

FDEV Zine (Year 2, Issue 3, December 2021)

A new publication by the Office of [Faculty Development](#)

Last Thursday, Faculty Development released an episode of the *Rise, Teach, Learn* podcast that focused on faculty salary and working conditions. The link to the podcast is below, in this page. This Zine wants to serve as a companion piece to the podcast and discuss/clarify some aspects of the current negotiations about the faculty's collective bargaining agreement. Leaders of the California Faculty Association (CFA) took some time to share this information with FDEV, and I want to thank them for their time and efforts.

Specific to this issue are also two pieces by Lindsay Briggs and Susan Green on the relations between the CFA and racial/social justice and the role of CFA women in policy writing, respectively.

I hope you will explore this information as it sheds light on the important work done by our faculty union.

I also want to take a moment to thank Laura Nice for her wonderful work at the Janet Turner Print Museum, and for making some of their political prints available to us. Laura provides some history about those prints in her essay, and I want to encourage everyone to visit the museum when you get a chance. A new exhibition is opening today, Monday December 6th (until February 5th), and it features new print acquisitions that you don't want to miss!

[Political Prints @ The Turner](#)
(Laura Nice)

This zine features art from two collections of political prints included in the Janet Turner Print Museum: work created by the Berkeley Political Poster Workshop in 1970 (and donated to the Turner by Chicoan Wayne Pease), and recent prints produced by the San Francisco Poster Syndicate (donated by artist and activist Art Hazelwood in 2021).

In the first few days of May 1970, college protests spread across the US following the invasion of Cambodia, and on May 4 the Ohio National Guard opened fire on campus protesters, killing four Kent State students and wounded nine others. Shortly thereafter, in response to both the invasion of Cambodia and the Kent State massacre, UC Berkeley students formed the Berkeley Political Poster Workshop and set about mass producing hundreds of silkscreen prints, primarily printing on recycled paper and cardboard. Under the guidance and leadership of Malaquías Montoya, a major figure in the Chicano Art Movement, autonomous poster workshops emerged at colleges around the Bay Area.

At UC Berkeley the work of the Political Poster Workshop was centered in the College of Environmental Design (in Wurster Hall) where hundreds of volunteers printed thousands of posters on recycled paper, based on over 250 designs. The Turner Collection includes Berkeley Political Poster Workshop prints that directly reference the invasion of Cambodia and Kent State massacre, but they also capture the protesters' outrage against a myriad of other general and specific injustices. Several prints reference Black Panther Bobby Seale and poet Allen Ginsberg; call out fascism, war profiteers, and apathy; and call for peace, organization, and action. You can see a fuller range of work by visiting the archived materials for the exhibition *Social Commentary: Prints and Politics* (2021), which includes a [360 exhibition video](#), as well as on the [Turner website](#). Rarely do we know information about the specific dates that individual posters were printed, nor the names of the artists who created the designs. The printmaking workshops brought together large groups of people— artists, students, activists – dedicated to creating and mass producing posters to galvanize viewers into taking action. The San Francisco Poster Syndicate was formed “out of a crisis around higher education – student debt and the abuse of adjunct faculty.” They are dedicated to using posters “as a form of political messaging,” and print the work live “at political actions, exhibitions, and on the street, giving away the work for free in order to target a variety of current social and economic justice issues” (<https://sfpostersyndicate.com/about/>). You can learn more about the San Francisco Poster Syndicate, their causes, and see examples of their work by visiting their website: <https://sfpostersyndicate.com/>.

Learn more about the Janet Turner Print Museum [here!](#)

We are the CFA! (Tim Sistrunk)

The faculty of the CSU are over 29,000 instructors spread across 23 campuses. They are solely represented by the California Faculty Association (CFA) which leads negotiations every three years to determine the contract that governs our working lives. This organizes and defines, working conditions, salary, teaching and all the activity to hire, retain, bestow tenure on and to promote all the faculty of the largest system in the United States.

This year, because our contract has ended, the faculty have opened new negotiations to preserve and nurture the academic mission to serve the state of California in a modern 21st century university. Beside sensible salary accommodation, we have proffered contract changes that will guarantee faculty, students and staff Rights, Respect and Justice going forward (see <https://www.cfabargaining.org/proposals>). We have envisioned a university animated by ongoing anti-racism and social justice transformation that will accommodate our highly diverse community.

