

OUR WAY FORWARD

A UNION GUIDELINE FOR FALL 2021 AND BEYOND



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Executive Summary

Last year in the height of the **COVID-19 pandemic and racial reckoning**, CFA released two reports: [Our Way Forward Volume I](#) and [CFA's Anti-Racism and Social Justice Demands](#).

Now, amid bargaining for a fair contract with an anti-racist and social justice lens, CFA leaders release Volume II of Our Way Forward, an ever-evolving document to push past the barriers of systemic racism to confront white supremacy and heteropatriarchy to protect, serve, and inform our students and faculty.

The two **twin pandemics** – COVID-19 and systemic racism – are not over and our demands enclosed in the following pages show the work left to do to create the most inclusive and greatest university system in the country. This occurs as our union continues to bargain a new contract.

The struggles are intertwined.

For the past two years, member leaders of the **California Faculty Association (CFA)** have prepared, researched, formulated, presented, and negotiated on proposals pertaining to the next Collective Bargaining Agreement ('CBA' or 'contract') to protect Unit 3 faculty at the California State University.



Unit 3 is comprised of tenure line and lecturer faculty, coaches, counselors, and librarians. Together, we strive for inclusivity and collective advocacy across the CSU system.

Last summer, as **CFA** released its first version of Our Way Forward, **CFA** and CSU management agreed to a one-year extension to our contract. **CFA** and CSU administrators have been meeting since.

Unfortunately, the positions of faculty and administrators could not be farther apart.

The **CSU has proposed takebacks of faculty rights and outright dismissals** of experiences of systemic racism, sexism, homophobia, and transphobia.

Likewise, union members and union leaders are focused on increasing pay for overworked faculty, adding job security for lecturers and coaches and job flexibility for librarians, pursuing a national standard of counseling services with a one counselor to 1,000 to 1,500 student ratio, and protecting the health and safety of all our faculty – a major tenet of our anti-racism and social justice platform.

“My colleagues and I want to reimagine life at the CSU and reverse the trend of years of institutional and structural racism and heteropatriarchy. We are pursuing an expansion of rights that benefit all faculty. Respect [from the CSU] comes with providing opportunities for faculty brushed aside by decades of administrative and managerial mistakes.”

- CHARLES TOOMBS, CFA PRESIDENT

We must **reimagine** a campus for the 21st century, teaching lived experiences and histories of our diverse faculty and students through ethnic studies courses. We must acknowledge the harm systemic racism on our campuses has caused to our past and present students and faculty, and designate alternatives to sole reliance on campus police. We must expand leave for our parenting and caregiving faculty, create clear pathways to move qualified contingent faculty to the tenure-track, increase temporary contracts to five years, and address bias in student opinions about teaching effectiveness.

Universities are places where we come together from disparate backgrounds to exchange and contest ideas, and to create and deconstruct knowledge and its applications. When operating at its best, a campus is designed as a community, a community that serves as an extended family for students, faculty, and staff. Campuses should be spaces that bring people together, not keep them apart.

During the pandemic, faculty went above and beyond to keep the 23 CSU universities running smoothly and should be recognized and compensated. Faculty know best how to deliver the curriculum under new and changing circumstances; faculty must be given a voice, be given a choice, and be empowered and supported during this global health pandemic. Faculty have the right to determine how best to conduct their research and engage university and community service.



Faculty must be central in determining the proper mode of instruction: face-to-face, online, hybrid, synchronous, or asynchronous. Faculty members know what they need to be safe at work and should not have their working conditions imposed by people who do not teach in the classroom. Management must consult with faculty:

with the union on changes in working conditions and with the Academic Senates on curricular issues.

COVID-19 has exposed systemic inequalities, known to many before this terrible virus and exacerbated by the pandemic. The last year-and-a-half showed disproportionate social effects by race, indigeneity, class, and age, with new information on inequities continuing to come to light. Those most adversely impacted are precisely the communities that the CSU serves and should protect.

CFA demands that faculty be provided with safe, healthy, and clean facilities, that they have a reasonable workload and necessary technology support, and that they be free from retribution or retaliation for exercising their rights to these working conditions. **CFA** is in solidarity with CSUEU and our sibling unions in our common goal to best serve our students across the CSU. **CFA** will always enforce the full contract, and particular articles related to the workload, appointment, and safety will be strictly monitored and enforced. As we envision our way forward, **CFA** will vigorously pursue a fair contract that ensures rights, respect, and justice for all our members.

Health, Safety, & Cleanliness

Whether teaching and learning virtually or face-to-face, our faculty and our students must be supported by the CSU to thrive and reach their goals, dreams, and career aspirations. Faculty and students have the right to a working/learning environment where their safety is a top priority, and they are treated with dignity and respect. These principles must shape the response to the COVID-19 pandemic.

The CSU plans for some faculty and some students to return to campus in Fall 2021.

