

Higher Education: The Struggle For The Future

Reform of teacher education is en vogue worldwide today due to the widespread belief that teacher education has the power to change traditional modes of schooling, educating new teachers who will be capable of improving the knowledge standard of children and boost the economic power of nations. The Struggle for Teacher Education brings together conceptual, comparative and empirical studies from Australia, England, Finland, The Netherlands, Norway, South Africa and South America to explore the ways in which professional education has been positioned in a reactive mode. The contributors discuss how teacher education is a contested division in higher education and look at how current reform efforts may limit the potential and work of teacher education, highlighting why this point needs more attention. Moreover, the collection reveals how teacher education's authorship on teacher professionalism may be weakened or strengthened by current reform drives and offers alternative models on how to rethink reforming teacher education.

A complementary volume to Dilly Fung's *A Connected Curriculum for Higher Education* (2017), this book explores 'research-based education' as applied in practice within the higher education sector. A collection of 15 chapters followed by illustrative vignettes, it showcases approaches to engaging students actively with research and enquiry across disciplines. It begins with one institution's creative approach to research-based education – UCL's Connected Curriculum, a conceptual framework for integrating research-based education into all taught programmes of study – and branches out to show how aspects of the framework can apply to practice across a variety of institutions in a range of national settings. The 15 chapters are provided by a diverse range of authors who all explore research-based education in their own way. Some chapters are firmly based in a subject-discipline – including art history, biochemistry, education, engineering, fashion and design, healthcare, and veterinary sciences – while others reach across geopolitical regions, such as Australia, Canada, China, England, Scotland and South Africa. The final chapter offers 12 short vignettes of practice to highlight how engaging students with research and enquiry can enrich their learning experiences, preparing them not only for more advanced academic learning, but also for professional roles in complex, rapidly changing social contexts.

Education in East Jerusalem gives a voice to the residents of East Jerusalem, addressing educational issues and revealing implicit layers in Israeli policy and attitude affecting the education system. In this close examination of school life under occupation, the book presents criticism of the system from within, and calls for teachers to prioritize pupils' needs. Uncovering a complex daily reality experienced in schools by principals, teachers and pupils, this book presents new findings, focusing on system-internal properties which manifest the macro effects inside the microsystem. The author draws on field studies and content analysis to show a need for educational action and suggest ample room for improvement. This study reveals that there is a significant relationship between the failures of the education system in East Jerusalem and the strategies implemented by the state, and outlines the responsibilities of the state. This book will be of great interest to academics, researchers, and postgraduate students in the fields of educational policy, sociology of education, and Middle East studies.

A critical edition of the book that paved the way for the democratization of American higher education If you have ever attended a town meeting or business lunch, or participated in a church group or department meeting, or served on a faculty senate or maybe just watched C-SPAN, then you have likely encountered Robert's Rules of Order. This critical edition of Henry M. Robert's essential guide to parliamentary procedure features the original text from 1876 along with a companion essay by Christopher Loss, who artfully recounts the book's publication and popular reception, and sheds light on its enduring value for one of the most vital bastions of democracy itself—the modern university. Loss deftly explains why Robert's simple, elegant handbook to democratic governance captured the imagination of so many ordinary citizens during the Gilded Age and how it has shaped the development of our colleges and universities ever since. He shows how Robert's rules can help faculty, administrators, and students to solve problems and overcome challenges through collaboration, disciplined thinking, trust in the facts, and honesty and fairness from all sides. At a time when people's faith in democracy and higher education has been shaken to its core, Robert's Rules of Order offers a powerful reminder of the importance of democratic norms and practices in American life and institutions.

A University Education

The University in a Corporate Culture

The Struggle for the History of Education

University to Uni

Education in East Jerusalem

No Study Without Struggle

The Shaping of American Higher Education

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.

