlaug Fellow Dante Pizarro (Peru) 10/20/2018 – 12/14/2018
144	AAD7158	USDA/Foreign Ag Service/ Borlaug	\$31,536.00	\$15,772.41	Funding split between CALS Global and Dairy Science; Borlaug Fellow Ethel Huaman (Peru) 9/15/2018 – 12/14/2018
144	AAD6672	USDA/Foreign Ag Service/ Borlaug	\$48,896.00	\$48,896.00	Funding split between CALS Global and Horticulture; Borlaug Fellow Hirut Getinet (Ethiopia) 2/1/2020 – 5/31/2020
144	AAH1724	USDA/Foreign Ag Service/SCRIP	\$49,969.70	\$31,270.70	Funding split between CALS Global and Agronomy; Scientific Cooperation and Research Program Dante/Valentin 8/1/2019 – 7/31/2021
144	AAH1872	USDA/NIFA/SAS	\$24,955.00	\$22,929.11	CALS Global only; Grasslands CAP 9/1/2019 – 8/31/2024
144	AAG9728	USDA/ Foreign Ag Service/ Borlaug	\$66,046.00	\$30,417.40	Funding split between CALS Global Dairy Science; Cochran Fellowship – China Forage





**College of
Agricultural & Life Sciences**
UNIVERSITY OF WISCONSIN-MADISON

November 17, 2020

TO: Elise Ahn, International Division
Jeremy Foltz, Department of Agricultural and Applied Economics (chair)
Hasan Khatib, Department of Animal and Dairy Sciences
Jon Roll, Department of Bacteriology

CC: Sundaram Gunasekaran, CALS Global
Jennifer Kushner, CALS Global
Julie Scharm, Office of the Dean and Director

FROM: Kathryn A. VandenBosch 
Dean and Director

Mark Rickenbach 
Senior Associate Dean

RE: CALS Global Review, 2016-2020

Thank you for agreeing to serve on the CALS Global review committee, an important role that will inform our international efforts in the years ahead. The charge of the committee is to conduct a review of CALS Global (over the 2016-2020 period) and to prepare a comprehensive report on the committee's findings. Please prepare and submit the report by March 12, 2021.

Initial Meeting

Mark Rickenbach would like to schedule an initial meeting with the full review committee. The purpose of this meeting will be to discuss the scope of the review, the timeline for the review, and any questions you have. Julie Scharm will contact you to schedule this meeting.

Committee Chair

Jeremy Foltz has graciously accepted the responsibility of chairing the review committee. He is responsible for scheduling and convening committee meetings, setting the meeting agendas, making specific assignments to committee members, collecting feedback from the committee, overseeing the writing process, and submitting the final report to the CALS Dean's Office. The committee chair (or designee) will also be asked to present the review committee report at a meeting of the CALS Academic Planning Council.

Office of the Dean and Director

140 Agricultural Hall 1450 Linden Drive Madison, Wisconsin 53706
608-262-1251 www.cals.wisc.edu

Committee Process and Report

A self-study document (attached) was submitted by the unit in November of 2020. The self-study will serve as your main reference for organizing the review.

After reviewing the self-study, the committee should work with the unit director, Sundaram Gunasekaran, to schedule a site visit and meet with the unit director, the unit's staff, the CALS Global Committee, and other affiliated faculty and staff. If relevant, internal and external stakeholders and constituents of the unit should be included in the interview process.

The committee should then prepare a comprehensive report, detailing the following:

1. Review committee process
2. Unit overview
3. Summary of the committee's findings
4. Strengths and highlights of the unit, including the value of its contributions to the college, the campus, and beyond
5. Any challenges or deficiencies and recommendations for improvement for the unit

Within the above outline, please address the following questions to provide additional context and insights:

1. What is the standing of CALS Global in its disciplinary base and within departments, the college, and the campus? Is it in need of strengthening? If so, what can be done to improve its standing?
2. How effectively does CALS Global satisfy its mission? Are resources deployed appropriately and in a way that best advances its mission?
3. How effectively does CALS Global work and engage with other units (e.g. CALS administration, CALS departments/centers, International Division) to work collaboratively and collectively? How does CALS Global seek input on its activities and priorities from other units?
4. How effectively does CALS Global create community and networks within and beyond the college related to its goals?
5. How well does the mission and work of CALS Global align with the college's broader mission, strategic goals, and priorities?
6. How effectively has CALS Global worked to advance opportunities and funding for international projects and served in a supporting role for international projects and grant applications?

Please submit the final report to Julie Scharm (julie.scharm@wisc.edu) in the CALS Dean's Office by March 12, 2021. If you need more time to complete the report, please contact Julie Scharm to discuss an alternative date.

Next Steps

Once the committee report is submitted, the CALS Dean's Office will provide a copy of the report to the CALS Global director, who will have the opportunity to respond to the report.

The unit's self-study, the review committee's report, the unit director's response, and any additional relevant documents will then be forwarded to the CALS Academic Planning Council (APC) for review. The review committee chair (or designee) will present the review committee report and the unit director will present the unit's feedback to the CALS APC; this will be done in separate meetings. The CALS APC will then discuss the unit's review and the committee's recommendations.

Based on APC discussion, the dean and relevant members of the CALS leadership team will provide the CALS Global director with an assessment of the contributions of the unit and recommendations for future directions.

If you have any questions as you proceed, please feel free to contact Mark Rickenbach for assistance.

Thank you again for taking time to conduct this important task. You are performing a valuable service to the college, and we all appreciate your efforts. We look forward to seeing your final report.

FIVE-YEAR REVIEW OF CALS GLOBAL

University of Wisconsin–Madison
College of Agricultural & Life Sciences
Report Submitted on: March 19, 2021

Review Team

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EXECUTIVE SUMMARY

The CALS Global review committee finds a small unit with dedicated staff who are doing a lot with the resources allocated to the unit. This report utilizes a SWOT analysis structure to organize its findings. In terms of strengths, the unit serves an important role within CALS in focusing on global and international issues, which are going to continue to be of strategic importance to CALS in the future. CALS Global has been effective in personnel and budgetary terms to foster global work, champion global issues with CALS, and link to other UW units working on global issues. The unit has worked diligently to keep global issues at the forefront of the work in CALS. CALS Global provides critical support in ensuring that CALS is 1) connected with research and work going on in the Departments; 2) familiar with other campus units engaging in international work; and (3) has a consistent staffing to ensure the internal CALS relational ties to be able to proficiently connect external potential partners.

