

Academically Adrift Limited Learning On College

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. "As technology advances, so must our education system. Cloud computing serves as an ideal method for e-learning thanks to its flexibility, affordability, and availability. Cloud-based learning is especially dynamic in STEM education, as it can significantly lower the cost of building cumbersome computer labs while fostering engaged learning and collaboration among students. The Handbook of Research on Cloud-Based STEM Education for Improved Learning Outcomes prepares current and future instructors for exciting breakthroughs in STEM education driven by the advancement of cloud technologies. From virtual lab and app construction, to information sharing and course material distribution, this volume touches on a variety of topics related to the benefits and challenges of adopting cloud technologies in the classroom. This book is an invaluable reference for educators, technology professionals, administrators, and education students who wish to become leaders in their fields.

American higher education faces some serious problems—but they are not the ones most people think. In this brief and accessible book, two leading experts show that many so-called crises—from the idea that typical students are drowning in debt to the belief that tuition increases are being driven by administrative bloat—are exaggerated or simply false. At the same time, many real problems—from the high dropout rate to inefficient faculty staffing—have received far too little attention. In response, William G. Bowen and Michael S. McPherson provide a frank assessment of the biggest challenges confronting higher education and propose a bold agenda for reengineering essential elements of the system to meet them. The result promises to help shape the debate about higher education for years to come. Lesson Plan shows that, for all of its accomplishments, higher education today is falling short when it comes to vital national needs. Too many undergraduates are dropping out or taking too long to graduate; minorities and the poor fare worse than their peers, reinforcing inequality; and college is unaffordable for too many. But these problems could be greatly reduced by making significant changes, including targeting federal and state funding more efficiently; allocating less money for "merit aid" and more to match financial need; creating a respected "teaching corps" that would include nontenure faculty; improving basic courses in fields such as math by combining adaptive learning and face-to-face teaching; strengthening leadership; and encouraging more risk taking. It won't be easy for faculty, administrators, trustees, and legislators to make such sweeping changes, but only by doing so will they make it possible for our colleges and universities to meet the nation's demands tomorrow and into the future.

The anthology features work by the following authors and representing these journals: Mya Poe (Across the Disciplines), Michelle Hall Kells (Community Literacy Journal), Liane Robertson, Kara Taczak, and Kathleen Blake Yancey (Composition Forum), Paula Rosinski and Tim Peeples (Composition Studies), Mark Sample, Annette Vee, David M Rieder, Alexandria Lockett, Karl Stolley, and Elizabeth Losh (Enculturation), Andrew Vogel (Harlot), Steve Lamos (Journal of Basic Writing), Steve Sherwood (Journal of Teaching Writing), Scott Nelson et al. (Kairos), Kate Vieira (Literacy in Composition Studies), Heidi Estrem and E. Shelley Reid (Pedagogy), Rochelle Gregory (Present Tense), Grace Wetzel and "Wes" (Reflections), Eliot Rendleman (The Writing Lab Newsletter), and Rebecca Jones and Heather Palmer (Writing on the Edge).

"The Battle of the Classics criticizes contemporary apologetics for the humanities and presents a historically informed case for a decidedly different approach to rescuing the humanistic disciplines in American higher education. It uses the so-called Battle of the Classics of the late nineteenth and early twentieth centuries as a springboard for crafting a novel foundation for the humanistic tradition. The book argues that current defences of the humanities rely on the humanistic disciplines as inculcators of certain poorly defined skills such as "critical thinking." It finds fault with this conventional approach, arguing that humanists cannot hope to save their disciplines without arguing in favour of particular humanities content. As the lacklustre defences of the classical humanities in the late nineteenth century help prove, instrumental apologetics are bound to fail. All the same, the book shows that proponents of the Great Books favour a curriculum that is too intellectually narrow for the twenty-first century. The Battle of the Classics thus lays out a substance-based approach to undergraduate education that will revive the humanities while steering clear of overreliance on the Western canon. The book envisions a global humanities based on the examination of masterworks from manifold cultures as the heart of an intellectually and morally sound education"--

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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. An essential, no-nonsense resource for academic leaders on effective leadership in higher education In *Reframing Academic Leadership*, leadership experts Lee Bolman and Joan Gallos provide an essential resource for academic leaders. Adapting Bolman and Deal's Four Frames model, they focus on the effective leadership in higher education. Colleges and universities are special, and it takes special skills to lead and manage them well. This book is a provocative and pragmatic guide for deans, directors, provosts, and others involved in the important work of building higher education institutions and communities. This edition contains substantial revisions and new material, including new cases and examples. You will gain a thorough understanding of how higher education leadership has changed in light of recent issues like the #MeToo movement, student debt, governing board dynamics, and the adjunctification of the professoriate. You'll learn how to craft the campus environment you envision, moving forward with practical tools and advice based on a solid conceptual framework. Learn to create a dynamic institution where the whole is greater than the sum of its parts Foster creativity and commitment campus-wide, forging alliances and partnerships in service of the mission Building shared vision and campus cultures that unite, inspire, and serving the larger goals of the academy and society Discover concrete ideas for tackling difficult issues, managing conflict, and rising to the next level of leadership excellence Throughout this book, the authors integrate a powerful conceptual framework with rich and compelling real-world cases to support you in your search for the best in yourself and your institution. *Reframing Academic Leadership* is the resource for anyone seeking to understand, develop, and manage colleges and universities.

The world of national and international scholarships is more competitive than ever. Top students from across the country vie for a limited number of awards that provide the funding needed to participate in elite programs that can help launch the careers of those who receive the recognition. Scholarship foundation leaders have an insider's view of the selection process, and experienced advisors prepare students to navigate applications and interviews. Both perspectives are represented here in this new collection emphasizing the importance of engaging a diverse group of students, institutions, and programs in the process as well as expanding the educational experience for students as they apply so that everyone benefits, no matter what the outcome.

