



## Trading Futures: Prospects for California's University

Catherine M. Cole

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*"The major test of the modern American university is how wisely and how quickly it adjusts to the important new possibilities. The great universities of the future will be those which have adjusted rapidly and effectively." —Clark Kerr<sup>1</sup>*

I want to thank the UCSB Faculty Association and the Interdisciplinary Humanities for inviting me to speak in the "Faculty Forum" series. I must confess that when Nancy Gallagher extended the invitation, I was both honored and hesitant to accept. I suspect you invited me because of a few missives and editorials that I wrote during the past eighteen months in response to our University of California budget travails. However, unlike other speakers in your distinguished Faculty Forum series--Stanley Fish, Cary Nelson and Stanley Katz--I am not a pundit of higher education. Considering the remarkable faculty on your own campus who *are*--most notably Chris Newfield—I bring coals to Newcastle today.

My other hesitation about accepting your invitation is that for the past six months I have gone largely silent about our UC situation, rarely speaking publicly on the subject. I have had nothing to say--that is, nothing positive or constructive. Like many, I have been discouraged by the magnitude of our troubles, by the degenerating prospects for state funding, by the overall apathy of the faculty, and by the sluggishness of the Academic Senate. I have been demoralized by the misguided and sometimes profoundly destructive actions of the administration. And I have been confused and disillusioned by the pitfalls of a disaggregated, amorphous student movement that, while it has pulsed with an electrifying connectivity of the Digital Age, has nevertheless proven dismayingly unpredictable, at times appearing directionless, lacking underlying democratic structures to shape a coherent message and program. And then of course there was the bad news of the November elections . . . .

However, I decided to respond to your invitation as a dare. Could I come up with anything even remotely positive to say about our UC troubles? If I couldn't, well, many of you are my friends and close colleagues. You would forgive me for a mediocre lecture. But I wondered if it was at all possible to turn your invitation into a provocation, a jolt that would take me out of my doldrums and propel us to consider a larger, more productive vision of a future we might want to inhabit. So I thought: "Why not try?"

The present moment is one of fiscal crisis, yes. But as many have observed, our problems arise equally from a crisis of leadership as they do from lack of revenue. Our UC administration is in *reaction* mode. It is reacting to a very, very bad situation—namely the dramatic state de-funding of public education. And then the opposition such as protesters and activists have been preoccupied with *reacting* to the administration's reactions. As a member of SAVE, a Berkeley faculty group, and a board member of the Berkeley Faculty Association, I commend both organizations for responding, often smartly and swiftly, to various emerging bad situations. But reactions alone are unlikely to get us to a future that any of us really want to inhabit. We are all so myopically preoccupied with the current crises that we can't seem to see or imagine a larger picture, much less a better one. We are not planning in the UC. We're not planning across the three segments of higher education. Sure, we're pushing around numbers about expected

enrollments, access, and revenue streams. But we are not imagining or dreaming about a wide range of prospective futures. We are only coping. And we're barely doing that.

According to John Aubrey Douglass, a scholar of higher education, "Most critics and observers of California's system remain focused on incremental and largely marginal improvements, transfixed by the state's persistent financial problems and inability to engage in long-range planning for a population that is projected to grow from approximately 37 million to some 60 million people by 2050."<sup>2</sup> In order to achieve President Obama's goal that by 2020 "America will once again have the highest proportion of college graduates in the world," California alone will have to produce one million more college degrees between 2010 and 2020.<sup>3</sup> However our current planning, such as the UC's Commission on the Future, falls far short of addressing such demands. In fact, it doesn't address the big picture at all.



The Commission's final report ventures the courageous assertion, "The future cannot be avoided."<sup>4</sup> Standing on a mountain of a year's worth of planning and fraught subcommittee work, the Commission advises that in the coming years, "The challenge will be to strike an unerring balance between what to recalibrate or even discard, and what to protect. The goal must be for the University to emerge on the other side of the crises fit and ready to serve California as well and as far into the future as it has in the past."<sup>5</sup> "Fit and ready to serve"? "Recalibrate," "discard" and "protect"? This is a language of contraction and retrenchment. This is not the language of innovation. Yet historically California and especially the University of California have been defined by a capacity to innovate.

Watch first 30 seconds of this video of Clark Kerr's 1963 Godkin Lecture at Harvard: [http://www.youtube.com/watch?v=\\_4J94a\\_NxLU/](http://www.youtube.com/watch?v=_4J94a_NxLU/)  
[http://www.youtube.com/watch?v=\\_4J94a\\_NxLU](http://www.youtube.com/watch?v=_4J94a_NxLU)

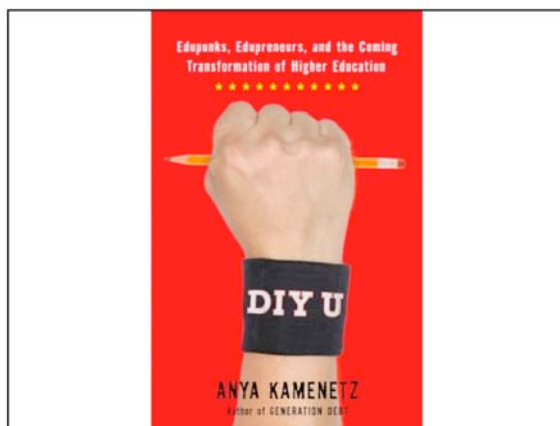
What happened to innovation, that defining feature of the University of California's "brand" identity?



If our vision for the future has become so impoverished that we only aspire to be "fit and ready to serve," why *should* the electorate invest in us? If this is our highest goal, then *of course* higher education will be, in the words of UC President Yudof, "crowded out by other priorities," especially when priorities like care of the sick, disabled, elderly, foster children, etc. are so much more compelling *as* necessities.<sup>6</sup> Furthermore we must consider that getting an undergraduate education may no longer be a sustainable aspiration for many in America, given the escalating debt students must take on to get their degrees. With a

rapidly shrinking middle class and skyrocketing tuition, many college graduates find that unlike in the 1960s when a college education was a passport to the middle class, today's degree gains them admission to an endless cycle of debt and poverty.<sup>7</sup>

Our California leadership in higher education is not really grappling with this larger picture. “The reality is that California has essentially stopped innovating in the development of its higher education system,” John Aubrey Douglass says.<sup>8</sup> However both innovation and growth *are* currently happening elsewhere in education in America, despite the fiscal difficulties of the present. Anya Kamenetz writes in her recent book *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education* that the spectacular growth in the for-profit education



sector in the last decade is not exclusively about a venal and capricious thirst for money in the form of predatory lending to unqualified students—though this is certainly part of the story. Kamenetz's book looks also at what she calls “educational futurists” who are innovating programs like Peer2Peer University, the University of the People, College Unbound, and MITOpenCourseWare. The language surrounding many of these endeavors swoons with optimism, euphoria, and heady predictions about a utopian future where the monopoly that institutions like the UC enjoy in the education sector is finally broken. Says one proponent, Jim Groom:

Higher education has become a given for most high school students in our culture, and the fact that they have to pay out the nose has become a kind of unquestioned necessity to secure a job. But as we are increasingly seeing with big media, newspapers, and the like—traditional modes of information distribution are being circumvented, and higher education is just as vulnerable in this new landscape... There remains a general refusal to acknowledge the implications of how easy it is to publish, share, teach, and even apprentice one another outside of the traditional logic of institutions.<sup>9</sup>

In light of the dynamic innovation and exploration of the implications of the digital revolution for education that one sees transpiring outside of traditional academic spheres, Groom and his cohort express great frustration with our recalcitrance in the ivory tower: “Edupunk is about the utter irresponsibility and lethargy of educational institutions, and the means by which they are financially cannibalizing their own mission.”<sup>10</sup>



