

Inside

- Capital Fellows Alumni Association
- Bidding Farewell to Elizabeth Moulds
- LegiSchool News
- Policy Snap Shot
- Featured Alum



Alum Todd Spitzer, page 7

The Great California Recall

The Great California Recall of 2003, with its excitement and confusion, frenzy and fascination, democratic engagement and democratic absurdities came to CSUS Sacramento when the campus hosted the only campaign debate featuring Arnold Schwarzenegger.

A press corps of more than 500 from across California, America and eleven other nations, hundreds of students, faculty and community spectators, and scores of campaign staffers and candidates, major and minor, enveloped CSUS to watch Arnold Schwarzenegger debate Lt. Governor Cruz Bustamante, Green Party candidate Peter Camejo, independent Arianna Huffington, and Republican state Senator Tom McClintock.

CSUS asked the Center to help make sense of the debate. In response, the Center prepared and distributed to the news media 150 Recall Primers containing background materials on the origins of the recall, the



state budget and California demographics. The Primers proved so popular that, by the end of the evening, reporters were asking for extra copies.

The Center also organized three pre-debate workshops designed to provide the news media in particular, and the university community in gen-

continued on next page

Dynamic Diversity: Expanding the California Dream



(l-r) Jolene Koester, Henry Cisneros, Alex Padilla, Martin Saiz

“Look at a schoolyard of children to see what the population of California will look like in the future.”

With those words Henry Cisneros’ keynote address at the 15th Annual Envisioning California Studies Conference called conference participants to envision the “new California” not just as a demographic phenomenon, not just an inevitability, but rather a dynamic opportunity to enrich and expand the California dream. Cisneros, Clinton’s Secretary of Housing and Urban Development and current chief execu-

continued on page 6

Capital Fellows Alumni Association

As noted in the spring *Californiana*, the Center has been working to create an alumni organization for Capital Fellows. Under the direction of the Center's Outreach and Alumni Affairs Coordinator Robert Gregg, the Center distributed a series of letters, emails and surveys to Fellow alumni. Based on that feedback, the Center identified the types of resources and services desired in an alumni organization, revised the proposed by-laws, and began to negotiate an agreement with the CSU Sacramento Alumni Association (CSUSAA).

In September, the Center and CSUSAA reached an agreement wherein the Capital Fellows organization will become an affiliate of the CSUSAA. CSUSAA will provide the institutional resources to maintain data-bases, fiscal and organization support. Capital Fellows alumni will be eligible for various services and resources available to CSUS alumni. Members of the Capital Fellows alumni affiliate will pay dues of \$25 for fellows who are in the first two years after completing their programs, \$10 for current fellows, and \$40 for all other fellow alumni.

Additionally, the revised and improved by-laws create an Alumni Board that will consist of three categories of members:

Appointed: Four members appointed by program directors to represent their

respective programs.

Elected: Five members selected by the board from a list of nominees collected from the membership-at-large.

Ex-Officio: The Executive Director of the Center for California Studies, one faculty advisor, and one current fellow will hold non-voting positions on the board.

In October the center opened board nominations to all alumni for whom the Center had valid addresses via mail and e-mail. The program directors finalized their choices for appointed members in late November. Five more positions will be filled by a vote of the board. The hope is to have the full board selected and ready for full operation by early 2004. For information, contact Robert Gregg at (916) 278-4667 or greggr@csus.edu.

The By-laws and Memorandum of Understanding agreement with the CSUS Alumni Association and the Strategic Plan for the Alumni Affiliate are available at: www.csus.edu/calst/Programs/alumni/capital_fellows_by-laws.pdf and www.csus.edu/calst/Programs/alumni/MOU.pdf.

You can also update your contact information to automatically receive future alumni information by visiting www.csus.edu/calst/Programs/alumni/update_form.htm.



California Recall *continued from front page*

eral, with authoritative, balanced information on the background, context and conduct of the debate. The first workshop focused on the actual processes of the recall election and the various legal challenges to the recall. Tony Bernhard, former Yolo County registrar of voters, and election law expert from UC Davis law school Floyd Feeney led the session. The second workshop was a lively and informative pre-debate "spin" session featuring CSUS faculty, including Barbara O'Connor, a nationally recognized expert on political communication, Ken DeBow and Kim Nalder of the CSUS Department of Government

and Leonard Valdez of the university's Multi-Cultural Center. The third workshop provided expert briefs on the issues raised in the debate questions, released to the candidates prior to the debate. Panelists included CSUS faculty Ming-Tung "Mike" Lee, Beth Mann, Stan Oden, Suzanne O'Keefe, Steve Perez, Rosemary Papalewis, and Robert Wassmer, as well as John Miller of the State Senate Office of Research and Matt Newman, Director, California Institute for County Government.

