

# Higher Education

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A report from the front lines of higher education and technology that chronicles efforts to transform teaching, learning, and opportunity. Colleges and universities have become increasingly costly, and, except for a handful of highly selective, elite institutions, unresponsive to twenty-first-century needs. But for the past few years, technology-fueled innovation has begun to transform higher education, introducing new ways to disseminate knowledge and better ways to learn—all at lower cost. In this impassioned account, Richard DeMillo tells the behind-the-scenes story of these pioneering efforts and offers a roadmap for transforming higher education. Building on his earlier book, *Abelard to Apple*, DeMillo argues that the current system of higher education is clearly unsustainable. Colleges and universities are in financial crisis. Tuition rises inexorably. Graduates of reputable schools often fail to learn basic skills, and many cannot find suitable jobs. Meanwhile, student-loan default rates have soared while the elite Ivy and near-Ivy schools seem remote and irrelevant. Where are the revolutionaries who can save higher education? DeMillo's heroes are a small band of innovators who are bringing the revolution in technology to colleges and universities. DeMillo chronicles, among other things, the invention of MOOCs (Massive Open Online Courses) by professors at Stanford and MIT; Salman Khan's Khan Academy; the use of technology by struggling historically black colleges and universities to make learning more accessible; and the latest research on learning and the brain. He describes the revolution's goals and the entrenched hierarchical system it aims to overthrow; and he reframes the nature of the contract between society and its universities. The new institutions of a transformed higher education promise to demonstrate not only that education has value but also that it has values—virtues for the common good.

What's gone wrong at our colleges and universities—and how to get American higher education back on track A quarter of a million

dollars. It's the going tab for four years at most top-tier universities. Why does it cost so much and is it worth it? Renowned sociologist Andrew Hacker and New York Times writer Claudia Dreifus make an incisive case that the American way of higher education, now a \$420 billion-per-year business, has lost sight of its primary mission: the education of young adults. Going behind the myths and mantras, they probe the true performance of the Ivy League, the baleful influence of tenure, an unhealthy reliance on part-time teachers, and the supersized bureaucracies which now have a life of their own. As Hacker and Dreifus call for a thorough overhaul of a self-indulgent system, they take readers on a road trip from Princeton to Evergreen State to Florida Gulf Coast University, revealing those faculties and institutions that are getting it right and proving that teaching and learning can be achieved—and at a much more reasonable price.

"Wise Latinas" is a collection of personal essays addressing the varied landscape of the Latina experience in higher education. -- back cover.

The authors offer an optimistic assessment based upon frank and stark conclusions about what colleges must do—and must not do—to remain relevant in the coming decades.

Learning Outcomes and Assessments for the 21st Century

Productivity in Higher Education

What Everyone Needs to Know

Higher Education?

Service-Learning in Higher Education

Rethinking American Higher Education

Corporatization, the Assault on Academic

Freedom, and the End of the American

University

Cracks in the Ivory Tower

American higher education is often understood as a vehicle for social advancement. However, the institutions at which students enroll differ widely from one another. Some enjoy tremendous endowment savings and/or collect resources via research, which then offsets the funds that students contribute. Other institutions rely heavily on student tuition payments. These schools may struggle to remain solvent, and their students often bear the lion's share of educational costs. *Unequal Higher Education* identifies and explains the sources of stratification that

differentiate colleges and universities in the United States. Barrett J. Taylor and Brendan Cantwell use quantitative analysis to map the contours of this system. They then explain the mechanisms that sustain it and illustrate the ways in which rising institutional inequality has limited individual opportunity, especially for students of color and low-income individuals.

Higher education is more important than ever, for individual success and for national economic growth. And yet higher education in the United States is in crisis: public funding has been in free fall; tuition has skyrocketed making colleges and universities less accessible; basic structures such as tenure are under assault. The *Future of Higher Education* analyzes the crisis in higher education, describing how a dominant neo-liberal political ideology has significantly changed the U.S. system of higher education. The book examines the contemporary landscape of higher education institutions and asks and answers these questions: Who is able to attend college? Who pays for our system of higher education? Who works at and who governs colleges and universities? The book concludes with a plan for radically revitalizing higher education in the United States. The goal of this new, unique Series is to offer readable, teachable "thinking frames" on today's social problems and social issues by leading scholars, all in short 60 page or shorter formats, and available for view on <http://routledge.customgateway.com/routledge-social-issues.html> For instructors teaching a wide range of courses in the social sciences, the Routledge Social Issues Collection now offers the best of both worlds: originally written short texts that provide "overviews" to important social issues as well as teachable excerpts from larger works previously published by Routledge and other presses. Higher education in the United

States is a complex, diverse, and important enterprise. The latest book in the Core Concepts in Higher Education series brings to life issues of governance, organization, teaching and learning, student life, faculty, finances, college sports, public policy, fundraising, and innovations in higher education today. Written by renowned author John R. Thelin, each chapter bridges research, theory, and practice and discusses a range of institutions - including the often overlooked for-profits, community colleges, and minority serving institutions. A blend of stories and analysis, this exciting new book challenges present and future higher education practitioners to be informed and active participants, capable of improving their institutions.

