The Fight for Five!

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Cover: Lisa Kawamura (Communications, SLO), the Affirmative Action Rep for the San Luis Obispo CFA Chapter, distributed stickers for fairness as faculty entered convocation at the start of the Academic Year. The Dominguez Hills CFA Chapter turned out at a visit to campus by Chancellor Timothy White with banners and tough questions about the CSU system’s spending priorities.

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The Mission & Purpose of the California Faculty Association

The California Faculty Association is the exclusive collective bargaining representative for the California State University faculty, including tenure-track faculty, Lecturers, Librarians, counselors and coaches. According to the CFA Bylaws, last revised 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:

1. To obtain explicit guarantees of academic freedom, tenure, and academic due process;
2. To create orderly and clear procedures for prompt consideration of problems and grievances;
3. To promote and protect the professional and economic interests of CFA and all bargaining unit members and,
4. To promote unity among academic employees and thereby enhance the effectiveness of the CFA in representing these employees.
THE FIGHT FOR FIVE
The faculty take a stand for respect, fair pay and the future of teaching in the CSU

Last Fall, we settled a strong three-year contract that contains workload relief for all California State University faculty and some significant non-economic gains. However, on salary, the contract contained only a “down payment” covering compensation in the contract’s first year, 2014-2015. The 3% increase to the total compensation pool for the faculty was divided based on agreed-upon redistributive corrections for past wrongs. These included:

- Reclassification for about 2000 lecturers who had been wrongly classified and as a result were severely underpaid for their work.
- A 3% Salary Recovery Adjustment for those faculty who were below the Service Salary Increase Maximum—about 40% of CSU faculty languished in this unfair salary limbo.
- A 1.6% General Salary Increase for all faculty (about 60% of faculty received only this GSI, which CFA’s Bargaining Team knew needed to be redressed in the second year of the contract).

Though this was much less than faculty deserved, faculty ratified the contract and these salary increases acted as “triage” to “stop the bleeding” after seven years of salary stagnation.

In the 2014 negotiations, management proposed that in years 2 and 3 of the contract (2015-16 and 2016-17), there would be a 2% compensation pool increase. Faculty rejected this low-ball salary proposal for the contract years 2 and 3, and instead agreed to re-open salary negotiations.

After extensive discussion and consultation with CFA’s officers, councils, and committees, the Bargaining Team re-opened Article 31 in May this year. We proposed a 5% General Salary Increase for all faculty and a Service Salary Increase (that is, a 2.65% raise for those below the SSI maximum). We believe that this is both fair and affordable for the CSU, and it is the minimum that faculty deserve after seeing paltry increases since 2008.

The CFA Bargaining Team met with management for three full-day bargaining sessions this summer. In the first session, management shared a PowerPoint presentation that painted a cheery picture of faculty salaries that just doesn’t exist in reality.

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They claimed that the 3% compensation pool agreed upon last year actually cost them much more than they bargained for. They inflated the payouts for lecturers claiming that they had underestimated the cost due to their own poor data.

We stand by our numbers and our members, but the Chancellor’s team will not budge from their offensively low 2% proposal.

Then they factored in the campus-based discretionary equity programs in their calculations. This remains an intellectually dishonest approach, since Equity Pay was campus-based money, not centrally-funded from the Chancellor’s Office, and because it was required to remediate—we can call them “bad”—hiring and pay practices engaged at the campus level.

With some generous rounding up, management claims our members got close to 5% pay increases, on average.

As we all know from our monthly paychecks, faculty got nowhere near this amount—especially the approximately 60% of faculty who received only 1.6%. In short, management claimed that faculty are actually doing quite well, and all is “coming up roses” in the CSU.

In our bargaining sessions over salary for 2015-2016, we shared our own data analysis of salary for faculty and personal stories of members who are unable to get by.

We presented the Race to the Bottom papers, reviewing with the Chancellor's team what has happened over the last 10 years as the CSU has underfunded its core mission of direct instruction. CSU faculty lag behind others in public higher education institutions, the community colleges, and our K-12 colleagues in California.

Furthermore, the Race to the Bottom papers showed that faculty are disillusioned with both our institution and the profession. Sadly, throughout our presentations, the management team acted alternatively bored or distracted, diddling with their phones and checking their email.

They behaved like your worst student in the back row of the classroom. It is shameful and infuriating.

We proposed that faculty receive a 5% GSI plus an SSI for those eligible because we heard from members, and we know that faculty are suffering stagnated, compressed, and inverted salaries—last year’s raises did little to address this substantially.

We made this case to them again and again, but management remained unpersuaded. We gave them all the reasons to care, but we can’t force them to even pay attention, let alone care—at least not at the bargaining table.

In June, the CSU budget got an unexpected but hard-fought boost from legislators who CFA members lobbied heavily. But we know that the state budget contribution to the CSU has little or no relation to raises that faculty get.

In good times and in bad times, our salaries have remained flat.

We stand by our numbers and our members, but the Chancellor’s team will not budge from their offensively low 2% proposal. Since the sides did not agree at the table, we declared impasse and are working our way through the final steps in the statutory process.

After the Declaration of Impasse (7/22/15), we entered Mediation with a state-appointed mediator (8/31/15 and 10/8/15).

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Fidelity expresses a commitment and faithfulness to persons or ideas that we think are crucially important. In our daily lives, those commitments take priority in our words and actions. They comprise who we are.

I think that solidarity for faculty can consist of mutual fidelity to students and to our fields of knowledge. In solidarity, we are individuals with strong common commitments who stand together. Together, we are the faculty as a whole, and with students, we constitute the most essential components of the University.

Not only is the faculty more important than any single Chancellor, President, manager or executive, but we are more important than the administration as a whole.

