

Higher Education How Colleges Are Wasting Our Money And Failing Kids What We Can Do About It Andrew Hacker

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.

There seems to be renewed interest in having universities and other higher education institutions engage with their communities at the local, national, and international levels. But what is community engagement? Even if this interest is genuine and widespread, there are many different concepts of community service, outreach, and engagement. The wide range of activity encompassed by community engagement suggests that a precise definition of the “community mission” is difficult and organizing and coordinating such activities is a complex task. This edited volume includes 18 chapters that explore conceptual understandings of community engagement and higher education reforms and initiatives intended to foster it. Contributors provide empirical research findings, including several case study examples that respond to the following higher education community engagement issues. What is “the community” and what does it need and expect from higher education institutions? Is community engagement a mission of all types of higher education institutions or should it be the mission of specific institutions such as regional or metropolitan universities, technical universities, community colleges, or indigenous institutions while other institutions such as major research universities should concentrate on national and global research agendas and on educating internationally-competent researchers

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and professionals? How can a university be global and at the same time locally relevant? Is it, or should it be, left to the institutions to determine the scope and mode of their community engagement, or is a state mandate preferable and feasible? If community engagement or "community service" are mandatory, what are the consequences of not complying with the mandate? How effective are policy mandates and university engagement for regional and local economic development? What are the principal features and relationships of regionally-engaged universities? Is community engagement to be left to faculty members and students who are particularly socially engaged and locally embedded or is it, or should it be, made mandatory for both faculty and students? How can community engagement be (better) integrated with the (other) two traditional missions of the university—research and teaching? Cover image: *The Towering Four-fold Mission of Higher Education*, by Natalie Jacob

This work provides a critical reexamination of the origin and development of America's land-grant colleges and universities, created by the most important piece of legislation in higher education. The story is divided into five parts that provide closer examinations of representative developments. Part I describes the connection between agricultural research and American colleges. Part II shows that the responsibility of defining and implementing the land-grant act fell to the states, which produced a variety of institutions in the nineteenth century. Part III details the first phase of the conflict during the latter decades of the nineteenth century about whether land colleges were intended to be agricultural colleges, or full academic institutions. Part IV focuses on the fact that full-fledged universities became dominant institutions of American higher education. The final part shows that the land-grant mission is alive and well in university colleges of agriculture and, in fact, is inherent to their identity. Including some of the best minds the field has to offer, this volume follows in the fine tradition of past books in Transaction's *Perspectives on the History of Higher Education* series.

This ambitious book grows out of the realization that a convergence of economic, demographic, and political forces in the early twenty-first century requires a fundamental reexamination of the financing of American higher education. The authors identify and address basic issues and trends that cut across the sectors of higher education, focusing on such questions as how much higher education the country needs for individual opportunity and for economic viability in the future; how responsibility for paying for it is currently allocated; and how financing higher education should be addressed in the

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future.

Emergence and Growth of the Contemporary System

The Finance of Higher Education

The Changing Ecology of Higher Education

Revised Edition

Redefining Higher Education

The Land-Grant Colleges and the Reshaping of American Higher Education

The Promise of Innovation

Higher Education?How Colleges Are Wasting Our Money and Failing Our Kids---and What We Can Do About ItTimes Books

Is everything in a university for sale if the price is right? In this book, one of America's leading educators cautions that the answer is all too often "yes." Taking the first comprehensive look at the growing commercialization of our academic institutions, Derek Bok probes the efforts on campus to profit financially not only from athletics but increasingly, from education and research as well. He shows how such ventures are undermining core academic values and what universities can do to limit the damage. Commercialization has many causes, but it could never have grown to its present state had it not been for the recent, rapid growth of money-making opportunities in a more technologically complex, knowledge-based economy. A brave new world has now emerged in which university presidents, enterprising professors, and even administrative staff can all find seductive opportunities to turn specialized knowledge into profit. Bok argues that universities, faced with these temptations, are jeopardizing their fundamental mission in their eagerness to make money by agreeing to more and more compromises with basic academic values. He discusses the dangers posed by increased secrecy in corporate-funded research, for-profit Internet companies funded by venture capitalists, industry-subsidized educational programs for physicians, conflicts of interest in research on human subjects, and other questionable activities. While entrepreneurial universities may occasionally succeed in the short term, reasons Bok, only those institutions that vigorously uphold academic values, even at the cost of a few lucrative ventures, will win public trust and retain the respect of faculty and students. Candid, evenhanded, and eminently readable, *Universities in the Marketplace* will be widely debated by all those concerned with the future of higher education in America and beyond.

