

## Higher Education The Struggle For The Future

Read the news about America's colleges and universities—rising student debt, affirmative action debates, and conflicts between faculty and administrators—and it's clear that higher education in this country is a total mess. But as David F. Labaree reminds us in this book, it's always been that way. And that's exactly why it has become the most successful and sought-after source of learning in the world. Detailing American higher education's unusual struggle for survival in a free market that never guaranteed its place in society—a fact that seemed to doom it in its early days in the nineteenth century—he tells a lively story of the entrepreneurial spirit that drove American higher education to become the best. And the best it is: today America's universities and colleges produce the most scholarship, earn the most Nobel prizes, hold the largest endowments, and attract the most esteemed students and scholars from around the world. But this was not an inevitability. Weakly funded by the state, American schools in their early years had to rely on student tuition and alumni donations in order to survive. This gave them tremendous autonomy to seek out sources of financial support and pursue unconventional opportunities to ensure their success. As Labaree shows, by striving as much as possible to meet social needs and fulfill individual ambitions, they developed a broad base of political and financial support that, grounded by large undergraduate programs, allowed for the most cutting-edge research and advanced graduate study ever conducted. As a result, American higher education eventually managed to combine a unique mix of the populist, the practical, and the elite in a single complex system. The answers to today's problems in higher education are not easy, but as this book shows, they shouldn't be: no single person or institution can determine higher education's future. It is something that faculty, administrators, and students—adapting to society's needs—will determine together, just as they have always done.

The story of the American university in the past half century is about the rise of women in participation as students, faculty members, college athletes, and in subsequently changing the overall university culture for the better. Now almost sixty percent of the overall college student population in America is female, and still growing. By the year 2000, women surpassed men worldwide in attendance at higher education institutions. At the same time, after years of a disproportionate dominant male professoriate, female faculty members are now becoming the majority of university professors. While top university presidents are still largely male, women have achieved real gains in the overall administrative ranks and trustee positions. In all areas of the university disparities still exist in terms of compensation and balance in key areas of the academy, but the overall positive trend is clear. Few to this date have recognized and chronicled this extraordinary change in college education—one of society's fundamental and influential institutions. For universities the test for the future is to make the changes needed in broad areas within higher education from financial aid to curriculum, student activities, and overall campus culture in order to better foster a newly empowered majority of women students.

In this book, the author examines the experiences of gay and bisexual college students as they struggle to form a sense of identity.

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.

The remarkable history of how college presidents shaped the struggle for racial equalitySome of America's most pressing civil rights issues—desegregation, equal educational and employment opportunities, housing discrimination, and free speech—have been closely intertwined with higher education institutions. Although it is commonly known that co

Affordability, access, and accountability have long been among the central challenges facing higher education -- and they remain so today. Here, Donald E. Heller and other higher education scholars and practitioners explore the current debates surrounding these key issues. As students and their families struggle to meet rising tuition prices, and as state funding for higher education dwindles, policymakers confront issues of affordability within state and institutional budgets. Changing demographics and challenges to affirmative action complicate the admissions process even as colleges and universities seek to diversify enrollments. And issues of institutional accountability have forced the restructuring of higher education governing boards and a reexamination of the role of public trustees in governance. This collection analyzes how issues of affordability, access, and accountability influence the way in which state governments approach, monitor, and set public higher education policy. The contributors examine the latest research on pressing challenges, explore how states are coping with these challenges, and consider what the future holds for public postsecondary education in the United States. Praise for the first edition "Affordability, access, and accountability will continue to be hot-button issues as legislators at all levels address constituents' concerns about their children's future... Any administrator who wants to gain a deeper understanding of these issues... might do well to spend some time with these essays." -- University Business

How has the system of governance changed? Do British higher education institutions still exercise autonomous control over their development? In this book, these questions are pursued through a three-pronged strategy. This book will have lessons for those examining higher education on a comparative/international basis. It is a serious piece of analysis i.e. it is purposefully non-polemical, and it is well-written, non-jargonised and accessible.

