

**Campus Conversation: Access to Excellence**  
**San Francisco State University**  
**February 27, 2007**

On Tuesday, February 27, 2007, the Academic Senate hosted a town-hall meeting at which all faculty and staff were invited to participate in a series of discussions concerning the CSU's Access to Excellence goals. Dr. Robert Corrigan, President of San Francisco State University gave a welcoming address. We were fortunate in having as guests Ms. Carol Chandler, CSU Board of Trustees; Dr. Lorie Roth, the Associate Vice Chancellor, CSU; Ms. Hydra Mendoza, San Francisco School Board; and Professor Patti Dilko, President, Academic Senate, Canada College. All faculty, staff and students were invited to contribute input through an online learning module as well.

The Executive Committee of the Academic Senate of San Francisco State University was charged with preparing a campus response to the Access to Excellence Program. In its discussions on preparing a response, the Executive Committee noted that the campus has recently drawn up a set of principles as part of its own long-range planning, the Committee on University Strategic Planning II (CUSP II). The CUSP II report includes seven goals crucial to the future of San Francisco State University, in the context of the California State University system, and therefore our response for input reflects much of the CUSP II work as well.

Through this series of exercises, which have involved a broad cross section of faculty, staff, administrators and students, San Francisco State University has identified six major opportunities for advancing excellence and access within the University and the CSU system. Addressed both individually, and as a mutually reinforcing set of initiatives, attention to these can ensure access and excellence in the years ahead:

- Actively promote research, scholarship and creative activity
- Improve undergraduate access
- Ensure academic literacy, particularly writing competency, at all grade levels statewide
- Excel in graduate education
- Prepare graduates for success in a global society
- Commit to equity and social justice
- Maintain university distinctions and autonomy

These seven opportunities draw upon the strengths of SF State and the university system as a whole.

Strengths of San Francisco State University

San Francisco State University has been at the forefront of academic excellence for more than a century, exhibiting a commitment to innovation, scholarship, and community service. Students from more than 100 countries join with a highly diverse population of California residents—many, the first in their families to attend college—in pursuit of an excellent education.

The University led the way nationally in introducing individualized instruction, and was the first in the nation to establish an International Relations department and university-based poetry center. In the 1960s, the University established the first College of Ethnic Studies in the nation, and it remains today the only college of this type.

The University is one of a select group of schools that the Princeton Review calls “Colleges with a Conscience”—institutions of higher learning that possess both an administration committed to social responsibility and a student body actively engaged in serving society. In a typical academic year, SF State students volunteer more than 300,000 hours to agencies and nonprofits in the San Francisco Bay Area.

San Francisco State attracts world-class faculty dedicated to the pursuit of excellent teaching, the development of students' potential, and the advancement of discovery, understanding, and expression. Winners of prestigious teaching awards, professional honors and competitive fellowships, our faculty advance teaching and society by furthering the understanding of the natural sciences, history, music, biology, mass communication, the classics, social dynamics, ethnic studies, mathematics and much more.

### Strengths of the CSU System

The CSU has been described as a “community” of “distinct and diverse” universities, each of which “serves broad statewide purposes through a quite distinct mix of programs and fields of study.”<sup>1</sup> This description is more accurate now than ever before. Though the 23 universities of CSU share common curricular and governance structures, they have developed in distinct directions, reflecting the student demographics—by major, by level, by ethnicity—that differ significantly from one university to another.

In important ways, the diversity of CSU universities is a reflection of their success in relating to their communities. As each university has sought to establish close relations with its immediate community, each has come to look more like its community and less like the other 22 universities. These unique distinctions contribute to the overall strength of the system.

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<sup>1</sup> Cornerstones, preface to Cornerstone 9;  
[http://www.calstate.edu/cornerstones/reports/cornerstones\\_report/Univ\\_Accont.html](http://www.calstate.edu/cornerstones/reports/cornerstones_report/Univ_Accont.html)

### **Opportunity 1: Actively promote research, scholarship and creative activity.**

San Francisco State University has a rich history of integrating research, scholarship, and creative activity with teaching. Such integration enhances the undergraduate learning experience and is essential for a healthy graduate program. With nearly 6,000 graduate students actively enrolled in 95 areas of concentration, SF State is highly motivated to combine research, scholarship, and creative work with its teaching mission:

- To be good teachers, faculty must remain intellectually active. Engagement with research, scholarship, and creative activity is essential for maintaining faculty vigor and excitement, and especially important for faculty in science, nursing, physical therapy and other health and science disciplines, business and the creative arts.
- Intellectual disciplines continually change. Faculty who are themselves helping to create new knowledge or new viewpoints are more likely to keep up with developments in their fields and bring those new developments into the classroom.
- Students cannot learn effectively simply by listening to lectures. We must offer an academic experience of thinking, learning and doing. Active programs of faculty research, scholarship or creative activity are conducive to projects for students that enhance learning.

