



*The Civil War transformed American life. Not only did thousands of men die on battlefields and millions of slaves become free; cultural institutions reshaped themselves in the context of the war and its aftermath. The first book to examine the Civil War's immediate and long-term impact on higher education, **Reconstructing the Campus** begins by tracing college communities' responses to the secession crisis and the outbreak of war. Students made supplies for the armies or left campus to fight. Professors joined the war effort or struggled to keep colleges open. The Union and Confederacy even took over some campuses for military use. Then moving beyond 1865, the book explores the war's long-term effects on colleges. Michael David Cohen argues that the Civil War and the political and social conditions the war created prompted major reforms, including the establishment of a new federal role in education. Reminded by the war of the importance of a well-trained military, Congress began providing resources to colleges that offered military courses and other practical curricula. Congress also, as part of a general expansion of the federal bureaucracy that accompanied the war, created the Department of Education to collect and publish data on education. For the first time, the U.S. government both influenced curricula and monitored institutions. The war posed special challenges to Southern colleges. Often bereft of students and sometimes physically damaged, they needed to rebuild. Some took the opportunity to redesign themselves into the first Southern universities. They also admitted new types of students, including the poor, women, and, sometimes, formerly enslaved blacks. Thus, while the Civil War did great harm, it also stimulated growth, helping, especially in the South, to create our modern system of higher education.*

*The Real World of College* What Higher Education Is and What It Can Be MIT Press

*You Are a Data Person*

*Cracks in the Ivory Tower*

*The Rise and Decline of Faculty Governance*

*Confronting the Hard Choices Facing Higher Education*

*Facilitating a Collegial Department in Higher Education*

*Equity, Access, and Opportunity in Higher Education*

*Higher Education and the United States Office of Education (1867-1953)*

*The Rise of Women in Higher Education*

"worthy of being the major new overview of U.S. higher education." -- Education Review "A readable and concise introduction to this subject, it propels audience members to develop an appreciation for the heterogeneous... academe story as a whole" -- Teachers College

Record

*Birnbaum traces the paths of seven popular management fads in higher education, presenting a model describing their life cycle -- development, diffusion, consequences and eventual disappearance. He shows how management fads contributed to several major*

*problems in higher education, and explains what academic managers can do to maximize the benefits fads can provide while minimizing their organizational costs. Index.*

*Paul LeBlanc has re-imagined higher education, with a focus on the most fundamental of functions: student learning. In **Students First**, he advocates for an entire higher education ecosystem in which students have the flexibility to gain, assess, and certify their knowledge on their own terms and timelines. In a perceptive analysis, LeBlanc provides a clear-eyed view of how and why higher education is failing to reach and serve a great many potential students. He then deftly explores how reform can address systemic inequities, improve college affordability, and broaden accessibility. Through case studies, he highlights alternative delivery models such as online, distance, and just-in-time learning, and envisions a learning environment that values competencies rather than credit hours. LeBlanc describes how these innovations and others will allow colleges and universities to help close the skills gap and respond to a rapidly evolving, technology-driven job market. Although a college education remains one of the great drivers of socioeconomic mobility, today's higher education industry has built financial, logistical, and practical barriers that keep out the very students who are most in need of opportunity. **Students First** makes a persuasive case that realigning US educational priorities will enable larger populations of graduates to enjoy return on investment in the form of good pay, meaningful work, and a stable future. As the book emphasizes, such change is imperative, for in better serving its students, higher education will better serve society.*

*In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these internationally mobile academics.*

*Breakpoint*

*Emergence and Growth of the Contemporary System*

*The Pursuit of Democracy, Economic Development, and Success*

*Wellbeing in Higher Education*

*Building Gender Equity in the Academy*

*A Field Guide to Improving Higher Education*

*Relationship-Rich Education*

*Veterans in Higher Education: When Johnny and Jane Come Marching to Campus*

**Grounded in scholarship but written for busy institutional leaders, *Building Gender Equity in the Academy* is a handbook of actionable strategies for faculty and administrators working to improve the inclusion and visibility of women and others who are marginalized in the sciences and in academe more broadly.**

