

**Meeting the Needs of Faculty  
and Staff to Support Students**

**Professional Development  
and Academic Initiatives**

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# INTRODUCTION

## Professional Development and Academic Initiatives

- The faculty of the State's differentiated research university that awards higher academic & professional degrees in a grand partnership of the segments.
- 10 campuses, 150 disciplines, 600 graduate degree programs, 250,000 undergraduates - the most diverse student body in UC history.
- Faculty development practices related to diversity, transfer, student support, pedagogy, and admission are not things mandated to the faculty, but much better are things organically birthed by the faculty for the people.

# 1. What do faculty need in terms of professional development in order to support students?

- Faculty are committed to UC's public mission & are invested in leading and shaping the direction of the institution, primarily through the Academic Senate.
- Professional development opportunities are many & varied, reflecting the ways that faculty advance their intellectual interests & academic engagement.
- Developing systematic, transparent processes for raising awareness of professional development resources will help increase & diversify representation.
- We have access to professional development opportunities; our far bigger challenge is a more basic one of institutional resources.

## **2. What professional development is available to faculty given academic initiatives such as remediation, transfer, & increasing faculty diversity?**

- Approximately 23,000 faculty: 11,000 ladder-rank, 4,000 lecturers, and the balance being clinical, in-residence and adjunct faculty.
- UC is unusual among American Association of Universities (AAU) publics for its historic high proportion of ladder-rank faculty, who teach a high proportion of all courses.
- Faculty are guided by a single systemwide Academic Personnel Manual (APM) that defines the relationship between a faculty member and the University.
- The APM is a career management tool for the individual linking career-long development and contribution directly to the university mission.

## 2. Professional development for academic initiatives

- UC uniquely employs rigorous career-long post-tenure review.
- UC faculty are held to high standards in teaching and research: “Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions.”
- The Academic Senate determines academic policy, establishes the conditions for admission to the University and the granting of degrees, authorizes and supervises courses and curricula, and advises the administration on faculty appointments and other academic matters, through a distinctive practice of shared governance.

## 2. Professional development for academic initiatives

- Admission, enrollment, retention and graduation rates for first generation students, underrepresented minority students, and transfer students are extremely high, and continue to steadily rise. The systemwide First Generation program connects first gen faculty with first gen students. The Board of Admissions and Relations with Schools (BOARS), an Academic Senate committee, has achieved great successes in improving student diversity, with steady improvement even since the enactment of Proposition 209 in 1996. These efforts are foundational to improving the pipeline to diversify the professoriate. UC's high graduation rates mean higher returns on enrollment investments; for every 10 students enrolled, 9 students earn a degree. We are proud of our unparalleled success in advancing social mobility.

## 2. Professional development for academic initiatives

- The Academic Senate recommended a Diversity Statement to the Board of Regents in 2006, who adopted it as Regents Policy 4400.
- The Academic Senate initiated revision of the APM (210-1d) to read: “Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements”.
- Diversity statements are now sought from applicants to faculty positions.

## 2. Professional development for academic initiatives

- The President's Postdoctoral Fellowship Program (PPFP) is key to supporting diversification of the UC faculty through financial support and career development training for postdoctoral scholars who show promise to be successful faculty at UC or elsewhere. This program has been incredibly effective; last year it received 854 applicants for just 24 slots; it has been emulated nationally and internationally.
- Normal attrition and enlightened renewal is insufficient in achieving diversity at the University of California, or in the other segments. The President's Postdoctoral Fellowship Program should, in my opinion, be radically expanded.

## 2. Professional development for academic initiatives

- BOARS regulates the policies and practices of admission to UC. An example of BOARS engagement is their current work to implement the brand new Transfer Guarantee of Admission to the UC System, built upon the 21 Transfer Pathways, to incentivize and reward good academic preparation.
- The individual Transfer Admission Guarantee (TAG), which BOARS developed over two decades ago, are some of many on-going efforts to reach out to and counsel potential transfer students.
- We are determined to fulfil our Master Plan transfer obligations.

## 2. Professional development for academic initiatives

- The STEAD program (Strength through Equity and Diversity) at UC Davis uses trained faculty members to provide information and advice about achieving excellence, equity, and diversity in faculty recruitment for faculty and administrators who are involved in hiring. Through these workshops, faculty learn evidence-based approaches that maximize the likelihood that excellent and diverse scholars will be identified, selected for offers, and recruited to the faculty. All campuses have similar initiatives.
- Training for members of faculty search committees is generally required as a condition of their participation.