"The economics of American higher education are driven by one key factor--the availability of students willing to pay tuition--and many related factors that determine what schools they attend. By digging into the data, economist Nathan Grawe has created probability models for predicting college attendance. What he sees are alarming events on the horizon that every college and university needs to understand. Overall, he spots demographic patterns that are tilting the US population toward the Hispanic southwest. Moreover, since 2007, fertility rates have fallen by 12 percent. Higher education analysts recognize the destabilizing potential of these trends. However, existing work fails to adjust headcounts for college attendance probabilities and makes no systematic attempt to distinguish demand by institution type. This book analyzes demand forecasts by institution type and rank, disaggregating by demographic groups. Its findings often contradict the dominant narrative: while many schools face painful contractions, demand for elite schools is expected to grow by 15+ percent. Geographic and racial profiles will shift only slightly--and attendance by Asians, not Hispanics, will grow most. Grawe also use the model to consider possible changes in institutional recruitment strategies and government policies. These "what if" analyses show that even aggressive innovation is unlikely to overcome trends toward larger gaps across racial, family income, and parent education groups. Aimed at

administrators and trustees with responsibility for decisions ranging from admissions to student support to tenure practices to facilities construction, this book offers data to inform decision-making--decisions that will determine institutional success in meeting demographic challenges"--

Wealth, Status, and Student Opportunity  
The Higher Education Bubble  
Christian Higher Education  
The Lost Soul of Higher Education  
Pursuing Quality, Access, and Affordability  
A Plan to Save Small Liberal Arts Colleges in America  
Higher Education and the Market  
The Moral Mess of Higher Education  
Universal Design in Higher Education looks at the design of physical and technological environments at institutions of higher education; at issues pertaining to curriculum and instruction; and at the full array of student services. Universal Design in Higher Education is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. It is founded upon, and contributes to, theories of universal design in education that have been gaining increasingly wide attention in recent years. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality. It addresses a comprehensive range of topics on universal design for higher education institutions, thus making a crucial contribution to the growing body of literature on special education and universal design. This book will be of unique value to university and college administrators, and to special education researchers, practitioners, and activists. How do we understand and explain who has access to higher education? How do we make sense of persisting and new forms of inequality? How can global, national and institutional policymakers and practitioners make higher education more inclusive? Access to Higher Education: Theoretical perspectives and contemporary challenges seeks to update thinking on these questions, combining new voices and emerging perspectives with established writers in the field. This pioneering text highlights the contribution of social theory to issues of access to education, with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu, Margaret Archer, Amartya Sen and Herbert Simon. It then moves to examines how theoretical perspectives can be applied to the contemporary challenges of forging more equal access, with examples drawn from a wide range of contexts, including the UK, the US, Australia,

South Africa and Japan. Global in scope, this book documents the shared nature of the access challenge in a period when higher education is growing rapidly, but inequalities continue to be stark. It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups, equipped with the thinking tools needed to move the agenda forward. Access to Higher Education is a rigorous text for the global research community, with relevance to policymakers, practitioners and postgraduate students interested in social justice and social policy. It provides those with an academic interest in access and a commitment to enhancing policy with theoretical and practical ideas for moving the access agenda forward in their institutional, regional or national contexts. Advocates have positioned service-learning as a real-world, real-time opportunity for students to encounter academic knowledge in a meaningful and relevant manner. Service-learning in higher education settings offers a powerful alternative to traditional models of teaching and learning. Students are encouraged to develop links to local institutions, volunteer their time, and create a special bond between the university and the community in which they live. Service-learning has become a very popular alternative to standard courses in higher education and is gaining significant popularity. This book takes a serious look at the unintended consequences and alternative conceptualizations of this mode of learning and explores what it could offer us in the future.

