

Inside Higher Ed 1110110

United States. Office of Education. Division of Higher Education

Success at Scale Mikhail Zinshteyn, 2019-11-18 Success at Scale seeks to document the strategies and solutions institutions are using to improve student outcomes. Some are well-known but little understood. Others are small in nature but show great promise. This special report is almost entirely focused on community colleges and regional public universities, which are the workhorses of higher education and whose share of the total student population pie is inversely proportional to the news media attention they typically receive. We will explore in detail the major reforms galvanizing two-year colleges and the four-year institutions that partner with them. The City University of New York's Accelerated Study in Associate Programs (ASAP), guided pathways, transfer solutions and finally a deep dive into California State University's effort to more than double its four-year graduation rate are the cornerstones of this special report. The stakes are high for creating financially sustainable reforms. It's our hope that this report will apprise readers of the hard work needed to follow promising reforms with fidelity rather than fall victim to their simpler, ersatz versions. College leaders may be familiar with strong reform models for improving student success, but they risk taking shortcuts without greater awareness of the complexities that lie ahead.

Diversifying Graduate Schools and the Faculty Kathryn Masterson, 2019-02-28 While colleges and universities have hired more African American, Hispanic and Asian American faculty members than in the past, percentages of historically underrepresented groups among full-time faculty have not changed much over the last 20 years, even as diversifying the academy has become a top goal across higher education. Many of the graduate programs that are educating the future professoriate are not much more diverse than the faculties are. And while colleges have made big strides in the diversity of undergraduate student bodies, the professoriate has lagged. Amid broad demographic change in our country, and at a time when racial, gender and social inequities are front and center, colleges increasingly cannot afford to ignore diversity. This in-depth report includes insight from experts on the cutting edge of diversity work. It offers ideas and models for institutions that are looking at faculty representation and know they need to do more.

New Dimensions in Higher Education United States. Office of Education. Division of Higher Education, 1960

The Comprehensive College Edmond Volpe, 2001 The Comprehensive College details with the challenges a President of an urban college faced during the last decades of the twentieth century. A highly diverse student population in cultural and educational background, in age, in aspiration and goals, and in levels of basic academic skills has brought onto the American college campus many of the social problems that beset a pluralistic society. Racial and ethnic tensions, and a heightened gender consciousness, for example, have altered the college curriculum and impacted college life and activities. The introduction of policies, such as affirmative action, and of new academic programs in remedial skills and ethnic and gender studies has embroiled higher education in social, political and legal controversies.

Measuring Glass Ceiling Effects in Higher Education: Opportunities and Challenges

Jerlando F. L. Jackson, Elizabeth M. O'Callaghan, Raul A. Leon, 2014-07-30 This volume offers readers a comprehensive means to understanding glass ceiling effects in higher education. Each chapter approaches the glass ceiling from a different perspective, providing compelling arguments that truly highlight the importance and usefulness of collecting data on this topic. Institutional decision makers will find valuable information to confront the challenge of glass ceiling effects across different institutional environments. Likewise, institutional researchers will find step-by-step protocols to collect and analyze glass ceiling data as well as a variety of rich examples. Readers will not only find this sourcebook useful for institutional planning purposes, but it will also help them truly understand how the glass ceiling impacts women and people of color in higher education.

Campus Confidential Jacques Berlinerblau, 2017-06-13 A tenured prof. breaks ranks to reveal what's wrong with American higher education and how it affects you. Professors can be underpaid. Marginalized. Over-reviewed. But one fact remains: The success of your education depends on them. Part industry expose and part call for a return to engaged teaching, Campus Confidential shows how

the noble project of higher education fell so far and how we can redeem it. A must-read for parents thinking about their kids' futures: This book answers the questions most other college resources don't: Who exactly is teaching my kid? What questions to ask on the campus visit? How to get the most out of your tuition dollars? Jacques Berlinerblau is a tenured professor at one of the best schools in the country, and he has seen it all. He started his career at a community college, and on his way to the top he has been everything from a abused adjunct to an assistant professor to a coddled administrator. He has the inside scoop on the real world of Higher Ed. today.

