

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

Addressing numerous critical questions, this practical guide is aimed at higher education leaders and their boards, the campus leaders charged with executing transformative mergers, and any policy makers interested in change management or the future of higher education. "Higher education is in the midst of an extraordinary moment of demographic, economic, and cultural transition that has significant implications for how colleges and universities understand their mission, their market, and their management. This book is aimed at creating a practical understanding of key forces changing higher education, but it goes further. It describes those trends, discusses the real life impact of those trends on campuses, and then lays out concrete steps required to address them. Taking a page from George Keller's classic Academic Strategy, management consultant and college administrator Jon McGee uses these economic and demographic trends to inform his strategic approach to managing schools"--

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 explore opportunities within the classroom by highlighting dynamic courses on global sustainable development and post-genocide reconciliation, 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.

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.

This book contributes to the understanding of the responsibilities of Higher Education in the evolving societal, political and economic landscape. It raises questions about its role in society, its responsibility towards students and staff, and its intended impact.

Can free speech coexist with an inclusive campus environment? Hardly a week goes by without another controversy over free speech on college campuses. On one side, there are increased demands to censor hateful, disrespectful, and bullying expression and to ensure an inclusive and nondiscriminatory learning environment. On the other side are traditional free speech advocates who charge that recent demands for censorship coddle students and threaten free inquiry. In this clear and carefully reasoned book, a university chancellor and a law

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school dean—both constitutional scholars who teach a course in free speech to undergraduates—argue that campuses must provide supportive learning environments for an increasingly diverse student body but can never restrict the expression of ideas. This book provides the background necessary to understanding the importance of free speech on campus and offers clear prescriptions for what colleges can and can't do when dealing with free speech controversies.

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.

An Education in Facebook? examines and critiques the role of Facebook in the evolving landscape of higher education. At times a mandated part of classroom use, at others an informal network for students, Facebook has become an inevitable component of college life, acting alternately as an advertising, recruitment and learning tool. But what happens when educators use a corporate product, which exists outside of the control of universities, to educate students? An Education in Facebook? provides a broad discussion of the issues educators are already facing on college campuses worldwide, particularly in areas such as privacy, copyright and social media etiquette. By examining current uses of Facebook in university settings, this book offers both a thorough analytical critique as well as practical advice for educators and administrators looking to find ways to thoughtfully integrate Facebook and other digital communication tools into their classrooms and campuses.

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

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dysfunctional. Brennan and Magness show the problems are worse than anyone realized. Academics have only themselves to blame.

In an environment of diminishing resources, growing enrollment, and increasing expectations of accountability, *Lean Higher Education: Increasing the Value and Performance of University Processes* provides the understanding and the tools required to return education to the consumers it was designed to serve the students. It supplies a unifying framework

*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.

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.

Ultimately, the authors make a compelling case not only for this turn to learning but for creating new pathways for nonfaculty learning careers, understanding the limits of professional organizations and social media, and the need to establish this new interdisciplinary field of learning innovation.

Examines how student protest against structural inequalities on campus pushes academic institutions to reckon with their legacy built on slavery and stolen Indigenous lands Using campus social justice movements as an entry point, Leigh

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Patel shows how the struggles in higher education often directly challenged the tension between narratives of education as a pathway to improvement and the structural reality of settler colonialism that creates and protects wealth for a select few. Through original research and interviews with activists and organizers from Black Lives Matter, The Black Panther party, the Student Nonviolent Coordinating Committee, the Combahee River Collective, and the Young Lords, Patel argues that the struggle on campuses reflect a starting point for higher education to confront settler strategies. She reveals how blurring the histories of slavery and Indigenous removal only traps us in history and perpetuates race, class, and gender inequalities. By acknowledging and challenging settler colonialism, Patel outlines the importance of understanding the relationship between the struggle and study and how this understanding is vital for societal improvement.

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.

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

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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.

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.