Although access to higher education is almost universally available many students who start a higher education programme drop out before completing a degree. This text offers a formula for student success intended to assist colleges and universities

in retaining students.

Comprehensive examination of the relationship between higher education, state government, and economic development.

College (Un)Bound

Measuring Higher Education's Role in Economic Development

Reinventing Higher Education

The Great Unbundling of Higher Education

The Commercialization of Higher Education

Universities and Colleges as Economic Drivers

The Future of Higher Education and What It Means for 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"--

THE SHAPING OF AMERICAN HIGHER EDUCATION SECOND EDITION When the first edition of *The Shaping of American Higher Education* was published it was lauded for its historical perspective and in-depth coverage of current events that provided an authoritative, comprehensive account of the history of higher education in the United States. As in the first edition, this book tracks trends and important issues in eight key areas: student access, faculty professionalization, curricular expansion, institutional growth, governance, finance, research, and outcomes. Thoroughly revised and updated, the volume is filled with critical new data; recent information from specialized sources on faculty, student admissions, and management practices; and an entirely new section that explores privatization, corporatization, and

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accountability from the mid-1990s to the present. This second edition also includes end-of-chapter questions for guidance, reflection, and study.???? "Cohen and Kisker do the nation's colleges and universities a much needed service by authoring this volume. The highly regarded histories of American higher education have become badly dated. They ignore the last quarter century when American higher education was transformed. This volume provides comprehensive information on that era." – Art Levine, president, Woodrow Wilson National Fellowship Foundation, and author, *When Hope and Fear Collide: A Portrait of Today's College Student* "The second edition of *The Shaping of American Higher Education* is a treasure trove of information and insight. Cohen and Kisker provide us with astute and straightforward analysis and commentary on our past, present, and likely future. This book is invaluable to those seeking to go to the heart of the issues and challenges confronting higher education." – Judith S. Eaton, president, Council for Higher Education Accreditation "Arthur Cohen and his collaborator have now updated his superb history of American higher education. It remains masterful, authoritative, comprehensive, and incisive, and guarantees that this work will stand as the classic required resource for all who want to understand where higher education came from and where it is going. The new material gives a wise and nuanced perspective on the current crisis-driven transformations of the higher education industry." – John Lombardi, president, Louisiana State University System "The *Shaping of American Higher Education* is distinguished by its systematic approach, comprehensive coverage, and extensive treatment of the modern era, including the first years of the twenty-first century. In this second edition, Arthur Cohen??and Carrie Kisker are??especially adept at bringing historical perspective and a balanced viewpoint to controversial issues of the current era." – Roger L. Geiger, distinguished professor, The Pennsylvania State University, and author, *Knowledge and Money*

Why higher education in the United States has lost its way, and how universities and colleges can focus sharply on their core mission. For *The Real World of College*, Wendy Fischman and Howard Gardner analyzed in-depth interviews with more than 2,000 students, alumni, faculty, administrators, parents, trustees, and others, which were conducted at ten institutions ranging from highly selective liberal arts colleges to less-selective state schools. What they found challenged characterizations in the media: students are not preoccupied by political correctness, free speech, or even the cost of college. They are most concerned about their GPA and their resumes; they see jobs and earning potential as more important than learning. Many say they face mental health challenges, fear that they don't belong, and feel a deep sense of alienation. Given this daily reality for students, has higher education lost its way? Fischman and Gardner contend that US universities and colleges must focus sharply on their core educational mission. Fischman and Gardner, both recognized authorities on education and learning, argue that higher education in the United States has lost sight of its principal reason for existing: not

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vocational training, not the provision of campus amenities, but to increase what Fischman and Gardner call “higher education capital”—to help students think well and broadly, express themselves clearly, explore new areas, and be open to possible transformations. Fischman and Gardner offer cogent recommendations for how every college can become a community of learners who are open to change as thinkers, citizens, and human beings.

