



# THE SENATE SOURCE

## Notes from the Academic Senate Chair



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Dear Colleagues,

As my term as 2015-16 Senate Chair concludes, I want to offer some thoughts about the Senate's accomplishments this past year and about the future of the University.

The Senate met several challenges in the form of "programmatically initiatives" that were included in the 2015-16 state budget. One major accomplishment brought campus faculty together to develop systemwide [UC Transfer Pathways](#) for 11 majors, making a total of 21 majors with Pathways. The Senate, through BOARS, also examined the potential use of C-ID, the common course numbering system used by the California Community Colleges and CSU. UCEP was the lead Senate committee in responding to a request to reexamine policies on alternative credits, primarily AP credit and Credit By Examination, and I anticipate work will finish on this initiative by the end of the calendar year.

Those of us on the [Retirement Options Task Force](#) were challenged to develop a new retirement plan aligned with the State's PEPRA cap that was also competitive, did not threaten the viability of UCRP, and saved money. The final plan, in the form of the 2016 Tier, is reasonable for new faculty hired near the median salary, but less competitive for faculty hired at higher salaries. I warned the Regents that the new tier could increase turnover of assistant professors and mid-career faculty, lead to greater emphasis on salary over benefits in negotiations, and cause faculty who remain at UC to delay retirement. I hope these predictions prove to be incorrect, but we are unlikely to know much for several years.

Strict protocols govern communications between faculty and Regents, so I was surprised to receive a phone message from the Chair of the Regents in September inviting me to participate on the Regents Working Group on Intolerance. Several months later, the Regents approved a policy [Statement Against Intolerance](#) that respects the First Amendment and academic freedom. As a member of the Working Group, I was able to communicate directly with the Regents on the Working Group; this led to positive amendments and improvements to the Statement just before the March meeting.

I found out how valuable my service on the Riverside Charges and P&T committees was when I began a long project on the [Joint Committee](#) empaneled by President Napolitano to examine the policies and procedures for the investigation and discipline of faculty members accused of sexual misconduct. My goal throughout the project was not only to fix what was broken but also to avoid fixing what was not broken. This process has been successful and is close to completion.

Like many others, I was deeply disappointed with the treatment of faculty in the State Auditor Report, which accused the faculty of lowering admissions standards for nonresidents simply to admit more of them and generate revenue. Several groups worked to set the record straight. On the administration side,

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## Anderson, Lindenberg Receive Senate's Highest Honor

Professors Robert Anderson (UCB) and Katja Lindenberg (UCSD) are the 2016 recipients of the Oliver Johnson Award for Distinguished Senate Service.



**Katja Lindenberg** is a Distinguished Professor of Chemistry and Biochemistry and holds a Chancellor's Associate Chair at UC San Diego. Professor Lindenberg was the first and one of only three female Senate chairs of the San Diego Division, where she has served on virtually every standing committee. Her service includes extensive campus work on gender equity issues, including as co-Chair of the Gender Equity Committee, Chair of the Faculty Rewards Task Force, and a member of the Gender Equity Summit Planning Committee. At the system level, she has served on search

committees for three UC Presidents and one UCSD Chancellor, chaired the UC Committee on Academic Personnel, and was a member of the Senate Task Force that helped found UC Merced. She currently serves as chair of the UCSD Committee on Privilege & Tenure.



**Robert Anderson** is an Emeritus Professor of Economics and Mathematics and Coleman Fung Professor Emeritus of Risk Management at UC Berkeley. Professor Anderson served as chair of the Academic Senate in 2011-12. As chair of the systemwide Task Force on Investments and Retirement, he provided steady leadership and a deep understanding of issues related to the UC pension and retirement system. In the early 1990s, he distinguished himself as an especially effective leader in the effort to extend UC's health and retirement benefits to same-sex domestic partners.

Professor Anderson's record of service to the Berkeley Division includes nine years as divisional parliamentarian. In 2009, he received the Berkeley Faculty Service Award.

