

Higher Education: National Trends and Local Impacts

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26th Annual Academic Senate Retreat
The Pointe, California State University, Long Beach
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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



National trends: attainment & enrollment

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

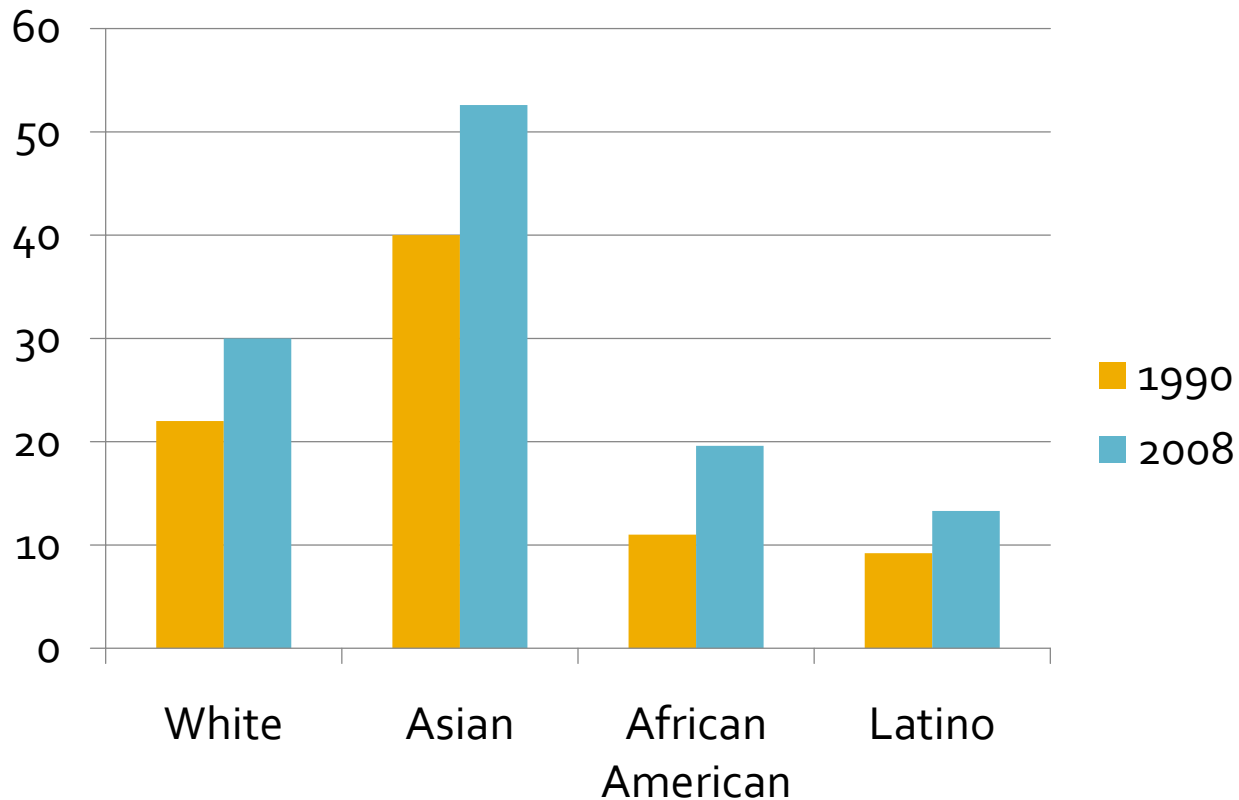
Enrollment by gender

- 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**



National trends: faculty hiring

Decline of tenure-track positions

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

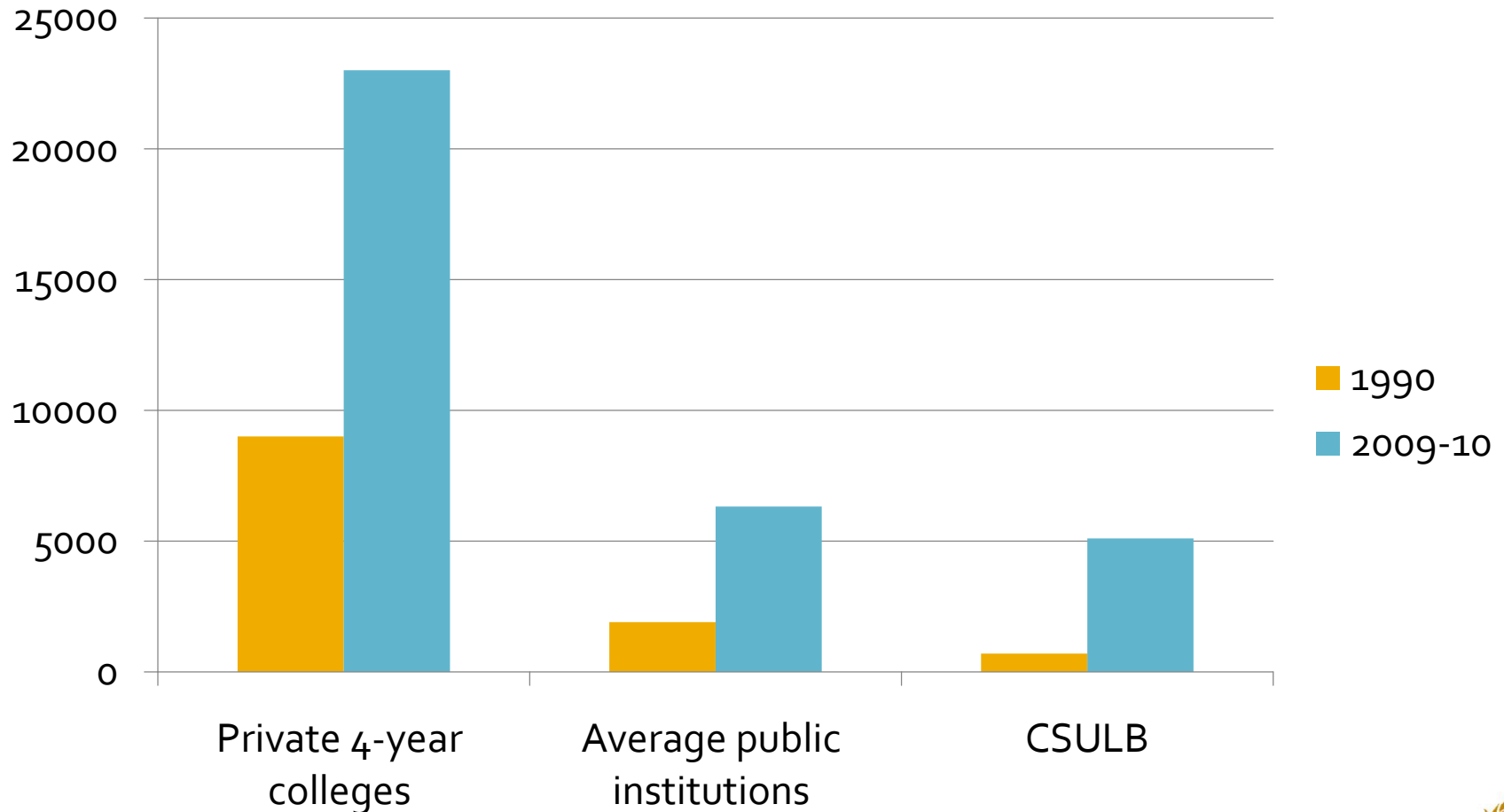
“No matter the conditions, full- and part-time faculty members teaching off the tenure track are professionals who make indispensable contributions to their institutions.”

–From “One Faculty Serving All Students,” An Issue Brief by the *Coalition on the Academic Workforce* (February 2010)

