

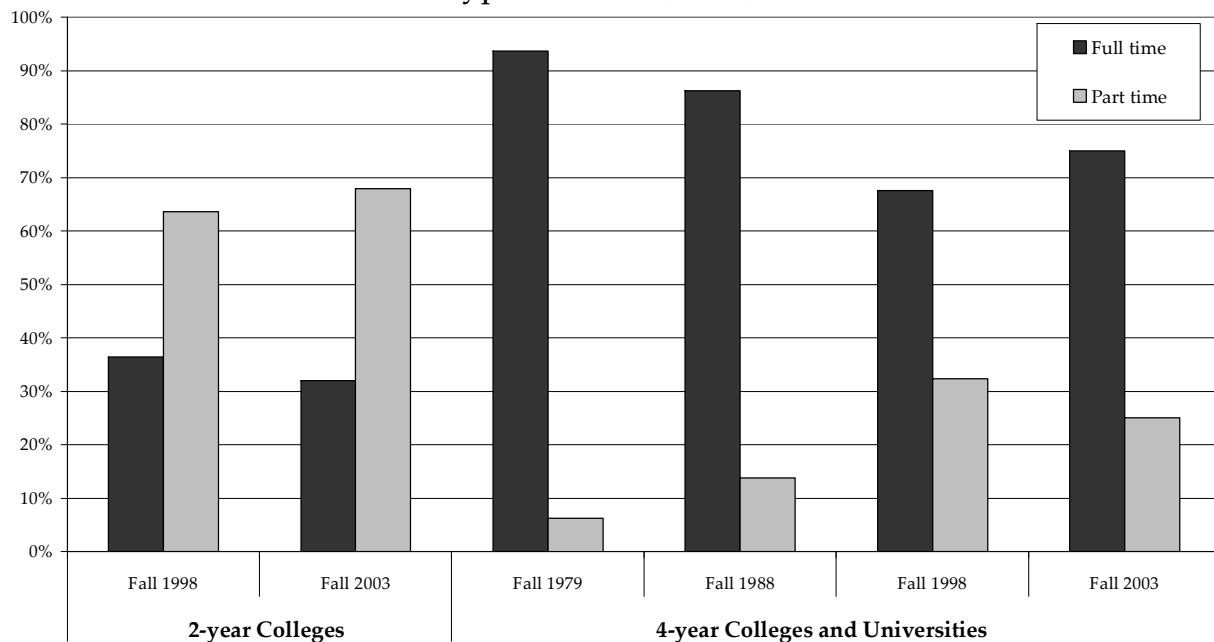
# Data on the Corporatizing of Higher Education

Assessments of the corporatizing of higher education tend to focus on changing employment and payment practices, as well as the changes in the funding structure for higher education. To facilitate discussion in the session, we offer the following summary.

## Contingent Faculty

The most commonly cited example of this trend toward corporatization is the growing use of part-time and adjunct employees to teach the courses that generate the most income (introductory courses and distribution requirements) at the lowest possible cost to the institution. As shown here in **Figure 1**, the proportion of historians employed part time in four-year colleges and universities rose from just 6 percent in 1979 to 25 percent in 2003. Among all disciplines, 34 percent of the faculty are employed part time. Even among those employed full-time, a diminishing number are on the tenure track—just 86.1 percent of the historians at 4-year institutions in 2003. Among historians employed at two-year colleges and universities, 68 percent were employed part-time in 2003.

Figure 1: Estimated Number of Historians by Employment Status and Institution Type, Fall 1980, 1988, 1998, and Fall 2003

