

## Paper Higher Education

Higher Education? The Shaping of American Higher Education The Higher Education System Who Killed Higher Education? Revolution in Higher Education Students First The Breakdown of Higher Education A People's History of American Higher Education Reinventing Higher Education American Higher Education Universal Design in Higher Education Demographics and the Demand for Higher Education The Real World of College The Attack on Higher Education Remaking College Neoliberalism's War on Higher Education Higher Education in America A History of American Higher Education Public Funding of Higher Education Wise Latinas Pursuing Quality, Access, and Affordability The Instruction Myth Assessing Academic Programs in Higher Education Contemplative Practices in Higher Education Sexual Harassment in Higher Education Using Evidence of Student Learning to Improve Higher Education Academic Ableism The Law and Higher Education Transformation of the University College Disrupted Higher Education on the Brink Higher Education: Handbook of Theory and Research In Defense of American Higher Education The Analytics Revolution in Higher Education The Lost Soul of Higher Education The Future of Higher Education Service-Learning in Higher Education DIY U Latinos in Higher Education: Creating Conditions for Student Success The Finance of Higher Education

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DIY U Aug 27 2019 The price of college tuition has increased more than any other major good or service for the last twenty years. Nine out of ten American high school seniors aspire to go to college, yet the United States has fallen from world leader to only the tenth most educated nation. Almost half of college students don't graduate; those who do have unprecedented levels of federal and private student loan debt, which constitutes a credit bubble similar to the mortgage crisis. The system particularly fails the first-generation, the low-income, and students of color who predominate in coming generations. What we need to know is changing more quickly than ever, and a rising tide of information threatens to swamp knowledge and wisdom. America cannot regain its economic and cultural leadership with an increasingly ignorant population. Our choice is clear: Radically change the way higher education is delivered, or resign ourselves to never having enough of it. The roots of the words "university" and "college" both mean community. In the age of constant connectedness and social media, it's time for the monolithic, millennium-old, ivy-covered walls to undergo a phase change into something much lighter, more permeable, and fluid. The future lies in personal learning networks and paths, learning that blends experiential and digital approaches, and free and open-source educational models. Increasingly, you will decide what, when, where, and with whom you want to learn, and you will learn by doing. The university is the cathedral of modernity and rationality, and with our whole civilization in crisis, we are poised on the brink of Reformation.

American Higher Education Jan 25 2022 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.

Contemplative Practices in Higher Education Nov 10 2020 Contemplative pedagogy is a way for instructors to: empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their understanding; help students to develop sophisticated problem-solving skills; support students' sense of connection to and compassion for others; and engender inquiries into students' most profound questions. Contemplative practices are used in just about every discipline—from physics to economics to history—and are found in every type of institution. Each year more and more faculty, education reformers, and leaders of teaching and learning centers seek out best practices in contemplative teaching, and now can find them here, brought to you by two of the foremost leaders and innovators on the subject. This book presents background information and ideas for the practical application of contemplative practices across the academic curriculum from the physical sciences to the humanities and arts. Examples of contemplative techniques included in the book are mindfulness, meditation, yoga, deep listening, contemplative reading and writing, and pilgrimage, including site visits and field trips.

A People's History of American Higher Education Mar 27 2022 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. es 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.

Higher Education on the Brink Apr 03 2020 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.

Demographics and the Demand for Higher Education Nov 22 2021 "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"--

Academic Ableism Aug 08 2020 Places notions of disability at the center of higher education and argues that inclusiveness allows for a better education for everyone

In Defense of American Higher Education Jan 31 2020 The current era in higher education is characterized by increased need for accountability and fiscal constraint coupled with demands for increased productivity. Higher education is expected to meet the demand of changing student demographics, as well as requests for research and service from government and industry. To preserve the academy's ability to meet these demands, the editors and contributors to this volume argue that, while change is inevitable and desirable, any radical alterations to the practices that have established and upheld the excellence of higher education in the United States must be carefully considered. The editors and contributors cherish the best ideals of higher education: academic freedom, commitment to both inquiry and teaching, and preservation of an independence of mind and spirit in the face of external pressures. At the same time, the authors of these essays also reflect upon the failings of higher education, including problematic historical legacies such as racism, sexism, and anti-semitism. In *In Defense of American Higher Education* is a careful analysis of what we have inherited, undertaken with a critical eye for constructive reform. It will be of interest to anyone concerned about the future of American higher education.

The Higher Education System Sep 01 2022 How can we compare national systems of higher education, since their organization varies from country to country? Clark identifies the basic elements common to all such systems, and proceeds to thematic comparisons among a number of countries.

The Real World of College Oct 22 2021 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.