Compares the current right-wing attack on American higher education to Henry VIII's Dissolution of the Monasteries in 1535.  
Demographics and the Demand for Higher Education  
Unequal Higher Education  
Confronting the Hard Choices Facing Higher Education  
Revolution in Higher Education  
The Great Unbundling of Higher Education  
The Changing Ecology of Higher Education  
Remaking College  
Higher Education: Handbook of Theory and Research  
Our world is growing increasingly complex and confused—a unique and urgent context that calls for a grounded and fresh approach to Christian higher education. Christian higher education involves a distinctive way of thinking about teaching, learning, scholarship, curriculum, student life, administration, and governance that is rooted in the historic Christian faith. In this volume, twenty-nine experts from a variety of fields, including theology, the humanities, science, mathematics, social science, philosophy, the arts, and professional programs, explore how the foundational beliefs of Christianity influence higher education and its disciplines. Aimed at equipping the next generation to better engage the shifting

cultural context, this book calls students, professors, trustees, administrators, and church leaders to a renewed commitment to the distinctive work of Christian higher education—for the good of the society, the good of the church, and the glory of God. A series of near-riots on campuses aimed at silencing guest speakers has exposed the fact that our universities are no longer devoted to the free exchange of ideas in pursuit of truth. But this hostility to free speech is only a symptom of a deeper problem, writes John Ellis. Having watched the deterioration of academia up close for the past fifty years, Ellis locates the core of the problem in a change in the composition of the faculty during this time, from mildly left-leaning to almost exclusively leftist. He explains how astonishing historical luck led to the success of a plan first devised by a small group of activists to use college campuses to promote radical politics, and why laws and regulations designed to prevent the politicizing of higher education proved insufficient. Ellis shows that political motivation is always destructive of higher learning. Even science and technology departments are not immune. The corruption of universities by radical politics also does wider damage: to primary and secondary education, to race relations, to preparation for the workplace, and to the political and social fabric of the nation. Commonly suggested remedies—new free-speech rules, or enforced right-of-center appointments—will fail because they don't touch the core problem, a controlling faculty majority of political activists with no real interest in scholarship. This book proposes more drastic and effective reform measures. The first step is for Americans to recognize that vast sums of public money intended for education are being diverted to a political agenda, and to demand that this fraud be stopped. America is facing a higher education bubble. Like the housing bubble, it is the product of cheap credit coupled with popular expectations of ever-increasing returns on investment, and as with housing prices, the cheap credit has caused college tuitions to vastly outpace inflation and family incomes. Now this bubble is bursting. In this Broadside, Glenn Harlan Reynolds explains the causes and effects of this bubble and the steps colleges and universities must take to ensure their survival. Many graduates are unable to secure employment sufficient to pay off their loans, which are usually not dischargeable in bankruptcy. As students become less willing to incur debt for education, colleges and universities will have to adapt to a new world of cost pressures and declining public support. In 2005 Adrian College was home to 840 enrolled students and had a tuition income

of \$8.54 million. By fall of 2011, enrollment had soared to 1,688, and tuition income had increased to \$20.45 million. For the first time in years, the small liberal arts college was financially viable. Adrian College experienced this remarkable growth during the worst American economy in seventy years and in a state ravaged by the decline of the big three auto companies. How, exactly, did this turnaround happen? *Crisis in Higher Education: A Plan to Save Small Liberal Arts Colleges in America* was written to facilitate replication and generalization of Adrian College's tremendous enrollment growth and retention success since 2005. This book directly addresses the economic competitiveness of small four-year institutions of higher education and presents an evidence-based solution to the enrollment and economic crises faced by many small liberal arts colleges throughout the country.

*Maintaining White Dominance in a Desegregating Era*  
*Universal Design in Higher Education*  
*The Future of Higher Education*  
*The Organization of Higher Education*  
*Higher Education in America*  
*Who Killed Higher Education?*  
*The Fifth Wave*  
*Volume 27*

Drawing from a variety of disciplines, including design, economics, public policy, organizational theory, science and technology studies, sociology, and even cognitive psychology and epistemology, *The Fifth Wave* is a must-read for anyone concerned with the future of higher education in our society. Why higher education in the United States has lost its way, and how universities and colleges can focus sharply on their core mission. For *The Real World of College*, Wendy Fischman and Howard Gardner analyzed in-depth interviews with more than 2,000 students, alumni, faculty, administrators, parents, trustees, and others, which were conducted at ten institutions ranging from highly selective liberal arts colleges to less-selective state schools. What they found challenged characterizations in the media: students are not preoccupied by political correctness, free speech, or even the cost of college. They are most concerned about their GPA and their resumes; they see jobs and earning potential as more important than learning. Many say they face mental health challenges, fear that they don't belong, and feel a deep sense of alienation. Given this daily reality for students, has higher education lost its way? Fischman and Gardner contend that US universities and colleges must focus sharply on their core educational mission. Fischman and Gardner, both recognized authorities on education and learning, argue that higher education in the United States has lost

