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New Draft

PROBLEMS IN HIGHER EDUCATION:
A PERSPECTIVE FROM THE UNITED STATES

Remarks by
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INTRODUCTION

I wish to thank you for inviting my colleagues and me to ~~participate in~~ this important seminar on Higher Education.

- While ^{high education systems} universities may vary from one country to another, ^{all academics} the academy shares an intellectual ^{agenda} that transcends cultures.

- And I'm convinced that ^{educators} ~~educators from around the world~~ must, more frequently ^{meet in informal forms such as} come together since we live in an interdependent ^{world} climate and the issues we confront, increasingly, will be not just national--but global.

Therefore, at the opening of this seminar, I ^{should} like to focus on ^{several critical issues} on a ~~series of key problems~~ confronting American higher education--with the hope that our experience may be of some value to ~~colleges~~ here in Chile and in other countries, too.

colleagues

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But first, let me take a backward glance.

Since World War II, higher education in the United States can be sliced up, rather arbitrarily, into four distinct periods--like a great salami.

- First, there was the explosive decade of the 1950's--a time when we moved--almost overnight--from "elite" to "mass" higher education, ^{to use} Martin Trow's helpful formulation. During this decade we were starting colleges at the rate of one a week ^{and} the biggest problems ^{of} university administrators ~~confronted~~ ^{how to recruit the faculty & how to} were finding places for the avalanche of students.
- Then came the 1960's - ^{the} decade of civil rights disorders and the trauma of Vietnam. ~~Almost~~ ^{Almost} ~~overnight~~ ^{overnight}, dream castles came crashing down and the focus of higher education in the United States shifted from ^{a leuby} expansion to survival.
- During the decade of the 1970's, the riots stopped but suddenly, American higher education was confronted with fiscal cutbacks and retrenchment, and because of a decline in ^{rates} births, there were dire predictions that enrollments would go down, ^{that} many colleges would close.

- This brings me to the decade of the 1980's, a time when the pendulum, once again, has shifted. ~~this~~ ^{Today} ~~time~~, American higher education is neither "euphoric or depressed." Enrollments for most colleges, in spite of dark predictions, have held steady--and in some states--such as California--there has been a new burst of energy in higher education.

~~So~~ ^{So} viewed from one perspective, higher education in the United States today seems to be doing pretty well. ~~At~~ ^{At} the same time, there are problems, just below the surface, and this morning I'd like to focus on five key ~~issues~~ ^{challenges} American colleges and universities now confront.

I.

First, we continue to face in the United States a problem that has nagged us for many, many years. Is it possible to maintain quality in a system that seeks also to serve all the students?

Right after World War II, about ^{twenty} percent of all high school graduates ^{in the U.S. were going to} ~~went~~ on to college. Today, it's 57%. "College" has become, for most Americans, a door of hope. ^{And} When we surveyed 1,000 parents several years ago, 95% said, "I want my child to go to college sometime." One ^{high school student} ~~young woman~~ said it all when she ~~said~~ ^{told a} "I want a better life for myself. That means college!" ^{Courage parents:}

We now have, ^{in the United States,} over 3,000 higher learning institutions, ^a ~~diverse array of campuses to handle this influx of students,~~ that ranges from a world-class research ^{institution} ~~institution~~--such as Berkeley--to ~~the~~ 1,200 community colleges from coast to coast. Let me present several overheads to illustrate both the explosive growth of enrollment and in the number of ^{institutions that have emerged} ~~students we had in the United States~~ in the past 50 years.

[OVERHEAD]

All of these trends look terrific--everything keeps going up.
 But there is a dark side to all of this. While the number of ³ ~~colleges and universities~~ ^{colleges} keeps ~~going up~~ ^{going up}, there is ~~great concern~~ ^{in many} ~~in quality from one type of institution to another.~~ ^{growing} And there is ~~disturbing evidence~~ ^{growing} that the ability of the students is going down.

3 colleges or the number of colleges

The problem is that the school system in the United States is in a ~~state of crisis.~~ ^{no} ~~While~~ ^{while} 75% of all our young people ~~graduate~~ ^{complete secondary education} ~~from high school,~~ ^{its my estimate that} but no more than 20% ^{of these graduates} are well prepared for college. ~~the way for the work place.~~

- ~~The rest of the graduates--many of whom go on to college--~~

• ^{my} simply do not have the language or mathematic skills, or general knowledge. ~~They~~ ^{we} need to do well in higher education. ~~the way in the work place.~~

Several years ago we surveyed 5000 faculty in one county & found that ~~indeed~~, the vast majority of professors in the U.S. colleges and universities feel their students are not well ^{adequately} prepared. ~~and that~~ ^{we also find that} ~~most professors feel they~~ ^{they have to} spend too much time teaching undergraduates what they should have learned in school. Here's another overhead to illustrate the point.

