

Academically Adrift Limited Learning On College Campuses

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by Academically Adrift: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. Academically Adrift holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa's report that colleges are failing at their most basic mission will demand the attention of us all.

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.

Most economies advance by simultaneously decreasing costs and increasing quality. Unfortunately, when it comes to higher education, this has been turned on its head. Costs keep rising while quality declines. How has this happened? What can be done? This exceptional volume looks at the issues facing higher education from the perspective of both economics and history. Each chapter explores how the lessons learned from market competition in other sectors of the economy can be applied to higher education in order to bring about innovation, improved quality, and lower costs. The opening section offers a history of for-profit education before the Morrill Act—the federal legislation that funded land-grant universities; reviews the Act's impact; and concludes with an exploration of federal student aid and how it prevents new funding options from entering the market. Section two examines higher education as it stands today—what is driving up college prices; tenure; administrative bloat; and university governance. And, the concluding third section shows how robust competition in higher education can be energized, and takes a deep look at for-profit vs. non-profit institutions. Unprofitable Schooling provides a sober and informative assessment of the state of higher education, critically covering historical assumptions, increasing government involvement, reflexive aversion to profit, and other, maybe unexpected, conclusions. The book views the contemporary economy as an economy of persuasion, where firms and institutions assign resources to rhetoric, image, and reputation rather than production of goods and services. It examines critically phenomena such as the knowledge society, consumption, higher education, organizational change, professionalization, and leadership.

The End of College

The Meaningful Writing Project

High Participation Systems of Higher Education

Improving Quality in American Higher Education

Creating the Future of Learning and the University of Everywhere

Academically Adrift

Consumption, Higher Education, and Work Organization

Tentative Transitions of College Graduates

This book provides selections from the seminal works of Karl Marx, Max Weber, W.E.B. Du Bois, and Charlotte Perkins Gilman that reveal some of the reasons why class, race, and gender inequalities have proven very adaptive and can flourish even today in the 21st century.

Published in association with AAC&U Teaching the Whole Student is a compendium of engaged teaching approaches by faculty across disciplines. These inspiring authors offer models for instructors who care deeply about their students, respect and recognize students' social identities and lived experiences, and are interested in creating community and environments of openness and trust to foster deep-learning, academic success, and meaning-making. The authors in this volume stretch the boundaries of academic learning and the classroom experience by seeking to identify the space between subject matter and a student's core values and prior knowledge. They work to find the interconnectedness of knowledge, understanding, meaning, inquiry and truth. They appreciate that students bring their full lives and experiences--their heart and spirit--into the classroom just as they bring their minds and intellectual inquiry. These approaches contribute to student learning and the core academic purposes of higher education, help students find meaning and purpose in their lives, and help strengthen our diverse democracy through students' active participation and leadership in civic life. They also have a

*demonstrated impact on critical and analytical thinking, student retention and academic success, personal well-being, commitments to civic engagement, diversity, and social justice. Topics discussed: * Teacher-student relationships and community building * How teaching the whole student increases persistence and completion rates * How an open learning environment fosters critical understanding * Strategies for developing deep social and personal reflection in experiential education and service learning The authors of this book remind us in poignant and empirical ways of the importance of teaching the whole student, as the book's title reflects.*

What is actually happening on college campuses in the years between admission and graduation? Not enough to keep America competitive, and not enough to provide our citizens with fulfilling lives. When A Nation at Risk called attention to the problems of our public schools in 1983, that landmark report provided a convenient "cover" for higher education, inadvertently implying that all was well on America's campuses. Declining by Degrees blows higher education's cover. It asks tough--and long overdue--questions about our colleges and universities. In candid, coherent, and ultimately provocative ways, Declining by Degrees reveals: - how students are being short-changed by lowered academic expectations and standards; -why many universities focus on research instead of teaching and spend more on recruiting and athletics than on salaries for professors; -why students are disillusioned; -how administrations are obsessed with rankings in news magazines rather than the quality of learning; -why the media ignore the often catastrophic results; and -how many professors and students have an unspoken "non-aggression pact" when it comes to academic effort. Declining by Degrees argues persuasively that the multi-billion dollar enterprise of higher education has gone astray. At the same time, these essays offer specific prescriptions for change, warning that our nation is in fact at greater risk if we do nothing.