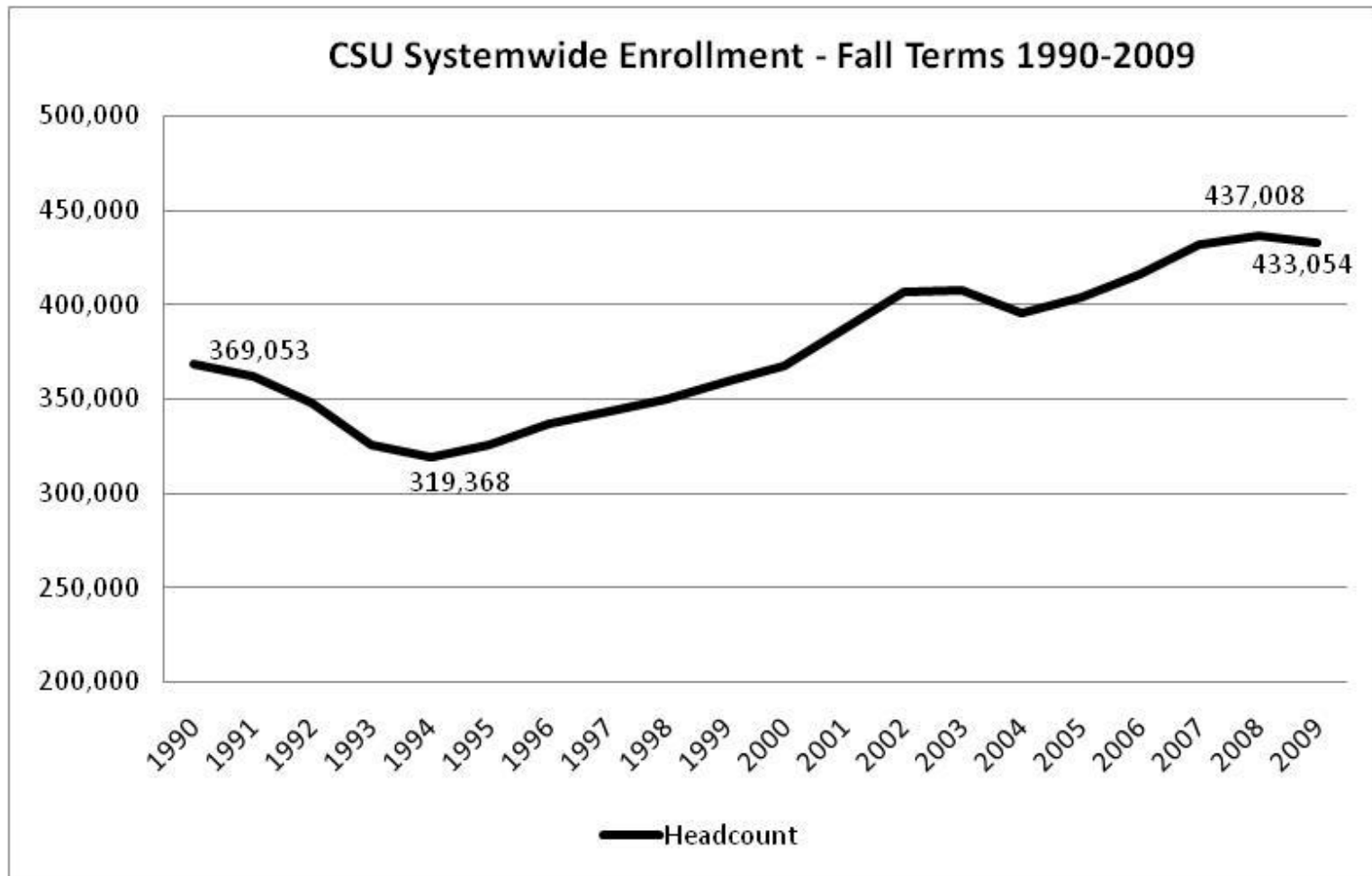
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