The Right To Higher Education Beyond Widening Participation Foundations And Futures Of Education

Advises students, parents, and guidance counselors on how to obtain the best education for an individual student at the cheapest price, and includes insight into what is actually happening in admissions and financial aid.
Universities for years have been the bright spot in our educational system. Today, these institutions are under siege from multiple constituencies including students, parents, legislators, government officials and their own faculties. Education has historically been a way for students to improve their lives and fortunes. However, the rising costs of college are a barrier to access for many.
students, reducing their chances for upward mobility. Is technology the solution, or is it just another costly problem for universities? The purpose of this book is to explore how new technology has the potential to transform higher education. However, this same technology also has the potential to disrupt universities. Much depends on how administrators, faculty and students apply technologically enhanced learning. Technology and the
Disruption of Higher Education presents details on MOOCs, blended, flipped and online classes and their role in transforming higher education based on the author's experiences teaching all of these types of courses. These technology-enabled approaches to teaching and learning offer tremendous opportunities to schools, but they also threaten the traditional university. The book identifies some of these threats and opportunities and offers
suggested strategies to take advantage of the technology. Is this technology enough to save the university system? While new ways of teaching and learning are exciting, they are only part of the puzzle. Radical change beyond what happens in the classroom is needed if our higher education system is to continue to flourish and some of these ideas are discussed in the last chapter of the book. The book is a call to action for educators to realize that
the technology is both transformational and disruptive, and that some universities are going to fail in the next 15 years.

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Readership: Students, teaching professionals and policymakers who are keen to understand the impact of technology on higher education.

Director of the Chapman journalism program—and mother of four recent
college grads—Susan F. Paterno leads you through the admissions process to help you and your family make the best decision possible. How is it possible that Harvard is more affordable for most American families than their local state university? Or that up to half of eligible students receive no financial aid? Or that public universities are rejecting homegrown middle- and working-class applicants and instead enrolling wealthy out-of-state students? College
admission has escalated into a high-stakes game of emotional and financial survival. How is the deck stacked against you? And what can you do about it? Susan F. Paterno, a veteran academic and journalist, answers these questions and more in Game On. Paterno helped her four very different kids navigate the application process to a wide range of colleges, paying for their four-year educations on a finite budget. She incisively decodes the
college admission industry—the consultants, the tutors, the rankers, the branding companies hawking “advantage”—and arms you with the knowledge you need to make the system work for you. You’ll learn how to narrow your focus, analyze who gets in and why, and look for the right financial fit before considering anything else, including geography, reputation, and, especially, ranking. Among the tools and insights in Game
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On: · Why forty years of failed free-market policies have led to skyrocketing tuition and historic levels of student debt · Why applying to college has become a bewildering maze and how to find your way to a successful result · Why college costs are more terrifying than you think · How to read beyond the rack rate to negotiate the best financial package with the least debt · Why merit is a myth, but merit aid is essential · The
difference between family debt and student debt and how to split it. A playbook for the Hunger Games of higher education, Game On explains the anxiety, uncertainty, and chaos in college admission, explodes the myth of meritocracy, exposes the academy’s connection to America’s widening gap between rich and poor, and provides strategies to beat—and reform—a broken system.

Why do so many conservative politicians...
flock to the campuses of Liberty University, Wheaton College, and Bob Jones University? In Fundamentalist U: Keeping the Faith in American Higher Education, Adam Laats shows that these colleges have always been more than just schools; they have been vital intellectual citadels in America's culture wars. They have been unique institutions that have defined what it has meant to be an evangelical and reshaped the landscape of American
higher education. In the twentieth century, when higher education sometimes seemed to focus on sports, science, and social excess, conservative evangelical schools offered a compelling alternative. On their campuses, evangelicals debated what it meant to be a creationist, a Christian, a proper American, all within the bounds of Biblical revelation. Instead of encouraging greater personal freedom and deeper
pluralist values, conservative evangelical schools have thrived by imposing stricter rules on their students and faculty. If we hope to understand either American higher education or American evangelicalism, we need to understand this influential network of dissenting institutions. Plus, only by making sense of these schools can we make sense of America's continuing culture wars. After all, our culture wars aren't between one group of
educated people and another group that has not been educated. Rather, the fight is usually fiercest between two groups that have been educated in very different ways.