The *Senate Source* asked Professors Lindenberg and Anderson to respond to a few questions about their work in the Senate and the challenges facing the University. Their responses are reproduced below.

**What do you view as the significant highlights of your divisional and systemwide Senate service? Of what accomplishments or issues do you feel most proud?**

**Anderson:** There are two: the extension of University health and pension benefits to LGBT families, and the decision by the Regents in 2010 to preserve the basic structure of our retirement benefits. The pension changes affected employees hired after June 30, 2013; they reduced the cost of the pension by shifting retirement age factors by five years, but otherwise retained the provisions of UCRP, which play a key role in retaining faculty in mid-career and encouraging retirement at the appropriate age.

Unfortunately, the latter decision was overturned under the 2015 compact between Governor Brown and President

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*Continued from page 1* Napolitano. This produced no savings to the University, but will make it much harder and more expensive to retain faculty at mid-career, and will impair faculty renewal. Huge damage for no tangible benefit.

**Lindenberg:** It is difficult to list “most significant highlights” and “accomplishments” because, as you can imagine, a career of over 40 years with continuous Senate service of at least 35 years includes many highlights. At UCSD, I have served as Division Chair, member and Chair of CAP, member and Chair of the Committee on Privilege and Tenure and of the Committee on Research. At the Systemwide level, I have served on a similar range of Committees. The list of highlights also includes departmental and systemwide service on task forces, search committees for UC Presidents and the UCSD Chancellor, for gender disparity problems, and for the creation and planning of Universitywide programs. Probably the most significant of those was my three years on the Senate task force for the creation of UC Merced, as well as UC Mexus, and the Center for Nonlinear Science.

I will say that of all the service I have engaged in, Academic Senate service has from the beginning been the most meaningful because I am a strong believer in shared governance. To be honored for it in this way makes me proud!

#### **What first motivated you to get involved with the Senate?**

**Lindenberg:** While I have not worked at any other Universities, from the very beginning I realized that shared governance is a very important and yet very unusual way to run an educational institution. I wanted to be part of this process from the beginning because I wanted to contribute what I could and I felt that the only way to ensure the continuation of shared governance is to participate in a serious way.

#### **What philosophy has guided your career and shaped your service? How does Senate service complement your professional career?**

**Anderson:** The Senate has been critical in establishing and defending academic excellence at the University of California. As the official voice of the faculty, the Senate takes a much longer view than most administrators or Regents. Moreover, Senate members possess an enormous collective expertise, on which wise administrators can (and do) draw. The Senate review process is sometimes derided as slow, but I think that adherence to the deliberative process is essential to making good decisions and building consensus for them. I also served for nine years as parliamentarian at Berkeley, and over that time, there were a number of difficult and contentious Division meetings. My goal was to ensure that, at the end of the meeting, members on all sides of the question felt that the process had been fair.

**Lindenberg:** I have loved math and science since I was in about the second grade, and my career in the sciences has fit me like a glove. I have seen my career as a way to meet and interact with people from around the world, and it has given me the opportunity to travel to all corners of the globe. I was recently awarded an Endowed Chair at UCSD, which I see mostly as a reward for my research, but also for teaching and service. I also love to teach, and a few years ago I was awarded UCSD’s highest award for teaching. In my first decades I taught required undergraduate courses in Physical Chemistry that pose a significant challenge to many students. My challenge was to convince the students about the beauty and logic of the subject. I must have done something well to have earned that teaching award. And, of course, I very much enjoy University service. I am being honored for Academic Senate service, but outside of this I have also served in a number of non-Senate capacities, including as department chair.

How do I put this all together? I guess my philosophy has been one of “learning the world.” I love to share ideas, meet people from around the world, and mentor those who need help adjusting to UCSD. What other world would have provided me these opportunities?