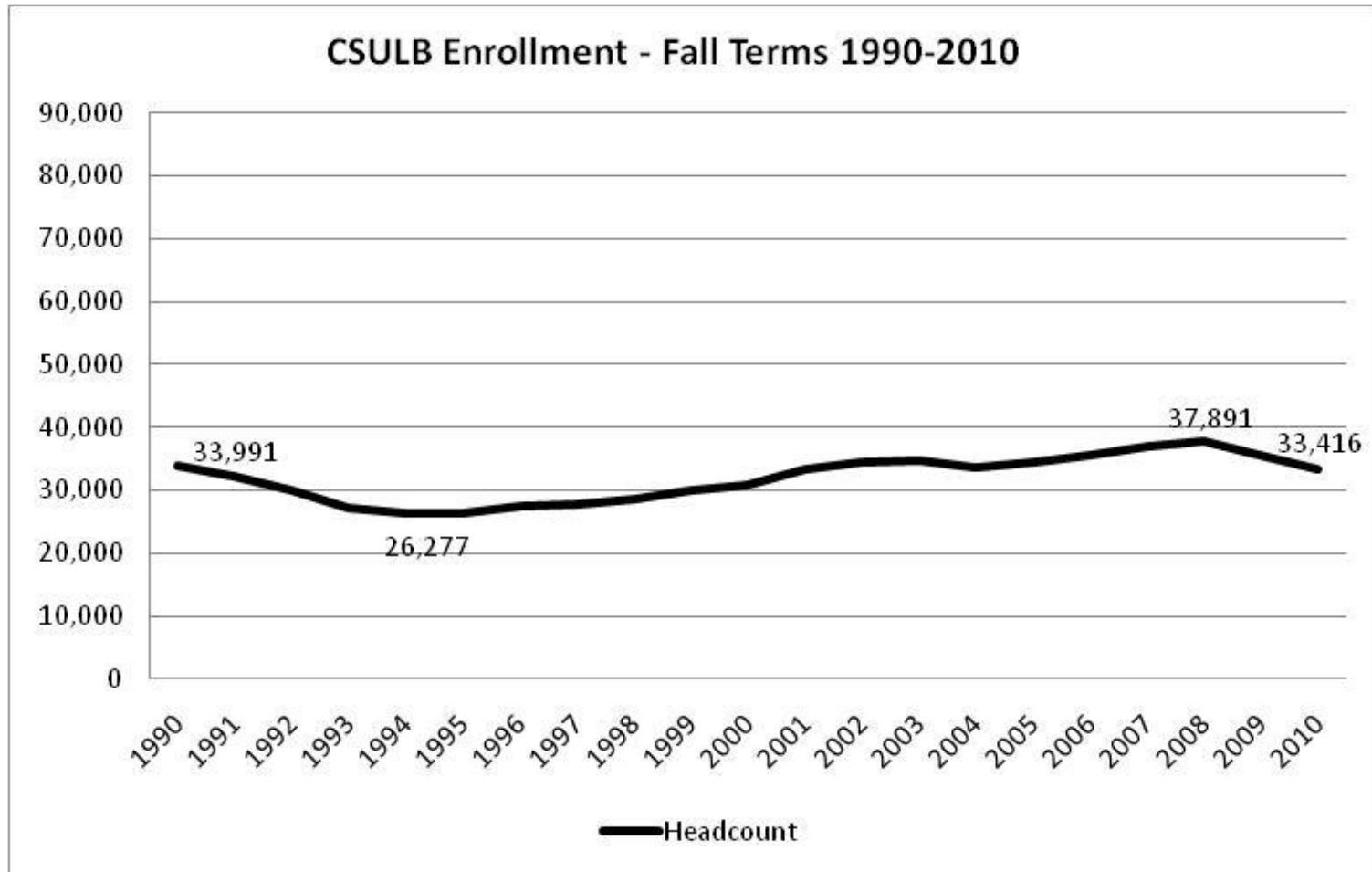
National & local trends: tuition/fees