The leaders in California's public higher education sector see a contracting future in which the best we can hope for is to hang on to the status quo in an environment that is rapidly degenerating. However, many of those interviewed in Kamenetz's book see opportunities for expansion, growth, and innovation. In May of 2009 (at the very moment when UC President Mark Yudof was preparing to declare a fiscal emergency) the first-ever summit in Venture Capital in Education was held in nearby Silicon Valley. This



included companies like Google as well as representatives from the Bill & Melinda Gates and George Lucas foundations. As Kamenetz says, “The mood, in the depths of the recession, was a bit like a party with too many boys.”<sup>11</sup> One participant, Bill Hughes, from a large text-book publishing company, said: “We have a strange paradox of an industry that hasn’t really changed before, now erupting with all kinds of change. If we look at education as part of the world and the U.S. economy it ranks second only behind health care, yet we haven’t had any real changes and not loads of investment.”<sup>12</sup> While nowhere in the UC’s Commission on the Future report does one read a reference to President Obama’s higher education mandates and goals for reclaiming America’s international preeminence in terms of the numbers of college graduates, those in the so-called education industry, those “excited boys” in Silicon Valley, are certainly taking note. *They are planning*. Peter Campbell of the private equity firm Generation Partners says, “A theme you hear from the president is that in the next twelve years we have to retake our primacy as the most education nation on earth. As an investor, that’s the kind of trend you want to align yourself with.”<sup>13</sup>

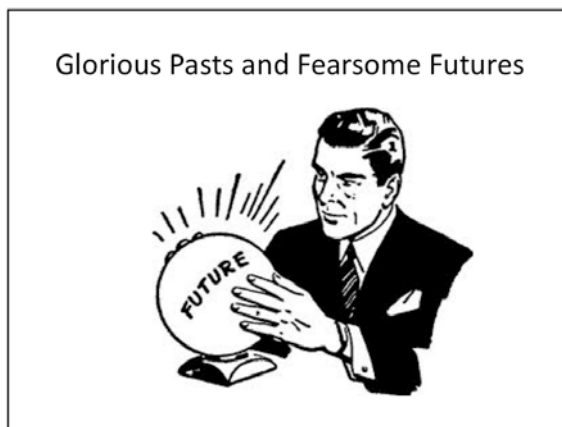
Yet we in the University of California are *not* aligning ourselves with that trend. Rather we are focused on discarding, recalibrating, and protecting. And this is happening in a state made world famous for educational innovation, a state that produced the 1960 Master Plan of Higher Education that some have called “arguably the most influential effort to plan the future of a system of higher education in American history.”<sup>14</sup> California’s tripartite public higher education system has been emulated throughout the world. Neil Smelser says that the Master Plan ranks “among the two or three most important and influential innovations in higher education in the 20<sup>th</sup> century.”<sup>15</sup> Yet California’s current status has slipped considerably. According to John Aubrey Douglass, “Today, California is mediocre in terms of access rates among the 50 states, and ranks among the bottom 10 in the proportion of its youth who achieve a bachelor’s or associate of arts degree. California is losing ground, relative to other states, and just as important, to emerging economic competitors throughout the world. For the first time in state history, the older generation has a higher educational attainment level than the younger generation.”<sup>16</sup>

“If universities can’t find the will to innovate and adapt to changes in the world around them,” says educational innovator David Wiley in Kamenetz book, “universities will be irrelevant by 2020.”<sup>17</sup> We might ask: relevant to whom and for what purpose? Yet there is no denying that universities are not prepared for the magnitude of the challenges ahead. We are witnessing a paradigm shift in the academy, a change of epochal proportions. If universities are to be relevant in the future, we need visionary long range planning, extraordinary innovation, and openness to radical change (which can be a challenge for those who’ve grown comfortable in the



academic guild). The UC has some of the best, brightest, and most innovative faculty in the world. What would it mean for its faculty—rather than for-profit college owners, trade book authors, and UC administrators who may have done little or no undergraduate teaching—to be at the center of devising a new future for higher education? What might that future look like? What sort of design process could elicit the best ideas from our world-renown faculty? I want to suggest in this talk that we need to devise a new method for faculty participation in planning the

UC's future. I propose reviving an old tradition of all-UC faculty conferences, a practice that went on annually and was sponsored by the Academic Senate between the mid-1940s and mid-1970s, and combine this with a technique used in urban planning, the design charrette process. The goal is to enlist the UC's greatest asset—its faculty and their formidable research strengths—to address with imagination, intelligence and agility the complexities and opportunities we will surely face in the future.



**Interlude: watch first 1-2 minutes of this video:**

<http://www.youtube.com/watch?v=dGyLrZIyY1E>

## GLORIOUS PASTS AND FEARSOME FUTURES

As we look into the future, let's try to imagine a horizon that extends beyond this year's legislative budget cycle. Extend your gaze beyond even the coming decade. Imagine as far into the future as, say, 2050. Don't panic! Relax. Breathe. If you find your heart beginning to flutter and your head straining to be buried in the sand, consider the words of former UC President Clark Kerr, spoken when he was 90 years old: "There does seem to be a tendency in higher education to view the future with alarm and the past with appreciation."<sup>18</sup> In the final addendum to his often re-issued classic *The Uses of the University*, Kerr noted that he had "attended dozens of official celebratory occasions of colleges and universities, and I have come to expect references to a 'glorious past' and to a 'fearsome future.' Why is the past always seen as so glorious? In the 20<sup>th</sup> century, the past mostly *was* glorious. To say so is a way to thank past contributors."<sup>19</sup> But why is the future always "fearsome?" he asked. The answer: "it often is." To say that the future is fearsome is "an argument for making the changes the current authorities see as necessary," says Kerr. It is furthermore a strategy to enlist the backing for those changes. This is the "shock doctrine," a strategy well analyzed by Naomi Klein.<sup>20</sup>

In the face of the fearsome future that lies before us now in the University of California, many have invoked the glorious past of Clark Kerr himself. His much-celebrated leadership of the University of California in the 1950s and 60s inaugurated the legendary Master Plan of Higher Education, the crowning jewel of a golden age of expansion and innovation in higher education. This epoch saw an auspicious and unprecedented alignment of three factors: 1) the

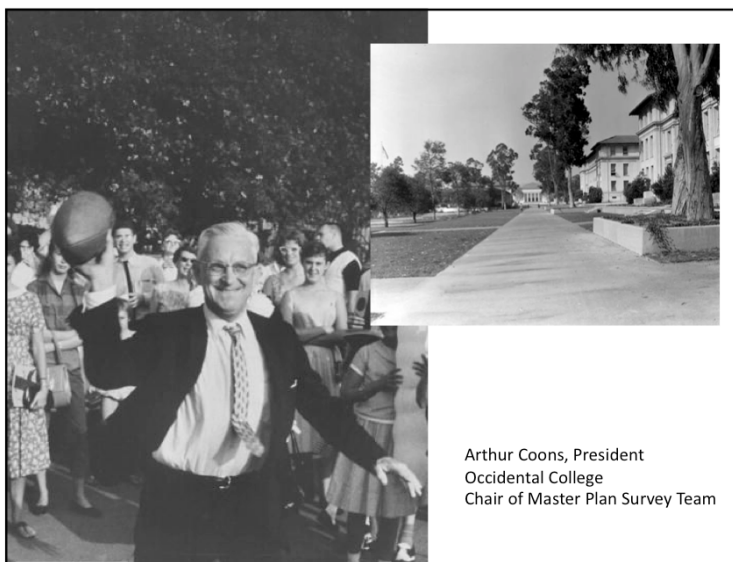
growth of federally funded scientific research fueled by Sputnik anxieties, 2) a so-called “tidal wave” of expanding student enrollment in California, and 3) a postwar period of the “greatest economic prosperity” in U.S. history.<sup>21</sup> Kerr drew upon his research expertise as a labor economist and arbitrator, as well as his wide-ranging knowledge of the history and philosophies of higher education both in America and Europe, to become a central player in orchestrating the



Master Plan. The document was more of a treaty than a plan, and it said little about educational philosophies. However, because the Plan's elegant and clear tripartite design of the segments of public higher education was so successful in terms of managing growth and codifying spheres of influence, California's Master Plan was widely adopted nationally and internationally as a model.

And Clark Kerr was widely celebrated as the Master Plan's key architect. However, Kerr himself did not actually serve on the core

Master Plan Survey team. The individual who actually chaired the core survey team was not even from public education at all: Arthur Coons, then President of Occidental College, a small, private liberal arts college in Los Angeles. The rest of the survey team included representatives not only from California community colleges, state colleges and the UCs, but also private and independent colleges. In addition to Coons, the team included Robert Wert, Vice Provost of Stanford University. The Master Plan articulated how all spheres of higher education in the state should coordinate admissions and growth, from the community, state colleges and the UC's to also include the private and independent colleges and universities. If one were to devise a new Master Plan in 2011, it would have to include the for-profit education sector, which today covers a large and ever expanding segment of higher education in the state. The for-profits are here to stay. What is their role? How will they relate to the other segments?