The recognition that serious research, scholarship and creative activity must accompany good classroom teaching is present in all University planning. The University's hiring, retention, tenure, and promotion practices and policies reflect our desire to have a faculty community that combines excellence in teaching with creative excellence in research and scholarship, consistent with the Collective Bargaining Agreement between CFA and CSU:

Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching.... The professional responsibilities of faculty members include research, scholarship and creative activity, which contribute to their currency.

#### ***Recommendations for the University:***

- Structure faculty workloads to provide sufficient time for professional pursuits.
- Ensure facilities, equipment, laboratories and library resources are appropriately scaled to high expectations of faculty and student productivity.
- Provide more opportunities for assigned time for faculty to carve out research time to add to their intellectual work.
- Provide more discretionary funds for summer stipends and assigned time.
- Provide funds for research work that directly results in curricular improvement or development for the University at the department or college level.
- Support faculty with travel funds when they are presenting peer-reviewed papers at conferences and other academic meetings.

- Increase pre-award support for writing and submitting grant proposals.
- Strengthen grant administration to ensure that funded faculty can rely on strong support.
- Make assigned time available for important service roles—graduate and undergraduate coordinators, major committee service—so that active scholars and artists are not penalized for their service.
- Maintain SF State's unique stature in the creative arts by ensuring adequate physical and programmatic resources.
- Introduce general creative arts courses that foster campus-wide appreciation for the arts so that all students are able to appreciate and enjoy the arts.

***Recommendations for the System:***

- Structure faculty workloads to provide sufficient time for professional pursuits.
- Ensure facilities, equipment, laboratories and library resources are appropriately scaled to high expectations of faculty and student productivity.
- Provide more opportunities for assigned time for faculty to carve out research time to add to their intellectual work.
- Provide funds for research work that directly results in curricular improvement for development for the university.
- Recruit and retain a faculty of high quality; provide differentiated salary support for faculty in high-cost metropolitan areas to ensure compensation is in keeping with regional demands and scholarly/creative achievement.
- Support statewide scholarship with a state of the art library system that reduces redundancies and creates regional resources.
- Promote creative scholarship through collaboration across disciplines.
- Expand the mission of the former Institute for Teaching and Learning to support faculty in their research activities and creative work.
- Expand system support for summer arts programs.

## **Opportunity 2: Improve undergraduate access.**

San Francisco State University has experienced remarkable growth in undergraduate students. Since 1992, the undergraduate population has increased from 19,335 students to 23,892 students in Fall 2006, an increase of 23.5 percent. The growth in freshmen students has been even more dramatic—from 1,259 in Fall 1993 to 3,259 in Fall 2006, an increase of 158.9 percent.

Although recent growth is attributable in part to the children of baby boomers reaching college age, it is also due to a concerted effort by University enrollment managers to reach out to high school graduates across the state.

The University believes that “access” to higher education encompasses more than permission to enroll—rather, it requires a commitment to facilitating the success of each student we admit. Toward this end, the University has undertaken several important initiatives, including:

- Roadmaps – Four-year roadmaps, soon to be available on the University Web site, clearly explain what courses students should take each semester to earn a degree as efficiently as possible.
- Degree audit reports – Students and faculty can run online degree audits to find out precisely where students stand in their progress toward the degree. The audits show courses completed and courses outstanding for both the major and in university-wide requirements.
- Increased online services – Prospective students apply online via CSU Mentor and check their admission status online. Enrolled students can access numerous Web self-service features, including registration, fee payment, add/drop, and grade check.
- Expanded housing opportunities – On-campus housing has increased significantly in recent years. SF State now has on-campus housing for approximately 1,600 freshmen, an increase of nearly 500 beds from only three years ago. For older students, the University has purchased apartments adjacent to the campus, increasing potential capacity by nearly 900 units.
- Living/learning communities – Students living on campus can join one of eight themed communities in which they live with students with similar majors and interact informally with faculty in activities related to the fields they are studying.
- Universal orientation for freshmen – Virtually all freshmen participate in new student orientation, during which they enroll in their first semester of classes under the guidance of academic advisors.
- One Stop – Six years ago, student services personnel moved into a new Student Services Building which has as its centerpiece a One Stop Service Center, a single location where students can take care of a range of school-related business, all under one roof. Services offered include admissions, transcript services, financial aid resources, fee payment, and career advising.

