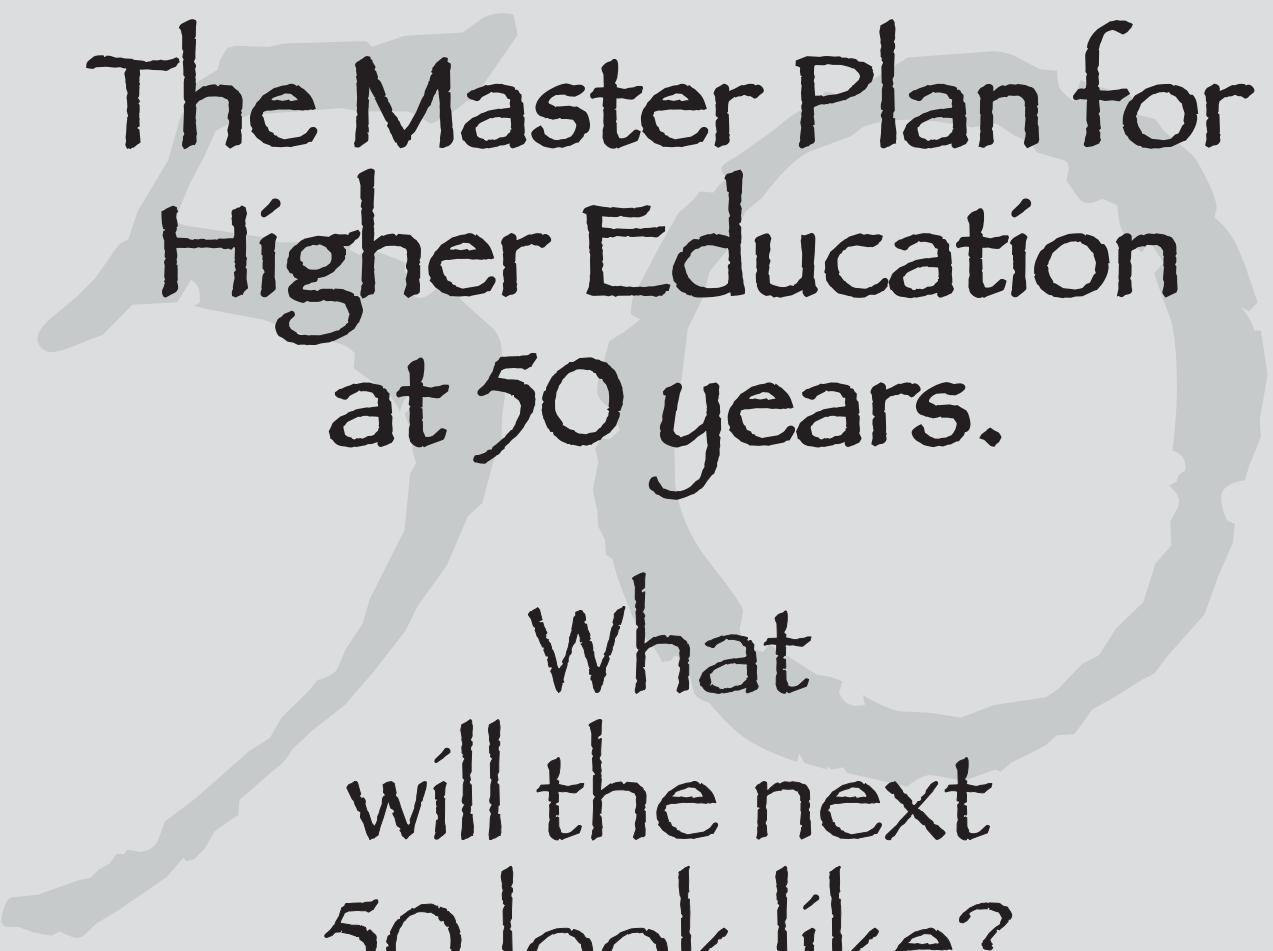


CALIFORNIA *Faculty*

2010 • Issue One



The Master Plan for
Higher Education
at 50 years.

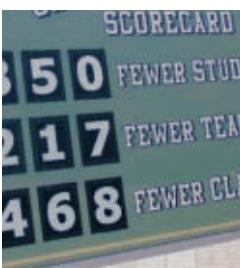
What
will the next
50 look like?

INSIDE: Restructuring · Governor's Budget Bargaining · Book Review
Solutions to the Issues · Remediation · CFA White Paper · Affirmative Action

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THE MISSION & PURPOSE OF THE CALIFORNIA FACULTY ASSOCIATION

The California Faculty Association is the exclusive collective bargaining representative for the California State University faculty, including tenure-track faculty, lecturers, librarians, counselors and coaches.

According to the CFA Bylaws, last revised October 2003...

The CFA is established to:

- Strengthen the cause of higher education for the public good;
- Promote and maintain the standards and ideals of the profession;
- Provide a democratic voice for academic employees;
- Provide legislative advocacy;
- Maintain collective bargaining agreements covering salaries, working conditions, and other items and conditions of employment.

These agreements shall seek to:

- a. Obtain explicit guarantees of academic freedom, tenure, and academic due process;
- b. Create orderly and clear procedures for prompt consideration of problems and grievances;
- c. Promote and protect the professional and economic interests of CFA and all bargaining unit members and,
- d. Promote unity among academic employees and thereby enhance the effectiveness of the CFA in representing these employees.

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2010 • Issue One

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Keep it OPEN!

By Alice Sunshine

Editor

This year—2010—marks 50 years since California adopted its celebrated blueprint for a highly educated, innovative California: “The Master Plan for Higher Education.”

The question today is: Will 2010 also mark the end of that plan?

Although repeated polls show that Californians strongly believe in our three-part public higher education system as necessary to both individual and the state’s success, funding for it has been on a long decline for two decades and in sharp collapse in recent years.

For every dollar students paid in fees during fiscal year 1965/66, the state general fund provided \$15. By 2009/10 the state was down to \$1.40 for every dollar students paid in fees.

Sometime during these 50 years, California went from celebrating the advantages of free public higher ed to taking it for granted, assuming that, like the Sierras, it will always be there. And state lawmakers began to think it handy to shift more college costs from the state to students, in good as well as bad budget years, over the objections of campus advocates like CFA.

The governor’s latest budget plan (see details on page 6) proposes the first meaningful increase in funding for the CSU and UC since this decade of budget crises began.

Clearly, the years of picketing, email drives, letter writing, testifying at legislative hearings, lobby visits, news conferences, editorial board meetings, cell phone-calling campaigns, coalition building and student protest have become a drumbeat too loud to ignore.

As widespread news coverage revealed over the past year, sharp decreases in state fund-



CFA continues to press lawmakers to keep the tenets of the Master Plan for Higher Education alive: an accessible, affordable and quality education for all eligible Californians.

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View California’s Master Plan for Higher Education online at:
http://sunsite.berkeley.edu/~ucalhist/archives_exhibits/masterplan/

MASTER PLAN

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ing woke up students and the public alike. As thousands of classes were cancelled, teachers let go, students turned away, and fees sharply increased, supporters of the CSU and UC became more vocal and public.

These are hopeful, though not definitively positive, signs for the future of the higher ed Master Plan.

The governor's budget proposal depends on plenty of drastic cuts to other vital state services, more student fee increases piled onto the exorbitant 32-percent hike this year, and no small amount of smoke and mirrors. He manufactures much of his own crisis in a blithe refusal to address tax loopholes or genuine tax reform to ensure corporations and individuals pay a fair share of what it takes to deliver quality public services. The 2010/11 budget we get is unlikely to look like the one he proposed in January.

Nevertheless, the attention he gave in both his January State of the State message and his budget plan is a first in decades. Public higher education may be on the list

of the state's top priorities at last—exactly where it should be.

Attack on the Master Plan at the campus level

None of this ends the boisterous public battle over public higher education.

The increased funding the governor proposes would restore only about half of what he cut from the CSU budget since 2007.

And, the battle over state funding is only part of the assault on the Master Plan for Higher Education, as well as on the California State University, in particular.

Another assault, the subject of most of this issue of *California Faculty* magazine, is one taken under cover of the money crisis.

This full-court press on the spirit of the Master Plan is being waged



Many who come to the CSU for a college education are non-traditional students, including older students, working students and students who are the first in their families to go to college. Budget cuts, skyrocketing student fees, and enrollment cuts are shutting the door to opportunity for many of these students.

by the top executives of the CSU—our own leaders from Chancellor Charles B. Reed and the Board of Trustees to campus presidents and provosts—on our own state university system.

They have taken advantage of the confusion caused by political dysfunction and state budget crises

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Restructuring: How it looks on the ground

by Brian Ferguson

Managing Editor

Here are some of the ways in which the administrative push for "restructuring" has appeared on CSU campuses:

Eliminating courses, programs, departments and even colleges

The most aggressive form of restructuring involves wholesale elimination of courses, programs, departments and even entire colleges.