As we approach the fiftieth anniversary of *Brown v. Board of Education* (1954), it is important to consider the historical struggles that led to this groundbreaking decision. Four years earlier in Texas, the *Sweatt v. Painter* decision allowed

Practical solutions for improving higher education opportunities for disadvantaged students Too many disadvantaged college students in America do not complete their coursework or receive any college credential, while others earn degrees or certificates with little labor market value. Large numbers of these students also struggle to pay for college, and some incur debts that they have difficulty repaying. The authors provide a new review of the causes of these problems and offer promising policy solutions. The circumstances affecting disadvantaged students stem both from issues on the individual side, such as weak academic preparation and financial pressures, and from institutional failures. Low-income students disproportionately attend schools that are underfunded and have weak performance incentives, contributing to unsatisfactory outcomes for many students. Some solutions, including better financial aid or academic supports, target individual students. Other solutions, such as stronger linkages between coursework and the labor market and more structured paths through the curriculum, are aimed at institutional reforms. All students, and particularly those from disadvantaged backgrounds, also need better and varied pathways both to college and directly to the job market, beginning in high school. We can improve college outcomes, but must also acknowledge that we must make hard choices and face difficult tradeoffs in the process. While no single policy is guaranteed to greatly improve college and career outcomes, implementing a number of evidence-based policies and programs together has the potential to improve these outcomes substantially.

Argues that plantation life, its racialized inequities, and the ongoing struggle against them are embedded in not only the physical structures but also the everyday workings of higher education. *Plantation Politics and Campus Rebellions* provides a multidisciplinary exploration of the contemporary university's entanglement with the history of slavery and settler colonialism in the United States. Inspired by more than a hundred student-led protests during the Movement for Black Lives, contributors examine how campus rebellions—and university responses to them—expose the racialized inequities at the core of higher education. Plantation politics are embedded in the everyday workings of universities—in not only the physical structures and spaces of academic institutions, but in its recruitment and attainment strategies, hiring practices, curriculum, and notions of sociality, safety, and community. The book is comprised of three sections that highlight how white supremacy shapes campus communities and classrooms; how current diversity and inclusion initiatives perpetuate inequality; and how students, staff, and faculty practice resistance in the face of institutional and legislative repression. Each chapter interrogates a connection between the academy and the plantation, exploring how Black people and their labor are viewed as simultaneously essential and disruptive to university cultures and economies. The volume is an indispensable read for students, faculty, student affairs professionals, and administrators invested in learning more about how power operates within education and imagining emancipatory futures. Bianca C. Williams is Associate Professor of Anthropology at the Graduate Center, City University of New York and author of *The Pursuit of Happiness: Black Women, Diasporic Dreams, and the Politics of Emotional Transnationalism*. Dian D. Squire is Assistant Professor of Counseling-Student Affairs at Northern Arizona University. Frank A. Tuitt is Vice President, Chief Diversity Officer, and Professor of Education at the University of Connecticut and coeditor (with Chayla Haynes and Saran Stewart) of *Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education*.

"I began this book to articulate my sense of disappointment and alienation from the status I had fought so hard to achieve." A remarkable admission from an alumnus of Harvard Law School who has held tenured professorships in the law schools of Yale and Stanford and has taught in the law schools of Harvard and Chicago. In this personal reflection on the status of higher education, Julius Getman probes the tensions between status and meaning, elitism and egalitarianism, that challenge the academy and academics today. He shows how higher education creates a shared intellectual community among people of varied races and classes — while simultaneously dividing people on the basis of education and status. In the course of his explorations, Getman touches on many of the most current issues in higher education today, including the conflict between teaching and research, challenges to academic freedom, the struggle over multiculturalism, and the impact of minority and feminist activism. Getman presents these issues through relevant, often humorous anecdotes, using his own and others' experiences in coping with the constantly changing academic landscape. Written from a liberal perspective, the book offers another side of the story told in such works as Allan Bloom's *The Closing of the American Mind* and Roger Kimball's *Tenured Radicals*.