***Recommendations for the University:***

- Student services and organizations should be coordinated with academic programs to create synergies between campus life and academic life, thereby reinforcing academic content and linkages with the “real world.”
- The University must address issues in retention/graduation, including the lack of course availability inhibiting progress toward degree.
- The inability to get key classes limits access to upper division work. SF State must continue to explore such options as two-tier registration, which will be implemented in the 2007-2008 academic year to solve access problems for sophomores.
- Many roadmaps only allow one or two electives in the program. SF State must explore options for giving students flexibility when they can't get the classes they want. A cohort program may offer a solution: giving students' priority for the whole program, not just as upper classmen.
- The University must ensure that planned growth in enrollment is aligned with resources by analyzing the actual cost of serving each student and ensuring enrollment does not outgrow our resources.

***Recommendations for the System:***

- A student cannot access educational excellence if he/she does not have the time to do so. Increased fees and less than adequate financial aid preclude achieving excellence for students who must balance 30 to 40 hours of paid work with 12 units of classwork and homework. The CSU must advocate for appropriate state funding that curbs the need for fee increases.
- The system must ensure that outreach budgets, which fund the facilitation of access, are sufficient to the task.
- The system must ensure all students have the affordable health care insurance need to stay in school.
- The system should leverage its power and leadership to encourage greater adoption of A-G curriculum in high schools.
- The CSU must continue and expand support for EAP programs.

### **Opportunity 3: Ensure academic literacy.**

For many years, San Francisco State University has been a leader among CSU universities in its approach to academic literacy. One of the first to adopt an upper-division writing policy and to institute a writing competency examination for third-year students, SF State has been at the forefront in the training of composition teachers, as well as the teaching of undergraduate students in academic writing. Following a review of campus writing policies conducted by the Academic Senate, SF State is:

- Adopting a new model for academic literacy for first-year students, based on a successful pilot. The new integrated reading and writing program provides four units of intensive instruction to Freshmen who have been identified as needing assistance on entry.
- Replacing existing upper-division writing policy with a series of third-year-level writing-rich courses in each discipline. Seeking a director of writing in the disciplines to take charge of the formation, monitoring and validation of these courses.
- Reviewing graduate-level literacy and encouraging the development of academic writing courses in each discipline, relevant to the academic needs of the students in that discipline.
- Changing the name and curriculum of the University's large and active ESL program to Composition for Multilingual Students (CMS) to reflect the large number of resident students, as well as international students, who have specific needs in academic writing.
- Encouraging the development of writing centers on campus, including our Learning Assistance Center, English Tutoring Center, and others.
- Adjusting graduate admission requirements to reflect concern about adequate preparation in academic writing. Through careful advising, identifying students who need extra preparation and suggesting courses which aid in their preparation to succeed.
- Upgrading online materials for use in tutoring mentors in the English Tutoring Center, composition and CMS courses.

Currently, instructional resources at SF State are stretched to the maximum. The University offers more than 200 sections of undergraduate composition in addition to another 60 sections of CMS courses. New tenure-track positions for the Composition Program have been added; support for writing-in-disciplines courses has increased; staff were added for increased lower-division composition and CMS courses, and the new position of Writing in the Disciplines Coordinator has been established.

***Recommendations for the University:***

- Continue and expand this level of instructional resources support as described above.
- Provide faculty and administrative support for new efforts in cross-campus coordination of writing.

***Recommendations for the System:***

- Acknowledge that lack of writing skills is one of the biggest problems in students' preparation for higher education, as well as in higher education itself.
- Set standards for writing competency and work effectively with K-12 partners to ensure literacy at all levels of instruction.
- Seek targeted funding from the legislature for literacy pursuits.