Praise for Generation on a Tightrope "Over the last four decades, Arthur Levine has become the premier analyst of continuities and changes in the American college student population. In this impressive and comprehensive volume, Levine and coauthor Diane R. Dean provide an authoritative and richly textured picture of the much-discussed current generation." —Howard Gardner, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education "Arthur Levine and Diane R. Dean take the long view of today's generation of college students. This is a brilliant examination of what has shaped our young people, what they are doing with the tools they have, and where they are headed. It is a diagnosis of what ails them, a celebration of their strengths, and a compelling and generous prescription for their future—and ours." —Henry Louis Gates, Jr., Alphonse Fletcher University Professor, Harvard University "Through this captivating portrait of the aspirations, values, and unique needs of today's college students, Levine and Dean's clearly written and engaging book ought to generate a national discussion of how higher education can be restructured in order to respond to and prepare the next generation of college-educated adults—not only for effective functioning in the workplace, but also to live lives as whole human beings who can help to lead our society to a healthier place." —Alexander W. Astin and Helen S. Astin, Distinguished Professors of Higher Education emeriti, UCLA; authors, Cultivating the Spirit: How Higher Education Can Enhance Students' Inner Lives "I can't say enough about how important this work is. This book is right on the mark for what needs to be known and understood about today's college students by those who are responsible for educating the future leaders and citizens of the world." —Gwen Dungy, executive director, emeritus, NASPA, Student Affairs Administrators in Higher Education "Generation on a Tightrope: A Portrait of Today's College Student is a must-read for college presidents, administrators, and professors as well as parents, employers, and government leaders—who all have a stake in student success. Understanding who today's college students are is essential as we collaboratively develop and deliver the education that will prepare this generation to build our future." —Nancy L. Zimpher, chancellor, State University of New York

School Discipline and Student Achievement in Comparative Perspective

Teaching College

DIY U

The Moral Mess of Higher Education

Emerging Specialist Roles and Structures for Changing Times

Excellent Sheep

Limited Learning on College Campuses

Higher Education at Risk

Whether you are considering applying to graduate school, already enrolled, or would simply like to know more about continuing your education, this is the book for you.

This book is intended to bring greater nuance to the study of inequality and higher education. Rather than focusing on human capital and students' experiences inside the classroom, the author highlights the ways in which the experiential core of college life—the social and extra-curricular worlds of higher education—operates as a setting in which social class inequalities manifest and get reproduced.

Everything matters when it comes to teaching and learning: student characteristics, the school itself, and cultural ideas about the value of higher education, to name a few. Most of these influences are outside the college instructor's control. Other issues,

however -- such as a course's intellectual demands, type of feedback students receive, the instructional methods, and the relationship that connects professor to student -- are controllable. This book examines the many choices professors make about their teaching, beginning with their initial planning of the course and its basic content through to the final decisions about grades and assessing effectiveness. Chapters address the following topics: Planning Lecturing Leading discussions Student-centered teaching methods such as collaborative or experiential activities Testing and grading Helping students through feedback and guidance Managing classroom dynamics Using technology effectively Evaluating and documenting one's contributions as a teacher Brief research analyses show why certain techniques work better than others. Through lively examples and prompts to continually personalize the material, readers learn how to structure their teaching and what to do to ensure their students are treated fairly. This book is for beginning instructors as well as those who have been teaching at the college level for many years. Author Donelson Forsyth calls readers' attention to basics such as the cognitive, motivational, personal, and interpersonal processes flowing through even the most routine of educational experiences. He also addresses online teaching, instructional design, learning teams, and new technologies to help professors re-examine and refresh their existing practices.

