

SUPPLEMENTAL INFORMATION to Appendix 4.

Faculty survey text responses.

Questions 2, 3, 5, 7, and 8 of the faculty survey for the College Visions Committee asked respondents to make comments on the various questions. Questions 2 and 3 focused on the multidisciplinary opportunities. Question 2 simply asked for how they define their allocation to Other, while question 3 asked about comments on the multidisciplinary opportunities. We received 46 and 52 responses to these queries, respectively. Question 3 comments tended to focus on specific areas that the respondent felt were buried too deep within a multidisciplinary opportunity or not well captured in any multidisciplinary opportunity. Responses are attached below.

Question 5 asked respondents about the use of other in Question 4 (“If you used the "other" box, please describe what area you meant.”) Responses are below.

Table A2. If you used "Other" please describe what you meant?

1. Basic research
2. My research and teaching is on plant interactions with the environment
3. Renewable Bioresources: develop sustainable supply of biologically derived chemicals, materials and products to meet increasing demand in place of fossil fuel based economy
4. Adult development and aging, within the more general area of human development
5. The Department of Human Ecology added an addition area called Healthy, Sustainable, and Equitable Communities. My work falls 100% under this opportunity. My work involves understanding and helping families and communities foster positive outcomes for youth and help youth grow up to be successful in work and family domains.
6. Crop plant breeding and genetics = improvement of crop plants for tolerance to biotic and abiotic stresses for sustainable crop production.
7. Part of my research focuses on managing pests in urban landscapes and homes--not really covered here.
8. Urban agriculture/horticulture
9. Behavioral ecology
10. My work focuses on aspects of agricultural sustainability that fall outside of what I feel is the rather narrow definition above that includes only environmental and human health issues. There are other aspects of sustainability, including related to the ethical and social acceptability of agricultural practices (in my case, how animals are treated) - there are now many specialty markets for ethically sourced products - these products are not necessarily healthier, or more environmentally sustainable, but they do reflect people's ethical concerns about food production
11. (Sustainable, environment- and agriculture-based) recreation and tourism - the social and economic aspects of this are one of the key drivers of better understanding and management of coastal environments - in addition to water quality (#5) and stewardship (#6). Coastal (sea)water quality fits under "other" and also #6 rather than #5.
12. I don't know why the terms "fiber" or "bio-materials" are no longer included - those are my areas.
13. Understanding how life works

14. Grant and budget administration paperwork
15. My efforts include developing strategies for human wellbeing that is separate from food.
16. Environmental stewardship: maintain and enhance biodiversity resources through managing the impacts of introduced species and pesticides/herbicides.
17. Equitable Communities: Ensure that marginalized populations have access and opportunities to improve livelihood.
18. Healthy, Sustainable and Equitable Communities --Please see earlier comments submitted by the Human Ecology faculty.
19. Quality of life issues for families and stakeholders working with families.
20. Disciplinary studies in Atmospheric Science, Disciplinary teaching in Atmospheric science
21. Involvement in educating and advising policymakers on energy and transportation issues. Serving on state and national committees on energy and transportation.
22. identify, examine, and understand climate change issues (current and emerging) that have notable societal impact
23. Market and policy analysis
24. Renewable materials, human safety and protection
25. Producing more ag. production on less water or utilization of saline water - protection of water quality. This isn't really the same as #4 which indicates providing water to users.
26. Healthy living and environments related to youth, but not related to agriculture, diet, or eating as described in 2 above.
27. Beverages as part of a pleasurable lifestyle
28. Youth well-being refers to a holistic analysis of the factors that shape health, education, civic engagement, employment, and other domains of a successful and meaningful life.
29. I analyze public policies related agriculture, natural resources and the environment.
30. Soil quality
31. Natural resource management through conservation of imperiled species. Balanced land use misses a large portion of this.
32. Understanding origins and status of biological diversity. Research aspects of this topic are partly covered by number 6, but only partly, and teaching aspects are partly covered by number 8, but number 8 is broad enough that just about any teaching in the sciences could be covered there.
33. Much of my research (e.g., on measuring how well markets for agricultural products work) fits nowhere here.
34. None of the listed items describe what I do or see myself doing in the future.
35. (Expletive) Academic Senate Committees!
36. Vector borne disease surveillance, prevention and control
37. Sustainability planning and design, which includes many of these themes but also many others, such as social equity, and a green economy
38. Every one of the categories was so full of buzz word that all the ones I thought applied did not by the time I finished reading. I do multi disciplinary work on animal welfare was that in there somewhere? I do multidisciplinary work contributing economics to climate policy. I did not see a box. I do work on water issues, but I don't provide strategies. I work on energy, but I certainly do not "ensure ..."
39. Sustainable Urbanization: Ensuring equitable and efficient development and use of the urban built environment
40. Where is pest management in that list?
41. Food quality (flavor, texture and appearance)
42. Human development, families, youth development
43. Integrated social-ecological systems. Explicitly recognizes the reciprocal interaction between natural systems (structure and process) and human social communities across spatial and temporal scales.
44. Biodiversity: management of beneficial species (fisheries, forests, etc) and non-beneficial species (invasives).
45. Food quality and food flavor does NOT fall anywhere in 1-8 yet is all I do.
46. Food processing