Wise Latinas Mar 15 2021 "Wise Latinas" is a collection of personal essays addressing the varied landscape of the Latina experience in higher education. -- back cover.

Transformation of the University Jun 05 2020 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, organized 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.

Using Evidence of Student Learning to Improve Higher Education Sep 08 2020 American higher education needs a major reframing of student learning outcomes assessment. Dynamic changes are underway in American higher education. New providers, emerging technologies, cost concerns, student debt, and nagging doubts about quality all call out the need for institutions to show evidence of student learning. From scholars at the National Institute for Learning Outcomes Assessment (NILOA), *Using Evidence of Student Learning to Improve Higher Education* presents a reframed conception and approach to student learning outcomes assessment. The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity. Today's circumstances demand a fresh and more strategic approach to the processes by which evidence about student learning is obtained and used to inform efforts to improve teaching, learning, and decision-making. Whether you're in the classroom, an administrative office, or on an assessment committee, data about what students know and are able to do are critical for guiding changes that are needed in institutional policies and practices to improve student learning and success. Use this book to: Understand how and why student learning outcomes assessment can enhance student accomplishment and increase institutional effectiveness. Shift the view of assessment from being externally driven to internally motivated. Learn how assessment results can help inform decision-making. Use assessment data to manage change and improve student success. Gauge student learning is necessary if institutions are to prepare students to meet the 21st century needs of employers and live an economically independent, civically responsible life. For assessment professionals and educational leaders, *Using Evidence of Student*

*Learning to Improve Higher Education* offers both a compelling rationale and practical advice for making student learning outcomes assessment more effective and efficient.

*Pursuing Quality, Access, and Affordability* Feb 11 2021 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.

*The Future of Higher Education* Oct 29 2019 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.

*Revolution in Higher Education* Jun 29 2022 Colleges and universities have become increasingly costly, 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 book, the author tells the story of these pioneering efforts and offers a roadmap for transforming higher education. He 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. --Publisher description.

*The Instruction Myth* Jan 13 2021 *The Instruction Myth* argues that higher education can only be saved if universities are willing and able to abandon one of their key assumptions: that education revolves around instruction. In its place, he presents a powerful new model of a university centered upon student learning, offering concrete plans for its implementation.

*The Law and Higher Education* Jul 07 2020 Now in its fourth edition, this book reflects the extraordinary growth in the law of higher education and the accompanying rise in scholarship and commentary on higher education law and governance. The case selection reflects major themes and issues. To this end, cases with interesting facts, news accounts of fascinating developments, and insights and articles from scholars and practitioners have also been used. The result is a unique book on a rapidly growing area of law and society. It is the most established and widely adopted casebook in the field. Updated with recent court cases and statutes, it can be used in law schools, in colleges of education, or in professional courses.

*Public Funding of Higher Education* Apr 15 2021 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

*Assessing Academic Programs in Higher Education* Dec 12 2020 Higher education professionals have moved from teaching- to learning-centered models for designing and assessing courses and curricula. Faculty work collaboratively to identify learning objectives and assessment strategies, set standards, design effective curricula and courses, assess the impact of their efforts on student learning, reflect on results, and implement appropriate changes to increase student learning. Assessment is an integral component of this learner-centered approach, and it involves the use of empirical data to refine programs and improve student learning. Based on the author's extensive experience conducting assessment training workshops, this book is an expansion of a workshop/consultation guide that has been used to provide assessment training to thousands of busy professionals. *Assessing Academic Programs in Higher Education* provides a comprehensive introduction to planning and implementing the assessment of college and university academic programs. Written for college and university administrators, assessment officers, department chairs, and faculty who are involved in developing and implementing assessment programs, this book is a realistic, pragmatic guide for developing and implementing meaningful, manageable, and sustainable assessment programs that focus faculty attention on student learning. This book will: Guide readers through all steps in the assessment process Provide a balanced review of the full array of assessment strategies Explain how assessment is a crucial component of the teaching and learning process Provide examples of successful studies that can be easily adapted Summarize key assessment terms in an end-of-book glossary

*The Finance of Higher Education* Jun 25 2019 Offering an overview of governmental and institutional policies and practices, this book outlines the prominent theories and major areas of research in the field of higher education finance. Among the theoretical perspectives explicated are human capital theory, public sector economics, microeconomics

**Higher Education in America Jun 17 2021** 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. Sweepingly ambitious 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.