sight of its principal reason for existing: not vocational training, not the provision of campus amenities, but to increase what Fischman and Gardner call "higher education capital"—to help students think well and broadly, express themselves clearly, explore new areas, and be open to possible transformations. Fischman and Gardner offer cogent recommendations for how every college can become a community of learners who are open to change as thinkers, citizens, and human beings.

America is being held back by the quality and quantity of learning in college. Many graduates cannot think critically, write effectively, solve problems, understand complex issues, or meet employers' expectations. The only solution - making learning the highest priority in college - demands fundamental change throughout higher education.

An ambitious, comprehensive reimagining of 21st century higher education *Improving Quality in American Higher Education* outlines the fundamental concepts and competencies society demands from today's college graduates, and provides a vision of the future for students, faculty, and administrators. Based on a national, multidisciplinary effort to define and measure learning outcomes—the Measuring College Learning project—this book identifies 'essential concepts and competencies' for six disciplines. These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology, business, communication, economics, history, and sociology—disciplines that account for nearly 40 percent of undergraduate majors in the United States. Contributions from thought leaders in higher education, including Ira Katznelson, George Kuh, and Carol Geary Schneider, offer expert perspectives and persuasive arguments for the need for greater clarity, intentionality, and quality in U.S. higher education. College faculty are our best resource for improving the quality of undergraduate education. This book offers a path forward based on faculty perspectives nationwide: Clarify program structure and aims Articulate high-quality learning goals Rigorously measure student progress Prioritize higher order competencies and disciplinarily grounded conceptual understandings A culmination of over two years of efforts by faculty and association leaders from six disciplines, this book distills the national conversation into a delineated set of fundamental ideas and practices, and advocates for the development and use of rigorous assessment tools that are valued by faculty, students, and society. *Improving Quality in American Higher Education* brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education, and a realistic strategy for

better serving our students.

From Principles to Practice  
American Higher Education in Crisis?  
Critical Issues and Directions  
The Real World of College  
The Attack on Higher Education  
The Evolution of American Higher Education  
Hopeful Futures for Higher Education  
Crisis in Higher Education  
Between 1945 and 1990 the United States built the largest and most productive higher education system in world history. Over the last two decades, however, dramatic budget cuts to public academic services and skyrocketing tuition have made college completion more difficult for many. Nevertheless, the democratic promise of education and the global competition for educated workers mean ever growing demand. Remaking College considers this changing context, arguing that a growing accountability revolution, the push for greater efficiency and productivity, and the explosion of online learning are changing the character of higher education. Writing from a range of disciplines and professional backgrounds, the contributors each bring a unique perspective to the fate and future of U.S. higher education. By directing their focus to schools doing the lion's share of undergraduate instruction—community colleges, comprehensive public universities, and for-profit institutions—they imagine a future unencumbered by dominant notions of "traditional" students, linear models of achievement, and college as a four-year residential experience. The result is a collection rich with new tools for helping people make more informed decisions about college—for themselves, for their children, and for American society as a whole.

Higher Education on the Brink provides advice on how to structure strategic planning initiatives, including alternative revenue streams, to serve the modern learner. When colleges plan strategically and think differently, they better serve students, support the institution's sustainability, and create an environment in which teams will thrive.

Whether they recognize it or not, virtually all colleges and universities face three Grand Challenges: Improve the learning outcomes of a higher education: A large majority of college graduates are weak in capabilities that faculty and employers both see as crucial. Extend more equitable access to degrees: Too often, students from underserved groups and poor households either don't enter college or else drop out without a degree. The latter group may be worse off economically than if they'd never attempted college. Make academic programs more affordable (in money and time) for students and other important stakeholder groups: Many potential students believe they lack the money or

time needed for academic success. Many faculty believe they don't have time to make their courses and degree programs more effective. Many institutions believe they can't afford to improve outcomes. These challenges are global. But, in a higher education system such as that in the United States, the primary response must be institutional. This book analyzes how, over the years, six pioneering colleges and universities have begun to make visible, cumulative progress on all three fronts.

Cites the growing prevalence of online courses, "unbundled" programs and education that is disconnected from sports and other previously valued university qualities to profile revolutionary changes occurring in higher education today.

