

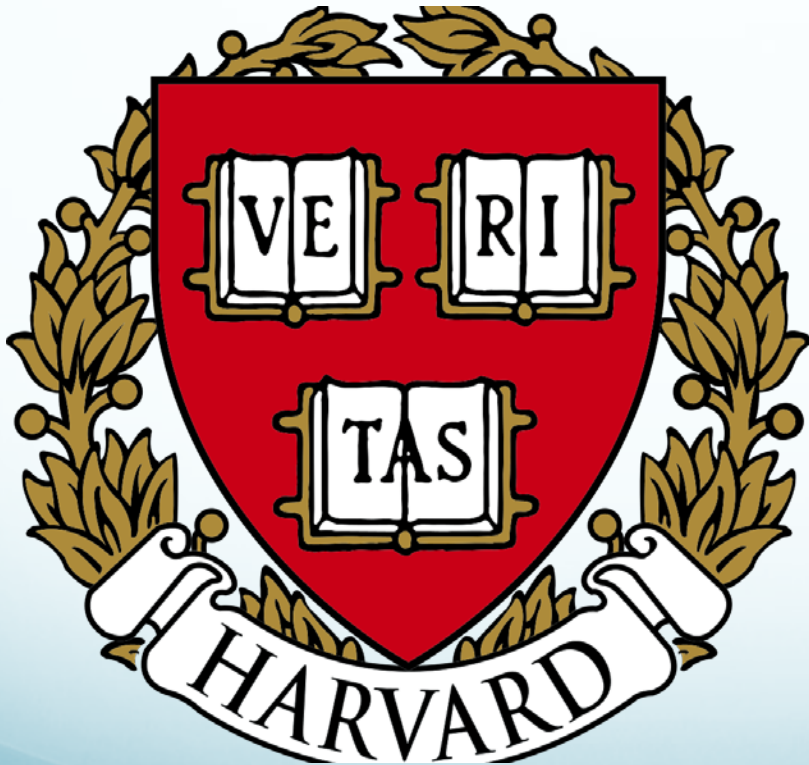
# **The History of American Higher Educational Systems and Pathways for the Modern PHD Candidate**

**Carlos O. Turner Cortez, PhD**

# History of Colonial and Early American Higher Education

1600s and 1700s

Colonial and Early United States History



- ◆ College attendance rare: 750 of 250,000 colonists.
- ◆ The first American college, Harvard, was founded in 1636, for aspiring clergy.

# Religion and The Birth of American Higher Education

## Colonial Secularism:

- The early colleges were typically founded by religious communities to promote and maintain their particular religious perspective.
- 8 of 9 pre-Revolution colleges had religious affiliations.

## Myth or Fact?



# Colonial Colleges

## Clergy and Politicians

## The Ruling Class



Apprenticeships, rather than formal higher education, for elites not pursuing a career as a government or religious leader.

Historical belief that education for professionals needed to be hands-on . . . Not in a classroom setting.

# From an Agrarian to an Industrial Nation: The Early 1800s

- ❖ As the country grew and prospered after the Revolutionary War, a college degree became a status symbol for an emerging American elite.
- ❖ To polish the family, elites sent their sons to Harvard, Yale or Princeton, with no thought that this education was preparing him for a life of church or government service.
- ❖ For over 200 years following the founding of Harvard, colleges in the United States were private institutions supported by churches and private benefactors.

# The Evolution of the PhD

- Meanwhile, the educational options available to young men for professional life were expanding rapidly.
- Law school, medical schools, engineering, and business schools expanded along with the country and served as *alternative* programs of study.
- First PhD was awarded 1861 at Yale in Chemistry to Benjamin Silliman
- Graduate education didn't truly arrive in America until John Hopkins University was founded in 1876. Organized on the model of a German research university, Hopkins did not originally include a college but focused instead on preparing a few researchers to be leaders in science and medicine.

develop write analyse  
swinburne communication supervision education  
research study methodology  
literature review PhD university grant  
scholarship doctoral  
collegiality thesis development  
journal article graduation student  
conferrence qualitative quantitative  
publish postgraduate  
degree examination investigate  
learn

# Rise of State Colleges and Universities: Late 1800s and Early 1900s

- ❑ Started in the final decades of the 1800s, the Morrill Acts of 1862 and 1890 became known as the Land Grant College Act and led to the formation of State colleges and universities.
- ❑ Each State received 30,000 acres of public land per member of their congressional delegation to build state universities focused on professional degrees in industry and agriculture.
- ❑ Over seventy land grant colleges and universities were established.