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.

Policy Reforms and Practice

How Colleges Are Wasting Our Money and Failing Our Kids---and What We Can Do About It

Community Engagement in Higher Education

College Student Retention

A Plan to Save Small Liberal Arts Colleges in America

Cracks in the Ivory Tower

Financing American Higher Education in the Era of Globalization

Higher Education on the Brink provides advice on how to structure strategic planning initiatives, including alternative revenue streams, to serve the modern learner. When colleges plan strategically and think differently, they better serve students, support the institution's sustainability, and create an environment in which teams will thrive.

The inspiration for this timely book is the pressing need for fresh ideas and innovations in U.S. higher education. At the heart of the volume is the realization that higher education must evolve in fundamental ways if it is to respond to changing

professional, economic, and technological circumstances, and if it is to successfully reach and prepare a vast population of students—traditional and nontraditional alike—for success in the coming decades. This collection of provocative articles by leading scholars, writers, innovators, and university administrators examines the current higher education environment and its chronic resistance to change; the rise of for-profit universities; the potential future role of community colleges in a significantly revised higher education realm; and the emergence of online learning as a means to reshape teaching and learning and to reach new consumers of higher education. Combining trenchant critiques of current conditions with thought-provoking analyses of possible reforms and new directions, *Reinventing Higher Education* is an ambitious exploration of possible future directions for revitalized American colleges and universities.

A report from the front lines of higher education and technology that chronicles efforts to transform teaching, learning, and opportunity. Colleges and universities have become increasingly costly, and, except for a handful of highly selective, elite institutions, unresponsive to twenty-first-century needs. But for the past few years, technology-fueled innovation has begun to transform higher education, introducing new ways to disseminate knowledge and better ways to learn—all at lower cost. In this impassioned account, Richard DeMillo tells the behind-the-scenes story of these pioneering efforts and offers a roadmap for transforming higher education. Building on his earlier book, *Abelard to Apple*, DeMillo argues that the current system of higher education is clearly unsustainable. Colleges and universities are in financial crisis. Tuition rises inexorably. Graduates of reputable schools often fail to learn basic skills, and many cannot find suitable jobs. Meanwhile, student-loan default rates have soared while the elite Ivy and near-Ivy schools seem remote and irrelevant. Where are the revolutionaries who can save higher education? DeMillo's heroes are a small band of innovators who are bringing the revolution in technology to colleges and universities. DeMillo chronicles, among other things, the invention of MOOCs (Massive Open Online Courses) by professors at Stanford and MIT; Salman Khan's Khan Academy; the use of technology by struggling historically black colleges and universities to make learning more accessible; and the latest research on learning and the brain. He describes the revolution's goals and the entrenched hierarchical system it aims to overthrow; and he reframes the nature of the contract between society and its universities. The new institutions of a transformed higher education promise to demonstrate not only

that education has value but also that it has values—virtues for the common good.