**Professor Lindenberg, you have served on a number of task forces related to gender equity. What is your view of the status of women at the University today? Has it improved since you first started your career? What can the University do to improve?**

**Lindenberg:** I must say that I am disappointed with the slow pace of progress, especially in the STEM fields, from the student level to the highest levels of faculty. Also, understand that these statements refer to UCSD, where I have delved deeply into the issues. I do see other institutions that seem to be doing much better than UC, and I don’t really understand why. Arriving at equity requires interest, patience, application, and mentorship – a combination that is not easy to achieve. Over the years I have at times felt that while the institution takes the recommendations of gender-related task forces seriously, and even implements some, the implementation somehow slips backward and a strong effort is required to push it back up again.

#### **What, in your eyes, are the biggest challenges facing the University now and into the future?**

**Anderson:** Underfunding, underfunding, and underfunding.

**Lindenberg:** Funding, funding, funding. Research cannot be done without it. I mean all of it. An excellent institution of higher learning requires a strong research program, and that requires funding. It seems like such poor planning to make researchers write, for example, four proposals to get one funded. What a waste of time this is – writing one proposal is such an incredibly time-consuming effort!

Teaching that is really meaningful requires smaller classes than we have now; it requires a student population that is diverse so that our students can learn that there is a world out there other than the one they are used to; and it requires a teaching load that is commensurate with the other requirements. Without adequate funding, how are faculty supposed to find time for service?

#### **How can UC help reinvestigate public investment in higher education?**

**Anderson:** UC needs to be very explicit in saying how the underfunding from the state is hurting quality. The 2015 compact between Governor Brown and President Napolitano locks in inadequate state funding; UC should have said so, rather than pretending otherwise. New York State spent \$19,000 per student spent in elementary and secondary schools in 2013.

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*Oliver Johnson awardees Robert Anderson and Katja Lindenberg*

the President and her communications and budget teams issued the "[Straight Talk on Hot Button Issues](#)" report that challenged many of the audit's assertions. UCOP's State Government Relations team also made several fine presentations to the Legislature in the spring. Watching the Office of the President respond effectively to the audit highlighted something which I have long been aware: the extent to which UCOP shields campuses from bad state government ideas.

BOARS also took a careful path through the difficult terrain of writing its "[compare favorably](#)" report on the qualifications of non-resident undergraduates. The report sets the stage for more extensive deliberations on nonresident admission policies by BOARS this fall.

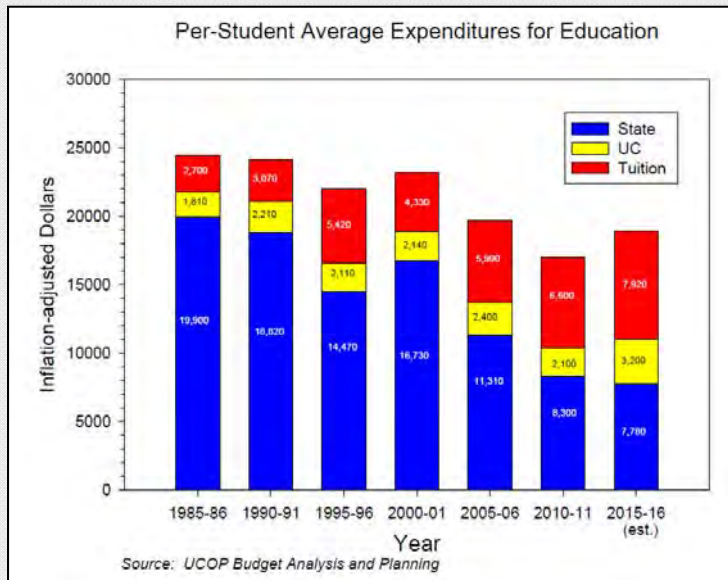
Turning to the future, I want to speak to a question I have thought about nearly every day as Senate Chair. The question is fundamental to the future, even the existence, of the University of California: How can we fund a selective, high-quality public university out of the public treasury if the public treasury is not prepared to pay extra for quality?