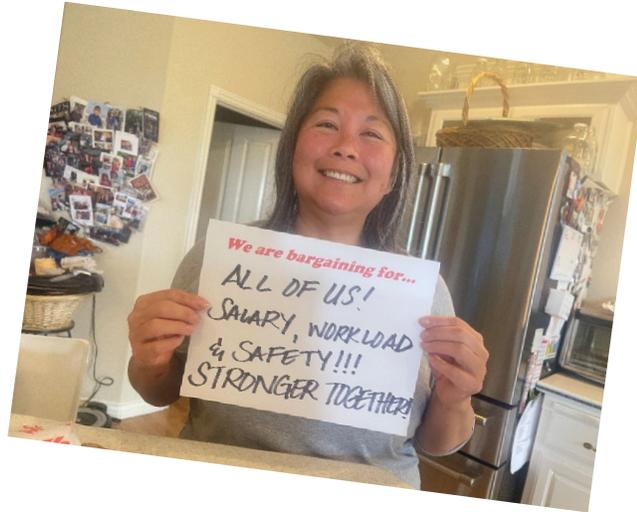
For our faculty and our students across the 23 campuses who will be returning to campus for face-to-face instruction, **health, safety, and cleanliness** must be prioritized.

Vaccinations. All faculty, staff, and students need access to vaccination for a safe return to campus. Unvaccinated members of the campus community should undergo routine weekly COVID-testing.

Sanitization is essential. The CSU shall ensure all workspaces (affecting Unit 3 members) are deep cleaned over and above CDC and Cal/OSHA guidelines and all high-touch surfaces can be easily disinfected by users. The university must provide hand sanitizing stations.

Ventilation and proper air

circulation. Many CSU buildings are old and ventilation systems may be out of date. Workspaces should be equipped with an HVAC system that provides air filtration with a minimum efficiency reporting value (MERV) of 13 or better, over and above CDC and Cal/OSHA guidelines, a new gold standard for CSU employees.



Physical distance and Personal Protective Equipment (PPE) guidelines must be followed. All campus visitors must go beyond CDC recommendations and Cal/OSHA guidelines regarding minimum physical distance in all spaces. Faculty, staff, and students should be notified about sanitation, PPE, and distancing protocols. Campuses must provide PPE for campus visitors when needed.

COVID exposure notification protocols. All campus users must be notified of a potential COVID exposure, per Cal/OSHA guidelines.

COVID-19 protocol compliance. Compliance with safety protocols should be monitored not by campus police, but by the Health and Safety Committee.

Access to safe, on-campus childcare. Faculty, staff, and students with childcare needs should have access to safe on-campus childcare facilities.

Workload relief for parental and caregiving faculty. CSU campuses should provide workload flexibility to faculty who care for dependents at home. Per **CFA's** [proposal on parental leave](#), Unit 3 employees shall be entitled to a minimum one semester or two quarters of parental leave for the reasons specified in provision 22.10 of the Collective Bargaining Agreement.

Importance of mental health counselors during this crisis. The time to hire additional mental health counselors is now. Our campuses were already dangerously understaffed before the pandemic, and the need for mental health services due to the stress and anxiety of the current crisis has only increased. Per **CFA's** bargaining [proposal on counselor workload](#), the CSU must make every effort to maintain staffing ratios in the range of one faculty member for every 1,000 to 1,500 students.

It is especially important that the CSU hire more BIPOC (Black, Indigenous, and people of color) counselors to help students, staff, and faculty mental health needs.

Technology & Resources

This crisis has exposed a continuing [digital divide](#) among both faculty and students, and this inequality falls disproportionately on people of color and lower-paid faculty.

Access and equity are core values. We must lift up our most vulnerable students and faculty. Teaching in virtual modes requires specific technological needs: all faculty should have access to what they need to do their jobs, including but not limited to mobile computing, software updates, electronic document transmission, and sufficient internet access. Likewise, computing and Wi-Fi access should be provided to students to use remotely in their own homes to maintain their personal safety while having access to online courses. Campuses need to provide confidential telehealth platform access for all distance mental health services.

Ergonomic workspace is a must. All faculty should have access to healthy, employer-provided ergonomic workspaces, including but not limited to ergonomically appropriate chairs, keyboards, and other input devices. Faculty should limit their “screen time” within [established parameters recommended by healthcare professionals](#). When possible, faculty should be encouraged to take home ergonomic office equipment, as has been initiated at CSU San Marcos through their [Office of Safety, Health, and Sustainability](#). Faculty should not be expected to carry office equipment from their home to campus if they are teaching courses in person and online. **CFA** believes all 23 campuses should follow this best practice.

Accessible resources should be expanded. Additional resources and efforts should be devoted to promoting Open Educational Resources and purchasing textbooks/subscriptions through the library.

Technological access for students and faculty with disabilities or accommodation needs. All faculty and students have the legal right to request new resources from the CSU to meet their accommodation needs. The universities must alert faculty and students to their rights and clearly communicate how to make these requests. Ableism is a form of oppression, which results in the CSU rarely, if ever, publicizing how faculty members and other employees should make requests for accommodations. We need clear, regular, and frequent information from the current and future leadership on our 23 campuses for a more inclusive teaching and learning environment.