A conservative college professor's compelling defense of liberal education

Not so long ago, conservative intellectuals such as William F. Buckley Jr. believed universities were worth fighting for. Today, conservatives seem more inclined to
burn them down. In Let's Be Reasonable, conservative political theorist and professor Jonathan Marks finds in liberal education an antidote to this despair, arguing that the true purpose of college is to encourage people to be reasonable—and revealing why the health of our democracy is at stake. Drawing on the ideas of John Locke and other thinkers, Marks presents the case for why, now more than ever, conservatives must not give up on higher education.
He recognizes that professors and administrators frequently adopt the language and priorities of the left, but he explains why conservative nightmare visions of liberal persecution and indoctrination bear little resemblance to what actually goes on in college classrooms. Marks examines why advocates for liberal education struggle to offer a coherent defense of themselves against their conservative critics, and demonstrates
why such a defense must rest on the cultivation of reason and of pride in being reasonable. More than just a campus battlefield guide, Let's Be Reasonable recovers what is truly liberal about liberal education—the ability to reason for oneself and with others—and shows why the liberally educated person considers reason to be more than just a tool for scoring political points. 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 gen-ed 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.

An eye-opening and timely look at how colleges drive the very inequalities they are meant to remedy, complete with a call—and a vision—for change Colleges fiercely defend America's deeply stratified higher education system,
arguing that the most exclusive schools reward the brightest kids who have worked hard to get there. But it doesn't actually work this way. As the recent college-admissions bribery scandal demonstrates, social inequalities and colleges' pursuit of wealth and prestige stack the deck in favor of the children of privilege. For education scholar and critic Anthony P. Carnevale, it's clear that colleges are not the places of aspiration and equal
opportunity they claim to be. The Merit Myth calls out our elite colleges for what they are: institutions that pay lip service to social mobility and meritocracy, while offering little of either. Through policies that exacerbate inequality, including generously funding so-called merit-based aid for already-wealthy students rather than expanding opportunity for those who need it most, U.S. universities—the presumed pathway to a
better financial future—are woefully complicit in reproducing the racial and class privilege across generations that they pretend to abhor. This timely and incisive book argues for unrigging the game by dramatically reducing the weight of the SAT/ACT; measuring colleges by their outcomes, not their inputs; designing affirmative action plans that take into consideration both race and class; and making 14 the new 12—guaranteeing every American a public
K–14 education. The Merit Myth shows the way for higher education to become the beacon of opportunity it was intended to be.

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.

**Beyond widening participation**

**Increasing the Value and Performance of University Processes**

**The Academic's Book of Quotations**

**The Moral Mess of Higher Education**

**The College Solution**
"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"

How can educators ensure that young people who attain a postsecondary credential are adequately prepared for the future? Matthew T. Hora and his colleagues explain that the answer is not simply that students need more specialized technical training to meet narrowly defined employment opportunities. Beyond the Skills Gap challenges this conception of the “skills gap,” highlighting instead the value of broader twenty-first-century skills in postsecondary education.
They advocate for a system in which employers share responsibility along with the education sector to serve the collective needs of the economy, society, and students. Drawing on interviews with educators in two- and four-year institutions and employers in the manufacturing and biotechnology sectors, the authors demonstrate the critical importance of habits of mind such as problem solving, teamwork, and communication. They go on to show how faculty and program administrators can create active learning experiences that develop students’ skills across a range of domains. The book includes in-depth
descriptions of eight educators whose classrooms exemplify the effort to blend technical learning with the cultivation of twenty-first-century habits of mind. The study, set in Wisconsin, takes place against the backdrop of heated political debates over the role of public higher education. This thoughtful and nuanced account, enriched by keen observations of postsecondary instructional practice, promises to contribute new insights to the rich literature on workforce development and to provide valuable guidance for postsecondary faculty and administrators.
Why we need to stop wasting public funds on education. Despite being immensely popular—and immensely lucrative—education is grossly overrated. Now with a new afterword by Bryan Caplan, this explosive book argues that the primary function of education is not to enhance students' skills but to signal the qualities of a good employee. Learn why students hunt for easy As only to forget most of what they learn after the final exam, why decades of growing access to education have not resulted in better jobs for average workers, how employers reward workers for costly schooling they rarely ever use, and
why cutting education spending is the best remedy. Romantic notions about education being "good for the soul" must yield to careful research and common sense—The Case against Education points the way.