Two years ago, Humboldt State's administration revealed a process it called "prioritization" that would eventually affect departments, minors and other academic programs. In the name of "efficiency," they evaluated every program on campus to identify the "strongest." The administration ultimately published a list of every program on campus ranked with an assigned number from 1-strongest to 5-weakest. Now, the provost says he will start shutting down full programs.

Last fall, administrators at CSU Dominguez Hill rolled out a "Program Planning Process" to decrease the campus' operating budget for the coming year by eliminating entire majors and academic programs.

After public pressure, the campus administration at CSU Dominguez Hills postponed implementation of its restructuring plan. These actions indicate the "planning processes are about more than merely dealing with budget cuts. They are about systematic reshaping of the university with as little open discussion as possible. They pose real dangers for the quality of students' education and for students' educational options.

Combining programs and departments across campuses in a region

Some campus administrations seek to get rid of some academic offerings by merging departments with other campuses and requiring students to travel to attend certain classes.

Pomona sought to close some departments and send students to other campuses in the Los Angeles basin to take classes that Pomona would no longer offer. Pomona administrators suggest it is not efficient to offer some classes when students could get the same class on another campus 30 miles away. This would allow Pomona to pare down liberal arts to focus on a few main programs and majors.

No examination has been done as to whether CSU students, or some

Continued on Page 8

Challenges & Opportunities

Governor's budget offers the faculty a lead role in saving the CSU

By Lillian Taiz

CFA President
History, Los Angeles

Dear Colleagues,



We mark 50 years of the California Master Plan for Higher Education at what may be a tipping point for public higher education. Which way the system tips could very well be up to us.

The year began with a surprising positive for the CSU. Higher education had an unprecedented position of prominence in the governor's State of the State address and budget message. I have never heard a governor speak about our four-year universities this way.

Public higher education was one of the few areas NOT targeted by the governor for massive cuts. His proposed spending plan for 2010/11 would restore some of the state funding that was cut from the CSU over the past two years. It would be enough to reopen classes, rehire teachers, and begin to rebuild CSU student services and infrastructure.

Why did the governor, who has shown such disdain for us, suddenly embrace the importance of the CSU and UC to the future of the state of California – the very message we have been sending for many years?

Certainly a confluence of pressures came to bear. An essential element in applying that pressure has been all of us, keeping up the pressure for the CSU through thick and thin for many years. We in CFA leadership knew that there were many times when it was tough to keep pushing for the postcards, phone calls, lobby visits, emails, and all kinds of protests and more.

But the faculty through CFA, along with students, staff, and allies all over the state, stood strong and kept it up. As cuts deepened many more joined the action, including

large numbers of UC students wagging their own protests; it all was part of making the message impossible to avoid any longer.

Action March 4

Now we have to maintain and build on the newfound leverage.

CFA campus chapters and chapters of Students for a Quality Education and other student groups and other CSU unions, are greeting the new term with all kinds of activities. I urge you to join them.

On March 4, a statewide coalition of education groups and unions from pre-schools through public universities, will host what appears will be dozens if not hundreds of action events to save public education pre-K-16. CFA chapters are preparing now for our role in the March 4 action. You can get in on the planning by contacting your campus CFA chapter.

Other state needs

Although the governor has become a believer in public higher education, there are many proposed cuts in his budget plan to dislike. Deep cuts to children's health undermine our ability to teach. We know health and human services are connected with the effectiveness of education. Sick kids can't learn. We need to support other state needs that are on the chopping block.

At the same time, let us remember that the restored CSU funding is not a done deal. There are those who will try to set education against health care or one segment of education against the other. These are scenarios in which everyone loses.

We will have to defend vigorously the restored funding to the CSU in the legislature throughout the debate and wheeling and dealing that lead up to adoption of a state budget by this summer.

If we don't stand up for ourselves no one else will – the money proposed for the CSU could disappear.

Contrary to some thought in university management, the faculty are involved in change all the time. We constantly re-evaluate and reassess...to provide better teaching of our subject matter and better student learning...(but) not on the cheap.

CFA's position must be that there has to be more for everyone, while we fight to protect the university.

Management capitulated

One of the really difficult realities has been coping with the fatalistic attitude of the CSU's top executives and managerial employees toward budget cuts to the CSU. We have heard too often that it was pointless to resist and we had to make the best we could of the cuts handed to us.

If that attitude had prevailed in the past, we would still have slavery in this country, women would not have the vote, and children would still work in sweatshops.

There was a brief moment when we and CSU administrators worked together through the Alliance for the CSU. In that period, the legislature restored \$97 million to the CSU budget. A global economic crisis stole

Continued on Page 6

that money away, but that moment showed what we could do when we worked together.

Capitulation to what administrators consider the inevitable, however, is a major impediment to fighting for what is right. This is a basic philosophical difference that leads to fundamentally different visions for the university.

An unwillingness to fight for the university means one must reframe one's vision for education to fit within what is perceived as the limits of funding. That, in turn, shrinks and distorts one's thinking about the mission of the university.

Rather than say 'this is the mission, our goal is to live up to the mission,' and then plan to the goal, our administration, by giving up so easily, works to distort the mission and then plan to that changed vision.

Contrary to some of the current thought in university management, the faculty are involved in change all the time. We constantly re-evaluate and reassess our own courses, those that are offered by our departments and the overall curriculum within departments and programs as we seek to provide better teaching of our subject matter and better student learning.

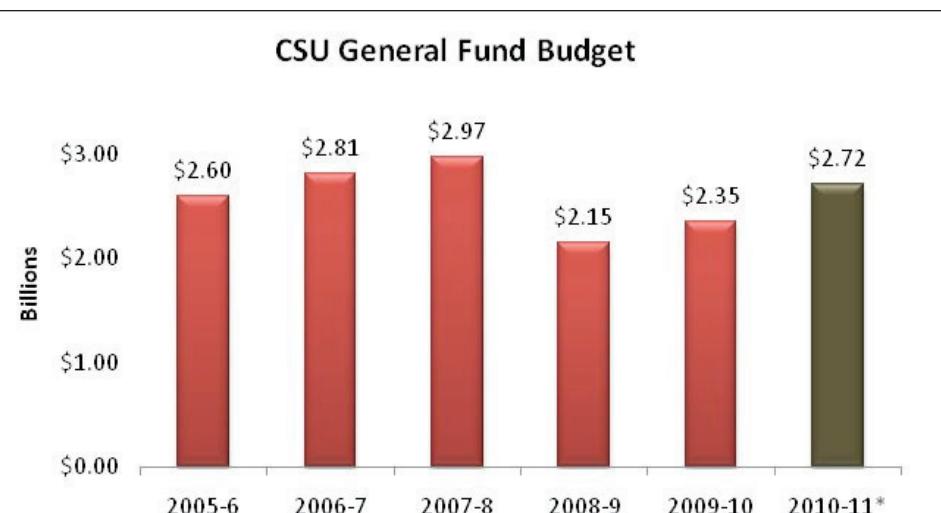
The difference is, we are not looking for ways to do 'education on the cheap.'

Cheapening the university

One of the painful conclusions taken from reading the CFA White Paper on academic restructuring in the CSU, which is reprinted in this magazine, is that 'education on the cheap' appears to be exactly where our CSU management is trying to take us.

Proposals—and edicts—are popping up all over the 23 campuses that would short change the quality of a CSU education, reduce access for students to the CSU and make it more expensive to get a public university degree.

Some of these proposals are outlined in this magazine, but every day



Summary of governor's budget plan

THE GOOD FOR THE CSU

- No mid-year cuts proposed
- Increase state General Fund support by \$305 million in 2010/11 (compared to 2009/10)
- 2.5% enrollment growth funding: \$60.6 million (*contingent on federal funding*)

THE BAD FOR STUDENTS

- Another 10% student fee increase—on top of the 32% increase in 2009/10
- Eliminate new awards for the Cal Grant Competitive Program beginning in 2010

THE UGLY FOR CALIFORNIA

- Billions in cuts to health and human services for the poor, children, elderly, and disabled including Medi-Cal. Likely end of Healthy Families, CalWorks, and In-Home Supportive Services programs.
- State workers (would not apply to CSU): 5% pay cut, 5% increase in retirement contribution, 5% cut in state jobs
- More cuts to K-14 education totalling \$2 billion-plus
- More than a billion in cuts to prison health care
- And many more cuts. Learn more at the California Budget Project: www.cbp.org



CFA wants to hear from you

Survey for faculty on priorities for upcoming contract negotiations

By Chris Haynes

*Geography, Humboldt
Chair, CFA Contract Development
& Bargaining Strategy Committee*

With the current collective bargaining agreement (contract) between CFA and the CSU administration set to expire at the end of June, negotiations will begin in earnest this spring on a faculty contract that will succeed the one under which we now work.

This process is guided by requirements spelled out in the Higher Education Employer-Employee Relations Act (HEERA) and is overseen by the California Public Employment Relations Board (PERB).

