



DIVISION OF ENVIRONMENTAL STUDIES

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TO: Participants in the Workshop on University Policy Research sponsored
by the Public Service Research and Dissemination Program

FROM: Paul Sabatier,
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RE: Interest of UC Davis faculty in public service research and advising

Public officials in Sacramento often complain that University of California faculty are "ivory tower academics" uninterested in advising them on major policy issues--except as paid consultants.

In order to explore this topic, I surveyed all UC Davis faculty in 1977 and obtained responses from 821 (a response rate of 64%). To see if faculty views had changed over time, in the Spring of 1990 Prof. Howard Schutz replicated that survey, obtaining responses from 819 faculty (a response rate of 55%). While we are confident that both surveys accurately reflect the views of UC Davis faculty, the extent to which UCD faculty are representative of their colleagues on other UC campuses is a matter of some conjecture.

Results

The attached tables report some of the more important results. Among the major conclusions are the following:

- 1) The views of UCD faculty changed remarkably little over the 13-year period. This enhances our confidence that we have tapped important attitudes which do not fluctuate wildly over time.
- 2) About 55-60% of UCD faculty say they are interested in doing unpaid advising, paid consulting, and agency research contracts. In point of fact, however, a far larger percentage (31-37%) do unpaid advising than either paid consulting (17-25%) or agency contract work (14-17%). Overall, 42-56% of UCD faculty had done some such work in the two years prior to each survey [see Table 1].
- 3) The amount of such activity is greater than perceived by many people because it is spread over a large number of public and private organizations at different levels of government. Most of the activity occurs for federal agencies or non-profit organizations, with state agencies ranking ahead of either local governments or the California

Revised Academic Planning Statement
April 8, 1993

UC DAVIS: CONTINUITY, CHALLENGE, CHANGE

I: PREMISES, CONCEPTS, AND STRATEGIES

PUBLIC MISSIONS: PLANNING IN A TIME OF CRISIS. The University of California has several public missions: educating new generations of California's leadership; conducting research in support of the state's intellectual, social, and economic development; using its intellectual and organizational resources to assist both public and private programs important to the citizens of the state. The people of California have invested heavily in the University and in return have benefitted from the finest research university in the world. The Davis campus has been a major contributor to the development of California, particularly in areas of the applied biological sciences, for over 75 years. In thirty years as a general campus, UC Davis has integrated its traditional strengths with a broad range of new programs, creating a campus that is uniquely open to innovation and supportive of interdisciplinary scholarship. These characteristics place UC Davis in a position to provide intellectual leadership during a period of societal stress. We are currently faced with two great challenges: (1) redefining and developing UC Davis to meet its mission in a society undergoing rapid intellectual, technological, and social change; and (2) maintaining the quality of the institution during a period of great economic difficulty.

This Academic Planning Statement addresses the first of these challenges. As a general statement of values, directions, and strategies for the long-term future, this document must leave short-term concepts for coping with declining state resources to more specific plans addressing our current straits. Nevertheless, a brief comment on immediate challenges will help to place them in the context of long-term planning.

The University of California faces a difficult dilemma. On the one hand, state support is rapidly declining; on the other, public expectations are rising. Even as the public is rightly demanding that the University magnify its contribution to the state, fulfilling all its missions--teaching, research, service--funds to support these missions are being reduced. The University is at risk. To reduce the quality of our performance is to risk eroding public support, which in turn could lead to declining funds and diminished quality in a downward spiral. The problem is particularly acute at UC Davis, because the campus has a strong tradition of public service and commitment to teaching.

Some would say that academic planning for growth, in prosperous times, must be based upon entirely different principles and approaches than planning for our current dilemma. Yet a good planning statement--one that sets valid directions and legitimate aims--must be based on the same first premises, academic values, planning principles, and diagnoses of the changing times, whether the immediate future promises growth or retrenchment. Nothing the campus does to cope with the present crisis should undermine our future capacity to achieve long-term aims.

Legislature. This ranking coincides with faculty evaluations of their experience with various institutions: federal and non-profit organizations apparently provide a more satisfying experience than does, for example, the Legislature [see Table 2].

4) In deciding whether or not to engage in public service work, faculty are primarily concerned with (a) the relevance of their area of scholarship to the task, (b) the potential for intellectual stimulation, and that (c-d) their time be used efficiently and their advice used in a professional manner. They are much less concerned with publication opportunities or receiving official credit, and not at all intrigued by associating with powerful public officials [see Table 3].

5) About 55-70% of UCD faculty feel they have a duty to use their expertise to help solve public policy problems. Only about 20-30% assert a traditional "ivory tower" view of the University's role in society [see Table 4].

6) About 60-80% of UCD faculty appear to support a number of innovations to enhance public service activities, although only 20-30% indicate an interest in personally participating in those activities [see Table 5].

The evidence suggests that the vast majority of UCD faculty acknowledge a general obligation to use their expertise to help solve public problems, and about 50% actually do some such work in any two-year period. Faculty are more likely to engage in such activity if it is intellectually stimulating and if their advice is used in a professional manner (hence the dissatisfaction with the Legislature).