A leading economist makes the case that college is still a smart investment, and reveals how to increase the odds of your degree paying off. "Full of easy-to-understand advice grounded in deep expertise and research."—Martin West, William Henry Bloomberg Professor of Education, Harvard University

The cost of college makes for frightening headlines and politics. The
outstanding balance of student loans is more than $1.5 trillion nationally, while tuitions continue to rise. And on the heels of a pandemic that nearly dismantled the traditional "college experience," we have to wonder: Is college really worth it? From a financial perspective, the answer is yes, says economist Beth Akers. It's true that college is expensive. But once we see higher education for what it is—an investment in future opportunities, job security, and earnings—a different picture emerges: The average college graduate earns a million dollars more over their lifetime, and most
four-year schools deliver a 15 percent return on investment--double that of the stock market. Yet these outcomes are not guaranteed. Rather, they hinge upon where and how you opt to invest your tuition dollars. Simply put, the real problem with college isn't the cost--it's the risk that your investment might not pay off. In Making College Pay, Akers shows how to stack the deck in your favor by making smart choices about where to enroll, what to study, and how to pay for it. You'll learn * why choosing the right major matters more than where you enroll * the best criteria for picking a
school (hint: not selectivity or ranking) * why there's a high cost of working part-time while earning your degree * why it's often best to borrow, even if you can afford to pay outright * the pros and cons of nontraditional degree programs * how to take advantage of new, low-risk financing tools Full of practical advice for students and parents, Making College Pay reminds us that higher education remains an engine for opportunity, upward mobility, and prosperity. 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.

Examines the new role college plays as a means to get a high-paying job.