We then asked people to comment on the nature of the 8 Multidisciplinary opportunities (Table A3).

Table A3. Feel free to enter your comments on the nature of these 8 multidisciplinary opportunities as a vision for the future of CA&ES

1. May be necessary but seems to be packaging research/scholarship for marketing - to whom? scholarship, including single disciplinary scholarship, in public institutions is valuable for its own sake
2. There needs to be a multidisciplinary opportunity that includes human development, community development, and other behavioral & social science units/programs in our college
3. crop plant breeding and genetics is a vitally important component in addressing climate change and limited fresh water for crop production.
4. MO 2 Healthy Diets, Healthy Living: community development and built environments need to be more prominent here, not just an afterthought.
5. It is not clear of the concept of "nutrition security" is imbedded in the term "food security." The importance of nutritional adequacy of the food supply and diet should be made more explicit.
6. Taking a world view is important/critical and faculty involvement and engagement around the globe is fine but we better make sure we remain relevant to CA-centric agricultural, environmental, and urban community stakeholders that have the ear of our legislature
7. I don't think #1 is a "vision" and 4,5,6 and 7 are subsets of a general sustainable environment "vision"
8. I found it very difficult to fit myself into these, for the reasons stated above. If #3 had simply said: Enhance growth in California food and agriculture industries while promoting sustainability" I would have put nearly 100 percent of my effort there
9. John Largier (need for context): Comment-01. I tried really hard to be broad, but the descriptions are not that broad and outsiders won't see the breadth, e.g., I scored under #3 for an interest and relevance to "working waterfronts", but that really does not fit under "agricultural economy" even if an element of aquaculture/fishery is included. Under #2, although "healthy living" appears, it is so clearly under healthy diets that I don't think one can score my work on coastal environments that are important for healthy living through "recreation & tourism". Thinking of coastal environments, I added in "recreation and tourism" as an "other" category. Comment-02. In #6 title, delete "climate" as it is just "global change" and not necessarily systemic at global scale. That is how I have interpreted this one.
10. The categories are too broad and overlapping.
11. All of these opportunities while being very appealing at first allure have large risks in their inherent vagary. Essentially they have no core meaning and can be driven in any direction that is desired and thus are more susceptible to the winds of internal and external politics potentially leading to institutional whiplash and decreased morale. For instance, how much of Healthy diets is focused on the plant/animal from the farmer, the processor, the nutritionist, the doctor etc. The naive answer is a balance of all but in the real world it will be who screams the loudest will get the majority of resources for this topic and other topics. For example in this specific example, the doctor will ignore the nutritionist who will ignore the processor who will ignore the farmer, etc. Unless there is an explicit guiding rule that balance must always be maintained these 8 opportunities will lead to an endless political morass.
12. All items except for item 8 are emphasizing policy making capacity and implementation tasks rather than science itself - is that the future direction of CAES?
13. no comment
14. I think it is important to make a stronger, clearer statement for stewardship of agricultural ecosystems and environments. Number 3 above sort of does that by stating "healthy environment" but could be stronger.
15. Environmental stewardship, sustainable energy sustainable ag, food security (including producing enough) and healthy diets (including enough quality) overlap.
16. Too limited; I think many of us in CAES take a broader view of environmental stewardship.
17. Solar and wind energy will have substantial impacts on local habitats and natural communities. This impact is intertwined with other efforts to understand ways of balancing human land use with the desire and need to preserve biodiversity and maintain functional ecosystems with intact floral and faunal communities. Such other impacts include ongoing development/urbanization and agriculture/silviculture with associated biocide use in both settings (commercial application and private homeowner use such as the growing anti-coagulant problem).
18. As the home of the research base that feeds CE needs, the "Family and Consumer Science" issues also need to be supported in addition to the "Nutrition" domain of the NFCS continuum. This would entail research that informs how to create and support contexts in which families can be healthy and productive in a variety of contexts.