The review committee has also identified areas for further discussion (weakness). The review committee, however, sees that a root cause of many of these weaknesses may be attributed to misalignments between what CALS Global is expected to do, perceptions of what it should do, what it attempts to do, and how it is equipped and/or empowered to do any of these things. Aligning CALS Global's mission statement with key services to the College, departments and faculty in a more inclusive way, along with having a budget allocation and model that is sufficient to the assigned tasks, is critical to maintain and clarify CALS Global's value to the College in the next five years.

In conducting this review, it was evident to the review committee that there are many opportunities for CALS Global to fill critical needs within CALS to situate the College to engage internationally and globally in the 21st century. The interviews demonstrated wide support among CALS faculty for the College to support this international engagement through CALS Global. As aforementioned, however, CALS Global's continued success and further growth requires some realignment and reordering of priorities, perhaps new strategic investments in global/international issues, and some reorganization of the functions currently attributed to the unit.

OVERVIEW

The College of Agricultural & Life Sciences (CALS) initiated a five-year review of the CALS Global unit. On December 9, 2020, the review committee consisting of Jeremy Foltz (chair, Agricultural & Applied Economics), Elise S. Ahn (International Division), Hasan Khatib (Animal and Dairy Sciences), and Jon Roll (Bacteriology), met with Senior Associate Dean Mark Rickenbach and Julie Scharm (Administrative Program Specialist in the Office of the Dean) to receive the charge for the review. The charge was to “conduct a review of CALS Global (over the 2016–2020 period) and to prepare a comprehensive report of the committee’s findings”. The duration of the review was between December 9, 2020 and March 19, 2021 (upon submission of the committee’s report).

Part of the committee’s charge was to answer the following six questions that were provided by the CALS Dean’s Office. The questions were:

1. What is the standing of CALS Global in its disciplinary base and within departments, the college, and the campus? Is it in need of strengthening? If so, what can be done to improve its standing?
2. How effectively does CALS Global satisfy its mission? CALS Global is very effective in making efforts to satisfy its mission given the level of resources it has. Are resources deployed appropriately and in a way that best advances its mission?
3. How effectively does CALS Global work and engage with other units (e.g. CALS administration, CALS departments/centers, International Division) to work collaboratively and collectively? How does CALS Global seek input on its activities and priorities from other units?
4. How effectively does CALS Global create community and networks within and beyond the college related to its goals?
5. How well does the mission and work of CALS Global align with the college’s broader mission, strategic goals, and priorities?
6. How effectively has CALS Global worked to advance opportunities and funding for international projects and served in a supporting role for international projects and grant applications?

These questions were answered through the review process and the committee’s responses in brief have been included in Appendix A. As part of the review process, the committee reviewed the CALS Global Self-Study Report charge, the Self-Study Report, as well as several report examples of center-like entities that were implemented in the 2019 and 2020. Based on these documents, the committee then developed an interview protocol, which included sets of questions for faculty/faculty associates and academic staff (see Appendix B).¹ In terms of the interviewees, the committee was intentional to draw from throughout CALS in order to ensure that a breadth of perspectives from key stakeholder groups were incorporated into the review. All of the interviews were conducted between January 15 and February 8, 2021 and were roughly about 30–45 minutes in length. Synthesized interview notes were then shared with the rest of the review committee for transparency.

Interviewees. Interviewee attributes that were taken into consideration included: career stage (early, mid, senior) faculty, academic and university staff (shared governance perspective), international engagement interest and engagement, and gender, to name a few. In total, the committee conducted 24 interviews with 25 interviewees with representatives from all levels of faculty, academic staff, CALS leadership and campus partners, a CALS Global partner from Japan, as well as CALS Global representatives. Several faculty participants had also currently hold or previously held department chair

¹ Note: Due to time constraints, the committee was unable to schedule interviews with university staff.

positions and provided insight from that vantage point as well. Participants had varying levels of experience in international engagement ranging from involvement in mature, long-standing partnerships to early career academics who were wondering how to initiate an international collaboration. Among the participants, 13 of the 16 departments were represented.

Process. After completing the interviews, the committee met in February to discuss emerging themes and develop a Strengths-Weakness-Opportunity-Threat (SWOT) analysis drawing from the interviews and the CALS Global Self-Study Report. The rest of this report contains the review committee's findings and recommendations using the SWOT analysis framework. In each of the sections, recommendations for further consideration have been included, along with the potential impact of the recommendation (high-medium-low) and cost (high-medium-low). A summary table of all the recommendations has been included in Appendix C.

CALS GLOBAL OVERVIEW

CALS Global—formerly “CALS International Programs,” is an administrative unit within CALS that was revitalized in 2016 and then renamed “CALS Global” in 2018. CALS Global reports to the CALS Dean and consists of a 0.5 FTE faculty director, a 1.0 FTE assistant director and a 0.5 FTE administrative assistant.² The current faculty director is Sundaram Gunasekaran (Professor, Biological Systems Engineering), the assistant director is Dr. Jennifer Kushner, and the administrative assistant is Julia Frangul. CALS Global's charge is “facilitating, expanding and supporting opportunities for UW CALS to engage with the world, and the world to engage with UW CALS”.³

CALS Global has operationalized this charge in a number of ways including:

- Facilitating the execution of Memorandum of Understandings (MOUs) between UW and other universities;
- Applying for grant funding;
- Hosting visiting faculty/scholars;
- Organizing events to raise the profile of international/global work happening within CALS; and
- Fundraising to support different program initiatives (e.g., seed funding for exploratory projects).⁴

In addition to providing support to CALS faculty who are interested in fostering institutional partnerships and facilitating inter- and multidisciplinary grants as related to the aforementioned charge, CALS Global has also laid out four strategic priority areas, which include: (1) feeding the world, (2) responding to climate change, (3) strengthening economies and communities, and (4) ensuring health for all.⁵

SWOT ANALYSIS

CALS Global: Strengths

One theme that emerged through the Self-Study Report and the various interviews was that there is a deep commitment on the part of CALS faculty and staff to engage globally—this may be through building institution-to-institution partnerships, facilitating student-faculty mobility, intellectually engaging with colleagues from other institutions, and partnering with colleagues in a wide-array of

² During the review period, CALS Global was informed the unit would receive a \$21,000 budget reduction due to base cuts resulting from COVID-19 funding constraints.

³ See <https://global.cals.wisc.edu/about/>

⁴ See CALS Global Self-Study Report, p. 2.

⁵ Ibid, p. 3

research projects. This was evident in both faculty/staff who had worked with CALS Global and those who had not.

Among interview participants, there was a diversity of perspectives regarding how people defined “global” or “international” engagement—ranging from faculty who attend an international conference outside the US to those facilitating student mobility through CALS Academic Affairs’s faculty led study abroad trips, and those who are engaging in robust research collaborations with colleagues outside the US. While the scope of CALS faculty members’ global footprint and/or engagement varied, it was estimated that at least a third seemed to be interested or engaged to some degree.