Workload & Job Accommodations

Redesigning courses to align with changes in modalities requires tremendous work and effort on the part of the faculty to ensure success in the classroom. This work goes well beyond what is expected of faculty during normal academic years and represents a clear increase in uncompensated workload. Given what we know about cultural taxation, added workload already often falls upon Black, Native/Indigenous, and other faculty of color, women, and LGBTQIA+ faculty. This burden will be exacerbated by campuses pushing overly complicated multimodal plans for Fall 2021 that reflect little regard for faculty workload or teaching/learning conditions. **CFA** recently retained important provisions for relief of cultural taxation and exceptional service to underrepresented students [in our contract extension](#), however the vast majority of faculty are off contract until mid-August 2021 and will not benefit from these provisions during the summer.

We are alarmed to hear that many CSU campuses are proposing overly complicated Fall 2021 plans with a multitude of different modes of instruction, and in some cases pushing “hy-flex” instruction that would require faculty prep and teach the same class in both virtual and face to face modes at the exact same time. These proposals vary across the CSU, but thus far none have articulated adjustments for workload or compensation for faculty, despite the extraordinary burden that will be placed on them in order to meet the demands of these various modalities.



Online and virtual teaching. Faculty shall not be required to simultaneously teach students in the classroom and students on Zoom.

Remaining remote. If faculty remain remote for health reasons, they will continue to provide distance learning instruction and be supported with an in-person substitute.

Technological trainings. **CFA** demands that faculty be compensated for their time and resources for COVID-19-related preparation, training, and technology needs and upgrades that occur while faculty are off contract.

Higher course caps are disastrous. Since in-person instruction must be guided by health and safety standards established by the CDC and thus require significant social distancing to be safe, it is imperative that the CSU not rely on higher course caps for virtual courses to make up the difference. Virtual work does not mean the lifting of course caps: higher course caps hurt students and increase faculty workload. In the fall, we expect that students will need more attention, not less. This will be particularly true in terms of advising and mentoring. Per CFA's bargaining [proposal on course caps](#), our union and the CSU agree to use [EP&R 76-36](#) to set course caps when a campus's academic senate has not standardized course caps. These caps may only be waived on a case-by-case basis, and only when agreed to by faculty member assigned a particular course.

Maximum choice. Faculty need the maximal amount of choice to determine what is right for their pedagogy, their workload, and their set of personal circumstances. Faculty should not be micromanaged during an emergency. Within the virtual realm of education, faculty need to have the freedom to choose the mode of instruction (synchronous, asynchronous) and what online tools to use or not use.

Face-to-face and hy-flex. No faculty should be forced to teach face-to-face if they feel unsafe. And no faculty should be forced to teach in a hy-flex modality, especially without added compensation and workload provisions being in place. Hy-flex is basically teaching two classes in one, and WTU's for hy-flex courses should reflect that. Campuses shall allow (1) no force of hy-flex if faculty do not want to do it; and (2) if faculty are required, then they should receive additional WTU's for the course to address workload increases.

Accommodations for caregivers. Faculty, like all workers who are parents, may be taking care of K-12 children who are out of school in part or in whole. Faculty do not have access to subsidized childcare. Accommodations must be made for parents, as well as for those who have other caretaking obligations (e.g., for elderly relatives, for infirmed family members, etc.). An [expansion of COVID-19-specific leave that CFA fought for](#) should apply not only for those who need to take it for themselves, but also due to their caregiver status. **CFA** reaffirms our position on the parental rights petition from January 2020. We believe that the CSU should immediately implement: (1) one full term of paid parental leave; (2) lactation rooms in all campus buildings that comply with state and federal laws; (3) affordable on-campus childcare for faculty; (4) a Retention, Tenure, and Promotion (RTP) process that mirrors the flexibility of the parental leave process; and (5) a CSU-supported family/parenting council at each CSU campus.



Addressing long-term contingent faculty disparities. Throughout the bargaining process, our union has made a massive effort to address the lack of progress made within the CSU system to advance career goals for contingent faculty. During bargaining, [CFA proposed five-year contracts for lecturers, pathways to tenure through interviews, reclassification](#), and job security. Five-year contracts would provide greater long-term stability and permanency in employment for contingent faculty (currently considered “temporary” in the CBA and by all CSU management). This contract would occur after the initial three-year appointment, upon satisfactory review. The “foot in the door” interview opportunity proposal honors our qualified lecturer, librarian, and counselor colleagues who are research active and/or aspiring to be research active, allowing them access to tenure-track jobs. The reclassification proposal creates pathways for qualified contingent faculty to the tenure track.



Librarian rights. The workload for librarians has increased, just like that of all faculty. Librarians and staff should not be required to complete additional work outside of their normal responsibilities, nor should job assignments change without consultation. Librarians must have access to the technology and office equipment they need to perform their work remotely. Additionally, per [CFA’s bargaining proposal on librarian workload](#), work can be performed virtually and without direct supervision and we aim to allow for more flexibility in when and where the work is

performed.

