

Higher Education How Colleges Are Wasting Our

What Is College For? The Public Purpose of Higher Education How to Run a College Student Success in College, (Includes New Preface and Epilogue) Expanding College Access for Urban Youth The Real World of College Involving Colleges Becoming a Student-Ready College Building the Responsive Campus The American College and University Student Success in Community Colleges What's the Point of College? Higher Education in Transition Our Underachieving Colleges What's College For? A Learning College for the 21st Century Our Underachieving Colleges Putting Students First Choosing a College Transformational Change in Higher Education How College Affects Students Ellen Condliffe Lagemann Brian C. Mitchell George D. Kuh Tyrone C. Howard Wendy Fischman George D. Kuh Tia Brown McNair William G. Tierney Frederick Rudolph Deborah J. Boroch Johann N. Neem John Brubacher Derek Bok Zachary Karabell Terry O'Banion Derek Bok Larry A. Braskamp Robert D. Honigman Madeleine d'Ambrosio Matthew J. Mayhew

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at a time when higher education attendance has never felt more mandatory for career success and economic growth the distinguished contributors to this provocative collection ask readers to consider the civic mission of higher education as equally vital to the nations well being should higher education serve a greater public interest in what ways should colleges and universities be asked to participate in public controversies what should we expect institutions of higher education to contribute to the development of honesty and ethical judgment in the civic sphere what should colleges do to foster greater intellectual curiosity and aesthetic appreciation in their students and communities and why is this important for all americans

how can colleges stay relevant in the twenty first century residential colleges are the foundation on which us higher education is based these institutions possess storied traditions fondly cherished by students alumni and faculty there is no denying however that all colleges today struggle with changing consumer preferences high sticker prices and aging infrastructure technological and pedagogical alternatives not to mention growing political pressure present complex challenges what can colleges and smaller universities do to stay relevant in today s educational and economic climate in their concise guide how to run a college brian c mitchell and w joseph king analyze how colleges operate widely experienced as trustees administrators and faculty they understand that colleges must update their practices monetize their assets and focus on core educational strategies in order to build strong institutions mitchell and king offer a frank yet optimistic vision for how colleges can change without losing their fundamental strengths to survive and become sustainable they must be centers of dynamic learning as well as economic engines able to power regional state and national economies rejecting the notion that american colleges are holdovers from a bygone time how to run a college shows instead that they are centers of experimentation and innovation that heavily influence higher education not only in the united states but also worldwide

student success in college describes policies programs and practices that a diverse set of institutions have used to enhance student achievement this book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present based on the documenting effective educational practice deep project from the center for postsecondary research at indiana university this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success oriented campus culture and learning environment

this timely book demonstrates why there needs to be a more thoughtful and collaborative effort on the part of k 12 schools as well as institutions of higher education to provide better college access to students from low income communities building on a 10 year case study of a successful school university partnership the authors examine the supports mentoring and resources needed to transform the college opportunities and life chances for under represented urban youth featuring first hand accounts from student participants the book documents how the model provided college access to some of the most selective and prestigious universities across the nation because this partnership situates college access within a social justice framework it is one of the more unique programs in the country few social problems are of more pressing importance than the challenge of increasing access to higher education howard tunstall and flennaugh carefully outline those problems and give us our marching orders historical empirical

well written thoughtful provocative this book is useful for all of us concerned about access and equity in education william g tierney professor co director pullias center for higher education university of southern california this book represents a moral and ethical call to any of us who believe in an educational pipeline for liberty humanity possibility and justice for all everyday h richard milner iv helen faison professor of urban education university of pittsburgh contributors irene atkins bree blades jon carroll whitney gouche tr vel lyons justyn patterson jerry morrison michelle smith ashley v williams

