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Dear Colleagues,

I want to thank you for the work that you put in last semester. The breadth and depth of the college is truly brought home at graduation ceremonies. Looking out at the sea of human beings whom you have taught, and otherwise positively influenced (even when you didn't know it), is inspiring. In addition though, and although we are the archetype for public education in the U.S., colleges like ours have a purpose that is different from any other, even in a land-grant university. We each articulate this purpose in different ways but the common thread is one that Associate Dean Jeff Silvertooth expressed to me recently and succinctly as "bringing science to bear on practical problems." In Donald Stokes' book, *Pasteur's Quadrant: Basic Science and Technological Innovation*, this is the "second quadrant" where Pasteur worked, where pursuit of new knowledge is both fundamental in nature, and, at the same time, seeks to eventually benefit society. Notably, new NIFA director Sonny Ramaswamy referred to this on May 25, as he presented to the President's Council of Advisors on Science and Technology, when talking specifically about colleges like ours. When I sat on the stage at UA's graduate commencement, the evening before CALS' graduation, I thought about not only what you all do daily that is special in research and extension, but also how much of it you do, how diverse it is and how recognized it is.

But most humbling for me was remembering what you have achieved on top of this. This semester you put in extraordinary additional work as I asked you to begin and finish your strategic thinking and planning, and then produce documents. I especially thank the unit heads for their efforts. Furthermore, I want to thank especially the Faculty Consultative Group (FCG) on Effectiveness, Efficiencies and Innovation for an extremely well-presented, detailed and thought-out document; I particularly want to thank Co-chairs Howell and Cuello, whom I have got to know much better over this last semester and whom I consider faculty thought-leaders who are not afraid to tackle tough issues. I thank also Co-chairs Russell and Wing, and the other Dean's Research Advisory Committee members, for their work towards increasing our research to attain the extremely lofty target set by the Arizona Board of Regents Enterprise Plan. I thank the staff and appointed professionals also for their thorough and professional input, which is extremely informative. All of this work will be placed on the CALS21 website for you to read and comment on. Please send comments to Bethany Rutledge for compilation. I received our budget cut notification the week before last and the bottom line is that CALS' FY13 operating budget will be 5% less than that in FY12. Although part of my job is to make educated guesses about the future, I do not know for sure what CALS' FY14 budget will be other than 3% less than the FY12 budget. In the provost's memo, the deans were also asked to "assign budget reductions differentially." Overall, the work that you have done puts us in a much better position than we would have been had you all not worked so diligently on top of

everything else you had to do. I believe that despite a financially challenging FY13 (and perhaps FY14) your work will be a central and essential component in enabling us to realize our potential and value to Arizona. I promise you the Executive Council (EC) is taking all that you have done very seriously and to heart.

These are your unit's very specific strategic plans and, as I have said before, meant to be living documents—used and referred to regularly and routinely. Everyone in your unit needs to be able to access them easily. I have asked all unit heads to print, bind and keep a copy on their desks and take it to every faculty, AP and staff meeting in the unit. However, as Dwight D. Eisenhower said about strategic plans, “In preparing for battle I have always found that plans are useless, but planning is indispensable” and so I expect that when the unit heads meet with me at annual reviews, I will be seeing a dog-eared and coffee-stained document that will have edits and new pages added, and pages subtracted, as you respond to our changing circumstances. I have asked that unit heads send my office an electronic copy every time there is a change and also the URL so that anyone can access your plan from the college website. Of course the EC will have a copy handy at our meetings for reference and each associate dean also has their own paper and electronic copy.

Over the summer the associate deans and I will be doing exactly the same thing for the college and for each associate dean's area of responsibility, as you have done for your unit. You will of course have access to these college documents as well. We will be using the same format to make things easy to follow. We started last Friday and by now I hope you won't be surprised that we started with “WHY” — “What is our *purpose*?” Like you, I am asking the EC to imagine (with all of your input) a world in 2021 that doesn't yet exist and then to set out to do whatever they need to do to enable us all to build it together. But we shouldn't do so without understanding our college's purpose first. That is why I wanted to remind everyone in the Spring Faculty/Staff meeting in April about our three founding Acts.

Our purpose needs to have a clearly defined direction; to be true to our underlying values and responsive to the future. It needs to articulate a very specific vision of the future that rings true, and has value for our students and stakeholders and, most importantly, ourselves. Our college is all of us and if we don't believe in our purpose, then no one else will. Rationalizing what we do isn't the same; rationalization is used to demonstrate benefits so we can justify actions. It is often very difficult for us to separate purpose from mission. Think of the military for a minute: why do they exist (purpose) and what do they do (missions)? A shared purpose is our reason for being: “Why do we do what we do?” Missions, on the other hand, are “What we do?” and “For whom do we do it?” Of course mission is also extremely important as our college's organizations change their specific focuses in response to the environment. However, while our missions must be rational, our purpose is emotional—it is part of the passion and drive we have that sets us apart. A sense of purpose is the reason that, I hope, you may have connected with Jeff Silvertooth's “bringing science to bear on practical problems,” or the language in the Morrill Act of 1862, or why our alumni see the intrinsic value in the “Heritage and Traditions” class taught by our own Jim Knight, or why you “Googled” *Pasteur's Quadrant*. Purpose is about quality of life—it's the reason CALS exists.

Having said all of this, the EC is of course highly motivated by our budget situation and part of what we did last Friday was to draft “guiding principles” that we will use both in the short term in dealing with the budget rescission and throughout the ensuing decade towards 2021. These will be completed this week, and sent to the FCG for comment, before posting on the website. We will have these in front of us at all EC meetings.

As we move through the summer and into the fall semester, we will identify how and what we will do with less funding, and where we need to focus on our strengths – critical and exceptional. There is a strong likelihood that your unit heads will need to make some workload reassignment decisions, especially teaching assignments. I want to remind everyone that unit heads have the delegated authority, responsibility and accountability for ensuring that your units teach the courses they need to, as well as attain research and extension targets. As part of this duty the unit heads have the prerogative to reassign duties to balance the diverse and best interests of the unit. Please know that as they do this, they must do so with transparency and have supporting information for reassignments. People must be treated equitably, i.e., those with the same profiles need to be treated the same. They must have a clear and consistent justification for assigning differential teaching loads. Some variation between teaching loads is possible if a particular area of specialization is aligned with program priorities, while another is not. For consistency, comparisons between individuals generally should be restricted to within the unit that is covering the course load. I hope reassignments will be a win for individuals and a win for the unit. But most importantly, the students are our teaching priority and teaching reassignments must be based on their needs and be a win for them. Should you wish to appeal your unit head’s decision, this appeal should be routed to me along with your unit head’s rationale for the reassignment.

This is a very special period requiring us to make special decisions. This is the worst financial situation since the Great Depression and so, by definition, no one working today has had to make decisions in this environment. Unless you started working in CALS since 2009, this is not only “not business as usual,” it is business as you have never experienced it before. In closing, I want to remind you all, especially if you are not yet tenured or do not yet have continuing status, as well everyone who is not tenure/continuing eligible, that I will do all that I can to protect our existing CALS employees' jobs. Non-tenured and non-continuing faculty, as well as non-tenure track/continuing track employees, will **not** be specific reduction-in-force targets. In FY13 and FY14 especially, when we have extremely limited financial options, I plan to focus on optimizing your work environments and ability to be as successful in CALS as anywhere.

Sincerely,

A handwritten signature in blue ink, appearing to read "Shane", with a long horizontal flourish extending to the right.

Shane