

**Assembly Select Committee on the
Master Plan for Higher Education in California
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Meeting the Needs of Faculty and Staff to Support Students

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UC's 4700 lecturers teach one-third of undergraduate student credit hours.

Faculty growth is occurring mainly in
contingent job titles.

The UC uses temporary faculty
to do permanent work.

A typical lecturer is qualified, talented, experienced, accomplished, and well-prepared to mentor California's students.

A typical lecturer also:

- works multiple jobs to make ends meet
- struggles to stay in the middle class
- lacks health and retirement benefits
- performs uncompensated research and service
- experiences isolation, anxiety, and depression

Lecturers are more likely than
tenure-track faculty to be
women and people of color.

UC administrators are increasingly
separating research and teaching
into distinct silos.

In considering the future of the Master Plan, the Legislature should:

- Restore state funding to historically high levels and dedicate a stable funding source to all three segments of public higher education.
- Reform the Board of Regents.
- Include measures of contingent faculty welfare in accountability metrics.
- Advocate for contingent faculty professional development and inclusion in academic initiatives.

The Legislature should urge the Regents to:

- Strengthen terms and conditions of employment, including benefits and retirement, for contingent faculty.
- Establish a post-tenure review model of faculty evaluation.
- Establish post-tenure review tracks and non-tenure-track faculty.
- Enhance inclusion and professional development in the UC Academic Senate.

*The Legislature should urge
the Regents to:*

- Stop forced turnover by instituting rehiring rights.
- Improve quality of instruction by replacing Student Evaluations of Teaching with a peer-review model of teaching evaluation.
- Establish pay parity among tenure-track and non-tenure-track faculty.
- Enfranchise lecturers and adjuncts through membership in the UC Academic Senate.