Currently, our ideas include changes about:

- Ways to eliminate gender and racial bias when students give feedback on teaching
- Copious and vigorous defense of academic freedom
- Unmasking unconscious bias in our own tasks and throughout the system
- Security for lecturers with five-year contracts and exploring pathways to tenure
- Adding sensitivity about the cultural taxation of faculty of color

- Giving librarians management over their own time
- Course caps
- Reconsideration of policing on campus
- Use of mediation and an Ombuds office to compose disputes amicably and with alacrity
- Extending parental leave
- Addressing causes of growing workload

And many other improvements to our shared working lives.

Because we have been so thoughtful in forming these provisions that will remake university education, we are committed to ensuring that these changes come to pass. We are united to see these proposals move forward and are ready to demonstrate the depth of our convictions over the coming months.

[Bargaining 101 \(Al Schademan\)](#)

California's Higher Education Employment Act (HEERA) includes the statutory stages for contract negotiations between the CSU and the CFA. The stages are Public Notice, Bargaining, Impasse, Mediation, Factfinding, Factfinding Blackout, Concerted Action/Strike, and Unilateral Imposition. After months of contract negotiations, CFA declared an impasse which means that the two sides have not been able to reach an agreement. Impasse has led to the next stage: mediation. Unfortunately, mediation did not result in an agreement, so the mediator certified both sides to factfinding. With factfinding pending, the CFA communicated to the CSU that they would be open to negotiations, and the two sides met twice the week before our fall break. During those negotiations, some progress was made in several areas.

At this time, factfinding is pending and the CFA bargaining team does not expect to reach an agreement this year. Factfinding is like a hearing. Each side presents its case to a three-person panel. One panel member is chosen by CFA, CSU chooses another, and the third is chosen by the Public Employee Relations Board (PERB). As a result, factfinding typically results in a 2-1 opinion and a written report. When the report is issued, the two parties must wait 10 days before making the report public. This is called a blackout period, during which time the two parties can meet to reach an agreement without any public pressure.

In the meantime, CFA Chico leadership is calling for its members to create and become active in Contract Action Teams (CATs) to lead the charge on campus to push for a fair contract. If you would like to get involved in a CAT, please reach out to your CFA department representative. Concerted public actions can have a huge effect on pushing the CSU to reach a fair contract. In solidarity, when we fight, we win!

[READ: Bargaining Updates](#)

[READ: An Insider's Guide to the Bargaining Process](#)

[Why Racial & Social Justice? \(Lindsay Briggs\)](#)

The California Faculty Association (CFA) is currently in the bargaining process with the CSU. In addition to the usual clash over pay-related matters, CFA also has a strong platform on racial and social justice issues that are being included in the fight (link: <https://www.cfabargaining.org/proposals>). The contemporary American labor movement stretches back hundreds of years (link: <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/commonwealth-v-hunt>). Entire dissertations have been written on various aspects of the labor movement both domestically and internationally. Labor unions were typically beneficial to working class, who were predominantly white men, but over time the labor movement has sought to represent ALL people who produce labor and to be more reflective of those who work (link: <https://www.press.uillinois.edu/books/?id=p069055>). It's no surprise that at the turn of the century when women started to enter the workforce they too began to engage in union activity (link: <https://www.britannica.com/topic/Womens-Trade-Union-League>). As the struggle for civil rights continued we saw more and more diversity in our contemporary labor movements (link: <https://uncpress.org/book/9780807854549/civil-rights-unionism/>). Labor movements have evolved to reflect the changes that have happened across wider society so it's no surprise to find ourselves currently in a contract negotiation with racial and social justice measures taking prime place in our proposals. Since the death of Trayvon Martin in 2013, issues of racial and social justice have become forefront matters in many arenas such as the social movement #BlackLivesMatter (link: https://blacklivesmatter.com/herstory/?_cf_chl_jschl_tk=__QJaFKeeAVGrcMqCmtkSHZ4Docn uv.tXgYlqLOhw74Y8-1638221504-0-gaNycGzNCJE) to the questions about reforming versus defunding police (link: <https://www.themarshallproject.org/?ref=nav>). While many may disagree on what justice looks like and how we achieve it, most people do believe that justice, equality, and fairness are noble goals to achieve. This is where CFA currently finds itself in the process of negotiations. CFA represents 29,000 members across 23 campuses (link: <https://www.calfac.org/about-cfa/>). Finding common ground and prioritizing issues to bargain for is no easy feat with such a large and diverse population.