**Our Students and Disciplines Matter**

Our students matter to us, and we matter to our students. In fact we’re the single biggest contributor to student success. As Kezar and Maxey summarize the research on student-faculty interaction in higher education:

> “Interactions between faculty members and students have long been shown to improve the quality of students’ learning and their educational experiences. The host of positive outcomes includes increased persistence and completion rates, better grades and standardized test scores, and the development of leadership, critical thinking, sense of worth, career and graduate school aspiration, and self-confidence.” (Adrianna Kezar and Dan Maxey, *Faculty Matter: So Why Doesn’t Everyone Think So?* Thought and Action, Fall 2014, p. 30)

A campus president or a provost might come and go during a student’s college career and that student may not notice, but if an instructor in the student’s major or a coach in his or her sport leaves, that student will definitely notice. Chances are, that student will be harmed by the loss of that critically important relationship.

From the perspective of what Henry Giroux calls the “corporate university,” students are enrollments, sources of fees, and graduation rates. But to us, “students” is not an abstract concept. Students are a series of particular students that we know and teach. Those individual and very real people matter, and the work that we do matters to them.

Knowledge is important to us, obviously; otherwise we wouldn’t be faculty, librarians, counselors, and coaches. We want our work to be taken seriously. We want to teach both breadth and depth in our disciplines. We want our students to have the all richness of our fields, from logical proofs to Jean-Paul Sartre, from basic writing to Toni Morrison, from set design to advanced acting, from arithmetic to mathematics, from lab techniques to quantum physics.

Our concerns go beyond “metrics” like graduation rates, but to providing what real people need for the future they envision for themselves. That’s what we’re in it for. Our work as faculty is not something we do in order to get the next highly paid managerial position; rather, it is a vocation – a calling to which we are deeply committed.

**What Being in a Faculty Union Means**

Being in a faculty union, to me, means working with my colleagues to defend what’s important to all of us.

Even if I have tenure, I help other faculty who do not have as much job security as I do. I do this not out of altruism, but because faculty job security is good for students and good for the profession.

Even if I don’t need academic freedom or intellectual property rights defended at this moment in my career, I advocate for my colleagues who do because academic freedom and intellectual property rights are good for students and good for the profession.

Even if my salary is sufficient for me to pay my bills, I fight for my colleagues who...
make less than I do because valuing all academic work is good for students and good for the profession.

Faculty don’t always love each other, and we certainly don’t always agree. In fact, it’s our job to fight like cats and dogs about important things, such as nature versus nurture, representational versus abstract art, Keynesian versus Hayekian economics, and whether or not it’s essential to teach Shakespeare to English majors.

However, we can stand together to protect academia: our disciplines and our students.

Our Campaign and What’s at Stake

Our campaign is about salary, but not just about dollars and cents.

Salary is indicative of how work is valued and respected. The CSU management’s offer of 2% shows that they do not properly value our work or realize our situation.

The disrespect of our work doesn’t only take the form of an insulting salary offer, but also takes the form of treating faculty members as interchangeable parts and our labor as disposable. Disrespect also takes the form of the erosion of shared faculty governance: an erosion of our democratic say over curriculum and programs, the structure of the university, and over policies and practices that affect us.

That is why CFA’s contract proposal of a 5% General Salary Increase and a 2.65% Service Step Increase for eligible faculty is so important. We are telling the Chancellor and the Board of Trustees that our proposal reflects respect and honor for our work, and by extension, for our students who need us.

Stop devaluing our work and disinvesting in instruction; pay us what we’re worth.

To send this message, we are asking all CSU faculty:

◆ to become a CFA member if you are not already,
◆ to vote “yes” to authorize a strike if the statutory process fails to yield an agreement, and
◆ to join your colleagues on November 17 in Long Beach to show the Chancellor and the Board of Trustees that we’re not going to tolerate this disrespect.

No matter whether we are tenure line, lecturer faculty, librarian faculty, counselors, or coaches, none of us created the conditions under which we work. As much control as we have in certain areas of our work, we do not control the misplaced spending priorities of the CSU.

However, together we are powerful enough to protect what we’re faithful to.

Semper fidelis!

Jennifer Eagan, CFA President, is a professor of Philosophy and Public Affairs & Administration at CSU East Bay
In the history of labor relations with CSU management, CFA has not settled a contract during mediation. We fully expect to move to Factfinding with a neutral third party to further make our case. Factfinding will produce a report in which one side will "win" (at least in some ways—it is not always definitive).

Once the factfinding report is made public (and only then), both sides can use their respective “economic weapons.” We can undertake “concerted activities” (strike) and management can impose their “last, best, and final” offer (imposition).

Why can’t we get what we want at the table?

Bargaining is sometimes about persuasion and negotiation, but only when both sides behave rationally and have an overlapping set of interests. Since management is not open to persuasion and has an entirely different set of priorities than faculty, negotiations are less rational than they are about power.

So how do we win the 5% plus SSI that our faculty deserve? We need to force management to pay attention; we need to make them care.

HELPFUL LINKS

See CFA’s Race to the Bottom working papers with analysis of faculty and managerial compensation, trends in hiring faculty and managers, the impact of salary practices on students and the quality of education:
http://www.calfac.org/race-to-the-bottom

Learn about the Fight for Five and see the “CFA Insider’s Guide to Collective Bargaining”:
http://www.calfac.org/fight-for-five

Keep up with the Bargaining News:
http://www.calfac.org/contract-bargaining-newsupdates

Stay in the loop by subscribing to CFA Headlines, CFA’s weekly email newsletter:
http://www.calfac.org/cfa-headlines

Since this has not worked at the bargaining table, we need faculty to take action on campuses and at the Chancellor’s Office. We need a strong show of faculty power. We need to organize, we need to have a strong turn out at visibility events. We need to show the Chancellor that we will stand up for what is fair. Together we are powerful.