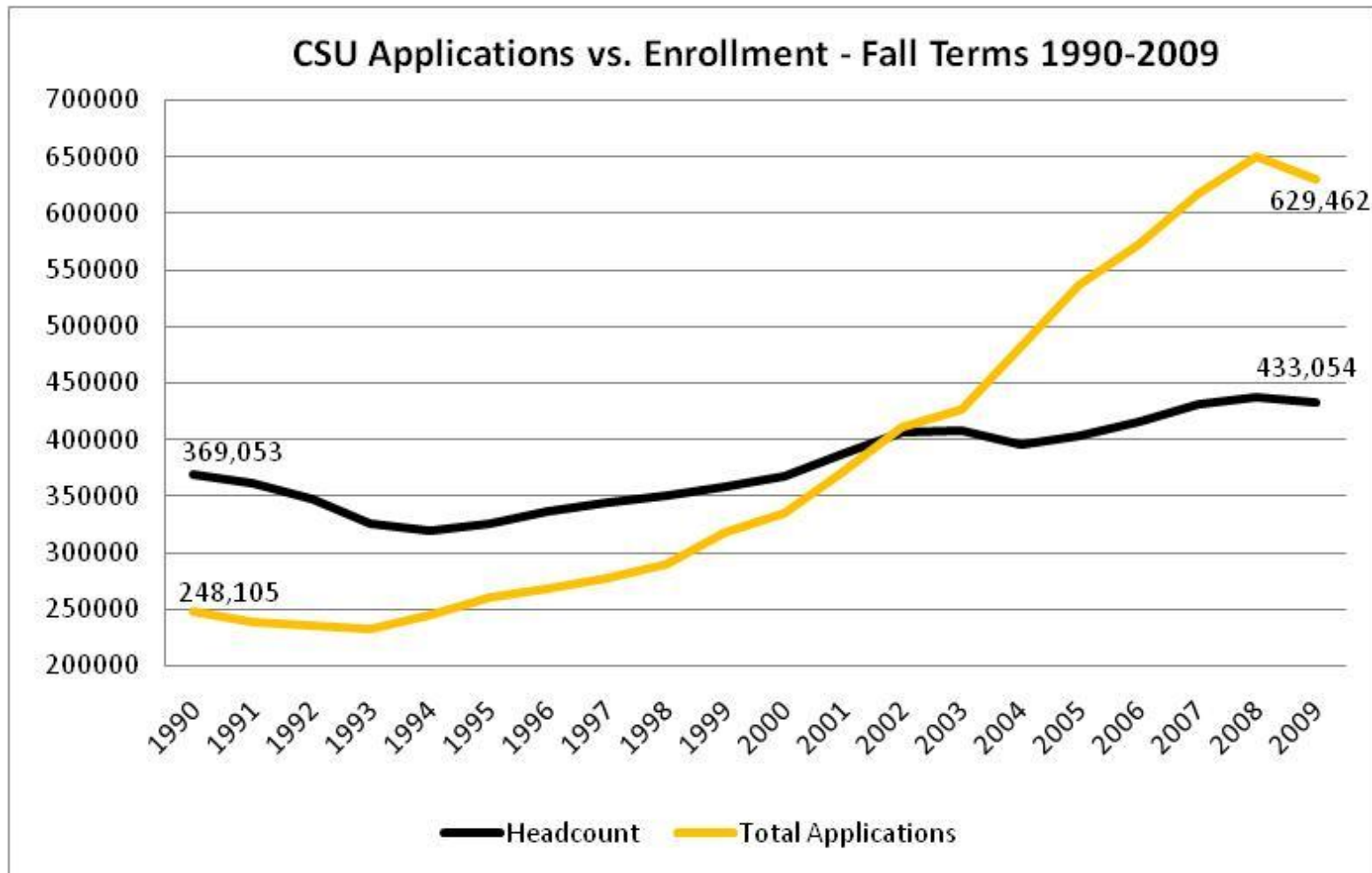
Local trends: enrollment