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

involving colleges details the extracurricular environments of fourteen diverse involving colleges and universities and shows how and where successful conditions and characteristics can be adapted to institutions whether a small liberal arts college or an urban campus to complement the institution s unique educational purpose and mission

reimagining the culture of leadership for student success a revision to the practical and popular guide this book asks the crucial question within today s environment what s a student ready college higher education leaders are responsible for preparing their institutions to serve the students they admit in the best way possible by asking ourselves how we can transform our institutions into student ready colleges to create a new culture of leadership that is responsive to

current challenges and focuses on understanding and utilizing student assets and social capital to achieve shared goals for student success becoming a student ready college shows you how conversations in higher education tend to focus on defining college readiness for students too often we forget to ask the question from the other side and we miss important opportunities to develop institutions in ways that can help students thrive higher education leaders and educators can better serve today s college students through responsive and redesigned practices and policies this updated edition features revisions and new material that speak to the social realities of today s incoming students and cover the latest strategies and techniques for connecting with learners to foster equity and success leverage existing resources to the benefit of students and deliver the right support at the right time to achieve equity in student outcomes and build on students assets design eco systemic partnerships and support programs that nurture the relationship between the student and the institution strengthen institutional capacity building for achieving defined student ready goals build shared governance to promote agency and to foster change and collaboration becoming a student ready college explores leaders shared responsibilities in advancing student success and provides practical recommendations for educators at all levels

as we enter the 21st century colleges and universities are in great flux fiscal shortfalls a suspicious public a more consumer driven market and a host of other concerns demand that postsecondary institutions restructure themselves building the responsive campus offers a critique of modern academia as well as a proposal for making campuses more effective that is better at meeting clients and customers needs author william g tierney addresses the problems that many academic institutions have today in clinging to the practices and organization of the past he argues that institutions of higher learning are in demand of dramatic organizational changes the chapters look at key critical issues faculty roles and rewards presidential leadership strategic planning assessment and evaluation utilizing the latest ideas to bring about structural reform and high performance the timely volume takes a data driven approach using research derived from ethnographies case studies and interviews carried out over the past 15 years by outlining many of the organizational problems that colleges and universities face today tierney reveals workable solutions

first published in 1962 frederick rudolph s groundbreaking study the american college and university remains one of the most useful and significant works on the history of higher education in america bridging the chasm between educational and social history this book was one of the first to examine developments in higher education in the context of the social economic and political forces that were shaping the nation at large surveying higher education

from the colonial era through the mid twentieth century rudolph explores a multitude of issues from the financing of institutions and the development of curriculum to the education of women and blacks the rise of college athletics and the complexities of student life in his foreword to this new edition john thelin assesses the impact that rudolph s work has had on higher education studies the new edition also includes a bibliographic essay by thelin covering significant works in the field that have appeared since the publication of the first edition at a time when our educational system as a whole is under intense scrutiny rudolph s seminal work offers an important historical perspective on the development of higher education in the united states

student success in community colleges as more and more underprepared students enroll in college basic skills education is an increasing concern for all higher education institutions student success in community colleges offers education leaders administrators faculty and staff an essential resource for helping these students succeed and advance in college by applying the book s self assessment instrument colleges can pinpoint how their current activities align with the most effective proven practices once the gaps are identified community college leaders can determine the best strategic direction for improvement drawing on a broad knowledge base and illustrative examples from the most current literature the authors cover organizational administrative and instructional practices program components student support services and strategies and professional learning and development designed to help engage community college leadership and practitioners in addressing the practices structures and obstacles that enhance or impede the success of basic skills students the book s strategies can be tailored to various institutional levels showing how to unite faculty staff and administrators in a cooperative effort to effect institutional change finally student success in community colleges reveals how investing in a comprehensive basic skills infrastructure can be a financially sustainable model for the institution as well as substantially beneficial to students and society this is a most unusual and valuable book it is packed with careful analysis and practical suggestions for improving basic skills programs in community colleges compiled by a team of practicing professionals in teaching administration and research it is knowledgeable about what has been done and imaginative and practical about what can be done to improve the access and success of community college students k patricia cross professor of higher education emerita university of california berkeley for its first hundred years the community college was committed primarily to access in its second hundred years the commitment has changed dramatically to success this book provides the best road map to date on how community colleges can reach that goal terry o banion president emeritus league for innovation and director community college leadership program walden university this guide is the most comprehensive source of information about all facets of basic skills or developmental education it will be invaluable not just to community college educators

across the nation but also to those in high schools and four year colleges who share similar problems w norton grubb david gardner chair in higher education university of california berkeley