This is an analysis of higher education in the past half century, a period of dramatic change and democratization. But it is more than that. The author has been a participant in the struggle to stem the decline in higher education, as it moved from an emphasis on classical liberal values toward relativism and ideological extremism. This volume reflects an awareness of what has been lost, but sees hope for a revival of traditional values as technological change and awareness of failure forces institutions to examine their premise. Herbert I. London has provided here fuel for fundamental redirection in American college and university affairs. *Decline and Revival in Higher Education* is uncompromising in its concerns, but points the way toward a future linked to the best of the past. The work follows the personal evolution of the author, while at the same time, describes the devolution of university standards in such institutions as Columbia, Duke, the University of California at Berkeley, and New York University. While seeing optimistic trends in oases of traditional programming that can serve as a counterweight to campus orthodoxies, London argues that the dramatic transformation of the academy cannot be denied. The social sciences and humanities in particular have become isolated from mainstream requirements in the nation. London deals with concrete concerns, such as the collapse of classic book programs in the contemporary curriculum, the decline and even vigilante raids on opposition in campus publications, the collapse of moral judgment in favor of pure relativism, the transformation of many museums into a storage houses of debris, and the confusion of coarse language with democratization. These developments lead the author to write this book, for if the culture wars are over, the American people may be the losers.

"This well-researched volume explores how the Black freedom struggle and the anti-Vietnam War movement dovetailed with faculty and student activism in the South to undermine the traditional role of higher education and bring about social change. It offers a deep understanding of the vital importance of independent institutions during times of national crisis" --

Over the past decade, a wave of Chinese international undergraduate students—mostly self-funded—has swept across American higher education. From 2005 to 2015, undergraduate enrollment from China rose from under 10,000 to over 135,000. This privileged yet diverse group of young people from a changing China must navigate the complications and confusions of their formative years while bridging the two most powerful countries in the world. How do these students come to study in the United States? What does this experience mean to them? What does American higher education need to know and do in order to continue attracting these students and to provide sufficient support for them? In *Ambitious and Anxious*, the sociologist Yingyi Ma offers a multifaceted analysis of this new wave of Chinese students based on research in both Chinese high schools and American higher-education institutions. Ma argues that these students' experiences embody the duality of ambition and anxiety that arises from transformative social changes in China. These students and their families have the ambition to navigate two very different educational systems and societies. Yet the intricacy and pressure of these systems generate a great deal of anxiety, from applying to colleges before arriving, to studying and socializing on campus, and to looking ahead upon graduation. *Ambitious and Anxious* also considers policy implications for American colleges and universities, including recruitment, student experiences, faculty support, and career services. In this multi-faceted case study of one progressive institution of adult higher education, the editors and contributors to the volume lay out significant challenges confronting not just non-traditional post-secondary colleges and universities but all institutions of higher education in today's rapidly changing context. Contending that nontraditional institutions are especially challenged in these turbulent times, they argue that these organizations' distinctive academic programs are among the most threatened in the landscape of higher education today. The 19 essays that make up this volume highlight and examine key creative tensions, rich interplays of emphases and values in higher education, in order to illuminate and address more intentionally the questions that we must address: Can we make constructive use of these tensions? Can we recognize what is at stake? And can we chart a course that will both respond innovatively to rapid change and sustain a vision and the purposes and principles on which that vision rests? Taken as a whole, this volume sheds light on the questions and creative tensions that can, with thoughtful attention, help to keep an alternative, progressive vision of adult higher education alive.