A more extensive analysis of the 1977 data in The Sacramento Connection found that faculty satisfaction increased with experience, thus suggesting a strategy of establishing long-term relationships between faculty and governmental officials in a specific policy area. Finally, while faculty are willing to do some policy advising for free, extensive commitments of their time require research support.

8. In some disciplines, research funding may be an indication of research or creative activity. A list of funding agencies and project titles is properly included in the review file (see UCD APM 220A, Exhibit C).

D. Professional Activity, University, and Public Service

1. Professional Competence and Activity.

Evidence of contributions of high quality or merit to one's profession should be considered positively in the review of personnel actions. Examples of professional activity worthy of special mention include:

- a. Editorial work or service as a referee for a professional journal.
- b. Service for a professional society, e.g., membership on committees, or holding an appointed or elective office.
- c. Demonstrated distinction in the special competencies appropriate to the field and its characteristic activities.

It is the responsibility of the department chair to interpret, and when possible, evaluate the service to the profession.

2. University Service

It is natural and expected that faculty members in the University of California will participate in activities that are distinct from but related to their roles as teachers and scholars. Among such activities are various forms of service in the areas of University administration and governance.

a. Service as a Department Chair

Academic leadership is, in itself, a significant academic activity. Therefore, distinguished leadership and effective discharge of administrative duties by a department chair shall be considered as appropriate criteria in evaluating the performance of a department chair for a merit increase, accelerated increase, or promotion. Reduced teaching and research activity that result from active service as a department chair should be recognized as a shift in the type of academic activity pursued by the department chair rather than a shift away from academic pursuits altogether. Therefore, it is entirely appropriate to award a merit increase, or, if performance warrants it, an accelerated increase, for demonstrated excellence in service in the chair appointment when accompanied by evidence of continued productive involvement in scholarly activities of high quality.

Promotions in rank and advancement up to Step V of the Professor rank should be considered with these criteria in mind. Candidates for Professor, Step VI should refer to criteria presented in Section III A.

The review file of a chair under consideration for a merit increase or promotion should contain, in addition to sections on teaching, research, professional activities, and service, a separate section which carefully evaluates the individual's performance as chair. The evaluation should contain an assessment of the quality of an individual's judgment, leadership, planning, and management skills.

- b. Faculty play an important role in the administration of the University and in the formulation of its policies. Recognition should therefore be given to scholars who prove themselves to be able administrators and who participate effectively and imaginatively in faculty governance and in the formulation of departmental, college, and University policies. Similarly, contributions to student welfare through service on student faculty committees and as advisors to student organizations should be recognized as evidence.

It is appropriate for chairs to include in departmental letters information about candidates' readiness to serve their departments, colleges, and campus. Additionally, comments from letters or memos documenting the candidate's meritorious service should be used to help evaluate university service.

- c. The effective functioning of the Davis campus requires that, to a reasonable extent, each faculty member must be resident on the campus and accessible for consultation and discussion with students and colleagues, except during periods of approved leaves of absence. (See Handbook for Faculty Members of the University of California, 1986, pp. 57-60 and 45-46.) Letters from department chairs should contain pertinent information and explicit comments on the candidate's record of accessibility for consultation and discussion with students and colleagues.

3. Public Service

- a. Public service encompasses all activity based upon a faculty member's research or professional expertise directed toward a non-University audience, i.e., an audience which lies outside one's academic or professional peers. While such service would normally be uncompensated, there are circumstances in which public service activity might be partially or even fully compensated. Public service could include such activities as preparing a report for a government body, service on a commission, membership on a special committee for a foundation, a site visit for a program evaluation, media presentations or significant participation in elementary or secondary school curricular development.

When a faculty member has been involved in public service, the chair should include a description and evaluation of this activity in the departmental letter.

- b. As opportunities for public service are often limited, the absence of public service activity should not be detrimental to a faculty member's advancement. On the other hand, meritorious public service activities should be considered a positive factor in reviewing a recommendation for advancement.

graduate education makes effective use of the research capacity of the institution. The role of master's programs should be reevaluated, particularly master's-only programs, to ensure that we are using wisely our budgeted graduate student enrollment allocation. Ideally, master's degree programs should be limited to excellent programs in disciplines for which the masters is an important professional or terminal degree.

4. Improve the effectiveness of the Office of the Dean of Graduate Studies in coordinating and administering resources for graduate student support.

5. Connect TA and RA appointment and training policies more closely to graduate students' educational programs and progress. Eligibility and training should be related to specific milestones of academic progress; insofar as possible, appointments should be dependable.

6. Since total spaces for graduate students are strictly limited, allocation to programs should be based on criteria that recognize the success of programs, including quality of programs, quality of students attracted, and capacity to provide support. The latter criterion must be sensitively applied to avoid discrimination against excellent programs that cannot reasonably be expected to secure a strong base for financial support.

7. Limited space also implies attention to timely progress of graduate students according to normative standards of time to degree, a challenge that deserves vigorous action.