19. I think these 8 topics are very limiting compared to the actual rich diversity of studies that comprise CAES, and some of them don't seem all that multidisciplinary.
20. I like this formulation. Maybe add something about the role of cities - how to make them efficient users of land, water, energy and materials.
21. My main category - Environmental Stewardship - is defined too narrowly here. For example, it should include human-environment interactions and not focus on global climate change as the only stressor on natural environments.
22. To me these opportunities map too closely to what we already do/are with very little vision for the future. I would have like to see the committee break away from making everyone happy and focus more on critical emerging needs. With that said, emerging needs are clearly subjective, so I can relate to this outcome.
23. climate change cuts across several of these 8 areas. Other factors cut across as well, like population growth and land use changes.
24. I think this exercise is a significant mis-step. Academic plans should come from departments, not a group like this one. No matter how well-intentioned, it provides a first-mover advantage that allows framing a plan your way. It is guaranteed to alienate faculty not in your club.
25. ag production relates to food, energy and material supplies. i am glad to see the renewable energy is added in the missions. But don't forget materials.
26. The future of Ag & ES should focus on water. This cuts across virtually all disciplines.
27. Where is the ecology and biodiversity?????
28. It seems to not match up with the 3 main areas recently proposed by ANR. Seems a bit of a disconnect.
29. As specified above, the College should create a youth well-being oriented strategy area.
30. I sympathize with the Visioning Committee members. In my early career I had much experience with planning processes such as this appears to be. I changed jobs partly because I did not want to do any more of that. Since then I have written books about setting research priorities and research policy with some discussion about where the related processes can go wrong. In this instance, like many others, the work has been conducted by nonspecialists in his kind of thing. Some of the aspects I do not much like may be attributable to that fact. I find bothersome that we have a "Vision" (like a mission or a plan or a set of priorities) without any clear statement about the fundamental goals (for the College, campus, or University), which are left implicit. Not having an explicit goal makes it harder to discuss some aspects as concretely as we might wish. Too often, in such processes people confuse ends and means and begin somewhere in the middle. This work has some of those symptoms. For example, the constraints of multidisciplinary approaches and the like are imposed at the outset, as though they it is self-evident that they are good ideas. Regarding the specific list of "Multidisciplinary Opportunities," many of them do not appear to be "Opportunities" so much as stereotypical goal statements of the sort that departments of agriculture list (as in a five-year plan). They certainly do not resonate for me as statements of "Opportunities" or even appropriate goals for a public university. For instance, "Ensuring food security and food safety in a changing economic, environmental, social, cultural, and political context" may be an appropriate goal for the state or federal government, but is not something that we do at the university or should have as a goal here. What we do at the university is development knowledge and technology that is potentially useful in various ways that may contribute towards the achievement of that goal or other goals. Agricultural economics can help in various ways, but the use of the word "ensuring" makes it harder for us to have a sensible role than if a word like "improving" -- or better, "optimizing" -- had been used instead. Agricultural and Resource Economics may have particular opportunities related to that goal in terms of research devoted to understanding the determinants of food security and food safety, including in particular the role of the human agent in making economizing choices, and how a changing economic, environmental, social, cultural, and political context might influence the demand for food security and food safety and market outcomes in that regard. It is not obvious to me that the best work along these lines involving economists would be multidisciplinary, but some elements might call for multidisciplinary approaches. One could do the same for each of the listed ""Multidisciplinary Opportunities," but I do not see that as my particular role here today. In almost every instance, one could write a story to the effect that the outcomes in question involve people making choices that will be conditioned by the policy environment, market institutions, prices, and whatever comes out of the UCD-CAES research-extension-education process, and that economics has a role to play in helping us to understand these relationships, and better design the appropriate institutions and policies. Someone else can do that if they like. I will say something specific about one more example. The second "Multidisciplinary Opportunity," is to "Develop agricultural commodities, food products, and tools that enable health-promoting choices." I personally disagree with that as a goal, compared with a somewhat broader and less paternalistic: "Develop new agricultural commodities, new food products, and tools that enable better-informed consumption choices." (Let's set aside issues about the nature of market failure and the role of the private sector in this area as they limit the appropriate role of government and the public university, given a reasonable perception of their purposes.) I have written about the fallacy of agricultural R&D as an instrument of social policy. It is at best a fifth-best instrument for achieving public health purposes. It is a good instrument for correcting underinvestment in certain types of productivity enhancing technology. This "Opportunity" implicitly assigns priority to research into health-promoting foods (not sure what they might be, but