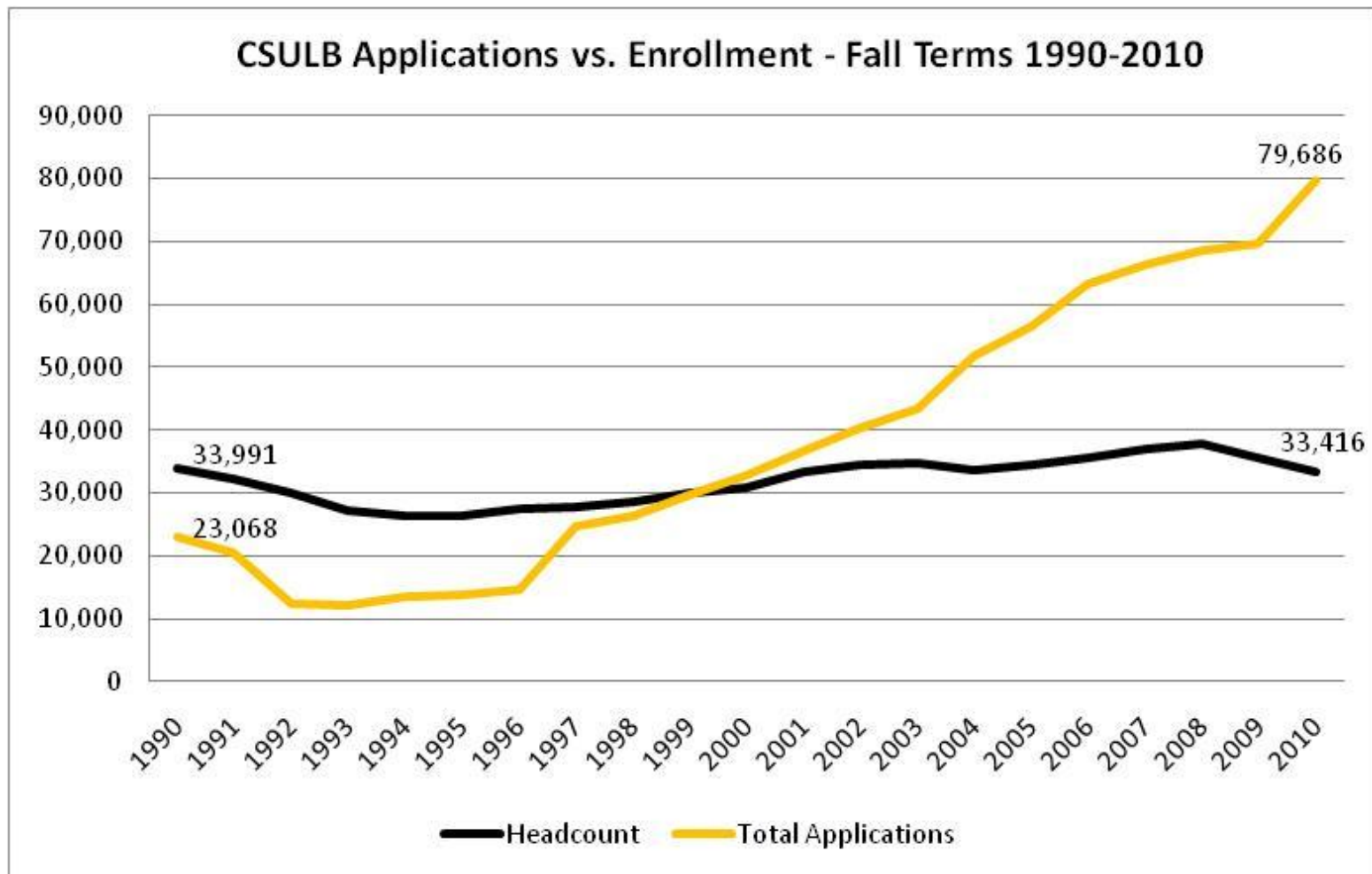
Total enrollment at CSULB (1990 – 2010)