Because CALS is a large, decentralized College with 16 Departments and even more centers/center-like entities, many departments welcome faculty, graduate students, post-docs, visitors, and work with foreign partner institutions. However, CALS Global is the main College-level unit serving as a “welcome mat” to faculty and institutions interested in partnering with UW. Having a unit that is external facing and serves as a “single point of international contact” for the College is instrumental in ensuring that interested partners would be able to connect with the appropriate contact within the College (or other parts of campus, as the case may be). In this way, it is critical that CALS Global is (1) connected with research and work going on in the Departments; (2) familiar with other campus units engaging in international work; and (3) has a consistent staffing to ensure the internal CALS relational ties to be able to proficiently connect external potential partners.

Related to the first two points—CALS Global has served as a point of contact for CALS faculty interested in establishing partnerships as seen in the execution of 35 MOUs, as well as serving CALS more broadly, by providing support to 100+ visiting faculty/scholars and delegations in the last four years. That said, the level of engagement in hosting international visiting faculty and scholars, as well as some international research collaborations, by CALS faculty and departments is likely an order of magnitude bigger. CALS Global’s hosting or co-sponsoring numerous public events (14 large events in the last 5 years) provide a meeting place, forum, and showcase for CALS’ international efforts. Moreover, for a number of the interviewees, they felt that CALS Global has been proactive in regards to communication, project development, hosting different visiting scholars, and eliciting feedback from within CALS.

Regarding the third point, CALS Global’s lean team has demonstrated *horizontal leadership*, i.e., leadership that has focused on convening people from across the College by establishing a community interested and engaged in each other’s research through developing research proposals for cross-College projects, facilitating the CALS Global discussions to highlight faculty research, creating seed funding competitions to provide a small infusion of funds for exploratory projects, and participating on campus committees around international project development. Additionally, as individuals, interviewees indicated that the CALS Global team was performing efficiently. In particular, Dr. Jennifer Kushner was often singled out in interviews—both within CALS and with campus partners—as being effective in and committed to international engagement, collaborative and collegial work and overall a good campus partner.

Table 1. Strengths: observations and recommendations

Observation	Recommendation	Impact (high-medium-low)	Cost (high-medium-low)
1. Given CALS's global "brand", having a clear, single point of contact that is both outward facing (for potential partners) and inward facing (resource to CALS faculty) is critical.	a. Define audiences and clarify messaging and communication (e.g., define which pages on the CALS Global website is for an external audience vs. internal/campus).	Low	Low
	b. Having a web page that outlines how interested faculty could go about the process of establishing a partnership might be a useful resource for early career faculty.	Low	Low
	c. The Dean's Office could clarify with all faculty that partnerships with institutions should be facilitated by CALS Global.	Medium	Low
2. From a titling perspective, in similar units across campus, the 1.0FTE academic staff position is usually either an "associate director" (cf. the area studies centers within the International Division or the School of Education's Global Engagement Office). Raising the position from assistant to associate would not only be commensurate with similar units across campus, but it would allow for more delegated decision-making authority (as determined by the faculty director) and allow for greater authority in representing the unit to external partners.	a. Since centers and center-like entities often have rotating faculty directors—since these are often "at will appointments"—the 1.0FTE academic staff has significant operational oversight and institutional memory because of that structure.	Medium	Low-Medium
3. Faculty who are involved with the global committee and/or have interacted with CALS Global felt that staff have been proactive in seeking out feedback, sharing opportunities and building different networks through surveys, website redesign and posting newsletter articles in College newsletters.	a. While this is a strength, interviewees who had little contact with CALS Global had little to no familiarity with the unit, its charge and/or weren't aware that various information gathering efforts had been enacted (i.e., surveys, project development, etc.). CALS Global may consider reaching out to department chairs to discuss how the unit can better support the department's specific needs, as well as identifying how faculty in those departments consume information (among interviewees, faculty do look to different outlets for information including their department monthly newsletters and listservs and social media).	Low	Low

CALS Global: Weaknesses

A number of weaknesses emerged from this review. The review committee sees a root cause of many of these weaknesses to misalignments between what CALS Global is expected to do, perceptions of what it should do, what it attempts to do, and how it is equipped and/or empowered to do any of these things.

Clarity around CALS Global's charge and what constitutes "global/international". As mentioned earlier, CALS Global's charge is "facilitating, expanding and supporting opportunities for UW CALS to engage with the world, and the world to engage with UW CALS".⁶ To this end, they have articulated four priority areas—(1) feeding the world, (2) responding to climate change, (3) strengthening economies and communities, and (4) ensuring health for all.⁷ While the charge is broadly being a global point of contact, convener, and facilitator for global/international work, it seems that this has been interpreted by both CALS Global and faculty as facilitating the work of winning large inter- and multidisciplinary federal grants, especially ones dedicated to work in the developing world. However, this raises a number of organizational questions including:

- **Mission creep and staffing.** Given the lean staffing of CALS Global, and the need for federal grants to be administered by Research and Sponsored Programs and a faculty PI (or PIs), what is the value-added of CALS Global as a unit focusing on grant proposal development? To some faculty, CALS Global participation in the granting process is merely another layer of bureaucracy. CALS Global does not have the personnel (breadth) or the resources to provide significant value-added to many faculty members seeking international engagement, especially in cases where the faculty already has the necessary international contacts. Conversely, mission creep also has been demonstrated within CALS Global—as a service unit and not a center. It's atypical for service units to issue "visiting honorary fellowships", as CALS Global does. These are typically approved either by academic planning committees or senior leadership in a Dean's office. Further clarifying CALS Global's mission would help delineate what does/does not fall within the unit's purview.
- **Service vs. strategic.** A number of faculty interviewees commented that while they appreciated the work CALS Global did in convening groups to develop research and grant proposals, it was unclear to them why it has its own priority areas. Having articulated strategic priorities that are not necessarily inclusive of faculty's interests was perceived (in some cases) as being exclusionary and discouraged them from reaching out to CALS Global for support. Relatedly, there was a perception that CALS Global (and faculty who had partnered with the unit) were primarily focused on a "development" model of engagement, i.e., wanting to build back CALS historical legacy in the development space, and not a broader view of international engagement in places like Europe. If CALS Global's core competency is to support faculty research and the College's priorities, should it move away from its own articulated strategic priorities and adopt other types of criteria for its work? Relatedly, there does need to be clarification regarding what constitutes "global" or "international" beyond the development model if CALS Global does want to adopt a more expansive view of what constitutes engagement.