### *Members of the Master Plan Survey Team*

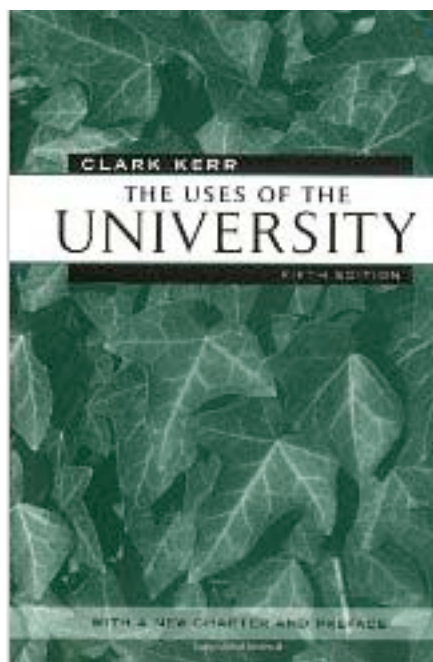
At the final meeting of the survey team on December 18, 1959, members debated what the report should be called. Clark Kerr referred to the report as the “Coons report,” in honor of the survey team chair Arthur Coons. However Coons deferred to Governor “Pat” Brown, saying said that if Brown “would support this plan fully in the forthcoming legislative sessions, we would all forget about calling it the Coons plan and it would become the “Brown plan.”<sup>22</sup> In the end it was simply called “A Master Plan,” with no namesake. But when you call something a “Master Plan,” people will invent a master: It’s a genre expectation. Thus it was perhaps inevitable that the October 1960 *Time* Magazine in its cover story on the Master Plan gave full credit to Clark Kerr: “This year's top education news in California is the ‘Master Plan’—an academic armistice largely fashioned by onetime Labor Mediator Kerr, who in 500 major labor negotiations developed the subtle skill that makes aides call him ‘the Machiavellian Quaker.’”<sup>23</sup> *Time* also credited Kerr’s Quaker background as the inspiration for his approach to leadership: “His favorite phrase, and occupation, is finding every situation's ‘inner logic’ (from the Quaker ‘inner spirit’). Kerr saw Cal's future in a codification of the state's entire higher-education system—an order of excellence from top to bottom. With roles properly specified in the state constitution, each level could grow without hurting the others.”<sup>24</sup>



Though Kerr did not actually serve on the Master Plan Survey Team, he was instrumental in launching and designing the structure for this massive endeavor. He astutely perceived the need for planning, and he articulated through lectures, articles, and his own research as a scholar a larger philosophical context for the epochal shifts in the economy, education, industrialization, labor, and the knowledge industry that were aligning in the post-war years. In 1964, four years after the Master Plan appeared, Kerr also published his important book, *Industrialism and Industrial Man: The Problems of Labor and Management in Economic Growth*. Kerr's book adopted a prophetic tone: "The world is entering a new age—the age of total industrialization" it foretold in the opening lines—an age that would bring profound and worldwide transformation such that societies everywhere would become vastly different in ways that "cannot yet be clearly foreseen."<sup>25</sup> While the authors admitted that, "it is always difficult for one age to see its own place in the stream of history," that is precisely what they attempted to do:

It is vital to seek coherent interpretations of these developments and to expose each new analysis to critical review and revision. This is more than a speculative exercise. The interpretation placed upon past and present events often determines current policies and courses of action. And these, in turn, give new directions to the ongoing stream of history.<sup>26</sup>

Kerr's scholarly interests as a labor economist converged with his burgeoning career as a university administrator. His *Industrialism and Industrial Man* identified education as the "handmaiden" of the new industrial age.<sup>27</sup> The book also discussed the pivotal role of what the



authors called the new "industrial elite," small groups of dynamic men who would seek to "change or to conquer the society through the superiority of the new means of production." The authors identified the notion of factions among these elites, each with different concepts, competing as each vied for supremacy. Each sector of the industrial elite tries to "guide this historical process by conscious effort, to explain it to themselves, and to justify it to others."<sup>28</sup> The attempt to step outside and above the present, to see from a macro view on high the larger contours of a transforming epoch, was Kerr's goal both as a scholar of America's economy and an administrator overseeing the entire University of California system. A prophetic view from on high was also evident in Kerr's Godkin Lectures at Harvard University. Given in 1963, these lectures form the first three chapters of his book *The Uses of the University*. Kerr describes America education as undergoing a revolution: "The university is being called upon to educate previously unimagined numbers of students; to merge its activities with

industry as never before; to adapt to and re-channel new intellectual currents. By the end of this period, there will be a truly American university, an institution unique in world history, an institution not looking to other models but serving, itself, as a model for universities in other parts of the globe."<sup>29</sup> Kerr self-consciously refers to his text as "prophesy," acknowledging that prophesy has its perils, especially in an environment as complex and dynamic as the American university.<sup>30</sup> He recognized that large universities like the one he was leading could be among the most conservative of institutions, and he singled out faculty in particular as a constituency

that could be the most intransigent in the face of change. Within the realms over which faculty have control—admissions, curriculum, and faculty hiring and advancement—moving slowly and deliberately are considered necessary and valuable attributes. Agility and adaptability seem inimical to faculty governance. Kerr quotes F.M. Cornford a classicist at Cambridge University in the late 19<sup>th</sup> century saying of the faculty that, “Nothing is ever done until everyone is convinced that it ought to be done, and has been convinced for so long that it is now time to do something else.”<sup>31</sup> According to Kerr, the professoriate’s “guild” mentality often manifests in isolationist behavior, and he noted that historically faculty tended to be a “stronghold of reaction rather than a revolutionary force.” In the 1960s, the impetus for change was largely coming from outside academe. For Kerr, this raised a question about how institutions would determine the “good” from the “bad,” and “how to embrace the good and resist the bad.”<sup>32</sup> Kerr saw the problem of education in that time as “not so much that the university does not fully control the direction of its own development—it seldom has—but rather that it must make what are judged to be essential adjustments so often and so quickly, like an amoeba in an unfriendly environment.”<sup>33</sup>

The 1960 Master Plan was that amoeba in an unfriendly environment. It was a pragmatic and strategic document designed to address volatile and rapidly changing conditions. While we



now look back with nostalgia about the glorious, golden era of higher education inaugurated by this document, at the time many in higher education generally felt more fear and anxiety than optimism. They anticipated a fearsome rather than a glorious future in the face of what was expected to be extraordinary post-war growth. They knew that the UC needed to double enrollments in a single decade—that would be as much growth in one decade as the university had seen in the previous century. In actuality the university enrollment in the era of the

Master Plan tripled. “The fear of increasing enrollment was overwhelming,” recalls Kerr, and many people felt that “more is worse.”<sup>34</sup> The anticipated enrollment surge was repeatedly described as a “tidal wave,” a metaphor of cataclysmic disaster. One can’t plan for or manage a tidal wave. Evacuation is really the only sensible thing to do. In this regard, it is worth remembering the words of President Dwight D. Eisenhower: “Plans are worthless, but planning is everything. There is a very great distinction because when you are planning for an emergency you must start with this one thing: the very definition of ‘emergency’ is that it is unexpected, therefore it is not going to happen the way you are planning.”<sup>35</sup> Even if our plans as envisioned may prove imperfect, the process of planning—and doing so in a long-range way guided by overarching visions and goals rather than short term crises and needs—can produce tremendously beneficiary outcomes.