Projections are frightening. Even before the onset of the COVID-19 pandemic, financial considerations were forcing the closing of increasing numbers of American colleges and universities. Higher education in the United States is facing a tsunami of economic issues and the abrupt shift to on-line learning has only accelerated the process. But it doesn’t have to be this way. The wobbly two-legged
stool that supports virtually every American school — tuition and endowment — was never designed to be sustainable into the 21st century. Instead, the university leaders of the future must embrace the best elements of the most forward-seeing and nimble practitioners of modern business — the entrepreneur. Entrepreneuring the Future of Higher Education: Radical Transformation in Times of Profound Change is that rare nuts-and-bolts guide that provides the essential tools for colleges and universities to switch from barely surviving to thriving. Assisted by an impressive array experts and
visionaries, higher education author and futurist Dr. Mary Landon Darden presents a doable roadmap out of the morass of escalating costs and decreasing revenue. In no-nonsense, sometimes blunt language, Darden lays out specific, revenue streams available to virtually every college – and a step-by-step primer on how to achieve them. Entrepreneuring is not a theoretical argument, parsed with passive-voice modifiers and exceptions. It is a blueprint on how to revive, restore and secure the academy in the second decade of the 21st century. Each chapter addresses significant failures (or
missed opportunity) that virtually all modern colleges can rapidly address and reform. Too many institutions are hopelessly attached to the failed practices of the past. Students have changed. Governments have changed. Economic engines and drivers have changed. The need to financially support higher education has not — and it is more crucial than ever. Entreprenuering the Future of Higher Education: Radical Transformation in Times of Profound Change is the answer for the post-COVID academy in America: Practical, unapologetically direct, awash in real-life applications and answers.
A leading expert challenges the prevailing gloomy outlook on higher education with solid evidence of its successes. Crushing student debt, rapidly eroding state funding, faculty embroiled in speech controversies, a higher-education market disrupted by online competition—today’s headlines suggest that universities’ power to advance knowledge and shape American society is rapidly declining. But Steven Brint, a renowned analyst of academic institutions, has tracked numerous trends demonstrating their vitality. After a recent period that witnessed soaring student enrollment and ample research funding,
universities, he argues, are in a better position than ever before. Focusing on the years 1980–2015, Brint details the trajectory of American universities, which was influenced by evolving standards of disciplinary professionalism, market-driven partnerships (especially with scientific and technological innovators outside the academy), and the goal of social inclusion. Conflicts arose: academic entrepreneurs, for example, flouted their campus responsibilities, and departments faced backlash over the hiring of scholars with nontraditional research agendas.
Nevertheless, educators’ commitments to technological innovation and social diversity prevailed and created a new dynamism. Brint documents these successes along with the challenges that result from rapid change. Today, knowledge-driven industries generate almost half of U.S. GDP, but divisions by educational level split the American political order. Students flock increasingly to fields connected to the power centers of American life and steer away from the liberal arts. And opportunities for economic mobility are expanding even as academic expectations decline. In describing how universities can
meet such challenges head on, especially in improving classroom learning, Brint offers not only a clear-eyed perspective on the current state of American higher education but also a pragmatically optimistic vision for the future.

A Study of American Education
Higher Education Accreditation
Refugees and Higher Education
Fundamentalist U
Pursuing Quality, Access, and Affordability
The Case against Education
Saving Academic Freedom
How It's Changing, Why It Must
A human right to higher education was included in the International Covenant on Economic Social and Cultural Rights (ICESCR), which came into force in
1976. Yet the world has changed significantly since the ICESCR was drafted. State legislation and policies have generally followed a neoliberal trajectory, shifting the perception of higher education from being a public good to being a commodity able to be bought and sold. This model has been criticized, particularly because it generally reinforces social inequality. At the same time, attaining higher education has become more important than ever before. Higher education is a prerequisite for many jobs and those who have attained higher education enjoy improved life circumstances. This book seeks
to determine: Is there still a place for the human right to higher education in the current international context? In seeking to answer this question, this book compares and contrasts two general theoretical models that are used to frame higher education policy: the market-based approach and the human rights-based approach. In the process, it contributes to an understanding of the likely effectiveness of market-based versus human rights-based approaches to higher education provision in terms of teaching and learning. This understanding should enable the development of more improved,
sophisticated, and ultimately successful higher education policies. This book contends that a human rights-based approach to higher education policy is more likely to enable the achievement of higher education purposes than a market-based approach. In reaching this conclusion, the book identifies and addresses some strategic considerations of relevance for advocates of a human rights-based approach in this context.

"Is the university contributing to our global crises or does it offer stories of hope? Much recent debate about higher education has focused upon rankings,
quality, financing and student mobility. The COVID-19 pandemic, the climate crisis, the calls for decolonisation, the persistence of gender violence, the rise of authoritarian nationalism, and the challenge of the United Nations Sustainable Development Goals have taken on new urgency and given rise to larger questions about the social relevance of higher education. In this new era of uncertainty, and perhaps opportunity, higher education institutions can play a vital role in a great transition or civilisational shift to a newly imagined world. Socially Responsible Higher Education:
International Perspectives on Knowledge Democracy shares the experiences of a broadly representative and globally dispersed set of writers on higher education and social responsibility, broadening perspectives on the democratisation of knowledge. The editors have deliberately sought examples and viewpoints from parts of the world that are seldom heard in the international literature. Importantly, they have intentionally chosen to achieve a gender and diversity balance among the contributors. The stories in this book call us to take back the right to imagine, and 'reclaim' the public purposes of higher
education"--
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. 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.