# The Evolution of the PUBLIC Tier I Research Institution

- Land grant institutions also provided education in classics and humanities.
- Flagship land grant universities could legitimately claim to offer the best of both the classical and practical educational traditions.
- At first, well-established private universities considered these efforts at populist higher education to be of little concern.
- That complacent disregard didn't last long once students started choosing to decline an offer of admission at Harvard in favor of a place at the University of Michigan.

# The Rise of the Professional Schools

- ◆ Industrialized America valued a blend of the great seminal works of our cultural history and practical education.
- ◆ Even Harvard adapted its curriculum; In 1945, the Harvard Red Book proclaimed the virtues of having a classical training coupled with practical professional preparation (e.g., professional schools for law, medicine, education, and business).



# Competition → American Excellence in Higher Education

- ❖ While the appearance of the Land Grant colleges and universities made college more affordable and more readily available than before, these institutions competed with but did not replace private colleges.
- ❖ No one central gov't-controlled model allowed higher education in the United States to continuously thrive.
- ❖ Thousands of colleges competing for “customers” had led to innovation. Higher education responds to principles of supply and demand.

# History of the University of California

- The private College of California, in Oakland, and a new state land-grant institution, the *Agricultural, Mining, and Mechanical Arts College* merged to create the University of California.
- On March 23, 1868, the Organic Act legislated formation of University of California.
- The flagship land-grant institution was built in Berkeley.



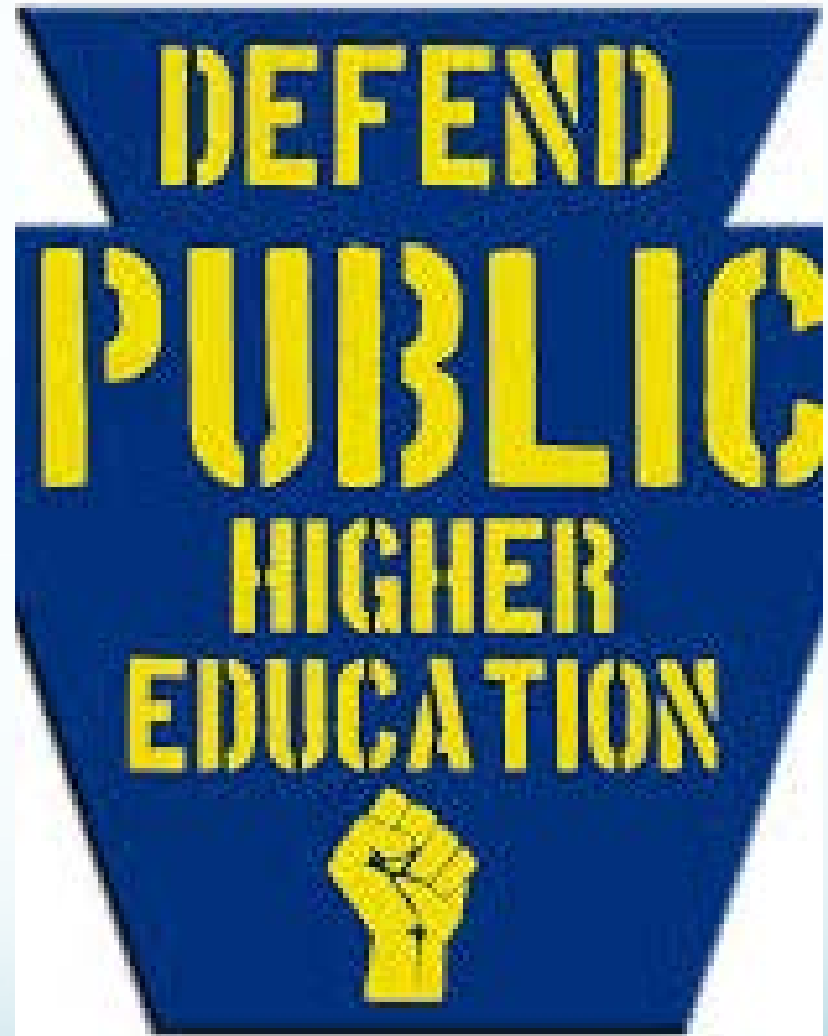
# Modern UC Impact



As of fall 2011, the University of California has 10 campuses, a combined student body of 234,464 students, 18,896 faculty members, 189,116 staff members, and over 1,600,000 living alumni.

