Presentation Outline

- Political landscape in Sacramento
  - Overview of state research funding
- Political landscape in San Diego
- Questions?
Democrats have a super majority
  o Labor has unprecedented influence

Housing. Housing. Housing.

“Protect California” from the federal government

UC is not a priority for most legislators, with a few exceptions
  o Non-resident enrollment
  o “Admissions scandal”
  o Student and faculty diversity
Governor Newsom proposed $3.996 billion in general funds

- Ongoing funding:
  - $169.2M base increase (5%)
  - $3M UC San Diego Center for Public Preparedness (CP2)
  - $1.625M in Prop 56 GME funds
- No funding for enrollment growth, student mental health

GOVERNOR NEWSOM'S 2020-21 BUDGET PROPOSAL
Updated: January 17, 2020

Governor Newsom released his 2020-21 budget proposal earlier today. Below is a summary of the key points and a description of the provisions that affect UC San Diego.

OVERALL BUDGET
The budget proposes $153.1 billion in State General Fund expenditures. Consistent with prior years, the budget would make a deposit into the State’s Budget Stabilization Account, also known as the “Rainy Day Fund”, bringing the State’s reserves to a total of $21 billion.

The Governor and leaders in the Legislature had hoped to spend nearly $4 billion in discretionary spending this year, however, that amount has been lowered by at least $1.5 billion. This is because the state’s Managed Care Organization (MCO) tax, which deposits around $1.5 billion in federal funds into the General Fund each year, expired on June 30, 2019. The tax requires federal approval and, for a variety of reasons, that approval has not yet been granted.

UNIVERSITY OF CALIFORNIA
The proposed budget includes a total of $3.996 billion in State General Fund support for the University of California (UC). The budget would provide UC with $217.7 million or a 5.8 percent increase in ongoing funding over the 2019-20 level, bringing total ongoing funding to $3.94 billion. UC also would receive $55.3 million in one-time funds. In contrast, the Regents’ Budget Plan had requested a base-budget increase of $453.1 million and one-time funds of $475 million.

The proposed budget retains separate line items for the UC Office of the President (UCOP), the Division of Agriculture and Natural Resources (ANR), and UC Path. The proposal includes no change in funding for UCOP and UC Path, but would provide an increase of $3.6 million or 5 percent for ANR, which is included in the $217.7 million ongoing funding noted above. The proposed budget continues to allow for an additional campus assessment of $15.3 million to support UC Path operations and any assessment above that amount would be subject to the Department of Finance’s approval.

As noted above, the Governor’s budget would provide a $217.7M increase in ongoing funding for UC, which would include the following:
- $169.2 million for critical operational cost increases, which is a 5 percent increase over the non-UCOP portion of the University’s 2019-20 permanent base. The budget expects
STATE BILLS & BALLOT MEASURES

• Prop 13 on March Ballot
  o $15 billion for K-16—largest bond in state history
  o $2 billion for UC
    o UC funding formula based on seismic risk
  o Fund instruction and research space, deferred maintenance, and seismic safety

• “Contracting Out”
  o Recall: Democratic supermajority, meaning labor has unprecedented influence
  o ACA 14 (Gonzalez): Would prevent UC from contracting out for nearly any service
    o Defeated in September 2019, but could resurrect before June 25
  o Regents policy generally prohibiting contracting out for services
STATE RESEARCH FUNDING: GENERAL TAKEAWAYS

• State funding is NOT as transparent as federal funding
  • No websites with program officers listed, but grants.gov-like website coming soon

• State funding may be competitive, like federal, but often more political
  • May be one-time funds
  • May change RFP every year
    • If so, will release draft RFP for comment
    • Once finalized, will have webinar

• State funding may be opaque
  • Not always an “annual call”
  • Often direct contracts with deals struck behind the scenes
  • Generally created through legislation or bond measures
1. Get involved in the “state scientific community”
   A. State agency boards/commissions
   B. Assist with drafting state reports
   C. Serve on review panels
   D. Invite state agency folks to be collaborators, co-PIs, advisory committee members, etc.
   E. Respond to RFIs
   F. Go to state agency board/commission meetings
   G. Collaborate with relevant local officials, too (city, county, etc.)