#### **Opportunity 4: Excel in graduate education.**

The Council of Graduate Schools points out that more than 90 percent of graduate degrees earned are at the master's level which suggests that the degree provides "flexibility and responsiveness to a wide range of individual and societal needs." The increase in master's degree seeking students, from 25 percent of undergraduate students considering graduate studies in 1993 to 70 percent in 2003 suggests that students and employers alike are seeking the right mix of classical, applied and professional educational programs to address the increasingly diverse and complex work environments.

In a state—and a region of the state—highly dependent on knowledge industries, master's level preparation is increasingly necessary.

SF State has had a long history as a leader in graduate studies within the CSU preparing students at the master's level in 95 degree areas, and at the doctoral-level jointly with the University of California system. The SF State Ed.D. in Educational Leadership will be offered beginning Fall 2007. The focus of graduate level preparation at SF State has been two-fold—most traditionally to prepare "classically trained future faculty" to move into terminal degree or research-focused doctoral studies in the sciences, humanities and social sciences; and more recently, to prepare "scholarly practitioners" with professional degrees who will draw on the applied scholarship and skills needed to directly enter the workforce.

Mindful of the increasing pursuit and value of graduate education, the CSU Academic Senate in 2004 published *Rethinking Graduate Education in the CSU*. Most recently, a 2006 CSU essay, *The Place of Graduate Education in the CSU*, makes explicit the need to respond to the changing needs of the workforce, the imperative to provide access to advanced education and training leading to degree completion within an affordable time frame, the responsibility to provide adequate support for graduate students and the graduate programs, and a keen awareness that graduate programs help to attract quality faculty members.

The *SF State Strategic Plan (2005-2010)* acknowledged the increasing importance of graduate education in Goal III stating, "SF State offers high-quality post-baccalaureate education widely recognized for its intellectual value and contribution to society." The document clearly articulates objectives, outcomes, and strategies necessary to achieve the goal. To begin addressing the objectives, in 2006 SF State charged the Graduate Task Force to review graduate education policies and standards. The process led to the development of new admission and writing standards for graduate students and clearer expectations for departments and the faculty offering graduate programs.

#### ***Recommendations for the University:***

- Ensure professional programs, particularly those in clinical health fields, address the more complex technologies required for independent practice. Seek greater alignment of science, social science and business-based programs with the needs of industry, technology and service fields.
- Explore development of dual or joint degrees within SF State or with other CSU campuses in the region.

- Explore “hybrid” programs with the College of Extended Learning that give top undergraduate students the option of complete bachelor's through master's degrees within a five year period, allowing students to quickly enter the workforce.
- Improve outreach, increase admissions, streamline admissions processes, and leverage collaborative opportunities with employers to admit students representing diverse cultures, socioeconomic backgrounds, varied age groups, and genders, as well as traditional and non-traditional students to prepare the future leaders of the next generation.
- Improve the engagement of graduate students in the process of scholarly work and dissemination of their research and projects in anticipation of their transition to doctoral programs or professional careers.
- Increase resources for graduate student scholarship and creative endeavors and support through tuition waivers, teaching assistantships, research associateships, workstudy alternatives, internships and traineeships.
- Facilitate progress toward degree with clarity in graduate program expectations, positioning of class sequences, and especially by providing support to students completing their culminating experience.

***Recommendation for the System:***

- Actively encourage the various CSU universities to consider the needs of their communities and to develop appropriate graduate degrees that meet those needs.
- Develop strategies for use of the new differential “marginal” funding provided by the CSU for students engaged in masters and doctoral study.
- Improve the engagement of graduate students in the process of scholarly work and dissemination of their research and projects in anticipation of their transition to doctoral programs or professional careers.
- Increase resources for graduate student scholarship and creative endeavors and support through tuition waivers, teaching assistantships, research associateships, workstudy alternatives, internships and traineeships, especially in fields in which grant funding is less available.
- Ensure trustee and CSU leadership involvement in legislative action to adequately fund professional/clinical doctoral programs so that the costs of education do not preclude groups of students underrepresented in graduate education.
- Provide funding specifically for graduate outreach programs to recruit meritorious students who are from first generation college-attending families or students who will broaden the university's ethnic, cultural and experiential diversity.
- Provide support systems for graduate advising for non-traditional students or students returning to develop higher skill sets and for re-education in response to workforce changes and demands.
- Develop graduate student housing for mature students and families at or below market rate so that graduate students can afford to complete their degrees and re-enter the workforce without significant debt.