Aligning CALS Global's mission statement with key services to the College, departments and faculty in a more inclusive way, along with having more discussions regarding the practicality of having a lean staff and the need for more staffing to sufficiently prepare and administer large scale grants, is critical to maintain and clarify CALS Global's value to the College in the next five years.

⁷ See <https://global.cals.wisc.edu/about/>

⁸ Ibid, p. 3

The priority of global/international within CALS. While a number of interviewees and senior leadership indicated that CALS leadership and faculty considered global/international important to the College, some interviewees felt that the lack of high-level support for global/international undermined this articulated commitment. Lack of support was perceived in actions like:

- In terms of strategic planning, many interviewees did not think that “global/international” was a major part of CALS strategic planning nor were CALS Global staff important participants in the conversations around CALS’ strategic planning;
- Logistically, the CALS Global faculty director reports to the Dean and Senior Associate Dean. The CALS Global director is invited to all college leadership meetings (e.g., college administrative team, department chairs, center directors) except the weekly meeting with the dean/associate deans (for which he is welcome to bring up topics to join for discussion). Despite those administrative lines, interviews with CALS Global personnel as well as some CALS faculty, showed a perception that CALS Global was being left out of leadership meetings and decisions
- A lean budget model that, beyond the base funding to support the director and staff, asks CALS Global to pay for its activities and ideally be a revenue generating unit. This budget model appears at odds with some of the demands on CALS Global to provide services and leadership.

This lack of clarity regarding how “global/international” fits into the priorities of the College both in forward looking documents such as the College’s strategic plan, as well as lack of regular opportunity to either inform senior leadership is at odds with what one senior administrator said, i.e., that CALS Global should “not just a service unit providing support but also providing strategic insight and direction by synthesizing the strengths we should continue building on”. Both from a process and an inclusion standpoint, if CALS Global should be providing College leadership with data, experiences, perspectives, etc. regarding how to make decisions that are related to global/international, there needs to be more alignment regarding how and in what venues those conversations should happen.

Table 2. Weaknesses: observations and recommendations

Observation	Recommendation	Impact	Cost
1. While CALS leadership has shared the value and importance of global/international engagement, a number of interviewees commented on the lack of visibility of global/international in the College-level strategic plan.	a. Include CALS Global as representative of a key stakeholder group in the next round of strategic planning for the College.	Medium	Low
	b. Clarify with CALS Global Director and staff their role in Dean’s Office and leadership meetings.	Medium	Low
	c. Elevate the CALS Global director position to an associate dean.	Medium-High	High
2. Lack of clarity regarding the operationalization of CALS Global’s mission has resulted in faculty perceiving that the office’s work is narrow (i.e., focused on development projects) and has resulted in people not reaching out because their work does not fall within that scope.	a. This requires some discussion between CALS leadership and CALS Global around the questions the committee has raised above.	Medium	Low

3. Because CALS Global is not a center or center-like entity per University criteria, but is informally considered a center-like entity, this ambiguity creates some confusion regarding what the office can/cannot do.	In addition to clarifying its charge, clarifying CALS Global's organizational structure (e.g., since it is not an academic unit), it does not need an APC but should it have an external advisory board with alumni and industry partners??	Medium-High	Low
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CALS Global: Opportunities

In conducting this review, it was evident to the review committee that there are many opportunities for CALS Global to fill critical needs within CALS to situate the College to engage internationally and globally in the 21st century. The review committee's list of opportunities below dovetail with two of the goals listed in the CALS Global Self-Study report: Goal #1: Increase CALS' engagement globally and Goal #2: Expand active partnerships.

Partnership management. Currently, there is no delegated unit within CALS that manages institutional partnerships. While CALS Global does engage in fostering and facilitating partnerships, given the decentralized nature of the College, a number of interviewees noted that many partnerships are managed by faculty within the departments themselves. However, facilitating and centralizing partnership management into a unit like CALS Global would ensure a robust partnership management system was being institutionalized within the College and by extension within UW.

The review committee observed the following important trends:

1. the value of institutionalizing partnerships so that the partnerships remain even if individual faculty members move to different institutions;
2. the need to leverage partnerships to become more robust to integrate other College and campus partners (e.g., a research collaboration could be expanded to faculty-student mobility opportunities, an industry research collaboration could include international internships for students, etc.); and
3. an increasing need to report international/global related data (e.g., partnerships, collaborations, faculty hires and student enrollment) as metrics for ranking systems like the Times Higher Education World University Rankings.

Focusing on partnership management and development would expand CALS Global's focus to include faculty working with institutions such as Wageningen, Guelph, SLU, CNRS, Gottingen in Europe and the partnerships could help facilitate faculty funding opportunities vis-à-vis institutions like the European Commission as well as potential scholar exchanges.

Centralizing the coordination of international visiting scholars/faculty. While some faculty interviewees worked with CALS Global to help facilitate visiting scholars/faculty-related paperwork, etc. all faculty noted that within CALS there is no central resource or structure to provide support to facilitate a visit. Given the expansive responsibilities of department administrators, centralizing the coordination of and support for international visiting scholars/faculty was seen as a substantive value added for the College. This would not only ensure that faculty would seek out CALS Global as a resource, the visiting scholars/faculty would be ensured a consistent and cohesive experience that would be informed by campus policies, as well as being plugged into the broader internationally-focused community within the College.⁸ CALS Global already has been providing this support through proactively seeking out faculty mobility opportunities, e.g., Borlaug and Cochrane grants.

Partnering with CALS Academic Affairs to advocate for the "international" community within CALS. Related to the previous point, a number of interviewees also noted that there was no clear

advocate or support for international faculty (faculty within CALS), post doctoral researchers, graduate and undergraduate students. With the establishment of a new Equity, Diversity and Inclusion (EDI) unit within the Dean's Office, CALS Global could partner with Academic Affairs to provide more voice for this stakeholder group within CALS within EDI efforts and fostering a more inclusive learning and working environment.