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What I've just presented is the "good" and the "bad" news of ^{ten.} ^{news} about American higher education.) On the one hand we've built one of the largest, most diverse systems of ~~higher education~~ in the world. And public opinion in the United States still holds our universities in high regard.

The bad news is that ^{U.S.} ~~our~~ higher education is built on a weak foundation. Too many of our students are not academically well-prepared. And unless our schools dramatically improve, the whole system--except for the ^{most} elite institutions ~~which continue to to draw the cream,~~ will continue to decline.) The question then is this. Can we, in the United States, have mass education and excellence as well?

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II.

This brings me to problem number two--which has to do, not with students, but with the curriculum itself. How can we, in the United States, strike a balance between the career interests of students and the importance of the liberal arts?

Today, most U.S. colleges and universities speak lovingly of the liberal arts.

- The ~~core departments~~ of the campus are in such prestigious ~~fields as~~ science, history, literature, and the like. *departments on the open he still*
- Colleges and universities ~~say~~ their ~~basic~~ goals are to help students become well-informed, think critically, appreciate the arts, and develop high moral values. *still claim, in the ~~basic~~ catalogue they publish, that* And to fulfill these essential mandates, over 90% of all colleges and universities in the U.S. require students to complete courses in liberal studies. *edute*

Further, faculty ~~enthusiastically support~~ the goals of liberal learning, *re* Again, ~~when we surveyed 5,700 professors, we found~~ *about* ~~that over 90% say that "critical thinking and knowledge in the arts and sciences are two essential goals of education, while preparing students for careers was at the bottom!"~~ *revealed* Here's an overhead to show exactly what we found.

[OVERHEAD]

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we have a problem
 But, ~~when it comes to goals, we, once again, have a major tension~~
~~on the campus.~~ While faculty and administration support liberal
 education, the students are committed to careers. And I'm
 convinced that the gap between the student and the faculty view
 of the goals of education is greater than it ^{is} ~~seems during this~~
~~time in history.~~ *the faculty in U.S. ~~is~~ ^{was} ~~at~~ ^{the} ~~same~~ ^{line} ~~is~~ ⁱⁿ ~~two~~ ^{quite} ~~different~~ ^{worlds.}*

- Several years ago we surveyed about 1000 high school students and asked them why they wanted to go to college. *→*
- 95% said "to get a better job."
- In a survey of *students actually enrolled* ~~students who had actually gone to college~~, we found a trend away from value-laden education and toward ^{using} ~~viewing~~ college as a way to prepare for a career.

Again, here are overheads to illustrate the point.

[OVERHEAD]

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This trend toward a so-called "practical" education is reflected in the degrees we are now awarding.

- Before World War II, most of the baccalaureates granted in the United States were in ~~the~~ arts and science fields.

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- Graduates ~~have~~ ^{were} prepared to enter the world of "educated men and women," as Harvard University says at each commencement.
- Today, ^{have} one out of every four baccalaureate degrees awarded by U.S. colleges and universities is in the field of "business". And while other career-related fields also have been going up, enrollment in science and humanities has been going down.

Let me illustrate exactly what I mean.
[OVERHEAD]

Here, then, is the second major challenge we confront.

While faculty support the liberal arts, students are choosing ^{enroll in the} "practical" and "applied" fields, and ^{College} education ~~is becoming a job~~ ^{is becoming a job} ~~credibility procedure.~~ ^{in many cases, concerned} ~~more with credentials than with education.~~

(Will the U.S. system of higher education be linked ^{increasingly} to the economic goals of students. And, if so, how will the civil and moral purposes of education be preserved? Above all: How can students not only prepare for work, but also put their careers in historical, social, and ethical perspective? ^{key} These are the questions American academics now confront.

(^{essential} ^{issues} ~~One of the top~~ ~~issues~~ ~~we~~ ~~confront.~~)

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III.

in U.S. colleges & universities

This brings me to problem number three, which relates to the priorities of the professoriate. How can faculty adequately meet their teaching obligations, while also fulfilling the expectations of research?

united states

Today, most faculty in the ~~U.S.~~ are caught in the crossfire of two traditions.