As the tumultuous decade of the 1960s ended, a number of very traditional, very conservative, highly prestigious colleges and universities in the United States and the United Kingdom decided to go coed, seemingly all at once, in a remarkably brief span of time. Coeducation met with fierce resistance. As one alumnus put it in a letter to his alma mater, "Keep the damned women out." Focusing on the complexities of institutional decision making, this book tells the story of this momentous era in higher education—revealing how coeducation was achieved not by organized efforts of women activists, but through strategic decisions made by powerful men. In America, Ivy League schools like Harvard, Yale, Princeton, and Dartmouth began to admit women; in Britain, several of the men's colleges at Cambridge and Oxford did the same. What prompted such fundamental change? How was coeducation accomplished in the face of such strong opposition? How well was it implemented? Nancy Weiss Malkiel explains that elite institutions embarked on coeducation not as a moral imperative but as a self-interested means of maintaining a first-rate applicant pool. She explores the challenges of planning for the academic and non-academic lives of newly admitted women, and shows how, with the exception of Mary Ingraham Bunting at Radcliffe, every decision maker leading the charge for coeducation was male. Drawing on unprecedented archival research, "Keep the Damned Women Out" is a breathtaking work of scholarship that is certain to be the definitive book on the subject.

Co-published with  "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.

Robert Stevens, a highly distinguished academic, provides a history of the politics of higher education in the second half of the 20th century.

Higher Education and the State

Competences and Values

Plantation Politics and Campus Rebellions

Native American Studies in Higher Education

One Institution's Struggle to Sustain a Vision

Ambitious and Anxious

"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" --

This book reveals the roots of structural racism that limit social mobility and equality within Britain for Black and ethnicised students and academics in its inherently white Higher Education institutions. It brings together both established and emerging scholars in the fields of Race and Education to explore what institutional racism in British Higher Education looks like in colour-blind 'post-race' times, when racism is deemed to be 'off the political agenda'. Keeping pace with our rapidly changing global universities, this edited collection asks difficult and challenging questions, including why black academics leave the system; why the curriculum is still white; how elite universities reproduce race privilege; and how Black, Muslim and Gypsy traveller students are disadvantaged and excluded. The book also discusses why British racial equality legislation has failed to address racism, and explores what the Black student movement is doing about this. As the authors powerfully argue, it is only by dismantling the invisible architecture of post-colonial white privilege that the 21st century struggle for a truly decolonised academy can begin. This collection will be essential reading for students and academics working in the fields of Education, Sociology, and Race.

This book offers nuanced analyses of the narratives, spaces, and forms of citizenship education prior to and during the aftermath of the January 2011 Egyptian Revolution. To explore the dynamics shaping citizenship education during this significant socio-political transition, this edited volume brings together established and emerging researchers from multiple disciplines, perspectives, and geographic locations. By highlighting the impacts of recent transitions on perceptions of citizenship and citizenship education in Egypt, this volume demonstrates that the critical developments in Egypt's schools, universities, and other non-formal and informal spaces of education, have not been isolated from local, national, and global debates around meanings of citizenship.

No Study Without StruggleConfronting Settler Colonialism in Higher EducationBeacon Press

Decline and Revival in Higher Education

The Struggle for Public Life

How, Why, and What's Next

College Presidents and the Struggle for Black Freedom

The Struggle for Teacher Education

Deception and Disaffection in Japanese Higher Education

Power, Diversity, and the Emancipatory Struggle in Higher Education

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.

Higher education is increasingly unable to engage usefully with global emergencies, as its functions are repurposed for value. Discourses of entrepreneurship, impact and excellence, realised through competition and the market, mean that academics and students are increasingly alienated from themselves and their work. This book applies Marx's concept of alienation to the realities of academic life in the Global North, in order to explore how the idea of public education is subsumed under the law of value. In a landscape of increased commodification of higher education, the book explores the relationship between alienation and crisis, before analysing how academic knowledge, work, identity and life are themselves alienated. Finally, it argues that through indignant struggle, another world is possible, grounded in alternative forms of organising life and producing socially-useful knowledge, ultimately requiring the abolition of academic labour. This pioneering work will be of interest and value to all those working in the higher education sector, as well as those concerned with the rise of neoliberalism and marketization within universities. Richard Hall is Professor of Education and Technology at De Montfort University, UK, and a UK National Teaching Fellow.