In addition to serving as chair of CFA’s Bargaining Team, Kevin Wehr is CFA Associate VP North and President of the CFA Capitol Chapter. He teaches Sociology at CSU Sacramento.
I started my career in the CSU in January of 2003 and I have won two teaching awards, one given by the students, as well as this year I won the one given by my campus, the President’s Award for Innovation in Teaching and Learning.

I love my job. In the CSU, we take students from working class families, many of whom are first generation like me.

Faculty awarded for their excellence in teaching, research, and community engagement told the CSU Board of Trustees in September that faculty need a significant salary increase after years of stagnation. Honors and accolades do not provide a middle-class living.

They traveled to the Chancellor’s Office in Long Beach from six different CSU campuses to enlighten the Trustees about the actual experience of faculty and students on the campuses and in the classrooms.

CSU faculty are amazing.

They successfully teach a lot of sections and a lot of students just like the faculty in the community colleges do. And, they do amazing research, like UC faculty. So why are our salaries falling so far behind our peers in public higher education?

CSU students also are amazing.

They are smart, driven, diverse, and hopeful. Working with and for them for us faculty members is a joy.

However, the intrinsic and personal rewards derived from teaching our amazing students, and engaging in our fascinating disciplines, do not pay the bills. Personal rewards are not a reflection of how much our employer values our work….

We want you to put money towards what you claim to value, which is, faculty in the classroom and student success. Today, you will hear from award-winning faculty in different fields from several campuses and from some of their students.

I implore you to listen carefully. These are the people that you fail to value with your warped budgetary decisions and your “other” spending priorities.

The roses are nice, but we need the bread.

You have the opportunity right now to honor and respect your faculty’s teaching and research, to protect academia and the public mission of the CSU, to make sure that CSU students are best served, and to elevate the state of California in the process.

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NECESSARY BUT NOT SUFFICIENT

‘Star faculty’ bring the word to the CSU

Trustees: Fair pay for quality teaching

EXCERPTS OF COMMENTS TO CSU TRUSTEES, SEPTEMBER 8, 2015

Jennifer Eagan

CFA President Jennifer Eagan, herself an award-winning faculty member for mentoring students, introduced the presentation.

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Simone Aloisio

Professor and chair of chemistry, CSU Channel Islands.

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I love my job. In the CSU, we take students from working class families, many of whom are first generation like me.

“I am worried about the message that our work isn’t valued because our raises have been non-existent or minimal throughout my career.”

I was, and we provide them with the educational foundation to give them better lives and better jobs.

We do this better than anyone else in the state. We do, everybody, together.
But I am worried about the message that my faculty colleagues and I are receiving that our work isn't valued because our raises have been non-existent or minimal throughout my career. While a two percent increase every year might seem reasonable, faculty have gone without regular raises since I started working in the CSU.

I voted the legislature with many of you for increased funding in the CSU so that we could support education in the state.

Working together, we were very successful to get our legislators to acknowledge the important role of faculty in the CSU through their funding increase.

I think it's fair and reasonable that we use this increase to compensate faculty in a manner that will help to fix the problem that has been neglected over the last decade. Thank you for your time.

Donna Andrews
Department of Teacher Education, CSU Stanislaus

As a first generation college graduate, I benefitted from the support and wisdom of my college professors and coaches who all prepared me for a rewarding career as an educator.

I have paid it forward many times during my 34 years as a teacher. I currently work with credential candidates who face many challenges in our service area schools in the Central Valley that are burdened by truancy, poverty, and high drop-out rates.

I ask these candidates not to lose hope and help them to find ways to make their classrooms a place where students feel valued, driven, and respected as they prepare to positively impact this world.

Recently, I was recognized with two campus awards for my teaching and service successes. My students respect my accomplishments surrounding these awards and admire my stamina in holding them accountable to high standards.

My passion for teaching and service learning are also evident in my graduates. I receive many emails and phone calls from school administrators in the Central Valley that my former students for their professionalism and ability to be solid role models for their students and school community.

My husband is among many of the underpaid lecturers, who train future teachers and provide them with the rigor and relevance necessary to sustain a career in education. We have been asking ourselves, why are we working in the CSU system? Perhaps we should seek teaching positions back in Ohio.

To make matters worse, I experienced frozen wages and a furloughed salary due to the 2008 budget crisis. Today, even after a recent equity raise, I make $40,000 less than I would if I had remained in Ohio.

Given that the cost of living in California is three times that of Ohio, and that my family needs my help, I have had to supplement my income with extra projects, teaching assignments, and other work that frankly has me exhausted. This pace is untenable.

My son who still lives in Ohio worries about me, which is never a good feeling as a mother. He watched me battle it out with cancer seven years ago and does not want me to run myself to the ground. He wonders why the CSU system does not take care of me so that I can continue to positively impact the lives of my students.

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In order to stay in my present position, I would like to know how I could feel more valued as a professor given my 21 years of secondary teaching experience and 13 years of college pedagogy that I utilize during every lesson in the training of new teachers.

These are the public school teachers who make more than I do and do not see the financial incentive of furthering their education and becoming university professors. It seems that the CSU management's policy will contribute to a shrinking pool of college professors.

I call on you, the leaders of the California State University system, to be a part of the solution by giving educators fair and respectful wages. ■
Matthew Jendian

Professor and Chair, Sociology, Fresno State.

I love what I do, and that’s a problem.

I always knew I’d be a teacher. I have a framed finger painting I did in first grade hanging on my office wall with two stick-figures standing in front of a chalk board. And, in my finest first grade manuscript, it says, “I will be a teacher.”

“I’m Bulldog born, Bulldog bred,” born and raised in Fresno, completed my B.A. at Fresno State, spent the last 21 years as faculty there.