In the face of the continuing discourse of crisis in US education, The Meaningful Writing Project offers readers an affirming story of writing in higher education that shares students' experiences in their own voices. In presenting the results of a three-year study consisting of surveys and interviews of university seniors and their faculty across three diverse institutions, authors Michele Eodice, Anne Ellen Geller, and Neal Lerner consider students' perceptions of their meaningful writing experiences, the qualities of those experiences, and instructors' perspectives on assignment design and delivery. This study confirms that meaningful assignments offer students opportunities to engage with instructors, peers, and texts and are relevant to past experiences and passions as well as to future aspirations and identities. Meaningful writing occurs across majors, in both required and elective courses, and beyond students' years at college. Additionally, the study makes clear that faculty across the curriculum devote significant care and attention to creating writing assignments that support student learning, as they understand writing performance to be a developmental process connected to overall cognitive and social development, student engagement with learning, and success in a wide variety of disciplines and professions. The Meaningful Writing Project provides writing center directors, WPAs, other composition scholars, and all faculty interested in teaching and learning with writing an unprecedented look into the writing projects students find meaningful.

The Crisis of Moral Authority

Edupunks, Edupreneurs, and the Coming Transformation of Higher Education

The Palgrave Handbook of Critical Thinking in Higher Education

New Realities in the Management of Student Affairs

The Innovative University

College Teaching

Practical Insights from the Science of Teaching and Learning

Degrees of Inequality

The cost of a college degree has increased by 1,125% since 1978 - four times the rate of inflation. Total student debt is \$1.3 trillion. Many private universities charge tuitions ranging from \$60-70,000 per year. Nearly 2/3 of all college students must borrow to study, and the average student graduates with more than \$30,000 in debt. 53% of college graduates under 25 years old are unemployed or underemployed (working part-time or in low-paying jobs that do not require college degrees). Professors - remember them? - rarely teach undergraduates at many major universities. 76% of all university classes are taught by part-time, untenured faculty. In Fail U., Charles J. Sykes asks, "Is it worth it?" With chapters exploring the staggering costs of a college education, the sharp decline in tenured faculty and teaching loads, the explosion of administrator jobs, the grandiose building plans (gyms, food courts, student recreation centers), and the hysteria surrounding the "epidemic" of campus rapes, "triggers," "micro-aggressions," and other forms of alleged trauma, Fail U. concludes by offering a different vision of higher education; one that is affordable, more productive, and better-suited to meet the needs of a diverse range of students. Provocative, persuasive, clear-eyed, and even amusing, Fail U. strips the academic emperor of its clothes to reveal the American university system as it really is - and how it must change.

Considering studying history at university? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it's actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That's where the Why Study series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not.

The price of college tuition has increased more than any other major good or service for the last twenty years. Nine out of ten American high school seniors aspire to go to college, yet the United States has fallen from world leader to only the tenth most educated nation. Almost half of college students don't graduate; those who do have unprecedented levels of federal and private student loan debt, which constitutes a credit bubble similar to the mortgage crisis. The system particularly fails the first-generation, the low-income, and students of color who predominate in coming generations. What we need to know is changing more quickly than ever, and a rising tide of information threatens to swamp knowledge and wisdom. America cannot regain its economic and cultural leadership with an increasingly ignorant population. Our choice is clear: Radically change the way higher education is delivered, or resign ourselves to never having enough of it. The roots of the words "university" and "college" both mean community. In the age of constant connectedness and social media, it's time for the monolithic, millennium-old, ivy-covered walls to undergo a phase change into something much lighter, more permeable, and fluid. The future lies in personal learning networks and paths, learning that blends experiential and digital approaches, and free and open-source educational models. Increasingly, you will decide what, when, where, and with whom you want to learn, and you will learn by doing. The university is the cathedral of modernity and rationality, and with our whole civilization in crisis, we are poised on the brink of Reformation.

This book will challenge higher education students while motivating college administrators and faculty to enact change on their campuses.

The Ultimate Guide to Lecturing, Presenting, and Engaging Students

Learning, Teaching and Writing in Higher Education

Cracks in the Ivory Tower

Convergent Teaching

Examining the Causes of, and Fixes for, America's Broken Ivory Tower

Aspiring Adults Adrift

A Sourcebook

Is Graduate School Really for You?

Until very recently, American universities were led mainly by their faculties, which viewed intellectual production and pedagogy as the core missions of higher education. Today, as Benjamin Ginsberg warns in this eye-opening, controversial book, "deanlets"--administrators and staffers often without serious academic backgrounds or experience--are setting the educational agenda. *The Fall of the Faculty* examines the fallout of rampant administrative blight that now plagues the nation's universities. In the past decade, universities have added layers of administrators and staffers to their payrolls every year even while laying off full-time faculty in increasing numbers--ostensibly because of budget cuts. In a further irony, many of the newly minted--and non-academic--administrators are career managers who downplay the importance of teaching and research, as evidenced by their tireless advocacy for a banal "life skills" curriculum. Consequently, students are denied a more enriching educational experience--one defined by intellectual rigor. Ginsberg also reveals how the legitimate grievances of minority groups and liberal activists, which were traditionally championed by faculty members, have, in the hands of administrators, been reduced to chess pieces in a game of power politics. By embracing initiatives such as affirmative action, the administration gained favor with these groups and legitimized a thinly cloaked gambit to bolster their power over the faculty. As troubling as this trend has become, there are ways to reverse it. *The Fall of the Faculty* outlines how we can revamp the system so that real educators can regain their voice in curriculum policy.

With the increasing integration of global economies and societies, the nation-state is no longer the sole force shaping and defining citizenship. New ideas of "global citizenship" are emerging, and universities, which are increasingly involved in international engagements, provide a unique opportunity to explore how fundamental understandings of modern citizenship are changing. Drawing on case studies of universities in China, the United States, Hungary, and Argentina, *Global Citizenship and the University* moves beyond a narrow political definition of citizenship to address the cultural and economic complexities of contemporary social life. Rhoads and Szelényi show how universities should be mindful of the possibilities for faculty and student involvement in the production, management, and application of knowledge, and how this in turn allows for an engagement as citizens that reflects serious considerations of the global context. Ultimately, the authors challenge universities and readers alike to consider the many transnational opportunities that are redefining citizenship today.

Joining the Mission is a helpful guide for new (and experienced) faculty at religious colleges and universities. Susan VanZanten here provides an orientation to the world of Christian higher education and an introduction to the academic profession of teaching, scholarship, and service, with a special emphasis on opportunities and challenges common to mission-driven institutions. From designing a syllabus to dealing with problem students, from working with committees to achieving a balanced life, VanZanten's guidebook will help faculty across the disciplines Art to Zoology and every subject between understand better what it means to pursue faithfully a vocation as professor. Susan VanZanten's *Joining the Mission* is an exceptional resource for all faculty members at Christian colleges and universities. While it is a very practical guide to teaching at a university, the book also helps the reader understand and wrestle with the nuances of what it means to be a faculty member at a mission-driven institution. I appreciate VanZanten's contribution to articulating why mission is important at our institutions, why we care about it so much, and how we can better accomplish it. Thomas Cedel President,

Concordia University Texas

This comprehensive reader in the sociology of education examines important topics and exposes students to examples of sociological research on schools. Drawing from classic and contemporary scholarship, the editors have chosen readings that examine current issues and reflect diverse theoretical approaches to studying the effects of schooling on individuals and society.

Judging School Discipline

The Rise of the Research University

Changing the DNA of Higher Education from the Inside Out

Focusing Institutions on What Matters Most

A Guide for (Mainly) New College Faculty

High-Stakes Schooling

The Miseducation of the American Elite and the Way to a Meaningful Life

Joining the Mission

A Yale professor and author of *A Jane Austen Education* evaluates the consequences of high-pressure educational and parenting approaches that challenge the mind's ability to think critically and creatively, calling for strategic changes that can offer college students a self-directed sense of purpose. Drawing on Japan's experiences with testing, overtesting, and recent reforms to relax educational pressures, Christopher Bjork sheds light on the best path forward for US schools. He asks a variety of questions related to testing and reform, and each draws direct parallels to issues that the schools currently face.

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.

A clear, practical framework for getting higher education back on track *The Undergraduate Experience* is a guide for significantly improving student learning and institutional performance in the rapidly changing world of higher education. Written by recognized experts in undergraduate education, this book encourages college and university leaders to rethink current practices that fragment the student experience, and to focus on creating powerful, integrated undergraduate learning for all students. Drawing from their own deep experience and the latest research, the authors reveal key principles that enable institutional change and enhance student outcomes in any higher education setting. Coverage includes high-impact practices for engagement, the importance of strategic leadership, the necessity of setting and maintaining high expectations, and insight on fostering excellence through systematic planning. Through its core themes and action principles, this book can be a valuable resource for faculty, staff, administrators, and governing boards at all types of postsecondary institutions. The book provides a practical framework for achieving excellence in undergraduate education by focusing on: Learning Relationships Expectations Alignment Improvement Leadership The value of an undergraduate education is under greater scrutiny than ever before, and campus leaders must be able to convey the value of their institutions to students, boards, donors, and legislators. Is a college or university degree worth the increasing cost? Are today's students academically adrift? What's the difference between a degree and an education? Responding to these questions requires focused action by individuals and institutions. *The Undergraduate Experience* offers practical guidance for creating and sustaining excellence in the face of disruption and change in higher education.

Inequality in the 21st Century

Teaching the Whole Student

The False Promise of Higher Education

ASHE Higher Education Report

Culture, Class, and Gender in American Higher Education

The Faculty Lounges

How Class and Culture Matter in Higher Education

College Life through the Eyes of Students

An ambitious, comprehensive reimagining of 21st century higher education Improving Quality in American Higher Education outlines the fundamental concepts and competencies society demands from today's college graduates, and provides a vision of the future for students, faculty, and administrators. Based on a national, multidisciplinary effort to define and measure learning outcomes—the Measuring College Learning project—this book identifies 'essential concepts and competencies' for six disciplines. These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology, business, communication, economics, history, and sociology—disciplines that account for nearly 40 percent of undergraduate majors in the United States. Contributions from thought leaders in higher education, including Ira Katznelson, George Kuh, and Carol Geary Schneider, offer expert perspectives and persuasive arguments for the need for greater clarity, intentionality, and quality in U.S. higher education. College faculty are our best resource for improving the quality of undergraduate education. This book offers a path forward based on faculty perspectives nationwide: Clarify program structure and aims Articulate high-quality learning goals Rigorously measure student progress Prioritize higher order competencies and disciplinarily grounded conceptual understandings A culmination of over two years of efforts by faculty and association leaders from six disciplines, this book distills the national conversation into a delineated set of fundamental ideas and practices, and advocates for the development and use of rigorous assessment tools that are valued by faculty, students, and society. Improving Quality in American Higher Education brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education, and a realistic strategy for better serving our students.

The modern research university is a global institution with a rich history that stretches into an ivy-laden past, but for as much as we think we know about that past, most of the writings that have recorded it are scattered across many archives and, in many cases, have yet to be translated into English. With this book, Paul Reitter, Chad Wellmon, and Louis Menand bring a wealth of these important texts together, assembling a fascinating collection of primary sources—many translated into English for the first time—that outline what would become the university as we know it. The editors focus on the development of American universities such as Cornell, Johns Hopkins, Harvard, and the Universities of Chicago, California, and Michigan. Looking to Germany, they translate a number of seminal sources that formulate the shape and purpose of the university and place them next to hard-to-find English-language texts that took the German university as their inspiration, one that they creatively adapted, often against stiff resistance. Enriching these texts with short but insightful essays that contextualize their importance, the editors offer an accessible portrait of the early research university, one that provides invaluable insights not only into the historical development of higher learning but also its role in modern society.

The struggles and achievements of today's college students are thrown into stark relief in this fascinating account of how such students make meaning of their lives. Author Mary Grigsby uses the voices of students themselves to discuss how they view, adjust to, and participate in the college student culture of a large midwestern university and to explore what they think of their educational experiences. Topics include a look at a typical day on campus, student subcultures and the lifestyles they engender, whether college life conforms to the images and scenarios of popular culture, and student approaches to making it through college. Going to college has become the major coming-of-age experience for many people in the United States, and Mary Grigsby has provided a compelling, readable, and up-to-date account of this formative period. Book jacket.

Reprimand a class comic, restrain a bully, dismiss a student for brazen attire--and you may be facing a lawsuit, costly regardless of the result. This reality for today's teachers and administrators has made the issue of school discipline more difficult than ever before--and public education thus more precarious. This is the troubling message delivered in Judging School Discipline, a powerfully reasoned account of how decades of mostly well-intended litigation have eroded the moral authority of teachers and principals and degraded the quality of American education. Judging School Discipline casts a backward glance at the roots of this dilemma to show how a laudable concern for civil liberties forty years ago has resulted in oppressive abnegation of adult responsibility now. In a rigorous analysis enriched by vivid descriptions of individual cases, the book explores 1,200 cases in which a school's right to control students was contested. Richard Arum and his colleagues also examine several decades of data on schools to show striking and widespread relationships among court leanings, disciplinary practices, and student outcomes; they argue that the threat of lawsuits restrains teachers and administrators from taking control of disorderly and even dangerous situations in ways the public would support. Table of Contents: Preface 1. Questioning School Authority 2. Student Rights versus School Rules With Irene R. Beattie 3. How Judges Rule With Irene R. Beattie 4. From the Bench to the Paddle With Richard Pitt and Jennifer Thompson 5. School Discipline and Youth Socialization With Sandra Way 6. Restoring Moral Authority in American Schools Appendix: Tables Notes Index Reviews of this book: This interesting study casts a critical eye on the American legal system, which [Arum] sees as having undermined the ability of teachers and administrators to socialize teenagers...Arum, it must be pointed out, is adamantly opposed to such measures as zero tolerance, which, he insists, often results in unfair and excessive punishment. What he wisely calls for is not authoritarianism, but for school folks to regain a sense of moral authority so that they can act decisively in matters of school discipline without having to look over their shoulders. --David Ruenzel, Teacher Magazine Reviews of this book: Arum's book should be compulsory reading for the legal profession; they need to recognise the long-term effects of their judgments on the climate of schools and the way in which judgments in favour of individual rights can reduce the moral authority of schools in disciplining errant students. But the author is no copybook conservative, and he is as critical of the Right's get-tough, zero-tolerance authoritarianism as he is of what he eloquently describes as the 'marshmallow effect' of liberal reformers, pushing the rules to their limits and tolerating increased misconduct. --John Dunford, Times Educational Supplement [UK] Reviews of this book: [Arum] argues that discipline is often ineffective because schools' legitimacy and moral authority have been eroded. He holds the courts responsible, because they have challenged schools' legal and moral authority, supporting this claim by examining over 6,200 state and federal appellate court decisions from 1960 to 1992. In describing the structure of these decisions, Arum provides interesting insights into school disciplinary practices and the law. --P. M. Socoski, Choice Reviews of this book: Arum's careful analysis of school discipline becomes so focused and revealing that the ideological boundaries of the debate seem almost to have been suspended. The result is a rich and original book, bold, important, useful, and--as this combination of attributes might suggest--surprising...Many years in the making, Judging School Discipline weds historical, theoretical, and statistical research within the problem-solving stance of a teacher working to piece together solutions in the interest of his students. The result is a book that promises to shape research as well as practice through its demonstration that students are liberated, as well as oppressed, by school discipline. --Steven L. VanderStaay, Urban Education Reviews of this book: [Arum's] break with education-school dogma on student rights is powerful and goes far toward explaining why so many teachers dread their students--when they are not actually fighting them off. --Heather MacDonald, Wall Street Journal

What We Can Learn from Japan's Experiences with Testing, Accountability, and Education Reform

Advancing Social Life and Relations in an Interdependent World

Declining by Degrees

Why Study History?