The relationship between the state and higher education institutions has always been a complex one. The 'state' itself in this context is a heterogeneous mix of elite people - bureaucrats, politicians, committees of co-opted academics and business leader - and it increasingly faces pressures from diverse stakeholders, including students (themselves an increasingly diverse community), staff, families, employers and businesses (local, regional and multinational). This volume explores the rapidly evolving relationship between the state and higher education in Europe and in East Asia through a combination of empirical studies, secondary analyses and personal observations from many of the leading scholars in the field of comparative education studies. A scenario emerges where the state seeks to encourage stakeholder influence, while, at the same time, acts to moderate such influence in order to ensure that wider objectives are satisfied; markets are controlled, elements of demand and supply are manipulated and funding is targeted to meet particular policy priorities through a model that is described as 'controlled stakeholder steering' which offers a new explanation of the relationship between the state and higher education, certainly in the countries addressed in this book.

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.

The State Bearing Gifts

International Perspectives on Governance and Reforms

What's College For?

The Struggle for Citizenship Education in Egypt

The Rise of Women in Higher Education

Occupation, Political Power, and Struggle

The Struggle for Autonomy Inside the University

A key organizing tool for casualized university faculty from longtime movement activists

In A University Education, David Willetts draws on his experience as Minister for Universities and Science from 2010 to 2014, as well as a broad spectrum of research and international comparisons, to offer a powerful defence of the value of higher education in the world today. If you want to read one book about our universities today, then this is it. Never one to shirk controversy either as a Minister or an author, Mr Willetts combines a passionate advocacy of the value of a university education with a serious in-depth knowledge of the higher education sector to present his vision of what our universities can offer us - both now and in the future.

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. Tuit 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*.

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

Racism, Whiteness and Decolonising the Academy

Models for Collaboration Between Universities and Indigenous Nations

Jim Crow Campus

How Chinese College Students Succeed and Struggle in American Higher Education

Strategies for the Contingent Faculty Movement in Higher Education

Competitive Accountability in Academic Life The Campus Color Line

In this collection, Champagne and Stauss demonstrate how the rise of Native studies in American and Canadian universities exists as an extraordinary achievement in higher education. In the face of historically assimilationist agendas, institutional racism, and structural opposition by Western educational institutions, collaborative programs continue to grow and promote the values and goals of sovereign tribal communities. The contributors show how many departments grew significantly following the landmark 1969 Senate report, 'Indian Education: A National Tragedy, A National Challenge.' They evaluate the university efforts to offer Native students intellectual and technical skills, and the long battle to represent Native cultures and world views in the university curriculum. In twelve case studies, Indian and non-Indian teachers provide rich, contextual histories of their programs through three decades of growth. They frankly discuss successes and failures as innovative strategies and models are tested. Programs from University of California-Davis, Harvard, Saskatchewan, Arizona and others provide detailed analyses of academic battles over curriculum content, the marginalization of indigenous faculty and students, the pedagogical implications of integrating native instructors, the vagaries of administrative support and funding, Native student retention, the vulnerability of native language programs, and community collaborations. A vision of Indian education that emerges from these pages that reveals the university's potential as a vehicle for Indian nation-building, one in which the university curriculum also benefits from sustained contacts with tribal communities. As Native populations grow and the demand for university training increases, this book will be a valuable resource for Native American leaders, educators in Native American studies, race and ethnic studies, comparative education, minorities in education, anthropology, sociology, higher education administration and educational policy.

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 *The Shaping of American Higher Education*, Cohen combines historical perspective with in-depth coverage of current events to provide an authoritative, comprehensive account of the history of higher education in the United States. From the colonial era to the present day - and with particular attention to the past fifty years - the book tracks trends in student access, faculty professionalization, curricular expansion, institutional growth, secular governance, public finance, research, and outcomes, placing them all in the context of contemporary society. Cohen organizes the book around a unique matrix of trends, topics, and eras that enables the reader either to proceed chapter by chapter through a chronological sequence of the entire history, or to easily follow a preferred topic, such as faculty or curriculum, by reading only that specific section in each era.

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The Struggle for the Soul of Higher Education

Economy in Higher Education ...