before we can improve college education we need to know what it s for in our current age of reform there are countless ideas about how to fix higher education but before we can reconceptualize the college experience we need to remember why we have these institutions in the first place and what we want from them in what s the point of college historian johann n neem offers a new way to think about the major questions facing higher education today from online education to disruptive innovation to how students really learn as commentators reformers and policymakers call for dramatic change and new educational models this collection of lucid essays asks us to pause and take stock what is a college education supposed to be what kinds of institutions and practices will best help us get there and which virtues must colleges and universities cultivate to sustain their desired ends during this time of drift neem argues we need to moor our colleges once again to their core purposes by evaluating reformers goals in relation to the specific goods that a college should offer to students and society what s the point of college connects public policy to deeper ethical questions exploring how we can ensure that america s colleges remain places for intellectual inquiry and reflection neem does not just provide answers to the big questions surrounding higher education he offers readers a guide for how to think about them

at a time when our colleges and universities face momentous questions of new growth and direction the republication of higher education in transition is more timely than ever beginning with colonial times the authors trace the development of our college and university system chronologically in terms of men and institutions they bring into focus such major areas of concern as curriculum administration academic freedom and student life they tell their story with a sharp eye for the human values at stake and the issues that will be with us in the future one gets a sense not only of temporal sequence by centuries and decades but also of unity and continuity by a review of major themes and topics rudy s new chapters update developments in higher education during the last twenty years higher education in transition continues to have significance not only for those who work in higher education but for everyone interested in american ideas traditions and social and intellectual history provided by publisher

the author sets forth what is known about how much students learn in college gives recommendations for how to improve undergraduate education and describes how universities can develop a continuing process of enlightened trial and error that will enable them to improve their performance in the future

president clinton declares that a two year education should be the right of all americans congress passes a 40 billion package of tax breaks and scholarships aimed at making a degree accessible to everyone almost two thirds of high school graduates now go on to some form of higher education and yet at the same time those colleges and universities inundated with a new kind of student have been slow to respond to this revolutionary change zachary karabell spent over a year traveling the country interviewing students graduate students faculty and adjunct teachers and the result is a portrait of american higher education that is neither conservative nor liberal and that needs to be taken seriously there is a quiet revolution occurring that will that is changing the nature of education in this country higher education is becoming mass education writes karabell the crucial clash on today s campuses is not between traditionalists multiculturalists and tenured radicals but between the competing needs and desires of students professors administrators and the larger society the overwhelming majority of today s students are working class people seeking education to get a job they are not seeking a liberal education nor planning to go on to graduate school most faculty members products of the elite graduate schools that have insulated them from the needs of real world people are often profoundly ill equipped to handle this changing student body by exploring the myriad perspectives of these conflicting expectations karabell concludes that a radical democratization of higher education is not only inevitable it is desirable and it will require dramatic changes in the structure and presumptions about education beyond the high school level topping 175 billion a year spending for american higher education will join health care and welfare as one of the top national issues yet there is precious little real or broad based understanding of the issues and social forces at work eschewing any political agenda yet unafraid to ask as many questions as he answers zachary karabell has provided the first reasoned examination of what has become a national concern sure to spark intense debate what s college for is a clarion call for reform

many earlier attempts at education reform have failed causing some critics to call for a much more expansive wave of reform in which learning becomes a central focus o banion presents an argument for the community college with its strong penchant for innovation and risk taking as the ideal forum for creating this new learning paradigm he proposes a provocative new concept called the learning college which is designed to help students make passionate connections to learning the book describes in detail the six key principles that form the definition and character of a learning college emerging models of this concept are already in place at a handful of community colleges and six of these pioneering institutions share their initial journeys in this book o banion provides a practical guide for community college leaders who are preparing their institutions to enter the 21st century

drawing on a body of empirical evidence this book examines how much progress college students actually make toward widely accepted goals of undergraduate education it describes the changes that faculties and academic leaders can make to help students accomplish more

in putting students first the authors argue that colleges can and should invest in holistic student development by recognizing and building on the students search for purpose in life intellectually spiritually and morally based on a study conducted at ten religiously affiliated schools the book urges all colleges to rethink their approach to teaching and advising the increasingly diverse students of today their critical mission should be to prepare students to become ethically responsible and active contributors to society as well as critical thinkers and skilled professionals putting students first offers perspectives and recommendations in areas of holistic student development such as understanding millennial college students the role of faculty in defining culture the design and implementation of curriculum the impact of cocurricular involvement fostering relationships with on campus and off campus communities by organizing the campus environment into 4cs culture curriculum cocurriculum and community the authors create a conceptual framework for faculty student affairs staff and administrators to discuss plan and create college environments that effectively support the learning and development of students each chapter includes an introduction evidence and analysis a summary and questions to help readers consider how to develop students holistically on their own campuses

