Research In Washington Higher Education Report Council For Postsecondary Education State Of Washington No 79 4

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Relations of the National Government to Higher Education and Research

Advancing Higher Education as a Field of Study

Achieving successful financial viability by broadening revenue sources is one of the most important issues facing colleges and universities today. Increasing operating costs, along with the reliance on traditional student tuition, government support, and philanthropy, are challenging universities. One way administration leaders and faculty are meeting this challenge is to establish supplemental revenue streams from a variety other sources such as:

continuing education, credit and noncredit certificates, degree completion and upgrade programs, study abroad, domestic and international branch campuses, distance education, auxiliary services, technology transfer, and partnerships or alliances with other organizations. These types of activities, formerly considered secondary ventures, are now integral to lasting and responsible financial strategic planning. This monograph examines a wide variety of supplemental income options and opportunities, as well as examples of restructuring financial planning schema. While not negating the value of traditional college education, these new revenue sources in fact lead to greater institutional effectiveness. This is the 1st issue of the 41th volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

Handbook of Research on Creating Meaningful Experiences in Online Courses

The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. Contributing authors include both well-known and emerging service learning and

community engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice. This volume, 2A, opens with chapters focused on defining the criteria for quality research. It then moves on to research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning. Constituting a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research. Research on Service Learning: Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching, assessment, and research. Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions, evaluating community service programs, and working with faculty to develop research on service learning, will also find this volume helpful. For scholars and graduate students reviewing and conducting research related to service learning, this book is a comprehensive resource, and a knowledge base about the processes and outcomes of innovative pedagogies, such as service learning, that

will enable them to locate their own work in an expanding and deepening arena of inquiry. Volume 2B, sold separately, also opens with chapters focused on defining the criteria for quality research. It looks at community development, and the role of nonprofit organizations in service learning. It then focusses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships.

Higher Education Law

In each of these areas, he expands his discussion of cases and decisions to set out his own views both on the current status of the law and how it is likely to evolve.

Discipline-Based Education Research

Daryl G. Smith's career has been devoted to studying and fostering diversity in higher education. She has witnessed and encouraged the evolution of diversity from an issue addressed sporadically on college campuses to an imperative if institutions want to succeed. In Diversity's Promise for Higher Education, she analyzes how diversity is practiced today and offers new recommendations for effecting lasting and meaningful change. Smith argues that in the next generation of work on diversity, student population

mix and performance will no longer be acceptable indicators of an institution's diversity effectiveness. To become more relevant to society, the nation, and the world while remaining true to their core mission, institutions must begin to see diversity, like technology, as central to teaching and research. She proposes a set of practices that will help colleges and universities embrace diversity as a tool for institutional success. This thoughtful volume draws on 40 years of diversity studies. It offers both researchers and administrators an innovative approach to developing and instituting effective and sustainable diversity strategies.

Diversity's Promise for Higher Education

This history explores the nature of postwar advocacy for women's higher education, acknowledging its unique relationship to the expectations of the era and recognizing its particular type of adaptive activism. Linda Eisenmann illuminates the impact of this advocacy in the postwar era, identifying a link between women's activism during World War II and the women's movement of the late 1960s. Though the postwar period has been portrayed as an era of domestic retreat for women, Eisenmann finds otherwise as she explores areas of institution building and gender awareness. In an era uncomfortable with feminism, this generation advocated individual decision making rather than collective action by professional women, generally conceding their complicated responsibilities as wives and mothers. By redefining our understanding of activism and

assessing women's efforts within the context of their milieu, this innovative work reclaims an era often denigrated for its lack of attention to women.

Teaching and Research in Contemporary Higher Education

The rapid growth in online and virtual learning opportunities has created culturally diverse classes and corporate training sessions. Instruction for these learning opportunities must adjust to meet participant needs. Online Course Management: Concepts, Methodologies, Tools, and Applications is a comprehensive reference source for the latest scholarly material on the trends, techniques, and management of online and distance-learning environments and examines the benefits and challenges of these developments. Highlighting a range of pertinent topics, such as blended learning, social presence, and educational online games, this multi-volume book is ideally designed for administrators, developers, instructors, staff, technical support, and students actively involved in teaching in online learning environments.