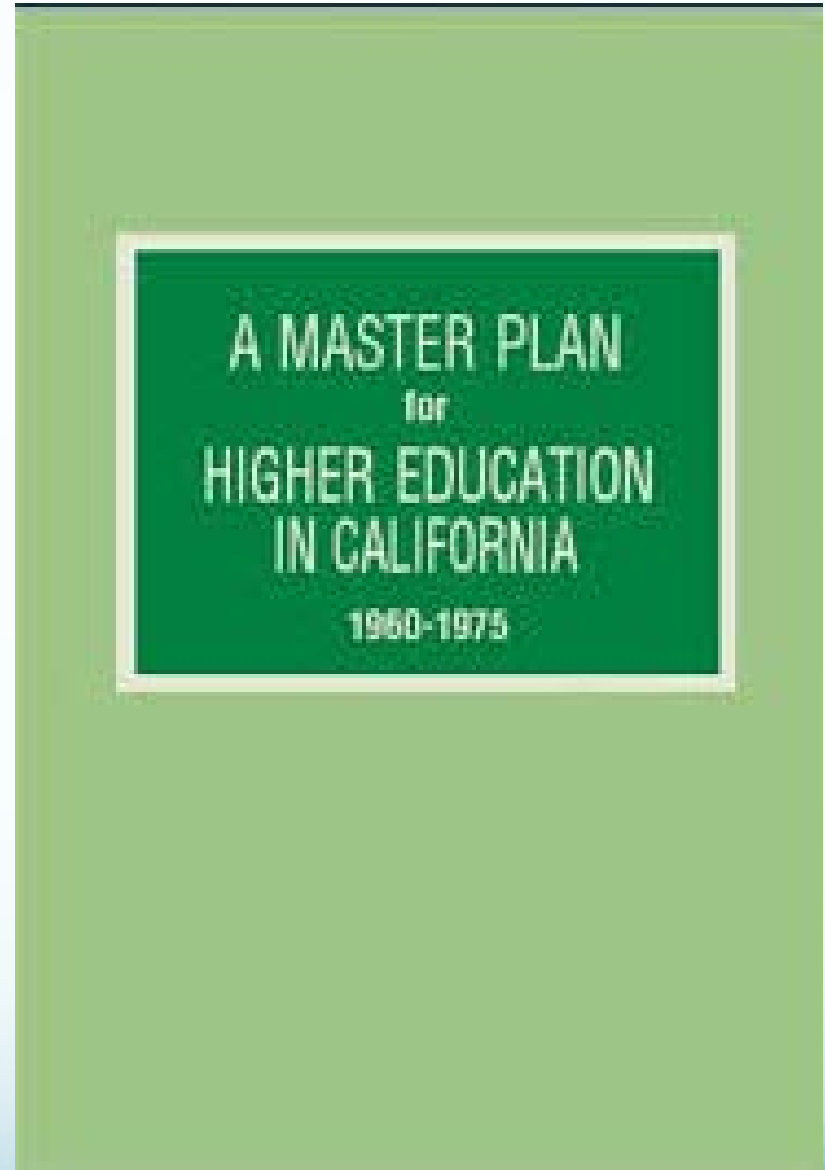
# Modern Developments in Higher Education

- Increased efforts to expand educational opportunity, particularly to economically disadvantaged Americans, ethnic minorities, and women.
- Birth of Community Colleges
- Birth of State Colleges
- Proprietary Educational Institutions



# Tiered Public Higher Education

Under the 1960, California Master Plan for Higher Education authorized CCCS and CSU systems as part of the state's three-tier public higher education system.



# California Community College System

- Fresno City College , 1910, first community college in the country.
- CCCS consists of 113 community colleges, 72 community college districts.
- Formally created 1967, largest system of higher ed in the world, serving 2.4 million students with a wide variety of educational and career goals.