The stresses of the twenty-first century have exposed the fault lines in Higher Education, both as an instructional space that facilitates student growth and as a social space that shapes our economic, political, and religious institutions. This book uses Paul Ricoeur's rigorous writings to envision a Just University necessary for the years ahead.

The modern university is sustained by academic
freedom; it guarantees higher education’s independence, its quality, and its success in educating students. The need to uphold those values would seem obvious. Yet the university is presently under siege from all corners; workers are being exploited with paltry salaries for full-time work, politics and profit rather than intellectual freedom govern decision-making, and professors are being monitored for the topics they teach. No University Is an Island offers a comprehensive account of the social, political, and cultural forces undermining academic freedom. At once witty and devastating, it
confronts these threats with exceptional frankness, then offers a prescription for higher education’s renewal. In an insider’s account of how the primary organization for faculty members nationwide has fought the culture wars, Cary Nelson, the current President of the American Association of University Professors, unveils struggles over governance and unionization and the increasing corporatization of higher education. Peppered throughout with previously unreported, and sometimes incendiary, higher education anecdotes, Nelson is at his flame-throwing best. will be the benchmark against which
we measure the current definitive struggle for academic freedom. The book calls on higher education’s advocates of both the Left and the Right to temper conviction with tolerance and focus on higher education’s real injustices. Nelson demands we stop denying teachers, student workers, and other employees a living wage and basic rights. He urges unions to take up the larger cause of justice. And he challenges his own and other academic organizations to embrace greater democracy. With broad and crucial implications for the future, No University Is an Island will be the benchmark against
which we measure the current definitive struggle for academic freedom.

While assessment may feel to constituents like an activity of accountability simply for accreditors, it is most appropriate to approach assessment as an activity of accountability for students. Assessment results that improve institutional effectiveness, heighten student learning, and better align resources serve to make institutions stronger for the benefit of their students,
and those results also serve the institution or program well during the holistic evaluation required through accreditation.” – from the foreword by Heather Perfetti, President of the Middle States Commission on Higher Education Colleges and universities struggle to understand precisely what is being asked for by accreditors, and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors. This compendium gathers examples of assessment practice in twenty-four higher education institutions: twenty-three in the
U.S. and one in Australia. All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas: assessment in the disciplines, co-curricular, course/program/institutional assessment, equity and inclusion, general education, online learning, program review, scholarship of teaching and learning, student learning, or technology. These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature. The book is organized in four parts. Part
One is focused on student learning and assessment and includes ten chapters. The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters. Part Three has a faculty engagement and assessment focus, and Part Four includes four chapters on institutional effectiveness and assessment, with a focus on strategic planning. This book is a publication of the Association for the Assessment of Learning in Higher Education (AALHE), an organization of practitioners interested in using effective assessment practice to document
and improve student learning.

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.

The Right to Higher Education
The Goose-step
Higher Expectations
Let's Be Reasonable
How It Happened, the Damage It Does, and What Can Be Done
Preparing College Students for Life and Work
Entrepreneuring the Future of Higher Education
A Conservative Case for Liberal Education
No University Is an Island
The Struggle To Define American Higher Education
Human Rights in Higher Education
How Our Colleges Favor the Rich and Divide America
In this provocative contribution to the disputes surrounding a liberal education, university president Michael S. Roth focuses on important moments and seminal thinkers in America's long-running argument over vocational vs. liberal.

Radical Transformation in Times of Profound Change
Is the accreditation system “broken” as claimed by successive Secretaries of Education and some recent reports?