New Dimensions in Higher Education U.S. Office of Education,1960

How College Works Daniel F. Chambliss,2014-02-17 Constrained by shrinking budgets, can colleges do more to improve the quality of education? And can students get more out of college without paying higher tuition? Daniel Chambliss and Christopher Takacs conclude that limited resources need not diminish the undergraduate experience. *How College Works* reveals the decisive role that personal relationships play in determining a student's success, and puts forward a set of small, inexpensive interventions that yield substantial improvements in educational outcomes. At a liberal arts college in New York, the authors followed nearly one hundred students over eight years. The curricular and technological innovations beloved by administrators mattered much less than did professors and peers, especially early on. At every turning point in undergraduate lives, it was the people, not the programs, that proved critical. Great teachers were more important than the topics studied, and just two or three good friendships made a significant difference academically as well as socially. For most students, college works best when it provides the daily motivation to learn, not just access to information. Improving higher education means focusing on the quality of relationships with mentors and classmates, for when students form the right bonds, they make the most of their education.

Our Cherished Halls of Ivy Phillip L. Beukema,2022-10-10 Higher education has both supporters and detractors, although not in equal numbers. Some would have us believe that our higher education enterprise is on the brink of disaster, that it's falling apart at the seams. Some go so far as to call the system broken beyond repair, suggesting that it be rebuilt from the ground up. Can it be this bad? Drawing on his long experience in higher ed administration, the author examines the sea change that's affected nearly every corner of the higher learning landscape. These corners include the high-and-rising costs of tuition, the crushing levels of student debt, the shamefully low graduation rates in too many schools, the growing "million-dollar clubs" whose members include university presidents and football and basketball coaches, the inadequacies of accreditation, and the growing influence of partisan politics in the conduct of our public universities. That's for starters. With an insider's perspective, the author paints a picture that is up-front and honest, laying bare the depth and extent of specific problems confronting that crucial engine of our economy – higher education. In each case, he spells out what needs a tune-up and what needs something closer to an overhaul. Of course, he offers specific proposals for 'fixing' those problems. They're likely to be controversial, but the author hopes they spark a debate that ultimately leads to productive solutions.

The Courage to Inquire Thomas Ehrlich,1995 *The Courage to Inquire* is an informed, behind-the-scenes look at American higher education. Thomas Ehrlich, former President of Indiana University, brilliantly delineates and analyzes all of the key issues currently debated in higher education, the role of research versus teaching, the importance of research for its own sake, the qualities that make a good teacher, and the necessity for professors to serve their communities. What are the ingredients of great teaching? What do undergraduates need to learn? Can college teach values? Why is research not a dirty word? Are teaching and research at odds? How do universities help economic growth? Does it make sense to integrate community service into the curriculum? These are some of the questions that Ehrlich confronts based on his experience at Indiana University. He also deals with the most troublesome and in some cases controversial issues challenging universities: the complexities of planning in today's complicated world, tenure, the challenge of educating the new majority (non-traditional students), how to enhance minority presence on predominately white campuses, how to combat bigotry, the necessity of resisting political correctness, and the difficulties of keeping athletics

within bounds (an issue that received considerable publicity in Ehrlich's first year at Indiana). He ends with an eloquent statement regarding the importance of a university education instilling the courage to inquire and the morality of reason.

New Dimensions in Higher Education: 4, Impact of College United States. Education Office, 1960

New Dimensions in Higher Education, 1967

Identity Development of Diverse Populations: Implications for Teaching and Administration in Higher Education Vasti Torres, Mary F. Howard-Hamilton, Diane L. Cooper, 2011-09-23

This monograph is focused on educating faculty and administrators about the developmental issues faced by students from different racial, ethnic, or other social groupings as they attempt to define themselves during the college years and the ways this information can enhance campus classrooms, programs, and policies. Although there is a growing body of work on how various racial, ethnic, gender and other social groups develop their identity, there has been limited synthesis or application of this literature to the practice of professionals in higher education. The authors have higher education administrative backgrounds, so their recommendations are grounded in experience, and each also has a solid record of scholarship in identity development. The combined scholarly and administrative experience of the three authors enhances the contribution of this book.

