



Mary Croughan
Telephone: (510) 987-9303
Fax: (510) 763-0309
Email: mary.croughan@ucop.edu

Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

August 26, 2009

**LAWRENCE PITTS
INTERIM PROVOST AND EXECUTIVE VICE PRESIDENT – ACADEMIC AFFAIRS**

Re: UNIVERSITY OF CALIFORNIA TEACH (CAL TEACH)

Dear Larry:

The Academic Council reviewed and endorsed a letter from the Cal Teach Executive Committee and the University Committee on Educational Policy that provides recommendations related to the Cal Teach program. The Academic Council would like to reaffirm to President Yudof the importance of this program to the faculty during this period of transition to local campus governance. The Council asks that steps be taken to ensure the program's continued success and to facilitate funding to maintain the program at a level that gives all campuses the opportunity to participate and enhance their programs.

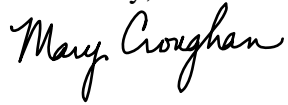
The Academic Council requests that the Office of the President ensures that adequate UC funds be maintained to match the funding provided by the State, and works with campus Chancellors to make core funding for Cal Teach a part of the regular instructional budget. Council also recommends that President Yudof facilitate opportunities for systemwide fundraising efforts and ensure that campuses understand the unique nature of this program so that adequate priority is given to Cal Teach fundraising efforts so as to maintain at least the minimum level of external funding necessary to continue quality programs.

In order to ensure that Cal Teach will get support for systemwide issues related to the program, Council requests that the President evaluate, in conjunction with the Cal Teach Executive Committee and the Provost, the merits of having the Cal Teach program have dual reporting lines for aspects of its program related to outreach and for portions that relate to the academic core of the program. Finally, since it is likely that in the future the majority of UC students will still attend a fifth-year credentialing program, Council asks that President Yudof facilitate the exploration and development of a variety of pathways to credentialing UC students.

The Cal Teach program has the potential to be a flagship of success for UC contributions to California public education. We hope that OP and campus administration will work together to provide the funding and programmatic infrastructure necessary to develop ongoing funding sources.

Please see the enclosed letter for justification of the above recommendations and do not hesitate to contact me if you have any questions regarding Council's comments.

Sincerely,

A handwritten signature in cursive script that reads "Mary Croughan".

Mary Croughan
Chair, Academic Council

Copy: Mark Yudof, President
John Sandbrook, Interim Chief of Staff to the President
Academic Council
Martha Winnacker, Academic Senate Executive Director

Encl. 1



TRISH STODDART, KEITH R. WILLIAMS
ACADEMIC SENATE REPRESENTATIVES ON THE CAL TEACH EXECUTIVE COMMITTEE

August 4, 2009

MARY CROUGHAN
CHAIR, ACADEMIC COUNCIL

Re: TRANSITION PLAN FOR UNIVERSITY OF CALIFORNIA TEACH (CAL TEACH)

Dear Mary:

As you are aware, the Cal Teach program, initiated as the Science and Math Initiative (SMI) in May, 2005, has continued to grow on all nine undergraduate UC campuses to the point where more than 2,000 students were enrolled in Cal Teach classes during the 2008-09 year. While going through several transitions in leadership and crises related to funding, the dedicated efforts of campus administrators, faculty and staff have resulted in the development of a program that is poised to have substantial impact on the number and quality of UC graduates going on to get teaching credentials in science and math. The success has occurred at all nine of the participating campuses, with each campus program having its own size and unique implementation consistent with the resources available. All campuses have maintained a central organization and program structure that facilitates cooperation systemwide. This spring the first students who have had a chance to participate at all four levels of the Cal Teach program will graduate, and the teaching experience and pedagogical training they received through the Cal Teach programs will put them among the best prepared science students entering credential programs. We are pleased that President Yudof has indicated strong support for the Cal Teach program and recognition that it is an important part of the continued educational partnership with the State of California.

Despite these many successes, the Cal Teach program continues to undergo major transitions and losses of funding leading to an uncertain future. The attached Transition Plan, requested by President Yudof and submitted to him by the Cal Teach Executive Committee (comprising of one science or education Dean, or associate Dean from each campus, and two Academic Senate representatives), provides an update on the status of the program and describes many of the proposed changes and concerns. President Yudof's initial response in a letter to the Executive Committee is also included. **We ask that the Academic Senate take this opportunity to reaffirm to President Yudof the importance of this program to the faculty, and to emphasize the commitments that have been made to both UC and transfer students related to the availability and quality of the Cal Teach program. Based on the compact UC made with the Governor of California when the program started, there is also a commitment to the citizens of California to enhance UC contributions to science and math teaching. We ask that steps be taken to ensure the program's continued success and to facilitate funding for the program so it can be maintained at a level that gives all campuses the opportunity to participate and enhance their programs.** This input is especially important during the period of transition to local campus governance so that the historical perspective and founding principles of the program are not lost. It is critical to the reputation of the University of California that the commitments

to the Governor, people and UC students are kept.