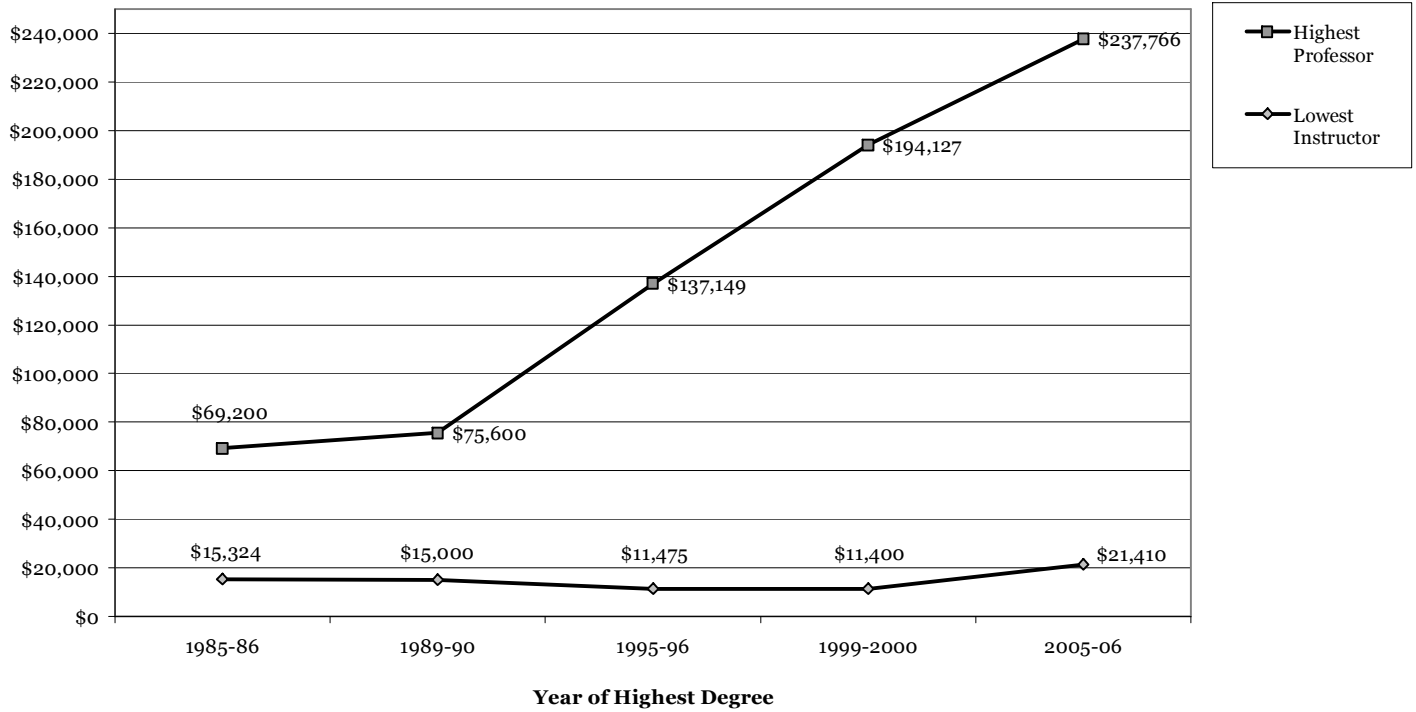


Sources: Survey of the Historical Profession: Academia, 1979-8- (Washington, D.C.: AHA, 1980) and the 1988, 1998 and 2004 National Survey of Postsecondary Faculty. Tabulation of data from the NCES Data Analysis System at <http://nces.ed.gov/DAS>. Surveys in the 1980s only included 4-year institutions.

## The “Star” System

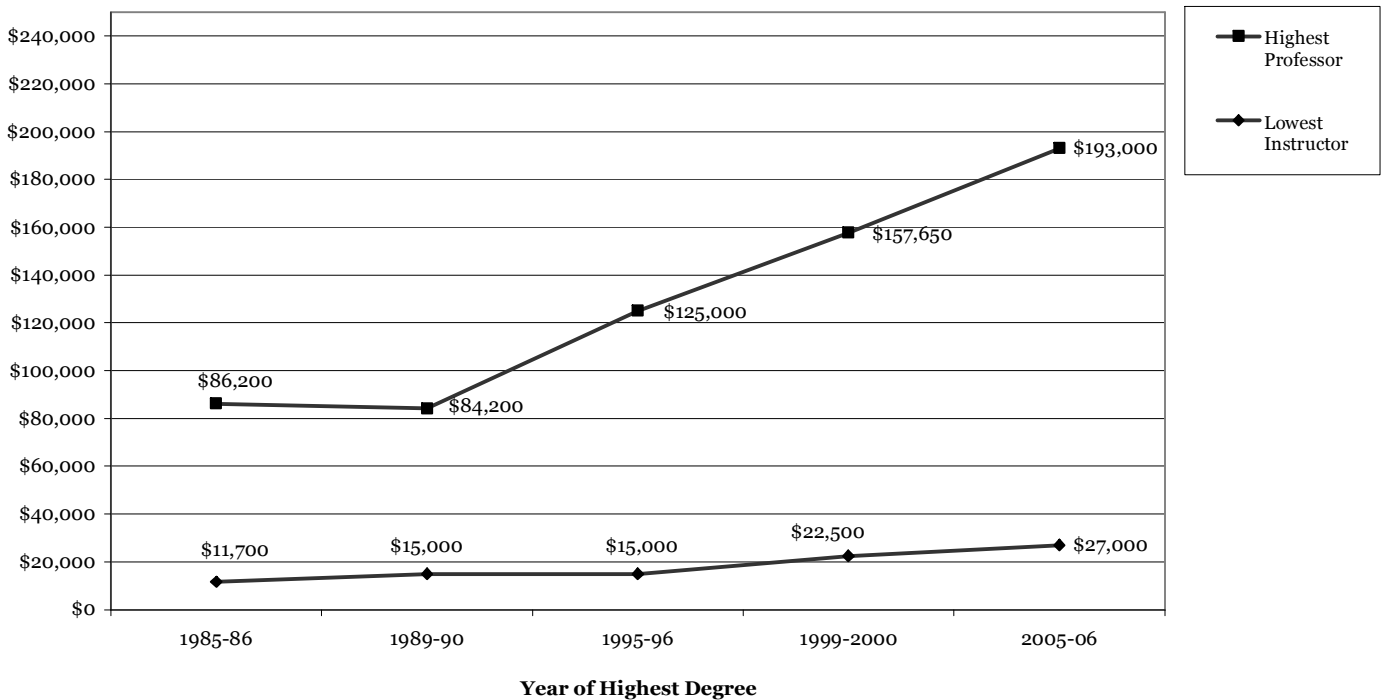
Another oft-cited indicator is the emergence of a “star” system in the academy, in which a few high profile faculty can command premium salaries while also creating downward pressure on the salaries of their junior colleagues. The data is rather limited, but as shown in **Figure 2** below, the gap between the highest paid professor and the lowest paid instructor (employed full-time) at public colleges and universities grew almost four-fold over the past two decades. Surprisingly, the relative gap has been fairly steady at private institutions (**Figure 3**). Notably, the professor earning the highest salary is now at a public institution.