"Keep the Damned Women Out"

A Critique of the Commodification of Higher Education

In the Company of Scholars

Developing the Higher Education Curriculum

The Struggle for Social Impact and Public Legitimacy

Considering how practices and processes of research and education can create fundamental, radical social change. Democracy, Education and Research assesses the meaning of 'public impact' by rethinking what is meant by 'public' and how it is essential to the methodologies of education and research. Focusing on empirical illustrations of the use of research and educational processes in contemporary and emergent forms of social organisation, this book: Covers the traditional forms to be found in education, health systems, community, business and public institutions, as well as emergent forms arising from innovation in technologies. Explores the forms of learning and knowledge creation that take place across the everyday interactions in places of learning, communities or workplaces Discusses how learning and knowledge can be intentionally shaped by individuals and groups to effect social and political change Considers the research strategies required to forge new practices, new ways of working and living for a more socially just world Including practical examples of research that has created real change. Democracy, Education and Research will be a vital resource to professional researchers in their roles as teachers, educators and activists as well as students of education, sociology, politics, cultural studies.

Over the past century, higher education in the United States has developed an increasingly powerful corporate ethos, as institutions compete for students, faculty, and funding. This book examines how the liberal democratic principles driving higher education often conflict with market pressures to credential students and offer knowledge that has a clear exchange value. Eric Gould, who has been both academician and college administrator, argues that the failure to structure the curriculum so that it integrates responsible social idealism and humanism with economic and cultural needs constitutes the moral crisis of the university. Gould analyzes the economics and politics of higher education, showing how student consumerism, culture wars, faculty alienation, trustee activism, and a split between the concepts of "culture" and "society" have all resulted from the unholy alliance between pragmatism, corporatism, and liberalism in higher education. He asserts that what is needed is a general education for undergraduates that promotes the ability to critique power relations (including those within higher education) so that students can understand how social forces—and their embodiment of ideas, ideologies, and claims for truth—shape contemporary public philosophy.

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

For 50 years, educator and sociologist Geoff Whitty resolutely pursued social justice through education, first as a classroom teacher and ultimately as the Director of the Institute of Education in London. The essays in this volume - written by some of the most influential authors in the sociology of education and critical policy studies - take Whitty's work as the starting point from which to examine key contemporary issues in education and the challenges to social justice that they present. Set within three themes of knowledge, policy and practice in education, the chapters tackle the issues of defining and accessing 'legitimate' knowledge, the changing nature of education policy under neoliberalism and globalization, and the reshaping of teacher workplaces and professionalism – as well as attempts to realize more emancipatory practice. Whitty's scholarship on what constitutes quality and impact in educational research is also explored. Together, the essays open a window on a life in the sociology of education, the scholarly community of which it was part, and the facets of education policy, practice and research that they continue to reveal and challenge in pursuit of social justice. They celebrate Whitty as one of the foremost sociologists of education of his generation, but also as a friend and colleague. And they highlight the continued relevance of his contribution to those seeking to promote fairer and more inclusive education systems.

Power Despite Precarity

The Struggle to Reform Our Colleges

Higher Education for Modern Societies

Diverse Approaches to Addressing Accreditation Standards

The Struggle for Coeducation

Activist Rhetorics and American Higher Education, 1885-1937

Higher Education and the Struggle for a New Southern Social Order

This book considers how a culture of 'competitive accountability' in UK higher education produces multiple tensions, contradictions and paradoxes that are destabilizing and deleterious to the work and identities of academics as research scientists. It suggests the potential of a new discourse of scientific accountability, that frees scientists and their public communities from the absurdities and profligacy of 'performativity' and 'managerial governmentality' encountered in the REF and an impact agenda – the noose of competitive accountability – and a more honest and meaningful public contract.

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.

Using Japanese higher education as a case study, author Brian J. McVeigh explores the varieties of 'exchange dramatics' among the Education Ministry, universities, faculty, and students. With one eye on large-scale processes and the other on everyday practices, he elucidates trafficking between micro- and macro-levels and key concepts of 'value, ' 'exchange, ' and 'role performance' by studying how political economy configures dramatization and deception at the everyday level. Relying on extensive ethnographic participant observation and the notion of the 'gift, ' McVeigh challenges the commonly accepted idea of 'social contract' for understanding state-society relations. Written to be read as both a political and philosophical commentary and anthropological investigation, this work has theoretical implications for comparative studies of political systems, particularly regarding the relation between self-deception and the ideological manufacture of legitima

This text analyses higher education in the US and other western countries since the 1970s whereby market place logic has influenced the education system. It describes the transformation of US universities as they attempt to accommodate the changes on their own and their students' academic lives.