While UW–Madison is characterized by its decentralized nature, other Schools/Colleges have been working toward centralizing some of these services for some of the aforementioned reasons. As one example, the Dean of the School of Education centralized the three areas above, the result of a yearlong project of listening to all of the departments, eliciting feedback and using that information to develop a global strategy which included EDI efforts, as well as the establishment of the Global Engagement Office which operationalized this work.⁹

Table 3. Opportunities: observations and recommendations

Observation	Recommendation	Impact	Cost
1. Focusing on consolidating partnership information and management into CALS Global would help institutionalize long-standing engagements and mitigate the impact of individuals leaving, etc.	a. Formally centralizing this responsibility to CALS Global and making this a core competency of the office would clarify to the CALS community that Global has the delegated responsibility to, in fact, do this work.	Medium-High	Low
	b. By centralizing partnership management, this could help answer questions like, where are international partnerships being maintained and sustained, and how can they be further deepened?	Medium-High	Low
2. Currently, there is no formal College-level contact and/or data collection point of contact for international visiting fellows/scholars. CALS Global has been filling this gap.	a. Given that interviewees overwhelmingly supported the idea of having centralized support for hosting visiting scholars/fellows, centralizing this responsibility would alleviate department administrators of this responsibility and ensure a more cohesive experience for the visiting fellow/scholar.	Medium-High	Low
3. Currently, there are no clear advocates and supports for international faculty, staff and students.	a. Inviting Academic Affairs and CALS Global to EDI conversations to represent different stakeholder groups would broaden who is included in discussions about diversity but would contribute to greater equity and inclusion within CALS.	Medium-High	Low

⁹ Some interviewees felt that the work of supporting international visiting fellows/scholars fell under the purview of the International Faculty and Staff Services (IFSS) office; however, this reflected a lack of familiarity with IFSS's primary responsibilities which focus on visa processing and federal regulatory compliance.

CALS Global: Threats

Although this was previously mentioned in the “weakness” section, the committee felt that the misalignment between what CALS Global is expected to do, perceptions of what it is expected to do, what it attempts to do, and how it is equipped and/or empowered to any of these things also has created a fundamental threat to its operations. As one way of seeing this misalignment, Table 4 provides an example.

Table 4. Example of misalignment

Expectation	For Faculty	For CALS Global	Budget		
CALS Global should facilitate the development and administration of a large, federal grant.	For faculty who have been awarded such grants, they have the lab, graduate students and staff infrastructure to administer the grant.	CALS Global does not have award administration privileges and so, would need to work with grants management staff to administer the grant. CALS Global does not have the staffing to be able to administer such a grant.	Line items for such grants are determined by effort and so, it would be challenging to create a sustainable budget structure because of	Having CALS Global generate revenue for CALS would be challenging since most federal grants would be administered through RSP and subject to different types of F&A policies.	Having CALS Global fund other office priorities (e.g., seed funds competition) using funds billed out through grant funding vs. contributing to actual operational costs is counter
			constraints on effort.		to the intended budget line item.

As seen above, even though the expectation is that CALS Global would focus on pursuing research grants, using that as a funding model is unsustainable. In addition to the funding provided by the Dean’s Office, CALS Global has been charging 2–10% rates on grants it is contributing to. It was unclear to the committee if these billable rates were pegged to operational costs or if it was simply a negotiated percentage in the budget. But at this rate, it would be difficult to fund the whole office using this model because of the uncertainty around being awarded grants, grant disbursement schedules, and effort. These types of funds could be used to build a reserve for the office to help slowly build out the office. But these funds should be applied to operational costs and not funding initiatives like seed funds, etc. because it is intended to fund operations and not new initiatives.

Another misalignment is that it is unrealistic for CALS Global to be the “home” for a lot of grants where the overhead would revert to CALS Global since the unit itself does not have any research, teaching or outreach capability nor the personnel to manage a grant. In creating such an expectation, CALS Global is also being set up as in competition with collaborating faculty and departments who would also like those grants to be credited to their departments. This runs counter to the perceived service model where CALS Global facilitates the internationally focused grants of faculty and departments, as a unit of RSP might do. In addition, even if successful, the level of grant receipt necessary for CALS Global to be primarily funded out of overhead returns is beyond what would be realistic expectations for yearly grant receipts.

Ultimately, these misalignments between expectations, perceptions and budgeting/staffing may result in being unable to see work that CALS Global is and may do to fill critical gaps within CALS by setting the expectation that such an office should be self-funded through grant funds, which then goes back to earlier questions of mission creep, etc.

We recommend considering adopting models utilized in other parts of campus. If, for example, CALS senior leadership, along with CALS Global, begins focusing on filling some of the gaps/opportunities identified by the review team, it may be that funding for the unit should not be revenue dependent but funded by the Dean's Office because it is in service of the College's core enterprises. Relatedly then, some of the different initiatives, e.g., seed funding for competitions or fostering capacity with CALS to apply for blue ocean funding, may require other funding models. An example of other funding models on campus includes the School of Education's Grand Challenge award structure which is funded through the advancement and development arms of the School.¹⁰ Bringing expectations and budget/staffing into alignment, and then clearly communicating expectations out to CALS leadership, faculty and staff will be essential to the sustainability and perceived "success" of CALS Global in the long run.

Another threat (previously mentioned in the "weakness" section) is the lack of organizational clarity regarding what CALS Global is, i.e., within the Dean's Office, a center-like entity but not a center-like entity, etc. To further clarify both the organizational structure but also taking into consideration what structure would situate CALS Global for the future, three campus models have been included below.

1. The **Global Health Institute (GHI)**—has a director (who has a 20–25% appointment) reports to Provost and is an at-will, has a campus-level charge to similarly get large interdisciplinary grants (as expected of CALS Global), and has a number of staff who have home departments but with a small percentage of time allocated to GHI.
2. The Global Engagement Office (GEO) in the School of Education—has one-two faculty (co-) directors who report to the Dean and who rotate every two years (quasi-at-will appointments), has a 1.0FTE associate director, is focused on providing support for international faculty and visiting scholars (processes paperwork for all visas in partnership with IFSS, international initiatives within the School, facilitating curricular internationalization, partnering with study abroad to facilitate student mobility, and convenes groups to brainstorm new projects.
3. Area Studies Centers—faculty directors are proposed by faculty affiliated with the centers and appointed by the Dean of the International Division (quasi-at-will appointments) and who rotate every three years and are compensated \$10K in flex funds and a course release during the duration of their directorship.

¹¹ See

<https://grandchallenges.education.wisc.edu/#:~:text=The%20UW%2DMadison%20School%20of,profound%20difference%20in%20the%20world.>

Table 5. Threats: observations and recommendations

Observation	Recommendation	Impact	Cost
1. The misalignment between expectations, perceptions, budget and staffing levels undermines the work that CALS Global is and can do in contributing in substantive ways within CALS.	a. Clarifying what CALS Global is (organizationally), further delineating its mission but critically making sure that the office has enough staff and support to fulfill that mission requires some more consideration.	Medium-High	Medium-High
	b. Create a charge and governance document for CALS Global.	Low-Medium	Low
	c. Organizationally, while CALS Global is an administrative unit in CALS, there is little organizational visibility, e.g., on the College website. The hyperlink to its page is the last link under Outreach. CALS Global could be moved to be more prominent on the CALS website to highlight its role.	Low	Low

Clarifying Other Roles

In addition to the different observations made in relation to the SWOT analysis, the committee observed two adjacent areas for CALS leadership and CALS Global consideration.