Managing Colleges for a New Era  
Rethinking Diversity Frameworks in Higher Education  
Public Funding of Higher Education  
Access to Higher Education  
Issues and Institutions  
Faith, Teaching, and Learning in the Evangelical Tradition  
Transformation of the University  
How a Small Band of Innovators Will Make College Accessible and Affordable  
The introduction of market forces into higher education is the most crucial issue facing universities and colleges today. As the role of universities in the knowledge society becomes ever more apparent, and as public funding reaches its limit, marketisation has become an issue of critical importance. Discussions about the ever-increasing cost of tuition, affordability, access, university rankings, information, and the commercialization of academic research take place not just in North America, Western Europe and Australasia, but also in Eastern Europe, Asia and Latin America.

Higher Education and the Market provides a comprehensive account of this phenomenon, and looks at its likely impact on key dimensions of university activity: system structure funding and resources the curriculum participation and achievement research and scholarship interactions with third parties. Contributors propose how market forces, government intervention and academic self-regulation can be combined to harness the benefits of increased competition and efficiency without losing the public good. It is of particular interest to government and institutional leaders, policy

makers, researchers and students studying higher education.

This book is one English professor's assessment of university life in the early 21st century. From rising mental health concerns and trigger warnings to learning management systems and the COVID pandemic, Christopher Schaberg reflects on the rapidly evolving landscape of higher education. Adopting an interdisciplinary public humanities approach, Schaberg considers the frequently exhausting and depressing realities of college today. Yet in these meditations he also finds hope: collaboration, mentoring, less grading, surface reading, and other pedagogical strategies open up opportunities to reinvigorate teaching and learning in the current turbulent decade.

Transformation of the University imagines preferable futures for the university, building hope for the institution's necessary transformation. It transcends old criticisms and presents fresh ideas on how the institution might be conceived, organised and put into practice while safeguarding that which makes it a university – the pursuit of knowledge. This book is divided into three main parts: Part One – 'Knowledge' assumes the role of the university in generating knowledge for the benefit of society; Part Two – 'Cultural Growth' expands on how the university might contribute to and benefit from the cultural growth of society, with both explicit and implicit connections to social and epistemic (in)justice; and Part Three – 'Institutions' focuses on imaginative processes for enacting the university as an institution that meets the unforeseen future challenges facing societies around the world. With contributions from scholars across the world, Transformation of the University is an essential read for all academics, practitioners, institutional leaders and broad social thinkers who are concerned with the future of the university and its contributions to society.

Who Killed Higher Education?: Maintaining White Dominance in a Desegregating Era offers a probing



and unvarnished look at the causes of the substantial state defunding of public higher education over the last six decades. With the pandemic and cuts to social services, these challenges have only deepened, especially creating real dilemmas for first-generation, minoritized students seeking to complete a college education. Through extensive analysis of trends in public higher education funding, the book documents and lays bare the ways in which elite, neoliberal decision-makers launched a multi-pronged and attack on public higher education. It highlights the confluence of the enrollment of an increasingly diverse cohort of students in college with the efforts of conservative white legislatures to diminish funding support for public higher education. *Who Killed Higher Education?* is an important resource for students in courses on higher education, and diversity in education. It will also provide instruction for boards of trustees, institutional leaders, faculty and key campus constituencies in developing long-term strategies that ensure the access and success of a diverse and talented student body.

*The Shaping of American Higher Education*

*What Higher Education Is and What It Can Be*

*A Field Guide to Improving Higher Education*

*A People's History of American Higher Education*

*American Higher Education College Disrupted*

*We 're Losing Our Minds Students First*

American higher education is at a crossroads. Technological innovations and disruptive market forces are buffeting colleges and universities at the very time their financial structure grows increasingly fragile.

Disinvestment by states has driven up tuition prices at public colleges, and student debt has reached a startling record-high of one trillion dollars.

Cost-minded students and their families--and the public at large--are questioning the worth of a college education, even as study after study shows how important it is to economic and social mobility. And as elite institutions trim financial aid and change other business practices in

search of more sustainable business models, racial and economic stratification in American higher education is only growing. In *American Higher Education in Crisis?: What Everyone Needs to Know*, Goldie Blumenstyk, who has been reporting on higher education trends for 25 years, guides readers through the forces and trends that have brought the education system to this point, and highlights some of the ways they will reshape America's colleges in the years to come. Blumenstyk hones in on debates over the value of post-secondary education, problems of affordability, and concerns about the growing economic divide. Fewer and fewer people can afford the constantly increasing tuition price of college, Blumenstyk shows, and yet college graduates in the United States now earn on average twice as much as those with only a high-school education. She also discusses faculty tenure and growing administrative bureaucracies on campuses; considers new demands for accountability such as those reflected in the U.S.