This book addresses this question head-on, asking whether accreditation is indeed in need of radical reform, and whether the agencies’ authority should be curtailed; or whether in fact the changes now underway – that accrediting agencies contend ensure rigorous and consistent standards and degrees that are a reliable gauge of student
In a sweeping and ambitious book, Paul Gaston deploys his knowledge and experience as a peer reviewer for three regional accrediting agencies, a former board member and chair of the Association of Specialized and Professional Accreditors, and his involvement in the early stages of the Council for Higher Education Accreditation, to go beyond the polemics to explore whether a strategy that builds on the emerging values and good practices can move the academy and the nation in the right direction.
achieve the substantive and positive improvements
the public is demanding.
As an introduction for readers new to the debate,
he provides a brief overview of the development of
accreditation, its terminology, and structure,
describing how it currently works, and what it has
achieved; and offers insight into the proliferation of
the missions of accreditation – as well as the
multiplicity of stakeholders with an interest in its
outcomes – to question whether the mandate of
accreditation should, as some contend, be

This established, he undertakes a dispassionate analysis of the arguments and recommendations of critics and supporters of the current direction of accreditation to identify common ground and explore constructive ways forward, paying specific attention to current and potential reforms of the three sectors of higher education accreditation: the seven regional accrediting associations, the national accreditors, and programmatic, or...
The book concludes by outlining a comprehensive approach to reform. His proposal would preserve practices that already work well while advancing important changes that can be incrementally implemented. The result would be a higher education accreditation structure more cost effective, more efficient, more transparent and accountable, and more responsive to institutional and public needs.

Until recently government policy in the UK had...
encouraged an expansion of Higher Education to increase participation and with an express aim of creating a more educated workforce. This expansion has led to competition between Higher Education institutions, with students increasingly positioned as consumers and institutions working to improve the extent to which they meet 'consumer demands'. Especially given the latest government funding cuts, the most prevalent outlook in Higher Education today is one of business, forcing institutions to reassess the way they are managed and promoted to ensure...
Students view the opportunity to gain a degree as a right, and a service which they have paid for, demanding a greater choice and a return on their investment. Changes in higher education have been rapid, and there has been little critical research into the implications. This volume brings together internationally comparative academic perspectives, critical accounts and empirical research to explore fully the issues and experiences of education as a commodity, examining: the international and financial context of marketisation...
Read Online The Right To Higher Education Beyond Widening Participation Foundations And Futures Of Education

... beyond widening participation, foundations and futures of education... the new purposes of universities, the implications of university branding and promotion, league tables and student surveys vs. quality of education, the higher education market and distance learning... students as 'active consumers' in the co-creation of value, changing student experiences, demands and focus. With contributions from many of the leading names involved in Higher Education including Ron Barnett, Frank Furedi, Lewis Elton, Roger Brown and also Laurie Taylor in his journalistic guise as an academic at the University of Poppleton, this book will be essential reading for...
American higher education is under attack today as never before. A growing right-wing narrative portrays academia as corrupt, irrelevant, costly, and dangerous to both students and the nation. Budget cuts, attacks on liberal arts and humanities disciplines, faculty layoffs and retrenchments, technology displacements, corporatization, and campus closings have accelerated over the past decade. In this timely volume, Ronald Musto draws on historical precedent - Henry VIII's dissolution of British monasteries in the 1530s - for his study of
He shows how a triad of forces - authority, separateness, and innovation - enabled monasteries to succeed, and then suddenly and unexpectedly to fail. Musto applies this analogy to contemporary academia. Despite higher education's vital centrality to American culture and economy, a powerful, anti-liberal narrative is severely damaging its reputation among parents, voters, and politicians. Musto offers a comprehensive account of this narrative from the mid-twentieth century to the present, as well as a
Whether they recognize it or not, virtually all colleges and universities face three Grand Challenges:

1. **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.

2. **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.
Read Online The Right To Higher Education
Beyond Widening Participation Foundations And Futures Of Education

This unique book offers quotations that reflect both...

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The Merit Myth

Institutional, Classroom, and Community Approaches to Teaching Social Justice
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.