First, interviewees expressed some confusion around the charge of the CALS global committee. Among committee members and in the Self-Study Report, there was a sense that this committee—whose membership is appointed by the CALS Senior Associate Dean from throughout the College—is intended to inform CALS Global’s work. However, given the distribution of globally related work within the College, with Academic Affairs being responsible for (co-)curricular-related international engagement/activities and CALS Global focusing on grants and non-student-related areas, the lack of a clear charge for this committee seemed to be fostering some misunderstandings regarding which unit was responsible for what. In addition, the committee seemed to be serving sometimes contradictory roles in providing leadership, advice, governance oversight, and outreach to departments. Clarifying the charge to this committee, e.g., is the committee charged with providing guidance for both CALS Global and Academic Affairs and more broadly, what type of committee is this (advisory, thought partner, governance) would provide some clarity around the committee’s role.

Second, there was some conflation around study abroad (which is under the auspices of CALS Academic Affairs) and CALS Global. Some interviewees did not distinguish between the two units. Creating clearer communications for each other’s units (e.g., by linking to Academic Affairs for those interested in study abroad on the CALS Global “About Us” page and vice versa) might be small ways to further delineate what the roles of the different offices are. Some interviewees also indicated they thought study abroad should be moved back under CALS Global, thereby consolidating “global/international” work into one unit. However, through the course of conducting this review, the review committee did not arrive at that conclusion. Most of the gains in coordination, cooperation and growth in both areas (primarily around engagement and student mobility) may be achieved without changes to the administrative structure. In fact, without some serious realignment of budgets, combining the efforts in a single office had the potential to lessen the effectiveness of the current work of both units.

CONCLUSION

The review committee for CALS Global finds a small unit with very dedicated staff who are doing a lot with the resources allocated to the unit. The unit serves an important role within CALS in focusing on global and international issues, which are going to continue to be of strategic importance to CALS in the future. There are ample opportunities for CALS Global to engage and grow its efforts and provide an

opportunity for greater alignment between its mission, expectations of various stakeholders, and support would ensure that it would be instrumental in contributing to CALS role as a global leader. The committee found, however, that a misalignment of goals, expectations, missions, and budgets within the unit and across the College will hold it back moving forward. CALS Global's success would require some realignment and reordering of priorities, perhaps new strategic investments in global/international issues, and some reorganization of the functions currently attributed to the unit.

Operationally, the committee is concerned about CALS Global's ability to successfully meet its mission given the misalignment between expectations and anticipated budget model, especially within the declining budget environment on campus. As the university and CALS' budget revives at the end of this pandemic induced crisis the review committee sees an opportunity for CALS to make significant investments in international/global oriented efforts and see a strong strategic role for CALS Global in that process. Looking ahead, the COVID-19 crisis has highlighted the needs for transnational coordination and commitment to global issues, and it is important that CALS is at the table. If CALS does not have a strong global unit, it runs the risk of being left out of the bigger international efforts of other units on campus.

Our recommendations for CALS Global are to: 1) continuing contributing to the establishment of CALS global footprint by serving as a single point of contact for external/internal audiences; 2) partnering with College units to educate colleagues about what CALS Global does and how to work with their faculty; 3) focusing on consolidating partnership information and management into CALS Global to help synthesize CALS's global/international footprint; and 4) working with CALS leadership to work towards aligning critical areas (expectations, perceptions, budget and staffing levels) to contribute to discussions around CALS's global/international footprint in the 21st century.

Our recommendations to CALS for this unit are to: 1) reconsider the organizational and budget structure of CALS Global in light of how similar units across campus are governed and funded, 2) begin a dialogue within the College and with CALS Global on the goals and mission of CALS Global, 3) consider how to administratively integrate CALS Global so that they have a seat at the table for the College's strategic priorities.

APPENDIX A

CHARGE QUESTION RESPONSES

Brief Summary of Responses to the Charge Questions

1. *What is the standing of CALS Global in its disciplinary base and within departments, the college, and the campus?* CALS Global has a strong standing across campus and with a number of faculty and departments. Its standing within the College suffers from structural weaknesses. Among the interviewees, there were faculty and some department chairs who were either confused about CALS Global's mission or were unfamiliar with their work. One structural reason is the large scale of CALS and the inability of CALS Global to reach all its corners with one 1.0FTE staff. *Is it in need of strengthening? If so, what can be done to improve its standing?* More effort to reach out to faculty and chairs would help as well as a stronger role in overall CALS processes and staffing support. These would be further facilitated by a clearer mission and budget model.

2. *How effectively does CALS Global satisfy its mission?* CALS Global is proactive in making efforts to satisfy its mission and is effective given the level of resources it has. That said, the resources allocated are insufficient to the mission. *Are resources deployed appropriately and in a way that best advances its mission?* Resources are mostly appropriately allocated, given the mismatch between a small budget and an overly broad mission.

3. *How effectively does CALS Global work and engage with other units (e.g. CALS administration, CALS departments/centers, International Division) to work collaboratively and collectively?* CALS Global works hard to engage with other units. The collaboration especially with faculty is sometimes problematic because of the countervailing missions described above. There is also a disconnect between the scale of effort necessary to reach most CALS faculty and the time allocation of personnel in CALS Global. They do not have enough human resources to effectively engage across the whole College and their budget model does not actually reward this engagement. Campus partners shared that CALS Global is a collaborative and collegial partner in developing and working on cross-campus projects and thought partnership.

How does CALS Global seek input on its activities and priorities from other units? The CALS Global committee appears to be a very effective method of culling information from other units within CALS. There does seem to be some disconnect between CALS Global and other CALS units especially in academic programs and the Dean's offices.

4. *How effectively does CALS Global create community and networks within and beyond the college related to its goals?* CALS Global is effective in creating community and networks, but more could definitely be done with more resources and a budget model to scale their work. There appears to be a mismatch between the scale of international interest among CALS departments and faculty and CALS Global's small footprint.

5. *How well does the mission and work of CALS Global align with the college's broader mission, strategic goals, and priorities?* CALS Global aligns well with the broader mission, strategic goals and priorities of CALS faculty. Faculty interviewees indicated that they were interested in more engagement, e.g., partnership management and expanding global engagement beyond "developing" countries, as well as

interest in broader global leadership, which is not equally reflected in the scale of budget and effort that CALS is allocating to CALS Global.

6. How effectively has CALS Global worked to advance opportunities and funding for international projects and served in a supporting role for international projects and grant applications? CALS Global has been proactive in providing a supportive role for international projects and grant applications. However, it has not been that effective in gaining funding for large international projects, as originally envisioned in its charge. There is also an incentive problem created by a mismatch between the incentives for CALS Global to be a grant and/or revenue generating unit and the desired role for it to facilitate faculty research and grants. The review committee finds the idea that CALS Global can generate the funds for its operations through grant receipts to be untenable.

