

Category of Issue (what)	Specific Issue (what)	Technical Solution (how)	Adaptive Issues and progress (how)	Who	What is the fear or loss in the adaptive change?
Graduate Students	CALS Admin has not acted if this is a major priority in CALS	Establish a Graduate Education/Mentorship Advisor to the CALS Office of the Associate Dean of Research	<ol style="list-style-type: none"> <li>1. Help CALS Development Office understand and prioritize graduate funding as an important target.</li> <li>2. Highlight graduate education/mentoring as a positive topic in CALS 'state of the college' meetings.</li> <li>3. Cultivate news cycles highlighting outstanding graduate students/their achievements and research.</li> <li>4. Develop a culture in which graduate mentorship is celebrated and its relationship to research productivity AND teaching, often simultaneously, is showcased and leveraged.</li> <li>5. Consider cross-unit graduate courses emphasizing critical thinking</li> </ol>	<ol style="list-style-type: none"> <li>1. Kirsten &amp; Betsy.</li> <li>2. CALS EC.</li> <li>3. Grad Prog. Coord to Jennifer Yamitz.</li> <li>4. N/A</li> <li>5. N/A</li> </ol>	
Graduate Students	Lack of specific funding limits our ability to attract the best applicants / support them in the most research-efficient manner	Allocate specific funding for recruitment and support	<ol style="list-style-type: none"> <li>1. Educate faculty: only one pool of money exists for startup, salaries, and TA / RA costs.</li> <li>2. Unit heads should initiate conversations with faculty to determine unit-level priorities per #1 above.</li> <li>3. Educate research-intensive faculty: &gt; 80% of unit/CALS revenue comes from teaching.</li> <li>4. Educate faculty: research is costly. Adapt behavior accordingly.</li> <li>5. Explore possibilities of external grants for students more aggressively; there are already graduate courses that incorporate grant writing and peer review.</li> </ol>	Unit heads with Program Director	<p>Efforts towards graduate education do not generate revenue.</p> <p>Emphasizing graduate courses detract from enrollment-heavy, revenue-generating undergraduate courses.</p>

Graduate Students	Lack of institutional commitment means that when grant cycles do not match time needed for student degrees, faculty are hesitant to recruit students	Allocate specific funding to complement grant support	1. Establish culture of five-year vision for PhD students.		Prioritizing graduate education requires capital investment, and the financial return on this investment is not readily apparent. Unlike post-docs and technicians, however, graduate students (particularly PhD students) offer stability and can be considered 'human bridge funds' during grant-dry periods.
Graduate Students	Some faculty in CALS do not act as though this is a priority, deterred by limited productivity of early-stage grad students and their cost equivalency to postdocs	Implement CALS subsidy to assist faculty in supporting graduate students (reducing cost to balance 'trade-off' relative to hiring a graduate student vs. a postdoc)	1. Encourage a culture in which graduate students are integrated into and supported by research grants.		
Graduate Students	Variable ERE rates challenge faculty who do wish to put graduate students on grants	Stabilize ERE rates at the College level and allow revision only every 5 years	1. Adopt advocacy stance with University to stabilize ERE rates. If not possible, make a stand to stabilize them internally through strategic use of funds.		
Graduate Students	Tuition waivers are needed for students on USDA grants	Establish UA and CALS plan to provide tuition waivers to students on USDA grants	1. Prioritize leveraging of institutional funds to get the most out of incoming research.		
We're not Dots on a Graph	Both quantitative and qualitative components encompass the value of a faculty member, but this is not conveyed	Celebrate achievement and both metric-based and qualitative contributions to the CALS mission	1. Communicate the big picture about the quantifiable data being just part of a faculty's contribution.	Shane Burgess	(From CALS perspective?): Possible fear that faculty may lose sight of the importance of revenue-generating endeavors such as increasing enrollment or new grants.