## 2. Professional development for academic initiatives

- The Innovative Learning Technology Initiative (ILTI) is a systemwide effort supporting faculty to harness emergent technologies, online and hybrid models, to assist UC students by helping them access high demand courses, satisfy degree requirements and graduate on time. ILTI has provided campuses hard and soft infrastructure for pedagogical development, a cross-campus enrollment system with a searchable database of online courses to help students find and enroll in needed classes, and funding to develop several hundred online courses.
- The UC Berkeley Center for Teaching & Learning exemplifies campus-based approaches to advance best practices in curriculum, instruction, and assessment.

## 2. Professional development for academic initiatives

- Generally, UC does not offer remedial courses, per Academic Senate Regulation 761. Instead it works to ensure that California's students are prepared for postsecondary education through such work as the "a-g" college preparatory curriculum, necessary for admission to UC and CSU. All admitted students must fulfill the Entry Level Writing Requirement (ELWR). UCOPE ensures that there are multiple pathways, one being the University's Analytical Writing Placement Exam (AWPE). So, most enrollees are ready to compete and succeed.
- Secondly, those who have not completed ELWR do so by completing intensive college-level courses in composition, language and rhetoric, for credit, taught by UC faculty.

## 2. Professional development for academic initiatives

- The UC faculty do not just drive their own professional development; their students comprise 25% of the UC and 21% of the CSU faculty bodies. They provide 28% of all the bachelors degrees, and a staggering 63% of all graduate academic doctorates, awarded in the State, over half of whom go on to work in the State's higher education workforce, an incalculable contribution to the social and economic development of the state.
- Another 30 or so examples of faculty-driven professional development are mentioned in my written testimony, but many more exist.

### **3. How should the Master Plan and/or California's higher education system address professional development for faculty to meet their needs?**

**What is one action the state can take that would not require funding?**

- All the low-hanging fruit have long ago been picked.
- Improved systemwide coordination of development assets through a clearinghouse would improve awareness and utilization of assets with a relatively low cost.

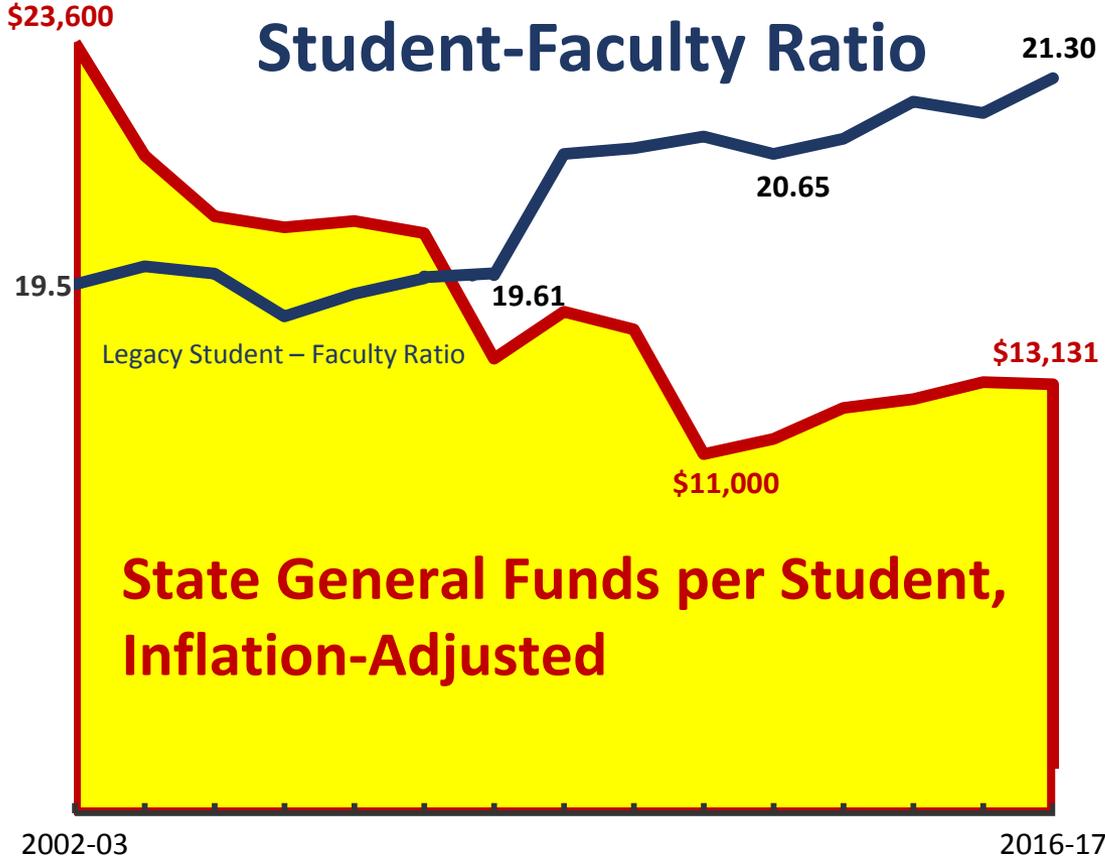
# What is one action the state can take that would require funding?