robert honigman has studied and written about higher education for more than 25 years he is the author of university secrets in choosing a college he ll tell you things you won t learn in a classroom chapter one gives 50 key questions to ask in selecting a college chapter two presents a critical history of american university chapter three discusses why a liberal education is important chapter four suggests why you shouldn t go to elite research universities like harvard or berkeley even if admitted chapter five describes how major universities are sorting us into winners and losers chapter six offers some final advice on education and choosing a college appendices a d present thumbnail sketches of harvard michigan berkeley and texas a m a final appendix makes proposals for university reform to get the best college education you can read choosing a college

this is a compelling and important text that presents both the complexity and the barriers confronting higher education in this global moment solutions will prize innovation resilient leadership unifying diverse campus subcultures and most certainly intellectual and academic integrity this text begins to outline the new agenda richard guarasci wagner college us in transformational change in higher education the tiaa cref institute has brought together some of today s best minds to address the issues that every educational leader and policy maker should

be thinking about the topics range from financing to competition to financial aid to costs and pricing to faculty turnover to accountability to the roles presidents and boards must play lessons in transformation are provided by respected leaders from all segments of higher education george r boggs american association of community colleges us this is essential reading for everyone who cares about the future of higher education and is a priceless reference for those who are its leaders the conversations not only cover each issue from a national perspective but also consider the specific strategies that have been employed by individual institutions to address it thus the volume is at the same time both reflective and practical sharon p smith university of pittsburgh at greensburg us this volume delves into the financing of institutional operations with entrepreneurial leaders and is a useful addition to any university administrator s reading list if they are struggling with modern financial challenges david w pershing university of utah us the volume part of the tiaa cref institute series on higher education is based on a national conference transformational change in higher education positioning your institution for future success which was convened by the tiaa cref institute in november 2006 this unique volume discusses the management of transformational change in higher education as a key element of success with input from researchers presidents provosts and other senior leaders of the higher education community this edited volume explores transformational change in a range of institutions from small teaching and community colleges to large comprehensive research universities the role of entrepreneurial leaders and their interactions with trustees policymakers and the public are discussed as are strategic issues such as financing college and university operations and student access as related to pricing the editors maintain that managing change in these areas impacts both an institution s balance sheet and ultimate success in realizing its vision in this book higher education presidents chancellors provosts cfos and governing boards will find new and actionable information to enhance decision making and inform strategic planning association leadership will be provided with a deeper understanding of the challenges faced by their membership and possible responses researchers and practitioners in education public policy business management and entrepreneurship interested in the business of higher education will find much of value

the bestselling analysis of higher education s impact updated with the latest data how college affects students synthesizes over 1 800 individual research investigations to provide a deeper understanding of how the undergraduate experience affects student populations volume 3 contains the findings accumulated between 2002 and 2013 covering diverse aspects of college impact including cognitive and moral development attitudes and values psychosocial change educational attainment and the economic career and quality of life outcomes after college each chapter compares current findings with those of volumes 1 and 2 covering 1967 to 2001 and

highlights the extent of agreement and disagreement in research findings over the past 45 years the structure of each chapter allows readers to understand if and how college works and of equal importance for whom does it work this book is an invaluable resource for administrators faculty policymakers and student affairs practitioners and provides key insight into the impact of their work higher education is under more intense scrutiny than ever before and understanding its impact on students is critical for shaping the way forward this book distills important research on a broad array of topics to provide a cohesive picture of student experiences and outcomes by reviewing a decade s worth of research comparing current findings with those of past decades examining a multifaceted analysis of higher education s impact and informing policy and practice with empirical evidence amidst the current introspection and skepticism surrounding higher education there is a massive body of research that must be synthesized to enhance understanding of college s effects how college affects students compiles organizes and distills this information in one place and makes it available to research and practitioner audiences volume 3 provides insight on the past decade with the expert analysis characteristic of this seminal work

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