Funding for Cal Teach can be divided into two primary areas: 1) Core Funding - state-based support for the program administration and teaching of courses; and 2) External Support - to support teaching experiences for students in the public schools, reimburse them for associated program-related expenses, and provide student and mentor teacher stipends to encourage student participation and provide small incentives for public school teachers to be involved with the program. There are concerns with both of these sources of support as the program evolves to a more campus-based administrative model.

Core Funding

The state-supported budget has included a \$250,000 commitment to each campus, with half coming from new state funds provided specifically for this program. These funds are contingent on matching funds coming from UC. The University's matching funding has already been reduced on some campuses in response to the overall budget crisis however. As this was originally a UCOP initiated program we feel there is an obligation for UCOP to make sure that a reasonable level of funding is maintained as the program administration is transferred to the campuses. There has already been substantial faculty effort to build these programs despite minimal budgets, and promises have been made to students regarding what will be available to them as they continue their undergraduate education. The core Cal Teach courses are approved by the Divisional faculty Senate committees and form a part of the regular curriculum. **We request that the Academic Council urge the Office of the President to first ensure that adequate UC funds be maintained to match the funding provided by the state, and secondly to work with campus Chancellors to make core funding for Cal Teach a part of the regular instructional budget.** This would provide stability for the programs, and also show the state that there is an ongoing commitment from UC for the program. The current temporary basis for the core budget makes it more difficult to raise external support since the longevity of the program is less assured.

External Support

When the SMI program was first initiated, nearly two million dollars was raised to support teaching experiences in public schools, and those funds will have been depleted by the end of the 2008-9 academic year. Additional central fundraising through UCOP has not occurred during the last two years as the program has been in transition and shifting towards a campus-based program. All but one campus have given stipends to students as an incentive to participate in the program, with the level of funding increasing across the four Cal Teach course levels. This type of stipend was deemed desirable and potentially necessary at the program's inception, as most students do not begin their science education at UC with an intention of teaching science as a career choice. Indeed, many of the participants are "late deciders" who choose a teaching pathway relatively late in their academic careers, and the incentives were seen as a way to encourage students to explore these options earlier. The teaching opportunities in the public schools early in the program are seen as an important experience that will help students decide if teaching is well-suited for them.

All campuses have supported student expenses for travel, TB tests, fingerprinting and other associated program costs, as well as mentor teacher stipends. Mentor teachers work with undergraduate students in their initial classroom teaching experiences as part of the Cal Teach coursework, and mentors are seen as a key element of the program. A typical student going through Cal Teach has as much experience in the classroom, prior to entering a credential program, as a graduate of the Texas UTeach 4-year credential program. The additional teaching experiences in a credential program should make

credentialed UC students exceptionally well-qualified to teach.

As program administration has shifted to the campuses, the responsibility for fundraising has been targeted to change as well, and that is leading to many uncertainties for the coming years. Immediate funding for the next academic year is in limbo at most campuses, reductions of stipends to students is being considered or planned for, and the limitations that reduced funding to mentor teachers is also being explored. Two campuses, UC Berkeley, and UC Irvine, have received \$2.4M National Math & Science Initiative (NMSI) grants to essentially replicate the UTeach curriculum model, but much of this external funding is targeted for other program components and does not provide the external support needed to maintain the Cal Teach stipends and associated costs.

There are concerns about the fundraising obligations that will now reside at the campus level and the effect that they will have on external support. There has always been a consensus in the Executive Board that there are opportunities for fundraising for a systemwide program that may not be available to individual campuses, and these opportunities may be lost unless specifically planned for. There are additional concerns related to the priority that Cal Teach would receive on each campus in relation to other campus fundraising efforts, including some that might target the same external sources. There is also a likelihood that campus Cal Teach programs will be competing against each other for funds from the same external sources. In other words, instead of working cooperatively to enhance the overall UC effort, campuses may be pitted against each other. **We ask the Academic Council to recommend to President Yudof that he facilitate opportunities for systemwide fundraising efforts, if not through direct UCOP involvement, then by ensuring that campus administrators help develop a mechanism for working together on systemwide basis for fundraising when appropriate. Additionally, we ask that he ensure that campuses understand the unique nature of this program, and the related commitments to the State of California, so that adequate priority is given to Cal Teach fundraising efforts to maintain a minimum level of external funding necessary to continue quality programs.**

Education Partnership

We are pleased that the Cal Teach program has been slated to be involved with the new Office of Education Partnership, and look forward to seeing how the evolving administrative organization includes Cal Teach. We believe that the Cal Teach program has the potential to be an exceptional example of how UC can contribute to K-12 education in California. Indeed, UC is already a major contributor, as data compiled by the former Executive Director for the Cal Teach program showed. In 2006-7, of students obtaining science or math teaching credentials in California, 32% of science credentials came from students who did their undergraduate education at UC (31% came from CSU), and 28% of math credentials came from students who did their undergraduate education at UC (34% came from CSU). The matriculation of students through the Cal Teach program is expected to both increase the numbers linked to UC and to improve their quality as a result of being involved more directly with teaching experiences as part of their undergraduate education.