“Beware the doomsayers,” Kerr warned. In his final update to the *Uses of the University* in 2001, Kerr offered five practical points of wisdom that I think might guide us quite effectively in 2011 as we quake in our boots, awaiting for the latest budgetary axe from Sacramento to fall, bringing its own tidal wave of bad news, layoffs, budget cuts and retrenchments. Kerr advises:

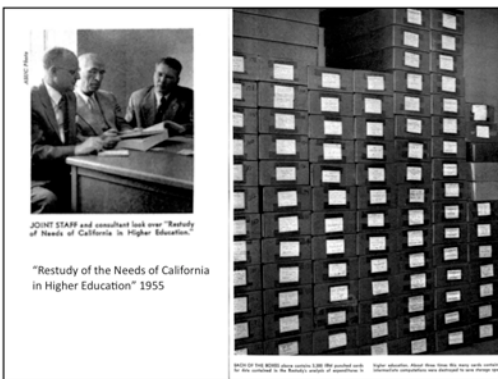
1. Higher education has been very resilient in turning fears into triumphs. I expect that this will continue. It is due to the angels who march in where fools fear to tread.
2. It is better to concentrate on basic long-term trends and not on current annoyances.

3. The first, best step in conquering the future is to worry about it—to fear it. Worry is the beginning of wisdom.
4. Fear should liberate responses, not imprison them.
5. It is useful to be confident that a glorious past might be followed by a glorious future.<sup>36</sup>

When Kerr succeeded Robert Gordon Sproul as UC President in 1958, there was an overwhelming need for comprehensive educational planning. What we now think of as the three tiers of public higher education in California—the community colleges, the state colleges, and the UCs—were behaving in those days just like those excited boys in at the 2009 Education Venture Capital Summit in Silicon Valley. Anticipating a spectacular growth in the state’s education “industry,” each sector was vying for public funds to support expansion and the construction of new campuses. Lawmakers were deluged with a hodge-podge of funding requests. Yet because there was no overall plan, no overarching basis upon which legislators could decide which new campuses to fund and which not, they were frustrated, bothered by what Jerome Walker characterized as “unilateral actions, unjustified duplication of programs, adversary rather than cooperative attitudes, and parochial perspectives demonstrated by educators in the public higher education institutions.”<sup>37</sup> In 1959 alone, twenty-three bills, three resolutions, and two constitutional amendments relating to higher education were introduced before the legislature--symptomatic in the eyes of many of a profoundly dysfunctional situation. Thirst for money was a driving factor, as Walker explains: “Localities competed for new campuses, throwing their chambers of commerce, city councils, mayors and legislative representatives into the promotion fray. Community enthusiasm for battle stemmed not solely from a desire for higher learning; but from the assurance of a realtor’s paradise for profit and related community development.”<sup>38</sup>

So in 1959 the California Assembly passed concurrent Resolution No. 88 which requested a Liaison committee of leaders from the UC and State Colleges to “prepare a master plan for the development, expansion, and integration of the facilities, curriculum, and standards of higher education, in junior colleges, state colleges, the University of California, and other institutions of higher education of the State, to meet the needs of the State during the next ten years and thereafter.”<sup>39</sup> Perhaps expressing its pique and irritation with what even Clark Kerr characterized as “guerilla warfare” among the various segments of higher education, the legislature appropriated no money for this study and gave the committee only eight months to complete its work.<sup>40</sup>

While we’ve come to think of this planning exercise as “the” Master Plan it was actually labeled “a” master plan. There had been several prior studies in California’s history, and the Master Plan team drew liberally on data and recommendations from previous endeavors, such as the Educational Commission of 1899, the Joint Legislative Committee of 1919, the Suzzallo Report of 1932, “Committee of Twenty-Five” formed in 1936, the Conference on Higher Education of 1939, the Liaison Committee of 1945, the Strayer Report of 1948, the McConnell Report of 1955, and the “Study of the Need for Additional Centers of Public Higher Education in California” of 1957.<sup>41</sup> The Master Plan built upon all of these prior studies, making ample use of the information that had been gathered, such as the financial data from the 1955 McConnell



Report represented in these 3,300 IBM punch cards.

The University of California's participation in the Master Planning process also drew upon ideas, insights, analysis and personal networks established through the regular "All-University Faculty Conferences" that were held annually in the post-war years starting in 1944. These conferences, which were convened by the Academic Senate, included usually about 100-120 faculty from across the UC system who gathered to talk about a few key subjects of relevance to the institution, along with the President

who attended and often gave a keynote address. Annual themes included "The Relation of the University to the State" (1947), "The University of California in the Next Ten Years" (1949), or "How to Appraise the Value of the University to Society" (1954).<sup>42</sup> Participants conducted analysis in advance, engaged in discussion sessions during the conference, and issued position papers as well as final resolutions.

At the first conference in 1944, which was organized around the theme of the "Post-War University Conference," President Robert Gordon Sproul began by saying that, "The soul purpose of this conference is to stimulate thinking on all campuses of the University about major problems of the University as a whole, and to afford an opportunity for free, frank, and thorough discussion of those problems by a large number of interested members of the faculty."<sup>43</sup> Other UC presidents remarked in subsequent conferences that these events provided important and unique opportunities for the administration to have direct and informal connection with faculty members from all campuses and to benefit from their ideas. In 1976, President Saxon said:

To be sure, I have regular contacts with the Assembly, the Academic Council, and various Systemwide Senate groups, and there are official visits to campuses and attendance at meetings of Senate Divisions from time to time. But these occasions are necessarily limited in duration and closely structured in form and subject matter. The All-University Faculty Conference provides both the President and the faculty members with a different kind of setting, one with opportunity for more direct and personal contact and for the best means of getting really acquainted—watching how people think and react over an extended period of time when they are grappling with important topics of mutual concern.<sup>44</sup>

Resolutions from each Conference were made to the President in an advisory capacity, and at the first conference, President Sproul noted, "I need not remind you, I am sure, that this conference has no power except to recommend to appropriate academic bodies and administrative officers. Nevertheless, I feel confident that the influence of its discussions and conclusions will be far-reaching and, in many cases, determinative."<sup>45</sup> In 1976 at the 30<sup>th</sup> All-University Faculty Conference, President David S. Saxon said that a number of resolutions during past conferences had indeed proven influential.<sup>46</sup>

What did this conferences accomplish that other existing structures of shared governance and Academic Senate consultation could not? In President Sproul's remarks to the eighth conference in 1953, he said that his welcome to participants "was far from perfunctory, I assure you, for no function of a university president is more important than maintaining close relations with the faculty."<sup>47</sup> Yet he noted that as the university grew larger and older, this special presidential function of faculty relations became increasingly difficult. "An institution, like the



human body, becomes less flexible with age,” he said. Extending the metaphor of the aging body even further, Sproul said:

clear and simple channels of communication between the president and faculty tend to become organized into a complex system of administrative veins and arteries, and these again like their human counterparts, are subject to a certain amount of sclerosis. When this happens, the titular head of the organization often suffers from something like oxygen starvation, with such characteristic symptoms as failing vision, and gait slowed down to a shamble, and weaving from side to side with little forward motion. The head may even become subject to strokes which are far from strokes of genius.

The All-University Faculty Conference was established by me, at the end of my fifteenth year in office, as preventive medicine for this type of presidential degeneration. It is designed, deliberately, to ignore the whole vast network of the administrative circulatory system, and to let the good red blood of individual thinking on educational problems take its own course from each one present to whomever and wherever he thinks it should go.<sup>48</sup>

Sproul remarked that while some resolutions from these conferences had had great impact on the subsequent actions of the Senate or administration, others had no impact at all. He likened the reception of conference outcomes as being like the relationship between “a spark and the tinder on which it falls”--sometimes the spark produces no light, other times it smolders and the result is “no more than clouds of smoke.” However, “the records of the major academic committees, of the more important administrative committees, and of the Office of the President, all furnish abundant evidence that many sparks have lit fires under each of these bodies, which promptly have induced action that needed to be taken, and burned away practices and procedures that were dying on the vine and needed more than pruning.”<sup>49</sup>

The Academic Senate convened and sponsored the conferences. Thus we might ask how did the Senate view their utility? According to the proceedings from the 1958 conference, which was convened at a transitional moment between the presidencies of Sproul and his successor Clark Kerr, the Senate strongly reaffirmed the “healthy tradition of these all-University faculty conversations.”<sup>50</sup> During that year’s final resolutions, there was formal endorsement of their value. Resolution #2 stated, “This Conference reaffirms the conclusion of its predecessors respecting the great value of the opportunity that is afforded by these conferences for fellowship, the stimulation and interchange of ideas, and understanding of the problems of the University. We therefore thank Chancellor Kerr not only for his participation in this Conference but also for his expressed intention to continue the Conference tradition.”<sup>51</sup> The conferences seem to have ended in 1976 during the Presidency of David Saxon, though the reasons for their suspension remain obscure.