- Our success as academics is founded in continual growth is our teaching, research and service.
- Our far larger challenge is a much more basic one of institutional resources.
- The student to faculty ratio is a universal metric of academic quality. Interaction with the faculty is the key factor in achieving the UC's mission of teaching, research and service.

# What is one action the state can take that would require funding?

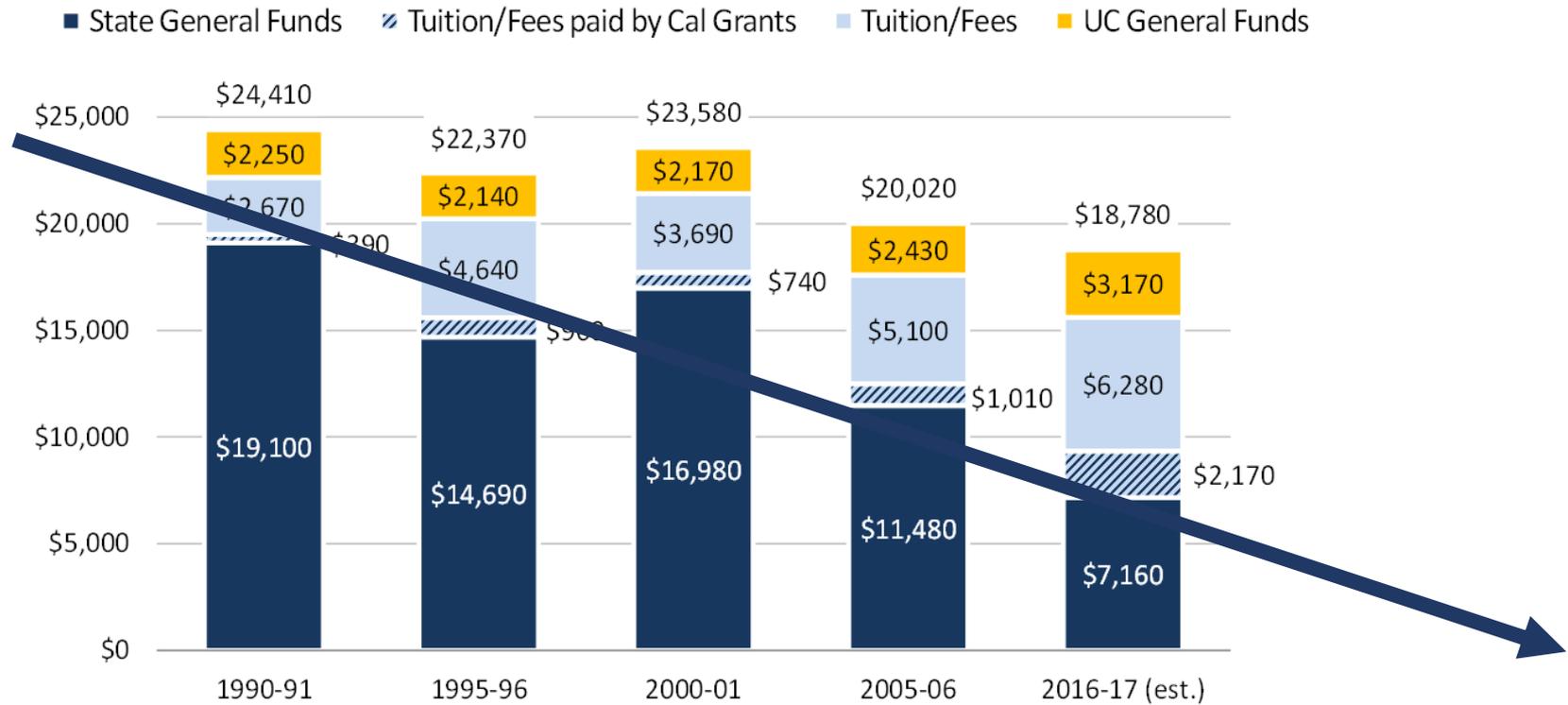
- A steady worsening of the student to faculty ratio adversely impacts the ability of the faculty to serve our students.
- In 2000 UC had a student to faculty ratio that was as good as its AAU Public and Comp 8 Public peers, but it has progressively been left behind, and the gap continues to widen.
- This negatively impacts the faculty diversity pipeline; diminishes research capability; decreases graduate program quality; and accordingly devalues the undergraduate experience, leading to overcrowding of many kinds.