The association with the Education Partnership office is also appropriate due to plans to use the research resources of the University in helping to document and improve the Cal Teach program. There is a strong commitment from UC faculty to develop a systematic program of research on the recruitment, preparation and retention of science and math teachers. Education, science and math faculty from all ten campuses have collaborated on a proposal to develop and seek extramural funding for the Science and

Mathematics Teacher Research Institute (SMTRI).

Because there is still much to evolve with the organization and staffing of the new Education Partnerships office, we are concerned about how well the Cal Teach program will receive support for systemwide issues related to the program. While Cal Teach has very important outreach and partnership aspects that are key contributors to the success of the program, it is also at its base an academic program. We believe there are merits to having it tied directly to the office responsible for academic administration, in addition to its planned involvement with the office of Education Partnerships. From both a systemwide perspective, and in the local campus context, the Cal Teach program should have academic oversight and be involved in all aspects of academic planning and administration. **Therefore, we ask the Academic Council to request that the President evaluate, in conjunction with the Cal Teach Executive Committee and the Provost, the merits of having the Cal Teach program have dual reporting lines - to the Vice-Provost of Education Partnerships for aspects of its program related to outreach, and to the Vice Provost for Academic Planning, Programs and Coordination for portions that relate to the academic core of the program.**

Credentialing of UC Students

The success of the Cal Teach program has the likelihood of producing more graduates ready for enrollment in science and math credential programs, and there are concerns that at some point there may not be sufficient enrollment opportunities. We believe that UC should explore the possibilities of expanding UC involvement in credentialing science and math students. This would facilitate another means to enhance UC's influence on K-12 education. As with many other graduate disciplines, students in education doing graduate credential and master's work at a UC campus have the potential to be exposed to a curriculum and faculty with roots in research, thereby adding teachers to the California public school system that have a broader exposure to theoretical and research constructs in education. This has the potential to enhance the development of science education in local districts and statewide.


Another possibility is the further exploration of the merits of a four-year credential program, similar to that in place in the Texas UTeach program. In California, the credentialing process is more rigorous than it is in Texas, and that makes a four-year credential somewhat more onerous. UC Berkeley and UC Irvine are currently involved in exploring means by which this might be possible for UC students as a part of their NMSI grants, with some positive indications so far. There are also a variety of issues that make a four-year plan useful to only a portion of students. As mentioned earlier, another factor that limits the possibilities of a four-year credential is the fact that many students become interested in math and science teaching relatively late in their academic careers, often not developing an interest in alternative science-based teaching careers until their junior or senior years. A four-year credential is not an option for these students, but involvement in the Cal Teach program helps solidify their interest and gives them pedagogical training and in-class experiences that can enhance the quality of their teaching education.

Therefore, it is likely that in the future the majority of UC students will still attend a fifth-year credentialing program. **We request that the Academic Council ask that President Yudof facilitate the exploration and development of a variety of pathways to credentialing UC students, including developing mechanisms for four-year programs where appropriate, and to investigate the advisability of planning to expand the credentialing efforts already underway at UC Campuses. We believe having more students obtain credentials through UC will bring benefits in terms of the**

quality of credentialed students through their unique UC perspective.

The Cal Teach program has the potential to be a flagship of success for UC contributions to California public education. It addresses two areas of critical need: increasing the supply of mathematics and science teachers and improving access to UC to students from traditionally underrepresented groups. Currently, the highest proportion of unqualified math and science teachers work in California's lowest API (Academic Performance Index) schools which serve our most diverse communities with children from economically challenged families (One Thousand Teachers, One Million Minds, 2004). Limited access to qualified teachers is reflected in the poor performance and low GPA of many children from these groups in state and national measures of achievement. It is vital to the credibility of UC K-12 outreach efforts that a proper model for establishing continued availability of the needed support funds for SMI be developed. This is of the highest priority and should be central to any educational outreach efforts.

We believe that the Academic Senate, through the remarkable efforts of the faculty and staff involved in each campus program, is doing its part to ensure success of the Cal Teach/SMI program. We hope that UCOP and campus administrations will work together to provide the funding and programmatic infrastructure necessary to develop ongoing funding sources.



Keith R. Williams, UC Davis
Cal Teach Executive Committee

Trish Stoddart, UC Santa Cruz
Cal Teach Executive Committee



Stephen R. McLean, Chair
University Committee on Educational Policy