# Cal State University

---



- Founded in 1960 under the California Master Plan for Higher Education.
- Composed of 23 campuses and eight off-campus centers enrolling 437,000 students with 44,000 faculty members and staff.
- With nearly 100,000 graduates annually, the CSU is the country's greatest producer of bachelor's degrees.

# Arguments for Proprietary Institutions

- For-profit schools have their roots in Colonial America. Lack of post-secondary options led to formation of proprietary institutions focused on teaching practical skills and trades, as well as reading and writing.
- As the economy developed and changed, for-profits offered new trades and skills such as bookkeeping, engineering, and technical drawing.
- The schools played a particularly important role in opening up education to women, people of color, Native Americans, and those with disabilities, especially blind and deaf people.
- For-profits were for people who could not get access to America's traditional colleges and universities, and they offered a kind of career training that was not available in those schools, typically leading to certificates and 2 year degrees (not 4-year degrees).

# A Critique of For-Profit Higher Education

- The success of the University of Phoenix changed everything. Phoenix proved that higher education could be big business in America.
- After Phoenix's 1994 launch, several other for-profit schools soon followed, many of them small trade schools that had been around for decades.
- In 2012, about 12 percent of American college students attend for-profit schools. Most attend large, publicly traded corporations like the University of Phoenix.
- **Veterans and ethnic minority students have become the primary targets for recruitment.**
- For-profit colleges have come under criticism from and been sanctioned by the Obama administration because of their cost, return on investment, and degree completion rates.

# Hierarchy of American Higher Education Credentials

- ✧ Certificates of Completion
- ✧ Certificate of Proficiency or Competency
- ✧ Associates Degrees
- ✧ Bachelors Degrees
- ✧ Masters Degrees
- ✧ Professional Degrees  
(medical school, law school  
JD's, EdD's, PsyD's)
- ✧ Doctor of Philosophy (PhD's)



# Categories of Teaching Opportunities for PhDs Tier I Non-Profit

- Public and Private 4-Year Plus Research Universities (e.g., UC Berkeley and Stanford University)
- Small Non-Profit Private 4-Year Plus Liberal Arts Colleges (e.g., Middlebury College and Oberlin College)
- Public 4-Year Plus State Colleges and Universities (e.g., Cal State University)
- Public 2-Year (and effective 2015 2-Year Plus – SB850) Community Colleges
- Proprietary Higher Educational Institutions
- Independent K-12 Schools
- Public K-12 Schools (NOTE: supplemental credentials typically required)

# Tier I Non-Profit Public and Private 4-Year Plus Research Universities

(e.g., UC Berkeley and Stanford University)



## Work Load Options:

- Lecturers (full or part-time temporary assignments)
- Adjunct Faculty (rare in UC system)
- Ladder Faculty (research required and tenure track available, 5-10 year process)

# Small Non-Profit Private 4-Year Plus Liberal Arts Colleges

(e.g., Mills College, St. Mary's)

## Work Load Options:

- Adjunct Faculty  
(rare in UC system)
- Ladder Faculty  
(research not typically required and tenure track available, 5-10 year process)



# Public 4-Year Plus State Colleges and Universities (e.g., Cal State University)

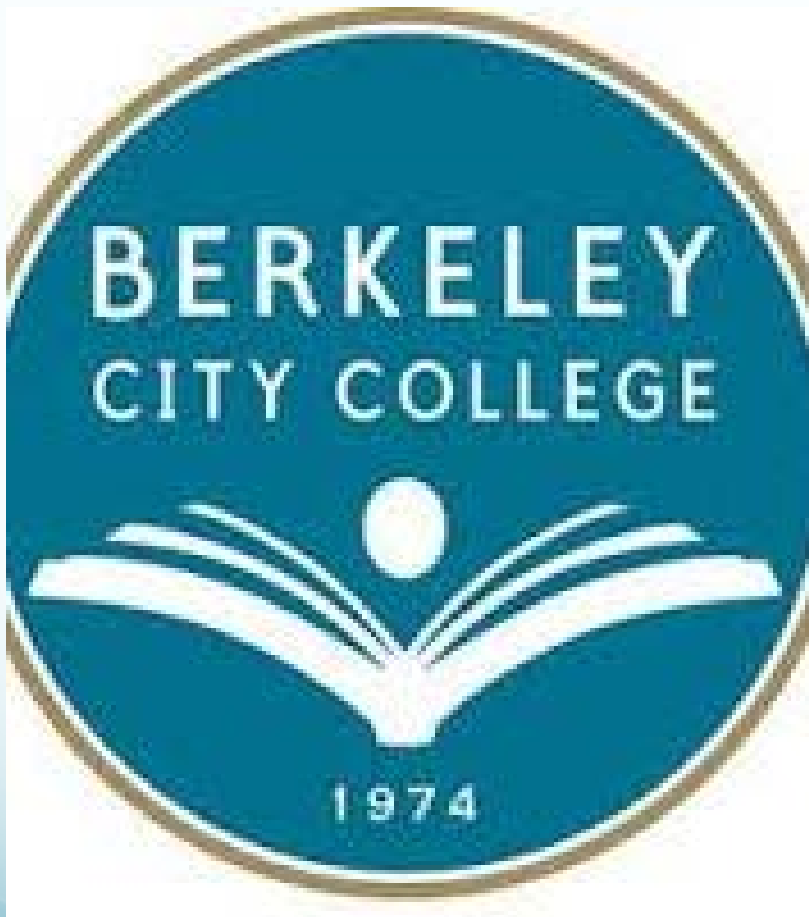
## Work Load Options:

- Lecturers (full or part-time temporary assignments)
- Adjunct Faculty (rare in Cal State system)
- Ladder Faculty (research required and tenure track available, 5-10 year process)





# Public 2-Year (and soon to be 2-Year Plus – SB850) Community Colleges



## Work Load Options:

- Part-Time Faculty (up to 10 units per week)
- Full-Time Contract Faculty (tenure track, 3 minimum year process)

# K-12 Educational Opportunities

- **Independent Schools**

- **Work Load Options:**
  - Part-Time Faculty
  - Full-Time Contract Faculty (tenure track typically not available)
  - Credentials typically preferred.

- **Public District and Charter Schools**

- **Work Load Options:**
  - Part-Time Faculty (rare in districts but sometimes available in charter schools)
  - Full-Time Contract Faculty (tenure track, 2-4 year process)
  - Credential typically required.

# Tenure Track 4-Year Institution Academic Career Ladder

- post-doc (not required but increasingly expected)
- assistant professor
- associate professor
- professor

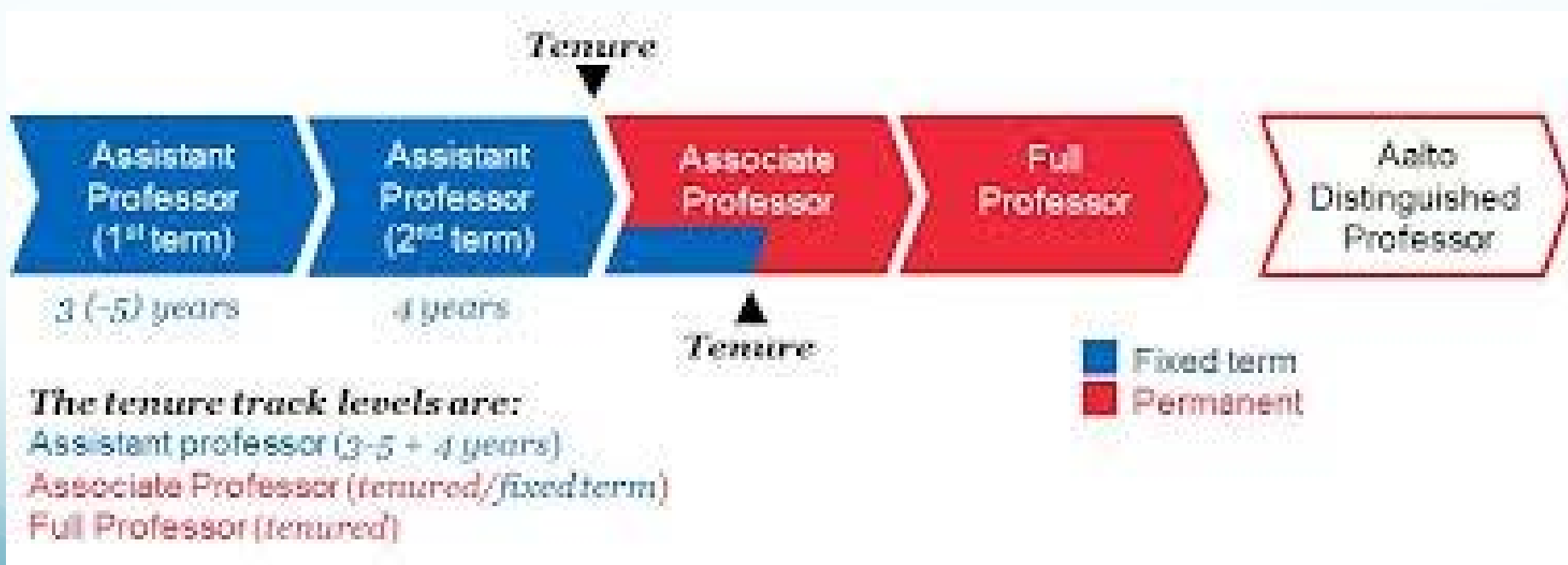
STU'S VIEWS

© stui.com All Rights Reserved



# The Tenure Process

Reappointment  
Promotion  
Tenure



# What are the odds of actually landing a full professorship (or tenure) one day? Do I need a plan B?

- Only 1/3 of faculty in American colleges and universities have tenure.
- Increased use of part time faculty is a growing trend in the U.S. where tenured faculty employment has dropped about 37 percent nationwide since 1975, according to the Chronicle of Higher Education
- The national part-time faculty average for public institutions is 26.7 percent of the total faculty population, according to the Chronicle of Higher Institution. UC sits below that average at 20 percent.

# U of California Trends

- ◆ Increase part-time lecturers and reduce full-time ladder faculty. Part-time faculty employment at UC has increased 89.5 percent overall since 2003.
- ◆ In 2013, at UCB 1293 of 2190 faculty are full-time (59%).
- ◆ Range for faculty salaries:
  - ◆ Full-Time Instructor / Lecturer: \$46,800 to \$49,600
  - ◆ Assistant professor: \$54,300 to \$74,900
  - ◆ Associate professor: \$67,400 to \$90,500
  - ◆ Professor: \$79,400 to \$153,700
- ◆ Who pays faculty salaries?