Protecting coaches and student athletes. Athletics bring students and faculty together, offering a form of emotional healing during times of loss and struggle (like the moment we are in now). This health crisis should not be used as an excuse for CSU leadership to eliminate any individual sport, and coaches should be retained for

similar assignments as outlined in the contract rather than suffer a loss of work. [A May 2020 survey from the NCAA](#) found that the rates of mental health concerns were 150 percent to 250 percent higher than those historically reported by NCAA student athletes. Coaches are a critical part of student athletes’ support network and academic



success. No athletic programs should be eliminated, coaches must be consulted on all major decisions affecting their programs and positions, and student athletes must retain their scholarships. Athletic Directors must make decisions to re-appoint coaches based only on their previous re-appointment letter. Additionally, per **CFA**'s bargaining proposal on [coaching contracts](#), the CSU must hire coaches to multi-year contracts, when they have six or more years of prior consecutive service on that campus. This addresses a long-standing exclusion of coaches from basic job security.

"When we speak to our more than 700 coaches, the number one area of feedback we receive has to do with the lack of job security. Many of our coaches spend their entire careers on one-year contracts. Our coaches are professionals in their craft. They are mentors. They are asked to serve their student-athletes, universities, and communities. They deserve job security like other faculty."

**GABE BOLTON, CFA COACHES' COMMITTEE
CHAIR AND WOMEN'S SOCCER HEAD COACH AT
STANISLAUS STATE**

Virtual adaptation for counselors. Telecommuting must continue to be available to all counselors and extend to integrated health centers. Counselor Faculty who do not have appropriate space to conduct teletherapy at home should be permitted access to their office space, with health and safety precautions in place, in order to conduct teletherapy from their campus offices. Providing clinical care, crisis intervention, and supervision remotely takes more time and energy than in-person contact. This represents an increase in counselor workload. Addressing this workload increase may be done in a variety of ways, including, but not limited to, reducing the percentage of direct service and/or capping the maximum number of hours spent with online platforms per day. Specific work plans must be developed in consultation with counselor faculty and the union. The time needed to create and maintain new services (e.g. taped workshops, analogous to asynchronous teaching, mental health-related blogs, virtual drop-in groups, etc.) shall be considered part of direct service for counselor faculty.

Evaluation, Retaliation, & Job Security

Zero retaliation and academic freedom. There should be no retaliation for faculty who participate in social protest, as is our constitutional right. Given the egregiousness of the murder of George Floyd at the hands of the police, and the recent murders in Atlanta of eight people, six of whom were women of Asian descent, and several other such murders in recent years, too numerous to list, many members of our campus communities have taken to the streets to protest racist

harassment and violence. CSU students, faculty, and staff who participate in public social protest, as is our constitutional right, do so with a desire to combat structural racism wherever it resides. The stresses brought upon us by COVID-19 and unexpected economic turmoil have merged with the outrage of repeated acts of violence that follow traditional patterns of aggression against communities of color in our society. **CFA** calls upon campus administrative leaders to refrain from retribution against participants in social action. CSU students, staff, faculty, and community members should be protected against retaliation and revenge from law enforcement, campus administration, campus auxiliaries, and other such bodies that can wield power over protestors in myriad ways. **CFA** has [proposed a stand-alone article for our CBA on academic freedom](#) that spells out rights of the faculty to express themselves in and outside of the classroom, as well as in campus community spaces.



Race and gender pay equity. **CFA** demands racial pay equity. Pay inequity exists on a national level as well as within the California State University System. We [proposed a robust race and gender equity program](#) to the CSU that will require the study and disbursement at the campus level to address inversion and compression. Additionally, **CFA** leaders proposed that the CSU agree to engage in a comprehensive race and gender study of Unit 3 and to commit to addressing and remedying any unfair wage gaps. Pay equity is urgent if the CSU is to not only recruit, but also retain, BIPOC faculty.

Restructure student course evaluations. **CFA** [proposed changes to the evaluation article to reform student evaluations.](#) **CFA** seeks to address bias in student course evaluations, particularly to remedy the problems that women, LGBTQIA+, and BIPOC faculty have in receiving feedback informed by bias.

Recognize and reward BIPOC faculty scholarship/creative activity. Pay equity is not the only issue related to the recruitment and retention of BIPOC faculty. Black, Indigenous, and faculty of color must know their research, research lens, and creative production will be valued in the CSU. Potential applicants carefully review the CSU campuses to which they apply. Moreover, once hired, the research and creative production of faculty of color must receive equitable and fair evaluation in



the Retention, Tenure, and Promotion process. Often, Black faculty do not receive the same mentoring support as other faculty. Their research is judged by others than their racial peers and often not valued at the same level as other faculty. The Scholarship/Creative Activity of Black faculty must be extolled on campus given the history of neglect and even derogation of their scholarship, perspectives, and creative works, particularly when those works point to and condemn white supremacy. **CFA** demands that there be BIPOC faculty available to serve as reviewers for BIPOC faculty candidates for hiring, retention, extended contracts, tenure, and promotion. Targeted hiring programs intended to change the disproportionate racial representation of

faculty throughout the CSU are needed to ensure fair and equitable review processes. These must be buttressed by programs to promote and develop the scholarship and creative activity of BIPOC faculty.