probably they authors have in mind specialty crops) at the expense of research related to other foods (not sure what they might be, but they probably include most of what we eat, and many areas for which research returns are demonstrably very high). It is easy to demonstrate the economic weakness in that idea. On the other hand, we might say that Agricultural and Resource Economics may have particular opportunities related to that goal in terms of research devoted to understanding the determinants of food consumption and other choices as they influence both health and other determinants of happiness, and also research into how new commodities, foods, or tools might be designed (given the role of consumer choice) to achieve the purpose of contributing to a happier and healthier populace.

31. All of these are important and critical for our future.

32. A more general natural resource management that is not land should be added, or land management should be changed to include natural resources that are not necessarily immediately able to be tied to land (land OR natural resource management perhaps).

33. These are clearly all very important areas. I would be uncomfortable, however, with accepting them as a comprehensive vision for the future of the college. On one hand several of them seem very broad and overlapping. On the other hand, as a group they seem too narrow in that every one is geared specifically toward solving one or more specific, already identified, 21st century problems and a broader perspective of developing knowledge and understanding, which of course might help us be prepared to address future unforeseen problems, is lacking.

34. The non-zero areas of emphasis in my work are closely interlinked and difficult to separate quantitatively. My work could be characterized as 100% water, but 90% of that is in agriculture and serves future food security in form of not being shut down by regulators and in form of better future water supplies. Similarly, much of my work affects environmental stewardship and sustainability in agriculture. So my numbers game is very lame.

35. I think these are fine and it is probably not necessary that the topics selected actually cover the breadth of what we do as a college.

36. I have to admit that I found these 8 areas somewhat limiting. Topics 3,4,5,6 and 7 are all about stewardship in one way or another, and several have landscape-like dimensions. I wonder if this might make the breadth narrower than the committee had intended. My lab, for example, focuses on genomics, crop domestication and plant-microbe interactions -- which leaves me wondering where I fit in. I have chosen food security and safety, but this is more of a "refuge" among the other categories in which I do not see myself fitting. My preference would be to see a the committee add categories that are forward looking and also broaden the vision. I have not given this sufficient thought to suggest what such categories might be, but would be pleased to do so. drcook.

37. All are important and noble goals

38. These don't include any mention of human communities, social equity, quality of life, etc. The Human Ecology Department works on such things, but I think wasn't represented on this committee.

39. Planning prior to hiring a new dean seems like a big waste of time.

40. I am disappointed in the separation of water quality and quantity from environmental stewardship, or at least no mention of water issues in the latter. Water issues are a driving economic, ecological, and political force in CA and UC has a history of being a leader in finding solutions. This needs to be emphasized.

41. Worse than worthless. I found them positively silly.

42. Two points: 1. Our environmental problems throughout the globe are fundamentally related to our processes of urbanization. We have super-strengths in the College focused on sustainable urban and regional development. This should really be raised to one of the priority areas of work. I'm thinking of ULTRANS and all the related work in ITS, along with great work in the Human Ecology and ESP Departments. 2. One of the central challenges our society faces going forward is the challenge of integrating an incredible diverse, and incredibly unequal global society. It isn't simply that some areas of the world and some people are poor or lack access to wealth, but there are in fact competing agenda and visions. Export crops versus domestic food production in countries of the global south. Organic food production versus GMOs. Water for agriculture or for urban consumption or for endangered species preservation. Food systems and the environment are at the center of many of the major global conflicts in the world (e.g. oil, natural resources, water, etc.) In our college, we should really have a signature initiative that is specifically devoted to understanding and addressing diversity, inequality, power and conflict in food and environmental systems. To do that effectively, we would have to make a substantially greater investment in hiring social scientists in the college, but I think it is absolutely critical for our future as a society, and would benefit our College tremendously to take a great leader in this area.

43. Shouldn't "sustainable energy" also include improved energy efficiency, not just sustainable energy sources?

44. Pest management is the number one issue in the latest documents coming out of USDA and yet it does not even rank in the top 8 in our college.

