

Women's Fund of Rancho Santa Fe
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Rancho Santa Fe Country Club

President Karen S. Haynes

Thank you for inviting me to speak to you today and for giving us all the opportunity to learn a little bit about each other. I may not be familiar to many of you this morning, and I may not know all of you yet, but we share a common interest that makes us colleagues immediately—women and education.

Obviously I have a personal, as well as professional, interest in the subject, although much of what I will talk about will focus on higher education in general and Cal State San Marcos in particular.

I want to do three things this morning: talk a little bit about my own journey in education, talk about women in higher education in general and Cal State San Marcos and women in particular. Finally, I want to thank you for your interest in improving the lives of women in education and opportunities for education and to suggest how we can continue to support our common goals.

What my introduction omitted but is relevant to this group is that I have lived and worked in four countries in my professional lifetime—

(1) the United States, including the northeast—which is where I was born and explains my accent—Maryland, Indiana, and Texas;

(2) Montreal, Canada;

(3) Kuala Lumpur, Malaysia; and

(4) Cairo, Egypt.

I've only lived here 18 months, which isn't long enough to decide if I should count California as the fifth country!

I began my graduate studies in 1968 during the height of the civil rights and student movements and therefore, my professional career span corresponds with many social movements, innovations, demographic and technological shifts and with important legislation and change for women.

My mother was what they called in those days a career woman and a female manager in New York City from the 1940s through the 1970s. I have an undergraduate degree from an all-woman's college, and I have been fortunate

enough to have early and multiple female role models to reinforce “alien” notions that working was okay; careers were fulfilling; and being “smart” was not a disability to be hidden.

But, despite this preparation, I found the territory sometimes alien, the culture sometimes unaccommodating. I am sure all of you in this room have lived in this territory.

In my first job interview in Austin in 1970, I was asked:

“Are you married? Do you have children? Are you planning to have children? Is your husband planning to stay in the Austin area?”

Why did I think that my professional degree, my intelligence, and my talent would be sufficient? Why did my male mentor, older and professionally more advanced than I, not suggest that these would be questions I should be prepared for?

In the first year of my doctoral program in Austin, Texas, in 1974, a male doctoral student, genuinely trying to be helpful, told me that I would probably make my points better with male faculty if I would be less assertive—it really wasn't very becoming! Becoming? I asked myself. Becoming what—a beauty pageant finalist? This was the academy, where ideas were supposed to be challenged; where the environment was competitive; where the game was survival of the fittest.

In the third year of my deanship at the University of Houston (mind you, 1988), the President, introducing a number of us deans to a senior Texas senator, introduced me properly, but then added, “and, she's the sweetest smelling Dean on campus.”

When I proudly showed my daughter—who was a freshman at Southwest Texas State University—my Annual Presidential Report, she asked if she could take it back with her. Many of her college friends did not believe that her mother was the President.

Shortly after I arrived here in San Marcos, paying a bill at a local establishment, I was asked if I was new to the community – my driver's license and checks had a Texas address. I replied that I was new and that I was with Cal

State San Marcos. I was then asked what I did there. I said that I was the President. The clerk smiled, and asked, “So, what do you do for the President?”

Those were bumps along the way, and did not stop me in my career, although they may have slowed me or caused me a few interesting detours. Others are not quite as fortunate or perhaps stubborn, or do not have the ability to see themselves as college material, or do not possess the family or friends who can see for them in ways they cannot themselves see.

My father, for whom college was an economic impossibility during the depression years, was determined for me to attend college. There were many reasons for his determination, and some of them are pretty obvious, even now. They are reasons we use when we go to Sacramento or Washington DC to lobby for financial aid and outreach funds.

College graduates make twice as much as high school graduates, according to the US Census. And the US Department of Labor reports that 95% of the jobs in today’s economy require a college education.

One of the most serious problems in the US – although one without a great deal of attention focused on it—is the widening gap between children of the rich and poor. The vehicle to lessen the gap must be higher education.

Investment in higher education brings a good rate of return for individuals over the course of their working life, but it also is an important investment as an engine of economic opportunity for the community. A campus like Cal State brings jobs to the region – good paying, information-rich jobs as well as high paying construction and trades for a building campus like our own.

We employ nearly 1,000 faculty and staff, plus about 650 students, making us a fairly large employer by North San Diego County standards. The strongest growing areas of jobs are in education, government, and healthcare and you can see that in this community. These are also areas that haven’t seen major restructurings such as manufacturing and high tech service sectors, and create a solid base from which to attract new business.

Spending on education creates a ripple effect through the economy. A study that the California State University did in the fall suggested that this campus alone had the following annual impact on the local economy. Our operational expenditures amount to approximately \$96.8 million dollars, with an

additional spending by auxiliary organizations—the associated students, the foundation, the student housing auxiliary—of \$12.4 million dollars.

The four year average for our construction projects has resulted in approximately \$40 million dollars, and we have spent more than \$200 million in total construction on the old Prohoroff Chicken Ranch. And our students spend money and donate their time, which is also worth money in the region. Students from outside the region—in other words, new money, that would not have found its way to this region without the university—amounts to approximately \$12.6 million, and the value of their student community service hours—spent in non-profits, in volunteer groups, in hospitals, and civic agencies—is estimated at a value of one million dollars per year. The total annual economic impact to the region is over \$161 million a year, and a creation of over 5,000 jobs beyond the borders of the campus.

Higher education is not just about dollars and cents, of course, and my father certainly knew there was more to my degree than that.