I propose that the tradition of these all-university faculty conferences suggests a format we could revive today to instigate faculty-driven planning and coordination within the UC, a process that might very well produce something more agile and prescient than our existing Academic Senate structures of shared governance tend to produce, and likewise something more visionary and progressive than the findings produced by the Regent-convened “Commission on the Future.” I propose we ought to hold some version of these All-University conferences again. These might be jointly sponsored by the Academic Senate and the various UC faculty associations, with each serving as a necessary corrective of the other. The Senate is constitutionally the faculty’s source of power and strength, a recognized body of shared governance in our system. However its chief impairment in times like the present is that Senate

moves at a lumbering—some would say glacial—pace. This is inadequate for responding effectively to a dynamic, rapidly changing environment like the one in which we presently find ourselves. In the past two years it has been rather the faculty associations that have shown tremendous agility and faculty leadership in this regard. The BFA has provided swift analysis and empirically rich data, making sure that faculty concerns are addressed and educational principles are placed centrally as an overarching goal. However, faculty associations in our present situation have been cast or have cast themselves in a gadfly role. This has been important, but gadflies are not going to take us into the future. Faculty need to lean forward. We need to be proactive and have a plan. In our present mode of operations, neither the Senate nor the UC Faculty Associations are providing the level of leadership that is required. And the UC administration has likewise proven ineffective. It has succumbed to the pathologies of large multiversities that Kerr foretold in his Godkin lectures:

George Beadle, president of the University of Chicago, once implied that the very large American university (but not his own) might be like the dinosaur which “became extinct because he grew larger and larger and then sacrificed the evolutionary flexibility he needed to meet changing conditions”; its body became too large for its brain. David Riesman has spoken of the leading American universities as “directionless . . . as far as major innovations are concerned”; they have run out of foreign models to imitate; they have lost their “ferment.” The fact is that they are not directionless; they have been moving in clear directions and with considerable speed; there has been no “stalemate.” But these directions have not been set as much by the university’s visions of its destiny as by the external environment, including the federal government, the foundations, the surrounding and sometimes engulfing industry.

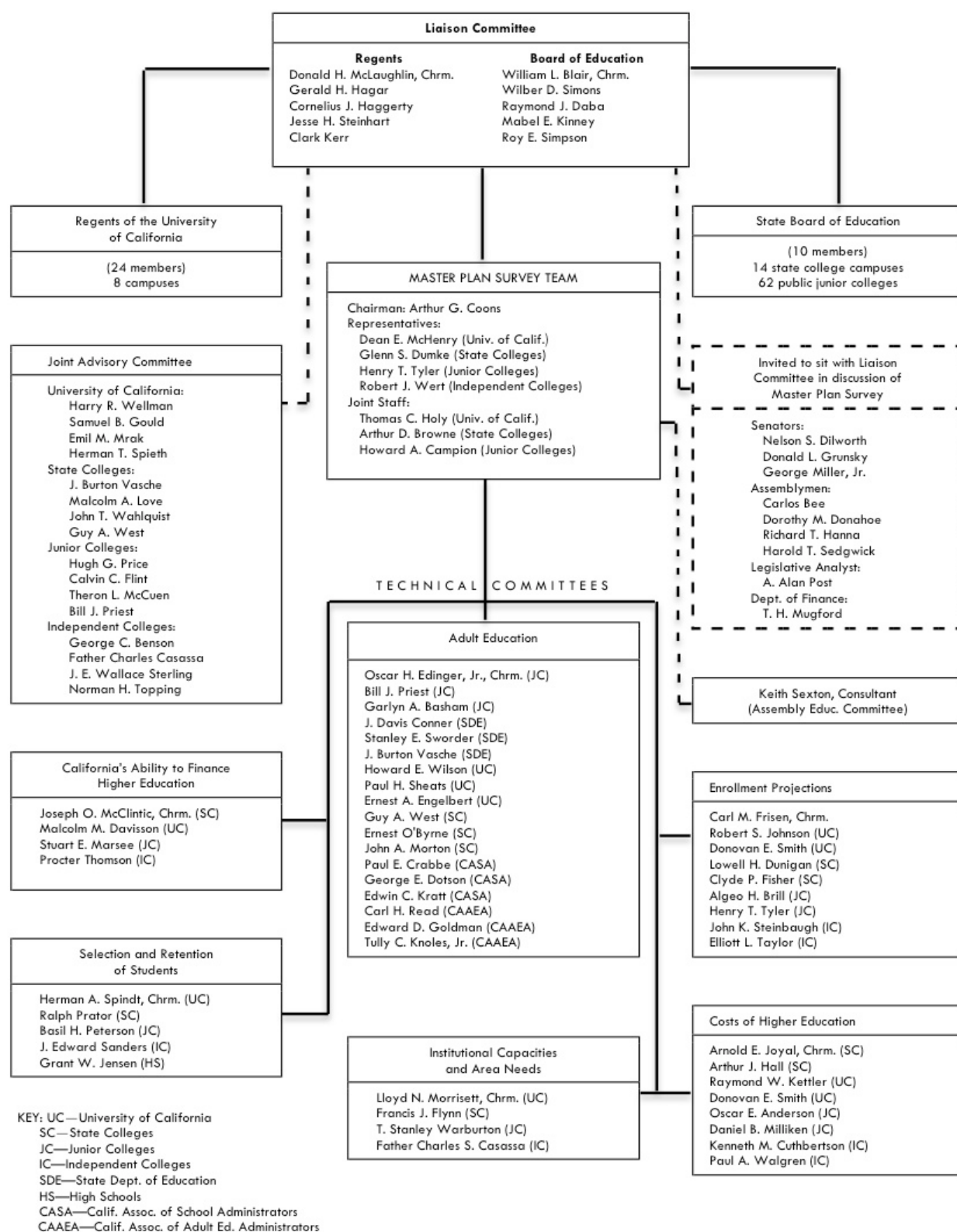
The university has been embraced and led down the garden path by its environmental suitors; it has been so attractive and so accommodating; who could resist it and why would it, in turn, want to resist?

But the really new problems of today and tomorrow may lend themselves less to solutions by external authority; they may be inherently problems for internal resolution.

The university may again need to find out whether it has a brain as well as a body.<sup>52</sup>

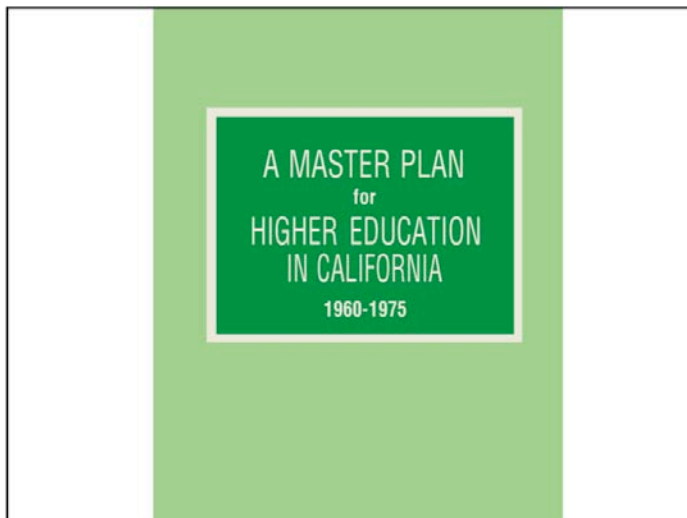
Faculty *are* the brains. And we are being starved of sustenance by an overgrown administrative body, a body that while once was dominated by what Kerr called “Captains of Erudition” is now overwhelmed by “Captains of Bureaucracy.” If faculty do not take action, our university may well become extinct.