The workshops were attended by students, journalists, voters and the occasional political hack and jaded columnist, all of whom appeared to take away a better understanding of the recall and the debate.

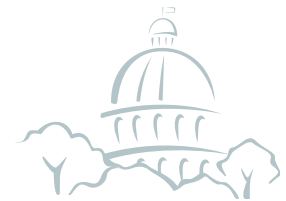
Center Bids Farewell to Co-founder Moulds

This fall, Center co-founder Dr. Elizabeth Moulds retired from her position as CSUS Vice President and Chief of Staff. She has enjoyed a remarkable career at CSU Sacramento, teaching in the Department of Government for 20 years and serving as its chair from 1982-1985. She joined the university's central administration in 1985 as Dean of Faculty and Staff Affairs and later as Vice President and Chief of Staff. She also served the University by inspiring the renovation of the Julia Morgan House and by her long membership on the Capital Public Radio Board of Directors. Dr. Moulds continues her academic career as the current executive director of the Western Political Science Association.

To the Center, however, she will always be remembered as its co-founder. In 1984, "Betty" and a colleague with the Government Department, John Syer, founded the Center for California Studies. Their idea was that a state university located in a state capital should have a particular expertise in state government, politics and public policies. Their goals were to establish a center that would foster civic education, encourage research and facilitate the exchange of

resources and opportunities between state policymakers and CSUS faculty and students. Initially the Center consisted of a small wooden sign, a file cabinet and great ambitions. The sign and cabinet were outgrown and the resources to obtain the ambitions realized, when CSUS assumed the administration of the Assembly and Senate Fellows programs and created the Executive Fellows program. At that time Dr. Moulds wrote, "It has always been our belief that a political science education is greatly enhanced by a practical hands-on component...and...that the practical experience is made far more meaningful if integrated with seminars and workshops..." The Center took over the fellowship programs with the understanding that they would become a comprehensive educational experience.

As the Center grew, hired staff and full-time directors, Betty continued to serve as a member of the Center's statewide and campus advisory groups and, more importantly, as a critic, ally, guide and visionary. It is the hope of the Center staff that we will continue a Center true to Elizabeth Moulds' original inspiration.



LegiSchool: Engaging Young People In Matters of Public Policy and State Government

The LegiSchool Corner

LegiSchool has another exciting year for California's high school students. From teens and smoking to the use of cell phones while driving, young people will again be asked to examine state legislation and share their opinions with California's policy makers.

The award-winning LegiSchool Project is a civic education collaboration between CSU Sacramento and the California State Legislature.

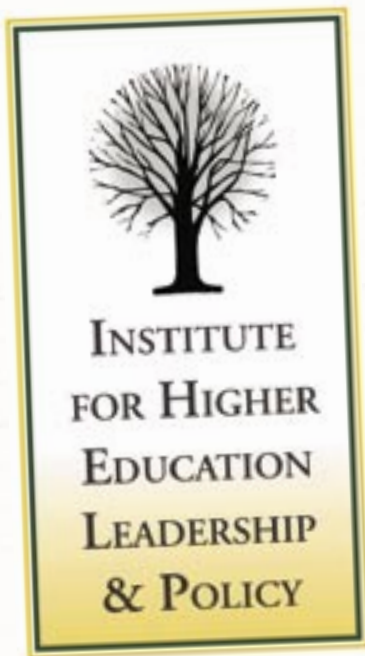
- LegiSchool's **03/04 Town Hall Meeting** line-up includes: *Teens and smoking: Whose business is it anyway?* (October 16); *Native American mascots at schools: What's the harm?* (December 4); and *Calling all cell phone users: Should the use of cell phones be illegal while driving?* (February 5).
- Students put down your sodas and take out your pens! LegiSchool's **Seventh Annual Essay Contest** asks students to weigh the costs and benefits of soda vending machines at schools. At a time when childhood obesity affects roughly 27% of young

people, should schools be required to remove soda vending machines? Alternatively, schools rely on soda sale revenues and, as budgets tighten, can schools afford to eliminate soda sales without adversely impacting programs such as school newspapers and athletics? The contest deadline is January 23, 2004. Winning essayists will participate in **LegiSchool's Student Legislative Summit** on March 25.