Acknowledgment of special circumstances on research, community service, and professional development. Faculty may not be able to perform research and service to the university and to the community in the usual fashion. Campus administrators should work with campus academic senates to ensure that RTP and evaluation criteria are adjusted due to the extraordinary impact from a global pandemic on faculty's ability to research, writing, and professional development.

CSU administrators and faculty reviewers should count any conference papers accepted (but not able to be presented due to travel restrictions). The administration must also be mindful of the lack of travel to professional conferences and associations due to this pandemic, and other reductions in the ability to perform research in any number of contexts. There must be flexibility for faculty meeting their retention, tenure, and promotion requirements given the ongoing stay-at-home orders and travel concerns. Until we have a vaccine that is widely employed, faculty may want to restrict their travel and participation in large conference events and research projects for their own health and safety. **CFA** recommends a joint discussion with statewide and campus Academic Senates on this issue.

Confronting White Supremacy & Heteropatriarchy

As **CFA** works hard for rights, respect, and justice for all our professors, lecturers, counselors, librarians, and coaches, we are maintaining our commitment to center anti-racism and social justice in all that we do. We must connect for co-liberation and end the oppressiveness of white supremacy and heteropatriarchy institutions for a more inclusive society and CSU system. Together, our members will work in solidarity and on specific needs for all those we serve.

*Editor's note: Caucuses affiliated with **CFA's** Council for Racial and Social Justice continue to reflect on and write demands for this section. This section will be updated throughout the semester and year.*

Endorse and move to address **CFA's demands around anti-Black racism.** **CFA** affirms that Black Lives Matter and we must acknowledge the unique challenges faced by Black faculty, students, and staff in the California State University System and in the State of California. We must acknowledge that Black Lives are precious and should not face criminalization, murder, or brutalization. We must acknowledge that CSU campuses do not exist in racial vacuums. Black faculty, students, and staff are criminalized both on CSU campuses and in our communities. We ask the California State University System, local and state governments, and the State of California affirm, that Black Lives Matter and to take serious, tangible, and public steps to protect Black lives, Black futures, and Black joy.

No police on CSU campuses, reallocation of resources to better address health, safety, and racism on campus. Now is the time to be transformative in our collective thinking about what it means to be safe on campus. In February, **CFA** [proposed expanding Article 37](#) to strengthen the ways the CSU addresses the impact of racism on our campuses by designating alternatives to campus police. We are in the middle of a nationwide reckoning of violent policing and its effect on communities of color. Our faculty of color and students of color are profiled and targets of campus police, and this must stop immediately. We support SQE students' *No Harm, Disarm* campaign. We call on the CSU to recognize and respond to [these student demands](#).

Resource and establish Black/Africana Studies, Native American and Indigenous Peoples, Asian, Pacific Islander, Desi American, Chicanx/Latinx, LGBTQIA+, disability rights, and women programs and student centers. CFA demands that CSU provide students centers to address the needs of members of the student communities listed above. These will provide spaces for community, celebrate culture, and be a respite for students. These student resource centers should have a strong connection to their respected departments on their campuses. The CSU must provide the following programs of study at every campus: Black/Africana Studies; Native American and Indigenous Peoples Studies; Asian, Pacific Islander, Desi

“These proposals have their origins in the Fall 2019 bargaining survey, where members expressed the need for substantial changes to parental leave as well as support for faculty of color. We have heard how our BIPOC (Black, Indigenous, and People of Color) faculty often feel unsafe on campus, and particularly Black men in relation to police. Our recent proposals are grounded in principles of anti-racism and social justice, and our intention is to further the goals of respect and justice for faculty.”

- KEVIN WEHR, CFA VICE PRESIDENT

American Studies; Chicanx/Latinx Studies; LGBTQIA+ studies; disability rights studies; and women studies. These programs must have tenure-line faculty and budgetary allocations sufficient to provide for the systematic study of the story of each people and culture, their conditions, experiences, and contributions. These programs challenge white supremacy and eurocentric culture in academe.

Address the severe underrepresentation of BIPOC faculty throughout the CSU. CFA

demands that the CSU system increase the hiring of Black and Native American and Indigenous Peoples faculty and better support them. Additionally, this level of diversity needs to be reflected in CSU leadership from the Chancellor’s Office to the Board of Trustees, across the administrations, and throughout staff of the CSU campuses. Employees of the university must be representative of the students and communities we share instead of giving homage to and being reflective of white supremacy.