We need to look at the big picture. How much will California grow by 2050? What will be the labor needs of that era? What kinds of education will be needed for that work, and which spheres of higher education will address those needs? What is the proper sphere of the for-profits? How will we relate to them? Will the UC grow to meet the impending numbers that our historic compact of the Master Plan (12.5%), or will we stop at this point, saying that we will favor quality over numbers, thereby relegating growth to other segments? Will we create different tiers of the UC campuses, different castes? What would be the pros and cons of such a plan? We need to be able to put such scenarios on the table and analyze these prospects using the very best and brightest faculty to provide in-depth analysis and projections. The Master Plan was organized by offering different scenarios. It said, if we continue to grow as we have, here is what the future looks like. Next to this, the Plan contrasted alternate scenarios, ones that diverged from the status quo. And the team that produced this analysis was full of top-notch scholars with research interests connected to problems the plan tackled: labor economics, political science, the



**FIGURE 1**  
Organization for the Master Plan Survey of Higher Education in California

history of California. Several had PhDs in higher education. Many of Survey Team members had extensive experience also as teachers in the undergraduate classroom—something that is not generally true of our current UCOP leadership, which is dominated by faculty from the medical and law schools. And many of the Survey Team members knew each other well: Glenn Dumke from the CSU had been a roommate of Clark Kerr's at Stanford University. Arthur Coons had hired Glenn Dumke as a young assistant professor at Occidental College. The Master Plan Survey team was also constituted in a way that stepped out of purely proprietary interests. Representatives from the various segments were chosen for their ability to think about a larger picture, to approach the task with a cooperative rather than adversarial attitude, to operate with an expansive rather than parochial perspective. In many ways the "Joint Advisory Committee" of the various higher education segments was structurally positioned as the logical unit to oversee the master plan. But this agency was too prone to competition, parochialism and proprietary jockeying for position. Kerr, an experienced strategist, was able to circumvent those limiting proclivities by creating a novel "survey team" structure.



You'll note from the title page of the Master Plan that it was intended to last for 15 years from 1960-1975. Instead it has lasted for fifty years with its silver anniversary celebrated last year. There have been several modest attempts at an update in the intervening years, but none very concerted or successful. Last year various pundits convened to discuss the state of the master plan, and some of them declared the "compact between the people of the California and the state with respect to the provision of postsecondary education is all but dead."<sup>53</sup> Donald Heller,

Director of the Center for the Study of Higher Education at Pennsylvania State asked, "Should California simply give up, admit that the Master Plan is dead, and hold a suitable memorial service...? Or is there a chance it can be resuscitated through extraordinary life-saving measures?"<sup>54</sup> Barry Munitz, the former Chancellor of the CSU system, noted that when he worked for Kerr in the 1960s no one really said much about resources. Even during subsequent reviews of the document, changing fiscal resources wasn't a topic well considered. Munitz recalls that in the first review of the Master plan there was a short text related to finances that said essentially, "Someone should look at this new Proposition 13, it could have some impact on the ability to support these objectives."<sup>55</sup> William Tierney, an education professor, pronounced the master plan "done—kaput—finished."<sup>56</sup> He suggested that our current planning efforts are far too anemic. They don't go far enough. He raised the prospect of converting some of the UC campuses from a research to a teaching focus, creating essentially two castes of UC's. He quickly adding, "I'm not saying we should do this, but we should consider it. And we're not." Instead, we have endeavors like the UC's Commission on the Future offering up the underwhelming conclusion that the "future cannot be avoided." We're going to have to do a lot



better than that if we are to have a future for the higher education in California that any of us want and that the people of the State of California are going to want to invest in. John Aubrey Douglass says:

Make no mistake about it, the demand for higher education will continue to climb, in California, in the US, and throughout the world. Developed and developing economies are all in a race to produce an ever more educated workforce. California should be no exception. Yet a number of studies indicate that California's higher education system will not keep pace with labor needs in the state, let alone affording opportunities for socioeconomic mobility that once characterized California.<sup>57</sup>

In short, California needs to think big. Really big. We need, according to Douglass, "to imagine a more robust and competitive economy, with higher education as one of its essential building blocks."<sup>58</sup> Instead, our grand plans in the UC are for conservation at best, but more likely contraction, with the anemic ambition that we should be "fit and ready to serve" California in future.<sup>59</sup> *No one wants to invest in that.* But where our UC leaders see contracting opportunities and retrenchment, the edupunks and edupreneurs see opportunity, promise, innovation and growth. They see an enormous industry that has not really changed much in decades. Douglass predicts that, "when public higher education can not keep pace with growing public demand for access and programs, For-Profits rush to fill the gap, and become a much larger provider."<sup>60</sup> This is what he calls the "Brazil Effect" because in that country, more than 50% of the rapidly expanding education market is served by For-profit institutions. Jose Ferreira, the founder and CEO of Knewton, a leading adapting learning company, says:

The Internet disrupts any industry whose core product can be reduced to ones and zeroes [i.e. news, music movies]. It is blindingly obvious to me that it will happen with education. But here's the thing—education as an industry is bigger than all these other industries combined. It is the biggest virgin forest out there. As excited as people get about Google [...] or Microsoft and software, those industries are a fraction of the size of education.<sup>61</sup>

Perhaps you, like me, are wary when education is referred to as a virgin forest by someone who looks ready to clear cut our beautiful trees. Perhaps you, like me, recoil at the notion of discussing what we do in the classroom with our students as being an "industry." Yet we would do well to remember that it was Clark Kerr in his Godkin Lectures at Harvard in 1963 who promoted the idea of the "knowledge industry, which he noted then accounted for 29 percent of the gross national product."<sup>62</sup> Kerr's idea of the



"multiversity" is that is a mechanism rather than an organism, "a series of processes producing a series of results—a mechanism held together by administrative rules and powered by money."<sup>63</sup> Students such as Mario Savio and Kerr's critics in the Free Speech Movement turned his phrase into "knowledge factory," an idea against which they rebelled by saying the machine must stop. "We said that we must put our bodies on the line, on the machinery, in the wheels and gears."<sup>64</sup> In their view, the "knowledge factory" must be brought to a halt. This critique of Kerr's vision and his own

miscalculations about how to manage student unrest must also figure into our assessment of the

Master Plan. The plan was celebrated for many reasons, and chief among these was the notion of mass education. The feature story and cover of *Time* Magazine is revealing in this regard: a throng of students charging Berkeley's famous Sather gate, surging towards a massive, depersonalized head on top of which sits a graduation cap. The crowd oddly loses pigmentation and differentiation the closer they get to entering an orifice on the head that seems to signify "graduation." Mass education was in 1960 a new vision, awe-inspiring even as some also found it rather horrifying and disturbingly impersonal. It was a vision that appeared in many ways antithetical to traditional notions of the learning. This was an era that created other similar mass productions. Consider, for instance, our food. In time we've come to realize through environmentalists, the SLOW food movement, and Michael Pollen's omnivorous dilemmas that mass production of food is highly destructive to the land, to people, and the economy. It is ultimately not sustainable. Is it possible that the same is true of mass education? Is it possible that Clark Kerr's vision and the tripartite machine of public higher education in California that it produced has become at this moment not too big to fail, but rather too big to succeed?



What is clear is that the master plan at 50 could use a radical makeover. And what 50-year-old isn't entitled to that? So many of the fundamental assumptions that guided this document have changed and so many new challenges are on the horizon that it does seem like we've passed the point where a makeover, even a radical one, will suffice. We've outgrown the Master Plan, and like Alice in Wonderland, we have a scale problem.