**Gerber reflects on whether American colleges and universities will be able to retain their position of global preeminence in an increasingly market-driven environment, given that the system of governance that helped make their success**

**possible has been fundamentally altered.**

**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.**

**When it was originally released, *Thriving in Transitions: A Research-Based Approach to College Student Success* represented a paradigm shift in the student success literature, moving the student success conversation beyond college completion to focus on student characteristics that promote high levels of academic, interpersonal, and intrapersonal performance in the college environment. The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond. Drawing on research on college student thriving completed since 2012, the newly revised collection presents six research studies describing**

**the characteristics that predict thriving in different groups of college students, including first-year students, transfer students, high-risk students, students of color, sophomores, and seniors, and offers recommendations for helping students thrive in college and life. New to this edition is a chapter focused on the role of faculty in supporting college student thriving.**

**The Rise of Corporate Universities and the Fall of Liberal Education**

**The Moral Mess of Higher Education**

**The Changing Marketplace for Higher Education**

**Strategies for Success**

**The Real World of College**

**The Finance of Higher Education**

**Higher Education in North Dakota**

**Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-sixth Congress, First Session ....**

*Universal Design in Higher Education looks at the design of physical and technological environments at institutions of higher education; at issues pertaining to curriculum and instruction; and at the full array of student services. **Universal Design in Higher Education** is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. It is founded upon, and contributes to, theories of universal design in education that have been gaining increasingly wide attention in recent years. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality. It addresses a comprehensive range of topics on universal design for higher education institutions, thus making a crucial contribution to the growing body of literature on special education and universal design. This book will be of unique value to university and college administrators, and to special education researchers, practitioners, and activists.*

*This book proposes a new theory of change in American higher education that explains the resilience of colleges and universities, and demonstrates how they adapt to new social and economic conditions. It argues that the demands for new educational missions, new sources of capital to finance innovation, and new organizational and governance models lead to the creation of institutional diversity. Using the theory of "accretive change" to predict future changes, this volume asserts that the rise of artificial intelligence and new investment models within the field of social*

*entrepreneurship will shape the next wave of universities and educational institutions. Explores the current context, role, and challenges of post-secondary education and presents options for promising pathways forward. The post-secondary educational system has undergone dramatic changes and experienced immense stress in the past two decades. Once regarded as the logical next step toward career opportunities and financial security, higher education is a subject of growing uncertainty for millions of people across the United States. It is more common than ever to question the return on investment, skyrocketing cost, and student debt burden of going to college.*

*Prospective students, and many employers, increasingly view attending institutions of higher learning as inadequate preparation for entering the 21st century workforce. High-profile scandals—financial impropriety, sexual abuse, restrictions of free speech, among others—have further eroded public trust. In response to these and other challenges, leading voices are demanding strengthened accountability and measurable change. **Higher Education's Road to Relevance** illustrates why change is needed in post-secondary education and offers practical solutions to pressing concerns. The authors, internationally recognized experts in college-level teaching and learning innovation, draw heavily from contemporary research to provide an integrative approach for post-secondary faculty, staff, and administrators of all levels. This timely book helps readers identify the need for leadership in developing new networks and ecosystems of learning and workforce development. This valuable book will help readers: Understand the forces driving change in higher education Develop multiple pathways to create and credential self-directed learners Promote access to flexible, cost-effective, and relevant learning Adapt structures and pedagogies to address issues and overcome challenges Use an inclusive approach that extends to employers, K-12 educators, post-secondary educators, and policy-makers, among others **Higher Education's Road to Relevance** is a much-needed resource for college and university administrators, academic researchers, instructors and other faculty, and staff who support and interact with students.*

*"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"--*

*A History of American Higher Education*

*Cultivating a Healthy Lifestyle Among Faculty and Students*

*College Access and Affordability*

*Public Funding of Higher Education*

*Institutional Strategies for Change*

*The Shaping of American Higher Education*

*Higher Education Opportunity Act*

*Students First*