- On the one hand, there is the tradition of the Colonial college--with its emphasis on the student, and on teaching.
- On the other hand, there is the European university tradition--with its emphasis--not on the student, but on the professoriate; not on teaching, but research.

independently

While our elite universities and colleges support research and ~~reduce the~~ ^{to give} teaching loads of faculty, ~~most professors do not.~~ ^{time to work on their independent projects}

The vast majority of institutions ~~are expected~~ ^{to be} ~~to do research and~~ ^{big} publish, while also carrying ^{big} teaching loads. ~~Further, they do not have available to them either the library resources or laboratory facilities needed to do scholarship that is significant and creative.~~

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This leaves most ^{professors} faculty frustrated about the conflicting signals they are given. ~~And this tension was revealed~~ ^{In our survey of} ~~the professoriate nationwide.~~ We found, ~~for example,~~ that while most faculty ^{say they would actually} ~~would~~ rather teach than do research, ^{but we also found that in their} ~~they also say~~ that "publishing" matters most! Let me show you the exact data.

[OVERHEAD]

new
eye

~~Clearly, all professors must stay in touch with their profession and remain intellectually alive. But it's embarrassing when faculty have neither great resources nor great ideas and are still forced to publish. Frankly, this has lead to a flood of trivial articles and an explosion of third-rate journals that are an embarrassment to real scholars in the field.~~

At the Carnegie Foundation we are preparing a special report on teaching and research. We suggest that while some institutions must be centers of research, others might focus on the integration of knowledge; others on the application of knowledge; and still others can become great institutions.

What's becoming clear is that while we have a diversity of institutions in American higher education, we do not have a diversity of ways by which faculty can be judged. And this has lead to great frustration and confusion.

Burtin Clark helpful
foundation.

what we urgently need in the United States today is a redefinition of the role of the professor - one that reflects more accurately the "culture of many cultures" to

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How, then, can we clarify the role of faculty in ways that reflect our full-range of higher learning institutions?

IV.

Now, I'd like to focus on problem number four, which has to do with the governance of higher education. How can institutions protect themselves from inappropriate outside control, while also involving the faculty more effectively in the decision-making process?

v.s. Callahan's notes

About half of all colleges and universities in the United States are publicly-controlled. They are tax-supported and must answer fiscally to the state. The rest are privately-controlled. But even the ^{so-called} nonpublic institutions receive a lot of government support in the form of research grants or student aid, ~~for~~ ^{see bulk.} example.

The good news is that for most of our history, U.S. universities have had little outside interference--although problems do creep up from time to time.

For example, just this year the governor of New York state threatened to take over the budget decisions of the State University of New York ^{at a time when} ~~when~~ the state ~~hit~~ ^{was in deep} financial crisis.

Pub. in exch. periods were had with hints but again there have been the exception rather than the rule.

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The biggest governance tensions ^{problems in the} U.S. higher learning institutions ^{have had throughout the years} ~~have faced throughout the years~~ are more internal than external. And ^{to of} there is ^{still} great confusion ^{on the lines} as to how authority should be shared on campus.

→
 In the 1960s both faculty and ~~governance~~ students fought hard to get more control of ~~governance~~, and on some campuses all-university senates were created.

But ~~today, the "governance" issue~~ ^{fight was this fight} has all but disappeared. The push for participation has been replaced by a loss of confidence in leadership, even ^{ad by A} perhaps a sense of passiveness--~~which compared to the 1960s~~ ^{and} is even more disturbing.

Our survey revealed that in the United States today,

- most professors do not feel loyalty to their institutions,
- most professors do not participate in institution-wide decision making on the campus,
- And ~~also~~ most professors do not respect the administrators who run their universities.

Here is a breakdown of the data.

[OVERHEAD]

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The modern university is a complicated institution. Still, it cannot be governed either by "to ^{ad} cratic leadership" or by "random

action. There is, in the United States today, an urgent need to rebuild faculty participation and faculty confidence in the decision-making process. And, if the university does not have a well-regarded system of self-governance, I ^{in a great} fear that more outside incursions will occur.

it there is great division & lack
within the institution
of confidence

and that, over time, the
integrity of the
institution will be weakened

V.

^{me} This brings me to ~~the~~ final problem American academics ^{how} never
 confront. How can ~~the~~ ^{our colleges} university respond to the growing demand
 for life-long learning ~~in this country~~, while still maintaining
 its own distinctive mission?

re-integrity

^{and} One of the most dramatic trends in the United States today is the
 move toward the education of adults. America has an aging
 population. ~~There are~~ older people ^{who} are coming back to school,
 part-time, to complete degrees or to start a new career.