LegiSchool would like to thank the Wells Fargo Foundation for its generous contribution to the Real World Civics Summer Internship. LegiSchool would also like to thank AT&T and the California Teachers Association. Generous funding from these organizations help provide California's teachers and students with experiential learning opportunities at the Capitol and accompanying curricular materials.

For more information about the LegiSchool project, events and materials, call (916) 278-6906 or visit LegiSchool's website at www.csus.edu/legischool.

"From my visit to the Capitol I gained a surprising amount of knowledge about how a bill becomes law and had a great time doing it! I always say that learning by doing is the best way to learn." Student Journalism Summit Participant



New Directions in Higher Education Accountability

Note: This SnapShot is a summary of the research and follow-up work of the CSUS Institute for Higher Education Leadership & Policy on behalf of the California State Senate funding in part by the Center's Faculty Research Fellows Program.

THE PUBLIC POLICY PROBLEM: LACK OF SUCCESS IN STATEWIDE ACCOUNTABILITY

Despite years of effort to implement accountability in higher education, there has been little success. Most efforts are plagued by value conflicts between policymakers and educators, problems of measuring student learning, unrealistic performance budgeting schemes, confusion about purposes, a focus on institutional performance that shortchanges critical state issues, and general data overload that impedes decision making. The lack of workable approaches to accountability is a major national concern. Policymakers across the nation are in dire need of reliable, useful information about educational outcomes. Policy issues of access, capacity, affordability, achievement gaps, and state economic development are not being addressed by the accountability systems used in most states.

The California Senate, aware of its need for better information, commissioned the California State University, Sacramento Institute for Higher Education Leadership & Policy to study higher education accountability trends around the country and provide guidance in developing a statewide accountability structure for California. The report to the Senate, *An Accountability Framework for California Higher Education: Informing Public Policy and*

Improving Outcomes, produced a set of recommendations and subsequently a specific framework for statewide accountability that is expected to be introduced through legislation in the upcoming session.

FINDINGS: OBSTACLES TO SUCCESSFUL ACCOUNTABILITY

The worlds of policymaking and academia are fundamentally different and the accountability movement can exacerbate these differences. Policymakers want accountability to be unambiguous, concise, and quick. The academic community fears that such an approach narrows society's concerns to those aspects of higher education that can be readily measured, at the expense of important values. They fear legislative intrusion and micromanagement. Most importantly, they resist legislative involvement in the measurement of student learning.

THREE KEY DISTINCTIONS AND RELATED OBSTACLES TO SUCCESS

The failure to make several key distinctions that could bridge these two worlds has created a consistent set of obstacles for state accountability.

(1) State-level accountability v. institution-level accountability

Most state accountability systems focus too much on the performance of individual institutions and too little on

the achievement of state goals. A state-level system should be designed to answer how the state as a whole is achieving its educational goals. A system designed to assess institutional performance asks how well an individual college accomplishes its unique mission. This focus diverts state policymakers from the issues they can influence through state public policy; leads to micromanagement over institutions, whose own governing boards are responsible for monitoring institutional effectiveness; and overloads state accountability systems with a lot of data but little information useful for decisionmaking. By reflecting a top-down approach, it invites arguments about the adequacy of funding, factors outside the college's control, and the validity of the measures used.

(2) Accountability v. assessment of student learning

The biggest obstacle to effective state accountability is the assumption that accountability and assessment of learning are the same. In fact, accountability is about broad goals such as educational opportunity and economic development, while assessment focuses on student learning and academic program quality at the campus level. Understandably, policymakers want to know whether students are learning. However, states have struggled to develop meaningful, acceptable, and useful measures of student learning. Unlike K-12 education, there are no standard learning outcomes applicable to all postsecondary institutions. State officials have been unwilling to delegate the hard work of student learning assessment to

the campuses, where assessment is already a priority for faculty, administrators and regional accrediting agencies. As a result, they alienate the education community only to be frustrated over how to use qualitative assessment data in state policymaking.

(3) Accountability v. performance budgeting

Performance budgeting is often assumed to be a necessary feature of accountability but it is just one way to implement accountability, and one that has met with little success. Many states have recently terminated or suspended performance budgeting. The designation of largely-arbitrary targets, weights, and formulas by which institutions will be judged and funded is inherently controversial because higher education is such a complex enterprise. When formulas are adopted, they are often nullified by budget cuts, to the consternation of the institutions that have met or exceeded performance goals. Most performance budgeting schemes identify a small percentage of the budget (2-5%) for rewards. This marginalizes performance compared to an approach that demands results from the state's entire budgetary investment. Moreover, legislators resist the loss of discretion and often lack the political will to accept the political costs to implement performance funding. Protecting large general fund investments is a major motivator of state accountability systems and it is essential that these systems influence state budgets. But by attempting to replace existing democratic processes with flawed new processes, states have not yet found the means to this end.