What might a new planning endeavor look like? Given how complex and unwieldy the UC has become in fifty years (never mind the other segments or indeed the massive complexity and scale of California itself) it is difficult to imagine a visionary planning process for our segment alone, much less the entire state including the CSU's, CC's and private colleges. For the UC alone, it's difficult to imagine a planning process that would catapult us out of the stalemates, purely proprietary interests and diffusion of goals that is a defining feature of the "multiversity." Even in 1963 Kerr said of the multiversity that it is "so many things to so many different people that it must, of necessity, be partially at war with itself."<sup>65</sup>

Is master planning even a viable option anymore? There is not only a problem of scale and competing interests. But the whole notion of a master plan drew its language from a mode of urban planning that is now decidedly outdated. The 1960 "Master Plan" was the first educational planning instrument that called itself by this name, and even the core administrative apparatus of the endeavor—the Survey Team—drew from the language of city planning and architecture. In this modernist mode of urban design, exemplified by Robert Moses, the "Master Builder of New York," one visionary master barrels through with his big ideas. Moses was a man who "commandeered the bridges and tunnels, the roads, housing, parks and public structures of the four middle decades of the twentieth-century city." He was known as "the Power Broker who left a legacy of fifteen bridges and a half-dozen beaches (among them Jones Beach), not to mention Lincoln Center, The United Nations and two World's Fairs; the planter of more than two million trees and the displacer of more than 500,000 tenants."<sup>66</sup> Admired and reviled, Moses exemplified

an era of urban design in the 1960s, an approach to planning that, like Kerr's, spoke from the heights and with a tone of mastery.<sup>67</sup>

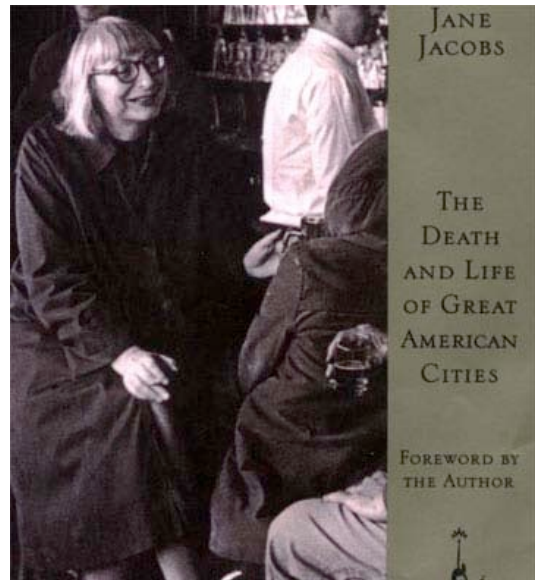
Yet the kinds of urban environments which planners like Moses produced tended to run roughshod over the actual people in those communities. There arose in urban design a whole counter movement that was more community centered. The critic of Moses who most



exemplified a democratic, community engaged process of planning was Jane Jacobs, who fought and won several major battles with Moses when he had ambitions to bulldoze through vibrant sites like Washington Square Park. The most famous photograph of Robert Moses shows him standing on a red I-beam above the East River, his arms akimbo with roll of drawings in his left hand. Behind him is Manhattan, including the United Nations complex, just one example of his profound impact on New York.

Jane Jacobs was rather known for this image of her at home in a tavern in Greenwich Village, a beer in one hand, a cigarette in another, and fully engaged in conversation with other people, her village neighbors. These two individuals represent very different approaches to planning, to meeting the future in all of its fearsome and glorious potential.

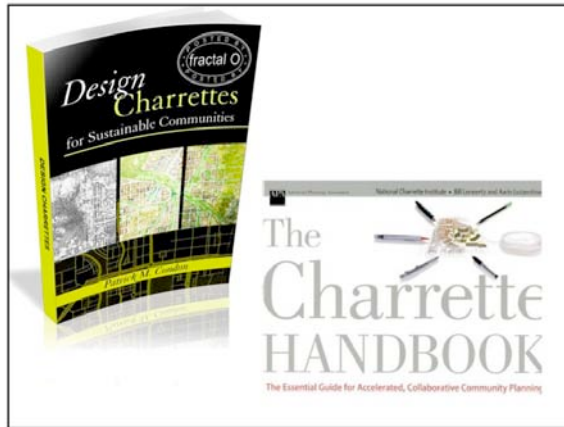
The master builder approach is now largely discredited. As the *New York Times* said of the planning process to rebuild lower Manhattan after 9/11, "The master builder is out. Consensus and process are in."<sup>68</sup> There is a rising movement towards planning through community-based activities such as design charrettes, which get their name from the carts used at the Ecole des Beaux-Arts in Paris in the 19<sup>th</sup> century. At the end of the day, carts (or charrettes) would come around to collect designs from student architects, and some of them were so intensively engaged in their work, they would continued to design as the cart moved en route to their professors.



The National Charrette Institute defines a charrette (pronounced \shuh-RET\) as "A multiple-day collaborative design and planning workshop held on-site and inclusive of all effective stakeholders."<sup>69</sup> According to Bill Lennertz and Aarin Lutzenhiser, a well-administered charrette "brings into being a collective intelligence . . . and it does this with stunning efficiency."<sup>70</sup> Design charrettes represent a dynamic planning process that is collaborative, holistic and responsive to a community. Modern design charrettes connote an intense, short, focused



working period that brings together people of different disciplines, backgrounds and vested interests. The optics of charrettes are quite different from those of master planning: rather than a grand view from on high, design charrettes assemble a whole host of people around a table or white board. Participants wield pens, draw on diagrams and write on stickie notes. A well guided and organized charrette can produce imaginative and highly successful plans, designs for



community that meet current needs, address known problems, and make room for entirely new uses and constituencies and future aspirations.

I propose that we draw upon the UC's 30-year history of all-university faculty conferences and that we use as the design charrette format to structure this conference. The purpose of the event is to stimulate and harness the array of research expertise we have among our faculty, a constituency that represents the UC's best and most celebrated asset. Faculty participants should be selected for their relevant research expertise, experience with teaching and commitment to our public mission. Administrators should also be invited to attend, as they were with All-UC Faculty conferences in the past. But the goal of this process is stimulate the best ideas from our university's number one asset: its faculty, inspiring them to envision a future for our university that will both meet and shape the demands of the future. What will California's labor force look like in 2050? What modes of education are going to meet those needs? Will we continue to expand to meet our historic mandate described in the master plan (12.5%)? If so, how will we expand? What plans for the future will

draw best upon our current strengths? The goal should be to produce visionary narratives that help us shape the future through the very act of interpreting the present. We need to imagine a future that people will want to invest in, especially the people of the state of California, and our legislators and Governor.

Many of us have fears about the future, and many of those fears are well justified. The first, best step in conquering the future is to worry about it—to fear it. As Kerr said, "Worry is the beginning of wisdom." But fear about that future should liberate our responses, not imprison them. We need to dare to imagine that a glorious past might be followed by a glorious future. While faculty may not be empowered to implement the ideas such a planning process would produce, faculty ought to be able to generate some really good ideas that we can then place before to those in power--the governor, President Yudof, and the Regents. We need to put our best and our brightest faculty out *in front* of the issues, rather than behind them either paralyzed in a state of denial, or alternatively galvanized primarily in a critical, gadfly sort of way. The present moment is a crisis of leadership as much as it is a crises of finances. The administration of the UC has grown so large and bureaucratic, so removed from the classroom, and from the fire



of research innovation, the best that today's "Captains of Bureaucracy" can produce is, "The future cannot be avoided." I deny that future. I believe we can trade that future for a better one.

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<sup>1</sup> Clark Kerr, *The Uses of the University*, Fifth Edition, Cambridge: Harvard University Press, 2001, p. 81.

<sup>2</sup> John Aubrey Douglass, "Re-Imagining California Higher Education," Center for the Studies of Higher Education, *Research & Occasional Paper Series*, 14.10, p. 2.

<sup>3</sup> White House, press release, "Excerpts of the President's remarks in Warren, Michigan today and a fact sheet on the American Graduation Initiative," 14 July 2009, available at [http://www.whitehouse.gov/the\\_press\\_office/Excerpts-of-the-Presidents-remarks-in-Warren-Michigan-and-fact-sheet-on-the-American-Graduation-Initiative/](http://www.whitehouse.gov/the_press_office/Excerpts-of-the-Presidents-remarks-in-Warren-Michigan-and-fact-sheet-on-the-American-Graduation-Initiative/) (accessed 25 February 2011). For analysis of the implications of this for California, see Douglass, "Re-Imagining," p. 4.

<sup>4</sup> University of California Commission on the Future, *Final Report*, November 2010, p. 2. Report is online at <http://ucfuture.universityofcalifornia.edu/>, accessed 24 February 2011.

<sup>5</sup> Ibid, p. 2.

<sup>6</sup> Quoted in Deborah Solomon, "Big Man on Campus: Questions for Mark Yudof," *New York Times*, 24 September 2009, published online at <http://www.nytimes.com/2009/09/27/magazine/27fob-q4-t.html>.