# Student Faculty Ratio Worsened as Funding Declined



The student-faculty ratio after 2008-09 includes faculty paid through all fund sources (other than self-supporting program fees), not just core funds (i.e., state general funds, UC general funds, and tuition and fees).

# Average Expenditures for Instruction per Student from Core Funds, Constant 2016-17 Dollars



Since 1990-91, average inflation-adjusted expenditures for educating UC students have declined. The State-funded share has declined even more rapidly, with student-related charges playing a larger role. Figures are inflation-adjusted resources per general campus student, net of financial aid.

# Change in Available Resources from State General Funds and Student Tuition/Fees

	2016-17	2000-01	
		Adj. for Inflation	Not Adj. for Inflation
State General Funds - Permanent (\$M)	\$3,306	\$5,000	\$3,192
Tuition/Student Services Fee	\$3,151	\$940	\$600
Professional Degree Fees	\$315	\$68	\$44
UC General Funds	\$1,418	\$581	\$371
	<b>\$8,190</b>	<b>\$6,590</b>	<b>\$4,206</b>
Resources Unavailable for Current Operations (\$M)			
Financial Aid	(\$966)	(\$337)	(\$215)
Lease revenue / GO Bond payments	(\$344)	(\$168)	(\$107)
UCRP Contributions	(\$424)		
	<b>(\$1,735)</b>	<b>(\$505)</b>	<b>(\$323)</b>
Available Resources (\$M)	\$6,455	\$6,084	\$3,883
Number of Students Enrolled (FTE)	263,957	171,270	171,270
<b>Available Resources per Student (\$)</b>	<b>\$24,456</b>	<b>\$35,524</b>	<b>\$22,674</b>
<b>\$ Change since 2000-01</b>	<b>(\$11,068)</b>		
<b>% Change</b>	<b>-31.2%</b>		

After taking into account inflation and increased expenditures on financial aid, debt service, & contributions to the University of California Retirement Plan (UCRP), UC has much less available funding from core funds per student now than in 2000-01. Inflation is based on changes in the Higher Education Price Index (HEPI).

# CONCLUSIONS

1. Faculty engagement in governance profoundly & positively improves professional development & student support.
2. Faculty actively participate in creating programs and initiatives for professional development.
3. Faculty set high expectations for their professional development.
4. Professional development is necessary for career advancement.
5. Professional development emphasizes supporting students in many areas including remediation, or rather its alternatives; improving the transfer process in many ways before and after admission; and in improving student and faculty diversity.

6. The UC, CCC and CSU faculties work together informally & through ICAS, the Intersegmental Coordinating Committee of Academic Senates.
7. The Master Plan has allowed each segment to be extremely & distinctively successful. The University of California owes much to its partnership with the CCC and CSU systems.
8. The Master Plan continues to serve well the students of California, but the State's funding for the University of California has fallen short by many metrics, notably in funding per student and in student to faculty ratio.
9. Professional development and student support are constrained by a steadily worsening student to faculty ratio, a metric for broad academic teaching, research and service quality; reversing this trend must be a key priority for the State.