CALIFORNIA Faculty

THE MAGAZINE OF THE CALIFORNIA FACULTY ASSOCIATION | FALL 2013

WHAT'S INSIDE

Photo Credits: Larry Hendel cover, 3; Louis Esparza cover; Terri Prall cover; Katherine General 3, 4; Slobodon Dimitrov 5, 26; Sue Pak, 7; Santos Torres 9; Brian Ferguson 11, 24; CFA file photo 13; Robin Fadtke 15; Jonathan Karpf 17; Maureen Loughran 18; Sam Perez 18; Courtesy of CalPERS 19; Susan Green 26; Courtesy of Sal Castro Private Collection 27.

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 April 2009…

The CFA is established to strengthen the cause of higher education for the public good; to promote and maintain the standards and ideals of the profession; to provide a democratic voice for academic employees; to provide legislative advocacy; and to maintain collective bargaining agreements covering salaries, working conditions, and other items and conditions of employment. These agreements shall seek:

a. To obtain explicit guarantees of academic freedom, tenure, and academic due process;

b. To create orderly and clear procedures for prompt consideration of problems and grievances;

c. To promote and protect the professional and economic interests of CFA and all bargaining unit members and,

d. To promote unity among academic employees and thereby enhance the effectiveness of the CFA in representing these employees.

Published by

CFA
California Faculty Association

Fall 2013

980 9th St., Suite 2200
Sacramento, CA 94814-2716
(916) 441-4848 Phone
(916) 441-3513 Fax
cfa@calfac.org • www.calfac.org

Affiliated with
AAUP • CTA/NEA • SEIU

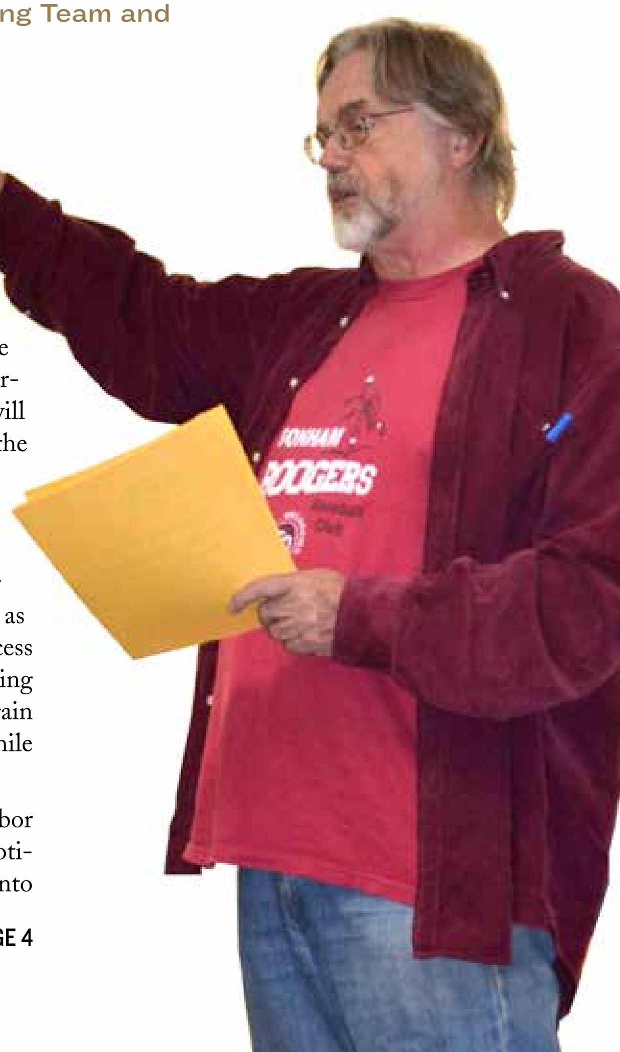
Alice Sunshine, *Editor*
Design Action Collective, *Production*

Please send letters and queries to
editor@calfac.org

Subscriptions
$10 per year • Free to Unit 3 members

The opening steps to negotiate the next faculty contract are underway

By Andy Merrifield, Political Science, Sonoma Chair, CFA Bargaining Team and
Kathy Sheffield, CFA Representation Director



The last year brought some positive signs for the university and the faculty:

- The passage of Proposition 30 in November 2012;
- State funding for the current academic year that leans in the direction of repairing the longstanding budget damage to the CSU;
- A chancellor who recognizes that first-rate faculty are fundamental to quality education for the California State University, and
- Actually proposed small-but-welcome steps in demonstrating this by agreeing finally to finish off "Equity Year 2" and setting aside some money for compensation for all faculty effective July 1, 2013.

Still, the challenges ahead are formidable.

The place we can and will confront some of these challenges is in "successor bargaining" — the next phase in which we will negotiate the next faculty contract with the CSU administration.

The modest increase in compensation mentioned above, which we will receive in the form of a flat-dollar amount General Service Increase, came as part of "reopening bargaining." That process set out in our current collective bargaining agreement (CBA) allows us to bargain specifically over salaries and benefits while the current CBA is still in place.

Successor bargaining takes place when labor and management come together to negotiate a brand new CBA, one that goes into

CONTINUED ON PAGE 4

"BARGAINING" CONTINUED FROM PAGE 3

effect with the expiration of the current one.

Our current CBA expires June 30, 2014. In successor bargaining, all issues within the scope of bargaining can be raised and potentially negotiated.

CFA is currently in the process of planning for successor bargaining.

Challenges

Despite the better circumstances this year compared to the immediate past, we still must face the facts that, like virtually all public employees in California and the rest of the country, CSU faculty have lost ground.

Wages have declined for most of us against the cost of living. Attacks continue against our pensions and our healthcare benefits program from politicians eager to pander to "conventional wisdom" devoid of facts and reality.

Workload continues to be a major concern among faculty. Class sizes have been increasing. The number of permanent faculty has dropped precipitously on all campuses, leaving fewer faculty to do service and advising.

Politicians, university managers, their think-tank allies, and "educational entrepreneurs" have promoted privatization schemes like massive, open, online courses (MOOCs) and reliance on top-down online quick fixes that ignore thoughtful consultation and long-established governance processes that put quality as the first consideration.

Moreover, their quick fixes, often in the name of improved access, result in long-term harm for students who serve as guinea pigs in these failed experiments.

This is—unfortunately—only a partial list, as we learned in preparing to launch our faculty survey about bargaining.

Preparations for Talks

We don't expect it to be easy but CFA began to prepare for successor bargaining as early as our Spring Assembly when the body approved an aggressive plan to increase our membership to increase our strength.

We followed the Assembly with planning discussions with CFA chapter presidents, the Lecturers Council and the Council for Affirmative Action on how to proceed. The CFA Board of Directors agreed with the recommendations from the councils that we prepare a plan that incorporates our membership into a dynamic campaign.

This campaign began in earnest this summer. The support and the activism of the members were the centerpiece. The chapter presidents met in June to discuss possible topics for a bargaining survey to be distributed to all CFA members when school started.

The CFA Contract Development & Bargaining Strategy Committee (CDBS) met in July to pick up on the work the presidents had started and to build on their efforts. At CFA's Fall Kickoff in August, the work continued with over 100 members—some veterans of other campaigns and some new to CFA activism—adding still more input.

Based on the summer work, the communications staff in conjunction with the bargaining leaders designed the survey that went online and out to all our members in mid-September.

The next step was to organize a series of campus visits by statewide officers and leaders of the CFA Bargaining Team to engage CFA members—to hear from our colleagues directly. We also took the opportunity to explain the importance of membership and activism in the successor bargaining campaign. Most campuses have held or will hold these meetings throughout September and October.

CONTINUED ON PAGE 6

We took the Survey! You can, too.

Thousands of CFA members have given the CFA Bargaining Team their input on the next faculty contract.

Fill out the survey online at

www.calfac.org/2013survey

or contact your CFA campus chapter for a print copy.

Not yet a CFA member and want to participate?

It's simple to sign and submit a membership form.

Join CFA today at
www.calfac.org/member-benefits

Forward Together: This is a more hopeful time to make positive change

By Lillian Taiz
President, California Faculty Association
History, Cal State Los Angeles

30 Years of CFA

It was 30 years ago that the California Faculty Association became the bargaining representative for all the faculty in the 23-campus California State University system. Through these decades, we have relied on our union to be there for the faculty, our students and campus communities to lend us a voice and let us be advocates for quality public higher education.

I want to thank all those who have come before me and who, in the next 30 years, will follow. Our union is at the center of the work to make sure we have a great university system able to serve Californians well. As you see in these pages, there are always big issues before us.

My regards go to every CFA member current and past, every ally in another union, every student who has stood with us, every Californian who speaks out for the CSU. Congratulations on CFA's 30th Anniversary.

Our work this year

As we immerse ourselves in the fall term, most of us are feeling far more optimistic than we have in many years about the coming year for the California State University and for public higher education in California overall.

After too many years of severe budget cuts and damage created by misguided austerity policies, our system is at long last moving in the right direction.

This year, for the first time in many years, the CSU's budget has been increased. This reversal of fortune is in large part a result of the efforts by faculty, staff and students to help pass Prop 30. While we still have work to do to restore the state's investment in public higher education, it is gratifying to be able to say that the outlook is brighter now than it has been at any time since 2008.

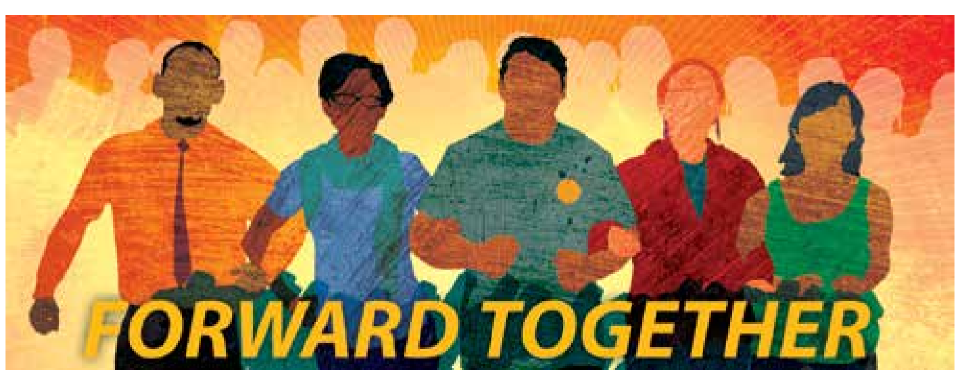
There is also a brighter outlook within the CSU itself.

After fourteen contentious years, the CSU finally has new leadership, Timothy White, the former Chancellor of UC Riverside. White, a product of the California higher education system himself, has demonstrated interest in working constructively with faculty. We have already begun building a better relationship with this new CSU leader.

At the state level, our electoral work last year means that there are now seven CSU and UC faculty members serving in Sacramento. I cannot emphasize strongly enough the importance of having legislators serving in the Assembly and the Senate who understand, firsthand, the issues confronting public higher education. These men and women know how to be strong advocates for our system.