Fortify and resource the Ethnic Studies programs throughout the CSU. CFA vigorously pursued the passage of Assembly Bill 1460 in 2020, a monumental win for future CSU students to learn the lived realities of Black, Native American and Indigenous Peoples, Chicanx/Latinx, and Asian, Pacific Islander, Desi Americans. The work continues. The CSU must add tenure track faculty positions and resources to support enriched curricular offerings. Ethnic Studies faculty must have control and authority over their curriculum and programs. Ethnic Studies faculty have expertise to structure their classes, and administrative viewpoints must be dismantled and put aside, as with every other department. Gov. Newsom and Democratic lawmakers provided more than \$60 million in funding for Ethnic Studies – for high school and higher education. Of the funds that will go toward the CSU, the higher education system must ensure that this designated money is used strictly for Ethnic Studies programs, not administrative purposes.

The CSU system must address the severe underrepresentation and decline of Black, Native American/Indigenous students. To do so, universities should first establish stand-alone Black and Native American/Indigenous Peoples resource centers, an area where faculty, staff, and students can congregate, collaborate, and grow a unified community. These resource centers are significant to attract and retain Black and Native American/Indigenous students. High school recruitment programs must include visits to high schools with higher population of Black and Native American/Indigenous students. Invite students to campus for overnight campus visits, meeting and events with current students, meeting with financial aid and academic advisors, and participating in campus social experiences. Annual high school conferences sponsored by campus resource centers and ethnic student unions help give prospective students a sense of the university experience, allowing them to participate in workshops and classes presented by faculty and students. Programs that help retain students include scholarship programs, summer activities, men’s and women’s healing collectives, Martin Luther King Jr. celebrations, research symposiums, mentoring programs, and anti-racism and social justice curricula.

“We know that courses and trainings grounded in critical race theory or an anti-racism lens, are the venues in which students and communities alike learn to name, question, and challenge the racist inequitable conditions in which we live in. The latter is most essential to obtain justice and equity for the collective good.”

– MARGARITA BERTA-ÁVILA, CFA
ASSOCIATE VP, NORTH

Tuition-free CSU, targeted admissions, and retention strategies. CFA calls on the CSU to provide free tuition for all Black and Native American and Indigenous Peoples students. Based on the decades-long trend of declining enrollments – and amid steadily increasing tuition and fees -- amongst Black and Native and Indigenous students in the CSU and other higher education institutions across the United States, specific and targeted action is required. We also demand that every campus prioritize increasing enrollment and retention rates for Black and Native and Indigenous students and provide detailed assessments to faculty.

Address and combat anti-Asian, Pacific Islander, Desi American racism to protect faculty and students. Hate crimes against Asian American and Pacific Islander communities have been surging since the beginning of the COVID-19 pandemic. It is far past time that public leaders – and the California State University system – act against the biggest threat to American democracy: white supremacy. Every instance of hateful words and physical actions should be called out – and we urge Chancellor Castro and CSU leadership to take action to protect our APIDA faculty, staff, and students immediately. We call on Chancellor Joseph I. Castro to: (1) ensure that APIDA faculty, staff and students can work and learn in an environment free of discrimination and threats of violence. This should include measures that focus on restorative justice and that address the shortcomings of existing processes, which

too-often downplay or altogether excuse anti-APIDA hate; (2) increase counseling and mental health support for APIDA students, staff, and faculty. This includes hiring of additional counselors who are trained with cultural competency in the issues facing our APIDA community, and specifically, we need sustainable funding for resource centers on campus and other necessary resources for APIDA faculty, staff, and students; (3) consistent with our [demands at the bargaining table](#), address the ways that racism manifests in student opinion surveys, the RTP process, and the overall lack of support for APIDA faculty, staff, and students in the CSU. Specifically, de-legitimize the use of student opinion surveys which are a tool of White Supremacy in academia. Such detrimental and archaic practices uniquely hurt APIDA (as well as other BIPOC) faculty, staff, and students.

Contest the model minority myth of APIDA exceptionalism. For nearly two centuries, Asian American, Pacific Islander, Desi American (APIDA) ancestors and families have faced racist tropes, “yellow peril” fearmongering, violent massacres, lynchings, forced internment into remote camps, continued societal exclusions, hateful rhetoric, and isolationism. APIDA communities are either called “model minorities” or “othered,” cast away as unworthy of being called Americans. Enough is enough. We call on Chancellor Joseph I. Castro to: (1) disaggregate data on Asian & Asian American and Pacific Islander Americans in the CSU and debunk the myth that Asian Americans are overrepresented in academia; (2) end the practice of categorizing Asians as “non-underrepresented minorities” (non-URMs) in the CSU; (3) hire more APIDA faculty -- particularly those in underrepresented ethnic groups -- including those who are knowledgeable in the specific and unique issues facing the APIDA community. Additionally, track hiring, Retention, Tenure and Promotion (RTP), and salary data by race and gender by college on each campus.