Figure 2: Salary Gap between the Highest Paid History Professor and Lowest Paid Instructor at Public Institutions, 1985-86 to 2005-06



Source: Annual salary surveys from the College and University Personnel Association.

Figure 3: Salary Gap between the Highest Paid History Professor and Lowest Paid Instructor at Private Institutions, 1985-86 to 2005-06

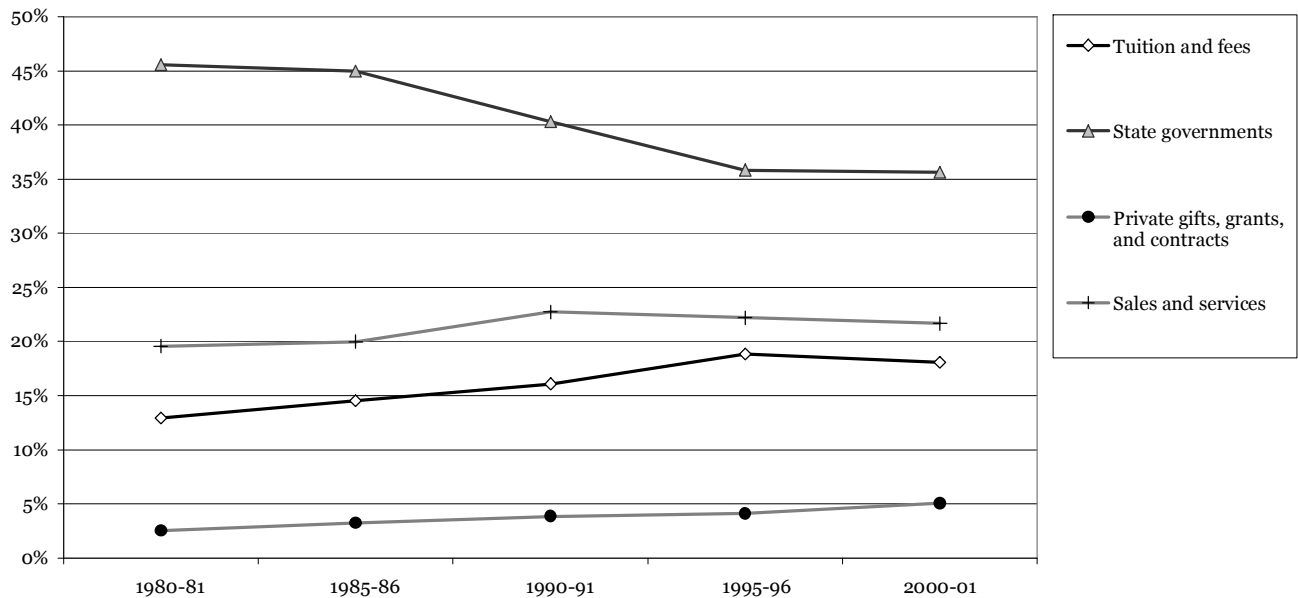


Source: Annual salary surveys from the College and University Personnel Association.

## Rising Costs, Changing Sources of Income

Alongside the issues that affect members of the profession directly, we also can discern changes in the ways that institutions are funded. Although the available data is flawed in many ways, the federal government does offer some useful summary data on the funding sources for colleges and universities from 1980 to 2001. As **Figure 4** indicates, while the proportion of income from state governments fell sharply into the mid-1990s, the proportion of income from tuition and other direct sales and services rose to fill the gap.

Figure 4: Sources of Income for Colleges and Universities, 1980-81 to 2000-01



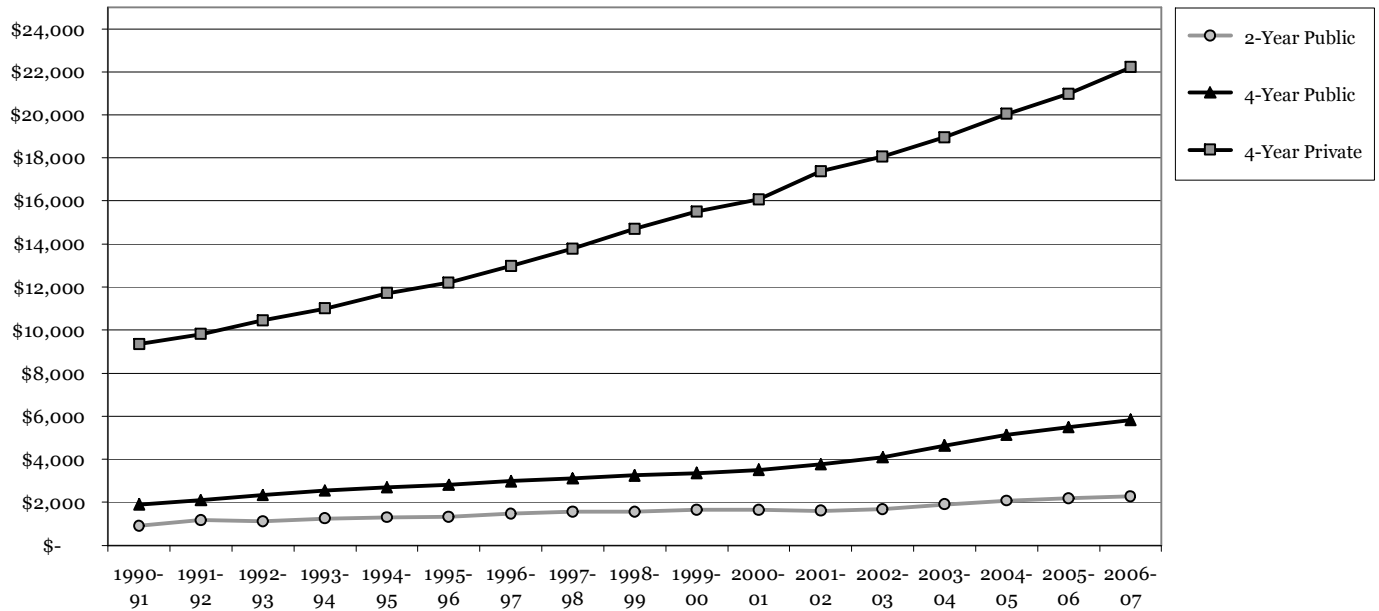
**Source:** U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Financial Statistics of Institutions of Higher Education," 1980-81 and 1985-86 surveys; and 1990-91 through 2000-01 Integrated Postsecondary Education Data System, "Finance Survey" (IPEDS-F:FY91-00), and Spring 2002. (Data prepared October 2003.) For clarity, income from endowment, federal government, and local governments are not included, since they were essentially unchanged at 1 percent, 11 percent, and 4 percent over time.

## Tuition

The rising cost of tuition, relative to the cost of living, remains a subject of particular attention and concern, particularly to those outside of academia. As the data in **Figure 5** indicates, tuition has risen much faster than the cost of living over the past 15 years. As this also demonstrates, there is wide variation between different types of institutions.

In real dollar terms, the largest growth in the average cost for tuition and fees occurred at 4-year private institutions (growing \$12,878 since 1990-91). However, as a relative change, the fastest growth occurred at 4-year public institutions, where the average cost more than doubled over the same span.

Figure 5: Tuition and Fees by Institution Type, in Current Dollars, 1990-91 to 2006-07 (Enrollment-Weighted)



SOURCE: Annual Survey of Colleges, The College Board, Available online at [http://www.collegeboard.com/prod\\_downloads/press/cost06/06-pricing\\_charts.xls](http://www.collegeboard.com/prod_downloads/press/cost06/06-pricing_charts.xls)