

*The Shaping of American Higher Education: Emergence and Growth
of the Contemporary System, Second Edition*

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Transition Guide

The structure of the second edition of *The Shaping of American Higher Education* follows that of the first edition. Each chapter concerns a chronological era from Colonial to Contemporary, and has eight topics: societal context, institutions, students, faculty, curriculum, governance, finance, and outcomes, with each topic pointed toward a paramount trend. These are arrayed as a matrix so that the book can be read era by era or topic by topic.

Major Changes to the Second Edition

- A new 150-page chapter titled “Privatization, Corporatization, and Accountability in the Contemporary Era: 1994–2009.”
- Thirty-three questions spread over six chapters that can be used as discussion topics or as starting points for student essays or debates in a history of higher education class.
- An updated chapter matrix, which details overall trends and recent adjustments in the history of higher education.
- Eleven new and eleven updated tables to reflect the most recent data on higher education institutions, students, faculty, finance, and curriculum.
- New perspectives and conclusions based on recent scholarship and events.

Chapter 1: Establishing the Collegiate Form in the Colonies: 1636–1789

Chapter 1 points to the features of the colonial colleges that have been reflected in U.S. higher education over the centuries, such as governance, finance, and selective admissions. The chapter has been modified slightly in light of recent scholarship concerning patterns of migration to the colonies, curricular formats, and outcomes.

Discussion/debate questions about student behavior, college access and outcomes, and the Colonial curriculum have been added to the chapter's conclusion.

Chapter 2: The Diffusion of Small Colleges in the Emergent Nation: 1790–1869

Chapter 2 focuses on the variety of college types that grew in the early years of the 19th century, emphasizing the difficulty they had in finding fiscal support and their halting attempts to open admissions to a broader population. Notes on different types of colleges, such as municipal institutions, and variant patterns of governance have been added.

Discussion/debate questions about the role of churches in college governance, student organizations, the emergence of a science curriculum, faculty professionalization, and the academy's role in pursuing social justice aims are appended.

Chapter 3: University Transformation as the Nation Industrializes: 1870–1944

This chapter traces the rise of the universities that emphasized research and public service and contributed to the professionalization of the faculty. Expanded commentary has been added on the vagaries of student admissions criteria and the persistence of racial and religious discrimination, especially in the elite Eastern institutions. Governance and fiscal patterns are further treated, especially as they were affected by the Great Depression.

Discussion/debate questions concern preferred admissions for legacy students, the development of the professions, the subjugation of the liberal curriculum, and student assessment.

Chapter 4: Mass Higher Education in the Era of American Hegemony: 1945–1975

The massive increases in student enrollment, number of institutions, and federal funds for research and student aid are detailed in Chapter 4, along with the expansion of the curriculum and the trend toward vocational education. The text outlines gains in faculty unionization and salaries, equal-opportunity enrollment, and the expansion of for-profit institutions and public-sector colleges, especially community colleges.

Discussion/debate questions about the impact of part-time instructors on faculty professionalization, the emergence of community colleges, student activism, and enhanced federal support for research and student aid have been added.

Chapter 5: Maintaining the Diverse System in an Era of Consolidation: 1976–1993

Chapter 5 describes a period of time in which many higher education traditions and trends from previous eras remained intact, while at the same time the seeds of privatization, corporatization, and accountability that would intensify in subsequent years were sown. In many of its manifestations, the higher education system plateaued during this era of consolidation. Few new institutions were opened but hundreds of branch campuses were organized to accommodate the rising population of students. Student activism was widespread, along with affirmative action in student admissions and faculty employment. Information technology made inroads in instruction, and the federal government became more prominent as it sought protection for a variety of

student types and greater transparency in student outcomes. Higher education's prestige and influence reached a peak.

To more accurately capture the tipping point in this period of transition, the second edition of *The Shaping of American Higher Education* ends the Consolidation Era in 1993. Although much of Chapter 5 is consistent with the first edition of this book, several sections were moved in whole or in part to Chapter 6. Specifically:

- The section describing “Other Institutions” (under the heading “Institutions”) was combined with a larger discussion of proprietary, for-profit institutions in Chapter 6.
- Discussions of remedial education and academic ethos (both presented under the “Curriculum” heading) were moved to Chapter 6.
- The section describing conflicting demands in university governance (under “Governance”) was added to a larger discussion of the issue in Chapter 6.
- The section on philanthropy (under “Finance”) was moved to Chapter 6.
- Information about the personal and societal benefits of higher education (under “Outcomes”) was combined with new research and data previously presented in the conclusion, “Trends and Issues for the Future,” all of which now appears in Chapter 6.

Finally, discussion/debate questions about student access, the participation of women and minorities, distance learning, efficiency of instruction, collegiate sports, student activism, and social reform have been added.

Chapter 6: Privatization, Corporatization, and Accountability in the Contemporary Era: 1994–2009

This new chapter carries the history of higher education in America to 2009. During the era student diversity was elevated to an ideal. The leading research universities continued to garner the lion's share of support from government, foundations, and private enterprise. The community colleges expanded their role in providing access for students seeking semi-professional employment or the baccalaureate; well over half of all bachelor's-degree recipients had community college credits on their transcripts. Tuition increased even as the federal government and states tried to cap it.

Although many of the trends that ran through the previous 350 years of higher education remained intact during the Contemporary Era, others slowed or began to change course. In particular, institutions became increasingly entrepreneurial in their search for funds as the historical reliance on public support shifted to corporations, individual donors, and students themselves; faculty professionalization essentially came to a halt as colleges and universities employed ever greater numbers of part-time and non-tenure-track instructors; and large, centralized public systems gave way to autonomous institutions, some granted *charter* or *enterprise status*, which provided greater freedom from governmental restrictions in exchange for increased accountability.

Within these larger trends, several developments occurred. In particular, the proprietary sector expanded and gained influence; online instruction secured a foothold; institutions moved further away from collegial governance and toward corporatism or hierarchical management systems; and policymakers' calls for performance indicators and assessments of student learning gained traction. In addition to providing updated information within each of the eight major

topics, Chapter 6 details these developments, and provides commentary on the difficulty of effecting cost savings in instruction, the privatization of research funding and corporate involvement in academic research, and the relationship between tuition and student aid from various sources.

Rather than present a separate “Trends and Issues for the Future” chapter (as in the first edition), the final section on “Outcomes” reexamines the long-term trends in higher education and makes several projections for its future. This final section also discusses the personal and societal benefits of college attendance and analyzes the calls for reform inherent in much of the criticism addressed to higher education. The chapter concludes with discussion/debate questions about the relationship between enrollment and student debt, “mission creep” (institutional tendencies to offer higher degrees and additional professional programs), entrepreneurship, academic research and scholarly productivity, curricular subdivision, the effects of privatization, and the rise of for-profit universities.