In the coming academic year in this new, more hopeful atmosphere, we will continue

CONTINUED ON PAGE 6



"BARGAINING" CONTINUED FROM PAGE 4

The survey results will be used to put together "sunshine proposals" that outline the issues we wish to address in the successor CBA. After approval by CFA's board, the "sunshine proposals," will be sent to the CSU Board of Trustees in advance of its November board meeting.

CFA addressed the Trustees during the last several months to reiterate our desire for an improved bargaining climate and to push for a prompt start to successor bargaining.

We stated that it in the best interests of both parties that we negotiate a new contract quickly. As we write this article, we are still collecting responses to the membership survey and, hence, have not yet tallied the results. But, we know some things:

- Improvement in compensation for faculty in all ranks and categories,
- Workload relief,
- Improved benefits, and
- Protection of our work from diminution of quality and outsourcing.

Again, this, is not an exhaustive list. The survey will inform us further.

Now we need the members to follow up with the commitments they made on the cover page of the survey, to become or stay active in the union, to stay informed, to stay ready and to recruit others.

The CFA Bargaining Team asks you, the CSU faculty, to stand with us in a new era, with new challenges, to advance our profession and the conditions of public higher education for our students. ■

PRESIDENT'S COLUMN CONTINUED FROM PAGE 5

to stand up for quality higher education and we will work very hard to negotiate a fair contract for our entire faculty.

We can't do this important work without YOU. Now more than ever, it is critical that each and every one of us—instructional faculty, coaches, counselors and librarians—stand united, so that we can take advantage of the improved landscape and move FORWARD TOGETHER in 2013/14.

Bargaining our Contract

The bulk of our work this year will focus on negotiating a new contract.

We hope that the system's new leadership will help us build a less contentious bargaining culture in the CSU but we will always prepare ourselves for whatever it takes to win a fair contract for CSU faculty.

There are some promising signs. In August, after just seven meetings, CFA and CSU management reached an agreement on "reopener" bargaining over a modest pay increase in the current contract year.

CFA sees this increase, along with the fulfillment of Equity Year Two as a small down payment on long-overdue raises for our faculty.

With reopeners behind us, we must turn our attention to preparing for our next contract which expires June 30, 2014. In order to move things quickly, it is our intention to begin the bargaining process as soon as legally possible.

We have already sent surveys about bargaining out to the campuses. Your participation in the survey will play a couple of important roles. First, if large numbers of faculty participate, it will send a message to the administration that faculty are paying very close attention to contract negotiations; at the same time, the surveys will help the CFA Bargaining Team develop its contract priorities.

You have the power

We know from experience that a fair contract cannot be won without the support the CSU faculty; that support gives us more power at the bargaining table to improve quality education for our students and provide fair wages and working conditions for our faculty.

To those of you who are not yet members of the union, we hope that you will join CFA. It's easy to do. Go to the CFA web site at calfac.org or contact your campus CFA chapter.

There will be many opportunities over the coming academic year for you to learn about and provide input into the bargaining process. We are strongest when we stand together and your participation adds to our combined strength. The very best thing you can do, right now, is to become a CFA member and then fill out a bargaining survey at www.calfac.org/2013survey.

Join in Campus Equity Week

In our work for quality public higher education and for a fair contract it is important to help the California community understand what is at stake. As we begin the academic year, faculty, students and staff at CSU campuses across the state and others around the country are planning activities for Campus Equity Week.

Many of the events around the country are being organized by faculty and staff associated with the Campaign for the Future of Higher Education (CFHE), which CFA helped to launch a few years ago. CFHE's goal is to inject faculty voices into the public conversation about higher education that has been dominated by college executives and technology entrepreneurs. See FutureofHigherEd.org

Campus Equity Week began many years ago as part of an effort to draw attention to the precarious situation of contingent faculty in higher education. See www.campusequityweek.org/2013

Today, Campus Equity Week will not only focus on the important issue of contingency but also draw attention to the crisis of student debt; challenges facing faculty, students and staff of color; as well as bringing attention to the forces that have been at work driving faculty out of the middle class.

Join us in this national effort, Campus Equity Week. These events will provide an opportunity to raise your voice about critical issues facing all parts of our university system. ■

Bargaining Team pleased with results of negotiations with new chancellor

CFA and CSU management reached an agreement August 23 in reopener bargaining over the distribution of funds in the current year that were set aside by new CSU Chancellor Timothy White for salary increases.

From the $125.1 million budget increase due to passage of Prop 30, Chancellor White set aside $38 million for compensation for all eligible employees.

'Reopener' Pay Agreement

In the finished deal, which was approved by CFA's Board of Directors, Unit 3 Faculty members will share a total of $19,234,400.

Andy Merrifield, chair of the CFA Bargaining Committee said, "The overall process on reopener bargaining went well. We got a small down payment on much needed raises for our members."

"While the two sides did not agree on all issues, the differences were ironed out quickly and without rancor. That is a positive change," he added.

Given the modest compensation pool and the magnitude of the need among faculty, CFA leaders negotiated a flat dollar General Salary Increase (GSI) instead of a percentage deal. The goal was to secure funds for every faculty member's base salary.

CFA estimates the raise will be about $960 for full-time faculty (tenured/tenure-track and lecturers) and pro rata on time-base for faculty who teach part-time. FERPing faculty will receive the raise when they actively teach, but it will not change their retirement amount.

Raises, which will be retroactive to July 1, are expected to be distributed before December 1.

Equity Pay 2

In addition to the reopener agreement, Chancellor White kept his word by fully implementing Year Two of the Equity Salary Program, providing $5 million in equity raises that were not funded in 2008/09.

The program will benefit some 3,000 CSU faculty members who were affected by:

- Inversion: newly hired faculty getting jobs at higher pay than faculty who had been in the CSU for years, and
- Compression: long-time faculty being trapped at the top of a salary ladder that squeezed down on them more and more over time.

Merrifield noted, "The success of reopeners along with the finalizing of the 'Equity 2' program for the eligible faculty suggests that the new chancellor understands the need for improved compensation and better labor relations.

"We look forward to fostering this improved relationship as we soon enter contract discussions on our successor contract," he said.

Other Issues

In addition to negotiating over salary, the administration made several proposals that would increase faculty costs for healthcare. CFA rejected these proposals and made it clear that, given the modest size of the compensation pool and the number of years since faculty have received raises, any discussion of increasing healthcare contributions was inappropriate at this time.

CFA sees these modest increases along with the payment of Equity Year Two as a small down payment on long-overdue pay raises for faculty.

With reopeners complete, the CFA Bargaining Team turns its attention to preparing for the next contract. Although the current contract will expire on June 30, 2014, CFA intends to begin bargaining well before then. ■

KNOW YOUR RIGHTS

TAKE CHARGE OF YOUR WORKING CONDITIONS!

Learn about your rights as a CSU faculty member as laid out in our contract.

Subscribe to CFA Headlines, the email newsletter, for your weekly Faculty Rights Tip! calfac.org/cfa-headlines

See more Faculty Rights Tips on CFA's web site. calfac.org/faculty-rights-tip-week

Faculty Rights Tip: Salary Increases—"Raises"

Article 31 of the CSU/CFA Contract contains the salary information bargained in the current faculty contract. Here's a quick review of the types of salary increases for which we bargain.

GENERAL SALARY INCREASE (GSI). All Unit 3 employees receive all bargained GSIs. A GSI is for everyone.

SERVICE SALARY INCREASE (SSI). Eligible faculty currently receive SSIs only in years when they are funded. Only one SSI can be awarded per year and members at the top of their salary range steps are ineligible.

EQUITY INCREASES. Equity Increases are intended to repair inequitable salary structures such as salary inversion and compression. In short, due to dates of hiring and periods of no funded SSI raises, more senior faculty find themselves earning less than new hires who come in at closer to ever-rising nationwide market rates.

MARKET INCREASES. Salary adjustments that may be made based on market considerations. Faculty members must apply to the campus president for a Market Increase and they must supply demonstrations that they should be paid more. Like merit pay, Market Increases leave much to the discretion of management.

RANGE ELEVATION. Salary increases available to Lecturers who have been in their salary range for five years and are at the SSI maximum for that range. This allows them to move from Range A to B, B to C, or C to D. If granted, a range elevation brings a salary increase of at least 5%. Campuses are required to notify Lecturers who are eligible to apply for a range elevation at least 30 days prior to the campus deadline for submitting the range elevation application (see contract Article 12.18).

The "cultural taxation" of faculty of color in the Academy

By Cecil Canton
Criminal Justice, Sacramento
CFA Associate VP-Affirmative Action

Article 20, the Workload Article of the Collective Bargaining Agreement between the Board of Trustees of the CSU and the California Faculty Association speaks to the professional responsibility of instructional faculty:

> "The primary professional responsibilities of instructional faculty members are: teaching, research, creative activity and service to the University and to the community." (Workload, Article 20, Section 20.1)

This definition of faculty responsibility is generally accepted in almost any higher education venue across the United States. One must admit to a certain simple elegance with this definition.

The phrase "and service to the University and to the community" is so muted and subtle, that it is accepted without question or much discussion. It lulls us into a kind of intellectual somnambulence as we toil to make manifest its meaning in our professional lives.

Yet hidden behind that seemingly innocuous phrase is an epic struggle for recognition, equality and justice that is transformative of the Academy and the faculty within it.

Every tenure-track faculty member in the Academy, neophyte or seasoned veteran, is responsible for teaching courses, building a record of scholarship, and providing service to the institution to meet the standards of the retention, promotion and tenure process.

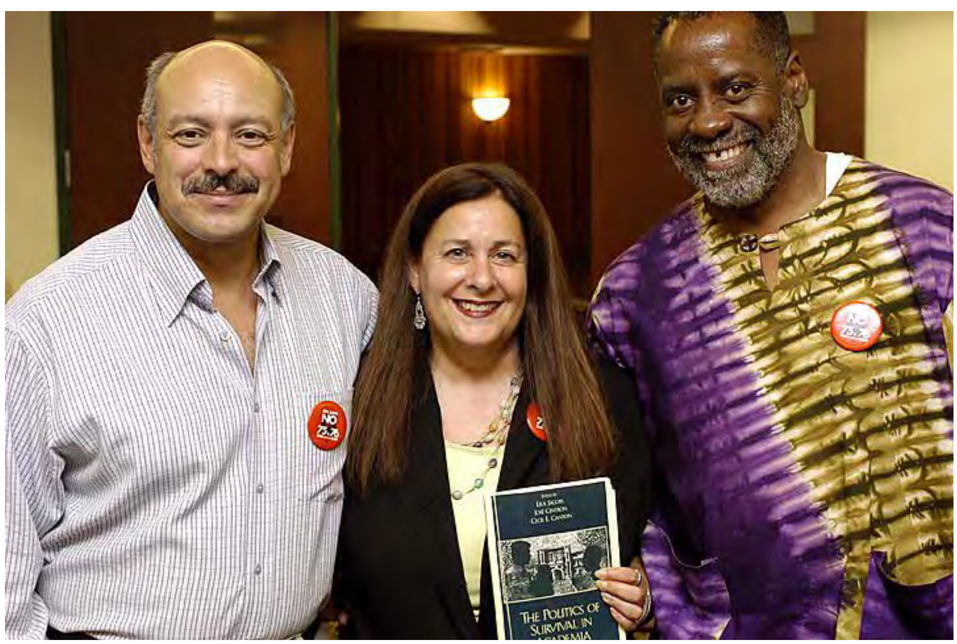
However, these processes take on increased and amplified weight for underrepresented faculty and faculty of color in predominantly white institutions, such as on our CSU campuses.