I have seen many changes in my 32 years as a UC faculty member. The systemwide student-faculty ratio was about 17-1 when I started at Riverside in 1984. It was somewhat lower at Riverside, which advertised itself as a campus with small classes where students could get to know their professors and receive individual attention. That is no longer true at Riverside or any UC campus. The Riverside student-faculty ratio is 29-1 today, much higher than the systemwide average of 21-1.

The changes may not be noticeable on short time scales, but over 32 years they have affected the quality of education in ways that are quite visible to my colleagues and me. The higher student-faculty ratio confirms my perception that UC faculty have fewer opportunities for individual contact with students, something that is acutely obvious when we receive their requests for letters of recommendation and realize how little we might know about them. Many professors have also moved away from essay or short-answer questions to machine-scored multiple-choice exam questions, because the total time required to grade all exams has remained constant while class sizes have increased. My colleagues and I also continue to oppose, not always successfully, reductions to laboratory sections that help students obtain practical experience in a given field.

Taken together, I cannot say that UC is able to offer today's students the same quality of education offered their parents.

Consider also the changes in per student funding over the past 30 years highlighted in the accompanying chart. The proportion of State general fund expenditures allocated to UC fell from



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## Senate Recommends Practices for Diversifying the Faculty

Campuses are reviewing [best practice recommendations](#) from the Academic Senate for recruiting, retaining, and promoting a diverse faculty that focus on hiring more President's Postdoctoral Fellows (PPFs) and Chancellor's Postdoctoral Fellows (CFs) into UC faculty positions.

The recommendations were developed by the University Committee on Affirmative Action, Diversity, and Equity (UCAADE) and endorsed unanimously by the Academic Council in January.

On July 12, 2016, Provost Aimée Dorr forwarded the recommendations to campus Executive Vice Chancellors and Vice Provosts with an accompanying memo conveying her own support and encouragement for reviewing the effectiveness of current hiring practices and adopting new practices to increase the hiring of underrepresented minority faculty members at UC.

The recommendations describe how the University can make better use of the PPF and CF programs by implementing more standardized processes across campuses for hiring via the programs.

The [President's Postdoctoral Fellowship Program](#) (PPFP) was established in 1984 to encourage women and minority scholars to pursue academic careers at UC. The program offers fellowships, professional development and mentoring to outstanding scholars in all fields whose research, teaching, and service contribute to diversity and equal opportunity. The Chancellor's Postdoctoral Fellowship Programs are locally-administered and funded programs similar to the PPFP. The programs are highly competitive; 15 two-year PPFP fellowships are awarded each year. UCOP provides five years of partial salary support to a campus that hires a fellow. In addition, in 2014

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## Updating the University's Sexual Misconduct Policies

Over the past year, the Academic Senate has been heavily engaged in the University's effort to update and improve policies on sexual violence and sexual harassment, including clarifying reporting procedures and resources for responding to prohibited conduct, and to clarify and improve processes for investigating and adjudicating cases in which faculty are accused.

**Presidential Policy Review:** A new [UC Presidential Policy](#) on sexual violence and sexual harassment became effective on January 1, replacing an interim policy issued in June 2015 to comply with new federal requirements. The new Policy was drafted by a joint Administration-Senate committee during the summer of 2015, and a draft was distributed for expedited systemwide review at the beginning of the Fall academic term. The Academic Council submitted [comments](#) following discussion at its October meeting.

Following the brief comment period the Office of Ethics, Compliance, and Audit Services convened a work group to finalize the Policy in light of the comments received. That group included two Senate members, both Professors of Law, the former Senate Executive Director, as well as campus Title IX Officers and other administrators. Representatives from Human Resources, the Office of General Counsel, and student organizations also participated.