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. Sweeping in scope, this is a deeply informed and balanced assessment of the many strengths as well as the weaknesses of American higher education today. At a time when colleges and universities have never been more important to the lives and opportunities of students or to the progress and prosperity of the nation, Bok provides a thorough examination of the entire system, public and private, from community colleges and small liberal arts colleges to great universities with their research programs and their medical, law, and business schools. Drawing on the most reliable studies and data, he determines which criticisms of higher education are unfounded or exaggerated, which are issues of genuine concern, and what can be done to improve matters. Some of the subjects considered are long-standing, such as debates over the undergraduate curriculum and concerns over rising college costs. Others are more recent, such as the rise of for-profit institutions and massive open online courses (MOOCs). Additional topics include the quality of undergraduate education, the stagnating levels of college graduation, the problems of university governance, the strengths and weaknesses of graduate and professional education, the environment for research, and the benefits and drawbacks of the pervasive competition among American colleges and universities. Offering a rare survey and evaluation of American higher education as a whole, this book provides a solid basis for a fresh public discussion about what the system is doing right, what it needs to do better, and how the next quarter century could be made a period of progress rather than decline.

Rethinking Diversity Frameworks in Higher Education

Higher Education and the Low-Wage Nation

The Higher Education Bubble

Higher Education on the Brink

Higher Education: Handbook of Theory and Research 18

Culture in American Colleges and Universities

In 2005 Adrian College was home to 840 enrolled students and had a tuition income of \$8.54 million. By fall of 2011, enrollment had soared to 1,688, and tuition income had increased to \$20.45 million. For the first time in years, the small liberal arts college was financially viable. Adrian College experienced this remarkable growth during the worst American economy in seventy years and in a state ravaged by the

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decline of the big three auto companies. How, exactly, did this turnaround happen? Crisis in Higher Education: A Plan to Save Small Liberal Arts Colleges in America was written to facilitate replication and generalization of Adrian College's tremendous enrollment growth and retention success since 2005. This book directly addresses the economic competitiveness of small four-year institutions of higher education and presents an evidence-based solution to the enrollment and economic crises faced by many small liberal arts colleges throughout the country.

Between 1945 and 1990 the United States built the largest and most productive higher education system in world history. Over the last two decades, however, dramatic budget cuts to public academic services and skyrocketing tuition have made college completion more difficult for many. Nevertheless, the democratic promise of education and the global competition for educated workers mean ever growing demand. Remaking College considers this changing context, arguing that a growing accountability revolution, the push for greater efficiency and productivity, and the explosion of online learning are changing the character of higher education. Writing from a range of disciplines and professional backgrounds, the contributors each bring a unique perspective to the fate and future of U.S. higher education. By directing their focus to schools doing the lion's share of undergraduate instruction—community colleges, comprehensive public universities, and for-profit institutions—they imagine a future unencumbered by dominant notions of "traditional" students, linear models of achievement, and college as a four-year residential experience. The result is a collection rich with new tools for helping people make more informed decisions about college—for themselves, for their children, and for American society as a whole.

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.

Highlighting trends and realities of private higher education around the world, this book is organized into two sections. The first deals with international trends and issues, while the second--much longer--section focuses on countries and regions. (Education)

The Invisible Tapestry

Their Place in American Higher Education

A History of American Higher Education

The Moral Mess of Higher Education

College Disrupted

Revolution in Higher Education

Lobbying for Higher Education

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.

There are currently 109 historically black colleges and universities in the United States. Established before 1964, their mission was and continues to be the education of black Americans for service and leadership in the black community as well as the wider community. Ever since Lincoln University opened its doors in 1854, controversy has raged over separate black institutions of higher learning. Roebuck and Murty review the history of black colleges from the antebellum years (prior to 1865) to the present. They provide profiles of each of the major black universities from their founding until today, including their current student composition and faculty makeup. Reviewing the literature on race relations in college life, the authors describe tensions on white and black campuses as reported in journals and periodicals. They then analyze and interpret the results of their own empirical study of race relations on fifteen campuses in the southeastern United States. This is the first comprehensive coverage of the subject.

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.