In our book, *The Politics of Survival in Academia: Narratives of Inequity, Resilience and Success"* (Bowman & Littlefield, 2002), Lila Jacobs, Jose Cintrón and I make plain the unique burden that faculty of color have to bear in order to fit into and survive within the unique political and cultural paradigm of American higher education.

This occurs often at the expense of their own cultural identity, even though in many cases it was that identity that made them attractive to the institution in the first place.

The Academy endeavors to provide a rich, diverse and intellectually vibrant environment in the classroom and on campus. *The*

CONTINUED ON PAGE 10



Jose Cintrón, Lila Jacobs and Cecil Canton collaborated at Sacramento State to author the 2002 book, *The Politics of Survival in Academia: Narratives of Inequity, Resilience and Success.*

"CULTURAL TAXATION" CONTINUED FROM PAGE 9

Politics of Survival in Academia does not capture all the issues of surrounding the political culture in the Academy. It does, however, raise several key concerns about identity and knowledge, teaching and learning, equality and affirmative action, and fairness and justice which remain troublesome and controversial issues, especially on predominately white campuses where the battle for racial justice is most complex.

Perhaps most significantly, *The Politics of Survival in Academia* makes visible the onerous "cultural taxation" that is levied on underrepresented faculty, especially, faculty of color.

The Costs Imposed

"Cultural taxation" is a term coined by Amado Padilla in 1994 as a way of describing the unique burden placed on ethnic minority faculty in carrying out their responsibility to service the university.

He defined "cultural taxation" as the obligation to show good citizenship towards the institution by serving its needs for ethnic representation on committees, or to demonstrate knowledge and commitment to a cultural group, which, though it may bring accolades to the institution, is not usually rewarded by the institution on whose behalf the service was performed.[1]

This "cultural taxation" phenomenon, as stated earlier, is the price that most faculty of color must pay for admission to and retention in the Academy.

"Cultural taxation" is a stealth workload escalator for faculty of color. And like stress, it can be a silent killer of professional careers and aspirations.

Everyone knows and accepts the notion that minority faculty are expected to serve as role models and mentors for minority students. Yet, this expectation is never actually stated during the recruitment or hiring process.

Even when institutions advertise in trade journals or magazines directed at underrepresented communities for faculty positions, there is usually never any mention of that viewpoint or responsibility.

Clearly, serving on university and department committees as the "minority" representative is taxing in itself. But being expected to "speak for your people" as well, is a form of "taxation without representation" at whose mere consideration, would make most faculty shudder.

Service To Students

It is also not uncommon for faculty to be asked to serve as advisors to or sponsors of student organizations and clubs. Often this request serves to indicate a recognition or acceptance of the faculty member into the student culture and environment as a "cool" faculty member. (Someone these students can rely on or go to for advice and support.)

During my time at CSU, Sacramento, I have served as a faculty advisor for many student organizations. In fact, one year early in my tenure process, I was the faculty advisor of record for about 15 different student organizations. Needless to say, I was both overwhelmed by the responsibility and grateful for the students' recognition. The institution has since changed the rules limiting the number of student organizations that a faculty member can advise at any one time. A change with which I concur!

Students of color often come into the Academy from unique social milieus. These environments often create unique and special social needs, which make these students' transition into and through the university more challenging. It is not uncommon for them to have to address the aftermath of violence and dislocation in their families or communities while at the same time trying to learn how to survive in the Academy.

It is also not uncommon for them to have to cope with experiences of discrimination on campus or similar problems in their classes and to try to figure out how to handle them.

Faculty of color, more often than not, have to play the role of advocate, counselor and therapist for these students; a role most other faculty don't have to assume.

Scholarship

Finally, "cultural taxation" manifests itself in the research and scholarship realm for instructional faculty of color. In many situations, they are expected to focus their research and professional development towards those exotic communities that make them attractive to the university.

Yet, this same research and scholarship is often not viewed as important or relevant for retention or promotion purposes. These faculty are often forced (without it being said) to identify other additional and more acceptable (to their colleagues) areas in which to exhibit their research and scholarship. This bias, sometimes unconscious and sometimes not, increases workload for them in ways that would not be tolerated by their mainstream peers.

One thing is clear from all of this. If we want our faculty of color and other underrepresented faculty to become involved in their union, we must be mindful of the fact that for them "workload" is different than it is for other faculty.

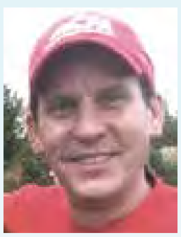
Perhaps we should conduct a survey of underrepresented faculty to determine the impact of "service" on their workload and their ability to become involved in the work of the union. Clearly for them, an increase in workload doesn't just mean an increase in classroom size. For them it may mean survival in the Academy. ■

---

1. Padilla, A.M. 1994. *"Ethnic Minority Scholars, Research, and Mentoring: Current and Future Issues." Educational Researcher, 23(4), p.24–27*

LEGISLATIVE ROUND-UP

State lawmakers take up bills on higher education



By Kevin Wehr
Sociology, Sacramento
CFA Political Action/Legislation Chair

This year, CFA maintained an active presence in the state legislature. In addition to negotiations on the governor's budget proposal, CFA engaged in a wide variety of advocacy that could potentially affect our members.

Our Government Relations Office and lobbying team at Shaw/Yoder/Antwih actively monitored over 70 bills introduced in this year's legislative session. Below we take a look at some of the key pieces of legislation that CFA advocated for and against this year and gives the status of each as of the end of this year's legislative session, September 12.

AB 895 (Rendon)

Online Education Task Force

CFA SPONSORED

Assemblymember Anthony Rendon introduced AB 895 to create a working group to explore the possible outcomes of increased online education course offerings. Specifically, AB 895 would establish a 15-member "task-force" consisting of faculty and non-faculty staff, administrators and students from the California's UC, CSU and Community College systems.

The task force would be charged with the duty to evaluate and collect specific data from the full spectrum of online education offerings: public, private, for-profit and non-profit institutions.

The ultimate goal of the task force would be to develop a comprehensive report which identifies the best practices of online education which would be used to help guide California's three university systems in expanding their online education offerings in an effective, efficient and innovative way.

This bill was held in the Assembly Appropriations Committee and is now a "2-Year Bill."

SB 520 (Steinberg)

Student Instruction: California Online Student Incentive Grant Programs

CFA OPPOSED

Senate President Pro-Tem Darrell Steinberg introduced SB 520 which would allow private, online education companies to offer courses for credit in California's UC, CSU and Community College systems. Specifically, SB 520 would create an incentive grant program for the individual campuses of California's Higher-Education System to encourage the expansion of online course offerings. This bill also would require each of the three systems, in consultation with administration, faculty and students to develop a list of high-demand, lower division, necessary-for-degree-completion courses that would be used to increase online education course offerings.

This bill was met with significant resistance from a broad coalition of stakeholders, including CFA, CTA, and SEIU. This highly controversial bill potentially opened the door for private, non-traditional institutions, even unaccredited institutions to provide curriculum throughout the state's university systems.

The efforts of the coalition were successful as Senate President Pro Tem Steinberg's office announced that they would be tabling this legislation for this year. SB 520 is now considered a "2-Year Bill."

SB 325 (Block)

Trustees of the California State University: Student Members

CFA SUPPORTED • SIGNED INTO LAW

This legislation authored by Senator Block would require the CSU Board of Trustees to include two student members who have at least sophomore year standing and would waive the tuition fee for a student member for the duration of their term of office.

This measure not only extends the opportunity to serve as a student trustee to more CSU students, but it also helps ensure that those student trustees are successful in their role by providing the trustees with a fee waiver so that their ability to serve in this position will not be impacted by a student's means or their need to work while attending the CSU.

The expansion of access to students with sophomore standing also creates a broader applicant pool which will provided the CSU System the best possible applicants for these key positions.

We are pleased to report that the governor signed this bill into law on August 27.

AB 46 (Pan)

California State University Trustees: Ex Officio Members

CFA SPONSORED

This legislation was authored by Assemblymember Richard Pan to allow an ex-officio member of the CSU Board of Trustees to appoint a designee to attend board meetings on his/her behalf, and allow the non-voting student trustee to vote during Trustees meetings if the voting student trustee is absent.

This would bring the Board of Trustees for the CSU system in line with other boards that allow ex-officio designees such as the State Lands Commission, CalPERS and CalSTRS.

This legislation was drafted to address the issue of ex-officio members being precluded from Board of Trustees meetings because of their various other commitments. Throughout the course of the year, the Board of Trustees meets six times and most of these meetings last two days. This measure would provide much-needed flexibility to the ex-officio members to use a designee to participate in the meetings on their behalf to ensure their voice would still be heard, should another commitment prevent them from attending the Trustees meetings.

Despite CFA's efforts, the Senate Education Committee decided to hold this bill in their committee and make AB 46 (Pan) a "2-Year Bill." Our legislative team will look to return to this legislation in next year's legislative session.

ACR 71 (Weber)

Africana Studies Program

CFA SUPPORT

Assemblymember Shirley Weber introduced this resolution, which formally endorses the work of California's Africana Studies programs and their faculty, staff and students. The measure recognizes the leadership provided by the beneficiaries of those programs and supports the continuation of Africana Studies programs in California's higher education institutions.

The resolution specifically recognizes the CSU for offering the first African-American Studies program in the United States, in addition to having nine different Africana Studies programs statewide plus another seven ethnic and gender studies programs leading to undergraduate and graduate degrees. CFA and CSU faculty testified on behalf of this resolution.

This resolution has passed the Senate and Assembly unanimously.

SB 285 (de Leon)

Student Financial Aid: Cal Grant Program

CFA APPROVE

Senator Kevin de Leon introduced this legislation to help address the ongoing issues of higher education access and affordability. SB 285 seeks to increase the Cal Grant B award through the creation of the College Access Tax Credit Fund which would provide taxpayers with state tax credit for donating into the fund.

The fund then would be used to increase the Cal Grant B award for California's neediest students.

As this bill notes, the last adjustment to the Cal-Grant B award was a 5% reduction in the 2012/13 budget act. If the Cal Grant B award were adjusted for inflation, the award today would be $5,900. The current amount of the award is $1,473.

This bill has passed the legislature and, at press time, was awaiting signature from the Governor. ■

The Campaign for the Future of Higher Education Getting Beyond the MOOC Hype

By Susan Meisenhelder
Professor of English, Emeritus, San Bernardino
Former President of CFA

Amid all the MOOC hype (and we have certainly heard our share in the California State University), the comments of President Paul Zingg at the Chico campus convocation this fall certainly hit a different note.