Transform CSU campus culture and improve graduation rates for students with disabilities or accommodation needs. The **CFA** Disability Caucus is committed to realizing the vision that every faculty member and student has access to the resources needed to teach and learn in the CSU. Rather than exerting minimal effort in order to avoid being out of compliance with the Americans with Disabilities Act, the CSU should: (1) establish clear mechanisms for faculty and staff to make accommodation requests (e.g., through new employee onboarding, new faculty orientation, periodic emails to all faculty and staff, and user friendly websites and procedures); (2) train all supervisors, faculty, and staff in workplace accommodations, and educate them about disability justice, disability rights, and disability culture; (3) train all faculty members in universal design for learning; (4) hire Disability Studies faculty members at every campus; (5) track equity gaps for students with disabilities or accommodation needs, considering students’ intersectional identities (e.g., race/ethnicity and disability status); and (6) establish a Disability Cultural Center on every campus, in order to provide a safe, welcoming, and non-stigmatizing environment for campus community members with disabilities or accommodation needs. Such centers would focus on cultural and social events

and programming and can be places where student leadership and disability pride are cultivated.

Funding for co-curricular programs contesting myths and racial narratives. The CSU needs to support faculty to offer regular co-curricular programs contesting myths/racial narratives and violence against BIPOC communities and impact of state and vigilante violence and systemic racism on BIPOC communities and hold regular dialogues on race, racism, and reconciliation.

Holding management accountable for ARSJ development. The CSU must explicitly demonstrate its commitment to anti-racism in their practices and policies. Diversity and inclusion are not enough. Management must be held accountable for systemic racism on our campuses. The CSU can become a strong social justice organization that centers anti-racism as part of its mission, one that not only acknowledges it is part of the problem of racism, but also will be part of the solution. CSU should adhere to **CFA's** 10 core principles of anti-racism and social justice transformation and re-examine existing policies and practices to further interrupt racism. **CFA** demands that the CSU mandate anti-racism education and retreats for all management personnel. The core principles can guide administrators to better understand the increasing needs and the lived experiences of their students, staff, and faculty. An example of a core principle in action is **CFA's** bargaining proposal for an ombudsperson, trained in dispute resolution, which would provide an alternative to policing. We want the university system to move toward a transformative justice framework.

Conduct and report yearly assessments on progress towards racial justice with quantitative and qualitative evidence of progress. Systemic racism and institutional biases continue to harm faculty of color and LGBTQIA+ faculty. In order to solve these issues, the CSU must conduct and report yearly assessments to not only understand the ongoing gaps, but in pursuit of solving these issues: (1) equitable and significant representation of BIPOC students, faculty, staff and administration, (2) abolition of aggressive racialized policing on campus and shift to new modes of maintaining safety, (3) awareness of and decreased incidences of microaggressions against BIPOC and LGBTQIA+ campus members, (4) race and gender pay equity, (5) resources and support for faculty caregiving through the life course, (6) vitality of ethnic studies programs and BIPOC student resource centers, and (7) programs of support for system impacted campus members, particularly criminal justice, immigration, foster care, and social welfare systems.

Cultural taxation. **CFA** demands that the CSU acknowledge and better support the increased responsibility placed on BIPOC, women, and LGBTQIA+ faculty, including BIPOC counselors, as they work to meet the needs of our Black, Indigenous, students of color, and LGBTQIA+ students in this time of police violence, both on and off our campuses. Students have been traumatized by their own encounters of police

brutality as well as those they have viewed daily via social media and news outlets. These students need guidance and emotional support as they return to classes, This increased ask or service placed on BIPOC faculty, especially Black faculty, is coined by Amado Padilla as [Cultural Taxation](#). It is the “unique burden placed on ethnic minority faculty in carrying out their responsibility to service within the university.” **CFA** demands that the CSU recognize and support the cultural demands of Black faculty, including Black counselors, as they strive to safeguard, educate, and support our Black students. **CFA** proposed to make the exceptional service to students awards permanent and to allow the awards to grow with student enrollment. Additionally, there is a [massive disproportionality](#) of Chicanx/Latinx students to faculty, with nowhere near the 50 percent representation from faculty. Making relief from cultural taxation permanent is a matter of social justice for our culturally taxed faculty.

“The California State University chancellor has a \$600,000 salary and a housing allowance. Our students are the ones who need a housing allowance – not the chancellor.”

**SHARON ELISE, CFA ASSOCIATE VP,
RACIAL & SOCIAL JUSTICE, SOUTH**

Programs for those impacted by the criminal justice system. Within the current state of racism, xenophobia, and intolerance, it is imperative that the CSU support system-impacted students. One example of a state-funded program at the CSUs is Project Rebound. Currently, 14 of the 23 CSU campuses support this program, showing a clear need for the type of wrap-around services provided students through these programs. But more should be done, not just with Project Rebound, but additional programs. **CFA** demands the CSU implement targeted outreach for student populations who are impacted by the criminal justice system, and properly use and invest in funds from the 2021-22 budget that **CFA** faculty and various student groups, including those for which Students for Quality Education (SQE) advocated. These outreach programs should provide support including funding and fully staffing offices, programming, dedicated study space, centralized locations, academic support, housing and food assistance, ally training for faculty and staff, and mentoring.

Our Way Forward

We are living through unprecedented times. The global pandemic has strained the CSU system, underscoring many weaknesses that we have been aware of and making us aware of some new ones. As we prepare for a virtual Fall and what is still unknown for Winter and Spring terms, we must recognize that there are differing opinions at every level on how to move forward. Since there is not necessarily a right

answer to many of our questions, we must maintain maximum flexibility for faculty decision making.