We're not Dots on a Graph	It's difficult to be outstanding in both teaching and research. Faculty who are contributing well to both are 'lost' in those graphs	Revise presentation style/message. Consider reconfiguring scale or axes; consider incentive programs	1. Consider presentation messages to not overlook 'all around contributors.' 2. Educate faculty re. IDC funds (it is money invested up front (staff to submit grant, physical space) needed to get the grant. Use this education to frame discussions of how to fund incentive programs.	1. Shane Burgess, 2. Parker Antin	
We're not Dots on a Graph	Accuracy of the data on graphs can't be assessed by those represented whom the data represent	Provide information to faculty with regard to how and when data are generated/collected	1. Request that unit heads vet the data with individual faculty to address validity	Parker Antin, Sangita Pawar	
Physical Space	Some faculty are housed in space that is outdated or subpar, or dangerous.	Repair dangerous situations. Develop ranked lists of space issues within each unit.	1. Request that unit heads discuss with faculty whether and how to prioritize space issues. 2. Establish long-term plan for CALS-wide infrastructure management	1. N/A , 2. Parker Antin, Mitch McClaren	Investment in routine infrastructure management is not 'sexy'. New buildings are more attractive investments.
Physical Space	Some faculty are housed far from their Unit	Request that unit heads determine the degree to which this is an issue	1. Request that unit heads discuss with faculty whether and how to prioritize space issues. 2. Consider strategic housing of faculty: for e.g. by research focus	1. N/A , 2. Parker Antin, Mitch McClaren	
Physical Space	Lack of mechanisms to upgrade equipment	Incentive programs	1. Encourage unit heads and faculty to invest in equipment in strategic manner 2. Build equipment "wish lists", target agencies; explore cross-unit sharing & cores	N/A	
Bridge Funding	Some research areas have low funding rates and in other cases faculty need to transition to a new area to remain competitive	Develop mechanisms for bridge funding. Develop committee/group to make bridge funding process as regular and transparent as possible.	1. Foster sense that faculty won't be cut off during dry spells in federal funding, while not encouraging dependency on bridge funds. Scale bridge funding by area of focus and previous demonstration of success.	ADR	
Communication	CALS mission has many diverse components, but those relevant to costs/budgets get the spotlight	Refocus CALS meetings to avoid focusing solely on budget.	1. Encourage global engagement with many foci.	Shane Burgess	

Communication	Metrics track aspects of our mission but not all of it.	Celebrate achievement and both metric-based and qualitative contributions to the CALS mission	1. Encourage Unit Heads to report faculty achievement/contributions in meetings with CALS admin. 2. Actively seek positive news, metrics-based or otherwise, and showcase that news.	1. Sangita Pawar, 2. Jennifer Yamitz	Not sure where to put this comment, but it needs to be stated: Mission is not equal to money. A faculty member spending 1 hour with a distraught student contributes 0 dollars, but is 'fulfilling the mission' in some form. Faculty "get" the mission, but they are congenitally incapable of thinking about budgets. Faculty think that admin (moving up from unit heads) have lost sight of the mission. Admin (like beleaguered parents) have to deal with budget woes - mission or no mission. All the things in this section deal with how to bridge the
Communication	The information presented to faculty by Unit Heads has a tone that reflects how CALS issues are presented to Unit Heads.	Foster communication with faculty and work to align Unit Head perceptions and faculty perceptions	1. The perception is that "money follows activity" creates a culture of competition for revenue. 2. Due to uncertainty, units may feel forced into alternative areas (research intensive units diverting time to teaching) in order to get a larger slice of the pie. This precludes vision/mission development. 3. A lack of knowledge creates an environment of fear and guarding of assets; this also reduces originality and risk taking.	EC to HODS	

Communication	We are told that research is a negative sum game... then why invest in it? How can research-intensive faculty feel valued if we essentially provide limited ROI?	Advocate for the importance of research AND teaching. Convey clearly why research does matter -- tell our faculty, our Unit Heads, our stakeholders.	1. Develop a clear statement to address: why is research central to the CALS mission?	DRAC members	
Appointed Leaders	Delivery of annual review evaluations varies and is sometimes not positive/forward looking, even for high achievers	Establish best practices for annual review evaluations. Standardize scores so they are meaningful. Revise annual review input process (see below).	1. Foster a culture in which annual reviews transform into useful exercises of assessment and helpful foci for faculty development, rather than tedious/meaningless busywork.	Kirsten & Betsy contact Joel & Steve Smith	More meaningful reviews will require greater time investment, especially in large units. How can a unit head, or even a review committee, make time for this "new" approach? Again, the incentive for the head/review committee is not tangible.
Appointed Leaders	Annual reviews do not seem to include a discussion on Commitments and plans for the next year section		Use this section as a conversation starter to understand faculty goal and how they play into the Unit's mission. For example if it states that a faculty member wishes to explore possibilities for a NIH program project in the coming year. Then the response could be "How are you going about it? What kind of support can I/the unit give to help you achieve this?"	Kirsten & Betsy contact Joel & Steve Smith	
Appointed Leaders	Some faculty perceive a lack of empathy		1. Practice empathy with all CALS community	Kirsten & Betsy contact Joel & Steve Smith	
Appointed Leaders	Some faculty perceive a 'reactionary mentality'		1. Communicate culture change and positive vision	Kirsten & Betsy contact Joel & Steve Smith	
Throw money at us	Seed grants for pilot projects are needed to foster innovation	Implement ADR plan for annual research incentivization	1. Foster a culture of dynamic, creative thinking by self-assembling groups.	ADR	