Characterizing the debate about MOOCs as “among the most naïve, the most ill-informed, and stupid I have ever seen,” he went on to add: “Technology without direction will neither serve our mission nor enlighten our work.”[1]

President Zingg’s comments are certainly worth pondering.

Why is the MOOC “debate” so mindless?

At its national gatherings, CFA and other member organizations of the Campaign for the Future of Higher Education have been discussing precisely this question.

The reasons are complex, to be sure; but several factors are clearly in play.

For instance, after for-profits lost their initial luster as the saving grace of higher education, MOOCs have filled a big void with promises that they are now “the answer” to some of our most pressing problems in higher education.

MOOCs will solve, we are told, the access problem (that we have more people, especially low-income and working-class individuals, who want a higher education than we have the capacity to educate) and the cost problem for just about every “stakeholder” in higher education—for institutions lacking the resources to provide needed courses, for governments hard-pressed to provide adequate funding, and for students and their families, who have paid the price of inadequate public funding through skyrocketing tuition and mushrooming debt.

These promises on access and costs alone could explain the popularity of MOOCs, but more is at work here.

Like the rhetorical strategies used to legitimate for-profit colleges and the subprime mortgage industry, MOOCs are invariably wrapped in very progressive, liberal rhetoric. The strategy is so consistent and so powerful that even to raise questions about MOOCs, it is implied, is to question the value of expanding access to higher education itself and to position critics on the side of maintaining exclusivity and educational privilege.

That both for-profit edu-businesses and subprime lenders ultimately used that rhetorical strategy to bankrupt those they promised to save should surely give us pause.

The political and economic context in which these rhetorical strategies swirl allows them to pass as solid arguments rather than the logical fallacies they often are. The public defunding of higher education has certainly driven a manic search for cheaper ways to educate

CONTINUED ON PAGE 14

THERE ARE ALTERNATIVES!

The Campaign for the Future of Higher Education released three papers this year on alternative models of funding higher education.

See the articles at **futureofhighered.org/workingpapers**

Learn more about CFHE and see ongoing faculty commentary at **futureofhighered.org**

and on the CFHE Facebook page at **facebook.com/FutureofHigherEd** people and the "new normal" rhetoric that defines this funding situation as immutable takes better public funding for higher education off the table as a solution to the problems of access and costs.

Add to the equation the list of powerful players who stand to gain from pushing MOOCs and other so-called innovations: politicians who can campaign on a record of proposing "forward-looking" solutions like MOOCs that make increased public funding unnecessary; college administrators who can build résumés demonstrating leadership in cutting-edge innovation; and as usual, entrepreneurs who can make money selling services and goods needed to offer MOOCs.

When powerful forces in the economy, the government, and in our own colleges and universities have so much to gain from barreling ahead without deliberation, evaluation, or even discussion, it should be no surprise the MOOC phenomenon has such momentum.

As one observer quipped, "The train has left the station. We do not know how far and how long it will run and where it will go. We do not even know if it has brakes." [2]

Toward a more thoughtful discussion

CFA and the member organizations of the Campaign for the Future of Higher Education have been working hard over the last year to improve this "debate" and to foster a fuller, more honest discussion about MOOCs, the frenzied rush to online, and the future of American higher education.

As part of that effort, the national coalition has spoken to many online developments in the CSU over the last year, including the Udacity/SJSU joint venture.[3]

A California state bill—SB 520 with its push to allow for-profit companies, even unaccredited ones, to offer a college's courses—has been of keen interest to faculty organizations around the country because of its implications for quality on campuses everywhere.

Last spring CFHE produced a statement on that bill that details a number of concerns.[4]

This summer the national coalition also published a piece about SB 520 titled "Better Off Dead" in *Inside Higher Ed*.[5]

In addition to getting the voice of college and university educators into the mix, CFHE is committed to gathering more evidence about the claims made by MOOC boosters. To get more facts about the "costs-saving" sales pitches surrounding online higher education, for instance, the organization will be filing public information requests in states around the country to make it possible to analyze the contracts between non-profit universities and various for-profit providers of online products and support services.

Assessing costs and the fairness of these "partnerships" seems impossible without basic transparency about their terms.

Later this fall, CFHE will release three working papers that address key issues surrounding MOOCs and online higher education more broadly.

Two-Tiered Access?

The first CFHE paper will address the "access" claims made by MOOC and online promoters. While expanded access and greater equity in educational opportunity must be at the heart of any discussion about the future of higher education, *access* is a complex, even slippery, term. It means much more than the mere opportunity to enroll in a course just as access to the middle-class dream of home-ownership meant much more than the opportunity to get a loan and move in for a while.

For access to be meaningful—and not just an empty advertising slogan—students must have a *real* chance, if they work hard, to succeed in getting a quality education.

How MOOCs measure up to their access claims can only be assessed by asking specific questions about the access they provide: Who is getting access to higher education through MOOCs? And to what?

This piece will examine unacknowledged "access" issues such as the digital divide and the well-researched achievement gaps in online learning for many college students.

It also will address some thorny questions at the heart of the MOOC sale pitch: are MOOCs the democratizing force they are marketed as? Or are they just the latest push toward a two-tiered higher education system based on social class—rich experiences with live teachers and other students for the elite and rewindable videos and unmoderated discussion boards for the rest?

Do MOOCs offer cutting-edge, quality educational experiences or are often they just courses that are "good enough" for someone else's children?

Hidden costs & Who's making $$

A second working paper will deal with the hidden costs of MOOCs and online courses more generally. Up to now, the question of whether these courses can actually deliver on the big claims has largely gone unanswered.

Legislators offering up MOOCs instead of funding, administrators building the "efficiencies" and "innovation" sections of their résumés with MOOCs, and corporate providers of MOOC-related goods and services are not likely to look hard at the costs of actually developing and offering such a course.

The sparse evidence out there about the time faculty put into a single MOOC, not to mention the technical support, hardware,

CONTINUED ON PAGE 18

1 *See the news report at http://theorion.com/news/article_52bb3de2-0bb9-11e3-aa9d0019bb30f31a.html#.Uh3zzIjFXZk.facebook*

2 *Lakshminarayanan, S. "Ruminating about MOOCs." Journal of the NUS Teaching Academy. Volume 2, Number 4, November 2012, p. 227. http://www.nus.edu.sg/teachingacademy/jnusta/v2n4/v2n4p223_SpecialFeature.pdf*

3 *futureofhighered.org/udacitysan-jose-state-university-mooc-experiment-flops.*

4 *http://futureofhighered.org/cfhe-statement-on-california-senate-bill-520/*

5 *http://www.insidehighered.com/views/2013/08/22/california-bill-third-party-providers-bad-policy-essay#.UhYc3husjLR*

6 *See Yvonne Belanger and Jessica Thornton, "Bioelectricity: A Qualitative Approach Duke University's First MOOC" (Duke University Libraries. February 5, 2012 http://dukespace.lib.duke.edu/dspace/handle/10161/6216) and Steve Kolowich, "The Professors Who Make the MOOCs" (Chronicle of Higher Education. March 18, 2013. http://chronicle.com/article/The-Professors-Behind-the-MOOC/137905/#id=overview*

San Jose State-Udacity online “experiment” sends cautionary message

By Steven Filling
Accounting and Ethics, Stanislaus
CFA Online Education Commentator

Earlier this year, San Jose State University partnered with Udacity, a for-profit online college class provider, to launch the “SJSU+” pilot program that tried out a variant of Massive Open Online Courses on various categories of students. They ran initial course sections in spring 2013 and offered more courses in the state university’s summer session.

Spring 2013

Reports from SJSU and from Udacity indicate that students in the spring courses were significantly less likely to complete a course successfully than students in the traditional mode versions of the same course.

Students in the most successful course, Elementary Statistics, managed to achieve roughly the same results as traditional face-to-face courses, despite SJSU and Udacity spending orders of magnitude more on the online course materials and instruction. SJSU and Udacity claimed those “production costs” were one-time costs, as the material could be reused indefinitely. Therefore, they argued, the project would be economically feasible as long as the courses could be scaled up massively, meaning enrollments could be vastly increased.

The spring semester courses—Entry Level (sometimes referred to as Remedial) Math, College Algebra and Elementary Statistics—were limited to two sections of 50 students each, one section consisting of matriculated SJSU students and one section consisting of non-SJSU students.

In June, while the summer courses were getting underway, SJSU Provost Ellen Junn presented “preliminary results” to the CSU provosts’ council. That presentation provided strong evidence that the spring courses produced significantly worse results than traditional face-to-face instruction.

According to that administration report, 24% of students in the Entry Level Math and College Algebra courses successfully completed the course at all and around 51% of the Statistics students completed the course with a C or higher.

On July 19, the SJSU administration announced it would be “putting the SJSU+ pilot courses on hold” pending thorough evaluation of the spring results.

Some observers assumed that the dismal results contained in Junn’s report to the CSU provosts accounted for the suspension. Provost Junn refuted that assumption, claiming the data was “very provisional.” She referred to the hold on further SJSU+ courses as “a natural breathing space.”

Peter Hadreas, professor and chair of Philosophy at San Jose State, offered another reason: “We clearly should not be trying to take this Orville and Wilbur machine across the Atlantic Ocean.”

CONTINUED ON PAGE 16

RELATED LINKS

SJSU Philosophy chair Peter Hadreas interviewed about the SJSU-Udacity MOOC experiment by KQED radio
blogs.kqed.org/newsfix/2013/08/19/a-second-look-at-massive-online-classes-after-san-joe

National Science Foundation preliminary report on the spring MOOC experiments at San Jose State
www.sjsu.edu/chemistry/People/Faculty/Collins_Research_Page/index.html

August 28 SJSU administration announcement that results of summer session courses in the experiment were much better.
blogs.sjsu.edu/today/2013/sjsu-plus-fall-2013-update-2

Phil Hill, a well-known expert in and advocate of e-learning, commentary on the data regarding the SJSU-Udacity MOOC experiement
mfeldstein.com/sjsu-plus-udacity-pilots-lack-of-transparency

MOOC Experiment Timeline

JANUARY 2013

- Governor Brown, SJSU President Qayoumi and Udacity CEO Thrun hold a press conference to announce the SJSU+ pilot program.
- San Jose State's spring semester begins, including the first SJSU+ pilot courses - Entry Level Mathematics [sometimes referred to as remedial math], College Algebra and Elementary Statistics.

MARCH 2013

- Mid-course evidence makes it clear there are significant numbers of students who will not complete the MOOC courses successfully.
- Udacity and SJSU decline to share data on spring semester courses.

MAY 2013

- Spring pilot courses finish.
- Indications are that the summer pilot MOOC courses will include an Introductory Psychology course as well as the Mathematics and Statistics courses offered in the spring semester.

JUNE 2013

- SJSU Provost Junn shares "preliminary results" with the CSU Council of Provosts. SJSU and Udacity decline to share data about spring semester courses.
- Summer pilot courses begin.

JULY 2013

- Udacity and SJSU issue press statements announcing that the SJSU+ project will be suspended and courses will not be offered in the fall semester.
- Junn's presentation to CSU Provosts garners attention in the national higher education news media.