At the turn of the twentieth century, African Americans eager to improve their lives through higher education were confronted with the divergent points of view of two great leaders: Booker T. Washington advocated vocational training, while W. E. B. Du Bois stressed the importance of the liberal arts. Into the fray stepped Nathan B. Young, who, as Antonio Holland now tells, left a lasting mark on that debate. Born in slavery in Alabama, Young followed a love of learning to degrees from Talladega and Oberlin Colleges and a career in higher education. Employed by Booker T. Washington in 1892, he served at Tuskegee Institute until conflict with Washington's vocational orientation led him to move on. During a brief tenure at Georgia State Industrial College under Richard R. Wright, Sr., he became disillusioned by efforts of whites to limit black education to agriculture and the trades. Hired as president of Florida A&M in 1901, he fought for twenty years to balance agricultural/vocational education with the liberal arts, only to meet with opposition from state officials that led to his ouster. This principled educator finally found his place as president of Lincoln University in Missouri in 1923. Here Young made a determined effort to establish the school as a standard institution of higher learning. Holland describes how he campaigned successfully to raise academic standards and gain accreditation for Lincoln's programs—successes made possible by the political and economic support of farsighted members of Missouri's black community. Holland shows that the great debate over black higher education was carried on not only in the rhetoric of Washington and Du Bois but also on the campuses, as Young and others sought to prepare African American students to become thinkers and creators. In tracing Young's career, Holland presents a wealth of information on the nature of the education provided for former slaves and their descendents in four states—shedding new light on the educational environment at Oberlin and Tuskegee—and on the actions of racist white government officials to limit the curriculum of public education for blacks. Although Young's efforts to improve the schools he served were often thwarted, Holland shows that he kept his vision alive in the black community. Holland's meticulous reconstruction of an eventful career provides an important look at the forces that shaped and confounded the development of black higher education during traumatic times.

This book explores the theoretical underpinnings and interventions of CSR practised by universities across the globe and the role their leadership plays in promoting this. It provides international examples from the US, Africa, Europe and Asia, with implications and insights for university leadership, staff, and students.

"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"--

Yingyi Ma offers a multifaceted analysis of the wave of Chinese students across American higher-education based on research in both Chinese high schools and U.S. institutions. Ma argues that their experiences embody the duality of ambition and anxiety that arises from transformative social changes in China.

Racial Battle Fatigue is described as the physical and psychological toll taken due to constant and unceasing discrimination, microaggressions, and stereotype threat. The literature notes that individuals who work in environments with chronic exposure to discrimination and microaggressions are more likely to suffer from forms of generalized anxiety manifested by both physical and emotional symptoms. This edited volume looks at RBF from the perspectives of graduate students, middle level academics, and chief diversity officers at major institutions of learning. RBF takes up William A. Smith's idea and extends it as a means of understanding how the "academy" or higher education operates. Through microaggressions, stereotype threat, underfunding and defunding of initiatives/offices, expansive commitments to diversity related strategic plans with restrictive power and action, and departmental climates of exclusivity and inequity; diversity workers (faculty, staff, and administration of color along with white allies in like positions) find themselves in a badlands where identity difference is used to promote institutional values while at the same time creating unimaginable work spaces for these workers.

Women in nineteenth-century Russia had greater access to medical and higher education than any of their contemporaries in Europe. *Women's Struggle for Higher Education in Russia* explores the remarkable expansion and upgrading of women's education during the turbulent decades following the Crimean War.

Traces the history of the struggle of women to achieve equality in American colleges from Colonial times to the present

The book analyzes the struggle of African Americans to gain access and equity in higher education in the United States. It chronicles some of the history prior to court ordered segregation and traces the mandate to desegregate by following the *Adams v. Richardson* (1973) case, which ordered the dismantling of dual systems of higher education.

As we approach the fiftieth anniversary of *Brown v. Board of Education* (1954), it is important to consider the historical struggles that led to this groundbreaking decision. Four years earlier in Texas, the *Sweatt v. Painter* decision allowed blacks access to the University of Texas's law school for the first time. Amilcar Shabazz shows that the development of black higher education in Texas--which has historically had one of the largest state college and university systems in the South--played a pivotal role in the challenge to Jim Crow education. Shabazz begins with the creation of the Texas University Movement in the 1880s to lobby for equal access to the full range of graduate and professional education through a first-class university for African Americans. He traces the philosophical, legal, and grassroots components of the later campaign to open all Texas colleges and universities to black students, showing the complex range of strategies and the diversity of ideology and methodology on the part of black activists and intellectuals working to promote educational equality. Shabazz credits the efforts of blacks who fought for change by demanding better resources for segregated black colleges in the years before *Brown*, showing how crucial groundwork for nationwide desegregation was laid in the state of Texas.