45. None of them include human development which is a shame since Human Development is the 2nd largest undergraduate major

46. There's a bit too much either/or here-- I feel like I'm choosing between environment OR ag focus (and never mind stewardship in non-ag areas that are human impacted-- only given the choice of "high quality" natural environments here"-- missing a big part of the picture in no place for developed land (other than land use choices)

47. To me, the opportunity is to be leaders in promoting robust systems thinking that takes an integrated approach across the 8 areas, or at least across multiple areas. Very hard for me and practically meaningless to apportion my time across 8 areas defined in this way, though I do work in many of these areas.
48. International focus is altogether missing from the environmental wing of CAES. The College only does international agriculture.
49. Many faculty in CAES focus to a substantial degree on biodiversity and species management. It should be reflected at the same level as water and climate.
50. Environmental stewardship should not be constrained to reflect efforts in the face of climate change. There are many other arenas where more enlightened stewardship is needed and where research by CAES faculty is relevant.
51. For #6, I would advocate broadening "global climate change" to "global environmental change". Also, none of these directly address issues of sustainable natural resource management (I see there's some mention of this under the full description for #3, but not all natural resources related to agriculture). I'm lumping my activities with regards to sustainable natural resource management in with #6, but really it goes beyond "maintaining natural environments" to maintaining ecosystem service delivery as well.
52. California is the premier producer of healthy food commodities, we should have significant support for processing these into value added products

Question 5. If you used the "other" box, please describe what area you meant

1. systematic chemical, material and product development and innovation integrating agricultural development and environmental stewardship
2. behavioral and social science approaches to help us understand and impact upon how HUMAN BEINGS make decisions/choices/etc that impact on ALL OF THE AG and ENVIRONMENT issues listed above
3. not sure
4. Multi-disciplinary Area: Food and Environmental Policy (add Health and Food Security here). Faculty need think broadly--too many narrow subjects means everyone working competitively instead of cooperatively
5. I am worried that we have fewer and fewer people who really know the practical aspects of farming, pest management, irrigation etc. who can really relate to what people in the field need and who can teach students about the practical aspects of agriculture, horticulture etc.
6. Urban agriculture/horticulture
7. see prior page
8. Again, Agriculture is largely about food, fiber and natural materials so I don't understand why fiber and bio-materials are not included?
9. promote diversity, creativity, and individual innovation in science and research being conducted by CAES faculty; Ensure a continuum between research and teaching to offer students access to unique, state-of-the art knowledge that goes beyond wikipedia and textbooks.
10. Water quality and sustainable energy may not be limited to college
11. Other divided evenly between a broader view of environmental resources and taking the lead on bringing science to environmental and public policy.
12. Equitable Communities: Ensure that marginalized populations have access and opportunities to improve livelihood.
13. Healthy, Sustainable, and Equitable Communities
14. Expertise in areas that would promote new knowledge of how families can build and maintain strength in all domains of health and well-being (physical, economic, nutritional, mental) across multiple contexts.
15. Miscellaneous more specific disciplines
16. In my opinion climate change should be its own category. I realize that it is supposed to be part of all opportunities but as such it is lost.
17. identifying, examining, and understanding current and emerging climate issues
18. Departmental priorities. Chasing multidisciplinary opportunities is great, but it ignores budget reality, not to mention our undergraduate teaching mission. You also seem very optimistic about the survival of CE and AES resources, far more optimistic than I am.
19. Since >75% of the 'controlled' water is used primarily by plants (and by extension, animals) in our state, #4 doesn't get at the importance of reducing impacts on water supplies and quality with the ag. system. Breeding new water-efficient lines, reducing water pollution issues with crops/animals, adaptation of plants to salinity
20. "Happiness"
21. 1. Youth well-being as a cross-cutting theme, bringing together health, scientific literacy, land use/ the built environment 2. A cross-cutting theme on social equity as a dimension to all of the above domains, focused on the distribution of risks and opportunities related to agricultural, environmental, economic, health and other research areas.
22. I think we should be open to the strategic directions that a new dean might propose and develop.
23. Natural resource management that is not land.
24. See previous comments.
25. I think there needs to be something that covers health but do not like the healthy diets healthy living title - sounds more like extension than actually tackling the problems of obesity and issues with our food supply and affordability of good choices. i would suggest something like Food Quality and Quantity to get at the issues of obesity, as well as feeding an overpopulated world. Something that implies a solid foundation of research is needed. I do not like the implication that poor health or lack of food options is a "choice" as implied above.
26. See my comment from question 3. Here I am only apportioning points among the given 8 categories. My emphasis on Food Security and Safety reflects my notion that this category might be divided into more than one focus and my feeling that items 3-7 have redundant features.
27. Sustainable communities, including social equity, quality of life, and environmental design

28. same comments apply. This is really and offensive list. Full of buzz and feel good. I would think no one who reads them carefully could ascribe to any of these.