AUGUST 2013

- SJSU and Udacity issue press announcements stating the summer semester SJSU+ courses were more successful than spring courses.

SEPTEMBER 2013

- SJSU announces the SJSU+ Project will offer courses in Spring 2014.
- National Science Foundation-funded research summary of the SJSU+ project spring courses is released. SJSU Provost Junn declines to comment on the NSF report; Udacity officials dispute the report's findings.
- SJSU agreed in early September to share the Spring pilot data with CFA in response to our request. As of October 1, we have not received anything.

"SAN JOSE STATE-UDACITY" CONTINUED FROM PAGE 15

Four months after the end of the semester, National Science Foundation researchers released a preliminary report on the spring MOOC experiments at San Jose State. In contrast to the extensive publicity surrounding the project's launch, the NSF report was placed unceremoniously on the campus website.

Overall, it too showed that students in target populations did not do well. Pass rates ranged around 24% to 30%.

Summer 2013

On August 28, the SJSU administration announced that results of summer session courses in the experiment were much better. Immediately, however, the administration came under attack for lack of transparency and unprofessional handling of the "data" comparing spring and summer courses.

Phil Hill, a well-known expert in and advocate of e-learning, for instance, picked over the data and found it too limited to draw good conclusions. Looking at the numbers released regarding the spring and summer MOOC experiments and SJSU on-campus classes, Hill concluded, "The student populations between these three groups are completely different, to the point where other comparisons, such as passing rates or completion rates, should not be made."

The differences, he stressed, were extreme: "That's right—the summer pilot includes 53% of students already having a college degree, 48% with a bachelor's or higher. In the spring, none of the students had a college degree," he found.

There were other differences between the spring and summer courses. For instance, the withdrawal date for summer courses was much later in the term, allowing those who were not succeeding to withdraw rather than fail, unlike other SJSU courses. Obviously, this difference would make responsible comparison of spring and summer course completion and success rates impossible.

Going Forward

Since then, and as of this writing, SJSU and Udacity have refused to release the data from the spring pilot or the summer courses, claiming "it is not complete." In fact, all that has been shared at this point are "preliminary reports" that are highly summarized and highly selective as to what is included.

Despite this fact and the experiment's lackluster results, Udacity CEO Sebastian Thrun, told reporters, "I really want to find the magic formula first before scale. I'm really proud that I think we've found the formula."

So, what magic formula has Udacity discovered and how might that discovery impact the CSU?

In other communications, both the SJSU administration and Udacity have hypothesized a variety of reasons for the low success rate, all of which validate concerns expressed early on by faculty members and widely accepted in the education research literature.

From the press releases it appears that what has been discovered in the Udacity experiment is precisely what is in the education literature—adequate preparation, engaged students, frequent and relevant feedback, and interactions between students and faculty improve success rates.

As Homer Simpson put it so trenchantly, "Doh!" Faculty are left wondering why the SJSU administration and Udacity didn't review extant research on learning and online instruction prior to beginning their experiments. Even they acknowledge that the spring pilot courses were rushed into the schedule and that production was hurried.

The cost to students for this kind frenzied rush into online experimentation is high. CFA President Taiz has noted on more than one occasion that our students are human beings, and the cost of their failure due to poor experimental practice is very real.

Having a basic level of respect for our students as human beings would perhaps have delayed the SJSU+ pilot courses, but might also have resulted in fewer students failing to be successful in the courses.

For the future, we hope that those heading this and other "experiments" will heed the

CONTINUED ON PAGE 18

San Jose State University faculty step to the forefront on MOOCs & effective online courses

Peter Hadreas, philosophy

In very visible and effective ways, San Jose State faculty have stepped into the debate about MOOCs and responsible online higher education.

The Philosophy Department, for instance, has raised important questions about the larger educational, social, and ethical implications of MOOCs.

When the department was asked to use a MOOC by Harvard Professor Michael Sandel for one of its own ethics courses, they wrote an open letter of protest and sent it to national news media outlets.

The letter, which was published and circulated widely around the country, should be required reading on the issue of MOOCs and online higher education.

In addition to emphasizing the importance of interaction between faculty and students, the letter also addresses disturbing issues of educational equity. A couple of quotes are especially memorable.

On the issue of social justice and MOOCs:

"What kind of message are we sending our students if we tell them that they should best learn what justice is by listening to the reflections of the largely white student population from a privileged institution like Harvard? Our very diverse students gain far more when their own experience is central to the course and when they are learning from our own very diverse faculty, who bring their varied perspectives to the content of courses that bear on social justice."

On social inequality and MOOCs:

"…should one-size-fits-all vendor-designed blended courses become the norm, we fear that two classes of universities will be created one, well-funded colleges and universities in which privileged students get their own real professor; the other, financially stressed private and public universities in which students watch a bunch of video-taped lectures… Teaching justice through an educational model that is spearheading the creation of two social classes in academia thus amounts to a cruel joke."

chronicle.com/article/The-Document-an-Open-Letter/138937/

(For Sandels' response, see chronicle.com/article/Michael-Sandel-Responds/139021/).

These and other key issues also were addressed in a statement by the CFA Chapter at San Jose State. They called out the local campus administration for failure to consult adequately with SJSU faculty about these projects, for their insensitivity to issues of the digital divide, and for their flagrant disregard for research on student learning that should guide all innovation.

www.calfac.org/post/cfa-executive-board-responds-recent-articles-chronicle-higher-education-and-new-york-times

Kudos to the San Jose State faculty for standing up for their students and their own educational values and for getting CSU faculty voices into the mix about current trends! — *S.M.* ■

Discussion between Linda Heiden, Academic Senate Chair, and Chris Jochim, chair of Humanities.

"MOOC HYPE" CONTINUED FROM PAGE 13

and software required to put one on, suggests that these courses are not cheap.[6] This paper will provide some answers.

The third CFHE paper will "follow the money" in online higher education. With all the focus on access, a truth about online higher education rarely mentioned is the fact that it is big—Very Big—business.

Only by looking at who is making money, how much, in what ways, and with whose assistance can we assess the motivations behind and the full "value" of the seemingly endless stream of technologically-related innovations in higher education. This piece will give us a long overdue start at examining these issues.

Even last year, the "Year of the MOOC" (so *Time* magazine claimed), a more thoughtful discussion of MOOCs and online learning seemed a pipedream.[7] But today the future seems more open.

It does seem possible to get more voices, more evidence, and more rationality into the conversation. CFA and the other member organizations of CFHE from New York to Hawaii and Minnesota to Florida are definitely doing their part to make sure this happens and to foster quality higher education for all. ■

I want to thank the National Education Association and the editors of ***Thought and Action*** *for permission to use material from a piece titled "MOOC Mania" that will appear in the Fall 2013 edition of that publication.*

7 *Pappano, Laura. "The Year of the MOOC." New York Times. November 2, 2013. http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html?pagewanted=all&_r=0*

"SAN JOSE STATE-UDACITY" CONTINUED FROM PAGE 16

counsel of CSU faculty members to make full use of the accumulated wisdom concerning instruction in the literature.

We also hope that the lure of "inexpensive" education doesn't persuade CSU administrators to promote "cheap" education. The disservice to our students, and to the taxpayers of California, is far too great. It is crucial that we help elected officials, policymakers and the public understand that simply shifting courses to online modes of instruction will not solve the challenges we face in delivering quality education to our students.

The Silicon Valley mantra of "fail early and often" might work well for innovation with transistors and cell phones—it is not a mantra we can countenance for higher education. We cannot and should not take that approach with our students' education and future. Discarding silicon is one thing; discarding students is another. ■

The purpose of this article is to help faculty members better understand our CalPERS healthcare benefits system. We do not get into a discussion of the actual covered benefits here.

For a side-by-side summary of benefits for all plans see: www.calpers.ca.gov/eip-docs/about/pubs/member/2014-health-benefit-summary.pdf

We hope this discussion will dispel some myths and misunderstandings about:

- How plans are selected
- How benefits are determined
- What factors drive/determine plan premiums including how reimbursement rates for delivering medical services are set
- How allowances for profits and administrative costs for healthcare insurance companies are determined and their relative magnitude
- What determines the CSU's contribution to your healthcare premium
- What are the rules governing eligibility for health benefit coverage
- What is required to qualify for retiree health benefits

The discussion sets out the roles and responsibilities of CalPERS, the CSU, the state, and the health insurance companies contracted to administer plan benefits.

In a box with the article, please see a brief description of the features and characteristics of two major types of health benefit plans available—HMOs and PPOs.

How CSU faculty medical benefits work

By George Diehr
College of Business Administration, San Marcos
Vice Chair, CalPERS Board of Administration

Managing provision of healthcare benefits for employees and retirees of the state of California, which includes the CSU, is the responsibility of the California Public Employees' Retirement System, known as CalPERS.

CalPERS is the largest purchaser of public employee health benefits in California, and the second largest public purchaser in the nation after the federal government. CalPERS provides benefits to more than 1.4 million public employees, retirees, and their families.

Its annual spend in 2014 will approach $8 billion. In addition to state agencies, public schools and other public (non-state) agencies in California may contract for health benefit coverage with CalPERS.

The actual administration of each health benefit plan is done by contracting with healthcare insurance companies or, in the cases of Kaiser Permanente and Sharp, combined insurer/provider companies. That is, CalPERS does not "run" the programs in the sense of providing day-to-day administration. Because CalPERS self-insures for most of its plans, we use the term "Plan Manager" (PM) instead of "insurance company" henceforth.

The benefits provided by the various health plans are essentially the same for members of all state agencies and organizations.[1] For example, employees of the Department of Motor Vehicles have the same choices of health plans as provided to employees of the CSU. Public schools and public agencies that contract with CalPERS for health benefits also have the same plan alternatives.

CalPERS offers most active employees and retirees[2] both Health Maintenance Organization (HMO) and Preferred Provider Organization (PPO) styles of health plans. All covered members living in California have the choice of three PPO plans: PERSCare, PERS Choice, and PERS Select.

The only counties with no available HMO plans are rural counties with very low population density: Alpine, Calaveras, Del Norte, Inyo, Lake, Lassen, Modoc, Mono, Plumas, Shasta, Siskiyou, Tehama, Trinity, and Tuolumne. Several counties—most notably, Monterey—that previously had no HMO plans, now have an Anthem Blue Cross HMO plan.

In total, for 2014 CalPERS has contracted for nine different HMO plans, three PPO plans, and an EPO plan which serves as an HMO-like plan for a few counties. Plan Managers and plan names are:[3]

HMO

- Anthem Blue Cross Select and Traditional
- Blue Shield of California Access+ and NetValue
- Health Net Salud y Mas and SmartCare

1. *Members of several bargaining units also have available health benefit plans which have slightly different coverage. But there are no such plans available within the CSU.*
2. *In this section, "Retirees" who are less than 65—not yet in Medicare—have the same benefit plans as active employees. These benefit plans are termed "Basic." Members in Medicare have available a variety of "supplemental" health benefit plans that brings their covered benefits more-or-less in line with benefits provided by the corresponding "Basic" plans.*
3. *In addition to these plans, three associations: the California Association of Highway Patrolmen, the California Correctional and Peace Officers Association, and the Police Officers Research Association of California each have their own plan where the association determines the benefits. None of these is available to faculty.*

- Kaiser Permanente
- Sharp Performance+
- UnitedHealthcare Alliance

PPO

Anthem Blue Cross

- PERSCare
- PERS Choice
- PERS Select

Note that no single area offers all of the HMO plans. A summary of the features and characteristics of HMO and PPO plans is described in the sidebar to this article.