*Race and Higher Education* shares solutions for addressing increasingly diverse student bodies. These teaching strategies are designed to meet and exceed learning objectives in K-12 classrooms.

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. *Entrepreneurial 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. Entrepreneurial 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. *Entrepreneurial 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.

Co-published with  src="https://styluspub.presswarehouse.com/uploads/945e3a6c54be93d0016066ab9d6c4516ceb501ac.jpg" data-bbox="155 643 643 653"/> "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.

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

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 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 revealing look at the experiences of first generation students on elite campuses and the hidden curriculum they must master in order to succeed College has long been viewed as an opportunity for advancement and mobility for talented students regardless of background. Yet for first generation students, elite universities can often seem like bastions of privilege, with unspoken academic norms and social rules. The Hidden Curriculum draws on more than one hundred in-depth interviews with students at Harvard and Georgetown to offer vital lessons about the challenges of being the first in the family to go to college, while also providing invaluable insights into the hurdles that all undergraduates face. As Rachel Gable follows two cohorts of first generation students and their continuing generation peers, she discovers surprising similarities as well as striking differences in their college experiences. She reveals how the hidden curriculum at legacy universities often catches first generation students off guard, and poignantly describes the disorienting encounters on campus that confound them and threaten to derail their success. Gable shows how first-gens are as varied as any other demographic group, and urges universities to make the most of the diverse perspectives and insights these talented students have to offer. The Hidden Curriculum gives essential guidance on the critical questions that university leaders need to consider as they strive to support first generation students on campus, and demonstrates how universities can balance historical legacies and elite status with practices and policies that are equitable and inclusive for all students.

Anyone studying the history of this institution in America must read Thelin's classic text, which has distinguished itself as the most wide-ranging and engaging account of the origins and evolution of America's institutions of higher learning.

Well-Being and Higher Education explores the multiple connections of well-being to higher education and why those connections matter—for the individual lives of students and those who teach; for the institution; and for whether or not the unique promise of higher education to a democratic society can be advanced and realized. The publication's thirty-five original essays and provocations—by some of the most highly respected voices within and beyond the academy—address the theoretical underpinnings and practical expressions of these connections. Well-Being and Higher Education opens the discussion on learning's connection to well-being; responds to current challenges against the state of higher education today; and brings to the forefront a conversation considering the greater purposes of higher education and the need to preserve and revive the institution's role to look beyond itself to a greater good.

Nathan B. Young and the Struggle Over Black Higher Education University of Missouri Press

In The Struggle for History Education, Gary McCulloch sets out a vision for a future of study in the history of education which contributes to education, history and social sciences alike.

Why efforts to improve American higher educational attainment haven't worked, and where to go from here During the first decade of this century, many commentators predicted that American higher education was about to undergo major changes that would be brought about under the stimulus of online learning and other technological advances. Toward the end of the decade, the president of the United States declared that America would regain its historic lead in the education of its workforce within the next ten years through a huge increase in the number of students earning “quality” college degrees. Several years have elapsed since these pronouncements were made, yet the rate of progress has increased very little, if at all, in the number of college graduates or the nature and quality of the education they receive. In The Struggle to Reform Our Colleges, Derek Bok seeks to explain why so little change has occurred by analyzing the response of America's colleges; the influence of students, employers, foundations, accrediting organizations, and government officials; and the impact of market forces and technological innovation. In the last part of the book, Bok identifies a number of initiatives that could improve the performance of colleges and universities. The final chapter examines the process of change itself and describes the strategy best calculated to quicken the pace of reform and enable colleges to meet the challenges that confront them.

[Copyright: 4096ce52e01d4c7100585e62c9a8b5c8](https://www.libraryoftheamericancivilwar.org/4096ce52e01d4c7100585e62c9a8b5c8)