CFA began preparation for bargaining by conducting campus meetings last fall at which CFA leaders — including officers, members of the Bargaining Team, and members



of the Contract Development and Bargaining Strategy Committee

— met with faculty members to seek input and discuss the upcoming bargaining process.

In their presentations, these colleagues described the context for bargaining this year in an atmosphere of budget difficulties. And, they gathered information from the faculty on what are the critical issues they want addressed in bargaining the next contract.

Obviously, given that we have not gotten some of the pay raises bargained into the current contract due to the state budget crisis, salary is an important issue on the faculty's minds.

Among the other most pressing issues to come up in the crisis are concerns about increased workload. As fewer classes are offered and some Lecturers have not been reappointed, there has been a dramatic uptick in class size. This also has had an impact on committee assignments and other responsibilities because there are fewer faculty members doing more work.

Although we collected a great deal of information during the Fall campus meetings, before commencing bargaining CFA will complete this initial phase by conducting a brief survey of CFA members about the concerns and priorities for the next contract.

Please watch for the survey when it arrives, and I hope that you will complete it and return it so that your views can be included. ▲

TAIZ *continued from Page 6*

we hear of new “ideas” that are poorly thought through, that curtail educational opportunity, and that would, of course, make a CSU degree cheaper and “easier” to deliver.

Some top administrators in the Chancellor’s Office and on the campuses seem to be intent on slashing academics as though the governor’s proposal to restore funding never happened.

There are two books, wildly popular it seems among CSU MPPs, which tell administrators how to churn out more degrees for fewer dollars. One is specifically in use at campuses like Humboldt, which has prioritized every academic program on a five-point scale.

The second, *Instruction to Deliver: Fighting to Reform Britain’s Public Services*, is by Chancellor Charles Reed’s latest, favorite, high-priced consultant, Sir Michael Barber, fresh from privatizing the New Orleans

public schools via a long stint leading controversial “reforms” of British public services. We are just now getting the taste of his style of ‘education on the cheap.’

Neither of these books invites the faculty or the campus community of students and staff to participate in a respectful decision-making process. In fact, they portray the faculty as outsiders with “interests” separate from the university. Hence, no surprise that the faculty, be it CFA or the Academic Senates, are being treated like annoying problems rather than valued colleagues.

In the interest of promoting dialogue among the CSU community, CFA posted its own White Paper on a blog. Since then, Pomona faculty member Dennis Loo has stepped forward with a more extensive

Some top administrators seem to be intent on slashing academics as though the governor’s proposal to restore funding never happened.

discussion blog on which he invites faculty from the 23 CSU campuses to engage in an in-depth discussion of these kinds of issues.

Everything you have done to stand up for the CSU has helped us weather these trying times. There will be more to do. It is heartening to witness people taking the initiative to try new ways to keep us connected and aware. Each of us can do something, no matter if it is large or small.

I look forward to sharing another eventful year with you as we work to Stand up for the CSU. ▲

MASTER PLAN

continued from Page 4

to press for rapid, permanent and fundamental changes in what is taught, how it is taught, who will get to study it and who will pay for it.

These changes come under aliases including "restructuring" as spelled out in a decade-old management manual (see review on page 10) and the strangely cinematic "deliverology," the framing brainchild of Chancellor Reed's British organizational consultant Sir Michael Barber.

The exact form varies by campus, be it program elimination at CSU Bakersfield, redefining admissions at San Diego State or wholesale reorganization at Humboldt State.

On most CSU campuses, the faculty are the front line of high-pressure tactics to make changes by bureaucratic means with the least amount of open discussion that top management can get away with. In every cutback proposal the administrators float, every unilateral decision they announce, there is a test to see how far they can go.

On the surface some of the ideas sound like good ones—becoming more "efficient" and "transformative"—but on inspection are really bad ideas that mean either doing



During a San Diego State event to highlight the effect budget cuts have had on the campus, organizers displayed this sign as a poignant account of what has been lost.

On the surface some of the ideas sound like good ones ... but are really bad ideas that mean doing education 'on the cheap,' privatizing it so students carry the full cost, or ending the intent of the Master Plan: to make sure every demographic has access to a college degree.

education "on the cheap," privatizing it so students carry the full cost, or ending the democratic intent of the Master Plan: to make sure every demographic sector of our population has access to a college degree.

Where arguments about efficiency and transformation fall flat on faculty ears, CSU leaders pull the linings from their allegedly empty pockets and declare "there simply is no money for the CSU."

CFA white paper on restructuring

The large outlines of this "restructuring" attack and what the faculty must do about it is spelled out further in the CFA White Paper: "Restructuring or Wrecking Our University?" CFA's officers and board strongly urge you to read the CFA White Paper and discuss it with colleagues and CSU supporters.

Herein, we look at some of the specifics happening on the campuses at *California Faculty* press time. There is a "creative" variety of measures being taken, apparently based on both the campus particulars and the personalities of the respective campus presidents and provosts involved.

But, with all the variety, the bottom line is the same — to change the character and mission of the CSU going forward. ▲

RESTRUCTURING

continued from Page 4

sector of CSU students, would actually be able to travel that far given that so many work and live near the campus they attend. Plus, it is a region with limited mass transit where many students don't have cars.

Increasing class sizes

A key component of restructuring appears to be to increase "productivity" of the faculty by super-sizing class sections.

There are CSU campuses basing the number of students to be admitted to a class section not on curriculum standards, but rather on the fire marshal's maximum room capacity.

Stanislaus campus President Hamid Shirvani has been particularly outspoken in his support for increasing class size. He wrote in the

Chronicle of Higher Education in October, "We should re-evaluate the notion that large classes are inherently pedagogically unsound. What both students and faculty members tend to prefer—small classes—is not the only educationally effective approach."

Under this model, faculty workload increases exponentially while student learning conditions are eroded.

Reductions in basic student services

Another casualty of restructuring is reduction in or elimination of many of the services on which students have come to rely as part of their college education.

When students returned to CSU Bakersfield last fall, they were informed that their CSUB "Runner" e-mail accounts were being phased

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RESTRUCTURING

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out, and library hours had been reduced.

Furloughs and layoffs have hit student services staff hard, making it more difficult for students to get many of the services they need.

Moving sections from "state support" to "self support"

Another trend is proposing to shift class sections from "state-support" to "self-support," meaning students and their families would pick up the entire cost.

Examples of this trend abound as the vast majority of campuses seek to move summer sessions from formerly state-supported funding charging normal student fees to forms of self support such as "extension" programs that charge high fees per unit.

Still other campuses would eliminate what was previously a state-supported winter term and replace it with a self-supported "inter-session." This alteration in class costs would mean students pay much higher fees for the same classes. To rub salt in the wound, faculty members could be expected to perform the same services for lower pay or, in the case of Lecturers, without benefits.

Changing Fee Policies

Over the past decade, the CSU has increased student fees dramatically, in sharp contrast to the Master Plan notion that public higher education should be free of tuition and affordable in fees for services.

Student fees have risen 182 percent since 2002, effectively pricing out many students from low- and middle-income families.

Today, more and more low-income students are shut out because they simply can't afford tuition and living costs. Examples abound of students for whom financial aid simply doesn't keep up, despite protestations by administrators that it does. Meanwhile, middle-income families that don't qualify for need-based financial aid are in a rapidly tightening squeeze.

These increases are generally attributed to budget cuts but are also a manifestation of CSU leader's strategic vision for higher education, in which students bear more of the cost of their education. The bottom line for students — drop out or run up more debt.

Altering admission policies

Another way to get away from the Master Plan is to avoid admissions of some categories of otherwise eligible students. For example, the San Diego administration altered the campus "local service area," which could reduce the number of students from low-performing high schools.

In October, San Diego State President Weber took to the editorial board circuit to promote his plan to get higher paying students on campus. In interviews with the *San Diego Union Tribune* and KPBS-TV, he seized on the state funding crisis to defend changing the admissions policy to take fewer local students and more from the rest of California and out of state.

His new policy would accomplish two goals — get more students with higher test scores and get more students who can afford to pay to live in the dorms, which, at about \$12,000 a year, are not filling up. The new policy would require students from north of Route 56, which runs along the northern edge of the city of San Diego, to live on campus.

At the same time, the CSU also seeks to replace California resident freshmen with nonresident students paying much more through non-resident tuition

Some campuses are even spending state resources to ramp up recruitment efforts out of state.

In December, Cal Poly San Luis Obispo Provost Bob Koob told TV station KCOY, "We do have a great education to offer somebody, and if Californians aren't going to be able to take advantage of it, others will.... Because their proportion is now able to increase, we are going to redistribute the energy that we spend recruiting, more in that direction."

Making success more difficult

The restructuring of the university is not solely a matter of in-the-classroom changes. Major modifications are underway to system-wide policies that could alter the type of student who attends the CSU.

For example, the system is making big changes to the way it treats students enrolled in remedial classes.