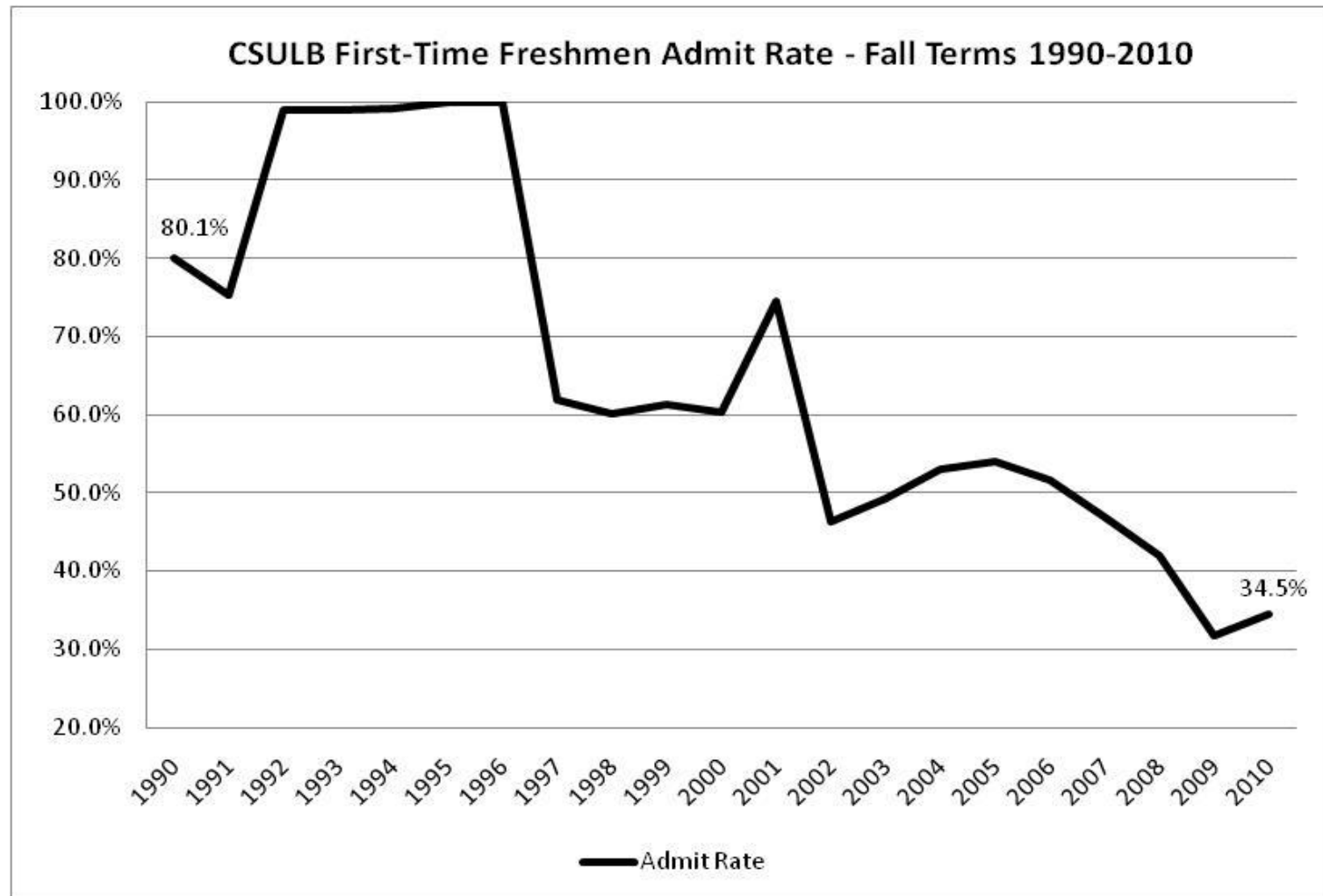
Demand exceeds enrollment growth systemwide



