Higher Education: National Trends and Local Impacts

Presented by Lisa Vollendorf
Chair, Academic Senate
California State University, Long Beach

26th Annual Academic Senate Retreat
The Pointe, California State University, Long Beach
October 29, 2010
Overview of the retreat

1. National & local trends in higher education (1990-today)
2. Calls for reform: national level
3. Ideas for change: local level
4. Table-top exercises
5. Reporting & voting on ideas
College-educated adults as % of population

- 1990: 21%
- Today: 30%

College enrollments of 18-24 year olds

- 1990: ~30%
- Today: ~40%
National trends: women students

Enrollment by gender

- 1979: women became majority at undergrad level
- 1990: women became majority at grad level
- 2010: women comprise 6 in 10 college graduates age 25-29 & majority in PhD attainment
National trends: race & ethnicity

% of individuals by race with college degree:
1990 - 2008

- White
- Asian
- African American
- Latino

1990
2008
Decline of tenure-track positions

- 1990: 35% faculty employed on tenure-track
- Today: ~27%

“No matter the conditions, full- and part-time faculty members teaching off the tenure track are professionals who make indispensable contributions to their institutions.”

–From “One Faculty Serving All Students,” An Issue Brief by the Coalition on the Academic Workforce (February 2010)
National & local trends: tuition/fees

- Private 4-year colleges
- Average public institutions
- CSULB

<table>
<thead>
<tr>
<th>Year</th>
<th>Private 4-year colleges</th>
<th>Average public institutions</th>
<th>CSULB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>10000</td>
<td>5000</td>
<td>2000</td>
</tr>
<tr>
<td>2009-10</td>
<td>20000</td>
<td>10000</td>
<td>2500</td>
</tr>
</tbody>
</table>
Local trends: enrollment

CSU Systemwide Enrollment - Fall Terms 1990-2009

- 1990: 369,053
- 1991: 337,684
- 1992: 337,684
- 1993: 337,684
- 1994: 337,684
- 1995: 337,684
- 1996: 337,684
- 1997: 337,684
- 1998: 337,684
- 1999: 337,684
- 2000: 337,684
- 2001: 337,684
- 2002: 337,684
- 2003: 337,684
- 2004: 337,684
- 2005: 337,684
- 2006: 337,684
- 2007: 337,684
- 2008: 337,684
- 2009: 337,684

Headcount
Total enrollment at CSULB (1990 – 2010)
Demand exceeds enrollment growth systemwide
CSULB demand has soared
CSULB selectivity increasing

CSULB First-Time Freshmen Admit Rate - Fall Terms 1990-2010

Admit Rate

- 1990: 80.1%
- 2010: 34.5%
# Local trends: students by gender 1990 - 2009

<table>
<thead>
<tr>
<th>Gender</th>
<th>CSU 1990</th>
<th>CSU 2009</th>
<th>CSULB 1990</th>
<th>CSULB 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>167,505</td>
<td>15,721</td>
<td>14,260</td>
<td>40.1%</td>
</tr>
<tr>
<td>Female</td>
<td>201,548</td>
<td>18,270</td>
<td>21,297</td>
<td>59.9%</td>
</tr>
<tr>
<td>Total</td>
<td>369,053</td>
<td>33,991</td>
<td>35,557</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Local trends: CSULB students by race/ethnicity

- African American
- Native American
- Asian/Pac. Islander
- Latino
- White
- Unknown
- Visa/Intl.
### Gender Distribution of Full-time Faculty

<table>
<thead>
<tr>
<th>Gender Cohort</th>
<th>CSU</th>
<th>CSULB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6,477 (55.3%)</td>
<td>516 (54.4%)</td>
</tr>
<tr>
<td>Female</td>
<td>5,235 (44.7%)</td>
<td>433 (45.6%)</td>
</tr>
<tr>
<td>Total Full-time Faculty</td>
<td>11,712 (100.0%)</td>
<td>949 (100.0%)</td>
</tr>
</tbody>
</table>