- ^{and} The average age of college students at all U.S.
 higher learning institutions is ~~now~~ almost 25, and ~~at~~
~~in~~ community colleges, ~~it~~ is over 30.

the average age of states

- Further, most of these older people do not attend
 full-time. *try home family, try work. And try also
 some a class.*

Here's a picture of the shift toward part-time and older students
 that is ^{now} occurring ^{at a dramatic rate,} in the United States.

[OVERHEAD]

Most ^{v.s.} colleges and universities are scrambling to serve this new group of students. ^{Ad} The concern is not just more education, but more income, too. Some institutions actually have changed their mission--~~offering career courses~~, shifting to evening and weekend programs. Other colleges now offer credit by correspondence or teach courses on military bases and at the work site, too. ~~Some institutions literally have campus sites at 15 or 20 different places.~~

When I was Chancellor of the State University of New York, I started a non-campus institution called Empire State College--an arrangement in which students can do independent work with a mentor, instead of sitting in a class. This college has been a spectacular success.

ww
rly

again, there is a dark cloud on the horizon.
But, in ~~the~~ education of adults, U.S. colleges and universities ~~now~~ ^{for the first time} are confronting serious competition. *NYU Col in the United States is*

in the country
(At the Carnegie Foundation, we've just completed a study of all the nontraditional adult education programs.) And we concluded that more education is going on outside the university than within. We've also concluded that ~~this~~ ^{adult education} is the most rapidly growing sector of higher education in the nation.

The Biggest Competition is coming from
~~American~~ industry and business now spend billions of dollars every year to train their own employees, ~~for example~~. But ~~what's~~ ^{how} ~~important is that non-employees~~ ^{are} beginning to enroll in these ~~corporate classes~~. *non-employees, etc.* In addition, the military and labor unions

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~~now offer courses that go beyond the technical training of the~~
~~past.~~

v. skilled some

What's even more dramatic, U.S. corporations are ~~now beginning to~~
create^h their own free-standing colleges, that offer accredited
degrees. *(*At last count, over 20 such institutions had been
created. *Here is a picture of the accredited colleges in the*
U.S. that are under the sponsorship of corporations.

[OVERHEAD]

*www
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Still, more fascinating, is the role technology is playing. National Technology University--based in Colorado--beams lectures by satellite--taught by MIT professors--to locations all across the country. Thousands of students are enrolled in the ^{is} ~~National Technology University,~~ ^{just open} ~~completing~~ a Master of Arts degree.

Thus, looking to the year 2000 and beyond, we face in the United States several very fundamental questions.

- Can the traditional university provide life-long learning for adults while still maintaining the vitality of the intellectual quest?
- Or will the competition force ^{over} ~~the university to~~ become ^{in some place where} an institution in which information is exchanged, credit is awarded, but ^{where, no one} quality of ~~education has been~~ ^{is} lost?

What we face, in short, is the need to ^{the group push forward} respond to life-long education, while still maintaining ^{active} the university as a vital center of teaching and research.

CONCLUSION

Here, then, is my conclusion.

On the surface, American higher education seems to be doing pretty well, ^{we have} ~~and~~ ^{in the United States,} has built a large diversified system of colleges and universities ^{at the time & place, somewhere in the system for anyone} ~~to enroll all students, somewhere, who want~~ further education. ^{young & old who want} And the public continues to have confidence ~~in what we're doing.~~ Further, ~~enrollments have held their own.~~

^{For the public confidence in higher ed} ~~is~~ ^{remains high} ~~and~~ ^{according to our survey} the morale of faculty has improved ~~in recent years,~~ and ^{most} professors say that, if they had to do it over, they would choose the academic life. Most significant, perhaps, we have a core of elite institutions ^{in the United States.} that have international distinction.

But there are problems. And during the decade of the 1990s, the credibility of the American system of higher education will be sustained only

- as we work to strengthen ^{the nation's} schools;
- as we blend careerism with the liberal arts;
- as we strike a balance between teaching and research;

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- as we involve the faculty more fully in the governance of the institution;
- and, finally, as we offer to the growing number of older students--not just credits--but a solid education.

Agaw, ~~I thank you~~ to our Chilean hosts, I
 thank you very much for inviting us to your
 country to participate in the ~~first~~ expanded
 conference

• And I look forward to an
 assembly, both formal & informal,
 during the remainder of this exciting
 week.