Policing from Research Administration	We need facilitators to get grants submitted in a timely manner	Embeds	Harness 'meta-information' - research faculty interactions can foster a culture where one person that has just submitted a grant can 'casually' share information with others going through the process	Sangita Pawar	
Policing from Research Administration	We need more efficient/effective post-award administration	Hire efficient business office staff		HODS	
Support Staff	Faculty need functional business offices	Support professional development for excellence and cultivate longterm relationships to limit turnover	1. Encourage Unit Heads to create a culture of faculty feedback for Business personnel evaluations	HODS	
Support Staff	Faculty need high-quality IT support to maintain networks and servers	Consider creating IT Embeds supervised by CALS and located in Units	1. Encourage Unit Heads to create a culture of faculty feedback for IT evaluations/needs.	Matt Rahr, Shane Burgess	
Support Staff	We need website designers to help improve our image	Consider creating IT Embeds supervised by CALS and located in Units	1. CALS should coordinate review of websites for look and content, and provide cost-effective solutions	Jennifer Yamitz	
Intellectual engagement	Faculty may feel stagnant or far from the cutting edge	Implement cross cutting seminar series	1. Showcase innovation 2. Support/encourage meaningful and timely sabbaticals	Sangita Pawar	
Intellectual engagement	Collaborative discussions invigorate faculty	Foster professional-social interactions around research	1. Foster collegiality but don't force it 2. Create opportunities: shared spaces foster meaningful interactions	Sangita Pawar	
Celebrate Science	The diversity and size of CALS make it difficult to know who is doing great work	Implement Frontiers in Life Sc Research Seminar Series	1. Showcase a 'research faculty of the month' and 'researcher of the year' award. Highlight at CALS meetings.	Sangita Pawar	
Celebrate Science	Some faculty are not self promoters; their achievements are not recognized	Use academic analytics to spotlight high achievers per metrics; solicit quarterly input	1. Develop a Research Academy, parallel to the Bart Cardon Teaching Academy.	DRAC	
Celebrate Science	Underrepresented on social media; some faculty are told that social media are not good use of time	Appoint and support social media outlet person at the CALS level (or Embed level)	1. Encourage presence and dynamism on social media. Help faculty represent CALS when operating in social media environments as part of CALS branding.	Jennifer Yamitz	

Great Colleagues	Great colleagues create a positive energy environment where everyone benefits.	Provide facilitators for unit retreats to make them into useful activities with meaningful outcomes.	1. Encourage facilitated retreats to help units and CALS find cohesiveness	DRAC	
					fear of having to go through process of firing someone, fear of trying to find a replacement
Understanding Expectations	Faculty perceive a gap between annual reviews and promotion documents: if there are no raises, why waste the effort on an annual review system? Time is better spent on keeping a CV updated for promotion	Explore alternative methods or improve interface for UA Vitae to facilitate reviews and ensure that inputs are easily vetted.	1. Make annual reviews into positive and productive experiences with meaning.	HODS	no one wants to judge their peers and make the difficult decision that the work did not meet expectations
Understanding Expectations	Subjective or variable scores on annual reviews confound clarity and make the process meaningless	Create a standardized document at the unit level, to be revaluated every five years (e.g. Nutritional Sciences document)	1. Faculty must commit to devising what constitutes a "5" in their unit and what constitutes a "3" -- and consistently use it. CALS can then scale scores within units (e.g., scale by the mean) for inter-unit comparisons.	Kirsten & Betsy contact Joel & Steve Smith	
Environment	[Addressed above?]				