### Ethnic Distribution of Full-time Faculty

<table>
<thead>
<tr>
<th>Ethnic Cohort</th>
<th>CSU</th>
<th>CSULB</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>463 (4.0%)</td>
<td>34 (3.6%)</td>
</tr>
<tr>
<td>Native American</td>
<td>68 (0.6%)</td>
<td>4 (0.4%)</td>
</tr>
<tr>
<td>Asian/Pac. Islander</td>
<td>1,786 (15.2%)</td>
<td>167 (17.6%)</td>
</tr>
<tr>
<td>Latino</td>
<td>958 (8.2%)</td>
<td>68 (7.2%)</td>
</tr>
<tr>
<td>White, Non-Latino</td>
<td>8,036 (68.6%)</td>
<td>660 (69.5%)</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>401 (3.4%)</td>
<td>16 (1.7%)</td>
</tr>
<tr>
<td>Total Full-time Faculty</td>
<td>11,712 (100.0%)</td>
<td>949 (100.0%)</td>
</tr>
</tbody>
</table>
## Distribution of Full & Part-time Faculty (Including Lecturers) - Fall 2009

<table>
<thead>
<tr>
<th>Faculty Cohort</th>
<th>CSU</th>
<th></th>
<th>CSULB</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>11,712</td>
<td>54.8%</td>
<td>949</td>
<td>53.3%</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>9,672</td>
<td>45.2%</td>
<td>831</td>
<td>46.7%</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>21,384</td>
<td>100.0%</td>
<td>1,780</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Distribution of Tenure/Tenure-track & Lecturers (Full-time Faculty)

<table>
<thead>
<tr>
<th>Faculty Cohort</th>
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<th></th>
<th>CSULB</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Full-time Lecturers</td>
<td>1,655</td>
<td>14.1%</td>
<td>170</td>
<td>17.9%</td>
</tr>
<tr>
<td>Full-time Tenured/Tenure Track</td>
<td>10,057</td>
<td>85.9%</td>
<td>779</td>
<td>82.1%</td>
</tr>
<tr>
<td>Total Full-time Faculty</td>
<td>11,712</td>
<td>100.0%</td>
<td>949</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Local trends: tenure-track & lecturer faculty (spring 2010)

Spring 2010 Count of Faculty on Tenure Track

- Tenured & tenure-track
- Non tenured/TT faculty

Spring 2010 Courses Taught by Tenure Status

- Tenured & tenure-track
- Lecturers
Pressures on higher education

- On the rise
  - Need for college education in global marketplace
  - Enrollments
  - Obligation & desire to serve diverse student body
  - Tuition & fees
- In decline
  - Tenure / labor situation
  - Funding
  - Public support
Calls for reform

- Our educational system is “being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people.”
- Other calls for reform
  - Weak curricula (D. Bok)
  - Lack of vision (H. Bloom)
  - Absence of ‘moral’ education (B. Wilshire)
  - Decline of standards (P. Shaw & J. Barzun)
The quality question: D. Glenn

- **Assertions**
  - Most scholarship is “tepid”
  - Nobody knows best way to move forward
  - A better university might be possible

- **Questions**
  - How to measure quality?
  - Who measures it?
  - Is fundamental change possible?
The structural question: A. Hacker and C. Dreifus

- **Assertions**
  - Rise in costs without simultaneous rise in quality
  - $ going toward non-academic priorities
  - Needless rise in faculty salaries & adjunct hires
  - Dilution of quality and mission

- **Questions**
  - Role of the university in future?
  - Glut of PhDs and the role of tenure?
  - Do we have our priorities straight?
Assertions
- Rising costs and student debt loads cause for concern
- Unjust labor system
- Widening gap between rich and poor institutions

Questions
- Are universities becoming “engines of inequality”? 
- Where does CSULB fit in?
- Who can afford Marc Jacobs anyway?
Overhaul: R. Zemsky

- Assertions
  - Many reform movements have led to no reform
  - Bologna Plan: 3-year degrees in Europe
  - State and feds can’t impose change but must make it possible
  - Systemic change