Resources in education

College Sports and Institutional Values in Competition interrogates the relationship between athletics and higher education, exploring how college athletics departments reflect many characteristics of their institutions and are also susceptible to the same challenges in delivering on their mission. Chapters

cover the historical contexts and background of campus athletics, issues and institutional tensions over market pressures, the spectacle of college athletics and how this spectacle influences athlete experiences, and the ways in which leaders are navigating these issues. Through stories of higher education that focus on the ways athletic departments leverage their institutional values, this book encourages readers to examine the purpose, mission, and academic values of their institutions, and to evaluate the role of their athletic programs, to improve outcomes and experiences on campus for students and student-athletes alike.

The Academic Kitchen

Student Success in Community Colleges

External drivers are pressing for a more privatized approach to higher education and research, a greater reliance on technology and the more efficient use of resources. This book analyzes recent changes in institutional governance and management in higher education and their impact on the academy and academic work. It draws on findings from an international study based on a survey of academics in eighteen countries. It opens with a chapter outlining the key issues, drivers and challenges that inform contemporary discourse around academic work and the profession in general. It then focuses on national case studies, comparing changes in the top tier with the lower tiers of national systems, public and private

institutions, and other differentiating factors appropriate in each country, which include mature and emerging higher education systems. It concludes by proposing a series of generalizations about the contemporary status of governance and management of institutions of higher education.

Community-Based Research and Higher Education

Statistical Abstract of the United States

This collection offers an authoritative, up-to-date commentary on the challenges facing higher education today across both the UK and internationally. The book charts the impact of global economic trends and recent policy developments for students, academics, providers and changing course provision.

Improving Research-Based Knowledge of College Promise Programs

Shaping the College Curriculum focuses on curriculum development as an important decision-making process in colleges and universities. The authors define curriculum as an academic plan developed in a historical, social, and political context. They identify eight curricular elements that are addressed, intentionally or unintentionally, in developing all college courses and programs. By exploring the interaction of these elements in context they use the

academic plan model to clarify the processes of course and program planning, enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning. This revised edition continues to stress research-based educational practices. The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions. All chapters have been updated with recent research findings relevant to curriculum leadership, accreditation, assessment, and the influence of academic fields, while two new chapters focus directly on learning research and its implications for instructional practice. A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements. Streamlined yet still comprehensive and detailed, this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning, designing, delivering, evaluating, and studying curricula in higher education. "This is an extraordinary book that offers not a particular curriculum or structure, but a comprehensive approach for thinking about the curriculum, ensuring that important considerations are not overlooked in its revision or development, and increasing the likelihood that students will learn and develop in ways institutions hope they will. The book brings coherence and intention to what is typically an unstructured, haphazard, and only partially rational process guided more by beliefs than by empirically grounded, substantive information. Lattuca and Stark present their material in ways that are accessible and

applicable across planning levels (course, program, department, and institution), local settings, and academic disciplines. It's an admirable and informative marriage of scholarship and practice, and an insightful guide to both. Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book." —Patrick T. Terenzini, distinguished professor and senior scientist, Center for the Study of Higher Education, The Pennsylvania State University

Universal Design in Higher Education

Features a collection of Internet resources on professional development in early childhood education, compiled as part of the Early Childhood Education On Line Listserv (ECEOL-L) Web site of James Chiavacci.

Post-socialism is Not Dead

Winner of the 2015 Auburn Authors Awards Where is higher education as a field of study going in this century? How will higher education program leaders design and sustain their degree programs' vitality in the face of perennial challenges from inside and outside the academy? While in 1979 the Council for the Advancement of Standards in Higher Education (CAS) defined standards for student affairs master's level preparation, and while 2010 saw the adoption of guidelines for higher education administration and leadership preparation programs at the master's degree level, there still are, however, no guidelines