29. Please see my comments to the previous section, which were all about developing expertise (primarily in the social science) addressing the challenges of addressing all of the above issues in the context of our increasingly globally inter-connected world, with diverse societies and extreme levels of inequality. This means much greater attention to understanding issues of power and conflict, and how these can be addressed in effective ways.

30. Pest management

31. food quality

32. Healthy families and youth development

33. Integrated social-ecological systems. Explicitly recognizes the reciprocal interaction between natural systems (structure and process) and human social communities across spatial and temporal scales.

34. We need an international environmental focus that is missing from the college.

35. Biodiversity and species management.

36. They all deserve 100% - ugh, tough to prioritize!

37. Traditional areas of college not covered by the above.

Question 7. Please describe “other” for what you think the college should be doing in the future.

1. Our college needs to either embrace, support, and value the contributions of the social/behavioral science units within the college (units with high levels of extramural funding & publication, while also carrying significant teaching loads) , OR give them over to L&S
2. Figuring out how to get operating funds directly into the hands of faculty (I do not mean departments here - I am talking about direct faculty support that we can use for supplies, equipment, assistantships. This is what will make us competitive in the grants arena.
3. Broad-based initiatives to encourage collaboration on problem-solving issues rather than scholarly topics. Faculty are narrowly defining their scope of work and not thinking broadly.
4. We are losing faculty who have an applied approach to problems. We need to replace this expertise. It exists in very few other places in the world and is what makes CA&ES great.
5. We need more faculty expertise in plant breeding and bioinformatics
6. Renegotiating overhead on Marketing orders and State grants Charging billable hours for extension services and faculty consulting
7. Strengthen and expand global footprint of UC Davis CA&ES.
8. Strengthen research diversity and creativity of faculty, trust in innovative spirit of faculty rather than prescribing what faculty should be engaged in
9. Developing mechanisms for increasing funding for graduate students
10. resources allocated to diversity: ethnic and gender graduate student support, especially international graduate students better subsidized field & facility infrastructure
11. We need to find ways to free up our faculty to do their jobs... Focus on research, teaching and outreach.
12. Ensuring that we adopt a sensible budget model and empower chairs and departments, not center directors and other friends of the dean.
13. I don't know why you described resource needs in only a few areas (e.g. 'microbial biology' 'coastal ecosystems' 'decision making under uncertainty'). Why not 'insect biology' 'rangeland ecosystems', 'strawberry production' or 'ag. economics' or 'decision making when all things are certain' or a zillion other areas?
14. Improve engagement with typically underserved populations and places in the state and beyond.
15. A top-down approach to streamlining majors is not appropriate. There may be mechanisms where the college can encourage development or realignment of majors to match college strategic goals, however the majors need to be able to determine their own needs. It is unclear how combining and streamlining majors directly improves efficiency in use of teaching resources as is stated in the resource needs document. Teaching resources depend to a very great extent on the number of students, not the number of major programs.
16. Assessing college-wide teaching needs and hiring faculty to fill these gaps. This is critical given upcoming retirements in many departments.
17. reviewing all college institutes and centers to see if they meet 21st century needs - they directly compete with departments for funding and then take on a life of their own - still requiring significant support from the college often with little to no review or need to meet benchmarks.
18. 1) Teaching needs such as for better classroom space, additional instructors, and advising 2) A focus on truly sustainable agriculture, not "Sustainable Agricultural Growth" or other mushy themes such as that.
19. Maintain and increase faculty expertise on water-related issues.
20. International environmental programs needed

Question 8. Please add additional comments regarding these resource needs here.