Department of Education's College Scorecard; and questions how the money chase in big-time college athletics, revelations about colleges falsifying rankings data, and corporate-style presidential salaries have soured public perception. Higher education is facing a serious set of challenges, but solutions have also begun to emerge. Blumenstyk highlights how institutions are responding to the rise of alternative-educational opportunities and the new academic and business models that are appearing, and considers how the Obama administration and public organizations are working to address questions of affordability, diversity, and academic integrity. She addresses some of the advances in technology colleges are employing to attract and retain students; outlines emerging competency-based programs that are reshaping conceptions of a college degree, and offers readers a look at promising innovations that could alter the higher education landscape in the near future. An extremely timely and focused look at this embattled and evolving arena, this primer emphasizes how open-ended the conversation about higher education's future remains, and illuminates how big the stakes are for students, colleges, and the nation.

How do the benefits of higher education compare with its costs, and how does this comparison vary across

individuals and institutions? These questions are fundamental to quantifying the productivity of the education sector. The studies in *Productivity in Higher Education* use rich and novel administrative data, modern econometric methods, and careful institutional analysis to explore productivity issues. The authors examine the returns to undergraduate education, differences in costs by major, the productivity of for-profit schools, the productivity of various types of faculty and of outcomes, the effects of online education on the higher education market, and the ways in which the productivity of different institutions responds to market forces. The analyses recognize five key challenges to assessing productivity in higher education: the potential for multiple student outcomes in terms of skills, earnings, invention, and employment; the fact that colleges and universities are "multiproduct" firms that conduct varied activities across many domains; the fact that students select which school to attend based in part on their aptitude; the difficulty of attributing outcomes to individual institutions when students attend more than one; and the possibility that some of the benefits of higher education may arise from the system as a whole rather than from a single institution. The findings and the approaches illustrated can facilitate decision-making processes in higher education. Paul LeBlanc has re-imagined higher education, with a focus on the most fundamental of functions: student learning. In *Students First*, he advocates for an entire higher education ecosystem in which students have the flexibility to gain, assess, and certify their knowledge on their own terms and timelines. In a perceptive analysis, LeBlanc provides a clear-eyed view of how and why higher education is failing to reach and serve a great many potential students. He then deftly explores how reform can address systemic inequities, improve college affordability, and broaden accessibility. Through case studies, he highlights alternative delivery models such as online, distance, and just-in-time learning, and envisions a learning environment that values competencies rather than credit hours. LeBlanc describes how these innovations and others will allow colleges and universities to help close the skills gap and respond to a rapidly evolving, technology-driven job market. Although a college education remains one of the great drivers of

socioeconomic mobility, today's higher education industry has built financial, logistical, and practical barriers that keep out the very students who are most in need of opportunity. Students First makes a persuasive case that realigning US educational priorities will enable larger populations of graduates to enjoy return on investment in the form of good pay, meaningful work, and a stable future. As the book emphasizes, such change is imperative, for in better serving its students, higher education will better serve society.

#### THE SHAPING OF AMERICAN HIGHER EDUCATION SECOND EDITION

When the first edition of *The Shaping of American Higher Education* was published it was lauded for its historical perspective and in-depth coverage of current events that provided an authoritative, comprehensive account of the history of higher education in the United States. As in the first edition, this book tracks trends and important issues in eight key areas: student access, faculty professionalization, curricular expansion, institutional growth, governance, finance, research, and outcomes. Thoroughly revised and updated, the volume is filled with critical new data; recent information from specialized sources on faculty, student admissions, and management practices; and an entirely new section that explores privatization, corporatization, and accountability from the mid-1990s to the present. This second edition also includes end-of-chapter questions for guidance, reflection, and study. "Cohen and Kisker do the nation's colleges and universities a much needed service by authoring this volume. The highly regarded histories of American higher education have become badly dated. They ignore the last quarter century when American higher education was transformed. This volume provides comprehensive information on that era." — Art Levine, president, Woodrow Wilson National Fellowship Foundation, and author, *When Hope and Fear Collide: A Portrait of Today's College Student* "The second edition of *The Shaping of American Higher Education* is a treasure trove of information and insight. Cohen and Kisker provide us with astute and straightforward analysis and commentary on our past, present, and likely future. This book is invaluable to those seeking to go to the heart of the issues and challenges confronting higher education." — Judith S. Eaton,