that address higher education leadership doctoral programs, despite increasing demands for assessment and evaluation. This book suggests that higher education administration doctoral degree guidelines are a critical next step in advancing their program quality and continuity. It offers a review of the field's history, the condition of its higher education programs, developments from the student affairs specialization and its guidelines, and a multi-chapter dialogue on the benefits or disadvantages of having guidelines. At a time of urgency to prepare the next generation of higher education faculty and leaders, this book sets out the parameters for the debate about what the guidelines should cover to ensure the appropriate and effective preparation of students. It also offers a useful framework for enriching the knowledge of deans, chairs, program coordinators and faculty who are engaged in program design, assessment, and revision. It will also be of interest to policymakers, the personnel of accrediting agencies, and not least graduate students within higher education preparation programs. All the contributors to this volume have the exemplary expertise, leadership experience, and a close association with higher education guidelines and standards, and have extensively contributed to the literature on higher education.

Higher Education for Women in Postwar America, 1945–1965

While online courses are said to be beneficial and many reputable brick and mortar higher education

institutions are now offering undergraduate and graduate programs online, there is still ongoing debate on issues related to credibility and acceptability. There is some reluctance to teach online and to admit and hire students who have enrolled in online programs. Given these concerns, it is essential that educators in online communities continue to share the significant learning experiences and outcomes that occur in online classrooms and highlight pedagogical practices used by online instructors to make their courses and programs comparable to those offered face-to-face. The Handbook of Research on Creating Meaningful Experiences in Online Courses is a comprehensive research book that examines the quality of courses in higher education that are offered exclusively online and details strategies and practices used by online instructors to create meaningful teaching and learning experiences in online courses. Featuring a range of topics such as gamification, professional development, and learning outcomes, this book is ideal for academicians, researchers, educators, administrators, instructional designers, curriculum developers, higher education faculty, and students.

Using Mixed Methods to Study Intersectionality in Higher Education

The desegregation situation is the keynote theme of the following chapters. I Each of them touches on a different dimension of the situation: the historical, the temporal, the spatial. But the reader, perusing the essays with the situation in mind, should remember

that the desegregation situation should not be inter preted literally. Authorities and adults certainly, school-age children probably, are influenced by their awareness of a sequence of past and future situations. Some may even operate with William James's (1890, p. 608) notion of "the specious present" that "has melted in our grasp, fled ere we could touch it, gone in the instant of becoming," thus reducing the potency of the present situation. Others may be dancing to a slower tempo of change, thus becoming more responsive to the present situation. Whatever the perceived tempo, many must share the view that the future may reverse the direction of the past. Some may see that new future direction as unswerving, unending, or long-lasting; others may see it as short-lived. And it is through attention to the phenomenological description of desegregation that these issues can be explored; a theme that is considered in several of the following chapters.

School Desegregation Research

Conducting "policy relevant" research remains elusive yet important since evidence-based policymaking results in better public policy decisions. But how can this be done? What are some promising practices to help make academic scholarship more policy relevant? This monograph provides strategies that—when addressed—should improve the chances of a study becoming relevant to policy audiences. It provides: practical examples, theoretical perspectives, discussions of key stakeholders, and promising research strategies for framing work in

policy relevant ways. By being more intentional about the policy relevance of our work and connecting research with emerging policy debates, we can increase the likelihood that future policy solutions will be evidence-based and informed by the most recent and rigorous research in our field. This the 2nd issue of the 41st volume of the Jossey-Bass series ASHE Higher Education Report. Each monograph is the definitive analysis of a tough higher education issue, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

Research in Education

This volume offers institutional researchers several examples ofthe ways in which quantitative and qualitative methods can beintegrated for a better grasp of how members of our educationalcommunities understand and experience their environments on thebasis of their multiple identities. The first two chapters provide context for the volume's themewith definitions and overview of the underpinnings of mixedmethodology. Subsequent chapters illustrate the multiple ways inwhich qualitative and quantitative methods can be integrated tounderstand the complexity of identity and experiences ofmarginalized groups in the academy. Other chapters focus on students' experiences and demonstratehow mixed-