People can tell I love my work. My productivity demonstrates that love, having received numerous university and community awards. My classes are rated highly by students and peers. I’ve developed new sociology courses, expanded service-learning opportunities which increases graduation rates, and founded Humanics at Fresno State—a certificate that helps the CSU “power the new California,” engendering exceptional leaders, enhanced organizations, and enriched communities.

My research has been published in journals and I authored a book. My reputation for advising means I have lines outside my door during office hours. Drafting a hundred letters a year recommending current and former students for internships, employment, and grad school is not unusual.…. I'm privileged to assist people in reaching their academic and career goals, and I derive great satisfaction from that.

But this labor of love has been a problem that’s worsened over time. Love doesn’t pay the bills, and “doing what I love” has served as a means of exploitation throughout my 21 years as a CSU faculty.

“...I lost ground financially and came close to bankruptcy. It’s hard to justify to my family and my boys why I invest up to 60 or 70 hours a week to help my students and advance the CSU’s mission.”

In 1995, when I'd just earned my master’s from USC and signed my first part-time lecturer semester contract for $9000 at Fresno State, I rationalized my low pay, saying, “I'm doing what I love.”

Things improved when I signed my first full-time lecturer contract for $36,000 in 1998 and again in 2002, once I finished my doctorate and signed my first tenure-track contract for $48,000—lower than my wife's elementary teacher's salary. Although I made $51,000 in 2007, the only increases between 2008 and 2013 were from tenure and promotion—no cost-of-living increases, no GSIs [General Salary Increases], and no SSIs [Service Step Increases].

I lost ground financially due to inflation and came close to bankruptcy. Thank goodness I was able to refinance my home and take out a second line of credit. It’s hard to justify to my family and my boys why I invest up to 60 or 70 hours a week to help my students and advance the CSU’s mission.

And, I’m not the only one. Today’s CSU faculty are tremendously overworked and underappreciated.

As Department Chair, I've had two candidates reject offers of employment. I’ve had a tenured and a tenure-track professor resign, and I don’t blame them. I contemplated leaving Fresno State in 2007 for a tenure-track at Fresno City College starting at $65,000. I just received that as a “Full Professor.”

I’m teaching summer classes, teaching external sources at 125 percent of pay. When is 100% employment as a CSU faculty member going to result 100% pay?

You have the opportunity as the Board of Trustees, with your fiduciary oversight, to direct the Chancellor to do the right thing and restore the CSU to where it belongs.

Enrique Ochoa

Professor of Latin American Studies and History, Cal State Los Angeles.

This is my 25th year teaching in the CSU system. So, I have spent over half my life teaching in the CSU, dedicated to teaching and working and learning from CSU students and their communities.

I am fortunate to have been recognized over the years by my colleagues as a past Presidents’ Distinguished Professor, as an Outstanding professor, and as a Weglyn endowed chair in multicultural studies at Cal Poly Pomona.

Teaching in the CSU has always been my dream job. My parents met in 1962 at CSULA as first-generation college students. So, I always knew that the CSU was the People's University, it’s the university that works with working people in California to create strong, just and fair communities. This purpose has been central to my vocation.

While I love my job, the work that my colleagues and I do is not easy. It cannot be measured through FTE, SFR or any...
I'm a very proud product of the Cal State University system. My B.A. is from Cal State Northridge, my M.A. from Sacramento State and today I am chair of the History Department at Cal Polu.

I am committed not only to teaching but also to helping students get real-world learning experiences outside of the classroom. In my department, we do this partly by developing service learning projects that team students up with community organizations.

Recently I received the Faculty Award from the Cal Poly Center for Community Service—Learning for doing these kinds of projects. It has been tremendously meaningful to me to do this kind of service because it benefits both the students and our university.

But it is not reflected in how we as faculty are paid. It’s very difficult to do this kind of time-intensive, faculty-intensive educational work when we, the teachers, are struggling to get by. That is why, to be quite frank, few CSU students get a truly “hands-on” learning experience inside or outside the classroom.

Faculty are not rewarded for providing this kind of intensive learning experience; a faculty member that does so has to accept that he or she is committing to a lot of unpaid work. It is in fact, to the detriment of students that more faculty cannot offer this kind of learning because they are too busy earning a living.

As a department chair, I encounter lecturers and junior faculty who have a lot of exciting ideas for service and community engagement. But, so many of these great ideas would be an enormous amount of extra work for which they would not be compensated. It’s hard as a department chair to encourage them when I know it will be unpaid labor.

I understand the impulse to do exciting projects with your students and I applaud it. I do it myself. But I have to help people seriously consider the time they commit because they will get back only knowledge, which, while valuable, will be not an actual reward they can take home to support their own families.

For junior faculty, it will not be reflected in their salary. And, for lecturers, it won’t even be a factor in their job evaluations. There is no mechanism in place to even evaluate these extra services, and there are a lot of them we have heard about here today, that faculty provide for students.

And that is a shame, because instruction takes many forms. It is not only standing in front of a classroom.

The CSU fosters this culture of overwork and unfair remuneration. This encourages faculty to leave the classroom, leave teaching and go into administration—and in the process be further removed from students. And this is what gets rewarded.

“The CSU fosters this culture of overwork and unfair remuneration. This encourages faculty to leave the classroom and go into administration—and in the process be further removed from students. This is what gets rewarded.”

We don’t need more administrators. We urgently need more faculty. With the improved funding of the CSU system, we need to invest more in classrooms, in faculty, and in students. This is the time to help make up the the backsliding in pay the faculty have experienced over the past decade.

You have the ability to reverse the disturbing trends in the CSU, that are well documented in CFA’s Race to the Bottom studies. These negative trends are hurting our current students and our future students.

I urge you all to seriously reconsider the priorities of the CSU.

Eileen V. Wallis
Department Chair, History, Cal Poly Pomona.
WE CAN DO IT!