The final policy provides clearer definitions and guidance about prohibited conduct as well as clearer, more deliberate reporting structures and response procedures for different kinds of cases of sexual violence or harassment. Three provisions affect faculty in ways that are important to understand. First, the policy defines all faculty as "Responsible Employees," who are required to report any

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2015-16 Academic Council members pose with UCOP senior administrators. From L: Jose Wudka (Chair-UCR), Valerie Leppert (Chair-CCGA), Kum-Kum Bhavnani (Chair-UCSB), Andre Knoesen (Chair-UCD), Robert Continetti (Chair-UCSD), Michael Stenstrom (Chair-UCAP), Judith Habicht-Mauche (Chair-UCORP), Ralph Aldredge (Chair-BOARS), Ruth Greenblatt (Chair-UCSF), Don Brenneis (Chair-UCSC), Council Chair Dan Hare (UCR), Colleen Clancy (Chair-UCAADE), President Janet Napolitano, Shane White (Chair-UCPB), Leobardo Estrada (Chair-UCLA), Provost Aimee Dorr (UCOP), Council Vice Chair Jim Chalfant (UCD), Joshua Viers (Vice-Chair-UCM). Not pictured: Alan Terricciano (Chair-UCI), Cristian Ricci (Chair-UCM), Tracy Larrabee (Chair-UCEP), Cal Moore (Chair-UCFW)

**Chair's Notes, continued from page 3** 5.5% in 1985 to approximately 2.8% today. Since 1985, the portion of per-student expenditures provided by the State declined more than 60% in inflation-adjusted dollars – from about \$20,000 to \$7,780 today. Over the same period, contributions provided by student tuition and UC increased, but made up less than half of that reduction. As a result, the total average per-student expenditure declined from \$24,410 to \$18,900. Some might celebrate those savings as a 20%+ gain in “efficiency,” but consider my earlier point about the hidden costs of less face time with students and larger class sizes.

There has been much public debate about increasing UC's California resident enrollments. Earlier this spring, the Legislature considered proposals to add between several thousand and several tens of thousands of additional residents over a relatively short time. UC will enroll 5,000 more California resident undergraduates this fall, and plans to add 2,500 more in each of the following two years. However, the state has declined to support the new students at the historic share of \$10,000 per student, and has required UC to make cuts elsewhere to make up the difference in the marginal cost of education. Obviously, this trend cannot continue indefinitely.

At the January Regents meeting, I noted that the 10,000 additional students expected at UC over the next three years is equivalent to half of a medium-sized campus. In July, I noted that even the full marginal cost of instruction does not purchase additional classroom space, teaching laboratories, or dormitories, which of course are all essential to supporting the additional enrollments. If we cannot maintain the marginal cost of instruction and invest in new infrastructure, we need to consider very carefully what kind of education we will be providing to students. I fear that we are not serving California residents well by providing more of them access to a lower quality UC education.

At the March Regents meeting, I expressed concerns that the reduced value of the 2016 Retirement Plan may further harm UC's ability to recruit and retain top-quality faculty and reminded the Regents that UC competes for them in a global market. If UC is unable to address its competitive salary gap, a UC education will be delivered by a future faculty who are here because they could not obtain better-paying positions else-

where.

One of the Regents asked me to reflect on my two years as Faculty Representative. I replied that my time was spent far more with matters of law and politics than with the design and delivery of higher education. I do not see that trend abating. The reality is that UC is funded out of a political process, and faculty probably need to understand that process far better than most do, or care to.

In closing, let me restate the fundamental existential question: how does one fund a selective, high-quality public university out of the public treasury if there is no desire to pay extra for quality? If we can answer that question, then many of our current problems are solved. If we cannot, then we will be providing access to UC in name only. I know the Academic Senate will remain ready to contribute to a solution, but that solution begins with an acknowledgement of the consequences of the cuts in state funding described. This main challenge, to justify the need for UC to continue to offer a high-quality public education, is one which all faculty, campus and systemwide administrations, students, alumni, and Regents need to work on together.



*Fiat Lux, Dan*

**Senate Chair Hare passes the chair's gavel and Sisyphus statue to Vice Chair Chalfant at the July 27 Council dinner.**

**THE SENATE SOURCE** is published periodically during the academic year by the Systemwide Senate to inform UC faculty about the activities of the Senate. Your comments are welcome: [senatenews@ucop.edu](mailto:senatenews@ucop.edu)

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