methodology approaches were used to explore college access among first-generation Asian Americansand Pacific Islanders analyze racial ideology of white males with interview datadriving analysis of longitudinal dataset and research and accessment generating accurate understandinghow of race and gender shape students' experiences within thecampus The final chapter presents findings of a mixed-methods inquiry tochallenge current conceptions about racial categorization andpractices for gathering institutional data on students' identity. Volume editors Kimberly A Griffin, assistant professor ofeducation policy studies at the Pennsylvania State University, andSamuel D. Museus, assistant professor of educational administrationat University of Hawai?i Manoa, and contributing authors advocatefor intersectionality research and argue that it holds greatpromise for advancing knowledge in higher education. Their book isideal for institutions and institutional researchers who want tounderstand and most effectively serve their students andfaculty. This is the 151st volume of the Jossey-Bass quarterly reportseries New Directions for Institutional Research.Always timely and comprehensive, New Directions forInstitutional Research provides planners and administratorsin all types of academic institutions with guidelines in such areasas resource coordination, information analysis, program evaluation,and institutional management.

Widening Participation in Higher Education

Education State Of Washington No 79 4 Research in higher education could be more useful, innovative and better designed if we were clearer about the philosophical and epistemological basis of the theories that underlie our research methods. People who have to interpret research would do a better job if they were able to interrogate research more critically and appreciate its strengths and weaknesses. This volume provides this information for an audience of researchers, policymakers, students and lecturers in higher education. The authors seek to create a dialogue with the reader about issues relevant to the philosophy of research and stimulate interest in how philosophy plays out in the real, everyday, political world, not least in education. Unlike many existing volumes on the market, this book creates a space in which readers can use the tools for thinking that the authors describe to interrogate their own experience.

Public Policy and Higher Education: Strategies for Framing a Research Agenda

The book provides quantitative and qualitative research studies regarding African American, first-generation, undecided, and non-traditional college students. The book includes important recommendations for university administrators, faculty, and staff in supporting the academic, personal, and social adjustment of college life of various types of students.

Online Course Management: Concepts,

Methodologies, Tools, and Applications

Presents a social history of gender stratification at the University of California at Berkeley through a combination of organizational theory and biography.

Reshaping Teaching in Higher Education

This volume delivers a cutting-edge analysis on vernacular globalization, or how local forces mediate global trends. It delves into the vital facets of the quest for global competitiveness, including: Global university rankings World-class universities University mergers Quality assurance Cross-border higher education International education hubs. The authors situate their topics within current international scholarship and demonstrate the myriad avenues through which local actors in higher education may respond to global competition. They pose critical questions about the impact of global competition in an increasingly hierarchical higher education environment, interrogating the potential for social injustice that arises. By providing an alternative perspective to the descriptive, normative approach that dominates the scholarship on global competition in higher education, the chapters in this volume open a fresh and invaluable dialogue in this arena. This is the 168th volume of the Jossey-Bass quarterly report series New Directions for Higher Education. Addressed to presidents, vice presidents, deans, and other higher education decision makers on all kinds of campuses, it provides timely information and authoritative advice about major issues and

ASHE-ERIC/higher Education Research Report

Linking research with teaching is one of the main topics in the educational development world. This practice based guide shows how academic research activity can be connected to academic teaching activity, to ensure that neither operates in a vacuum - and each can be enhanced by the other. Addressing issues at the individual, course and institutional level, and written for an international readership, this will be a key book for course leaders and educational developers.

Intergroup Dialogue in Higher Education: Meaningful Learning About Social Justice

Also known as ∏free tuition∏ and ∏free college∏ programs, college promise programs are an emerging approach for increasing higher education attainment of people in particular places. To maximize the effectiveness of their efforts and investments, program leaders and policymakers need research-based evidence to inform program design, implementation, and evaluation. With the goal of addressing this knowledge need, this volume presents a collection of research studies that examine several categories and variations of college promise programs. These theoretically grounded empirical investigations use varied data sources and analytic techniques to examine the effects of college promise

programs that have different design features and operate in different places. Individually and collectively, the results of these studies have implications for the design and implementation of promise programs if these programs are to create meaningful improvements in attainment for people from underserved groups. The authors⬚ efforts also provide a useful foundation for the next generation of college promise research.

Professional Development

Higher Education: Handbook of Theory and Research 18

This volume will provide a comparative account of the meanings and processes of post-socialist transformations in education by exploring recent theories, concepts, and debates on post-socialism and globalization in national, regional, and international contexts.