CSULB demand has soared



CSULB selectivity increasing

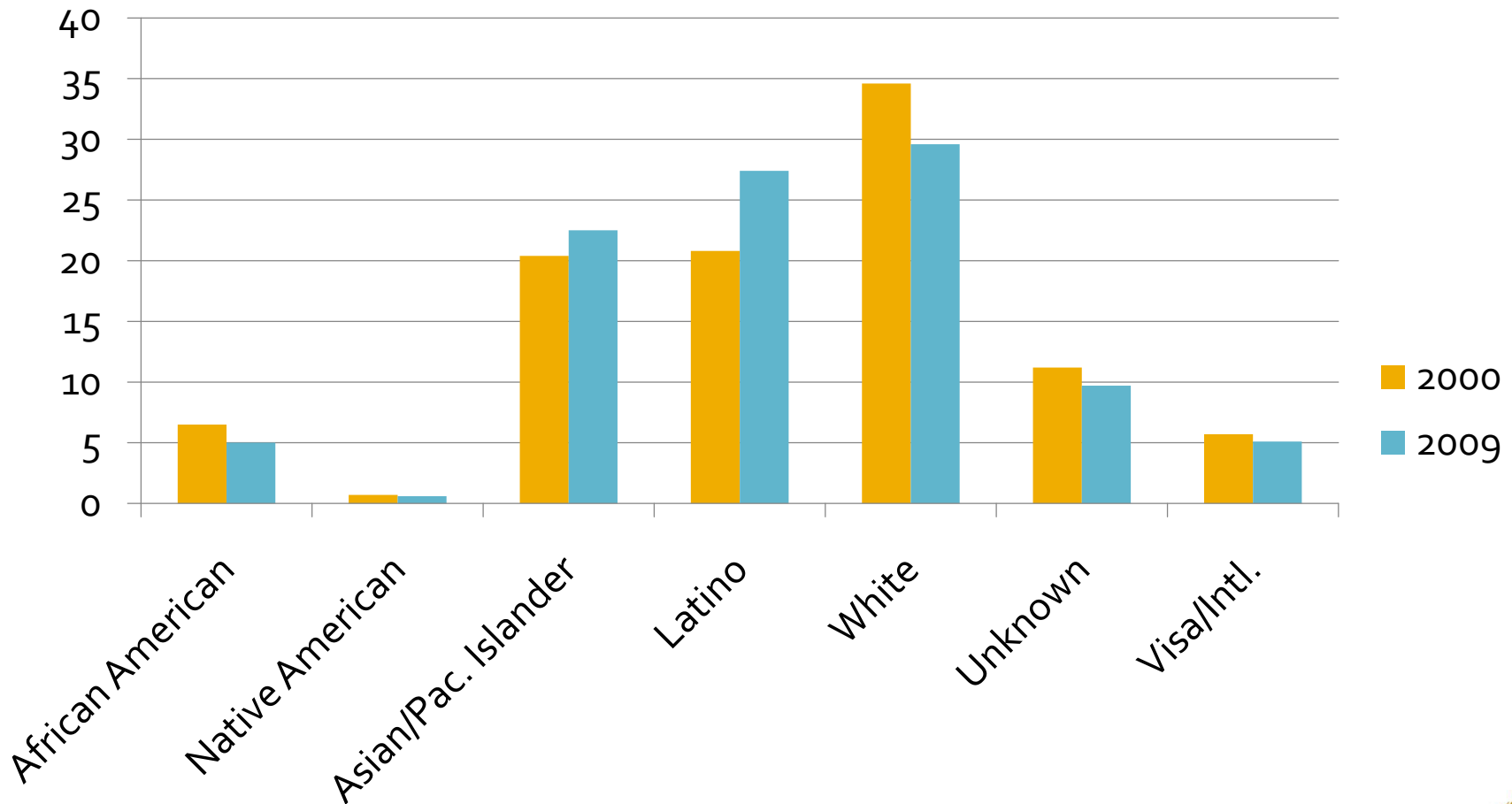


Local trends: students by gender 1990 - 2009

Gender	CSU				CSULB			
	1990		2009		1990		2009	
Male	167,505	45.4%	182,690	42.2%	15,721	46.3%	14,260	40.1%
Female	201,548	54.6%	250,364	57.8%	18,270	53.7%	21,297	59.9%
Total	369,053	100.0%	433,054	100.0%	33,991	100.0%	35,557	100.0%



Local trends: CSULB students by race/ethnicity



Local trends: faculty demographics

CSU & CSULB fall 2009

Gender Distribution of Full-time Faculty

Gender Cohort	CSU		CSULB	
	Count	Percent	Count	Percent
Male	6,477	55.3%	516	54.4%
Female	5,235	44.7%	433	45.6%
Total Full-time Faculty	11,712	100.0%	949	100.0%

Ethnic Distribution of Full-time Faculty

Ethnic Cohort	CSU		CSULB	
	Count	Percent	Count	Percent
African American	463	4.0%	34	3.6%
Native American	68	0.6%	4	0.4%
Asian/Pac. Islander	1,786	15.2%	167	17.6%
Latino	958	8.2%	68	7.2%
White, Non-Latino	8,036	68.6%	660	69.5%
Other/Unknown	401	3.4%	16	1.7%
Total Full-time Faculty	11712	100.0%	949	100.0%



Local trends: faculty hiring CSU & CSULB – fall 2009

Distribution of Full & Part-time Faculty (Including Lecturers) - Fall 2009

Faculty Cohort	CSU		CSULB	
	Count	Percent	Count	Percent
Full-time Faculty	11,712	54.8%	949	53.3%
Part-time Faculty	9,672	45.2%	831	46.7%
Total Faculty	21,384	100.0%	1,780	100.0%

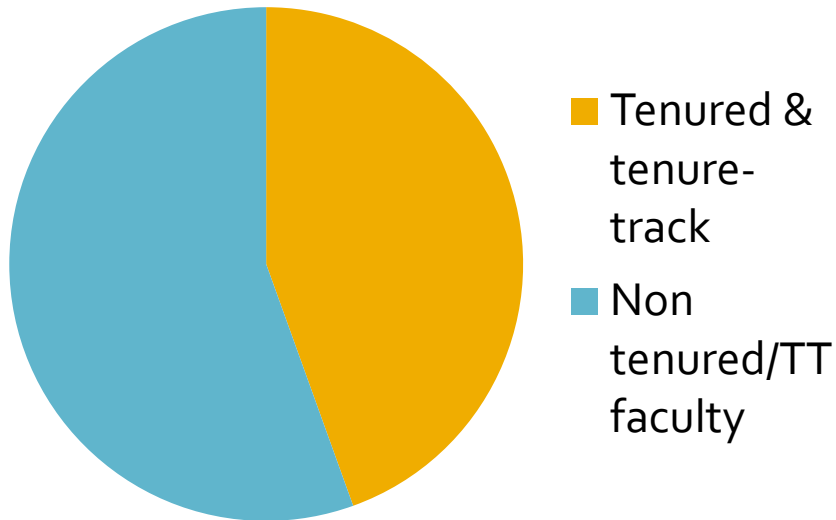
Distribution of Tenure/Tenure-track & Lecturers (Full-time Faculty)

Faculty Cohort	CSU		CSULB	
	Count	Percent	Count	Percent
Full-time Lecturers	1,655	14.1%	170	17.9%
Full-time Tenured/Tenure Track	10,057	85.9%	779	82.1%
Total Full-time Faculty	11,712	100.0%	949	100.0%