With the goal of building more inclusive working, learning, and living environments in higher education, this book seeks to reframe understandings of forms of everyday exclusion that affect members of nondominant groups on predominantly white college campuses. The book contextualizes the need for a more robust analysis of persistent patterns of campus inequality by addressing key trends that have reshaped the landscape for diversity, including rapid demographic change, reduced public spending on higher education, and a polarized political climate. Specifically, it offers a critique of contemporary analytical ideas such as micro-aggressions and implicit and unconscious bias and underscores the

impact of consequential discriminatory events (or macro-aggressions) and racial and gender-based inequalities (macro-inequities) on members of nondominant groups. The authors draw extensively upon interview studies and qualitative research findings to illustrate the reproduction of social inequality through behavioral and process-based outcomes in the higher education environment. They identify a more powerful systemic framework and conceptual vocabulary that can be used for meaningful change. In addition, the book highlights coping and resistance strategies that have regularly enabled members of nondominant groups to address, deflect, and counteract everyday forms of exclusion. The book offers concrete approaches, concepts, and tools that will enable higher education leaders to identify, address, and counteract persistent structural and behavioral barriers to inclusion. As such, it shares a series of practical recommendations that will assist presidents, provosts, executive officers, boards of trustees, faculty, administrators, diversity officers, human resource leaders, diversity taskforces, and researchers as they seek to implement comprehensive strategies that result in sustained diversity change.

Historically Black Colleges and Universities

Is College Worth It?

Universities in the Marketplace

How It Happened, the Damage It Does, and What Can Be Done

How Self-Direction Can Save Colleges

How Colleges and Universities Influence Federal Policy

A Former United States Secretary of Education and a Liberal Arts

Graduate Expose the Broken Promise of Higher Education

Offering an overview of governmental and institutional policies and practices, this book outlines the prominent theories and major areas of research in the field of higher education finance. Among the theoretical perspectives explicated are human capital theory, public sector economics, microeconomics. At a time when our colleges and universities face momentous questions of new growth and direction, the republication of *Higher Education in Transition* is more timely than ever. Beginning with colonial times, the authors trace the development of our college and university system chronologically, in terms of men and institutions. They bring into focus such major areas of concern as curriculum, administration, academic freedom, and student life. They tell their story with a sharp eye for the human values at stake and the issues that will be with us in the future. One gets a sense not only of temporal sequence by centuries and decades but also of unity and continuity by a review of major themes and topics. Rudy's new chapters update developments in higher education during the last twenty years. *Higher Education in Transition* continues to have significance not only for those who work in higher education, but for everyone interested in American ideas, traditions, and social and intellectual history.

Higher education is in trouble. Commentators of all stripes bemoan escalating costs and diminishing quality. Solutions have been offered from all quarters, but tend to be piecemeal and all too often ideological. In this tough-minded look at the history, current climate, and future of university education in the United States, Melvyn L. Fein reexamines the mission of higher education and outlines what institutions can do to better prepare students for an ever more complex techno-commercial society. Fein argues that students must have the opportunity to explore and discover what works for them, and that the most important tool for institutions of higher education is self-direction. Professors must be allowed to teach in their own ways, bringing their own experience into the classroom. Since university missions differ, both universities and professors need the freedom to make decisions independently. The imminent need is for a "democratic elite" consisting of self-directed leaders who possess technical and social expertise, as well as personal motivation. The tools for change are appropriate curricula, communities of learners, and a genuine marketplace of ideas. While there is no magic bullet, Fein contends that we can and should build on the achievements of the past so as to evolve more responsive educational institutions—those that promote merit, responsibility, and universalism.

The properties of institutional culture are identified, and the way cultural perspectives have been used to describe life in colleges and universities are examined. Seven sections cover the following: cultural perspectives (the warrant for the report, organizational rationality, the remaining sections); culture defined and described (toward a definition of culture, properties of culture, levels of culture); intellectual foundations of culture (anthropology, sociology); a framework for analyzing culture in higher education (the external environment, the institution, subcultures, individual actors); threads of institutional culture (historical roots and external influences, academic program, the personnel core, social environment, artifacts, distinctive themes, individual actors); institutional subcultures (faculty subculture, student culture, administrative subcultures); and implications of cultural perspectives (a summary of cultural properties, implications for practice, inquiry into culture in higher education). Techniques of inquiry appropriate for studying culture include observing participants, interviewing key informants, conducting autobiographical interviews, and analyzing documents. By viewing higher education institutions as cultural enterprises, it may be possible to learn how the college experience contributes to divisions of class, race, gender, and age within the institution as well as throughout society, how a college or university relates to its prospective, current, or former students, and how to deal more effectively with conflicts between competing interest groups. Contains over 340 references. (SM)