Exemplars of Assessment in Higher Education

Research-Based Education in Practice

College for Sale

Principles, Practices, and Creative Tensions in Progressive Higher Education

changing relationships in Europe and East Asia

Dismantling Race in Higher Education

Knowledge, Policy and Practice in Education and the Struggle for Social Justice: Essays Inspired by the Work of Geoff Whitty

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.

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.

Is it possible to bring university research and student education into a more connected, more symbiotic relationship? If so, can we develop programmes of study that enable faculty, students and 'real world' communities to connect in new ways? In this accessible book, Dilly Fung argues that it is not only possible but also potentially transformational to develop new forms of research-based education. Presenting the Connected Curriculum framework already adopted by UCL, she opens windows onto new initiatives related to, for example, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. A Connected Curriculum for Higher Education is, however, not just about developing engaging programmes of study. Drawing on the field of philosophical hermeneutics, Fung argues how the Connected Curriculum framework can help to create spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments and learning communities. Drawing on vignettes of practice from around the world, she argues that developing the synergies between research and education can empower faculty members and students from all backgrounds to contribute to the global common good.

Developing learners' competence is an important part of the mission of higher education. The kind of competences that higher education should develop depend on what we see as the purposes of higher education. The term "converging competences" points to the need not only to train individuals for specific tasks, but to educate the whole person. Education is about acquiring skills, but also about acquiring values and attitudes. As education policies move from an emphasis on process to a stronger emphasis on the results of the education processes, learning outcomes have come to be seen as an essential feature of policies both in Europe and North America. This book explores the roles and purposes of higher education in modern, complex societies and the importance of competences in this respect. Although public debate in Europe could give the impression that the sole purpose of higher education is to prepare for the labour market, this important role is complemented by at least three others: preparation for democratic citizenship, personal development and the development of a broad and advanced knowledge base. This work draws on the experiences in both Europe and North America to underline that the discussion is not in fact about which of these different purposes is the "real" one; they are all important, and they coexist.

Emergence and Growth of the Contemporary System

(Re)Imagining Subjects and Citizens

The Alienated Academic

The Politics of Higher Education in England Since 1944

Democracy, Education and Research

Women's Struggle for Higher Education in Russia, 1855-1900

Confronting Settler Colonialism 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 classes and races - 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 recent works as Allan Bloom's *The Closing of the American Mind* and Roger Kimball's *Tenured Radicals*. It will be important reading for everyone concerned with the future of higher education, as well as for anyone considering an academic career.

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.

In this study of the history of rhetoric education, Susan Kates focuses on the writing and speaking instruction developed at three academic institutions founded to serve three groups of students most often excluded from traditional institutions of higher education in late-nineteenth- and early-twentieth-century America: white middle-class women, African Americans, and members of the working class. Kates provides a detailed look at the work of those students and teachers ostracized from rhetorical study at traditional colleges and universities. She explores the pedagogies of educators Mary Augusta Jordan of Smith College in Northampton, Massachusetts; Hallie Quinn Brown of Wilberforce University in Wilberforce, Ohio; and Josephine Colby, Helen Norton, and Louise Budenz of Brookwood Labor College in Katonah, New York. These teachers sought to enact forms of writing and speaking instruction incorporating social and political concerns in the very essence of their pedagogies. They designed rhetoric courses characterized by three important pedagogical features: a profound respect for and awareness of the relationship between language and identity and a desire to integrate this awareness into the curriculum; politicized writing and speaking assignments designed to help students interrogate their marginalized standing within the larger culture in terms of their gender, race, or social class; and an emphasis on service and social responsibility.

The Struggle To Define American Higher Education

A Connected Curriculum for Higher Education

Robert's Rules of Order, and Why It Matters for Colleges and Universities Today