3. **EXPANDING THE IDEAL OF SERVICE.** The university's service to society takes many forms. Much of society is based on knowledge that universities discover, create, and transmit. But a university fully in service to society can go beyond service through its basic programs of teaching and research by bringing knowledge to bear directly on community and national problems.

Unique Potential. UC Davis is well positioned by its special history, expertise, and range of programs to play a distinctive role as a national leader in a widespread movement to accept the challenge of public accountability by extending the range of its programs to the formidable array of challenges in contemporary society. Through the Agricultural Experiment Station, Cooperative Extension, University Extension, the Division of Education, the Institute of Governmental, the Institute for Transportation Studies and many other academic units and programs, university expertise and service are brought to bear on public problems.

The Morrill Act of 1862 inaugurated a distinctive American contribution to the history of higher education: the land-grant university. The land-grant ideal, properly understood in its modern context, remains a powerful force, for it conceives the public university as an institution that brings higher education to previously excluded groups, disseminates problem-solving knowledge to communities and governments, and advances

the foundations of socially useful knowledge.

Extending the Land-Grant Idea. Those who envisioned and developed the land-grant concept in the nineteenth century directed their attention to the challenges and opportunities of that day, extending university-based scholarship and teaching beyond the traditional interests of the educated elite of the time to new practical concerns, most notably agriculture and engineering. Both agriculture and engineering have a permanent, important, and path breaking place in the land-grant university, but those who would bring the same mission to education today would certainly extend the range of urgent practical problems. The current horizon of education for both students and the community must extend to social and technical challenges presented by, for example: the changing ethnic diversity of California and the incorporation of that diversity into the whole cloth of our social fabric; the educational challenge of multiple linguistic minorities; the quality and nature of K-12 education; decaying economic competitiveness; availability and cost of health care; the increasing "case load" in our social services; the state's fundamental infrastructural needs for adequate water availability and effective transportation systems; slow progress in improving air quality; problems of management of toxic wastes; the decline of natural habitats and biodiversity; the role of art in the community.

There are several potential modes for new integrations of research, education, and public service, of which the adaptation of institutions of outreach developed so successfully agricultural in experiment stations and cooperative extension agencies provide an example. Recent development on this campus of the Division of Education, in conjunction with the Center for Cooperative Research and Extension Services for Schools, of a modified version of the service-oriented extension model represents but one example of many possible initiatives that can serve both society and the institution and become national beacons for renewal of the land grant vision.

Implementation. There are many challenges and limited resources. And there are risks attendant to each entry into public spheres. Commitments to high quality work and devotion to the public interest, broadly conceived, must be founded on sound research and on our role as professional educators, not diluted or compromised in political entanglements. We should not undertake direct administration of community programs, public or private. Nevertheless, well conceived programs can be designed and implemented. Each high-priority challenge can be examined for potential projects, and initiatives taken to seize the most promising opportunities. Aggregations of existing resources, together with reallocations at the margin and external funding where appropriate, can ultimately lead to base funding for the most successful projects.

Successful implementation of an ambitious program of this enlarged concept of service to society will require recognition of those who devote time to such projects. The concepts of collective mission and the academic mosaic come again to the fore. Each unit must consider its

potential public missions and service, and these missions must be considered a legitimate, well recognized form of academic contribution.

The Public and the University: Mutual Benefits. The ideal of service is closely tied to the challenge of public accountability. The public is asking what sort of return can they expect for their investment in high quality research universities. There is a basic return to the public in the form of knowledge and education, but extending the range of the service mission along this new division would bring new direct returns, both to the public and to the campus. Hence, intensification of our social service is a strategy for advancement in a society that must and will come to greater recognition of the value and productivity of higher education; UC Davis is well positioned to stand out as a luminous example of serving society through the production and delivery of knowledge.

Current budgetary difficulties may limit development of new programs in the short term, but existing programs must be well executed, and the campus should remain alert to promising opportunities for long-term development.

4. DIVERSITY AND COMMUNITY. California is rapidly becoming a diverse, multicultural state. The leading academic institutions of the nineties and beyond will be those that incorporate diverse participants in every dimension of academic life: faculty, staff, students, administration, the curriculum, the co-curriculum of non-credit academic activities and programs for personal growth, and campus programs of all kinds. Without a strategy for creating a culture of diverse community, the campus can be neither a leading university nor a strong force in society. The widespread commitment at UC Davis to developing a more diverse campus population has resulted in a number of initiatives. These range from establishing and monitoring strong student, staff, and faculty Affirmative Action programs to developing the Target of Opportunity for Diversity Program to encourage faculty hiring, and fostering the development of ethnic studies and multicultural perspectives throughout the curriculum.

Efforts to achieve diversity are founded on these principles:

1. As the population of California becomes more multicultural, no ethnic or racial group will be in the majority. Consequently, there is a pressing need to diversify the faculty, staff, and students of the University of California.

2. In its efforts to increase access for persons from groups that have been previously undeserved, UC Davis will face challenges specific to its location and its history.

3. The term "diversity" should not be limited to people of color but should encompass all groups that are part of the university community including groups not covered by Affirmative Action guidelines.

UC Davis has begun to move beyond these orienting observations in two