  - ◆ State funds coupled with tuition revenue
  - ◆ Grant funding can supplement base income.

# Cal State University Trends

- Hiring 700 new full-time faculty.
- 9,000 of 10,500 faculty are full-time.
- Average ladder faculty salary: \$103,000
- Average lecturer salary: \$76,000
- Who pays faculty salaries?
  - State funds coupled with tuition revenue
  - Grant funding can supplement base income.

# California Community College Trends

- Hiring increased recently as the economy improves. Union advocates a 75 FT/ 25 PT ratio. BCC hired an additional 50 percent of full-time faculty in the past five years.
- 44% (14,910) of 33,922 faculty are full-time.
- Community colleges enroll 45 percent of the nation's undergraduates.
- Community colleges rely on part-time, "contingent" instructors to teach 58 percent of courses. Part-time faculty teach more than half (53 percent) of students at 2-year institutions.
- As of 2009, more than 1/3 of community college faculty members were 56 or older, and 19 percent were 60 plus. Furthermore, 31 percent of full-time faculty members indicated that they planned to retire within 8 years (4 years from now), and 39 percent indicated plans to retire within 11 years (7 years from now).



# California Community College Trends (cont'd)

- Full-time faculty salary range with PhD: \$50,000-\$105,000
- Average lecturer salary: \*\*\*\*\*
- “Faculty Profiles 2012 California Community College.” FACCC Education Institute.  
[http://www.faccc.org/images/2012facprofile\\_report\\_final.pdf](http://www.faccc.org/images/2012facprofile_report_final.pdf)
- Who pays faculty salaries?
  - State funds coupled with tuition revenue
  - Grant funding typically does not supplement base income.

# Private Non-Profit 4-Year Plus Institution Trends

- Compensation for full-time faculty approximately 5-10 percent less than public institutions
- Stretched budgets and public pressure to keep costs down → many colleges and universities are cutting back on tenure and tenure-track jobs
- 24 percent of courses taught by FT tenured/tenure-track faculty
- Note: Much higher than public institutions!
- Who pays faculty salaries?
  - Tuition revenue
  - Grant funding can supplement base income.

# THE END!

THANK YOU!

CARLOS O. TURNER CORTEZ, PHD