1. The premise that the College can do much to shape what faculty do is erroneous. The College has very limited resources. Certainly not enough to influence decisions that drive faculty. The interdisciplinary "emergent properties" that the college benefits from is a result of excellent faculty members who are driven to selfishly pursue their own interests (generally in research). These outcomes can be facilitated, but not directed or managed by the College. The best thing the College can do is to help departments recruit the highest quality faculty (and prevent the loss of more positions). Departments are best positioned to make the decisions relative to research areas. External (not College) funding will take care of the rest provided that no barriers are added to working across the college and campus.
2. Resources to encourage interdepartmental collaborative research.
3. Faculty spend too much time working on committees. This bogs down creative thinking. Very smart people here need more academic freedom in order to move science forward!
4. I appreciate your attention to Cooperative Extension. How about trying to get more CE positions? I am not convinced that giving Departments more electronic communication expertise is going to help. What we really need are people who have the expertise to answer or research practical questions. You will notice also that in many cases it is only the CE people who can teach the applied courses that our students desperately want. I don't like your idea of augmenting CE with staff members to do outreach--unless under the direct supervision of a CE Specialist. I find that the College Centers--like the Urban Hort Center just compete with me--they don't help me and they don't engage me.
5. Field facilities need modernization
6. CAES, please stop stealing our money. Once CAES has allocated it, taking it away is simply theft. Making some silly assertion in ignorance as to why it might be justified does not change the fact that it is theft! Stop it!
7. College continues to subsidize all ag industries by not charging for these activities. The funding model now favors higher overhead so these research areas will be neglected if groups within the College are to remain competitive within UC
8. These are all important and very worthwhile priorities - even those I scored as "moderate" - not sure how valuable this ranking-without-discussion-of-tradeoffs will be.
9. I could not answer question 4. I would probably take weeks of research for me to answer that questions. I also feel answering the remaining questions requires more research from each individual completing this survey and because of that I am concerned that this survey represents a person's feeling at the time of the survey and not necessarily what is needed.
10. I would strongly discourage the desperate hunt for mid-career researchers to fill in the gap. This exact same view lead to the existing gap as a hunt for mid-careers in the early 90s precluded the search for youth and created the current gap. Those of us that are in the mid-career will suffer because of this and the increased time demand it will require but the university will be on a more stable foundation in the long run. A caveat to this is that CAES has to be careful in hiring as CBS is hiring their new faculty at salaries that are higher than professors that have been serving the university for 10 years and this is causing significant numbers of CBS mid-career faculty to look to the exits. I would also like to point out that a University is not known for individuals but instead for its bulk of activity. The bulk of activity is driven by quality youth that you will lose on occasion. Hiring in names never works and just wastes money.
11. College departments should be reorganized to better align faculty expertise and foster collaborative opportunities; Modern departments should be devised and strengthened rather than inventing ever more centers on top of already existing structures while resources are scarce; Faculty resources are being diluted out by balancing engagements in multiple graduate groups, multiple centers, multiple outreach groups, and multiple research projects at the expense of scholarly depth;
12. I am concerned about the terms "Investment in extension/outreach positions in industry and stakeholder relations" - is this Cooperative Extension? or extension? How will these people be independent of industry funding? I am opposed to CE specialists teaching - however ANR (as it exists today) is not the right home for CE specialists either, Ironically at a time when the need for CE has never been greater in terms of industry outreach and extension of research and there are tremendous external funding opportunities - ANR has changed course and effectively abandoned agriculture and is not hiring campus-based CE specialists, and the college is wanting the few remaining CE specialists to do more undergraduate teaching. Neither of these are compatible with an effective CE programs in efficient agricultural production systems
13. The big grants with multiple PI's spanning multiple areas, really have not given much bang for the tax payer buck (unless one considers from the overhead perspective to the lead institution:)). That observation flavors my opinions on top-down "big ideas."
14. I am very worried about 20/20. Information I've seen is long on what will happen but short on how. How will we address language difficulties for international students? How will we offer enough sections of introductory classes-

will there be more classrooms? How will we cope with traffic? How will we ensure that faculty hires match the training needs of our new clients, who will be largely headed into the STEM disciplines, but will also expand our writing and ge course rosters?

15. I'm surprised that graduate student funding was not on the main list. Graduate students are the lifeblood of a research university and the main burden of funding graduate students falls on the faculty while the administration profits from the graduate student tuition that the faculty pays for. This is wrong!

16. In an era of increasing demands on faculty time for both research (increased awards) and teaching (larger course loads), more resources need to be dedicated to support these activities such that faculty are not required to pick up activities that can be more efficiently addressed by administrative staff and TAs. There is a breaking point at which such increased demands cannot be sustained without sufficient support.

17. There are probably a fair amount of other needs not listed

18. I am not entirely surprised but still profoundly disappointed that improved teaching is not listed among the 8 major themes. This perpetuates the idea that teaching is not very important. After all, we are a research university and teaching only deserves lip service. I challenge you to add at least improved teaching (pedagogy, novel delivery methods ,etc.) as a major goal of the college.

19. What is meant by redefining CE to fit broadening realm of college outreach? CE management and administration is an OP issue not a College issue. There's not a question on this list to require IR/OR faculty to conduct outreach for the betterment of California.