Several campuses, including CSU Long Beach, are removing remedial classes from the regular school year and requiring students

to complete their remedial courses and become "CSU-eligible" before enrolling during the regular term.

According to a study from The Center for the Future of Teaching and Learning, 60 percent of freshman entering the California State University system must take at least one remedial course in math or English,

Finding 'efficiencies' in faculty and staff

For years, faculty members have felt an upward creep in workload and assignments. This is no accident as campus administrators seek to save money by getting more "product" out of faculty and staff.

At Dominguez Hills, for example, the campus has been pulling in department chairs to individual meetings to "encourage" them to make changes, such as removing assigned time, merging classes to form a mega-class or bumping up caps. These small but significant actions change the dynamic of what is expected of the faculty and what they can give to students.

San Diego tried something similar last spring when, for example, a faculty member was asked to merge two classes into a mega class of 140 with the help of a teaching assistant.

These situations are just the tip of the iceberg as faculty on every campus encounter demands to do more work without more compensation.

Shrinking G.E. requirements

As part of an initiative to increase graduation rates in the CSU, the administration has proposed shrinking general education requirements for graduation. Specific details of this part of the plan were scarce at press time, but faculty members around the system were quick to express concerns about the impact such a move could have on the breadth and quality of education provided to students.

Ironically, this proposal by the CSU Administration came in the same week the American Association of Colleges and Universities (AACU) released a report emphasizing that GE courses are critical for providing students with the type of skills employers want and for creating the kind of informed citizenry a democracy needs.

See the report at: http://www.aacu.org/press_room/press_releases/2010/employer-survey.cfm ▲

A misdirected tome

CSU admin follows author's 'sacred' text like lamb to sacrificial altar

Reviewed by Andy Merrifield

Political Science, Sonoma
CFA Associate Vice President, North

Prioritizing Academic Programs and Services (1999) is the current sacred text of the managerial class in their ongoing attempt to corporatize the California State University. The book, therefore, requires some attention of those interested in preserving the CSU as the *people's university*—though probably not too much.

Author Robert C. Dickeson, according to the book's dust jacket, spent over 35 years as a "higher education administrator and consultant...." His book provides evidence in support of the adage, "Where you stand depends on where you sit!"

From the dust cover that claims "(t)his flexible, essential resource will help *administrators* [italics added] of any college or university campus determine which programs and services are most efficient, effective and central to institutional mission" to Appendix C, his two-page add-on that suggests maybe "Administrative Programs" might be looked at, too; this book concentrates on program elimination as a good thing that can only really be done by courageous leaders: presidents, boards and provosts.

Despite the bias, I won't argue that Dickeson got every thing wrong 10 years ago. He didn't.

Some things he got right!

Dickeson noted that no two colleges are exactly alike. Yet, since the overwhelming content of the book ignores this observation, it has about as much impact as the observation that no two snow flakes are exactly alike either.

That some colleges and universities are in transition at any given time constitutes another correct

observation. This, he argued, might mean that sometimes colleges don't need to be restructured. Like the previous observation mentioned above, he does not do anything much with this observation either.

"Data does not substitute for sound judgment," constitutes a third accurate observation. This would be worth applauding if it were not both self-evident and then broadly ignored in the rest of the book.

Dickeson pointed out that sometimes universities measure the wrong things. He cited, as an example, that many colleges and universities pretend that five students taking three units each look like one student taking a full 15 units. He offers no better alternative to this though, and it sort of fades away.

"The most serious decline in quality inputs in higher education... has been the increasing overreliance on part-time faculty." He recognized, as anyone who looks at the quality and work of part-time faculty, that part-time faculty are important, talented, hard working and valuable. He argues universities should strike a balance in the use of part-time faculty.

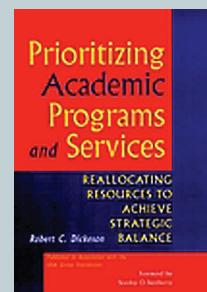
So far, the discussions of restructuring in the CSU to date suggest that if change is to be addressed at all, it will be done by eliminating part-time faculty even faster than tenure-track faculty. This misses Dickeson's point.

Finally Dickeson observed, "Some provosts may even be jockeying for presidencies of their own." Gambling at Rick's!

Some things he got wrong!

While it would be easy to simply write that he got everything else wrong, that would make this review as simplistic as much of the Dickeson book. However, to go through all of the things that demonstrate his

Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance
By Robert C. Dickeson.
Jossey-Bass Publishing, 1999,
166 pages.



The CSU selected this book as the tome that will fix things, but ignores where anyone not enamored of corporate solutions based on crony capitalism would start the process: with the out-of-control administrative overhead.

managerial bias would drag this review out longer than it needs to be.

Just two of the things he got wrong are sufficient to demonstrate the almost total lack of value of this book for the CSU, with or without the economic downturn. First, centralized non-faculty leadership provides hope for our foundering system because it can defeat the problem. Second, faculty are the primary problem. (Dickeson, much like the administrative managers of the CSU, seems to accept the notion that underfunding is inevitable, so working to make the case for public higher education is no longer a sensible action.)

While Dickeson occasionally recognized that the faculty could

Continued on Page 11

DICKESON *continued from Page 10*

play a constructive leadership role in a university, he saved his praise for presidents, boards and provosts. When they demonstrate vision and courage in facing problems they have a universal perspective. When they don't have the vision to push for the "needed change" they may be "reprehensible" or "found wanting," but still they were the best bet for moving forward.

No love for faculty

Dickeson views faculty less charitably. On the one hand, faculty are self-interested, hide-bound programmatic empire builders interested in preserving what they have. They are protected because, in too many institutions, the permanent faculty are "'tenured up.'" (This wonderful phrase could have inspired Dick Cheney's term of derision when he criticized the U.S. government for giving 6th Amendment rights to the man accused of the crime of blowing up an airplane—"lawyered up." It carried the same level of disgust.)

Additionally, the faculty has taken advantage of legal loopholes, like the removal of forced retirement. Dickeson knows the enemy.

On the other hand, these steely-eyed manipulators of the system mindlessly pursue any utopian vision from colleagues, because "Nobody can be against giving the new course Esoterica 101 a chance."

So faculty members are manipulative dreamers, while good managers are visionaries.

Dickeson and the CSU?

Even if Dickeson's view of the faculty and centralized managers and board members were not both ahistorical and derogatory toward the faculty, I would suggest that the book may have only limited value for restructuring the CSU.

The description of the relationships between the Board of Trustees and campus presidents doesn't reflect reality. The Board of Trustees at the CSU doesn't fit the "good" boards described in the book. They

are not independent thinkers. While they embrace the corporatization of the university, which Dickeson applauds, they wallow in inertia, which he does not. They react to the chancellor.

Maybe any book that looked at reform for the CSU would have this problem, but that doesn't mean this book has value just because it is one of the few out there.

Administrative overhead

Secondarily, the book does not really address the most important area of growth in the CSU budget over the last decade or so—administrative bloat.

While the number of full-time faculty positions grew by 3 percent, the number of students increased by 25 percent. This certainly suggests that Dickeson's concerns about permanent faculty had no resonance in the CSU since 1999 when the book was published.

During that same time, however, the number of management positions in the CSU increased by 20 percent.

Dickeson touches very lightly on administrative restructuring, claiming that it has been good. The CSU has selected this book as the tome that will fix things, but ignores where anyone not enamored of corporate solutions based on crony capitalism would start the process: with the out-of-control administrative overhead.



CSU East Bay supporters of AB 656.

HUMAN POTENTIAL

CFA introduced AB 656, authored by Assembly Majority Leader Alberto Torrico, to provide additional revenue for the CSU by taxing companies that extract oil and natural gas. Although it looks like this issue will not be resolved this year, AB 656 became a vehicle to highlight the CSU's funding needs. Years of neglect, budget cuts and student fee hikes undermine educational opportunity. On the positive, the governor finally recognized the need by proposing \$305 million more for the CSU in his January budget plan.

Overall, Dickeson's book has a few good points, underplayed by the author, and seemingly with no traction so far on the campuses that have jumped into this abyss with both feet.

So, perhaps Dorothy Parker's suggestion on how to treat a book she reviewed and found wanting is appropriate. Parker wrote, "This is not a book that should be set aside lightly. It should be thrown with great force." ▲

Get into the Action

ACTION: Advocate for CSU funding in the state budget

Why it matters: Budget cuts are at the heart of nearly every problem that plagues the CSU. Due to persistent cuts over the past decade, the CSU today gets roughly the same level of funding in actual dollars as it did in the 1999/2000 academic year while serving hundreds of thousands more students and supporting more campuses.

The CSU already has been cut to the bone. The governor has proposed restoring some of the funding lost in the last years. But the plan must survive the arduous process to a final budget; the risk of further cuts remains.

How you can help: Join CFA's lobbying efforts for CSU funding. Contingents of faculty will sit down with lawmakers in their districts during March and follow up with meetings at the Capitol on April 27-28. To find out how to participate, contact your campus CFA chapter's Political Action & Legislation Committee chair. Contact info is at: www.calfac.org/chapters.html

What can be done about the seemingly ever-expanding list of problems that plague California's public institutions of higher learning?