A Reader

Tools to Spark Deeper Learning in College

The Undergraduate Experience

The Triumph of Emptiness

Student affairs organizations are at a crossroads. They face expanding enrollments; a concomitant increase need for often more complex services; changing demographics; a growing cohort of non-traditional and first-generation students; shifting and more demanding responsibilities; and increased expectations from the greater campus community, parents, and external constituents. These challenges are intensified by the accelerating speed of

advancements in technology, globalization, innovation, and student consumerism; and by the long-term reality of shrinking resources, and limitations on the ability to increase tuition and fees. This book shares alternative ideas about organizational design, and about ways to restructure roles and responsibilities to enable student affairs organizations to respond to these challenges and demands more effectively at a time of reduced resources. It also addresses the many emerging roles that student affairs organizations are increasingly being expected to address – such as IT, fund raising and development, external communications, human resources management and professional development, as well as research and assessment – and describes approaches developed by a variety of institutions. The contributors also pay attention to the solutions appropriate for smaller institutions, and for community colleges. They explore the various dimensions of change and offer frameworks to help student affairs leaders and practitioners to more effectively understand and manage the changes they are confronting; and describe ideas and solutions adopted by others within the profession.

The Palgrave Handbook of Critical Thinking in Higher Education provides a single compendium on the nature, function, and applications of critical thinking. This book brings together the work of top researchers on critical thinking worldwide, covering questions of definition, pedagogy, curriculum, assessment, research, policy, and application.

Few books have ever made their presence felt on college campuses—and newspaper opinion pages—as quickly and thoroughly as Richard Arum and Josipa Roksa's 2011 landmark study of undergraduates' learning, socialization, and study habits, *Academically Adrift: Limited Learning on College Campuses*. From the moment it was published, one thing was clear: no university could afford to ignore its well-documented and disturbing findings about the failings of undergraduate education. Now Arum and Roksa are back, and their new book follows the same cohort of undergraduates through the rest of their college careers and out into the working world. Built on interviews and detailed surveys of almost a thousand recent college graduates from a diverse range of colleges and universities, *Aspiring Adults Adrift* reveals a generation facing a difficult transition to adulthood. Recent graduates report trouble finding decent jobs and developing stable romantic relationships, as well as assuming civic and financial responsibility—yet at the same time, they remain surprisingly hopeful and upbeat about their prospects. Analyzing these findings in light of students' performance on standardized tests of general collegiate skills, selectivity of institutions attended, and choice of major, Arum and Roksa not only map out the current state of a generation too often adrift, but enable us to examine the relationship between college experiences and tentative transitions to adulthood. Sure to be widely discussed, *Aspiring Adults Adrift* will compel us once again to re-examine the aims, approaches, and achievements of higher education.

Improving Learning Environments provides the first systematic comparative cross-national study of school disciplinary climates. In this volume, leading international social science researchers explore nine national case studies to identify the institutional determinants of variation in school discipline, the possible links between school environments and student achievement, as well as the implications of these findings for understanding social inequality. As the book demonstrates, a better understanding of school discipline is essential to the formation of effective educational policies. Ultimately, to improve a school's ability to contribute to youth socialization and student internalization of positive social norms and values, any changes in school discipline must not only be responsive to behavior problems but should also work to enhance the legitimacy and moral authority of school actors.

Liberal Arts Colleges and Liberal Arts Education: New Evidence on Impacts

Improving Learning Environments

The Whos, Whats, Hows, and Whys of Pursuing a Master's or Ph.D.

Engaged Learning with Heart, Mind, and Spirit

The Fall of the Faculty

Unprofitable Schooling

A Portrait of Today's College Student

Higher Education has become a central institution of society, building individual knowledge, skills, agency, and relational social networks at unprecedented depth and scale. Within a generation there has been an extraordinary global expansion of Higher Education, in every region in all but the poorest countries, outstripping economic growth and deriving primarily from familial aspirations for betterment. By focusing on the systems and countries that have already achieved near universal participation, *High Participation Systems of Higher Education* explores this remarkable transformation. The world enrolment ratio, now rising by 10 per cent every decade, is approaching 40 per cent, mostly in degree-granting institutions, including three quarters of young people in North America and Europe. Higher Education systems in the one in three countries that enrol more than 50 per cent are here classified as 'high participation systems'. Part I of the book measures, maps, and explains the growth of participation, and the implications for society and Higher Education itself. Drawing on a wide range of literature and data, the chapters theorize the changes in governance, institutional diversity, and stratification in Higher Education systems, and the subsequent effects in educational and social equity. The theoretical propositions regarding high-participation Higher Education developed in these chapters are then tested in the country case studies in Part II, presenting a comprehensive enquiry into the nature of the emerging 'high participation society'.

Moving interviews with 100 students at the two institutions highlight how American higher education reinforces the same inequities it has been aiming to transcend.

This handbook unifies access and opportunity, two key concepts of sociology of education, throughout its 25 chapters. It explores today's populations rarely noticed, such as undocumented students, first generation college students, and LGBTQs; and emphasizing the intersectionality of gender, race, ethnicity and social class. Sociologists often center their work on the sources and consequences of inequality. This handbook, while reviewing many of these explanations, takes a different approach, concentrating instead on what needs to be accomplished to reduce inequality. A special section is devoted to new methodological work for studying social systems, including network analyses and school and teacher effects. Additionally, the book explores the changing landscape of higher education institutions, their respective populations, and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways. Written by leading sociologists and rising stars in the field, each of the chapters is embedded in theory, but contemporary and futuristic in its implications. This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them.

Academically Adrift Limited Learning on College Campuses University of Chicago Press

Learning Outcomes and Assessments for the 21st Century

And Other Reasons Why You Won't Get the College Education You Pay For

Inside the College Gates

Global Citizenship and the University

Fail U.

The Structure of Schooling

Generation on a Tightrope

Handbook of the Sociology of Education in the 21st Century

The Innovative University illustrates how higher education can respond to the forces of disruptive innovation , and offers a nuanced and hopeful analysis of where the traditional university and its traditions have come from and how it needs to change for the future. Through an examination of Harvard and BYU-Idaho as well as other stories of innovation in higher education, Clayton Christensen and Henry Eyring decipher how universities can find innovative, less costly ways of performing their uniquely valuable functions. Offers new ways forward to deal with curriculum, faculty issues, enrollment, retention, graduation rates, campus facility usage, and a host of other urgent issues in higher education Discusses a strategic model to ensure economic vitality at the traditional university Contains novel insights into the kind of change that is necessary to move institutions of higher education forward in innovative ways This book uncovers how the traditional university survives by breaking with tradition, but thrives by building on what it's done best.

College tuition has risen four times faster than the rate of inflation in the past two decades. While faculties like to blame the rising costs on fancy athletic buildings and bloated administrations, professors are hardly getting the short end of the stick. Spending on instruction has increased twenty-two percent over the past decade at private research universities. Parents and taxpayers shouldn't get overheated about faculty salaries: tenure is where they should concentrate their anger. The jobs-for-life entitlement that comes with an ivory tower position is at the heart of so many problems with higher education today. Veteran journalist Naomi Schaefer Riley, an alumna of one of the country's most expensive and best-endowed schools, explores how tenure has promoted a class system in higher education, leaving contingent faculty who are barely making minimum wage and have no time for students to teach large swaths of the undergraduate population. She shows how the institution of tenure forces junior professors to keep their mouths shut for a decade or more if they disagree with senior faculty about anything from politics to research methods. Lastly, she examines how the institution of tenure—with the job security, mediocre salaries, and low levels of accountability it entails—may be attracting the least innovative and interesting members of our society into teaching.