Educate Students. Honor Faculty. Elevate California.
STRIKE VOTE
I VOTE TO STRIKE!

Vote: October 19-28

If at the end of the statutory bargaining process, CFA and CSU are unable to reach a negotiated settlement over salary for 2015-2016, I support my UNION taking the steps necessary, up to and including calling for strike action(s) in the fight for a 5% General Salary Increase (GSI) and a Service Salary Increase (SSI) for eligible faculty.

Not a member? Join CFA today so you can cast your vote: calfac.org/join-cfa

FIGHT for FIVE

NOVEMBER 17 RALLY

Hold the Date to Rally @
the CSU Board of Trustees,
401 Golden Shore,
Long Beach
November 17, 2015
Info: calfac.org
Helping faculty become CFA members makes a difference—for our students and for our families

By Dorothy D. Wills
Chair, CFA Membership
and Organizing Committee

Two professors walk into a bar. One says to the other:

“You know, Maria, sometimes I wish I’d just gone to work in my dad’s store instead of going to grad school. I never know if I’m going to get courses to teach from semester to semester!”

Maria says: “I know what you mean, Ed. My classes are bigger than ever, we can barely live on my salary, and I hear the administration is doing some more ‘non-essential’ program down-sizing next year.”

Ed says: “Yeah, it seems like the last thing they’re interested in is actual education and who’s providing it! But what can we do? We’re powerless!”

“We’re just a cost to them.”

These professors work at a university where there is no faculty union. Most academicians teach and do research at non-unionized colleges and universities.

But not us!

CSU faculty formed the California Faculty Association over 30 years ago, and have been able to:

◆ Establish and protect many faculty rights,
◆ Strengthen the tenure and promotion system,
◆ Stabilize and improve contracts and pay for adjuncts,
◆ Secure some of the best benefits anyone has,
◆ Formalize fair grievance procedures, and
◆ Gain the right to bargain collectively with management for these and many other terms of our work.

We are not powerless.

However, we cannot rest on our laurels. We have to build our power beyond the basic framework of our contract, which is not all-embracing. We don’t control the purse strings of the university. We have to bargain for our salaries.

It matters when you say “I’m a CFA member”

As you know, in the current struggle for a decent raise, essentially, the administration has taken the position that we can’t or won’t go to the line for what we need and deserve.

In fact, the lead negotiator for the Chancellor’s Office commented recently that the union only had 52% membership, implying we wouldn’t be able to muster the numbers to mount an action.

Of course, our membership rate at that time was more like 62%, but he felt comfortable distorting it because the two figures are equally unimpressive in the eyes of CSU management—and in its commentary with the media and public.

Nor does it matter to them that we can parse the membership percentage in terms of tenure-track faculty (around 75%) versus part-time lecturers (in the 40% range).

And, CSU management is not interested in our analysis of why people aren’t members.

We can point out correctly that some faculty don’t know they’re CFA members and others don’t realize how many additional advantages accrue to members. (Curious? Go to www.calfac.org/member-benefits)

Many faculty don’t know that union dues are no more that what they’re already paying.

Join CFA / Help a Colleague Join CFA
Go to www.calfac.org/join-cfa

“Being a CFA member shows our solidarity with each other and our commitment to public higher education.”

— Sharon Elise, Sociology, San Marcos
“By joining the union now, you help to assure that we get the strongest and best contract possible.”
— Lois Boulgarides, Kinesiology & Health Science, Sacramento

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JOIN CFA AS A RETIRED MEMBER
Preserve your CFA membership, whether you are fully retired or in the Faculty Early Retirement Program (FERP). Learn more at www.calfac.org/retirees

“By paying as “fair share” fees—the point of “joining” is only a matter of signing a form that states your intent and wish to be a CFA member.

There are faculty who are on campus for one class or only at night or only online, so they feel disconnected from the campus community or they have misconceptions about CFA or about unions in general. But the bottom line is, this CSU administration represents the situation as one in which we do not have sufficient support to rebel.

Now is when we need to build power

We want to get our overall CFA membership rate up high among everybody—coaches, lecturers, counselors, librarians, tenure-track professors. When the CSU faces our CFA Bargaining Team across the table, we want them to feel the will of the thousands of CFA members behind them.

How can we possibly achieve such a surge?

We are now calling our long-standing Statewide CFA Membership & Organizing Committee the “Build Power Committee.”

This elevates the recruitment and organizing of new members to the more visible, energizing, positive enterprise we need today to tackle the shackles we increasingly feel as teachers.

Building power still will involve CFA members and staff walking the halls of our academic buildings, knocking on the doors of faculty offices and engaging in conversations about what we each can do to make a difference.

We will still be exchanging email, and maybe arguing, but we have a new message and a new urgency.

Every non-CFA-member stands between the rest of us and better, reasonable, middle-class pay … and doesn’t every faculty member want that, too?

You will witness CFA’s work to recruit members on each individual campus. Nearly every CFA chapter e-boards has a CFA Membership Chair. In many cases, these hard-working faculty wear multiple hats: they are also CFA Vice Presidents, Faculty Rights Chairs, Lecturer Reps, etc.

In many cases, there is no one else yet on their respective campus Membership Committees. Some CFA chapter by-laws prescribe Membership Committees with representatives from every college, from counseling, the library and the coaches. We need you, CSU faculty members, to come forward to build the committee on your campus that will engage this challenge to build power.

Most CFA Membership Chairs know quite well where the challenges lie to reaching more faculty about joining CFA.

“There is strength in numbers, and it is only in support of one another that we are going to get a better contract.”
— Neil Hultgren, English, Long Beach
The knowledge and relationships already built by CFA Membership Chairs and Chapter boards on the campuses will generate lots of new members. Lecturer to lecturer, engineering prof to engineering prof, counselor to counselor, nursing faculty to nursing faculty, coach to coach — if we are relentless, if we can convince people that a display of power on our part will cause the Chancellor to take us seriously, this process will work.