20. (1) There is a need to encourage disciplinary knowledge and majors. Interdisciplinary degrees have grown greatly in student numbers but they are fine mainly as a general college degree; graduates of those majors are of little use for jobs and graduate work in my discipline (a geophysical science) a likely other disciplines. (2) As for innovative teaching, MOOCs seem to be a popular diversion with more problems than benefits. In contrast, real value could be obtained by pooling instruction on various campuses (even outside UC) for low-enrollment core courses. This requires some infrastructure and partnering with UC at various administrative levels (e.g. registrar MOUs). Doing so might save programs that are critical to California's future, but endangered because they are small (in terms of majors). This point also provides an option to consider in the 're-evaluate college majors' paragraph which emphasizes student numbers. (3) The focus on 2020 initiative misses an important issue: normalizing the cost of foreign students, at the least to match US non-residents. While there are plans for the Regents to consider this, UCD (and UC) are at a large competitive disadvantage compared with other schools nationwide.

21. I recommend telling our new dean that this exercise and survey do not represent the will of all faculty. We ought to trust what got us here, not some trendy vision that favors a certain style of research over disciplinary excellence. There is room for the full spectrum in our college but not in your statement or survey.

22. Water use, quality, and management cuts across many areas, and we have nearly abandoned our allocation of expertise in water management areas.

23. Funding for outreach and engagement positions to complement those already in extension. In particular, improved interactions with policy makers at local, regional, state, federal and international scales.

24. I do not think that expertise in microbial biology should be singled out and focused on any more than any other discipline, such as, chemistry or mathematical/quantitative/modeling skills. All disciplines currently are represented in the college and all will need to be maintained to grow in the areas of health, environment, and sustainability.

25. I assigned low priority to both administrative support categories and to the statement that seems to refer to sponsored programs. I did this because the problems associated with these categories cannot be fixed by providing them with more resources. The administration needs to serve and promote the faculty, who actually try to meet the needs of the university and the students. As for sponsored programs, the office needs to be completely restaffed with personnel who can actually do the jobs that they are assigned. They are completely incompetent from top to bottom (and by "top" I refer to the provost who is in charge).

26. Very research centric with little directed at teaching and outreach. Redefining cooperative extension is far beyond CAES and is likely to be a sinkhole of effort. Extending knowledge to the breadth of the stakeholders (full breadth) is essential for our college to remain relevant? Centers, in principle, sound good but often just add more complexity and diffuse visibility of the contributing units. Much more work needs to be in place for centers to work effectively. The college needs to consider ALL stakeholders while remembering it cannot be all things to all people, that is where the education component comes to bear.

27. Reviewing the rac formula with the idea of not penalizing departments with high teaching loads and favoring those with low teaching loads.

28. You category of "integrated professorships" might be overlooking an inherent strength of the college -- I don't know many faculty who do not already integrate across disciplines. Regarding international scholars, such individuals flock to campus based on sponsored fellowships -- as a consequence, I don't think the college needs to invest there.

29. This is a weird list. Why are microbial biology & coastal/marine systems singled out for special treatment? What about teaching? One of our biggest needs is for better classroom space and sufficient teaching personnel. Many

courses have gotten too large, and basic services like advising need to be improved for some majors. But I don't see any acknowledgement of those issues here.

30. I much prefer the college taking chances and hiring the best and brightest junior faculty, rather than luring productive mid-level faculty away from other institutions. They are the real future. Students are going get fed up with online education eventually and really gravitate towards experiential 'hands-on' courses. CAES should find ways to make sure our majors are not cheated of such experiences.

31. Honestly I'm a little stunned at how poorly social science perspectives are represented in the multidisciplinary opportunities. As a social scientist in the college, not only do I feel tremendously undervalued in this vision statement, but I also think the College is making a huge strategic mistake by not paying more attention to the importance of social science in understanding the food systems and environmental challenges of today and the future. I would urge you to reach out to the many high quality social scientists in the college (who were basically absent from the visioning committee, with the notable exception of economists).

32. Many of the moderate/low priorities are things I already think we're doing, or have faculty in those positions. However, I do think centers are a bad idea-- they create little "fiefdoms", rather than encouraging collaboration and interdisciplinary work (instead, I feel like they only do that for those "in the club")-- so just add an extra layer of administration and committee work, without actually benefiting the campus community at large.

33. A large part of why I rank "strengthening centers and institutes as research cores" as high is the need to build up the new Coastal Marine Sciences Institute to integrate marine science research across campus.