No single cure-all action or tactic will fix all that ails the CSU. So, CFA organizes and works to connect the strategic dots that will increase the power the faculty needs to rebuild the CSU.

It's all about giving students a quality education and providing broad educational options in a healthy, vibrant university system.

Here is how you can help:

ACTION: Join events statewide on March 4

Why it matters: The protests staged by CFA, members of our campus communities, and activists in the UC have captured the attention of California and public education advocates across the country.

Now, CFA is working with groups throughout California's education community to build toward large actions on March 4th all over the state to highlight the problems facing public education in preschool through Ph.D..

How you can help: Mark your calendars now to participate in the March 4 day of statewide action for public education. For more information and to learn how to participate send a message to: action@calfac.org or contact your CFA campus chapter.

March 4
Take Action

ACTION: Protect faculty rights

Why it matters: As campus administrators try to restructure the university, it will be crucial that faculty members—in consultation with the union's legal team—file grievances and take other measures to protect the rights of the faculty and assure adherence to the contract.

Many administrators feel that the budget crisis is a terrible thing to waste and are using it as cover to improperly discipline or eliminate some of the faculty.

Filing (and winning) a grievance can help to strengthen not just your own rights but the rights of the faculty throughout the CSU.

How you can help: Contact your CFA Field Representative or campus Faculty Rights Committee if you believe your contractual rights have been violated. If you file a grievance, CFA will ensure that you are not alone. Make sure you contact CFA as soon as you become aware of a potential contract violation, as there is a strict deadline to file a grievance.

Pro-Higher Ed candidates run for state Assembly

By John Travis

Chair, CFA Political Action & Legislative Committee
Political Science, Humboldt

ACTION: Elect supportive officials to public office

— like state Assembly candidates Chris Garland & Nayiri Nahabedian

Why it matters: California has become the land of perpetual elections and 2010 will be another critical year.

Voters cast ballots June 8 in primaries for legislative seats, statewide officers and the next governor. Then we have a general election on Nov. 2.

By seeking out and working to elect candidates who support public higher education, CFA can increase our clout in the legislature and bring new voices to the debate about the state budget.



Chris Garland.



Nayiri Nahabedian.

CFA has begun to interview candidates on their positions on higher education. The good news is that among the candidates we have strong higher ed supporters.

Garland for state Assembly District 9: We are excited about the candidacy of CFA's own Political Director Chris Garland who is running for the Democratic Party nomination for state Assembly District 9 in the Sacramento area.

Garland truly knows the issues in public higher education and he has a great deal of knowledge about how the legislature works. It would be a real asset to have him in the legislature and CFA's Political Action Committee and Board have completed the process to give him an early endorsement.

Special April election in state Assembly District 43: We recently learned that CFA member Nayiri Nahabedian, a faculty member at CSU Los Angeles in the College of Health and Human Services, is an entrant in the 43rd Assembly District special election, to take place in April on a date not yet set.

She has been active in the fight to reduce college fees and increase access, and spoke at a rally for Assemblymember Alberto Torrico's AB 656 to apply an oil and natural gas severance tax for public higher education. She also is a respected school board member in the high-performing Glendale Unified School District.

We are proud to have faculty members and members of the CFA family come forward to become part of the solution to the crisis confronting the California State University, public education and our state as a whole.

How you can help: Make sure you are registered to vote and participate in election campaigns. Obtain a voter registration form or update your information at: www.sos.ca.gov.

ACTION: Join CFA/ Increase CFA membership

Why it matters: CFA already represents the majority of CSU faculty but the more who join the union, the greater the union's ability to accomplish big-picture goals – from winning a contract to electing lawmakers who support public higher education.

How you can help: If you are not already a member of CFA, please join today by going to: www.calfac.org/join.html. Join your campus membership committee to help recruit more members.

ACTION: Fight for a strong contract

Why it matters: A good contract is the backbone of every union. The current collective bargaining agreement (contract) between CFA and the CSU administration expires at the end of June.

This spring, negotiations will likely begin for a faculty contract to succeed the one under which we now work. The process is guided by requirements spelled out in the Higher Education Employer-Employee Relations Act (HEERA) and is overseen by the California Public Employment Relations Board (PERB). (See story on page 6.)

How you can help: Throughout the process, faculty members will have opportunities to discuss and to act in support of the CFA Bargaining Team. Watch for and complete the bargaining survey coming soon.

Sign up for CFA Headlines at www.calfac.org/mailist.html to get updates with the latest information on contract bargaining and on how to participate.

Continued on Page 14

ACTION: Promote & protect diversity & affirmative action practices

Why it matters: Budget cuts threaten the diversity of both the faculty and the student body. The CSU is the nation's most diverse university system with students of color making up 53 percent. Nearly 35 percent of students in the system are the first in their family to attend college.

Some 40,000 students have been denied access to the CSU this year. These cuts fall hardest on Latino, African-American, Native-American, low-income and first-generation students who rely on the state university to get a college education.

Ethnic studies are frequently targeted programs under campus restructuring proposals.

How you can help: Attend the CFA Equity Conference this March. View the back cover to learn more about the Equity Conference.

ACTION: Reform the state budget process, end minority control

Why it matters: California's budget process is mired in seemingly intractable gridlock created by the statute requiring a two-thirds vote of the state legislature to raise revenue or pass a budget. This allows a minority of lawmakers to override the majority chosen by the voters.

Each time a budget is put up for vote, a minority effectively can hold the state hostage, blocking reforms that would allow the state to fund properly public education and other essential programs.

CFA is participating in discussions on ways to reform California's state government through the initiative process, constitutional convention, etc.

How you can help: Join your campus' CFA Political Action & Legislation Committee. To learn more, contact your campus CFA chapter or see www.calfac.org/politaction.html

STAY INFORMED AND UP TO DATE ON CFA ACTIVITIES

Sign up for CFA Headlines delivered to your email inbox each week.
www.calfac.org/Headlines.html

ACTION: Ensure accountability & transparency in CSU spending with SB 330

Why it matters: As the faculty endure furloughs and students cope with steep fee hikes, it is more important than ever to account for how each dime of CSU funding is spent.

In December alone, the CSU administration was examined by the state Auditor, investigated by the Attorney General and chastised in newspaper articles and editorials for financial scandals involving foundations and other auxiliary non-profits handling CSU funds.

Despite continued embarrassments, CSU administrators resist public records laws by shifting fiduciary responsibilities to auxiliary organizations and refusing to honor public information requests.

In 2010, CFA is sponsoring Senate Bill (SB) 330, legislation like its predecessor SB 218, which passed the legislature with only one "no" vote but was vetoed by the governor. SB 330 would make the controversial spending and financial practices of public college and university subsidiary organizations and foundations more transparent. It was amended to address the governor's concern.

Sen. Leland Yee's bill will seek to ensure greater accountability of entities connected with the CSU, UC and community colleges by updating the California Public Records Act (CPRA) to include auxiliary organizations that are funded by student fees and foundations that receive private donations.

According to the CSU Chancellor's Office, 20 percent of its \$6.7 billion budget, or \$1.34 billion, is held in auxiliaries and foundations, money which is currently hidden from public view.

How you can help: We must work on campus and with the news media to illuminate misuses of CSU funding by administrators and campus auxiliary organizations. CFA has a *confidential* tip line to

track rumors pertaining to the misuse of campus funds. We encourage you to forward abuses to budgetrumor@calfac.org

Support
SB 330

These are our students

Restructuring and policy changes close doors for inclusion and equity

By Kim Geron

CFA Vice President
Political Science, East Bay and

Elizabeth Hoffman

CFA Associate VP, Lecturers-South
English, Long Beach

Consider this scenario: A high school student who has worked hard and played by the rules has gotten an acceptance notice to a Cal State campus. The student's family and teachers share the sense of accomplishment because getting a student into college takes a great deal of time, effort and commitment from them as well.

The student spreads the good news and starts planning the university education that will open doors to a career and a better life.

But not so fast. Soon after, the student receives a notice mandating "remedial" work in English and/or math that must be completed in the summer before the student can start college in the fall.

Apparently, despite having completed the requirements for entrance to the CSU and being accepted for admission, the student is not good enough after all.

This news is not only disheartening but sets up serious obstacles. What about a summer job? How will the family pay for the summer courses, which are not state-supported and very expensive? Where will the student live while taking the courses if the campus is not near home? If the student does not complete the mandatory summer remedial work, what is the plan for the fall?

The impact is potentially devastating not only to the student's immediate plans but to the hopes and dreams for the future.

Unfortunately this student represents the majority, with 57 percent of CSU students statewide requiring

remediation in English or math (or both); it is 80 percent or higher at some campuses.

And, unfortunately, the scenario described above is exactly what the CSU Board of Trustees wants.

At their May 2009 meeting, the Trustees passed a resolution called *Proficiency in English and Mathematics before the First Year*, which states: "By March 2010, the Board will consider and establish such policies as required to achieve a full-scale implementation of pre-matriculation programs throughout the CSU, including a timeline for such implementation." See <http://www.calstate.edu/BOT/Resolutions/May2009.pdf>

In other words, the Trustees propose that first-year students in 2010 should be required to complete all remedial coursework before their fall classes, which would mean thousands who fail to pass these courses would be unable to enter a CSU campus.

After faculty members and staff leaders questioned the Trustees' haste in moving this proposal last May, the resolution was amended, and the Trustees agreed to decide in March 2010 whether students should at least begin remedial coursework in summer 2010.

Unfair and unrealistic

It's unfair and unrealistic to set up a system in which the majority of students are labeled failures before they even begin. There are many reasons why they may not initially perform at what is judged to be college level. High school students with great potential often have challenging life situations, which affect their studies. High school students are

still young and simply may have not yet reached a developmental stage at which they have the readiness and motivation to do more advanced work—which is why most educators prefer the term "developmental"

The impact is potentially devastating not only to the student's immediate plans but to the hopes and dreams for the future.

rather than "remedial" to describe courses needed to bring students up to college-level proficiency.

But most significantly, for many years California has underfunded K-12 education, meaning many students, especially those in economically disadvantaged areas, are not being prepared adequately for college. These students already have been failed by the system. Throwing them into a mandatory quick-fix summer program in which the students either pass or give up the CSU is not a solution.

Our demographically diverse and economically challenged state must meet the needs of all students, especially low-income students of color who may need some level of remediation to be successful in college. The CSU has always been the path to success for these students and must remain so, rather than discouraging and denying access to at-risk students and reverting to a less diverse and less inclusive University.

The Trustees' "Early Start" plan might sound like something helpful to students, but if the Trustees move forward with this mandatory program, it would replace already proven programs, ones that are pedagogically sound and carefully planned by committed faculty. We

STUDENTS *continued from Page 15*

have existing programs with an 80-percent-plus success rate in bringing students to proficiency levels within one year or less.

Existing programs

In these proven programs, students are treated with respect for what they bring to the university. These courses are not merely quick fixes for "deficiencies" but are part of the intellectual life of the university, intended to engage and improve the students' critical thinking and analytical skills and support their work in other courses.

Some of these proven current programs do include online instruction or summer components such as the Education Opportunity Program's nationally recognized Summer Bridge Programs. These existing programs seek to meet the needs of specific students at specific campuses; they are not one-size-fits-all statewide mandated programs.

There is a remarkable lack of specifics as to content and implementation procedures in what has been released in the Trustees' Early Start plan so far. Despite this, the Trustees would move the majority of freshman, perhaps as soon as 2011, into a mandated summer program. It is under consideration to make the program self support, meaning a program for which the student pays the full cost with no help from the state.

Early Start is the latest in the Trustees' 15-year campaign to get rid of the CSU's responsibility to remediate eligible students by setting goals to reduce the percentage of students who need this help and by trying to find others to assume the responsibility to meet the need.

The Trustees have set up cooperative pilot programs with high schools, a laudable idea except that it has drained already scarce resources out of our CSU instructional budget. These pilots have not reduced the percentage of students who need remediation. The Trustees' proposal ignores the broad access to the CSU that is the essence of the California

Master Plan for Higher Education.

Worse, it ignores the hard facts about our student demographics, ignores the success of already established CSU remedial/developmental courses and ignores the hard work of the more than 80 percent of students who achieve college-level standards by the end of the courses. It also shows a lack of respect for the staff who advise and support students and for the faculty who develop and teach the courses.

It is particularly chilling that the Trustees' remediation proposal is part of a general restructuring in the CSU, which is increasing class size, raising tuition, decreasing the number of permanent faculty and staff, turning away thousands of students, and moving courses to for-profit sectors of the university.

Expressing concern

Fortunately, the CSU faculty and staff are expressing public concern about the Trustees' Early Start program and are speaking in support of programs that best ensure access to a high quality education for our diverse students.

A coalition of faculty, staff, and students has met regularly around the state to discuss the best ways to advocate for those economically disadvantaged and first-generation college students who need extra academic assistance to succeed and thrive in the CSU. The coalition has benefited from the input of a range of stakeholders including the California Faculty Association, the Academic Professionals of California that represents academic support professionals, department chairs and program directors in English

and math, and faculty and staff who are already part of existing summer programs.

Some of these stakeholders have met with a representative of the Chancellor's Office Early Start Task Force and prepared speakers at the Trustees' meetings in January and March.

In a statement on the issue by the CSU English Council (see box), they argued: "First-year students' reading and writing experiences need to be contextualized in the college experience, that students need the opportunity to enter into the discourses of

Organizations in the CSU community have adopted resolutions and position statements about mandatory Early Start programs including these:

CSU STATEWIDE ACADEMIC SENATE: Passed a resolution in May, 2009, "Opposition to Impending Implementation of Mandatory Early Start Programs": <http://www.calstate.edu/AcadSen/Records/Resolutions/2008-2009/2895.shtml>. Passed a resolution in January, 2010, "Recommendations Regarding the Implementation of Mandatory Early Start Programs." See AS-2926-09/AA/APEP (Rev) at <http://www.calstate.edu/AcadSen/Records/Resolutions/>

CALIFORNIA FACULTY ASSOCIATION: At its Fall 2009 Assembly, passed a resolution "Opposing a Punitive CSU Remediation Policy." CFA is concerned about the impact on students if skilled faculty who teach developmental English and/or Math are laid off while highly effective remediation programs are replaced with online, privatized, and for-profit operations, extended education or other outsourced programs. See: http://www.calfac.org/allpdf/resolutions/2009/Fall%20Assembly/PunRemPolicyRez_final.pdf

THE CSU ENGLISH COUNCIL: These department chairs and directors of composition programs issued a position statement and recommendations based on scholarship and data-driven research. The English Council opposes "mandatory Early Start programs that deny eligible students a place at the CSU merely because of a score on a placement test and the fact that they are unable, for one reason or another, to attend a summer program." See: <http://csuenglishcouncil.wordpress.com/2009/11/07/earlystartproposal/> and <http://csuenglishcouncil.wordpress.com/2009/10/07/psmandatoryearlystartprograms/>

the university, to understand themselves and the rhetorical practices they bring with them in this new context..."

The English Council's concern for the first-year experience speaks to the heart of the issue, especially for under-prepared, economically disadvantaged or under-represented students of color. We know those students can do well when their potential is recognized and respected and they are in programs in which they get the help they need.

We need those students to succeed and become leaders in our state. Our collective future in California depends on their success. ▲

CALIFORNIA FACULTY ASSOCIATION

Representing the faculty in the California State University

“Restructuring” the CSU or Wrecking It?

What Proposed Changes Mean and What We Can Do about Them

California Faculty Association
Winter 2009/2010

For nearly a decade, CFA has criticized the CSU Chancellor and the Board of Trustees for their failure to fight for the system or to challenge the political status quo that is threatening its vitality and its very future. Instead, we have seen quiet acceptance of every cut and public assurances that the CSU can “manage” every reduction. This public stance of the university’s leaders has made devastating state funding cuts seem acceptable and repeated huge tuition increases inevitable.

The cost of the past failures of administrative leadership in the CSU is enormous and undeniable.

The Chancellor’s most recent response to budget reductions is, however, failed leadership of another order. In these times of unprecedented cuts, the Chancellor and his administration are clearly not on a mission to confront elected leaders or even to educate the people of California about the costs of political choices made around the California budget; rather, they have embarked on a mission to “restructure” the university in ways that will profoundly affect the educational opportunities and experiences of Californians for generations to come.



“Can I call you back Harry, I think the restructuring has started.”

Attack on the CSU mission

What is happening is a “restructuring” of the CSU that goes far beyond “belt-tightening” in hard times and is, in fact, a radical change in the mission of the system. This profound shift in public policy concerning the CSU’s mission is proceeding rapidly with no public debate in any forum—not at the Board of Trustees, not in the legislature, and not with the people of California.¹

The clearest expression of “restructuring” is found in an internal memo² written by Benjamin F. Quillian, CSU Executive Vice Chancellor and Chief Financial Officer, and directed to campus financial officers. Dated Oct. 2, 2009, the memo requires campus administrators to report their plans for handling cuts to their campus budgets. The Quillian memo requested campus administrators to detail their plans for significant reductions in the faculty and staff workforce as well as drastic cuts in student enrollment.

The Chancellor emphasizes his commitment to reducing the number of students enrolled in the CSU by indicating that any campus exceeding its enrollment target will see its next year’s budget allocation

reduced by an amount equal to the revenue generated from that enrollment.