Research, Actionable Knowledge, and Social Change

The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the

discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciples, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and education advocacy groups.

College Sports and Institutional Values in

Competition

Community-Based Research and Higher Education is the long-awaited guide to how to incorporate a powerful and promising new form of scholarship into academic settings. The book presents a model of community-based research (CBR) that engages community members with students and faculty in the course of their academic work. Unlike traditional academic research, CBR is collaborative and change-oriented and finds its research questions in the needs of communities. This dynamic research model combines classroom learning with social action in ways that can ultimately empower community groups to address their own agendas and shape their own futures. At the same time it emphasizes the development of knowledge and skills that truly prepare students for active civic engagement.

Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks

"This volume is grounded in the thesis that information technology may offer the only viable avenue to the implementation of constructivist and progressive educational principles in higher education, and that the numerous efforts now under way to realize these principles deserve examination and evaluation"--Provided by publisher.

Shaping the College Curriculum

Higher Education: Handbook of Theory and Research

This title consists of 19 essays dealing with the medical knowledge and beliefs of cultures outside of the United States and Europe. In addition to articles surveying Islamic, Chinese, Native American, Aboriginal Australian, Indian, Egyptian, and Tibetan medicine, the book includes essays on comparing Chinese and western medicine and religion. the medical practices to the cultures which produced them. Each essay is well illustrated and contains an extensive bibliography. Because the geographic range is global, the book should fill a gap in both the history of medicine and in cultural studies. It should find a place on the bookshelves of advanced undergraduate students, graduate students, and scholars, as well as in libraries serving those groups.

Revenue Generation Strategies: Leveraging Higher Education Resources for Increased Income

The Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor, and sets forth an agenda for future research intended to advance knowledge on the chosen topic.

Higher Education: Handbook of Theory and Research

Critical Perspectives on Global Competition in Higher Education

A professional text written for social science researchers and practitioners, Research, Actionable Knowledge and Social Change provides strategies and frameworks for using social science research to engage in critical social and educational problem solving. Combining the best practices of critical analysis and traditional research methods, this professional text offers guidance for using the Action Inquiry Model (AIM), a transformative model that explains how to successfully conduct action-oriented research in a multitude of professional service organizations. The aim of the text is to encourage a new generation of research-based partnerships reforms that promote equity and access for underserved populations. Topics discussed include: • The historical precedents for universities engaged in social change • The limitations of current social science theory and methods • The critical-empirical approach to social research • The issues relating to social justice within the policy decision process • The use of social research to integrate an emphasis of social justice into economic and policy decision making Research, Actionable Knowledge and Social Change does not propose different foundations for social research, but rather argues that it is necessary to reconsider how to work with theory and research

methods to inform change. This text can also be used by students enrolled in graduate and Ed.D/Ph.D Higher Education Leadership programs and graduate programs across professional fields including K-12, public administration, sociology, health, cultural studies, organizational development and organizational theory. It further offers students guidance for research design and dissertation research.

Hearings on the Reauthorization of the Higher Education Act

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. Each annual volume contains chapters on such diverse topics as research on college students and faculty, organization and administration, curriculum and instruction, policy, diversity issues, economics and finance, history and philosophy, community colleges, advances in research

methodology and more. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.

Changing Governance and Management in Higher Education

Student Success in Community Colleges As more and more underprepared students enroll in college, basic skills education is an increasing concern for all higher education institutions. Student Success in Community Colleges offers education leaders, administrators, faculty, and staff an essential resource for helping these students succeed and advance in college. By applying the book's self-assessment instrument, colleges can pinpoint how their current activities align with the most effective proven practices. Once the gaps are identified, community college leaders can determine the best strategic direction for improvement. Drawing on a broad knowledge base and illustrative examples from the most current literature, the authors cover organizational, administrative, and instructional practices; program components; student support services and strategies; and professional learning and development. Designed to help engage community college leadership and practitioners in addressing the practices, structures, and obstacles that enhance or impede the success of basic skills students, the book's strategies can be tailored to various institutional levels, showing how to unite faculty, staff, and administrators in a cooperative effort to effect institutional change. Finally, Student Success in Community Colleges