“A book that both taught me so much and also kept me on the edge of my seat. It is an invaluable text from a supremely talented writer.” —Clint Smith, author of *How the Word is Passed* The definitive history of the pervasiveness of racial inequality in American higher education America's colleges and universities have a shameful secret: they have never given Black people a fair chance to succeed. From its inception, our higher education system was not built on equality or accessibility, but on educating—and prioritizing—white students. Black students have always been an afterthought. While governments and private donors funnel money into majority white schools, historically Black colleges and universities (HBCUs), and other institutions that have high enrollments of Black students, are struggling to survive, with state legislatures siphoning away federal funds that are legally owed to these schools. In *The State Must Provide*, Adam Harris

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reckons with the history of a higher education system that has systematically excluded Black people from its benefits. Harris weaves through the legal, social, and political obstacles erected to block equitable education in the United States, studying the Black Americans who fought their way to an education, pivotal Supreme Court cases like *Plessy v. Ferguson* and *Brown v. Board of Education*, and the government's role in creating and upholding a segregated education system. He explores the role that Civil War-era legislation intended to bring agricultural education to the masses had in creating the HBCUs that have played such a major part in educating Black students when other state and private institutions refused to accept them. *The State Must Provide* is the definitive chronicle of higher education's failed attempts at equality and the long road still in front of us to remedy centuries of racial discrimination—and poses a daring solution to help solve the underfunding of HBCUs. Told through a vivid cast of characters, *The State Must Provide* examines what happened before and after schools were supposedly integrated in the twentieth century, and why higher education remains broken to this day.

Providing the first rigorous empirical evidence of the impact that various modes of governance have had not only on tuition and fees but on a half-dozen measures of institutional performance, this book will be of serious interest to governors, legislators, public university board members and their staffs, those interested in supporting the traditional goals of public higher education, and of course students and their parents, as well as taxpayers.

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 Right to Higher Education Beyond widening participation Routledge

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

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.

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.

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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 practical guide for achieving equitable outcomes *From Equity Talk to Equity Walk* offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the Association of American Colleges and Universities and the Center for Urban Education at the University of Southern California, this invaluable resource provides real-world steps that reinforce primary elements for examining equity in student achievement, while challenging educators to specifically focus on racial equity as a critical lens for institutional and systemic change. Colleges and universities have placed greater emphasis on education equity in recent years. Acknowledging the changing realities and increasing demands placed on contemporary postsecondary education, this book meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education. Central concepts and key points are illustrated through campus examples. This indispensable guide presents academic administrators and staff with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity, understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. *From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice* is a vital wealth of information for college and university presidents and provosts, academic and student affairs professionals, faculty, and practitioners who seek to dismantle institutional barriers that stand in the way of achieving equity, specifically racial equity to achieve equitable outcomes in higher education. "Is higher education a right, or a privilege? This author argues that all citizens in a free and open society should have an unconditional right to higher education. Such an education should be costless for the individual and open to everyone regardless of talent. A readiness and willingness to learn should be the only qualification. It should offer opportunities that benefit citizens with different interests and goals in life. And it should aim, as its foundational moral purpose, to help citizens from all walks of life live better, freer lives. Using concepts and ideas from liberal political philosophy the author

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argues that access to educational goods and services is something to which all citizens have a right over a full life. Such goods, it is argued, play a key role in helping citizens realize self-determined goals. Higher education should therefore be understood a basic social institution responsible for ensuring that all citizens can access such 'autonomy-supporting' goods. The book examines the implication of this justification of the right to higher education for questions of educational justice, political authority, distributive justice, civic education, and personal autonomy"--

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by *Academically Adrift*: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. *Academically Adrift* holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa's report that colleges are failing at their most basic mission will demand the attention of us all.

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 education.

"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

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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 to Recruit and Retain Higher Education Students is an invaluable resource for academic staff, administrators and policy makers involved in student recruitment and improving student retention. It offers practical advice on how universities can influence the expectations of prospective students, allowing them to make sensible decisions about careers, courses and institutions. Many surveys of students who drop out of university show that most do so out of disappointment. Failing to understand what higher education was about quickly enough, they become confused and frustrated. Dropping out seems the best solution. This book describes a series of practices proven to encourage students to stay on, discussing the background research on student attrition. By preparing students better for their higher education experience, the practices in this book are effective not only in recruiting students but also in matching them to the right institutions and programmes. The practices described range from those reaching out in a broad way to communities of potential students, to university support for pre-entry examinations, to enhanced communication between institutions and applicants. All are described in sufficient detail to allow judgments to be made about how to use and adapt them to suit local needs. How to Recruit and Retain Higher Education Students provides a sound theoretical foundation for research into student retention and provides the necessary underpinning for those academic staff embarking on courses and assists in preparing them for their roles in both teaching and student support.

