

Promoting Social Equity at Universities

大学と社会的公平

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要約

大学というものは、社会的公平を普及するために存在している。カリフォルニア州立大学における目標は、教育活動と学内での取り組みを通して、その社会的公平を確立することにある。その義務や責任は、学内外問わず要求されている。予算や政治情勢の変化に伴い、大学はその責任を果たすべく新たな使命に対応できるよう変化が求められている。本論文では、これらの目標を達成するために大学が行っている政策や取り組みの歴史的变化を分析している。

キーワード：大学教育、社会的公平

(Abstract)

A university exists to extend social equity. It is a goal of the California State University (CSU) to create social equity in California through its educational mission and a concept applicable to the internal operations of the university. Issues of accountability are also required to be satisfied, again internally and externally. As the budget and political conditions change, the university must change to accommodate new aspects of its mission. Lately, it has been required to fulfill its mission and requirements with less money, even while a larger population seeks to attend. Principles of public/private partnerships, outsourcing, inter-departmental cooperation have become important in order to function with the changing political and economic conditions that are coincident with calls for increased accountability for public institutions.

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1. Background

The California State University's history can be traced to 1857 with the founding of the Weekly Normal School in San Francisco, an institution for training elementary

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school teachers. The Normal School was moved to San Jose in 1871 and eventually became San Jose State University, the oldest campus of the CSU system (CSU Historic Milestones). For the next hundred years the system grew to form the 23 campuses of the CSU. According to the Chancellor's Office, the CSU is the largest and most diverse system in the United States (CSU Budget Issue Brief). Among the seven points of the mission of the CSU adopted in 1985 are:

- To provide opportunities for individuals to develop intellectually, personally, and professionally.
- To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
- To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.

(Mission of the CSU)

The CSU is recognized as a critical component of the economy; the Chancellor's office estimates that college graduates earn nearly twice as much as in their lifetime as people with only high school educations, which makes universities critical to economic expansion and tax income for the government, but still the *California Performance Review* quotes the Senate Office of Research in 2004: "California invests nearly \$12 billion in higher education but has no mechanism to gauge the return on the investment," and comments that "California lacks an over-arching accountability structure for higher education." (CPR 1). The increases in accountability, record keeping and statistical analysis to date are evidently not sufficient for the authors of the Review, and we may expect additional measures to satisfy policymakers.

Our government has accepted the challenge of advancing social equity in society. The CSU is concerned with social equity in external and internal perspectives. It is an instrument of the state for promoting social equity through the Jeffersonian philosophy of creating an educated electorate, particularly to segments of the population that would otherwise not be able to afford a college education. Internally, the CSU and its campuses advance social equity through equal opportunity employment provisions.

Beginning in the early 1990s, government has responded to pressure to be smaller, leaner, get more done with less, charge less taxes, and improve performance. Trends and policies exemplified by “Reinventing government” and The *California Performance Review* have been efforts along the lines of accommodating the insistence the government has become too large, and unresponsive to citizens needs. The country and California have continued to grow, adding citizens who require the same level of services from government. Technology has changed, and with it the nature of the services that can be offered and the expense of offering them.

2. Data and Analysis

Information for this study was found on the Sonoma State University and California State University websites and the 2002 CSU Chancellor’s Office Statistical Abstracts. *The California Performance Review* and census data from the US Census Bureau, also available online, was a valuable resource.

Doing More With Less in the University

The Sonoma State University Administration and Finance Division, of which the Financial Services Department is an element, has a simple mission statement: “Administration and Finance enhances and supports the University’s educational mission,” and core values:

Administration and Finance employees conduct themselves with integrity and are held accountable for their conduct.

We are committed to customer satisfaction and support diversity in all its forms. We are respectful and compassionate and foster a culture of innovation and creativity. We encourage personal and professional growth and recognize the achievement and contributions of all employees. We are honest and fair. (<http://www.sonoma.edu/afd/>)

They represent attainable goals and characteristics that can be applied to any situation, and conditions within the division suggest that the philosophy has been successfully adopted.

As measures to insure accountability and performance in the public sector have increased, the tasks of reporting and audit processes placed on the department have increased. In Fiscal year 1991/1992 and prior years, an annual State year-end report and a biennial Financial Integrity and State Manager's Accountability Act (FISMA) audit was performed. Increasing levels of reporting and accountability, including new requirements to produce additional reports in a form complying with the Generally Accepted Accounting Principles have increased the reporting and audit burden to 12 annual reports; 5 GAAP year end reports, one State year end report, Two Chancellors Office year end reports, (FIRMS) and 4 FIRMS quarterly reports for the Chancellors Office, for a total of 12 external financial reports yearly. Fourteen audits are accommodated on a biennial basis by financial Services.

Other departments have also made concessions to the changing political environment and the budget crisis. The facilities department has engineered the campus irrigation system to use of reclaimed water rather than municipal water for landscaping, and has increased the efficiency of the campus recycling program to reduce the cost of waste disposal by 64%. The Facilities department continually investigates the possibilities of innovative solutions to meeting the campus needs.