But understanding the dynamics of a campus community is not enough. CFA Membership Chairs need your help, especially to contact specialized and hard-to-reach CSU faculty members.

Every CFA member can be an effective advocate for union membership.

You can help to build power now, and keep the faculty strong for tomorrow.

In addition to chairing the CFA Membership and Organizing Committee, D. D. Wills is president of the Pomona CFA Chapter and a Professor of Anthropology at Cal Poly Pomona.

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For Supplanting Legislation, Third Time is the Charm

Nora Lynn
CFA Legislative Director

After three years, three separate bills, a state audit and a governor’s signature, the process known as supplanting—by which courses are moved from the state-funded side of the ledger into Extended Ed, where students pay more and faculty are paid less—finally has a definition in statute.

It’s been a bit of a long, strange trip getting it there.

The beginning: AB 2427

Back in 2012, CFA sponsored legislation authored by Assemblymember Betsy Butler to look at extended education and continuing education, asking the CSU to provide some basic data—numbers of students enrolled, numbers and types of courses offered through extended and continuing ed, and the fees charged. It also would have required public notice for changes to special session fees.

This bill was held in the Senate Appropriations Committee based on cost concerns.

In the meantime, CFA and Asm. Butler approached the Joint Legislative Audit Committee with a request, for the Auditor to evaluate the process of supplanting in the CSU. The purpose would be to determine if supplanting was in fact occurring and if so, to what degree. In addition, they asked the auditor to suggest statutory language to curtail the practice in the future.

The audit

The audit was completed in late December 2013, and its findings were stunning.

While the auditor acknowledged that she was hampered in her investigation of supplanting by the lack of a clear definition of the process in statute, on the three campuses evaluated by the auditor’s staff, supplanting had occurred anywhere from 26 times to 914 times, depending on how it was being defined.

Second try: AB 2153

Clearly there was a problem, and CFA decided to pursue a second piece of legislation following up on the auditor’s report and incorporating its recommendations. AB 2153 (authored by Adam Gray, D-Merced) would have put into code a very clear definition of supplanting.

At the same time, the CSU administration had formed a task force to come up with some draft supplanting language of its own. Based on their having a task force, CSU opposed our bill AB2153, arguing that we were putting the cart before the horse.

Assemblymember Das Williams (D-Santa Barbara), then chair of the Assembly Higher Education Committee, expressed interest in seeing what came out of the CSU task force. Based on their having a task force, CSU opposed our bill AB2153, arguing that we were putting the cart before the horse.

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Both bills headed to the Senate Education Committee. After a hearing there, AB 2610 became the consensus measure to move out of committee. Eventually, this bill also was held in Senate Appropriations, based on cost concerns.

The charm: AB 716

This year, CFA decided to make one final push for a clear definition of supplanting. We picked up where we left off with AB 2153. Working with the bill’s author Assemblymember Evan Low (D-Campbell) and the Auditor’s Office we came up with a definition that was narrow enough to address cost concerns while also getting a robust definition into statute.

AB 716 started off with a bang. Its first legislative hearing fell on CFA’s Lobby Day, and dozens of faculty activists filled the committee room to watch the process and to add their voices to the debate. The bill passed committee unanimously.

Victory

As AB 716 moved through the legislative process—with no opposition and without a single “no” vote,—the CSU took no position, saying the bill was consistent with the system’s Executive Order on supplanting. This was important because it silenced arguments about costs.

With no opposition on file, the bill went to the governor’s desk on Aug. 24 and was signed without fanfare on Sept. 3. It goes into effect Jan. 1, 2016.

Read the summary and text at http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_0701-0750/ab_716_bill_20150903_chaptered.pdf
The Demonization of Difference

EIGHTEEN YEARS AFTER his 1997 treatise *A Country of Strangers*, David K. Shipler’s compelling and prophetic proclamation that racism “is a bit subtler in expression, more cleverly coded in public, but essentially unchanged as one of the deep abiding currents in every day life, in both the simplest and the most complex interactions …” remains a chilling reminder of the “resiliency” of hate.

Indeed, the notion of “color-blindness” has become an accepted and even preferred manner of looking at (but not perceiving!) the issue of difference.

However, as we have seen, the denial of difference or even the recognition of its significance does not necessarily preclude or eliminate its demonization.

The overarching and achingly painful reality persists in America that racism and its cousins (e.g. discrimination, silent racism, unconscious bias, White privilege, etc.) manifest insidious, powerful institutional and individual artifacts. Persistently powerful, they present an almost insurmountable challenge to the bonds of community.

This is painfully true when once again we bear national witness to racially motivated police killings of young, unarmed Black men in Ferguson, Missouri; Staten Island; Los Angeles; Baltimore; and even a citizen-motivated massacre of worshippers in a South Carolina church. The tragic deaths of Michael Brown, Tamir Rice, Eric Garner, Walter Scott, Freddie Gray, Sandra Bland, the Rev. Clementa Pinckney and the other eight victims in Charleston—as well as others too numerous to name, but whose lives and sacrifices matter no less—has shocked us all.

Difference, like otherness, is a dangerous condition in America!

These incidents in their horror and shame, look a great deal like the profiling and subsequent killing of a Black teenager in a “hoodie, the physical blocking of buses transporting undocumented mothers and children to more humane facilities in Southern California, and even the symbolic “hanging” of two White men in black uniforms from a tree on the CSU Sacramento campus claimed to be an expression of artistic freedom.

What does it mean to live in a world where a woman’s basic right to safety and freedom from assault is not consistently respected? Where we continue to be judged by the color of our skin, or our native tongue,
rather than by the content of our character or the contribution of our intellect?