The Future of Higher Education

Theory, Research, Policy, and Practice

The Real World of College

How a Small Band of Innovators Will Make College Accessible and Affordable
Concepts and Practices

Private Higher Education

The End of College

Discusses the problems facing four-year colleges in the wake of the 2008 recession that left graduates with enormous debts and slim job prospects in a tough economy and describes institutions that are innovating to better prepare students in the future. 30,000 first printing.

America is facing a higher education bubble. Like the housing bubble, it is the product of cheap credit coupled with popular expectations of ever-increasing returns on investment, and as with housing prices, the cheap credit has caused college tuitions to vastly outpace inflation and family incomes. Now this bubble is bursting. In this Broadside, Glenn Harlan Reynolds explains the causes and effects of this bubble and the steps colleges and universities must take to ensure their survival. Many graduates are unable to secure employment sufficient to pay off their loans, which are usually not dischargeable in bankruptcy. As students become less willing to incur debt for education, colleges and universities will have to adapt to a new world of cost pressures and declining public support.

From a renowned education writer comes a paradigm-shifting examination of the rapidly changing world of college that every parent, student, educator, and investor needs to understand. Over the span of just nine months in 2011 and 2012, the world's most famous universities and high-powered technology entrepreneurs began a race to revolutionize higher education. College courses that had been kept for centuries from all but an elite few were released to millions of students throughout the world—for free. Exploding college prices and a flagging global economy, combined with the derring-do of a few intrepid innovators, have created a dynamic climate for a total rethinking of an industry that has remained virtually unchanged for a hundred years. In *The End of College*, Kevin Carey, an education researcher and writer, draws on years of in-depth reporting and cutting-edge research to paint a vivid and surprising portrait of the future of education. Carey explains how two trends—the skyrocketing cost of college and the revolution in information technology—are converging in ways that will radically alter the college experience, upend the traditional meritocracy, and emancipate hundreds of millions of people around the world. Insightful, innovative, and accessible, *The End of College* is a must-read, and an important contribution to the developing conversation about education in this country.

Historically, many faculty and administrators in higher education have regarded themselves as above the fray--part of the national interest, not a special interest--and considered lobbying a dirty business unworthy of their lofty enterprise. Now that academia no longer enjoys all the respect and good will that federal policy makers once afforded it, that attitude has changed. The Republican sweep of the 1994 Congressional elections served as a wake-up call for the higher education community. In response, it made a spirited effort to gain attention for its own policy preferences. *Lobbying for Higher Education* is about how the major higher education associations

and the constituent American colleges and universities try to influence federal policy, especially congressional policy. In clear prose Cook explains how the higher education community organizes itself in Washington, how it lobbies, and how its major interest groups are perceived both by their own members and by public officials. The book focuses on the crucial development in 1995-1996 of a new lobbying paradigm, which included the greater use of campus-based resources and ad hoc coalitions. The most engrossing part of its story is higher education's creative response to the policy turmoil and disruption of the status quo that resulted from the shift in congressional party control. The author, Constance Cook, uses sources unique to this project: over 1,500 survey responses from college and university presidents (a 62% return rate) and nearly 150 interviews with institutional and association leaders. Fortuitously, the 1994 electoral upheaval provided her with an opportunity to capture, analyze, and interpret the responses of her subjects in a period of unusually sweeping change. Lobbying for Higher Education is a timely book with an interesting and important story at its core.