reveals how investing in a comprehensive basic skills infrastructure can be a financially sustainable model for the institution as well as substantially beneficial to students and society. "This is a most unusual and valuable book; it is packed with careful analysis and practical suggestions for improving basic skills programs in community colleges. Compiled by a team of practicing professionals in teaching, administration, and research, it is knowledgeable about what has been done and imaginative and practical about what can be done to improve the access and success of community college students."—K. Patricia Cross, professor of higher education, emerita, University of California, Berkeley "For its first hundred years the community college was committed primarily to access; in its second hundred years the commitment has changed dramatically to success. This book provides the best road map to date on how community colleges can reach that goal."—Terry O'Banion, president emeritus, League for Innovation, and director, Community College Leadership Program, Walden University "This guide is the most comprehensive source of information about all facets of basic skills or developmental education. It will be invaluable not just to community college educators across the nation, but also to those in high schools and four-year colleges who share similar problems."—W. Norton Grubb, David Gardner Chair in Higher Education, University of California, Berkeley

Research on Service Learning

Intergroup dialogue promotes student engagement

across cultural andsocial divides on college campuses through a face-to-face,interactive, and facilitated learning experience that bringstogether twelve to eighteen students from two or more socialidentity groups over a sustained period of time. Students inintergroup dialogue explore commonalities and differences; examinethe nature and impact of discrimination, power, and privilege; andfind ways of working together toward greater inclusion, equality,and social justice. Intergroup dialogue is offered as a cocurricular activity onsome campuses and as a course or part of a course on others. Thepractice of intergroup dialogue is considered a substantive andmeaningful avenue for preparing college graduates with theknowledge, commitment, and skills essential for living and workingin a diverse yet socially stratified society. The research evidencesupports the promise of intergroup dialogues to meet itseducational goals?consciousness raising, building relationshipsacross differences and conflicts, and strengthening individual andcollective capacities to promote social justice. This volume outlines the theory, practice, and research onintergroup dialogue. It also offers educational resources tosupport the practice of intergroup dialogue. Addressing faculty,administrators, student affairs personnel, students, andpractitioners, this volume is a useful resource for anyoneimplementing intergroup dialogues in higher education. This is the 4th issue of the 32nd volume of the Jossey-Bassreport series ASHE Higher Education Report Series.Each monograph in the series is the definitive analysis of a toughhigher education problem, based on thorough research of pertinentliterature and institutional experiences.

Topics are identified bya national survey. Noted practitioners and scholars are thencommissioned to write the reports, with experts providing criticalreviews of each manuscript before publication.

Research Studies in Higher Education

Universal Design in Higher Education looks at the design of physical and technological environments at institutions of higher education; at issues pertaining to curriculum and instruction; and at the full array of student services. Universal Design in Higher Education is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. It is founded upon, and contributes to, theories of universal design in education that have been gaining increasingly wide attention in recent years. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality. It addresses a comprehensive range of topics on universal design for higher education institutions, thus making a crucial contribution to the growing body of literature on special education and universal design. This book will be of unique value to university and college administrators, and to special education researchers, practitioners, and activists.

Philosophies of Research into Higher

This book discusses how teaching and research have been weighted differently in academia in 18 countries and one region, Hong Kong SAR, based on an international comparative study entitled the Changing Academic Profession (CAP). It addresses these issues using empirical evidence, the CAP data. Specifically, the focus is on how teaching and research are defined in each higher education system, how teaching and research are preferred and conducted by academics, and how academics are rewarded by their institution. Since the establishment of Berlin University in 1810, there has been controversy on teaching and research as the primary functions of universities and academics. The controversy increased when Johns Hopkins University was established in 1876 with only graduate programs, and more recently with the release of the Carnegie Foundation report Scholarship Reconsidered by Ernest L. Boyer in 1990. Since the publication of Scholarship Reconsidered in 1990, higher education scholars and policymakers began to pay attention to the details of teaching and research activities, a kind of 'black box' because only individual academics know how they conduct teaching and research in their own contexts.

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION