



Higher Education Reformed

Edward P. St. John



Higher Education Reformed:

Other People's Colleges Ethan W. Ris, 2022-06-27 An illuminating history of the reform agenda in higher education For well over one hundred years people have been attempting to make American colleges and universities more efficient and more accountable Indeed Ethan Ris argues in *Other People's Colleges* the reform impulse is baked into American higher education the result of generations of elite reformers who have called for sweeping changes in the sector and raised existential questions about its sustainability When that reform is beneficial offering major rewards for minor changes colleges and universities know how to assimilate it When it is hostile attacking autonomy or values they know how to resist it The result is a sector that has learned to accept top down reform as part of its existence In the early twentieth century the academic engineers a cadre of elite external reformers from foundations businesses and government worked to reshape and reorganize the vast base of the higher education pyramid Their reform efforts were largely directed at the lower tiers of higher education but those efforts fell short despite the wealth and power of their backers leaving a legacy of successful resistance that affects every college and university in the United States Today another coalition of business leaders philanthropists and politicians is again demanding efficiency accountability and utility from American higher education But as Ris argues top down design is not destiny Drawing on extensive and original archival research *Other People's Colleges* offers an account of higher education that sheds light on today's reform agenda

[Making Reform Work](#) Robert Zemsky, 2009-08-11 *Making Reform Work* is a practical narrative of ideas that begins by describing who is saying what about American higher education who's angry who's disappointed and why Most of the pleas for changing American colleges and universities that originate outside the academy are lamentations on a small number of too often repeated themes The critique from within the academy focuses on issues principally involving money and the power of the market to change colleges and universities Sandwiched between these perspectives is a public that still has faith in an enterprise that it really doesn't understand Robert Zemsky one of a select group of scholars who participated in Secretary of Education Margaret Spellings's 2005 Commission on the Future of Higher Education signed off on the commission's report with reluctance In *Making Reform Work* he presents the ideas he believes should have come from that group to forge a practical agenda for change Zemsky argues that improving higher education will require enlisting faculty leadership on the one hand and on the other a strategy for changing the higher education system writ large Directing his attention from what can't be done to what can be done Zemsky provides numerous suggestions These include a renewed effort to help students' performance in high schools and a stronger focus on the science of active learning not just teaching methods He concludes by suggesting a series of dislodging events for example making a three year baccalaureate the standard undergraduate degree congressional rethinking of student aid in the wake of the loan scandal and a change in the rules governing endowments that could break the gridlock that today holds higher education reform captive *Making Reform Work* offers three rules for successful college

and university transformation don't vilify don't play games and come to the table with a well thought out strategy rather than a sharply worded lamentation **Obligation for Reform** Higher Education National Field Task Force on the Improvement and Reform of American Education, 1974 Obligation for Reform George William Denemark, Higher Education Task Force on Improvement and Reform in American Education, American Association of Colleges for Teacher Education, 1974

Pruning The Ivy Milton Leontiades, 2007-04-01 Higher education in America is the best in the world but it is also desperately in need of reform Lacking effective competition and insulated from market forces universities have created a model fundamentally at odds with free market principles In a system few outsiders comprehend universities uniquely are run for the benefit of faculty Increasingly top universities have come to resemble closed academic societies Admission is by way of a Ph D degree Mastery of abstract research for its own sake is the route to promotion and advancement Teaching is of incidental importance for tenure the goal of every academic Achieving tenure assures long term employment without mandatory retirement plus freedom from inhibitions on speech or actions Faculty share governance with an administration although faculty lack managerial skills or responsibility for their recommendations Politically conformist faculty think one way and recruit newcomers who think alike Given time institutions that do not attract strong leaders or demand accountability from faculty are destined to underperform Cracks in the seams of the current system are emerging in out of control costs and greater competition Lacking normal measures of efficiency or productivity universities costs tend to spiral higher with future escalation a given The trends are clear but not yet ominous Without reform America's universities are coasting Can reforms take hold before a crisis is reached Only if strong voices demand it Reform from universities that are characterized by intellectual inbreeding and self regulation cannot be expected Assuring future generations of a quality education is the collective responsibility and duty of the citizenry Based on an inside out view of universities this book provides the ammunition for such a campaign It provides the information and stimulus for reform for legislators community leaders academics and average citizens What's the Point of College? Johann N. Neem, 2019-08-13 Before we can improve college education we need to know what it's for In our current age of reform there are countless ideas about how to fix higher education But before we can reconceptualize the college experience we need to remember why we have these institutions in the first place and what we want from them In What's the Point of College historian Johann N. Neem offers a new way to think about the major questions facing higher education today from online education to disruptive innovation to how students really learn As commentators reformers and policymakers call for dramatic change and new educational models this collection of lucid essays asks us to pause and take stock What is a college education supposed to be What kinds of institutions and practices will best help us get there And which virtues must colleges and universities cultivate to sustain their desired ends During this time of drift Neem argues we need to moor our colleges once again to their core purposes By evaluating reformers goals in relation to the specific goods that a college should offer to students and society What's the

Point of College connects public policy to deeper ethical questions Exploring how we can ensure that America's colleges remain places for intellectual inquiry and reflection Neem does not just provide answers to the big questions surrounding higher education he offers readers a guide for how to think about them

Education Reform in the Aftermath of the COVID-19 Pandemic Oluwunmi Ariyo, Ansa Reams-Johnson, 2022 This book will educate and inform individuals regarding the impact of COVID 19 has had on higher education institutions internally and externally showing us with ideas and solutions to a new way of learning and approaching our students faculty and staff

Reform and Change in Higher Education James E Mauch, 2020-05-09 Originally published in 1995 Reform and Change in Higher Education is composed of 9 essays originally presented at a symposium International Perspectives on the Relationship Between Governments and Universities and a UNESCO Forum of Experts on Strengthening Capacities for Research in Higher Education Papers explore how government policy affects universities and how universities influence government This collection presents case studies of educational reform and change in 10 nations focusing on the changing role of government involvement in higher education The book deals comparatively with planned change in systems of higher education initiated by central governments and with the character and dynamics of state university relationships both collectively and individually

The Struggle to Reform Our Colleges Derek Bok, 2017-08-28 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

Higher Education and School Reform P. Michael Timpane, 1998-05-29 Higher Education and School Reform helps define what schools and higher education need from each other and explores new models for coordinated education policy It analyzes key aspects of higher education school interactions teacher education partnerships for learning college preparatory curricula admissions practices and faculty research endeavors to uncover the factors that stand in the way of more effective collaboration Examining the critical relationship between higher education institutions and K 12 schools especially higher

education's role in implementing systemic school reform the contributors explore new models for a more productive working relationship

Higher Education Reform and Development: The Case of Kazakhstan Matthew Hartley, Alan Ruby, 2017-05-11 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education The Kazakhstan government has sought to radically overhaul its education system moving from a highly centralised system to one that allows for more institutional autonomy and responsiveness at the local level This book investigates the key reforms involved including increasing the academic and fiscal autonomy of universities the creation of a world class university and the implementation of a large scale international scholarship programme The case of Kazakhstan underscores the significant challenges of enacting reforms which require new policies and structures and an entirely new set of assumptions about academic quality the work of universities and the role of education in society

Myth, Reality, and Reform Cláudio de Moura Castro, Daniel C. Levy, 2000 Myth Reality and Reform bridges these critiques by balancing the importance of the four key functions of higher education academic leadership professional development technological training and development and general higher education The book suggests how to consolidate the strengths of higher education systems while fundamentally reforming their weaker features

A Process Approach to General Education Reform Susan Gano-Phillips, Robert W. Barnett, 2010 The call for general education reform in higher education has sounded clearly and consistently but responses to this call have been varied Gano Phillips Barnett and the text's contributors believe that many of the institutional efforts have been content focused and they argue that this fragments the efforts creating divides between constituencies Instead the editors and contributors urge reformers to adopt a process focus which creates a community striving toward a goal together In A Process Approach editors Gano Phillips and Barnett have put together a definitive collection of essays on the reform of general education programs in higher education presented much like case studies The contributors come from large and small institutions and from various parts of the country Common among all the stories is the emphasis on bringing together all the stakeholders so that all can be represented and heard Collectively this group then works with a process approach to reach a general education reform appropriate to and reflective of the individual institution As Gano Phillips and Barnett write in the Introduction A one size fits all approach has not proven successful historically Rather as campus culture and reform processes are examined in synchrony we contend that sustainable and substantive curricular reform is more likely to occur This book offers readers and reformers paths for examining and encouraging the evolution of their unique campus cultures And through that examination new and more useful models can emerge resulting in a curricular reform that can be embraced by all

Higher Education Reform in China Bin Wu, W. John Morgan, 2011

China's Higher Education Reform and Internationalisation Janette Ryan, 2011-03-07 Despite radical and fundamental reform of the Chinese higher education system very little is known about this outside China The past decade has seen radical reform of all levels of China's education

system as it attempts to meet changing economic and social needs and aspirations this has included transformation of university curricula pedagogy and evaluation measures rapidly increasing joint research and degree programmes between Chinese universities and universities abroad and very large numbers of Chinese students studying at universities outside China This book describes the historical cultural intellectual and contemporary background and contexts of the reform and internationalisation of higher education in China It discusses these changes outlines the challenges posed by the changes for university administrators faculty researchers students and those working with Chinese academics and students in China and abroad and assesses the impact and evaluates the success of the changes Most importantly it considers how this mobility of people and ideas across educational systems and cultures can contribute to new ways of working and understanding between Western and Chinese academic cultures The book is a companion to *Education Reform in China* which focuses on reform at the early childhood primary and secondary levels

Alternative Solutions to Higher Education's Challenges Laura M. Harrison, Peter C. Mather, 2015-08-27 Moving beyond critique *Alternative Solutions to Higher Education's Challenges* uses an appreciative approach to highlight what is working in colleges and universities and offers an examination of how institutions can improve practice Drawing on examples and cases from real higher education institutions this book offers a solution focused framework that challenges the negative assumptions that have plagued higher education Chapters explore how current narratives have perpetuated and maintained systematic flaws in our education system and have hindered reform This invaluable resource breaks from the substantial literature that only highlights the many problems facing higher education today and instead provides alternative strategies and essential recommendations for moving higher education institutions forward

Obligation for Reform Higher Education National Field Task Force on the Improvement and Reform of American Education, 1974

As If Learning Mattered Richard Earl Miller, 1998 Writing with wit and precision Miller shows why the system of higher education has been particularly resistant to reform Unraveling stereotypes about conservative liberal and radical reform efforts Miller looks at what has actually happened when theories about education have been put into practice What did Matthew Arnold do as a school inspector to promote the study of the best that has been thought and said in our time

Education and the Public Interest Edward P. St. John, 2007-05-28 Economic globalization has been accompanied by implementation of education reforms linked to accountability and public finance schemes that emphasize student choice in schools and student loans in higher education In the U S these reforms are rationalized based on intermediate variables like the number of math credits completed in high school and net prices However the reforms rationalized based on this research are seldom evaluated in relation to outcomes i.e. measures of student achievement and equal opportunity to attain an education In *Education and the Public Interest* the editor re-examines the political rationales for these reforms John Rawls's theory of justice is reconstructed to develop a framework for assessing the effects of public policy on these outcomes This volume undertakes a comparative study of the states in the U S to examine how education

reforms influence student achievement high school graduation and college access and finance schemes influence college access Policies implemented by states in the 1990s were associated with improved achievement as measured by test scores for high school students These policies also correlate with increased high school drop out rates and the widening gap in college enrolment rates across income groups This volume considers how privatization and accountability policies can be reconstructed to reduce inequality while continuing to improve student achievement and college enrolment I enjoyed reading the book and benefited from it and I feel confident others will as well I am particularly taken by its sweep and by the skill and persuasiveness with which the author ties together the broad trends and themes of privatization globalization school reform preparation equity equality and college access Prof James C Hearn Vanderbilt University USA What I especially like about this book is the framing of the importance of the topic in terms of the global political and economic changes and the notion of access to quality education as a basic right Prof Laura W Perna College of Education University of Maryland USA

Chinese Higher Education Reform and Social Justice Bin Wu, W. John Morgan, 2015-06-26 In place of a distributive justice perspective which focuses simply on equal access to universities this book presents a broader understanding of the relationship between Chinese higher education and economic and social change The necessity for research on the place of universities in contemporary Chinese society may be seen from current debates about and policy towards issues of educational inequality at Chinese universities Many questions arise as a consequence What are the limitations of neo liberalism in higher education policy and what are the alternatives How has the Chinese government met the challenges of educational inequality and what lessons may be learned from its recent initiatives How may higher education enhance social justice in Chinese society given economic social and cultural inequality What may be learned from the experience of Macau Hong Kong and of Taiwan in terms of achieving social justice in Chinese universities These questions are considered by a group of leading scholars from both inside and outside China

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