APPENDIX B

INTERVIEW PROTOCOLS

INTERVIEW QUESTIONS

Questions for Faculty

1. Are you aware of CALS Global?
2. Have you used CALS Global for help with international work (research, teaching, or outreach)?
3. If yes, in what ways did they provide support for your work? If no, why?
4. What support could CALS Global (further) provide that would support the research and work you conduct?
5. How does the welcome for international visitors and faculty work in your department? How does CALS Global provide support (if any) and how could it strengthen your department's engagement in this area in the future?
6. Have you served on the CALS International committee? If yes, how well does it serve its function?
7. How well does the mission of CALS Global align with the work of your department?
8. Are there any other comments or observations you would like to share with the review committee?

Questions for CALS Global

1. What do you see as the primary charge(s) for CALS Global?
2. What do you see as working well and not?
3. What are your priorities going forward?
4. What do you hope to come out of the review?
5. Tell us about industry stakeholders and your efforts to reach them.
6. Is the CALS Global budget sufficient for and aligned to its mission?
7. How does the work of the CALS Global committee inform your work?
9. What does "success" look like to you for CALS Global?

Questions for CALS Administrators

1. What do you see as the major goals for CALS in the area of global and international engagement?
2. What challenges does CALS face in engaging globally?
3. What do you see as the primary charge(s) for CALS Global?
4. What role do you see for CALS Global in the creation and/or direction of CALS' broader mission, strategic goals, and priorities?
5. How well does the mission and work of CALS Global then align with the college's broader mission, strategic goals, and priorities?
6. What does CALS see as the most desirable budget model for CALS Global?
7. What is the future/prospect of funding for CALS Global as it now exists?
8. How has CALS Global structure worked? Are there structural changes you would like to see in CALS Global?
9. What does "success" look like to you for CALS Global?

APPENDIX C

SWOT ANALYSIS SUMMARY TABLE

STRENGTHS			
Observation	Recommendation	Impact	Cost
1. Given CALS's global "brand", having a clear, single point of contact that is both outward facing (for potential partners) and inward facing (resource to CALS faculty) is critical.	a. Define audiences and clarify messaging and communication (e.g., define which pages on the CALS Global website is for an external audience vs. internal/campus).	Low	Low
	b. Having a web page that outlines how interested faculty could go about the process of establishing a partnership might be a useful resource for early career faculty.	Low	Low
	c. The Dean's Office could clarify with all faculty that partnerships with institutions should be facilitated by CALS Global.	Medium	Low
2. From a titling perspective, in similar units across campus, the 1.0FTE academic staff position is usually either an "associate director" (cf. the area studies centers within the International Division or the School of Education's Global Engagement Office). Raising the position from assistant to associate would not only be commensurate with similar units across campus, but it would allow for more delegated decision-making authority (as determined by the faculty director) and allow for greater authority in representing the unit to external partners.	a. Since centers and center-like entities often have rotating faculty directors—since these are often "at will appointments"—the 1.0FTE academic staff has significant operational oversight and institutional memory because of that structure.	Medium	Low-Medium
3. Faculty who are involved with the global committee and/or have interacted with CALS Global felt that staff have been proactive in seeking out feedback, sharing opportunities and building different networks through surveys, website redesign and posting newsletter articles in College newsletters.	a. While this is a strength, interviewees who had little contact with CALS Global had little to no familiarity with the unit, its charge and/or weren't aware that various information gathering efforts had been enacted (i.e., surveys, project development, etc.). CALS Global may consider reaching out to department chairs to discuss how the unit can better support the department's specific needs, as well as identifying how faculty in those departments consume information (among interviewees, faculty do look to different outlets for information including their department monthly newsletters and listservs and social media).	Low	Low
WEAKNESSES			
Observation	Recommendation	Impact	Cost
1. While CALS leadership have shared the value and importance of global/international engagement, a	a. Include CALS Global as representative of a key stakeholder group in the next round of strategic planning for the College.	Medium	Low

number of interviewees commented on the lack of visibility of global/international in the College-level strategic plan.	b. Clarify the CALS Global Director and staff's role in Dean's Office or leadership meetings to amplify.	Medium	Low
	c. Elevate the CALS Global director position to an associate dean.	Medium-High	High
2. Lack of clarity regarding the operationalization of CALS Global's mission has resulted in faculty perceiving that the office's work is narrow (i.e., focused on development projects) and has resulted in people not reaching out because their work does not fall within that scope.	a. This requires some discussion between CALS leadership and CALS Global around the questions the committee has raised above.	Medium	Low
3. Because CALS Global is a not a center or center-like entity per University criteria, but is informally considered a center-like entity, this ambiguity creates some confusion regarding what the office can/cannot do.	In addition to clarifying its charge, clarifying CALS Global's organizational structure (e.g., since it is not an academic unit, it does not need an APC but should it have an external advisory board with alumni and industry partners??	Medium-High	Low

OPPORTUNITIES

Observation	Recommendation	Impact	Cost
1. Focusing on consolidating partnership information and management into CALS Global would help institutionalize long-standing engagements and mitigate the impact of individuals leaving, etc.	a. Formally centralizing this responsibility to CALS Global and making this a core competency of the office would clarify to the CALS community that Global has the delegated responsibility to, in fact, do this work.	Medium-High	Low
	b. By centralizing partnership management, this could help answer questions like, where are international partnerships being maintained and sustained, and how can they be further deepened?	Medium-High	Low
2. Currently, there is no formal College-level contact and/or data collection point of contact for international visiting fellows/scholars. CALS Global has been filling this gap.	a. Given that interviewees overwhelmingly supported the idea of having centralized support for hosting visiting scholars/fellows, centralizing this responsibility would alleviate department administrators of this responsibility and ensure a more cohesive experience for the visiting fellow/scholar.	Medium-High	Low
3. Currently, there are no clear advocates and supports for international faculty, staff and students.	a. Inviting Academic Affairs and CALS Global to EDI conversations to represent different stakeholder groups would broaden who is included in discussions about diversity but would contribute to greater equity and inclusion within CALS.	Medium-High	Low

THREATS

Observation	Recommendation	Impact	Cost
1. The misalignment between expectations, perceptions, budget and staffing levels undermines the	a. Clarifying what CALS Global is (organizationally), further delineating its mission but critically making sure that the	Medium-High	Medium-High

work that CALS Global is and can do in contributing in substantive ways within CALS.	office has enough staff and support to fulfil that mission requires some more consideration.		
	b. Create a charge and governance document for CALS Global.	Low-Medium	Low
	c. Increase CALS Global's visibility, e.g., on the CALS website.	Low	Low

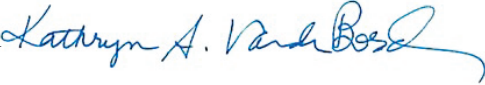



**College of
Agricultural & Life Sciences**
UNIVERSITY OF WISCONSIN-MADISON

May 5, 2021

TO: Sundaram Gunasekaran, CALS Global

CC: Jennifer Kushner, CALS Global
Julie Scharm, Office of the Dean and Director

FROM: Kathryn A. VandenBosch 
Dean and Director

Mark Rickenbach 
Senior Associate Dean

RE: CALS Global Five-Year Review, Committee Report and Opportunity for Response

A review committee recently conducted a five-year review of CALS Global and submitted the attached summary report of its findings.