Faculty and staff layoffs and reductions in student enrollment would be enough for us to worry about and for CFA to fight. The concluding paragraph of Quillian's memo, however, suggests that what the Chancellor's office really has in mind are changes even more drastic in scope and consequences. Writing in classically obfuscating bureaucratese Quillian says,

I urge you to think creatively and recognize that tinkering with reductions at the margins will be insufficient. It will be necessary to change radically business processes and service delivery systems so that personnel costs and other expenditures can be reduced significantly on an ongoing basis. Campuses need to collaborate and work together to reduce unnecessary duplications of effort and create synergies to leverage strengths and minimize weaknesses. Twenty-three independent plans will not get the job done. If we expect to continue effectively fulfilling the mission of the CSU, the budget reduction strategies must yield a fundamental transformation of the ways we meet the needs of our students, faculty and staff" (emphasis added).

Developments on some of our campuses reveal what this bureaucratic language means in managerial practice. Already individual campuses are preparing proposals to eliminate departments and programs (and attempts to move others to extended education) as well as drastic changes in admissions and remediation policies.

And each day seems to bring reports of more “campus conversations” about new proposals. For us to be effective at the campus and at the statewide levels, we need to understand what “restructuring” in the CSU now means and how administrators — exhibiting the cold, cost-benefit-analysis, profit driven, managed market model — are moving this project.

The Rhetoric of “Restructuring”: There is no alternative...and, they say, that’s a good thing

When historians look back on the last decade in the CSU’s history, one fact that will surely stand out is the utter lack of outrage—or even concern—publicly expressed by CSU administrative leaders in the Chancellor’s office or on the campuses. That fact alone is really quite stunning and certainly helps explain why the public is not up in arms about what is happening to California’s state universities. After all, if the people running the universities aren’t concerned, why should anyone else be?

Worse than their complicit silence are two strains of managerial rhetoric: one, that restructuring is an inevitability and two, that it is even a positive development for the CSU.

The notion that restructuring is inevitable—that there simply is no alternative—is a consistent theme in administrative commentary. In response to one of CFA’s many admonishments for the Chancellor to fight for the system, Reed was overheard at one Trustees’ meeting to exclaim, “Who is there to fight? There’s no money!” as if a higher power and not deliberate political choices such as tax cuts for corporations had produced the current situation.

Clearly, where there is political pressure and political will there is choice. And, there is money. After all, trillions of tax-payer dollars have been spent in just the past year on bailing out banks.³

Even starker are the comments of Hamid Shirvani, President of CSU Stanislaus, in a commentary surely titled “Will A Culture of Entitlement Bankrupt Higher Education?” Chronicle of Higher Education, October 18, 2009. Shirvani suggests that budget cuts to the CSU actually offer an opportunity to “reengineer education” in a way that reduces Californians’ sense of “entitlement” to a college education which, he says, “has driven expansion in higher education beyond what is reasonable or necessary” (emphasis added).

Shirvani underscores what he calls the “practical realities” that require wholesale change:

The economy has suffered changes so deep and fundamental that institutions cannot just hunker down to weather the storm. The time has come for creative reconstruction. We must summon the courage and will to reengineer education...

Shirvani’s heroic tone in phrases like “creative reconstruction” suggests he believes (or would have his readers believe) that budget cuts are leading to positive changes in universities—no matter what students, parents, professors, or staff may think. By arguing that the demand for public higher education 1) is a problem, 2) has been fueled by Californian’s sense of so-called “entitlement” to that education, and 3) must now come to an end, Shirvani tries to reframe these staggering budget cuts as an opportunity to create his vision of a better, smaller university that does not waste resources on those who are not deserving enough.

But, what Shirvani calls entitlement has been a 50-year promise to Californians expressed in the Master Plan for Higher Education. Moreover, for the majority of our state’s students, it has provided the opportunity to thrive and to participate meaningfully in our democracy. Shirvani’s vision of a “reconstructed” university sends a chilling message to Californians that access to college degrees should be curtailed and the capacity of the state university must be permanently reduced.⁴

For those of us who work or learn in the CSU, Shirvani’s language is both infuriating and laughable. Deep sacrifices have been made by students, faculty, and staff and it is obvious that budget cuts have already undermined the quality of a CSU education and access to the state university for thousands. The very reason for have the California State University is being lost.

But the power of this rhetoric in the world outside the university must not be underestimated. Arguments about reducing entitlements, creating leaner, more “efficient” institutions, and spending less have dismantled other public institutions; the danger, of course, is that the current economic crisis provides cover for the destruction of public higher education in California.

Fighting Back requires reorientation to reality

An important step in fighting back is for us to reclaim the discourse and to label administrative double-speak for what it is.

As we all know, the changes being discussed on our campuses are not “creative transformations” or examples of bold “re-engineering,” but the destruction of educational programs that in many cases have taken decades to build. What is being destroyed, with the help of too many CSU administrators like Shirvani, are life-changing educational opportunities for the students and the communities the CSU serves.

In addition to challenging administrators' managerial language, we must also expose the long-term social effects of the changes they propose. While it appears that each campus will have its own campus specific plan to "transform" education, the examples being implemented right now make clear that these changes will have an especially negative impact on low-income people and communities of color and raise real questions about the civil rights implications of these actions. In fact, the provision of a broad liberal education for communities that might have no other access is at the heart of the CSU's mission and at the heart of what is under attack.

We also must understand the pattern of the assault on our public universities in a broader historical and political framework. What is happening to us in the CSU is not new, and it is not unique. As Naomi Klein chronicles in *The Shock Doctrine: The Rise of Disaster Capitalism*, crises of various sorts, from economic crises to natural disasters, have been used around the world for decades to strip down social programs, privatize government, destroy democratic institutions, and create enormous wealth for a tiny group of individuals.

Klein describes how proposals that would in normal times be considered outrageous can become proposals that seem inevitable. This has an eerie air of familiarity to those of us watching what is happening to our state and to our universities: "Like a terrorized prisoner who gives up the names of comrades and renounces his faith, shocked societies often give up things they would otherwise fiercely protect" she explains. (page 20)

In what she calls these "malleable moments," when people are "psychologically unmoored" (page 25) because of a crisis, they will accept that some things—education, health care, even democracy—are just practical impossibilities. If the crisis is big enough, "it blows everything else out of the water, and leaders are liberated to do whatever is necessary (or said to be necessary) in the name of responding to a national emergency." (page 175)

This paragraph helps us to understand so much about what is going on in California and in the CSU now. Like other "shocked societies" in which "populations go limp," (p. 184) Californians are watching educational opportunities for their own children evaporate without a fight because they have been led to believe that "it's inevitable" and that "there is no alternative." Faced with a seemingly endless onslaught of bad news about changes on our campuses that just "can't be helped," faculty experience that same sense of futility and paralysis. We too are "shock doctrine" victims in more ways than one.

Education & Action are the Antidotes

In addition to helping us comprehend what is happening to us, Klein also helps us understand how we can shake ourselves out of our passivity and break the stranglehold that "shock therapy" has on us. As she points out, the doctrine's power depends on lack of awareness and understanding:

A state of shock, by definition, is a moment when there is a gap between fast-moving events and the information that exists to explain them... Without a story, we are, as many of us were after September 11, intensely vulnerable to those people who are ready to take advantage of the chaos for their own ends. As soon as we have a new narrative that offers a perspective on the shocking events, we become reoriented and the world begins to make sense once again.

The antidote to the shock doctrine, like to so many other social ills, is education. And the understanding and analysis that education provides is the necessary precursor for collective action. This two-pronged project must be the work of the California Faculty Association in the coming months—the education of ourselves, our students, and our fellow Californians about the unfolding attack on the CSU and action in concert with others throughout the state to fight for its mission and its future.

Development of a counter-narrative can lead us toward recovery for ourselves and for our universities.

Please contact the California Faculty Association with questions or for printed copies of this paper at (916) 441-4848 or cfa@calfac.org

¹ **The California State University Mission Statement** is a short, inspiring document that is meant to guide every decision made about the system. We urge supporters of public higher education to read it online at <http://www.calstate.edu/PA/info/mission.shtml>

² Benjamin F. Quillian, CSU Executive Vice Chancellor and Chief Financial Officer, Memo dated Oct. 2, 2009. View it on the CSU web site at http://daf.csulb.edu/offices/univ_svcs/budget/docs/fy1011/exhibit1.html or on the California Faculty Association web site at http://calfac.org/allpdf/Budget_09_10/Quillian%20memo.pdf

³ CFA supports legislation that would direct funding to the CSU. It got passed a state resolution calling for “federal bailout” money for public higher education and pushed in the state legislature for AB 656 to apply a fee on oil companies that would be dedicated to public higher ed, similar to programs in Texas and Alaska.

⁴ Ironically, just as Shirvani declares access to higher education “unnecessary” in many cases, President Obama has called for more people in every stratum of society to pursue post-secondary education in all its forms. For a compelling contrast with Shirvani, see the president’s remarks on higher education last April at <http://www.washingtonpost.com/wp-dyn/content/article/2009/04/24/AR2009042402380.html> when he noted “...if you don’t have a college degree, you’re more than twice as likely to be unemployed as somebody who does. So the stakes could not be higher for young people...”