The notion of the “other” and how “otherness” has been codified in the American psyche has been well documented by various academicians and cultural critics, foremost among them Fredrick Douglas, W.E.B. DuBois, Richard Wright, Frantz Fanon, Cornel West, Henry Giroux, Betty Friedan, Ta-Nehisi Coates, and Tim Wise.

The notion of the other and how one distances oneself from those different than one’s self is fundamentally couched in a narrow-minded, privileged, mono-cultural, mono-lingual world view with roots planted deeply in the paradigm of Colonial domination.

The denial of difference, or rather the significance of it, does not preclude or eliminate demonization. Rather, we give it a comfortable home firmly embedded in the body politic of America.

It is evident that when we regard difference as a symbol of inferiority, we validate self-loathing and willingly help to perpetuate dangerous and provocative stereotypes.

This condition plays to the basest essence of wo/mankind. The boiling of a stew of hate and loathing, heated by the fuel of condemnation, and stirred by division… inexorably bubbling beneath the surface.

While the past Century has been marked with decisive and important progress in the areas of racial discrimination, women’s rights, voting access, marriage equality and educational equity, it is also true that many of these gains have not proven sustainable. Note the recent Supreme Court diminution of the 1964 Voting Rights Act, ongoing debates regarding gender-based wage disparities, the growing animus directed at undocumented immigrants from Central and South America, and the slow and steady demise of the working and middle classes.

We all struggle with our collective unconscious biases and, unfortunately, and more often, the egregious conscious manifestations of daily bias, and discrimination directed at difference via racist, sexist, classist, homophobic, actions and messaging, both subtle and overt.

As educators, we have a moral duty to encourage open and courageous dialogue among ourselves and in our classrooms.

America and the CSU should not deny its history of barbarity and violence towards the different, but rather, should seek to challenge that history’s meaning and the privileges it ensures.

The CFA Council for Affirmative Action urges an unflinching recognition of the work we all have to do. While we recognize that we have and will continue to experience the torments of demonization, this “call to action” desires to animate that conversation and shed new light on these issues.

We refuse, however, to merely go “quietly into that good night” without recognizing that the beast that gave us Manifest Destiny, The Middle Passage, the Holocaust, and Stonewall, is in heat again!

All three authors are Unconscious Bias Trainers.
The Academic Senate is the formal voice of the 24,000-plus faculty of the CSU and one of the things we have been learning in recent years is that some of the conversation needs to be with the folks in Sacramento.

Hence, we speak to legislation. One resolution of bills of immediate interest to CSU faculty is AS-3222, which expresses our support for SB 707 (Wolk) which prohibits concealed carry permit holders from carrying firearms to K-12 campuses and onto public university campuses.

We are strongly in favor of maintaining a gun-free environment on our campuses. I think so many events, including those of disquiet that sometimes it seems as if the CSU’s leaders are looking to the UC and saying, “What did you guys do? We’re going to do that too.”

I think we’re very different institutions and I’m not sure that the analgesics used by the UC are effective for the CSU.

You also heard about academic sustainability. In this task force, there has been quite a conversation about metrics. Trustee Peter Taylor noted that applying metrics across the campuses is a good idea because there are a lot of similarities across the CSU.

I would note that there are a lot of differences across the CSU campuses, too, and those differences are what make us the world class institution that we are. I think context matters.

The context for San Luis Obispo, as President Jeffrey Armstrong will be very happy to tell you, is that it is one of the most over-subscribed institutions in the west. The context of my own campus, Stanislaus, as President Joseph Sheley will tell you is a bit different. Not that either one of the institutions is any better or worse than the other. They are both meeting our primary mission to educate the people of California. They just meet it in different ways.

At the last Trustees meeting, I encouraged them to visit our CSU campuses.

I know that the campus presidents would joyfully welcome the Trustees, and I know that the faculty, staff and students on the campuses would dearly love to share our lived experience with them. We can help our Trustees appreciate the vast differences across the campuses.

By the way, I think it’s important to remember that labels matter. Some Trustees...
For students, ‘skin in the game’ feels more like a pound of flesh

By Susan Gubernat
English, East Bay

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Tuition dollars have overtaken state funding in supporting public higher education in California, as is true throughout the country. Students and their families are paying more than ever for the college degrees that previous generations obtained for next to nothing.

The “public good”—often mentioned as the reason that public higher education even exists—sounds like empty rhetoric these days.

Meanwhile, banks prosper because those who have been told they must invest more in their education need to borrow more. “Skin in the game,” that vile metaphor, turns out not to describe a stake in one’s own future so much as lifelong debt. “Skin in the game” starts looking more like a pound of flesh.

But this is the era when business analogies prevail in academia, as do business values: accountability, productivity, efficiency. “Skin in the game” comes up regularly, whether in task force reports or in formal meetings of board members and administrators.

In particular, a task force at California State University is circulating a draft report on the financial sustainability of the system, a report that not only refers to “skin in the game” for students, but also will propose the ways a great public institution needs to seek more private money—through partnering with business, or risking an institution’s future in the marketplace through taking on debt, or planning for regular tuition increases tied to the rate of inflation.

How will California legislators respond to a new financial model that backs away from the state’s Master Plan promise of an affordable, quality higher education?

One has to assume, with a sigh of relief. No more will politicians have to hear the pleas for adequate funding during budget season. Indeed, legislators and the governor have managed recently to look like heroes when they agreed to more funding for CSU, even though funding remains far below what it was a decade ago. Those pesky student, staff and faculty lobbyists could go away, if CSU could launch a plan to sustain itself rather than apply more pressure for a bigger share of the so-called shrinking pie of government revenue.

Affording a college degree in California could increasingly become a private matter—whether it means a family’s long-term financial planning or a campus partnering with local businesses. Another goal is to rely more on philanthropy, though it is predicated on the waxing and waning of private fortunes.