At this time, you have an opportunity to review and provide your response to the report, and to provide corrections regarding any errors of fact. Please limit your response to 2-3 pages. Please send your response to Julie Scharm (julie.scharm@wisc.edu) by 5pm on May 12, 2021 at the latest. We will review your response and follow up with you on any questions.

The unit's self-study, the review committee's report, your response, and any additional relevant documents will be forwarded to the CALS Academic Planning Council (APC) for review. The review committee chair (or designee) will present the review committee report and the unit director will present the unit's feedback to the CALS APC. The CALS APC will then discuss the review and the committee's recommendations. Based on APC discussion, the dean and relevant members of the CALS leadership team will provide you with an assessment of the contributions of the unit and provide recommendations for future directions.

Thank you for your prompt attention to this review and next steps. Please feel free to contact Mark Rickenbach with any questions or concerns.

Office of the Dean and Director

140 Agricultural Hall 1450 Linden Drive Madison, Wisconsin 53706
608-262-1251 www.cals.wisc.edu

Response to CALS Global Review Committee Report

We thank the CALS Global Review Committee for their detailed evaluation and analysis of Global activities and everyone who contributed to their effort. We value the feedback and insight received, which are important in making Global an even more active and integral part of the College.

Overall, we note that many observations reported in the review mirror our own experiences and views. We are pleased that the Committee affirmed our belief that global engagement is and will continue to be an important strategic growth area for CALS.

We appreciate the SWOT approach the Committee adopted, which helped to highlight our strengths and potential opportunities and identify perceived weaknesses and any underlying threats. In particular, we found the format of rating recommendations as high/medium/low impact and cost to be valuable as we and others seek to formulate future actions.

There are a few areas we would like to further clarify, and a couple of places where we see gaps that may be important moving forward.

Clarifications

- We have and do reach out to each of the CALS departments. In the past, we have met with departments at their scheduled faculty and staff meetings, and during Covid-19, met with the chairs via Zoom to highlight Global activities and explore how we can help engage their department globally. We plan to make these meetings an annual event. We understand that chairs are very busy with many demanding commitments. Hence, there is variability in how chairs communicate with their departments. To address this, we do the following: 1) a quarterly newsletter – Global Glimpses – is distributed widely to all CALS faculty and staff and other interested colleagues, 2) meet with new faculty within three months of their joining the College, 3) communicate directly with faculty and staff by bringing targeted international research and development opportunities that may be of interest to them.
- We do support/facilitate engagement all over the world, not just the global ‘south.’ The bulk of work coming out of CALS in the past five years has focused more on research than ‘development’ type work. Since many of the project activities we pursue are responding to posted ‘calls,’ we do focus on geographic areas that are prioritized by the funding agencies. The heatmap, grants posting, featured stories, awards given, etc. on our website all reflect a diversity of geographies and functional areas. However, given the limited resources, we do want to have a focused set of projects and activities in a certain region of the world to gain a strong foothold, which is yet to emerge.
- We developed a set of strategic priorities for CALS Global specifically in response to the review preparation guidelines (see 1d, 3b, 6b). This was done after carefully evaluating the varied present and past international activities in the College and informed by the College’s strategic plan (though it does not include international explicitly). We hope that these broad strategic priorities will help address emerging themes and frame the future global engagement of CALS.

Gaps

Global wishes that CALS will be a leader amongst our peers in international engagement. Thus, it would have been beneficial if similar programs at our peer institutions had been examined to learn how they operate and are supported. While we actively engage with, and in fact lead amongst peer

international offices at land-grant institutions, we are stretched to remain competitive alongside those with more robust staffing, resources, and institutional capacity. Also, there is little if anything in the review regarding our leadership beyond UW. Both the director and assistant director are very active nationally and internationally and this is important to 1) rebuild our reputation in the global arena, 2) inform coalitions and activities that build on our strengths, and 3) establish relationships with funders and partners that position us more strategically to engage in new research opportunities.

Likewise, the review touches on our engagement across campus, yet does not articulate some of the specific functions and relationships that bring multicultural and interdisciplinary strengths to CALS. These include the area and regional studies centers (e.g., African Studies Program; Latin American, Caribbean & Iberian Studies Program; Center for South Asia; etc.) as grounding the science of CALS in specific geographies, the Division of Continuing Education as a way to serve non-traditional learners and visitors, and the International Division as a partner in external and government relations, data management, issues of safety and security, institutional partnerships, and more. We also actively seek, engage, and partner with Global Health Institute and the Nelson Institute.

The review addresses our position as an internal and external-facing unit and offers recommendations for clarifying and strengthening both. In this, CALS is encouraged to use Global as a single point of contact and ‘welcome mat’ for external relations. Similarly, Global could serve as a single point for data collection/management related to international activities. A gap we see is that we do not have systematized or centralized data about our international activities and as such, do not have a good handle on our global footprint and needs.

Summary:

We concur with many of the recommendations of the review team:

- 1) Continue to contribute to establishing CALS global footprint by serving as a single point of contact for external/internal audiences
- 2) Partner with College units to inform and network with colleagues about what CALS Global does and how to work with their faculty and staff
- 3) Consolidate partnership information and management into CALS Global to help synthesize CALS’s global/international footprint
- 4) Work with CALS leadership to align critical areas (expectations, perceptions, budget, and staffing levels) to contribute and strengthen CALS’s international footprint in the 21st century.

Our recommendations to CALS for this unit are to:

- 1) Integrate CALS Global more visibly and purposefully into College administration to elevate its profile and offer a seat at the table for setting the College’s strategic priorities.
- 2) Reconsider the organizational and budget structure of CALS Global to allow it to be more effective in serving the College in international engagement functions
- 3) Begin a dialogue within the College and with CALS Global on the goals and mission of CALS Global

We look forward to finding ways to strengthen our reach, impact, and service into the next five years and beyond and appreciate the efforts of the Review Committee in helping us in this process.