The landscape of higher education has undergone change and transformation in recent years, partly as a result of diversification and massification. However, persistent patterns of under-representation continue to perplex policy-makers and practitioners, raising questions about current strategies, policies and approaches to widening participation. Presenting a comprehensive review and
critique of contemporary widening participation policy and practice, Penny Jane Burke interrogates the underpinning assumptions, values and perspectives shaping current concepts and understandings of widening participation. She draws on a range of perspectives within the field of the sociology of education – including feminist post-structuralism, critical pedagogy and policy sociology – to examine the ways in which wider societal inequalities and misrecognitions, which are related to difference and diversity, present particular challenges for the project to widen participation in higher education. In particular, the book: focuses on the themes of difference and diversity to shed light on the operations of inequalities and the politics
of access and participation both in terms of national and institutional policy and at the level of student and practitioner experience. draws on the insights of the sociology of education to consider not only the patterns of under-representation in higher education but also the politics of mis-representation, critiquing key discourses of widening participation. interrogates assumptions behind WP policy and practice, including assumptions about education being an unassailable good provides an analysis of the accounts and perspectives of students, practitioners and policy-makers through in-depth interviews, observations and reflective journal entries. offers insights for future developments in the policy, practice and
strategies for widening participation. The book will be of great use to all those working in and researching Higher Education.

This book focuses on human rights education (HRE) in higher education, with an emphasis on supporting undergraduate education for social justice and global citizenship at the institutional, classroom, and community levels. Drawing from the work of human rights scholars and advocates at Webster University, Kingston begins a critical discussion about the potential of HRE on college campuses and beyond. Chapter contributors address the institutional issues inherent to building a "human rights campus," promoting just governance models, facilitating
student research, and fostering inclusive campus communities. They further explores opportunities within the classroom by highlighting dynamic courses on global sustainable development and post-genocide reconciliation in Rwanda, as well as considering how to create trauma sensitive learning spaces and utilize photography as a human rights teaching tool. Finally, scholar-advocates detail how HRE can be expanded to include the broader community--including teaching critical criminology to aspiring police officers, facilitating community dialogue through academic conferences, and engaging in social justice work related to access to justice, domestic violence, and human trafficking.
Refugees and Higher Education provides a cross-disciplinary lens on one American university’s approach to studying the policies, practices, and experiences associated with the higher education of refugee background students. How our colleges and universities can respond to the changing hopes and needs of society In recent decades, cognitive psychologists have cast new light on human development and given colleges new possibilities for helping students acquire skills and qualities that will enhance their lives and increase their contributions to society. In this landmark book, Derek Bok explores how colleges can reap the benefits of these discoveries and create a more robust undergraduate curriculum for the
twenty-first century. Prior to this century, most psychologists thought that creativity, empathy, resilience, conscientiousness, and most personality traits were largely fixed by early childhood. What researchers have now discovered is that virtually all of these qualities continue to change through early adulthood and often well beyond. Such findings suggest that educators may be able to do much more than was previously thought possible to teach students to develop these important characteristics and thereby enable them to flourish in later life. How prepared are educators to cultivate these qualities of mind and behavior? What do they need to learn to capitalize on the possibilities? Will college faculties embrace these
opportunities and make the necessary changes in their curricula and teaching methods? What can be done to hasten the process of innovation and application? In providing answers to these questions, Bok identifies the hurdles to institutional change, proposes sensible reforms, and demonstrates how our colleges can help students lead more successful, productive, and meaningful lives.

Why College Admission Is Rigged and How to Beat the System
What's College For?
Why Liberal Education Matters
An Economist Explains How to Make a Smart Bet on Higher Education
The Marketisation of Higher Education and the Student as Consumer
Exemplars of Assessment in Higher Education
Why American Universities Are Stronger Than Ever—and How to Meet the Challenges They Face
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Making College Pay
The Dissolution of the American University
Higher Education in America
The Future of Higher Education
Speaking of Higher Education
Demographics and the Demand for Higher Education