Change in Higher Education


Although in American higher education has achieved a widespread level of excellence, it is still not equitable. In this book explores the cause for this divide. After identifying the “equity” problem at the national level and studying nineteen selective colleges and universities, the authors propose a set of potential actions to be taken at federal, state, local, and institutional levels. With recommendations ranging from reform of the admissions process, to restructuring of federal financial aid and state support of public universities, to addressing the various precollegiate obstacles that disadvantaged students face at home and in school, the authors urge all selective colleges and universities to continue race-sensitive admissions policies, while urging the most selective (and privileged) institutions to enroll more well-qualified students from families with low socioeconomic status. (Description excerpted from [http://www.upress.virginia.edu](http://www.upress.virginia.edu))


NEW TITLE! For those interested in how to internationalize higher education, this volume provides a wealth of practical advice. (Description excerpted from [www.josseybass.com](http://www.josseybass.com))


David Olson offers a theoretical account of the relationship between the minds of learners and the institutional structure of the school. Why do efforts at reforming schools routinely fail? It is because schools are by and large successful in achieving their two primary responsibilities. They meet the needs of the bureaucratic society which funds them as well as the goals and beliefs of the students who attend them. In meeting the needs, however, minds and societies are altered in conspicuous and important ways that are revealed in this book. (Description excerpted from [www.amazon.com](http://www.amazon.com))


Essays and art-work by 19 contributors that are at once moving and inspiring, insightful and troubling, and speak of the partialities of teaching, the paradoxes of change, and the intersectedness of identities. (Description excerpted from comments by Kevin Kumashiro on [http://larkuma.com](http://larkuma.com))


This book compiles narratives by women professors of color who examine their classroom experiences in predominantly white U.S. campuses, focusing on the impact of their social positions upon their classroom practices and teaching-learning selves. (Description excerpted from [www.eric.edu.gov](http://www.eric.edu.gov))