president, Council for Higher Education Accreditation "Arthur Cohen and his collaborator have now updated his superb history of American higher education. It remains masterful, authoritative, comprehensive, and incisive, and guarantees that this work will stand as the classic required resource for all who want to understand where higher education came from and where it is going. The new material gives a wise and nuanced perspective on the current crisis-driven transformations of the higher education industry." — John Lombardi, president, Louisiana State University System "The Shaping of American Higher Education is distinguished by its systematic approach, comprehensive coverage, and extensive treatment of the modern era, including the first years of the twenty-first century. In this second edition, Arthur Cohen and Carrie Kisker are especially adept at bringing historical perspective and a balanced viewpoint to controversial issues of the current era." — Roger L. Geiger, distinguished professor, The Pennsylvania State University, and author, *Knowledge and Money* Theoretical perspectives and contemporary challenges Revised Edition *Reimagining Strategic Enrollment Management in Colleges and Universities* *The Breakdown of Higher Education* *Higher Education on the Brink* *Equity, Access, and Opportunity in Higher Education* *How It Happened, the Damage It Does, and What Can Be Done* *Changing Contexts and New Rationales* A sweeping assessment of the state of higher education today from former Harvard president Derek Bok *Higher Education in America* is a landmark work—a comprehensive and authoritative analysis of the current condition of our colleges and universities from former Harvard president Derek Bok, one of the nation's most respected education experts. Sweeping in scope, this is a deeply informed and balanced assessment of the many strengths as well as the weaknesses of American higher education today. At a time when colleges and universities have never been more important to the lives and opportunities of students or to the progress and prosperity of the nation, Bok provides a thorough examination of the entire system, public and

private, from community colleges and small liberal arts colleges to great universities with their research programs and their medical, law, and business schools. Drawing on the most reliable studies and data, he determines which criticisms of higher education are unfounded or exaggerated, which are issues of genuine concern, and what can be done to improve matters. Some of the subjects considered are long-standing, such as debates over the undergraduate curriculum and concerns over rising college costs. Others are more recent, such as the rise of for-profit institutions and massive open online courses (MOOCs). Additional topics include the quality of undergraduate education, the stagnating levels of college graduation, the problems of university governance, the strengths and weaknesses of graduate and professional education, the environment for research, and the benefits and drawbacks of the pervasive competition among American colleges and universities. Offering a rare survey and evaluation of American higher education as a whole, this book provides a solid basis for a fresh public discussion about what the system is doing right, what it needs to do better, and how the next quarter century could be made a period of progress rather than decline. Much of the twentieth century saw broad political support for public funding of American higher education. Liberals supported public investment because it encouraged social equity, conservatives because it promoted economic development. Recently, however, the politics of higher education have become more contentious. Conservatives advocate deep cuts in public financing; liberals want to expand enrollment and increase diversity. Some public universities have embraced privatization, while federal aid for students increasingly emphasizes middle-class affordability over universal access. In *Public Funding of Higher Education*, scholars and practitioners address the complexities of this new climate and its impact on policy and political advocacy at the federal, state, and institutional levels. Rethinking traditional rationales for public financing, contributors to this volume offer alternatives for policymakers, administrators, faculty, students, and researchers struggling with this difficult practical dynamic. Contributors: M. Christopher Brown II, Pennsylvania State University; Jason

L. Butler, University of Illinois; Choong Geun Ching, Indiana University; Clifton F. Conrad, University of Wisconsin – Madison; Saran Donahoo, University of Illinois; James Farmer, JA-SIG uPortal; James C. Hearn, Vanderbilt University; Janet M. Holdsworth, University of Minnesota; Don Hossler, Indiana University; John R. Thelin, University of Kentucky; Mary Louise Trammell, University of Arizona; David J. Weerts, University of Wisconsin – Madison; William Zumeta, University of Washington

The professor and historian delivers a major critique of how political and financial attacks on the academy are undermining our system of higher education. Making a provocative foray into the public debates over higher education, acclaimed historian Ellen Schrecker argues that the American university is under attack from two fronts. On the one hand, outside pressure groups have staged massive challenges to academic freedom, beginning in the 1960s with attacks on faculty who opposed the Vietnam War, and resurfacing more recently with well-funded campaigns against Middle Eastern Studies scholars. Connecting these dots, Schrecker reveals a distinct pattern of efforts to undermine the legitimacy of any scholarly study that threatens the status quo. At the same time, Schrecker deftly chronicles the erosion of university budgets and the encroachment of private-sector influence into academic life. From the dwindling numbers of full-time faculty to the collapse of library budgets, *The Lost Soul of Higher Education* depicts a system increasingly beholden to corporate America and starved of the resources it needs to educate the new generation of citizens. A sharp riposte to the conservative critics of the academy by the leading historian of the McCarthy-era witch hunts, *The Lost Soul of Higher Education*, reveals a system in peril—and defends the vital role of higher education in our democracy.