Universities tend to be judged by the test scores of their incoming students and not on what students actually learn once they attend these institutions. While shared tests and surveys have been developed, most schools refuse to publish the results. Instead, they allow such publications as U.S. News & World Report to define educational quality. In order to raise their status in these rankings, institutions pour money into new facilities and extracurricular activities while underfunding their educational programs. In Why Public Higher Education Should Be Free, Robert Samuels argues that many

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institutions of higher education squander funds and mislead the public about such things as average class size, faculty-to-student ratios, number of faculty with PhDs, and other indicators of educational quality. Parents and students seem to have little knowledge of how colleges and universities have been restructured over the past thirty years. Samuels shows how research universities have begun to function as giant investment banks or hedge funds that spend money on athletics and administration while increasing tuition costs and actually lowering the quality of undergraduate education. In order to fight higher costs and lower quality, Samuels suggests, universities must reallocate these misused funds and concentrate on their core mission of instruction and related research. Throughout the book, Samuels argues that the future of our economy and democracy rests on our ability to train students to be thoughtful participants in the production and analysis of knowledge. If leading universities serve only to grant credentials and prestige, our society will suffer irrevocable harm. Presenting the problem of how universities make and spend money, Samuels provides solutions to make these important institutions less expensive and more vital. By using current resources in a more effective manner, we could even, he contends, make all public higher education free.

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

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progress rather than decline.

Since the first MOOC was launched at the University of Manitoba in 2008, this new form of the massification of higher education has been a rollercoaster ride for the university sector. The New York Times famously declared 2012 to be the year of the MOOC. However, by 2014, the number of academic leaders who believed the model was unsustainable doubled to more than 50%. While the MOOC hype has somewhat subsided, the attitudes and anxieties of this peak time can still be seen influencing universities and their administrations. This is the first volume that addresses Massive Open Online Courses from a post-MOOC perspective. We move beyond the initial hype and revolutionary promises of the peak-MOOC period and take a sober look at what endures in an area that is still rapidly growing, albeit without the headlines. This book explores the future of the MOOC in higher education by examining what went right, what went wrong and where to next for the massification of higher education and online learning and teaching. The chapters in this collection address these questions from a wide variety of different backgrounds, methodologies and regional perspectives. They explore learner experiences, the move towards course for credit, innovative design, transformations and implications of the MOOC in turn. This book is valuable reading for students and academics interested in education, eLearning, globalisation and information services.

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.

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 attainment – are moving the academy and the nation in the right direction.

In a sweeping and ambitious book, Paul Gaston deploys his knowledge and experience as a peer reviewer for three regional

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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 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 expanded, or particular missions reassigned or abandoned.

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 “specialised” accreditation.

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.

"The rise of the internet, new technologies, and free and open higher education are radically altering college forever, and this book explores the paradigm changes that will affect students, parents, educators and employers as it explains how we can take advantage of the new opportunities ahead"--

At the beginning for the new millennium, higher education is under siege. No longer viewed as a public good, higher education increasingly is besieged by corporate, right-wing and conservative ideologies that want to decouple higher education from its legacy of educating students to be critical and autonomous citizens, imbued with democratic and public values. The greatest danger faced by higher education comes from the focus of global neo-liberalism and the return of educational apartheid. Through the power of racial backlash, the war on youth, deregulation, commercialism, and privatization, neo-liberalism wages a vicious assault on all of those public spheres and goods not controlled by the logic of market relations and profit margins. Take Back Higher Education argues that if higher education is going to meet the challenges of a democratic future, it will have to confront neo-liberalism, racism, and the shredding of the social contract.

The modern university is sustained by academic freedom; it guarantees higher education's independence, its quality, and its

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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.

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 do-able 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. *Entrepreneuring the Future of Higher Education: Radical Transformation in Times of*

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Profound Change is the answer for the post-COVID academy in America: Practical, unapologetically direct, awash in real-life applications and answers.

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