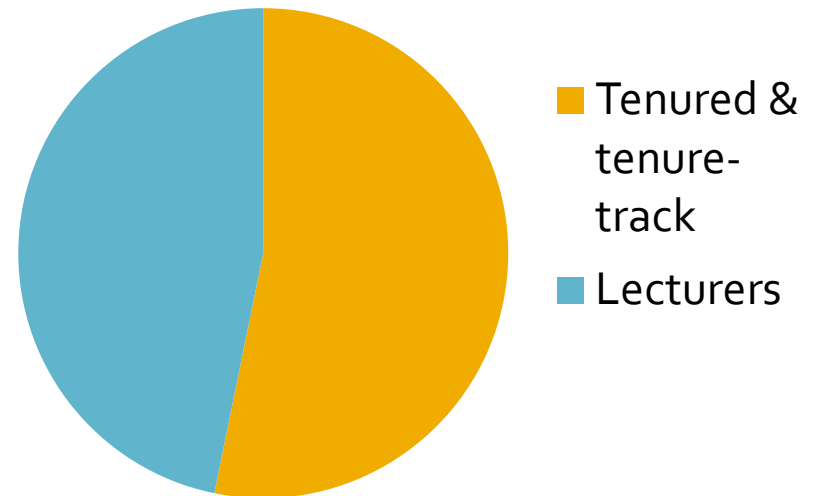


Local trends: tenure-track & lecturer faculty (spring 2010)

Spring 2010 Count of Faculty on Tenure Track



Spring 2010 Courses Taught by Tenure Status



National & local trends: summary

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.”

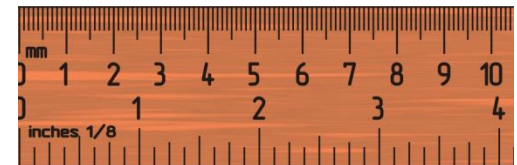
--National Commission on Excellence in Education, *A Nation at Risk* (1983)

- 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)



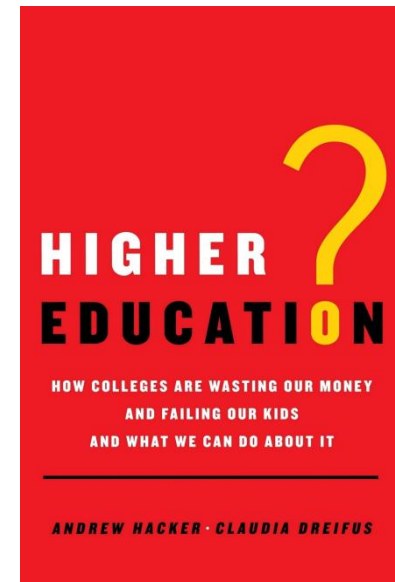
The quality question: D. Glenn

- 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?



The workforce question: C. Shea

■ Assertions

- Rising costs and student debt loads cause for concern
- Unjust labor system
- Widening gap between rich and poor institutions

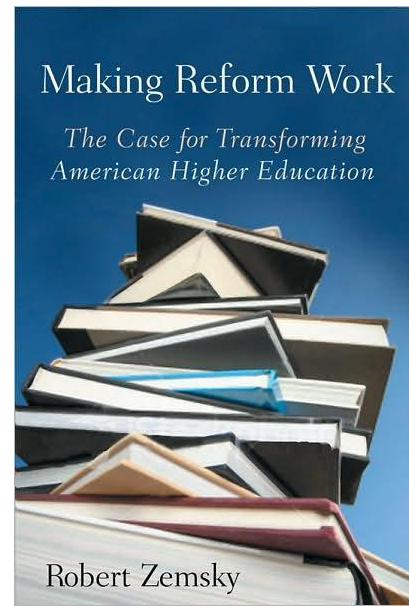
■ Questions

- 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

Quality (Glenn)	Structures (Hacker / Dreifus)	Workforce (Shea)	Deeper change (Zemsky)
Admissions and impaction	Cost to quality ratio	Tenure-track and lecturer hires	Need for creative, collaborative problem solving
Student success / achievement gaps	Clarity of mission	Access / diversity	Graduation initiatives
Course enrollments	Academic & budgetary priorities	Highly-valued, low-cost degrees @ CSULB	Need to subsidize state funds



Local impacts: generating ideas for change at CSULB

Campus climate	Campus profile	Campus support
Day-to-day life on campus	Reputation at national, state, & local levels	Support of students, faculty, and staff
Communication	Alumni relations	On-campus services
Morale	Community outreach	Research/teaching support
Diversity	Graduation rates	Professional development
Quality of life	Commitment to quality	Fundraising / grants
Respect for diversity	Profile of students, faculty, staff	Advocacy / public support

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

10-10:30am	10:30-11am	11-11:30am
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Vote on the idea!

Is this a good idea for our campus?

A. Yes 

B. No 

C. Uncertain 



Vote on the idea!

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



Going forward: implementing ideas

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

*Thank
You*