New Dimensions in Higher Education, No. 13, Approach to Independent Study United States. Education Office, 1965

New Dimensions in Higher Education, No. 14, Approach to Teaching United States. Education Office, 1966

Trustees, Teachers, Students Ordway Tead, 1951

Ernest L. Boyer Todd C. Ream, John M. Braxton, 2015-03-17 Assesses the challenges plaguing our higher education system through selections of Ernest L. Boyer's writings. Having served as chancellor of the State University of New York, the United States commissioner of education, and president of the Carnegie Foundation for the Advancement of Teaching, Ernest L. Boyer (1928-1995) was one of the most prominent leaders in the history of American higher education. Arguably more aware of the challenges facing colleges and universities than any of his peers, the administrative decisions and the writings he left behind provide a wealth of possibilities for subsequent generations of administrators and faculty members. In this book noted higher education scholars examine some of the most pressing crises in higher education today, pairing their thoughts with relevant selections from Boyer's important writings—some published here for the first time. The volume provides answers to questions perceived to be plaguing academe, while reintroducing readers to the optimistic and insightful wisdom of Ernest L. Boyer. "Such a marvelous tribute to Ernest Boyer is richly deserved and a long time coming. I can think of no one more instrumental in the advancement of education in our era, and the State University of New York was profoundly shaped by his leadership. This volume and its lessons will go a long way toward guiding and inspiring generations of teachers and administrators." Nancy L. Zimpher, Chancellor, The State University of New York

The Shaping of American Higher Education Arthur M. Cohen, Carrie B. Kisker, 2009-11-19 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 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*

Off-Track Profs Edie N. Goldenberg, John G. Cross, 2011-01-21 An investigation of non-tenure-track faculty at ten elite research universities and the implications for undergraduate education, institutional governance, and American preeminence in higher education. Much attention has been paid to the increasing proportion of non-tenure-track faculty—adjuncts, lecturers, and others—in American higher education. Critics charge that universities exploit “contingent faculty” and graduate students, engaging in a type of bait and switch to attract applicants (advertising institutional standing based on distinguished faculty who seldom teach undergraduates), and as a result provide undergraduates with an inadequate educational experience. This book, by two experienced academic administrators, investigates the expanding role of part-time and non-tenure-track instructors in ten elite research universities and the consequences of this trend for the quality of the educational experience, the functioning of the university, and the excellence of the academic environment. The authors discover, to their surprise, that the existing data on the workforce in higher education is ambiguous (different institutions use different terms for non-tenure track instructors; some even omit them from faculty data reports), making comparisons suspect. Many academic administrators are unaware of the tenured/nontenured breakdown of their own faculties and the hiring practices of their own universities. The authors look closely at the teaching workforce at Berkeley, Illinois, Michigan, Virginia, Washington, Cornell, Duke, MIT, Northwestern, and Washington University, believing that these outstanding universities provide a strong test case of resistance to pressures on the traditional tenure system. They describe hiring trends and what drives them, explain why they matter if we want to improve undergraduate education, support collegiality on campus, trust in academic governance, prevent the erosion of tenure, and preserve America's global leadership in higher education.

Campus Life Carnegie Foundation for the Advancement of Teaching, 2019-06-18 In 1990, under the direction of Ernest Boyer, the Carnegie Foundation for the Advancement of Teaching published a classic report on the loss of a meaningful basis for true community on college campuses—and in the nation. Now this expanded edition of *Campus Life: In Search of Community* reintroduces educational leaders to the Boyer report's proposals while offering up-to-date analysis and recommendations for Christian campuses today. Editors Drew Moser and Todd C. Ream have assembled pairs of academic and student-development leaders from top Christian colleges to offer a hopeful update on the practical contributions of Christian higher education to the practice of community. This volume includes new chapters, the long out-of-print Boyer report in its entirety, and a discussion guide to facilitate team conversations. Higher education now stands at a critical point, yet the contributors to this expanded edition of *Campus Life* see current challenges as an opportunity to revive Boyer's commitment to its formative power. Contributors include: Mark L. Sargent and Edee Schulze of

Westmont College Randall Basinger and Kris Hansen-Kieffer of Messiah College Brad Lau and Linda Samek of George Fox University Stephen T. Beers and Edward Ericson III of John Brown University Paul O. Chelsen and Margaret Diddams of Wheaton College Doretha O'Quinn and Tim Young of Vanguard University Christian higher education now stands at a critical point, yet the contributors to this expanded edition of *Campus Life* see current challenges as an opportunity to revive Boyer's commitment to understanding the formative power of Christian higher education.

Uncover the mysteries within Crafted by is enigmatic creation, **Inside Higher Ed 1110110** . This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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