2. Over time, you can build strong relationships that may lead to non-competitive funding
SAN DIEGO

• San Diego is becoming more progressive with each election

• County Board of Supervisors
  • Longtime UC San Diego champion Ron Roberts retired in 2018
    • Nathan Fletcher replaced him—more labor friendly
    • 2020 will bring at least one more Dem to Board
  • Focus on housing, homelessness, public health, and behavioral health

• City Council
  • Democrats have a super-majority focusing on housing, homelessness, and transit
  • SDSU West also major focus
SAN DIEGO: AREAS OF FOCUS

- Lift city deed restrictions on East Campus
- Avoid conflict with SDSU negotiations
- Behavioral health partnership with UC San Diego Health and the County of San Diego
- Rebuild Hillcrest campus
- Ensure elected officials at all levels are aware of UC San Diego’s footprint in their communities
TEACHING + LEARNING COMMONS

UC San Diego's innovative infrastructure for advancing teaching excellence and student success

commons.ucsd.edu

Gabriele Wienhausen, Ph.D., Faculty Director
Carolyn Sandoval, Ph.D., Associate Director
Karen Flammer, Ph.D., Director, Digital Learning
The Commons is the Executive Vice Chancellor’s executive branch for advancing teaching excellence and student success via two programming strands:

- professional learning for educators
- student academic support
1 in 2
Students from underrepresented groups (Black, Hispanic, Native American)

3 in 5
New students arriving on campus fall 2018

1 in 3
Students who transferred from community college

2 in 5
Students who are the first in their families to attain a 4 year degree

...accessed our services in 2018-19.
We work with faculty from across UC San Diego and meet one-on-one with more than 200 instructors each year for consultations and observations. Most faculty return for a follow-up visit within the year, and these visits serve as an entry point to a broader array of services.

<table>
<thead>
<tr>
<th>Faculty Engagement</th>
<th>Contact Hours</th>
<th>Faculty Engaged</th>
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<tbody>
<tr>
<td>Social Sciences</td>
<td>26%</td>
<td>23%</td>
</tr>
<tr>
<td>Jacobs School</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>7%</td>
<td>9%</td>
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<tr>
<td>Biological Sciences</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Colleges</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>Other Student Services</td>
<td>15%</td>
<td>23%</td>
</tr>
<tr>
<td>SIO</td>
<td>2%</td>
<td>3%</td>
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<tr>
<td>GPS</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Rady School</td>
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<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>20%</td>
<td>29%</td>
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<tr>
<td>Health Sciences</td>
<td>6%</td>
<td>8%</td>
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<tr>
<td>Other Research Units</td>
<td>0%</td>
<td>1%</td>
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<tr>
<td>Total</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100%</td>
<td>100%</td>
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Proportion of ~420 one-on-one faculty consultations or observations with >200 faculty for AY 2018-19; excludes writing retreats, hybrid/online course development, supplemental instruction planning, and other ongoing projects.
24 Hours at the Commons

• 3 faculty consultations or observations
• 9 international instructors attend English Language Programs
• 25 faculty or graduate students in instructor training

• 6 faculty or staff post or review experiential learning opportunities
• 40 students log on to REAL Portal or Co-Curricular Record

• 10 learning strategy session attendees
• 10 study groups participants
• 40 drop-in or online tutoring sessions
• 45 undergraduate writing consultations
• 100 undergraduates in academic internships
• 110 supplemental instruction participants

• 5,500 online learners (across the globe)
Support for Faculty

• Teaching consultations and classroom observations
• General and customized teaching workshops
• Course design (face to face, hybrid, online)
ENGAGED TEACHING
WINTER 2020 FACULTY WORKSHOPS

PROVIDING EFFECTIVE FEEDBACK ON
STUDENT WRITING
January 9, 10:00-12:00pm

INTEGRATING LOW/TO NO-COST COURSE
MATERIALS FOR STUDENT SUCCESS
March 5, 10:00-12:00pm

DESIGNING EFFECTIVE AND EQUITABLE
EXAMS
January 13, 11:00-1:00pm

DOCUMENTING TEACHING EFFECTIVENESS
March 9, 10:00-12:00pm

WORKING WITH MULTILINGUAL
WRITERS
January 15, 2:00-4:00pm

COURSE DESIGN SERIES
March 17, 18, & 19, 2020
June 9, 10, & 11, 2020
9:00am-1:00pm daily

ENGAGING IN SCHOLARLY TEACHING
January 28, 1:00-3:00pm

NEW OFFERINGS
UPCOMING WEBINARS: We will be
hosting two Engaged Teaching
webinars focused on International
Students and Educators. Please inquire at
elpii@ucsd.edu to learn more.