CALIFORNIA'S PROPOSED FRAMEWORK

A "tiered accountability" framework could overcome the obstacles described above through:

- A state-level reporting system measuring progress toward four broad public policy goals for higher education using state, regional, and aggregate segment data.
- A separate tier of institutional reporting ensuring each segment's priorities are aligned with the state's goals.
- A short annual report from each segment to policymakers describing its progress, consistent with its mission, in meeting state goals, but not reporting campus-level data.
- A state reporting system focusing on broad measures of success while assessment of student learning is delegated to the institutional reporting tier.
- Combined state-level and segment-level tiers enabling policymakers to have data-driven discussions about public higher education that can lead to informed decisions about budget and policy development.

The California Framework has the potential to re-focus accountability on the *public purposes* of higher education. Traditional approaches, committed to the evaluation of individual institutions, cannot serve this purpose. This Framework is drawing attention from across the country as public officials seek better ways to understand the value of their investments in higher education.

Dynamic Diversity: Expanding the California Dream

continued from front page

tive of American City Vista, was an apt choice to formally open the 15th annual Envisioning California Conference—the first Envisioning Conference orga-

nized under the new partnership between the Center and the Center for Southern California Studies and College of Social and Behavioral Studies at CSU Northridge.

The Conference was held in Los Angeles at the Universal City Sheraton and

gave new depth and appreciation to the oft overworked term “diversity.” CSU Northridge President Jolene Koester emphasized the theme that tied together two days of panels and plenary sessions. Population diversity in California is a fact, not a prediction, and that fact permeates all facets of the Golden State, from its economy and cultures to its politics and cuisine. Reflecting this theme, conference panels included:

Access for All: California’s Transportation Environments;

California’s Cultural Museums: Representing Diversity; The Challenge of Downtown Housing;

For the Love of Literature: Diversity & Portraiture;

The Forgotten Minority: Equal Rights for Lesbian, Gay, Bisexual and Transgendered Communities;

The Golden State in Silver: Photographic Frontiers;

Health Care: Equal Time and Equal Service;

Implementing Diversity in Business;

Mapping Diversity in a Visual World;

Putting Culture into Practice: Eating Together;

Sustainable Communities: Meeting Standards and Meeting Needs; and

The Two California’s: Informal and Formal Economic Communities.

The Conference also featured a luncheon panel, *Voices for Urban Justice*, featuring Los Angeles County Sheriff Lee Baca and Robin

Toma of the Los Angeles County Human Relations Commission. The Friday morning sessions opened with a plenary session on *Education for All in California* moderated by Stella Theodoulou, Dean of the CSUN College of Social and Behavioral Studies. The session centered on a still-relevant observation by Horace Mann, whose work in the early 19th century firmly implanted in American civic culture that public education was essential to democracy. He observed, “If one class possesses all the wealth and the education, while the residue of society is ignorant and poor...the latter, in fact and truth, will be the servile dependents and subjects of the former.” Their language may not have been as orotund as Mann’s, but Charles Reed, Chancellor of the California State University, Terri Burns, Deputy Superintendent of Public Instruction and others on the panel discussed with knowledge and emotion the challenges to public education in California. As Chancellor Reed reminded the audience, “The challenge we face in California today is where America will be in 2020.”

The 15th Annual Envisioning California Studies Conference was successful in the rich tradition of the Envisioning California Conferences: provocative, interesting, informative, eclectic as its subject and open to discussion from all viewpoints. President Koester, Dean Theodoulou, Martin Saiz and Amalie Orme of the Center for Southern California Studies, Joyce Feucht-Haviar of the CSUN College of Extended Learning and all their colleagues should be congratulated on a superb event.



(l-r) Lee Baca, George Gascón, Devon Carbarido, Robin Toma



(l-r) Tim Hodson, Stella Theodoulou, B. Terri Burns, Caprice Young, Charles Reed

CENTER FOR CALIFORNIA STUDIES

The Center for California Studies is a public policy, public service, and curricular support unit of California State University, Sacramento, dedicated to promoting a greater understanding of California's history, cultures, governments and public policies.