Most university employees are much more secure in their positions than workers in the private sector. Most employees are protected by collective bargaining agreements, covered by comprehensive medical, dental and vision insurance, accrue sick and vacation time off, enjoy paid holidays throughout the year, and have options to participate in optional life insurance and investment plans. Fee waiver programs are available for employees who wish to continue their education. Employees in many departments are privileged to work alternative work schedules, which fit conveniently with the academic environment. The compensation and benefits provided are typical of the innovative programs referred to in the current literature, that provide benefits other than financial ones that increase the quality of life for the employees.

A measure of the success of the compensation program might be that have the benefit of individuals with long periods of employment on campus. Many staff members have worked at the university for ten or more years, and some have 20 years experience. People with long periods of employment have developed proficiency in their own positions, and awareness of other functions and factors affecting their own work and others'. In Financial services very proficient accountants are aware of myriad financial processes, and in facilities, long serving tradesmen know details of construction projects that eases the maintenance of the campus. The ability of these departments to attract and retain their skilled and productive employees must be credited to the favorable working conditions created by the State, CSU, Campus leadership, and the management of the two departments.

Diversity in the University

Social Equity Within

Diversity vision statement from SSU, Human services mission statement "The mission of human services is to provide excellence in service to support the university's educational goals' Also from <http://www.Sonoma.edu/diversity/>

SSU statistics

Diversity Vision Statement

We at Sonoma State University strive to create a campus climate in which the will to build trust among people - and groups of people - is widely shared, and opportunities for enhancing diversity and a sense of community are encouraged and supported. We stand committed to fostering and sustaining a pluralistic, inclusive environment that empowers all members of the campus community to achieve their highest potential without fear of prejudice or discrimination.

We strive to build an exemplary educational community characterized by:

an intellectual environment that is both challenging and nurturing,

- encouragement and support for curriculum and pedagogy dedicated to diversity issues,
- a commitment to social justice and equality,
- a respect for human diversity,
- and a genuine appreciation of how the many differences among us enrich a liberal arts and sciences university.

We encourage every member of our university community to embrace the underlying values of this vision, and to demonstrate a strong commitment to supporting, retaining, and attracting students, faculty, and staff who reflect the diversity of our larger society.

In 1990, 74% of the CSU workforce was White, while 69% of the State's population was White. In 2000, 67% of CSU workers were White, while the percentage of whites in the State population had dropped to 59%. The trend within the CSU may be following the State demographics, with a delay caused by the rate of workforce attrition. The ratio of females in CSU employment has also shown an increase, from 47% in 1990 to 51% in 2000, close to the ratio of females to males in the State population. The workforce in the CSU may be representative of general trends in society with respect to gender, leaving us with only a weak inference that efforts to increase the diversity of the workforce are effective, or that attrition rates and an apparent dwindling of the size of the workforce may make it very difficult to quantitatively assess diversity in the workplace.

Several reports have focused on the difficulty of measuring performance and efficiency in education and human service fields. A 1996 RAND report described the

CSU and its master plan flatteringly by commenting: "Perhaps more than any other state's higher education system, this system embodies the legacy of the Jeffersonian-based land grant model." (Shires 1996).

If the increased economic potential of the graduates is not sufficient measurement of the effectiveness of the university it might be a case to apply a different level of assessment, as is contemplated by Aldo A. Benini in *Disasters*, for analysis of humanitarian relief operations., 1997, 21 (4) : 335-353, Benini wrote: "it is not control, but trust, that can substitute for certainty." (Benini, 1997.351). There is more to the output of the university than learning facts, figures, techniques and communication, but citizenship and other qualities that are difficult to observe or quantify.

3. Conclusion

The goals of the administrators for Sonoma State University appear to be met as well as can be expected given the financial constraints that have been imposed upon the University in the recent decade. Financial Services has maintained a skilled group that services the University and its four auxiliary organizations, while accommodating waves of increased scrutiny of the public sector that have resulted in increased accounting responsibilities, while the state has been forced to reduce support for the University.

The US Census Bureau's statistics concerning California and Sonoma County from the 2000 census (<http://quickfacts.census.gov/qfd/states/06/06097.html>) make the data appear less abysmal, although the statistics reported are not completely consistent with the terms and time periods of the SSU and CSU statistics obtained. According to the Bureau, White persons comprised 81% of the Sonoma County population, Blacks 1.4%, and Hispanic and Latinos 17.3%, while the statewide ratios of these groups is 59, 6.7, and 32. Although the student composition matches the county demographics much more closely than the state statistics, and the proportion of White students appears lower in the student population than the County, the increase in enrollment of Hispanic and

Mexican Americans shown by these numbers is less than the increased proportion in the county population indicated for these dates. The results of the 2010 US census and inclusion of the other counties in the University's service area will provide valuable data to the continuation of this study and analysis of the University's progress towards extending social equity.

Table 1 Reported Groups						
	CA	CSU	So. Co.	So. Co.	SSU	SSU
	<u>2000</u>	<u>2002</u>	<u>1990</u>	<u>2000</u>	<u>1996</u>	<u>2003</u>
White	59	46	90	81.6	66	64
Black	7	7	1.4	1.4	3	1.6
Hispanic	32	24	10.5	17.3	9	9.7

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