For more on the necessity for higher education to the state of California’s economy, see Public Policy Institute of California, <http://www.ppic.org/main/commentary.asp?i=913>, or see Tom Mortenson, higher education policy analyst, at <http://calfac.org/research.html> (Importance of Higher Education).

Naomi Klein: Shock Doctrine



Learn more about Klein’s book at: <http://www.naomiklein.org/shock-doctrine>

See related articles, movies and video at: <http://www.naomiklein.org>

Blog with CFA

Join in a conversation about this White Paper and what is happening at your campus at: <http://restructuringcsu.wordpress.com/>

Blog for Higher Education

CSU faculty member Dennis Loo launched this blog to:

A) promote a conversation among faculty, students, staff, and the community about higher education in California and to mobilize people to defend higher education, and the CSU in particular, against those who want to kill the goose that lays the golden eggs; and

B) promote and recruit people to create a Master White Paper (that builds upon the White Paper published in this magazine), which will be an alternative vision to that of those now leading the CSU.

Join in the conversation and help develop the vision at:
<http://defendthecsu.blogspot.com>

Invisible diversity

CFA's LGBT Caucus aims to shed light on hidden discrimination

by Scott Saarheim

*Marine Transportation, Maritime Academy
and*

Joanne Schmidt

Modern Languages, Bakersfield

CFA's Council for Affirmative Action includes caucuses that provide voices for sectors of the CSU faculty that are underrepresented or experience discrimination.

We co-chair the Lesbian, Gay, Bisexual, Transgender Caucus. One of several purposes these caucuses is to ensure our sector of the CSU faculty is visible and assertive about ensuring an equal and safe space for us to live, work and learn.

We are guided by the work of Jill D. Jacobson, Esq. who wrote:

"Diversity' traditionally is defined to mean racial, ethnic and gender diversity. But diversity manifests itself in many other ways. Invisible diversity is the diversity we usually do not see when we meet and interact with others. It can encompass disability, religion, class, age, regionalism, sexual orientation and other characteristics...."

The experiences of lesbian, gay, bisexual and transgender individuals in the workplace provide solid examples of the costs incurred when invisible diversity is hidden. Discrimination against individuals based on their sexual orientation or gender identity is still legal in a number of states, and the federal government has yet to pass workplace protections.

Time and time again, workplace discrimination against the LGBT community (perceived or real) is subtle and often masked by "objective evaluation" of individuals i.e. finding work-related deficiency where they would not exist if the individual were not LGBT.

The LGBT caucus has been part of the Council for Affirmative Action since its inception. A small but

determined group of us formed it in a conference room at the Hacienda Hotel in Los Angeles during a state-wide meeting on equity. Since then we have accomplished much!

At the time, the Council for Affirmative Action adopted three major goals – to help CFA successfully bargain a new contract, to play a role in CFA's political action program, and to build relationships between CFA and our respective communities. The LGBT Caucus helped in these and became a valued part of the CAA.

On bargaining, our caucus worked for a contract that would "protect the positions of all faculty, but especially women, people of color, and other historically vulnerable faculty." The LGBT Caucus joined forces with the CFA Disability Caucus and CFA staff Kathy Sheffield and Bernhard Rohrbacher to come up with language that CFA's bargaining team could use to expand protections against discrimination contained in contract Article 16.

Regarding political action, CFA Legislative Director David Balla-Hawkins helped the LGBT Caucus devise language that led to what hopefully will become two resolutions! ACR 82 (Hall): "Pre-K-University: Discrimination-Free Zones" would encourage tolerance in the school system and AJR 19 (Brownley): "Repeal of Federal Defense of Marriage Act (DOMA)" tells it all in the title. Each has received State Assembly approval and, at this writing, awaited hearings in the state Senate.

Also, our caucus members worked on changes to CalPERS policy towards same-sex married couples to allow them access to the CalPERS Long-Term Care program.

To build our connections, we have met with the state legislature's LGBT Legislative Caucus. This gave us the chance to converse with elected LGBT legislators on faculty issues.

Health care reform and rights will be a new area of focus for us; the Caucus will work to ensure equity in health care with respect to state and federal policy. The lack of benefits and access to health care are real concerns for LGBT faculty members. These weigh heavily on career decisions and retention.

Lastly, we have been building working relationships with students and the community. We have worked with Alice Kessler (Equality California) and Shannon Minter (National Center for Lesbian Rights) on the national dialogue and strategy to overturn the federal Defense of Marriage Act (DOMA).

We have encouraged caucus members to become faculty advisors for LGBT and/or Gay Pride groups on campuses. Many of our members have helped form faculty/student Pride groups. Some of these groups have been exceptionally successful in putting a stop to LGBT hate crimes on their campuses.

Part of stopping hate crimes has been to encourage participation in regional Safe Zone Trainings. We have had directors of housing, administrators, faculty and students come from all over the state to attend Safe Zone trainings!

If you are an LGBT faculty member, or wish to learn more about the CFA LGBT Caucus, please contact us at cfa@calfac.org.

We will meet over the coming months and at CFA's Equity Conference in March when the Caucus will convene a panel on Proposition 8 and strategies to overturn other discriminatory laws.

The panelists will bring expertise in the battles being won by other LGBT organizations.

For more information, contact CFA staff Jackie Teepeen at jteepeen@calfac.org ▲

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News Notes

State Auditor Criticizes CSU for Ignoring Reform Mandates

The CSU Chancellor's Office once again has missed an opportunity to be open and transparent with the faculty and the public at large

A new report released by the State Auditor's office in January shows the CSU Chancellor's Office has failed to implement nearly all of the recommendations the auditor made in 2007 on how to reform the CSU's executive compensation practices. To view the audit, go to: <http://www.bsa.ca.gov/pdfs/reports/2009-041.pdf>

Former Assembly Speaker Fabian Núñez called for the audit in July 2006 after the *San Francisco Chronicle* reported the CSU had handed out over \$4 million to departing executives over the previous 10 years for doing little or no work. The report was requested by the Joint Legislative Audit Committee (JLAC) of the state legislature.

"By not implementing these much-needed reforms the Chancellor is sending a strong signal to the legislature and the public that paying executives is a higher priority in his mind than educating students," said John Travis, Chair of CFA's Political Action/Legislative Committee.

The original audit examined CSU executive compensation, including post-employment compensation, disclosure of special assignments, hiring practices and employment lawsuit settlements over the past five years.

Gov. signs AB 399 on PERS service credit



The governor has signed into law AB 399 (Julia Brownley), which will ensure that CSU employees on furlough will receive full service credit for their Public Employees Retirement System (PERS) benefits based on the salary the employee would have earned if they had not been furloughed.

CFA supported this legislation in the belief that employees should not be punished financially twice – once in their current salary, and later when they retire – for taking furlough days that help alleviate the impact of state budget cuts.

AB 399 received bi-partisan support in the Legislature and will incur negligible state costs while protecting the retirement funds of all state employees.

Although CFA had negotiated an agreement with the CSU administration to ensure that faculty furlough days would not have an impact on their PERS service credit, AB 399 will ensure that all state employees will receive such protections.

Protect your faculty rights regarding workload

As the new term begins, CFA has received a number of questions about increased workload due to enlarged class sizes and the ramifications on student learning conditions.

Article 20 of the Collective Bargaining Agreement (CBA) between the CSU administration and CFA prohibits an unreasonable workload. CFA is concerned that class size increases may create an unreasonable workload.

To safeguard your rights under Article 20, CFA urges faculty members not to accept voluntarily class size increases – although you must accept them if ordered to do so. If you are ordered to accept such an increase, please contact CFA immediately about the possibility of filing a workload grievance.

Gov. candidate Whitman: State workers are 'selfish and arrogant'

With the 2010 governor's race less than a year away, candidates have begun to set the groundwork for their policies and platforms.

In the Oct. 5 edition of the *Los Angeles Times*, columnist George Skelton analyzed aspiring governor and former eBay CEO Meg Whitman's assertion that state workers are "selfish and arrogant" as well as her promise to slash the state payroll "by at least 40,000 employees." To read the column, go to: <http://www.latimes.com/news/local/la-me-cap5-2009oct05,0,7546787.column> ▲

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Equity = Strength

Gain strength in:

Embracing affirmative action, diversity and equity

Organizing and mobilizing underrepresented groups

Developing strong and active leadership

Building coalitions to support higher education

Strengthening democracy in CFA through increasing inclusivity, access, equity, and full participation

**AFFIRMATIVE
ACTION:
IN A TIME OF
ECONOMIC CHANGE**

CFA EQUITY CONFERENCE

MARCH 19 & 20

Los ANGELES

Who should attend?

Council for Affirmative Action Representatives and caucus activists

CFA members concerned about affirmative action

Each campus chapter may send up to 3 CFA members free of charge

Contact Audrena Redmond, CFA staff, for more information:

aredmond@calfac.org