### **Opportunity 5: Prepare graduates for success in a global society.**

San Francisco State University is a culturally diverse educational institution, which offers exceptional educational experiences. In addition to serving San Francisco's culturally diverse population, the University operates in a global center for multicultural attractions and values, trade, innovation and tourism. SF State occupies a market niche for international education both within the California State University system and in the global landscape of higher education. Thus, the University's long-range plan (CUSP II) identifies internationalizing the campus as a core value.

SF State has a longstanding tradition of emphasizing and promoting international dimensions of teaching, learning and intellectual contributions through both CSU study-abroad programs and various bilateral and cross-cultural collaborative programs, such as the Confucius Institute. The University has made support of the Office of International Programs a priority over the past decade. As a result, SF State has been ranked as a prime host for international students among the U.S. comprehensive universities. We strive to provide our students, faculty, and staff with international experiences, perspectives and competences. To that end, the University has specific objectives and strategies for continuous improvement, such as:

- Integrating international components into the curriculum, including second language proficiency for disciplines with an international focus.
- Promoting study abroad programs and bilateral exchanges to enhance our students' international learning experiences and campus lives.
- Providing excellent teaching through a variety of pedagogical methods and professional opportunities to accommodate students of diverse cultural and disciplinary backgrounds.
- Increasing faculty international expertise through participation in international seminars, conferences, exchanges, cooperative research projects, and professional travel.
- Engaging international students and scholars as important resources for quality education, team work, and research.
- Ensuring campus-wide support of internationalization at all levels of the institution.

In response to the nationwide decline in international student enrollments after the events of September 11, 2001, the University has provided additional support and resources for international programs, including new faculty and international student recruitments. We have enhanced existing programs and developed more international partnerships. We have created new majors and minors that have an international focus and second language requirements. We have redesigned and moved our business graduate programs to the University's Downtown Campus to capitalize on the global advantage of the program location.

***Recommendations for the University:***

- Continue to expand recruitment of international students.
- Expand efforts to enhance international dimensions of teaching, learning and research.
- Work toward the inclusion of international issues in existing curricula of our undergraduate courses, especially in the General Education program.
- Ensure adequate support and resources for faculty and staff to effectively implement international strategies.

***Recommendations for the System:***

- Acknowledge that students need an appreciation of the world and its cultures in order to succeed and that a quality education in today's world requires a robust international program.
- Make international education a top priority in any CSU planning.
- Invest adequate resources to ensure that international education (in terms of courses, faculty, recruitment, student services) is properly supported.
- Integrate an understanding of other cultures and languages throughout the system, adopting accessibility and implementation plans to ensure that graduates are prepared to be global citizens.
- Emphasize internationalization, not only as a luxury but as a priority with the goal of "internationalizing" students.

## **Opportunity 6: Commit to equity and social justice.**

In a state as socially, ethnically and geographically diverse as California, continuous attention is necessary to seek equity and social justice among all segments of society. The primary mission of the California State Universities has always been, and must continue to be, universal access to genuinely excellent educational opportunities for all of California's people.

SF State's Strategic Plan (CUSP II) includes elements that could be extended to all California State universities. The guiding principle is that a commitment to equity and social justice must extend to all campus constituencies: students, staff, faculty and administration. To teach equity and social justice, universities must first strive for equity and social justice on their own campuses. At SF State this is accomplished by:

- Facilitating teaching, learning, and work experiences among students, faculty, and staff that promote equity and social justice within a respectful and safe environment.
- Facilitating understanding and appreciation of human diversity expressed in the world's rich array of cultures, languages, religions, intellectual and political perspectives, ethnic and racial backgrounds, and disability, gender, and sexual identities and experiences.
- Developing the cultural and professional skills that students and employees need to participate as informed, responsible, and active members of diverse communities at levels from local to global.
- Promoting a sense of intra-group and inter-group understanding, pride, and community.