BUILDING COMMUNITY IN THE
CLASSROOM
February 13, 10:00-12:00pm

CUSTOM WORKSHOPS: We have limited availability
to offer custom teaching workshops for
departments and programs at UC San Diego.
Please enquire at engagedteaching@ucsd.edu to
learn more.

DESIGNING EFFECTIVE WRITING
ASSIGNMENTS
February 20, 10:00-12:00pm

STRUCTURING GROUP WORK FOR
EQUITY AND PRODUCTIVITY
February 24, 11:00-1:00pm

Workshops are open to all
faculty and will take place in:
Engaged Teaching Hub
Teaching Lab
Literature Building,
Suite 210

(858) 246-0628
engagedteaching@ucsd.edu
https://engagedteaching.ucsd.edu/
Faculty Testimonials

“Thank you for all the resources! I already made changes to my course syllabus, including adding a diversity statement. I am looking forward to implementing more active learning into my course. Thanks for everything!”

“I particularly enjoyed the teaching observation and the pre- and post-observation discussions. It was great to have an outsider collect data from my class and to review it. It was nice to be observed without the pressure of being evaluated by a supervisor, and it led me to some honest insights about what is and isn’t working well in my teaching.”

“I really valued the interactive discussion with colleagues, examples of what colleagues have done in other classes, and introduction to materials and resources available on campus.”
IA/TA Professional Learning

• Annual Teaching Symposium, teaching workshops and consultations
• English Language Program to support international graduate students
• Summer Graduate Teaching Scholar Program
• Department-based IA/TA professional learning programs
24 Hours at the Commons

- 3 faculty consultations or observations
- 9 international instructors attend English Language Programs
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- 5,500 online learners (across the globe)
Support for Students: Developing Students as Learners

• Peer-lead content tutoring (face to face and online)
• Peer facilitated study groups
• Academic internships
• Summer success programs
Progress On Student Grade Outcomes

Why Commons Supplemental Instruction works

- designed for historically challenging courses
- targets the course not the student
- focus on learning strategies
- evidence-based
- peer led

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<tr>
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<th>2015-16</th>
<th>2018-19</th>
<th>Change</th>
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<tbody>
<tr>
<td>WDF/NP Rate Campus-wide</td>
<td>7.56%</td>
<td>6.74%</td>
<td>-0.82%</td>
</tr>
<tr>
<td>Courses with 3 years of SI</td>
<td>15.2%</td>
<td>13.07%</td>
<td>-2.14%</td>
</tr>
</tbody>
</table>

WDF rates across campus have fallen by \(\frac{4}{5}\) point since 2015-16.

For courses with some of the highest WDF rates (>10%), 3 years of SI support have delivered more than twice that reduction.
Support for Faculty – Online instruction

• Instructional design of online and hybrid courses
• Proposals for Senate approval of “R” courses
• Quality Matters and accessibility compliance
• Support for teaching online
  • Teaching pedagogy
  • Learning Management System (LMS) and course facilitation
  • Online proctoring service
  • LMS learning analytics
• Multimedia support with ETS Media Services

Reach us at digitallearning.ucsd.edu
Studio U

• Self-service video and screen capture studio supported by ETS Media Services
  • Green Screen videos for displaying slides/screen content and presenter
  • Interview videos for up to 3 people standing or seated
  • Learning Glass videos for delivering chalkboard-style content
• Videos are recorded directly to a USB thumb drive
• Studio U is located in the Applied Physics & Mathematics bldg., room B302
• Information and scheduling: studiou.ucsd.edu
New Platform – UC San Diego ONLINE

- UC San Diego’s branded instance of Open edX
- For delivery of online courses
  - non-credit courses for global learners
  - credit courses for students
- Single sign-on and payment system
- Administered by the Commons and supported by ITS

online.ucsd.edu
Contact us

Phone
(858) 246-2659

Email
commons@ucsd.edu (general information)
engagedteaching@ucsd.edu (teaching support)
online@ucsd.edu (digital learning support)

commons.ucsd.edu