Roles and Responsibilities of CalPERS, Employers, and the State of California

Every year, the CalPERS Board of Administration determines health plan availability, covered benefits, health premiums, co-payments, and, for PPO plans, co-insurance and deductible. Aside from the "association plans", which are not discussed here, these plan features *are not determined in bargaining or by the employer.*

Thus, an employee working for the State Comprehensive Insurance Fund in San Francisco and an employee at CSU Long Beach, who both enroll in the Blue Shield Access+ HMO plan, will have identical covered benefits, co-pays and premiums.

Determining Which Plans to Offer. A major CalPERS decision is what plans to offer in each region. The substantial increase in plan offerings beginning January 2014 was the result of an innovative request-for-proposal process that elicited "bids" from eight health insurers, five of which do not currently offer plans.

From the bids, CalPERS selected six of the proposed plans to include in its offerings, screening out "bids" that did not meet requirements of the Request for Proposal, which set out the required and desired features of our health plans.

CalPERS also determined where the plans would be offered. In the cases of some insurers, the counties they offered to cover were scaled back. For example, Blue Cross's HMO plans and UnitedHealthcare's HMO will not be available in San Diego.

Summary of Key Characteristics of HMO and PPO plans.*

Health Maintenance Organization: These plans offer members a range of health benefits, including preventive care. The HMO will provide a list of doctors from which you select a primary care provider (PCP). Your PCP coordinates your care, including referrals to specialists. Other than applicable co-payments, you pay no additional costs when you receive pre-authorized services from the HMO's contracted providers.

Except for emergency and urgent care, if you obtain care outside the HMO's provider network without a referral from the health plan, you will be responsible for the total cost of services.

Preferred Provider Organization: Unlike an HMO, where a primary care physician directs all your care, a PPO plan allows you to select a primary care provider and specialists without referral. A PPO is similar to a traditional "fee-for-service" health plan, but you must use doctors in the PPO network or pay higher co-insurance (percentage of charges). In a PPO health plan, you must meet an annual deductible before some benefits apply. You are responsible for a certain co-insurance amount, and the health plan pays the balance up to the allowable amount.

When you use a non-participating provider—a provider outside your PPO network—you are responsible for any charges above the amount your plan allows.

** If you live outside California or in any of the following counties, HMO plans are not available: Alpine, Calaveras, Inyo, Del Norte, Lake, Lassen, Modoc, Mono, Plumas, Siskiyou, Tehema.*

If you live in Colusa, Mendocino, or Sierra county, an EPO plan is available. EPOs provide HMO-like features in areas where HMOs are otherwise not available. The health plan offers the same covered services as the provider's HMO health plan, but members must seek services from the statewide PPO network of preferred providers. Members are not required to select a personal primary care physician.

CalPERS decisions about which plans to offer, their features, and the areas in which they are available must comply with state and federal laws and regulations regarding HMOs. For example, the State's Department of Managed Health Care enforces laws and regs that set out access requirements for HMOs.

For CalPERS to offer an HMO plan in a certain region requires that the HMO has hospital facilities not greater than a certain distance from a member's home or place of work. Thus, if you wonder why CalPERS does not provide the Kaiser HMO plan in San Luis Obispo, it is because Kaiser's nearest hospital is outside the maximum allowed distance.

In 2004, CalPERS and Blue Shield conducted an analysis of costs and quality of hospitals in its HMO (now "Access+") network. The study revealed more than 30 hospitals whose high charges for services were not justified by their quality measures.

CalPERS decided it would drop as many of those hospitals as possible from its plan without impacting the plan's availability.

Most of the identified hospitals were dropped from Shield's network beginning in 2005, including many Sutter facilities. However, the Department of Managed Health Care determined that a handful of hospitals could not be dropped without violating the access requirements. Those hospitals were kept in the network. Note that in order to continue the availability of all of the hospitals dropped from the Blue Shield network, these dropped hospitals remained in the PPO plans.

Setting Benefits. While adding or dropping plans occurs infrequently, almost every year the CalPERS Board considers proposed changes in covered benefits and co-pays. The plan managers (Blue Cross, Blue Shield, Kaiser, etc.) provide estimates of the impact on premium cost for such changes.

For example, several years ago CalPERS considered increasing the co-pay for an office visit from $5 to $10. Each of the plan managers estimated the reduction in premium that would result from the co-pay increase.

In evaluating such an increase, CalPERS considered evidence on the impact of a co-pay increase on member behavior. Very low or zero co-pays can result in overuse of a medical service. Instead of taking an aspirin (2 cents) for a headache, a member might see their family doctor (at a cost to the plan of about $90). On the other hand, co-pays that are too high can result in patients avoiding services that may be important to diagnosing health problems before they require much higher treatment costs.

Employers and employee groups are consulted and offer their support, concerns, or disagreements with such changes. But in the end, the final decisions on plan choices and covered benefits rests with CalPERS. Eventually CalPERS decided to implement the co-pay increase.

Setting Premiums. The other major CalPERS' decision, made every year, is setting plan premiums. Of course, CalPERS cannot set premiums unilaterally—CalPERS is the buyer and the insurers/plan managers are the sellers. The process is quite complex and, with the implementation of "risk-adjusted premiums," became considerably more complex for 2014.

Note, again, that the premiums are the same for all employees of all state agencies.

No agency gets a "special deal," even if its employees incur substantially lower health care costs than the average. Also, the premium for state employees is uniform across all counties. This is the case even though the actual costs of health care in some areas—notably, Northern California—are considerably higher than in other areas—notably, Los Angeles.

What does differ, for the CSU in particular, is the level of premium support provided by employers.

The premium-setting process involves an extensive cast of characters: CalPERS' managers, actuaries, and staff analysts; external consulting actuaries under contract to CalPERS; insurance company managers and their actuaries and other experts.

Roughly speaking, premiums are driven by four major factors:

1) **The estimated *utilization*** ("U", per member) of each of the tens of thousands of possible healthcare services—office visit, ER visit, coronary artery bi-pass graft, etc.;

2) **The estimated cost to the plan/insurer for each specific service** (the *rate*, "R," for example: $90 for an office visit with a primary care physician);

For Health Maintenance Organization plans there are two parts to the "rate" and "utilization" components: services that are "capitated" and those that are not. Capitation involves a single annual per-member charge to cover a specified set of services (e.g., office visit, vaccination, colonoscopy). But the capitated charge does not change with utilization. Capitation is most widely used for primary care physicians where costs of each specific service have relatively low variation and, with a reasonable number of

2014 CalPERS Health Care Premiums and Net Employee Costs

		Premium Costs			Employee Costs			Percent Change from 2013
		SINGLE	TWO PARTY	FAMILY	SINGLE	TWO PARTY	FAMILY	
HMOs	Anthem Select HMO	$623	$1,245	$1,619	$0	$27	$60	
	Anthem Traditional HMO	$670	$1,341	$1,743	$28	$123	$184	
	Blue Shield Access+	$655	$1,310	$1,703	$13	$92	$144	*-3.1%*
	Blue Shield NetValue	$576	$1,152	$1,497	$0	$0	$0	*-0.3%*
	Health Net Salud y Mas	$516	$1,032	$1,341	$0	$0	$0	
	Health Net SmartCare	$632	$1,265	$1,644	$0	$47	$85	
	Kaiser (CA)	$662	$1,323	$1,720	$20	$105	$161	*8.6%*
	Kaiser (out-of-state)	$917	$1,834	$2,385	$275	$616	$826	*4.6%*
	Sharp Performance+	$562	$1,124	$1,462	$0	$0	$0	
	UnitedHealthcare	$652	$1,304	$1,695	$10	$86	$136	
PPOs	PERS Choice	$644	$1,287	$1,673	$2	$69	$114	*1.5%*
	PERS Select	$595	$1,190	$1,547	$0	$0	$0	*28.5%*
	PERSCare	$699	$1,397	$1,817	$57	$179	$258	*-32.1%*
CSU Premium Support		$642	$1,218	$1,559				

All amounts are rounded to dollars.

patients, the *average* number of times the services will be required can be estimated fairly accurately. With specialists, and even more so with hospitals, such estimates have much wider variation in both cost and utilization so capitation is less widely used.

For Blue Shield's HMO, about one-third of its costs are capitated. Kaiser is an example of a fully capitated health system. Kaiser bears the risk, for example, that its patients might have an unexpectedly high need for transplant surgery in a given year.

3) Estimated prescription *drug* costs ("D") which, of course, is also a factor of per-member utilization and cost of each prescription; and

4) **A negotiated *allowance*** ("A") for the plan manager to administer the plan and for profit/retained earnings.

The single largest component of the final premium is the sum of the products of R (rate) and U (utilization), which is the "medical" cost per member.

For example, if estimated Primary Care office visits per member per year are 7 (=U) and the charge for each visit is $90 (=R), the contribution to the cost of medical care—exclusive of drugs—is U*R, or $630.

These estimated costs are summed over the thousands of types of potential healthcare services that each member might need to arrive at an annual per-member, per-year cost.

The next largest component of total premium is prescription drugs, which averages about 15% of the total premium. Estimating per-member per-year drug cost involves similar estimates of utilization rates and prescription costs.

This description oversimplifies since the healthcare needs for each patient depend on factors such as age, health status, propensity to seek care, etc. Therefore, these demographics must be considered in developing an overall average annual per-member cost.

I suspect you are not surprised that reams of data and sophisticated data analytics are used to develop these estimates.

The CalPERS "data warehouse" provides about 10 years of historical data for every healthcare service, or "claim", and prescription, thus providing past rate and utilization experience and trends.

Rates can change significantly from year to year and even with CalPERS' relatively large membership there can be significant year-to-year variation in average utilization (e.g., due to a flu epidemic).

The estimating exercise is made more challenging because claim reporting can lag up to six months. Thus, when the cost estimates are being developed—typically starting early 2013 to set premiums for 2014—there is a lot of "educated guess work" going on.

To supplement the internal data, analysts also use external healthcare statistics and projections by experts to refine their estimates. This does not necessarily yield agreed-to estimates for the myriad measures by the buyer and seller. Negotiating, haggling and "other provisions" are also necessary.

The final component of the premium is the amount allowed the plan manager for administrative costs and profits.

Multiple choice: The negotiated allowance for a PM for administration and profit of each health plan make up about: **6%, 9%, 12%, or 15%** *of the total premium?*

Make a note of your guess. We will reveal the answer soon.

CalPERS contracts with the PMs to, in effect, rent their network of providers—the individuals and organizations that deliver health care. Each PM negotiates rates for services with its providers (more later), pay claims to providers, and a host of other services to help ensure that you get the benefits and services you deserve. Note that the Affordable Care Act limits the profit and administrative costs of insurers to 15% of premium cost.