Achievement of these objectives can be measured through the following outcomes:

- There will be increased diversity in both the hiring pools and the employment and advancement of administrators, faculty, and staff capable of promoting understanding of equity and social justice.
- Faculty, staff, and administrators will participate increasingly in training activities to support teaching, research, and service related to equity, diversity, and social justice.
- The ideals of equity, diversity, and social justice will be increasingly incorporated into academic curricula, student and faculty research, and co-curricular activities.
- Members of the University community will exhibit increased cultural and global competency through greater participation in cultural, ethnic, and international collaborations.
- An increased number of graduates will be prepared to advocate for equity and social justice in their careers.
- Students will exhibit an increased capacity to interact, learn, develop, and thrive within the complexities of SF State's diverse community.

SF State has been a leader in implementing strategies to achieve equity and social justice goals. These include resources for training and professional development, diversity plans for recruitment and retention, opportunities for faculty to incorporate equity and social justice issues into teaching and learning, and increased efforts to recruit, retain, and graduate students from underrepresented groups. In addition, the University develops and provides opportunities for ethnic, cultural, and international collaboration, as well activities that promote civil discourse, understanding, and pride within and among groups.

***Recommendations for the University:***

- Conduct more vigorous recruiting of students from our own undergraduate programs into graduate programs, focusing on those from populations underrepresented in graduate schools. SF State has recruited such students with the assistance of federal funding in some disciplines, demonstrating that when financial pressures can be reduced, undergraduates of even modest accomplishments but strong determination can blossom as graduate students.

***Recommendations for the System:***

- Recognize the important educational and institutional role that community service learning plays in enhancing participants' awareness of social inequities, and plan for continued growth and promotion of community service learning system-wide.
- Fund support for undergraduates from underrepresented groups who advance to graduate programs.
- Work to foster communication and trust among diverse groups.

## **Opportunity 7: Maintain University distinctions and autonomy**

The diversity among the 23 CSU universities is, and should continue to be, a source of strength to the CSU, to the many communities served by CSU universities, and to the State as a whole. And this diversity is possible only through a significant degree of autonomy for each university to develop its own curriculum; manage its own faculty hiring, professional growth opportunities, and remuneration practices (within the parameters of collective bargaining); and develop innovative and creative new programs that may serve as models for other universities.

The importance of campus autonomy was acknowledged in Cornerstone 10: “The California State University campuses shall have significant autonomy in developing their own missions, identity, and programs, with institutional flexibility in meeting clearly defined system policy goals.” We reiterate the importance of the autonomy of each of the 23 CSU universities.

Autonomy relates to both access and excellence: Access because different universities serve different communities, and we all need to make ourselves accessible to our own communities; Excellence, because different universities can take advantage of different traditions, different faculty talent, and different student bodies.

### ***Recommendations for the System:***

- Recognize that developing close relations between university and community will often take various CSU universities in different directions with regard to curriculum and other aspects of each university’s mission.
- Encourage and foster university autonomy, as an impetus to the development of close community relations, innovation and creativity.
- Acknowledge that university autonomy contributes in important ways to the goals of excellence and access.
- Foster distinctions and areas of excellence at the various campuses, most notably at the graduate level.
- Continue to provide centralized resources and systems that help all universities in the system, such as having a single annual request to the legislature, a single labor contract, simplified transfer rules among campuses and with community colleges, and some strength in numbers when negotiating with vendors (not always realized).
- Emphasize and promote the uniqueness of each university rather than treat the campuses as interchangeable.
- Consider strategic alliances between campuses to offer programs in a region that cannot be offered by a single campus.
- Encourage students to stay at one university for four years to take advantage of its uniqueness, rather than trying to assemble an education out of mismatched pieces drawn from many different programs.

## Concluding Thoughts

San Francisco State University welcomes the opportunity to conduct both the self-assessment and the contributions to system-wide planning that have been facilitated by the Access to Excellence initiative.

We wish to leave the Office of the Chancellor and the Board of Trustees with one overarching message that will impact all that we do, and plan to do, to educate the next generation of Californians: *Continuing degradation in State support of higher education must stop.*

The single most important role that the system can play toward supporting the important—and often heroic work—of the 23 universities in the system is restore the system to the level of support intended by the Master Plan for Higher Education.

It is a disservice to students, faculty and taxpayers to raid the state's investment pool for tomorrow—higher education—in order to fund today's needs. In just 20 years the CSU has seen its portion of state general fund monies shrink from 5.1% of total, to just 2.8% of total.

Student fees have not kept pace to close the gap—nor should they.

Higher education is a common good, and must be supported by the taxpayers at a level consistent with expectations of quality.