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Sandra Bernard
ADMINISTRATIVE COORDINATOR

Claire Bunch, Patricia Jackson,
Megan Libal, Don Nahhas,
Shela Schubert
ADMINISTRATIVE SUPPORT STAFF

Marisela Rodriguez
STUDENT ASSISTANT

MAILING ADDRESS

California State University, Sacramento
Center for California Studies
6000 J Street
Sacramento, CA 95819-6081
Telephone: (916) 278-6906
FAX: (916) 278-5199
E-mail: calstudies@csus.edu

www.csus.edu/calst



Todd Spitzer

In 1982, Todd Spitzer arrived in Sacramento to begin life as a Senate Fellow. In 2002, he arrived in Sacramento to begin life as a member of the state Assembly. A Republican, Assemblyman Spitzer represents the 71st Assembly District in north-central Orange County.

Early in his Senate fellowship Todd Spitzer recalls going to the Legislative Counsel with bill drafts only to be told they were all unconstitutional. That experience taught him how much he had to learn. “My Fellowship year was a turning point in my life,” stated Spitzer. “It was during that period of my life that I decided this is what I want to do, I am going to be a public servant, but before I do, here are the areas that I need to improve on.”

He also decided that if he was to become a competent public servant, he wanted teaching experience. A UCLA grad, he earned a master’s degree from UC Berkeley, taught English for a year at Roosevelt High School in East Los Angeles, and graduated from Hastings College of the Law. He became a prosecutor in the Orange County District Attorney’s office in 1990, and while working there became a reserve police officer in East Los Angeles.

Spitzer’s ties to East Los Angeles are deep. His family owned and ran a furniture store on Whittier Boulevard. In the 1970 East Los Angeles riots, the store was burned down. “I was 9 or 10 years old, watching my family’s furniture store destroyed at a time of civil unrest. I could have become very bitter over that, but I decided to try to make a difference in the East Los Angeles community. I really struggle with a lot of issues in the Legislature because I am really a believer in justice and the justice system.”

In 1992, Spitzer was elected to the Brea-Olinda school board and in 1996 to the Orange County Board of Supervisors, where he served for six years before being elected to the state Assembly in 2002. In the Assembly, Spitzer sits on the Judiciary, Public Safety, Transportation, and Water, Park and Wildlife committees. He and his wife, Jamie Morris Spitzer, live in Orange with their son, Justin.

Media Consolidation Strikes the Center!

We’ve consolidated the **California Journalism Awards** with the annual **Envisioning California Conference**. This move, dictated by recent budget cuts, will make for an extraordinary event where we will both explore the meaning and consequences of the recall one year after and the news media’s coverage of the recall and election.

So mark your calendars: The 16th Annual Envisioning California Conference AND the 10th California Journalism Awards, **September 30–October 1, 2004**, Capital Plaza Holiday Inn, Sacramento.



New Leader for CSU Sacramento and the Center

Alexander Gonzalez was named president of California State University, Sacramento last spring and started his job in July. President Gonzalez is the eleventh president in CSUS's 56 year history and the first new president since former President Don Gerth took office in 1984.

President Gonzalez arrived in Sacramento from CSU San Marcos where he had been president since 1998. Previously he served 18 years as CSU Fresno, first as an assistant professor in the Psychology Department, which he later chaired, and then from 1991 until 1997 as the chief academic officer, or provost, of the campus.

President Gonzalez earned his doctorate and master's degree in psychology from UC Santa Cruz. He received his bachelor's degree in history from Pomona College, where he graduated with honors and was elected to Phi Beta Kappa. This fall he was named to Pomona's Board of Trustees. He spent a year at Stanford University as a postdoctoral fellow of the Ford Foundation and

the National Research Council conducting research on the psychology of time. He also attended Harvard Law School. President Gonzalez recently served on President Bush's Advisory Commission on Educational Excellence for Hispanic Americans. He is a member of the American Council on Education's class of 2004 board of directors.

President Gonzalez is an unabashed supporter of the CSU and its mission. He has identified the Center as a key part of his vision for CSU Sacramento and its unique position in promoting the CSU's capital campus.

"The Capital Fellowship Programs offer wonderful opportunities to get hands-on experience with public policy at the legislative, executive, and judicial levels," said CSUS President Alexander Gonzalez. "Alumni of these programs include members of Congress and the state Legislature, judges, corporate executives and civic leaders throughout California, all of whom started their careers with the Capital Fellowship Programs."

We welcome Dr. Gonzalez, and look forward to our mutual work to benefit the campus in the coming years.



**CSUS President
Alexander Gonzalez**

Address Service Requested



California State University, Sacramento
Center for California Studies
6000 J Street
Sacramento, CA 95819-6081