A widely held myth/street wisdom is that the "the greedy, profit-chasing PMs (insurance companies) are what drives U.S. healthcare costs ever higher." Certainly insurer profits are a factor, but generally not to the extent commonly believed.

In addition, because of the size of CalPERS membership and because it takes on most of the risk that is typically assumed by PMs, CalPERS can negotiate a much lower rate for administration and profit—about 5 to 6% of the premium.

Thus, even if those costs could be eliminated from CalPERS premiums (and if they were, who would administer the program?), the impact on premiums would be minimal, and the impact on escalation of healthcare costs would be trivial.

Determining Provider Rates/Charges. There is one more important aspect underlying premium-setting that is often misunderstood. Some believe that "CalPERS negotiates *rates* with providers (e.g., the charge for an MRI) and, due to its size, should be able to get lower rates than available to most employers, hence, lower premiums."

The rates for each provider service are, in almost *all* cases, the same rates that each PM has negotiated for its entire "book of business" (all of the members covered by its plans). That is, CalPERS does not negotiate directly with hospitals, doctors, clinics, or labs to determine rates.

The medical costs that make up CalPERS' premiums for its PERS Choice plan are based on identical service rates that go into the plan premium of Home Depot or Dana's Doggy Sitting Service. The premiums that Dana's will be charged will be higher than CalPERS—assuming similar demographics of CalPERS members and Dana's sitters—but that will be due to the considerably higher administrative costs per person for Dana's due to its small size.

While CalPERS has a substantial number of people in its health plans (by far the largest of any employer-based plan in California), CalPERS membership with any given PM is, at best, moderate versus that PM's total business.

For example, Anthem Blue Cross's (ABC) book of business in California is about 5 million people. CalPERS' membership in ABC's three PPO plans is about 362,000, or only 7% of ABC's total covered lives.

Thus, when ABC knocks on the door of a provider to negotiate rates for services, it has much more clout than if CalPERS knocked. ABC's share of the total California health care market is so large (about 20%) that most providers find it necessary to be in the ABC network. In contrast, *most* providers would not be substantially impacted if they lost all their CalPERS patients.

Another issue involves whether an insurer such as ABC is a tough negotiator with providers.

Why should we expect ABC to fight hard to keep rates low? If ABC does not negotiate competitive rates with its network of providers, its costs will be higher than other insurers', forcing ABC premiums higher. Higher premiums will result in a declining membership, and the eventual demise of ABC. Even the healthcare market place cannot ignore fundamental economics.

Setting the Employer Share of Premiums. While coverage choices, benefits, co-pays, etc., are the same for employees of the CSU as for employees of other state agencies, employer levels of premium support differ.

Employees of the CSU enjoy among the best employer premium support of all state employees through the so-called "100/90" formula.

The key statistic determining the support level is the *average premium of the four plans with largest enrollments* in the previous year. Thus, enrollments in 2013 determine the "Big 4" plans whose 2014 premiums determine the average for 2014. The largest plans this year are Kaiser, Blue Shield Access+, Blue Shield Net Value, and Anthem Blue Cross PERS Choice.

The CSU contributes 100% of this *average premium* for the member's premium and 90% of this average for dependent support. Most other state employees receive less, typically 80% of this average for both the employee and dependents.

While the CSU employer premium support is set in statute (state law), statutes can be changed.

The process for change usually begins at the bargaining table. For example, at CFA's recently concluded contract bargaining, the CSU administration proposed reducing the CSU support level to 95/85. Had that been the final agreement between the parties—it was not—the change would have gone to the legislature for ratification.

Member and Dependent Eligibility. Full-time employees are eligible for health benefits coverage as soon as they receive their first paycheck. For CSU faculty this can mean a delay from date of hire to coverage of over a month.

CONTINUED ON PAGE 25

UNDERSTANDING "RISK-ADJUSTED PREMIUM SETTING"

There is a phenomenon in healthcare insurance known as "adverse selection." It is ameliorated through a policy first implemented by CalPERS in 2014 called "risk adjustment.

By law, CalPERS sets premiums based only on the plan and the unit. In other words, whether your coverage is for a single person, a couple or a family, premiums for CalPERS members who are working state employees do not vary with age, health status or region.

Without risk-adjusting, the premiums would reflect the medical needs only of those members using each plan, plus a small allowance for administering the plan and for profit or "retained earnings" for non-profit plans.

To understand this better, consider what happens if one plan attracts younger (who are generally healthier on average than older) members. That plan will have lower medical costs, hence a lower premium.

This is what happened with the recently introduced PERS Select plan. Newly hired—generally younger, healthier—employees, many of whom had little or no prior healthcare coverage, elected this plan disproportionately to other plans. That resulted in substantially lower medical costs and lower premiums for the Select plan.

While some older employees switched from (typically) PERS Choice to Select, "inertia," and the fact that the Select network of primary care physicians was more limited, discouraged most from switching. Those who switched also tended to be healthier than the average member.

With the loss of healthier individuals from Choice, the higher-than-average medical needs of those who remained increased the cost of their care, hence the premiums of Choice. Over time, the increasing difference in Select and Choice premiums encouraged more members to switch, further increasing the difference.

This is exactly what occurred years ago when PERS Choice was introduced as a lower-benefit option to PERSCare. Left unadjusted, the increasing difference in premiums encourages more and more people to switch to the lower-cost plan, leaving the high-cost plan with people who would find it difficult to switch due to long-term established relationships with care-givers or who needed the added benefits of PERSCare.

This is "adverse selection." The continued shift of healthier people to the lower-cost plan and increased difference in premiums eventually results in the total demise of the higher-cost plan—the so-called "death spiral."

Basing premiums for a plan on an assumed average health-risk membership rather than on the health of its actual members ameliorates adverse selection.

If a plan attracts healthier-than-average members, the premium revenue it receives is reduced and shifted to plans with above-average health-risk members. Thus, there is little if any incentive or advantage for a plan to pursue or have a lower risk membership. In fact, a plan that is very effective and efficient in treating higher-risk members, keeping them well and out of hospitals and emergency rooms, has an incentive to pursue less healthy members.

Applying risk-adjustment to determine premiums resulted in a dramatic increase in the nominal premium for PERS Select because, if it had an "average member health risk" its costs would be much higher. If it continues to have lower-risk members, its premium revenue will be shifted to subsidize plans such as PERSCare that has higher risk members.

Note that CalPERS did not "invent" the risk-adjustment process. Medicare uses a similar method; the UC system also uses it and the new Affordable Care Act Health Exchanges will use risk adjustment.

Using risk-adjusted premiums should allow CalPERS to offer more plans and encourage plan managers to offer plans in areas where costs are higher or members are not as healthy while avoiding adverse selection and death spirals.

What determines how much you pay & changes coming in 2014

By Jonathan Karpf
Anthropology, San Jose
CFA Associate VP Lecturers-North
Member, CFA Health & Retirement Benefits Committee

California State University faculty and all CSU employees have access to health coverage through the California Public Employee Retirement System (CalPERS).

California State University faculty and all CSU employees have access to health coverage through the California Public Employee Retirement System (CalPERS).

CSU faculty with an academic year appointment can get medical, dental, optical, life, and disability insurance when teaching at a 0.4 time base or 6 weighted teaching units (WTUs) in a single semester or a two-quarter appointment. Faculty on a 10- or 12-month appointment require a 0.5 time base (7.5 WTUs).

This coverage is only provided to faculty who have state-supported employment. In other words, work through a university foundation or from a self-support program without state funding or through extension for-credit programs does not qualify for these health benefits.

Those eligible are enrolled in Delta Enhanced dental insurance that pays 80% of covered costs, and in optical care through V.S.P. The CSU covers the full cost of premiums in these plans.

Medical coverage, however, is a bit more complicated. In 2014, CalPERS will offer coverage through a choice among 14 different plans consisting of HMOs and PPOs, each with different premium costs.

WEIGHTED AVERAGE

The degree to which our health premiums are paid by the CSU is established by state law in Government Code 22871.

To understand what any one of us will pay, it's important to understand this:

For the individual faculty member, the CSU pays 100% of the weighted average of the medical premium cost of the four plans with the highest state employee enrollment in the previous calendar year.

For our family members, the CSU pays 90% of the aforementioned weighted average.

This 100% weighted average level during 2013 is $622/month.

Consequently, if your health plan's individual premiums are at or below $622/month, you currently pay nothing towards your health care premiums. If you are in a plan with premiums above $622/month, you are paying the difference between the actual cost of your monthly premium and the current weighted average level of $622.

As an example, the four medical plans with the highest Unit 3 (faculty) enrollment in 2013 are, from highest to lowest:

PERS Choice PPO (with 32.4% of covered faculty),
Kaiser-CA (31.5%),
Blue Shield Access+HMO (17.6%),
Blue Shield NetValue HMO (14.7%);

The current premiums for individual faculty in these four plans in 2013 are:

PERS Choice PPO, $634.06;
Kaiser, $609.34;
Blue Shield Access+HMO, $676.11;
Blue Shield NetValue HMO, $577.52;

Given the 2013 weighted average of $622/month, this means that if you are enrolled in one of these four plans, you are currently paying $12.06, $0, $54.11, or $0, respectively.

COST CHANGES EVERY YEAR

Each year the plan managers (Shield, Cross, Kaiser, etc.) negotiate with the providers (physicians, hospitals, labs, etc.) in their networks and propose premium rates to CalPERS. CalPERS negotiates with the plan managers over such things as administrative overhead, their estimated treatment utilization levels (e.g., number of doctor visits per patient), levels of profit, and incentives. (See more detail in the accompanying article.)

However, CalPERS' ability to negotiate directly rates charged by providers is very limited.

In 2014 there will be significant changes in health plan premiums; some will be reduced relative to 2013 rates while a few—principally Kaiser—will see significant increases.

It is important for CSU faculty members to understand that none of these premium changes are due to CFA bargaining. In fact, both the CSU administration and CFA lack the statutory authority to bargain with CalPERS or with the health care providers.

To continue the previous comparison, the 2014 premiums for individual faculty in the aforementioned four plans will be: PERS Choice PPO, $643.53; Kaiser, $661.61; Blue Shield Access+HMO, $655.02; and Blue Shield NetValue HMO, $575.78.

These numbers show that the first two plans raised their premium rates while the last two reduced their rates.

Based on the enrollment of all state employees in 2013, we know that the 2014 100% weighted-average premium for individual enrollees will be $642—$20 higher than in 2013. That means that the out-of-pocket cost for individuals who chose one of the four plans above will be: $1.53, $19.61, $13.02, and $0, respectively.

ENROLLMENT DECISIONS

Each year you have the opportunity to

1) switch medical plans, and/or

2) add or change dependents during the 2014 CalPERS open-enrollment period.

The open enrollment period for benefits in 2014 ran from September 16 to October 11, 2013. If you are reading this after October 11, you still will have the right to make changes but you will have to wait until the next open enrollment period later in 2014; the changes you make at that time would apply to calendar year 2015.

Every year, you can compare the benefits across the different CalPERS plans—including deductibles, prescription drug coverage, and co-pays for office visits and other needs—by going to the CalPERS health plan chooser.

AFFORDABLE CARE ACT

Lastly, for CSU Lecturers who lose benefits by dropping below the eligibility threshold, the Affordable Care Act will be implemented in 2014.

To find out whether you might be eligible for a federal subsidy on the soon-to-be-required health insurance coverage and to compare the different plans as well as levels of coverage available, please check out the website for Covered California at: http://www.coveredca.com. ■

See 2014 numbers in the chart on page 21.

"HOW MEDICAL BENEFITS WORK" CONTINUED FROM PAGE 22

The reason for the delay is that premiums must be paid each month prior to that month's coverage, but when hired, the first paycheck does not arrive until after about four to five weeks of work[4].

For part-time employees, eligibility for the member is more complex. Part-time faculty at semester campuses must be hired at a minimum time base of 40% (six WTUs). For quarter campuses, the employment contract must be for two quarters, again at a minimum of 40% time base each quarter.

The 40% time base level used to be 50%—requiring a clumsy teaching load of 7.5 WTUs or more. Several years ago CFA succeeded in getting a bill passed by the State legislature that reduced the minimum time base requirement to 40%.

Spouses, domestic partners, and children are eligible for health benefit coverage when the member gains eligibility. With implementation of the Affordable Care Act, children up to age 26 are now eligible for benefits.

Vesting Requirements. "Vesting" refers to the amount of time you must be employed by the CSU to be eligible to receive employer contributions toward the cost of the monthly health premium *during retirement*.

In addition to the superior level of premium support afforded to CSU employees in comparison to employees of other state agencies, CSU employees also have a shorter vesting period—only five years of full-time equivalent employment meets the vesting requirement.

Once vested, the premium support in retirement continues at the same 100/90 formula. For other state agencies, the requirement is (generally) 10 FTE (full-time equivalent) years of service at retirement to vest, at which level they receive 50% of the 100/90 premium support. For each FTE service year above 10, the support increases by five percentage points to 100% (of the 100/90 level) at 20 years of service.

We hope you now have a better understanding of some of the underlying features, responsibilities, and processes involved with your CalPERS healthcare benefit.

A critical challenge facing CalPERS—indeed, the nation—is the escalating costs of healthcare. Even though the CSU covers the lion's share of premium increases, you are not immune from escalating health care costs.

An increase in the cost to the CSU of any component of total compensation—salary, health benefits, pension contributions—has indirect impacts. Consider, for example, our stagnant salaries, denial of SSIs, furloughs, increased teaching loads, etc.

Reining in healthcare costs is a primary goal at CalPERS. In a subsequent article we will review some of the innovations CalPERS has implemented, and others that are planned, to help constrain premium increases.

We'll also suggest how members can make smarter health and healthcare decisions that can contribute to reversing adverse aspects of our compensation and workloads. You can become the CEO of your own health. ■

4. With a change in regulations or laws, it should be possible for the CSU to fund this coverage beginning on a faculty member's first day of work. This is something for the bargaining table.

In Memorium

Mougo Nyaggah

Associate Professor, History, Fullerton
President Fullerton campus CFA Chapter

Mougo Nyaggah, associate professor of history and president of CFA's Fullerton campus, died March 29 at the age of 75. Nyaggah, who was born in Kenya, joined the Fullerton faculty in 1973 after teaching at St. Mary's College, College of the Holy Names, College of San Mateo, UC Berkeley and City College of San Francisco.

"I remember Mougo talking to me about his teaching philosophy when I was hired at CSUF 12 years ago," said Jochen Burgtorf, chair of history. "He said, 'Teach them to think and learn critically. Teach them the material as if it has never been taught before. And teach them by being fair to all.'

Mougo did extensive archival and field research on Africa's colonial and modern period. His work is in leading publications including the *Journal of the Pan African Study Society*, the *Journal of African Economic History*, and the *Journal of African Studies*. He was a member of the American Historical, African Studies and American Anthropological associations, the South African Historical Society and the Association of Asian Studies.

Nyaggah was president of the CFA Fullerton chapter since 2007 and served on Fullerton's Academic Senate. He was always the first to sign up to phone bank, precinct walk or carry a sign at a demonstration. It was not uncommon to encounter him walking the halls, knocking on doors, and as one colleague delicately put it, "cajoling" faculty through humor and persuasion to join CFA.

CFA President Lillian Taiz said, "Mougo represented faculty during some of the most difficult economic times. His belief in our profession, his colleagues, and the students made him a tireless advocate for the CSU system in Sacramento and is what made him such a favorite of CSUF students."

Jarret Lovell, professor of Criminal Justice and current CFA chapter president, added, "Politics were in his blood. But it wasn't the politics of Democrats or Republicans, of liberals or conservatives. It was the politics of David versus Goliath, of representing and protecting the dignity of working people."

Nyaggah earned a bachelor's in history in 1964 from St. Mary's College of California, a master's in history in 1967 and a doctorate in African history in 1974 from UC Berkeley. He is survived by his wife, Lynette, and four children.

In tribute to his memory, Mougo's family created a scholarship fund at his alma mater. Donations may be sent to St. Mary's College Scholarship Fund, Development Office, P.O. Box 4300, Moraga, CA 94575 (Indicate "In Memory of Dr. Mougo Nyaggah" on the check). ■

Richard Soares

Union Activist
Chico State Alumni & Faculty Member

Long-time Chico State faculty member and union activist Richard Soares, 58, died from cancer on January 4. Soares was an Agriculture Librarian at Chico as well as an active member of CFA, serving on the Librarians' Committee, as Assembly delegate and as CFA chapter faculty rights chair.

He worked 14 years as a map librarian for Brigham Young University. From there, he joined Chico State.

Soares, who came from a family of organizers, was the Chico chapter's Faculty Rights chair, a position that provided him with an opportunity to advocate for the rights of faculty. He was extremely passionate about that work and played a major role in changing university policies on nepotism, smoking, Lecturer range elevation, and teaching evaluations and visitations.

Vince Ornelas, current president of CFA's Chico Chapter, said, "Rich was a visible and strong activist not only for librarians, but for all faculty, including counselors and coaches. He was always willing to help, whether for a fun welcome-back-to-campus party or a major strike vote."

CFA President Lillian Taiz said, "So many of us in the teaching profession are fortunate because we love what we do, and that was certainly true about Rich. He loved being a librarian, which is why he was able to develop new innovations year after year that made his library so valuable for the Chico community.

"The same goes for his advocacy work on behalf of the faculty of the CSU. He was a believer in both faculty rights and the CSU system, which is why even during the most heated debates, both faculty and administrators deeply respected him. We all benefit today from Rich's work and will never forget the important contributions he made to higher education in California."

He received his library science degree from San Jose State and his bachelor's in geology from Chico in 1985. He is survived by his wife Gail Beterbide, a fellow CFA activist, his parents, siblings, children and granddaughter.

Donations may be made in Rich's memory to the Richard Soares Fund, Star Community Credit Union, 550 Salem Street, Chico, CA 95928. ■

Sal Castro

Chicano Rights Advocate
Cal State LA Alumni

On April 15, 2013, the Chicano rights movement lost one of its leading advocates of all time in Sal Castro, who died of cancer at age 79. The Los Angeles Unified School District social studies teacher will be remembered for leading over 1,000 Mexican-American students on walkouts to protest run-down and overcrowded East L.A. schools, high dropout rates, and discrimination.

His leadership brought national attention to inequality facing Mexican-American youth and inspired generations of educators, activists, artists and politicians to speak out. Although the district opposed his leadership of the 1960s "blowouts," officials honored him by dedicating the Salvador B. Castro Middle School.

Rita Ledesma, Cal State LA Child & Family Studies professor, said, "Sal challenged the community and educational institutions to do better by Latino/Chicano students and he inspired thousands of young people, including me, to believe in their potential and commit to getting a quality education.

Castro inspired the founding of important Chicana/o organizations such as the Brown Berets and the Movimiento Estudiantíl Chicana/o de Aztlán, and paved the way for the creation of academic disciplines such as Chicana/o Studies and Critical Race Studies in Education. He founded the Chicano Youth Leadership Conference, a nonprofit organization that trained future leaders at annual workshops. His efforts were featured in numerous films, including "Walkout," the 2006 HBO movie directed by Edward James Olmos.

CFA President Lillian Taiz said, "Sal believed that education and organization could lead to positive change, and he proved it time and time again, whether it was his advocacy or his work with young students. He personally helped thousands of young people stay on the right track, but his impact was felt by the entire Chicano community."

Castro, who was a business major at Cal State Los Angeles, is survived by two sons, Gilbert and Jimi; and two grandsons.

The Sal Castro Foundation supports the work of the Chicano Youth Leadership Conference. Tax deductible donations can be sent to: Sal Castro Foundation, 2631 Ivanhoe Drive, Los Angeles, Ca. 90039. ■

CFA CHAPTER OFFICES

To find your campus CFA chapter web site and email, see: **www.calfac.org/chapters**

Bakersfield (661) 654-2480

Channel Islands (805) 437-8498

Chico (530) 898-4788

Dominguez Hills (530) 898-4788

East Bay (510) 885-3232

Fresno (559) 278-4821

Fullerton (657) 278-2829

Humboldt (707) 826-3340

Long Beach (562) 985-5165

Los Angeles (562) 985-5165

Maritime Academy (562) 985-5165

Monterey Bay (562) 985-5165

Northridge (818) 677-5919

Pomona (909) 869-4818

Sacramento (916) 278-6196

San Bernardino (909) 537-5025

San Diego (619) 594-2775

San Francisco (415) 338-6232

San Jose (408) 924-6501

San Luis Obispo (805) 756-6596

San Marcos (760) 750-4009

Sonoma (707) 664-2711

Stanislaus (562) 985-5165

CFA Business Office, Los Angeles
(310) 641-4430 | cfa@calfac.org

CFA Government Relations Office, Sacramento
(916) 441-4848 | gro@calfac.org

Speak out for Fairness in Higher Education

CAMPUS EQUITY NOW!

CAMPUS EQUITY WEEK • OCTOBER 28 to NOVEMBER 2, 2013

California Faculty Association is a proud national sponsor of Campus Equity Week

Join our colleagues, students and the campus community at public events on your campus!

- Unite to learn, share & speak out for the many ways equity for all is expressed/affected on campuses here and nationwide
- Show our solidarity with contingent faculty, students, staff, and community members
- Shine a spotlight on the trend to a 2-tier system that limits student access to quality higher ed and undermines faculty ability to teach

Learn about the events on your CSU campus at www.calfac.org or contact your CFA chapter

Learn about this important week in Higher Education across the U.S. at **www.campusequityweek.org/2013**

For Profit

Witness the exploitation of the American student

by Aaron Calafato

Experience "For Profit," a video of a play about being a recruiter of students for a private "entrepreneurial" higher ed "institution."

Catch it during Campus Equity Week on select CSU campuses.

See listings at www.calfac.org