Universities are the marketplace of ideas. As you can see when you read the newspapers about our university, striving to be a place of ideas and discussion can sometimes be uncomfortable and generate angry voices on all sides of the ideas. But being exposed to new ideas, or old ideas, or a reoccurring idea is how we become confident of our own beliefs and values. It is how we learn to think creatively and intellectually for ourselves. It is the most important lesson we try to teach our students and model ourselves.

The journey for women in higher education is a little smoother now than it was when I was making my way. At the very least, there is a greater understanding of the value of a college degree, and today—in many cultural groups—the expectation that college is an attainable goal for women as well as men. In fact, I team taught a women's studies class this past spring with two delightful and talented professors, and the younger of the two professors told me that she had never experienced the sexism or discrimination that had been so apparent in my own professional life, even though mine took place in the more feminized discipline of social work, and she is a business faculty.

I was glad to hear that the times have begun to change for women in education. But before you disband the Women's Fund and say your work is done—it isn't. The barriers and blockages to a woman's path to her education are unique and stubborn problems that need our creativity and determination to

solve.

One example is the need for child care at the university level. At first blush – particularly for those of you who, like me, went to private institutions as soon as we graduated from high school – the need for child care may seem superfluous. But particularly for a state institution like Cal State San Marcos, which serves so many first generation college students, it is a critical stumbling block for young women to continue their education.

The numbers bear this out. System wide in the CSU, there are more women than men in every age group before the age of 22, and after the age of 30. And in the 35-59 year old age group, women outnumber men two-to-one!

I'm sure you see quickly where the drop off occurs—young women beginning to raise families. And the surge after 35 seems to suggest that either the kids are safely in school and no longer in need of day care, or mom has become a single mom and needs to raise the standard of living for her family as rapidly as possible.

We have needed to address this issue ourselves. This year, we will finally see a child care facility built on the campus to replace the patchwork of off-site, near-site and out-of-sight day care we have managed until now. The First Five Commission awarded us \$7.8 million dollars to build a 20,000 square foot facility on the east end of the campus. And our students voted in favor of taxing themselves in student fees to put in place the programming for the day care center that will meet the needs of both the children and their parents at Cal State San Marcos.

Another difficulty unique to women—remember those “information-rich jobs...” I mentioned earlier? They are not being filled by women. It isn't because of blatant discrimination—in fact our own computing department actively recruits women students to work for them during their school years so they will be able to keep them when they graduate. The trouble is finding them.

Of the 16,400 students who majored in information sciences in the CSU in 2003, just 3,800 were women. These disciplines comprise where the majority of high paying jobs of the future will be. The Chronicle of Higher Education on January 7, noted that the most lucrative jobs for new college graduates are in computer and information systems, and the average annual income in those fields is \$85,240. But women continue to greatly outnumber men in majors such as

public affairs, psychology, the humanities, and interdisciplinary studies such as women's studies and ethnic studies.

Our own data at Cal State San Marcos reflect the same trend. The total number of computer science majors this year is just 220, or 2.9% of our total. Of this small number of students preparing for this high-paying, high-demand occupation, a mere 26 students—11.8%--are women. And that percentage has been dropping steadily since the year 2000.

What we need are young women not only unafraid of math, science or technology, but also passionate about those subjects, wanting to make their careers and make a difference in those fields. To do that we need teachers who are also passionate and knowledgeable in these areas.

Of particular interest in our College of Education programs for teacher credential preparation is our math-science-technology cohort. This is a cohort of elementary ed teacher candidates who take their classes at Alvin Dunn Elementary School in San Marcos. The cohort consists of both those who are passionate about teaching math, science, and technology in the elementary schools and students who are phobic about teaching those areas but who want to be good teachers.

The teaching cohort works with the teachers at Alvin Dunn to augment classroom instruction by providing additional experience in real classrooms and tutoring the students—remember, this is while they are still in the classroom as students themselves and before they are in front of the classroom as student teachers!

Over 80% of the Alvin Dunn students are eligible for free and reduced lunches, and the same percentage are second language learners. It is an exciting school with a faculty who have a strong desire to work with exactly the students who are often left out of enriched math and science instruction. We can't wait to see them majoring in those subjects when they get to Cal State San Marcos!

As I noted at the beginning of my remarks, I want to conclude by offering first a thank you for your work in raising and distributing funds that make an impact in the area of women and education.

Thank you for doing this work! We need you. The women and the girls you support need you! You are, in effect, an investment club, making a very

long term investment in the future for women in general, and in the quality of life for all of us in the future.

In addition to my thanks for what you have done, I will continue to rely upon and ask for your support so we can continue to serve increasing number of students with increasing programs and consistent quality.

Stay concerned about this gap between workforce needs and the educational and technical preparation of our local workforce.

Remember that college is still affordable, particularly in our region, and thank you for the work you do to make higher education more accessible to the young women in this region.

Know that we are working hard to make education available to our region as well as keep it at the highest quality we are capable of. If our funding continues to suffer reductions due to the state fiscal climate, we will be forced to leave some students behind because reducing quality is not an option. Thankfully, after five years of steadily declining funding and eroding access, we are beginning to see a little stabilization and predictability in fees for students and access to the classes they need.

Understand that by increasing the educational attainment rate of all citizens in our region we will retain or improve the economic viability of our region, increase the prosperity of our citizens, reduce the amount of poverty and likely improve other indicators, and finally, enhance this region's quality of life for its children.

Mentor a girl or young women and open her eyes to the possibilities of what furthering her education will mean. It doesn't have to be a formal mentoring program. We all have contact with a wide range of young and not-so-young women who are looking for guidance or role models, or just a good listener who can believe in them. An early slogan for women in education was "Lift as we climb." It is not enough for us to be working towards a successful life and career. We must bring along the girls behind us and the women around us as well.

Thank you for listening to me today. I welcome your questions and hope I have a few answers!