**The Lost Soul of Higher Education Nov 30 2019** 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.

**Sexual Harassment in Higher Education Oct 10 2020** Arguing that "current estimates of sexual harassment of college students by professors approximate 50 percent," the authors present a guide for those who develop policies and programs and procedures related to sexual harassment in higher education. The program they delineate encourages, rather than merely allows, complaints and stresses the redefinition of the power from "power over" students to the "empowerment of" them. They argue for greater awareness of the particulars of each institution, more investigation of women students who appear unscathed by the issue, and banning student-faculty relationships as the only safe course in dealing with the issue. Annotation copyrighted by Book News, Inc., Portland, OR

**Reinventing Higher Education Feb 23 2022** The inspiration for this timely book is the pressing need for fresh ideas and innovations in U.S. higher education. At the heart of the volume is the realization that higher education must evolve in fundamental ways if it is to respond to changing professional, economic, and technological circumstances, and if it is to successfully reach and prepare a vast population of students--traditional and nontraditional alike--for success in the coming decades. This collection of provocative articles by leading scholars, writers, innovators, and university administrators examines the current higher education environment and its chronic resistance to change; the rise of for-profit universities; the potential future role of community colleges in a significantly revised higher education realm; and the emergence of online learning as a means to reshape teaching and learning and to reach new consumers of higher education. Combining trenchant critiques of current conditions with thought-provoking analyses of possible reforms and new directions, *Reinventing Higher Education* is an ambitious exploration of possible future directions for revitalized American colleges and universities.

**The Breakdown of Higher Education Apr 27 2022** 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.

**Neoliberalism's War on Higher Education Jul 19 2021** Addresses what educators, young people, and concerned citizens can do to reclaim higher education from market-driven neoliberal ideologies.

**Latinos in Higher Education: Creating Conditions for Student Success Jul 27 2019** Latinos' postsecondary educational attainment has not kept pace with their growing representation in the U.S. population. How can Latino educational attainment be advanced? This monograph presents relevant contemporary research, focusing on the role of institutional contexts. Drawing particularly on research grounded in Latino students' perspectives, it identifies key challenges Latino students face and discuss various approaches to address these challenges. Because so many Latino students are enrolled in federally designated Hispanic-Serving Institutions (HSIs), it also specifically explores HSIs' role in promoting Latinos' higher education access and equity. As a conclusion, it offers recommendations for institutional, state, and federal policies that can foster supportive contexts. This is Volume 39 Issue 1 of the *Jossey-Bass* publication *ASHE Higher Education Report*. Each monograph in the series is the definitive analysis of a tough higher education problem, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

**A History of American Higher Education May 17 2021** "worthy of being the major new overview of U.S. higher education." -- *Education Review* "A readable and concise introduction to this subject, it propels audience members to develop an

appreciation for the heterogeneous... academe story as a whole" -- Teachers College Record

*Service-Learning in Higher Education* Sep 28 2019 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.

*Who Killed Higher Education?* Jul 31 2022 *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.

*Higher Education: Handbook of Theory and Research* Mar 03 2020 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 a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. Each annual volume contains chapters on such diverse topics as research on college students and faculty, organization and administration, curriculum and instruction, policy, diversity issues, economics and finance, history and philosophy, community colleges, advances in research methodology and more. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.

*Remaking College* Aug 20 2021 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.

*Universal Design in Higher Education* Dec 24 2021 *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.

*The Attack on Higher Education* Sep 20 2021 Compares the current right-wing attack on American higher education to Henry VIII's Dissolution of the Monasteries in 1535.

*Students First* May 29 2022 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 Analytics Revolution in Higher Education* Jan 01 2020 Co-published with AIR. Co-published with ACE. In this era of "Big Data," institutions of higher education are challenged to make the most of the information they have to improve student learning outcomes, close equity gaps, keep costs down, and address the economic needs of the communities they serve at the local, regional, and national levels. This book helps readers understand and respond to this "analytics revolution," examining the evolving dynamics of the institutional research (IR) function, and the many audiences that institutional researchers need to serve. Internally, there is a growing need among senior leaders, administrators, faculty, advisors, and staff for decision analytics that help craft better resource strategies and bring greater efficiencies and return-on-investment for students and families. Externally, state legislators, the federal government, and philanthropies demand more forecasting and more evidence than ever before. These demands require new and creative responses, as they are added to previous demands, rather than replacing them, nor do they come with additional resources

to produce the analysis to make data into actionable improvements. Thus the IR function must become that of teacher, ensuring that data and analyses are accurate, timely, accessible, and compelling, whether produced by an IR office or some other source. Despite formidable challenges, IR functions have begun to leverage big data and unlock the power of predictive tools and techniques, contributing to improved student outcomes.

College Disrupted May 05 2020 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.

The Shaping of American Higher Education Oct 02 2022 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

Higher Education? Nov 03 2022 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.