CALS Faculty Council 2019-2020

Collated Comments – CALS FC Fall 2019 Dial-the-Dean

1. UCAP

Although we think that many faculty understand the justification for the UCAP process, and we acknowledge that many efforts were made to disseminate information, some faculty still feel as though there hasn't been as much transparency in the process as they'd like.

A. Could you give a brief overview of your vision and role in the UCAP process?
B. What happens after the 5-year window for salary adjustments, do you see UCAP as being an ongoing process or a one-time thing?
C. Some have spoken of challenges to morale as their employees were remapped by upper administration. What was the process for remapping employees at these higher levels?
D. Grant budgets are largely fixed upon award, and yet mandatory raises as part of UCAP are not factored into this. Is there a possibility of support from CALS as a backstop for these funds during the transition window?

2. Budget Realities

I think we are well aware of your goals and vision for making CALS the most desired place to work. However, given budget projections it is likely that some sacrifices will have to be made in the coming years by each unit.

A. With the current budget deficit, we understand that units have agreed to each pay their share and that CALS will also pay a large amount. Can you provide some specifics as to how these numbers were agreed to and what CALS will be contributing?
B. Previously, startup packages have been funded by a partnership through each unit and CALS and the Provost, but this has changed recently with the new provost. How do you view the path to funding startup packages in the near to mid-term?
C. I think many appreciate the (recently instituted) yearly cycle for pulling together hiring plans for each unit. Would it be possible to keep this regular yearly cycle?
D. I think many also appreciate recent clarity in assigning predictable levels of support to graduate students through TAs at the unit level. However, this seems like something that could change with budget challenges. Looking ahead, what in your view are the types of programs that might get triaged given projected budget deficits
E. Although ultimately I believe this was donor funded, some faculty voiced concerns about the way that funds were being spent for leadership training. Can you expand on the process for deciding how donor funds are allocated? Is there a way to relay information about how these funds are spent to the faculty?
F. Is there any update on funding for on campus childcare?

3. **The Mission of CALS**

Some faculty are concerned that CALS is being run too much like a business and that this can lead to conflicts with the core educational mission.

A. Would it be possible to review faculty salaries based on years at UA, gender, other factors that affect salary and make adjustments from his office vs. individualized adjustments from us "based on our worth" or from competing offers?

B. I know there are current efforts to begin to address the issue, but can you provide your view of broad differences across units and positions in teaching loads? Is there a way to make these more equal?

C. Laboratory courses are critical for the education mission across some units, but they are effectively discouraged by RCM because they often have relatively low enrollment. Is there a way at the level of CALs to promote, encourage and reward lab courses that overcomes this inherent RCM bias?

D. Much recent research has shown that students learn and retain more when instructors take the effort and initiative to "modernize" their teaching through having more interactive discussions or activities (etc.). Is there a way that CALS can promote such efforts given that they may actually make TCE scores and evaluations worse?

E. We are a land grant institution, however, some faculty worry that agricultural interests are not adequately addressed in the new University Mission. What's the proper channel to address this and to highlight the importance of CALS to the upper administration?