

**Questions for the Academic Planning Transition Team from
Instructional Academic Staff and Teaching Assistant Professors
Responses Provided 4/9/24**

- 1. How will TAP and IAS—who have an abundance of expertise and experience supporting student learning—be included in decision-making processes moving forward?**

There have been IAS, TAP, and faculty of all levels from all three campuses involved in the Academic Planning Process. This will continue into the Implementation Team. However, not everyone can be on these teams, so it is important to take advantage of feedback opportunities.

- 2. In what ways might restructuring address structural inequities (teaching load, voting rights, salary, respect/recognition, inclusion, etc.)?**

Policy and bylaws will be written as a part of our restructuring. It will be important to advocate and use your voice as a part of that process. Inequities exist in almost all systems. We expect they will continue to be addressed, but some will persist.

- 3. Will opportunities for professional development funding continue through the restructuring?**

One intention of the Academic Restructuring process has been to create opportunities for interdisciplinary partnerships between units. Split placements may be handled differently in the future. However, professional development allocations will remain within home areas.

- 4. With no department chairs, who will advocate for contingent faculty?**

Faculty and staff will have new “go to” people who advocate for them. The restructuring is not intended to remove advocacy or support.

- Area coordinators and school directors/associate deans will work together to advocate for faculty and the area. Decisions and governance will be shared. For example, Area Coordinators and faculty/staff will continue to be the contact for discipline-specific information.
- School Directors/Associate Deans will act on behalf of Area Coordinators, faculty, staff, and students. School Directors/Associate Deans will need to become informed regarding each area that is part of their school, so that they can advocate for their area coordinators and faculty.

No part of the Academic Restructuring process is intended to reduce shared governance, create a top-down structure, disempower faculty/staff, or create/exacerbate inequities.