Do you have kids approaching college age? This will matter to you.

For the rest of the state’s citizens—including those who once benefited from what had been a model of a nearly free public higher education and have gone on to rise in the ranks of the middle class—you can indulge in a twinge of guilt. But times being what they are, it’s impossible to feel generous toward other people’s children, isn’t it?

And no need to worry: No one will touch the third rail of Proposition 13, that train wreck that saved your own skin a long time ago.

Susan Gubernat is a professor of English at California State University, East Bay, and a member of the CSU Academic Senate.
Remembering John Hess, Teacher & Faculty Organizer

Long-time CFA leader and faculty organizer, John Hess, passed away in August and his colleagues and brother and sister organizers have been sharing memories of him.

He is described as “one of the fathers of the contingent faculty movement.”

John taught film studies in contingent positions at Sonoma State and San Francisco State, where he first became active in faculty unionization.

From the earliest years of CFA, John worked closely with past-CFA Associate VP Elizabeth Hoffman to inculcate into CFA an appreciation of the importance of faculty in both contingent and permanent positions working together to advance both the profession and the public university.

They co-wrote the story of this work in a chapter that is an important study for those organizing in academia across the U.S. today: Organizing for Equality Within the Two-Tier System: The Experience of the California Faculty Association (Keith Hoeller, ed. Equality for Contingent Faculty. Vanderbilt University Press, January 2014).

Around CFA, John was so well known for his union leadership that some colleagues may not be aware that he wrote widely about film and was one of the founding co-editors of the journal Jump Cut: A Review of Contemporary Film.

CSU East Bay faculty member Hank Reichman recalls, “John never once posed the interests of our lecturers in opposition to the interests of their more fortunate colleagues, like me. He understood viscerally that we will only succeed if we unite. He was a patient teacher, a diligent and dedicated CFA organizer, and through all vicissitudes — and we had our differences, as colleagues always do — an extraordinarily nice guy.”

Joe Berry, a historian of organizing faculty in contingent teaching positions, also recalled, “John is probably the single individual most responsible, though certainly not alone, for the development of what many believe (including me) is the best collective bargaining agreement covering contingent faculty in the USA, negotiated by [CFA].”

CFA Associate VP Jonathan Karpf said at an award ceremony for John some years ago, “John Hess’s dedication is evident in his tenacious passion in not only setting up the initial Lecturers Council in the 1980’s, but helping it —along with Elizabeth Hoffman—to become what it is today. I attribute my own CFA activism to John’s quiet persistence when he was the field rep assigned to SJSU in the late 90’s; he was my model for what a CFA activist is and does.”

New Federal Student Loan Forgiveness Program may help you

If you are carrying a student debt burden that stems from any of the following:

◆ Federal Direct Stafford/Ford Loans (Direct Subsidized Loans)
◆ Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans)
◆ Federal Direct PLUS Loans (Direct Plus Loans), or
◆ Federal Direct Consolidation Loans (Direct Consolidation Loans), which can include other loans not mentioned

You may be eligible for the new Federal Loan Forgiveness Program that begins in October 2017.

The eligibility requirements are:
1) You must not be in default on the loan(s) for which forgiveness is requested.
2) You must have made at least 120 separate monthly loan payments after 10/1/07, each payment must have been for the full scheduled payment amount, and no payment can be later than 15 days after the scheduled due date. If you had a loan hiatus period, your payments need not have been continuous.
3) You must be employed at an annual academic year time-base of 11.25 WTUs, which meets the federal definition of annualized 30 hours per week:
   ◆ while making each of the required 120 qualifying loan payments (10 years),
   ◆ while applying for loan forgiveness, and
   ◆ at the time your remaining loan is forgiven.

So, if all of these conditions apply to you, you should verify this by going to: https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation

If you do qualify, you may want to make the minimum qualifying payment possible until you reach the 120 payment threshold for debt forgiveness. ■

— Jonathan Karpf,
CFA Associate VP-Lecturers North
AAUP Collective Bargaining Congress elects Canton to Executive Committee

Cecil Canton, CFA Associate Vice President-Affirmative Action, was elected in June to a two-year term on the Executive Committee of the American Association of University Professors Collective Bargaining Congress.

The AAUP-CBC supports unionization of faculty on college and university campuses across the country.

As explained by Howard Bunsis, chair of the AAUP-CBC, and an accounting professor who frequently assists CFA research into CSU budgeting and spending, “Organizing a union is the most effective means for academic employees to protect shared governance and academic freedom, to uphold professional standards and values, and to promote higher education as an investment in our common future.”

Learn more at www.aaupcbc.org/

CFA’s Peace & Justice Committee and the CFA Council for Affirmative Action look into “The CSU & the Prison-Industrial Complex”

A panel scheduled at the semi-annual CFA Delegates Assembly this fall takes up the challenge of the “School-to-Prison Pipeline” to open opportunities for incarcerated people to study and earn college degrees.

Learn more at www.calfac.org/peace-and-justice

The Campaign for the Future of Higher Education releases working paper: “Who Needs Faculty?”

The latest working paper for the CFHE, a national network of faculty organizations, addresses the trend in U.S. colleges and universities to spend less on teaching, in particular on faculty.

The paper reviews a wide range of research that shows the importance of faculty-student interaction on student academic success including higher graduation rates, better grades and standardized test scores, greater motivation, better communication skills, and even a greater love of learning.

“If research were driving higher education policy, investing in faculty would be a top priority at every college and university. But what is happening in our country, instead, is a growing disinvestment in faculty,” the authors write.

See the paper at futureofhighered.org/workingpapers

NEW & NOTES

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To find your campus CFA chapter website and email, see: www.calfac.org/campus-cfa-chapters

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