Academics extol high-minded ideals, such as serving the common good and promoting social justice. Universities aim to be centers of learning that find the best and brightest students, treat them fairly, and equip them with the knowledge they need to lead better lives. But as Jason Brennan and Phillip Magness show in *Cracks in the Ivory Tower*, American universities fall far short of this ideal. At almost every level, they find that students, professors, and administrators are guided by self-interest rather than

ethical concerns. College bureaucratic structures also often incentivize and reward bad behavior, while disincentivizing and even punishing good behavior. Most students, faculty, and administrators are out to serve themselves and pass their costs onto others. The problems are deep and pervasive: most academic marketing and advertising is semi-fraudulent. To justify their own pay raises and higher budgets, administrators hire expensive and unnecessary staff. Faculty exploit students for tuition dollars through gender requirements. Students hardly learn anything and cheating is pervasive. At every level, academics disguise their pursuit of self-interest with high-faluting moral language. Marshaling an array of data, Brennan and Magness expose many of the ethical failings of academia and in turn reshape our understanding of how such high power institutions run their business. Everyone knows academia is dysfunctional. Brennan and Magness show the problems are worse than anyone realized. Academics have only themselves to blame.

Leadership Matters

Emergence and Growth of the Contemporary System

Pedagogy of the Depressed

Writers on Higher Education

Wise Latinas

How Colleges Are Wasting Our Money and Failing Our Kids---and What We Can Do About It

Improving Quality in American Higher Education

With the goal of building more inclusive working, learning, and living environments in higher education, this book seeks to reframe understandings of forms of everyday exclusion that affect members of nondominant groups on predominantly white college campuses. The book contextualizes the need for a more robust analysis of persistent patterns of campus inequality by addressing key trends that have reshaped the landscape for diversity, including rapid demographic change, reduced public spending on higher education, and a polarized political climate. Specifically, it offers a critique of contemporary analytical ideas such as micro-aggressions and implicit and unconscious bias and underscores the impact of consequential discriminatory events (or macro-aggressions) and racial and gender-based inequalities

(macro-inequities) on members of nondominant groups. The authors draw extensively upon interview studies and qualitative research findings to illustrate the reproduction of social inequality through behavioral and process-based outcomes in the higher education environment. They identify a more powerful systemic framework and conceptual vocabulary that can be used for meaningful change. In addition, the book highlights coping and resistance strategies that have regularly enabled members of nondominant groups to address, deflect, and counteract everyday forms of exclusion. The book offers concrete approaches, concepts, and tools that will enable higher education leaders to identify, address, and counteract persistent structural and behavioral barriers to inclusion. As such, it shares a series of practical recommendations that will assist presidents, provosts, executive officers, boards of trustees, faculty, administrators, diversity officers, human resource leaders, diversity taskforces, and researchers as they seek to implement comprehensive strategies that result in sustained diversity change.

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor, and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world. Tierney, University of Southern California; and the late J. Douglas Toma, University of Georgia

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This essential history of American higher education brings a fresh perspective to the field, challenging the accepted ways of thinking historically about colleges and universities. Organized thematically, this book builds from the ground up, shedding light on the full, diverse range of institutions--including small liberal arts schools, junior and community colleges, black and white women's colleges, black colleges, and state colleges--that have been instrumental in creating the higher education system we know today. A People's History of American Higher Education focuses on those participants who may not have been members of elite groups, yet who helped push elite institutions and the country as a whole. This pathbreaking textbook addresses key issues which have often been condemned to exceptions and footnotes--if not ignored completely--in historical considerations of U.S. higher education; particularly race, ethnicity, gender, and class. Hutcheson introduces readers to both social and intellectual history, providing invaluable perspectives and methodologies for graduate students and faculty members alike. A People's History of American Higher Education surveys the varied characteristics of the diverse populations constituting or striving for the middle class through educational attainment, providing a narrative that unites often divergent historical fields. The author engages readers in a powerful, revised understanding of what institutions and participants beyond the oft-cited elite groups have done for American higher education.

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