In 2006, CFA convened the Council for Affirmative Action which was a step to formalize and enhance the union's commitment to affirmative action and diversity (link: <https://www.calfac.org/council-for-racial-social-justice/>). Since then, the Council has widened and deepened and has adopted the name The Council for Racial and Social Justice. Every campus has a voting member and the Council meets monthly to discuss issues of racial and social justice across the CSU. Many of the proposals included in the CFA Bargaining Process started as issues of concern in The Council brought by CFA members on each of our campuses. The Council is a dynamic and cooperative space that seeks to give voice to all members of the union and come to consensus on what matters most to our union family. So when someone asks me "why are racial and social justice union issues?" I say, "Because that is what our members have asked for and what we will continue to fight for when we negotiate."

As we like to say, when we fight, we win, and we want to win for ALL of our members in their diverse and unique lives.

Women's Roles in CFA and One Current Bargaining Issue among So Many (Susan Green)

There's an old saying: a woman's place is in the house...and the Senate...And, we should add, in the union hall. I love our union, the California Faculty Association, for all we do for each other, for students, and for higher education. As with other segments of higher education, women have made their issues and leadership known in CFA.

As the first, and as of today the only, woman to be CFA Chico Chapter President, I have a unique appreciation for women's roles and issues in our union. When I began at CSU Chico 23 years ago, we had the WFA, the Women's faculty Association who assigned me a mentor to help me with my RTP binder (thanks Becky White!), and SWAT, the Strategic Women's Action Team, to assist women faculty, both supported by the local CFA.

One of the first campaigns I remember was to get changing tables in *all* campus bathrooms, a lactation station for those without offices, better campus lighting, and a dedicated on-campus childcare for faculty. While raised by women faculty, these things would have been good for ALL faculty. The fact that we *still* don't have them demonstrates management's constant resistance to acknowledging that one can be a caregiver *and* serious about their career, a view that was accelerated and augmented during the pandemic, giving rise to the new CFA Parents and Caregivers Coalition.

I have also worked alongside the four militant, fearless, women CFA presidents statewide. I was at the founding of what began the weekend in Los Angeles as the ChicanO/LatinO Caucus of CFA, until women challenged their erasure, and fought for the "A" in their caucus name by week's end. My newborn daughter Clara laughed for the first time at a CFA Women's Caucus circle. So, it pains me to write that this current round of contract bargaining looks all too familiar. The CSU's parental leave policy of 30 days needs to be updated to reflect today's realities. CFA is asking for all parents to receive a semester (or two units) off, which is good not only for faculty, but also good for students. Maximum flexibility for management is maximum inflexibility for everyone else.

While not all faculty are parents nor impacted by this issue, they are impacted by different issues, that when addressed equitably, would benefit everyone in the bargaining unit. A coach who has had 30 one-year contracts and treated as a "temporary" employee instead of a valued veteran educator, hurts all faculty, not just coaches.

As we always say, because it happens to be true, "Faculty working conditions are student learning conditions." If we really cared about the students, we would do better by their faculty.

UPDATES FROM FDEV PROGRAMS AND FLCs

Raising Critical Consciousness (Paul Bailey)

The other day I was sitting in my office chatting with a student. With regards to grades in school, they brought up the question, “Who fails with a failing grade and who succeeds in the event of a successful grade.” Part of that question is something that I think we ask ourselves a lot as faculty. That is, if a student receives a failing grade, did they fail themselves, or did we fail them, or where in between those poles does the truth lie?

While reflecting, it was the subject, who, of the question that I kept coming back to. When looking at scholarship and research, it can be really easy to get caught up in the what – specifically the grades, the data points. Even when discussing issues of equity and justice in education, much of that discussion is boiled down to numbers and categorical data sets. However, to truly learn about equity and justice, we need to learn about people, not just the ostensibly objective measures of, often arbitrary, one-dimensional characteristics of those people.

A lot of traditional academic research is largely dehumanizing when studying humans. This paradox can get in the way of real understanding and progress in the name of equity and justice. When learning about and understanding our fellow humans, in this case our students, we cannot remove the human piece of the puzzle.

As we wrap up our FLC on Raising Critical Consciousness, we have been focusing on humanizing our work and our mindsets. After all, if we want to truly serve our students, we should be working with empathy and compassion in an academic system that can actively seek to strip those virtues from our practice in the name of “objectivity”.

FDEV RESOURCES & INFORMATION

The Office of Faculty Development exists to help all faculty flourish as teachers, scholars, leaders, and colleagues in a stimulating and sustainable academic environment.

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