- Questions
  - Subsidize college savings
  - Tax capital gains on college endowments
  - 3-year degrees to drive down college costs
## Summary: the future of higher education

<table>
<thead>
<tr>
<th></th>
<th>Quality (Glenn)</th>
<th>Structures (Hacker / Dreifus)</th>
<th>Workforce (Shea)</th>
<th>Deeper change (Zemsky)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and impaction</td>
<td>Cost to quality ratio</td>
<td>Tenure-track and lecturer hires</td>
<td>Need for creative, collaborative problem solving</td>
<td></td>
</tr>
<tr>
<td>Student success / achievement gaps</td>
<td>Clarity of mission</td>
<td>Access / diversity</td>
<td>Graduation initiatives</td>
<td></td>
</tr>
<tr>
<td>Course enrollments</td>
<td>Academic &amp; budgetary priorities</td>
<td>Highly-valued, low-cost degrees @ CSULB</td>
<td>Need to subsidize state funds</td>
<td></td>
</tr>
</tbody>
</table>
## Local impacts: generating ideas for change at CSULB

<table>
<thead>
<tr>
<th>Campus climate</th>
<th>Campus profile</th>
<th>Campus support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day-to-day life on campus</td>
<td>Reputation at national, state, &amp; local levels</td>
<td>Support of students, faculty, and staff</td>
</tr>
<tr>
<td>Communication</td>
<td>Alumni relations</td>
<td>On-campus services</td>
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<tr>
<td>Morale</td>
<td>Community outreach</td>
<td>Research/teaching support</td>
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<tr>
<td>Diversity</td>
<td>Graduation rates</td>
<td>Professional development</td>
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<tr>
<td>Quality of life</td>
<td>Commitment to quality</td>
<td>Fundraising / grants</td>
</tr>
<tr>
<td>Respect for diversity</td>
<td>Profile of students, faculty, staff</td>
<td>Advocacy / public support</td>
</tr>
</tbody>
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We want your ideas about how to improve CSULB!
We want your input!

Overview of next 90 minutes

- Three 30-minute discussions at tables:
  - Discussion of ideas to improve our campus
  - Moderators type ideas
  - One short-term and one long-term idea per table written on pieces of paper provided to moderators
## 90 minute table-top exercises

<table>
<thead>
<tr>
<th>Time</th>
<th>Campus climate</th>
<th>Campus profile</th>
<th>Campus support</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-10:30am</td>
<td>Day-to-day life on campus</td>
<td>Reputation at national, state, &amp; local levels</td>
<td>Support of students, faculty, and staff</td>
</tr>
<tr>
<td>10:30-11am</td>
<td>Communication</td>
<td>Alumni relations</td>
<td>On-campus services</td>
</tr>
<tr>
<td>11-11:30am</td>
<td>Morale</td>
<td>Community outreach</td>
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$\text{Vote on the idea!}$

Is this a good idea for our campus?

A. Yes

B. No

C. Uncertain
Can CSULB implement this idea?

A. Yes, very soon
B. Yes, in the next year
C. Yes, in the next 3 years
D. Not in my lifetime
Goal = fold the ideas into campus decision-making

- Notes will be posted to Senate website & reported on at Senate [Email notes to: mwalker3@csulb.edu]
- Ideas that are implemented & considered will be reported on by Provost and the Senate
- If you have more ideas, send them to the Senate!
Going forward: feedback

Evaluation sheet is on the back of the agenda in your folder. Please take five minutes to fill it out!

Thank you
These people made the retreat possible:

- Mary Walker, Academic Senate
- Mary McGraa, Academic Senate
- Jilliana Valverde, Academic Senate
- Academic Senate Executive Committee & the Academic Senate
- President Alexander & Provost Para
- Vincent Novack, Institutional Research
- Bob Rogers, Audio Visual Services
- Leslie Kennedy & her fabulous crew, Academic Technology
- Doug Robinson, VP of Student Services
- Fred Neely, University Bookstore
- The Pointe staff
- Deanna Bennett, Provost’s Office
- Aracely Montes, Academic Affairs
- Kiry Meng, Academic Affairs