Higher Education in America

Creating the Future of Learning and the University of Everywhere

What Higher Education Is and What It Can Be

How Colleges and Universities Adapt to Changing Social and Economic Conditions

The Shaping of American Higher Education

The Breakdown of Higher Education

Reimagining Strategic Enrollment Management in Colleges and Universities

Cites the growing prevalence of online courses, "unbundled" programs and education that is disconnected from sports and other previously valued university qualities to profile revolutionary changes occurring in higher education today. Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

Higher education is in trouble. Commentators of all stripes bemoan escalating costs and diminishing quality. Solutions have been offered from all quarters, but tend to be piecemeal and all too often ideological. In this tough-

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mindful look at the history, current climate, and future of university education in the United States, Melvyn L. Fine re-examines the mission of higher education and outlines what institutions can do to better prepare students for an ever more complex techno-commercial society. Fine argues that students must have the opportunity to explore and discover what works for them, and that the most important tool for institutions of higher education is self-direction.

Professors must be allowed to teach in their own ways, bringing their own experience into the classroom. Since university missions differ, both universities and professors need the freedom to make decisions independently. The imminent need is for a "democratic elite" consisting of self-directed leaders who possess technical and social expertise, as well as personal motivation. The tools for change are appropriate curricula, communities of learners, and a genuine marketplace of ideas. While there is no magic bullet, Fine contends that we can and should build on the achievements of the past so as to evolve more responsive educational institutions—those that promote merit, responsibility, and universalism.

For much of the past century college tuition has risen more rapidly than the inflation rate. Unlike many analyses of higher education, Archibald and Feldman show how broad economic factors have combined to push up cost. These forces are largely out of the control of colleges and universities.

How the University Works

Higher Education in Transition

Higher Education?

Remaking College

History of American Colleges and Universities

Theorizing the Resilience of American Higher Education

A Global Revolution

This title consists of 19 essays dealing with the medical knowledge and beliefs of cultures outside of the United States and Europe. In addition to articles surveying Islamic, Chinese, Native American, Aboriginal Australian, Indian, Egyptian, and Tibetan medicine, the book includes essays on comparing Chinese and western medicine and religion. The medical practices to the cultures which produced them. Each essay is well illustrated and contains an extensive bibliography. Because the geographic range is global, the book should fill a gap in both the history of medicine and in cultural studies. It should find a place on the bookshelves of advanced undergraduate students, graduate

students, and scholars, as well as in libraries serving those groups.

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.

As much as we think we know about the modern university, very little has been said about what it's like to work there. Instead of the high-wage, high-profit world of knowledge work, most campus employees—including the vast majority of faculty—really work in the low-wage, low-profit sphere of the service economy. Tenure-track positions are at an all-time low, with adjuncts and graduate students teaching the majority of courses. This super-exploited corps of disposable workers commonly earn fewer than \$16,000 annually, without benefits, teaching as many as eight classes per year. Even undergraduates are being exploited as a low-cost, disposable workforce. Marc Bousquet, a major figure in the academic labor movement, exposes the seamy underbelly of higher education—a world where faculty, graduate students, and undergraduates work long hours for fast-food wages. Assessing the costs of higher education's corporatization on faculty and students at every level, *How the University Works* is urgent reading for anyone interested in the fate of the university. For many students, a bachelor's degree is considered the golden

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ticket to a more financially and intellectually fulfilling life.

But the disturbing reality is that debt, unemployment, and politically charged pseudo learning are more likely outcomes for many college students today than full-time employment and time-honored knowledge. This raises the question: is college still worth it? Who is responsible for debt-saddled, undereducated students, and how do future generations of students avoid the same problems? In a time of economic uncertainty, what majors and schools will produce competitive graduates? *Is College Worth It?* uses personal experience, statistical analysis, and real-world interviews to provide answers to some of the most troubling social and economic problems of our time.

Civic Engagement in Higher Education

Formula for Student Success

Demographics and the Demand for Higher Education

Crisis in Higher Education

Why Does College Cost So Much?