<sup>7</sup> See Anya Kamenetz, *Generation Debt: Why Now is a Terrible Time to be Young*, New York: New York: Riverhead Books/Penguin, 2006.

<sup>8</sup> Douglass, "Re-Imagining," p. 2.

<sup>9</sup> Quoted in Anya Kamenetz, *Edupunks, Edupreneurs, and the Coming Transformation of Higher Education*, White River Junction, VT: Chelsea Green Publishing, 2010, p. 110.

<sup>10</sup> Ibid, p. 110.

<sup>11</sup> Kamenetz, *DIY U*, p. 122.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> John Aubrey Douglass, "Revisionist Reflections on California's Master Plan @ 50," *The California Journal of Politics and Policy* 3.1: 1.

<sup>15</sup> Quoted in Kathleen Maclay, "Clark Kerr's Legacy: 1960 Master Plan Transformed Higher Education," *UC Berkeley News*, 3 December 2003, [http://berkeley.edu/news/media/releases/2003/12/03\\_master.shtml](http://berkeley.edu/news/media/releases/2003/12/03_master.shtml) accessed 24 February 2011.

<sup>16</sup> Douglass, "From Chaos to Order and Back?" pp. 20-21.

<sup>17</sup> Kamenetz, *DIY U*, p. 83.

<sup>18</sup> Kerr, *Uses*, p. 212.

<sup>19</sup> Ibid, p. 211.

<sup>20</sup> Naomi Klein, *Shock Doctrine: The Rise of Disaster Capitalism*, New York: Metropolitan Books/Henry Holt, 2007.

<sup>21</sup> Kerr, *Uses*, 153.

<sup>22</sup> Arthur G. Coons, *Crisis in California Higher Education: Experience Under the Master Plan and Problems of Coordination, 1959 to 1968*, Los Angeles: The Ward Ritchie Press, 1968, p. 61.

<sup>23</sup> "Education: Master Planner," *Time Magazine*, 17 October 1960, available online at Time.com, <http://www.time.com/time/magazine/article/0,9171,895026,00.html>, accessed 24 February 2011.

<sup>24</sup> Ibid.

<sup>25</sup> Clark Kerr, John T. Dunlop, Frederick H. Harbison, and Charles A. Myers, *Industrialism and Industrial Man: The Problems of Labor and Management in Economic Growth*, Second Edition, New York: Oxford University Press, 1964 (1<sup>st</sup> edition 1960), p. 3

<sup>26</sup> Kerr, *Uses*, p. 4

<sup>27</sup> Kerr et al, *Industrialism and Industrial Man*, p. 18.

<sup>28</sup> Ibid, p. 30.

<sup>29</sup> Kerr, *Uses*, p. 65.

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- <sup>30</sup> Kerr, *Uses*, p. 64-65.
- <sup>31</sup> Quoted in Kerr, *Uses*, p. 72.
- <sup>32</sup> Ibid, p. 80.
- <sup>33</sup> Ibid, p. 18.
- <sup>34</sup> Ibid, p. 212.
- <sup>35</sup> Remarks at the National Defense Executive Reserve Conference, 14 November 1957, quoted on the Eisenhower Archives website: [http://www.eisenhower.archives.gov/all\\_about\\_ike/Quotes/Quotes.html](http://www.eisenhower.archives.gov/all_about_ike/Quotes/Quotes.html), accessed 4 March 2011.
- <sup>36</sup> Ibid, pp. 212-213.
- <sup>37</sup> Jerome Blackburn Walker, "The Role of Advisory Coordinating Agencies: California's Reassessment," PhD dissertation, School of Education, Stanford University, 1972, p. 5.
- <sup>38</sup> Walker, "Advisory Coordinating Agencies," 24.
- <sup>39</sup> Quoted in Walker, "Advisory Coordinating Agencies," pp. 24-25.
- <sup>40</sup> "Education: Master Planner," *Time Magazine*, 17 October 1960, reprinted on time.com <http://www.time.com/time/printout/0,8816,895026,00.html> (accessed 11 February 2011).
- <sup>41</sup> Walker, "Advisory Coordinating Agencies," pp. 7-23.
- <sup>42</sup> The annual proceedings of the All-University Faculty Conferences can be accessed at various UC campus libraries. Search for "Proceedings. University of California (System). All-University Faculty Conference." At UC Berkeley, primary holdings are in the Education-Psychology library (call number LD736.5 .A3) and at the Bancroft Library, UC Archives (call number 308kb au).
- <sup>43</sup> President Robert Gordon Sproul, "Opening Remarks," *Proceedings of the University of California All-University Faculty Conference*, 1944, p. 5.
- <sup>44</sup> President David S. Saxon, "Opening Remarks," *Proceedings of the All-University Faculty Conference*, 1976, pp. 15-16.
- <sup>45</sup> President Robert Gordon Sproul, "Opening Remarks, "Proceedings of the All-University Faculty Conference," 3, 4 & 5 November 1944, p. 5.
- <sup>46</sup> Saxon, "Opening Remarks," p. 25.
- <sup>47</sup> Robert Gordon Sproul, "Opening Remarks," *Proceedings of the Eighth All-University Faculty Conference*, 1953, p. 7.
- <sup>48</sup> Ibid.
- <sup>49</sup> Ibid, p. 8.
- <sup>50</sup> "Resolutions," *Proceedings of the University of California Thirteenth All-University Faculty Conference*, 1958, p. 58.
- <sup>51</sup> Ibid.
- <sup>52</sup> Kerr, *Uses*, pp. 91-92.
- <sup>53</sup> Donald E. Heller, "The Master Plan on Life Support: Time to Pull the Plug?," California Master Plan: Part I, Century Scholar: A Progressive Look at Education (blog), posted 1 February 2010, <http://21stcenturyscholar.org/2010/02/01/the-master-plan-on-life-support-time-to-pull-the-plug/>, accessed 24 February 2011.
- <sup>54</sup> Ibid.
- <sup>55</sup> Barry Munitz, "A New Master Plan," California Master Plan: Part II, Century Scholar: A Progressive Look at Education (blog), posted 2 February 2010, <http://21stcenturyscholar.org/2010/02/02/a-new-master-plan/>, accessed 24 February 2011.
- <sup>56</sup> William Tierney, "Master Plan Ideas," The California Master Plan: Part VI, Century Scholar: A Progressive Look at Education (blog), posted 8 February 2010, accessed 24 February 2011.
- <sup>57</sup> Douglass, "Re-imagining," p. 2.
- <sup>58</sup> Ibid, p. 2.
- <sup>59</sup> University of California Commission on the Future, *Final Report*, November 2010, p. 2. Report is online at <http://ucfuture.universityofcalifornia.edu/>, accessed 24 February 2011.

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<sup>60</sup> Douglass, "Re-Imagining," p. 5.

<sup>61</sup> Kamenetz, *DIY U*, p. 123.

<sup>62</sup> Kerr, *Uses*, p. 66

<sup>63</sup> Kerr, *Uses*, p. 15.

<sup>64</sup> The Free Speech Movement, "We Want A University (Dedicated To The 800)," <http://www.fsm-a.org/stacks/wewantuniv.html>, accessed 24 February 2011. <check citation>

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<sup>66</sup> Jane Holtz Kay, "Robert Moses: The Master Builder," *The Nation*, 24 April 1989, p. 569.

<sup>67</sup> Jeff Lustig, "The Mixed Legacy of Clark Kerr: A Personal View," *Academe Online*, July-August 2004, <http://www.aaup.org/AAUP/pubsres/academe/2004/JA/Feat/lust.htm>, accessed 24 February 2011.

<sup>68</sup> Kirk Johnson, "A Plan Without a Master; Rebuilding by Committee? Robert Moses Would Cringe," *New York Times*, April 14, 2002, accessed via nytimes.com at <http://www.nytimes.com/2002/04/14/nyregion/a-plan-without-a-master-rebuilding-by-committee-robert-moses-would-cringe.html>, accessed 24 February 2011.

<sup>69</sup> Bill Lennertz and Aarin Lutzenhiser, *The Charrette Handbook: The Essential Guide for Accelerated, Collaborative Community Planning*, Washington, DC: American Planning Association, 2006, v.

<sup>70</sup> *Ibid*, p. ix.