We are educational professionals. Faculty of the CSU are committed to assisting our students all the way through to graduation. They are the future of California; we cannot short-change their education. Faculty teaching conditions are student learning conditions, that's why we won't compromise on these issues.

We will ensure these demands by enforcing our Collective Bargaining Agreement and through our ongoing advocacy work. **CFA** will always enforce the entire contract, but, due to COVID-19 changes, [Article 12](#) (Appointment), [Article 16](#) (Non-Discrimination), [Article 20](#) (Workload), [Article 37](#) (Safety), and [Article 39](#) (Intellectual Property Rights) must be monitored and strictly enforced in the next year.

Safe working conditions are vital. If faculty don't feel safe on campus, they should not be forced to work in person. If a course is designated as face-to-face but faculty choose not to teach in-person, they should be offered an alternative work schedule. If librarians, counselors, or coaches are required to meet students on campus but have health and safety concerns, they should be offered an alternative work schedule.

CFA will defend our rights to safe working conditions.

Professional integrity. **CFA** will safeguard the professional integrity of the CSU, defend academic freedom, and protect our intellectual property.

CFA demands that the CSU put a moratorium on hiring administrators and managers during this crisis, instead of applying austerity to faculty and staff via hiring freezes.

Protection of faculty on temporary contracts, including lecturers, counselors, coaches, and librarians. **CFA** will protect the work of lecturers, counselors, coaches, and librarians, and will scrutinize the order of appointment. The CSU must freeze entitlements, maintain health care benefits, provide equipment like ergonomically sound chairs, laptops, keyboards and other input devices, and internet access that may be more readily available to tenure-track faculty. The CSU must not increase course cap, which will both degrade the quality of education for our students and reduce the number of available sections for faculty employment.

No free work. Faculty must not be forced, cajoled, or shamed into doing free work. Summertime work is off contract and faculty must be compensated for all time worked to transition classes into a virtual modality. We will defend our contract and our rights as we continue the frontline work of quality public higher education.



Faculty can consult their chapter leaders for any questions and issues; [contacts](#) are posted on [our webpage](#).

CFA urges the CSU System to increase diversity among administration as a way to begin to better support Black faculty. CSU leadership from the Chancellor's Office to the Board of Trustees, across the administrations, and throughout staff of the CSU campuses must be representative of the students and communities we share instead of giving homage to and being reflective of white supremacy. **CFA** demands that the CSU engage in reflection and hiring practices toward this end.

Uphold rights to protest structural racism and social injustice. CSU students, faculty, and staff who participate in public social protest, as is our constitutional right, do so with a desire to combat structural racism and social injustice wherever it resides. The stresses brought upon us by COVID-19 and unexpected economic turmoil have merged with the outrage of repeated acts of state-sanctioned violence that follow traditional patterns of aggression against communities of color in our society. **CFA** calls upon campus administrative leaders as well as city, county, and state officials to refrain from retribution against participants in social action. CSU students, staff, faculty, and community allies should be protected against retaliation and revenge from law enforcement, campus administration, campus auxiliaries, and other such bodies that can wield power over protestors in myriad ways.

Anti-Racism and Social Justice Transformation. As evidenced throughout this document, Anti-Racism and Social Justice are central to the work of CFA and need to be guiding principles for the CSU as well. All efforts must be made to extend, rather than diminish, this work. Given the rise of racial violence and vitriol that accompanies this pandemic, requires we take every opportunity to call out and address all forms of bias, hate, racism, and social injustice. It is important that faculty continue to benefit from opportunities to learn to interrupt racism and injustice, particularly in the virtual environs that form our new working conditions.

* * *

We can never forget that all our faculty – tenure/tenure track, lecturers, counselors, librarians, and coaches – play the central role in fulfilling the core mission of the CSU. We, the faculty, along with our invaluable colleagues, are the ones responsible for delivering a high standard of education that all our students deserve. We cannot allow the current crises to undercut that mission, because the CSU and our work is essential to California's

"These three proposals really emphasize CFA's commitment to expanding rights, respect, and justice in our CBA for our contingent faculty. They seek to remedy, at least in part, the longstanding exploitation and precariousness that we have endured for too long in the CSU."

– MEGHAN O'DONNELL, CFA ASSOCIATE VP, LECTURERS, NORTH

ability to recover from the ravages of this global pandemic and to pursue a more inclusive and just society.

A first step to a just society is a fair contract for all faculty, so that we can best serve our students and our communities. Our outstanding package of proposals for a new Collective Bargaining Agreement is not a done deal and will require your strong commitment. We need you to join us to win this contract. We owe it to ourselves and to our students.

We want to encourage members to connect with [their local chapter](#) to join **CFA**'s efforts in the rebuilding, in which we all must engage. If you are not a member of **CFA**, we invite you to [join the union](#).



CFA is a strong anti-racism and social justice organization, but we can always be better.

It is going to take all of us to get it right.