High quality learning is extensive, well integrated, deep, and supports the use of knowledge in new situations that require adaptation of what has been learned previously. This book reviews current research on the nature of high quality learning and the factors that facilitate or inhibit it. The book addresses relationships between quality of learning and learners' dispositions, teaching methods, cognitive strategies, assessment, and technologies that can support learning. The chapters provide theoretical analyses, reports of classroom research, and suggestions for practical application for both teachers and learners. The book will be of value to teachers at all levels of education and provides guidance for students about how to approach classroom tasks in order to develop high quality learning.

This book offers a clarion call, in the words of Franklin Roosevelt, to "try something!" And not just any something. A systematic, integrated, chronological, multi-disciplinary approach to reinvigorate the teaching of the liberal arts and put them back where they belong—at the center of a student's educational experience. It does not pretend to offer a cure-all or a one-size-fits-all solution to everything that is ailing American higher education, or even secondary education. It does, however, offer a place to begin a discussion, to invite experimentation, and to initiate reform based on solid pedagogy and 2,500 years of time-tested wisdom in the human experience. As such it should be of interest to many people. Those in higher education serious about the crisis facing their institutions could benefit from taking up the gauntlet this volume throws down. For students and parents, the book raises alternatives and poses some hard questions that they should be asking not only as they consider colleges and universities, but of their secondary schools. In fact, anyone who keeps a close eye on the state of education would be interested in what this book adds to the discussion.

Concerns over affordability and accountability have tended to direct focus away from the central aims of liberal learning, such as preparing minds for free inquiry and inculcating the habits of mind, practical skills, and values necessary for effective participation in civil society. The contributors to this volume seek to understand better what it is that can be done on a day-to-day basis within institutions of liberal learning that shape the habits and practices of civil society. The central argument of this volume is that institutions of liberal learning are critical to a developing and flourishing civil society. It is within these "civil society incubators" that the habits of open discourse are practiced and honed; that a collaborative (often contentious) commitment to truth seeking serves as the rules that govern our work together; that the rules of personal and widespread social cooperation are established, practiced, and refined. Many have made this argument as it relates to community based learning, and we explore that theme here as well. But acquiring and practicing the habits of civil society recur within and throughout the college context—in the classrooms, in college governance structures, in professional associations, in collaborative research, in the residence halls, and on the playing field. To put it another way, when they are at their best, institutions of liberal learning are contexts in which students learn how to live in a free society and learn the art of self-governance.

This book describes the design and implementation of a discipline-specific model of professional development: the disciplinary

Teaching and Learning Center (TLC). TLC was born from a strong commitment to improving undergraduate science education through supporting the front-line educators who play an essential role in this mission. The TLC's comprehensive approach encompasses consultation, seminars and workshops, acculturation activities for new faculty members, and teaching preparatory courses as well as a certificate program for graduate students. At the University of Maryland, TLC serves biology and chemistry faculty members, postdoctoral associates, and graduate students. The Center is deeply integrated into the departmental culture, and its emphasis on pedagogical content knowledge makes its activities highly relevant to the community that it serves. The book reflects ten years of intensive work on the design and implementation of the model. Beginning with a needs assessment and continuing with ongoing evaluation, the book presents a wealth of information about how to design and implement effective professional development. In addition, it discusses the theory underlying each of the program components and provides an implementation guide for adopting or adapting the TLC model and its constituent activities at other institutions. In this book, the authors describe how they created the highly successful discipline-based Teaching and Learning Center at the University of Maryland. This is a must read for anyone interested in improving higher education. Charles Henderson, Co-Director, Center for Research on Instructional Change in Postsecondary Education, Western Michigan University This book will provide a much-needed resource for helping campus leaders and faculty development professionals create robust programs that meet the needs of science faculty. Susan Elrod, Dean, College of Science and Mathematics, Fresno State The authors provide a road map and guidance for higher education professional development in the natural science for educators at all levels. While the examples are from the sciences, the approaches are readily adaptable to all disciplines. Spencer A. Benson, Director of the Centre for Teaching and Learning Enhancement, University of Macau

You've heard about "flipping your classroom"—now find out how to do it! Introducing a new way to think about higher education, learning, and technology that prioritizes the benefits of the human dimension. José Bowen recognizes that technology is profoundly changing education and that if students are going to continue to pay enormous sums for campus classes, colleges will need to provide more than what can be found online and maximize "naked" face-to-face contact with faculty. Here, he illustrates how technology is most powerfully used outside the classroom, and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments.

ESL Readers and Writers in Higher Education describes the challenges ESL students in U.S. postsecondary institutions face when studying in a second language, and offers suggestions for how teachers, advisors, tutors, and institutions might provide support that meets the reading and writing needs of this very important student population. Because the ESL profession as a whole, including what professionals are doing in the classroom, sits under the umbrella of an institutional response to a language-related challenge, some solutions aimed at helping students achieve optimal proficiency lie outside of the classroom. As such, this book is based on the assertion that language development support is not the sole responsibility of language teachers. Everyone on campuses that hosts ESL students bears some responsibility for these students' language development. Chapters are therefore, intentionally adapted to appeal to a wide variety of readers from classroom teachers, and teachers in training, to admissions officers, academic advisors, and international student advisors.

This book discusses recent trends in outcomes assessment, examines how state governments are reshaping the national discussion with higher education, and explains how libraries must respond to these changes. • Provides current, informed coverage of outcomes assessment in higher education, the shift away from student retention, and the role of the library in these new directions • Includes an appendix that supplies the most complete list of higher education stakeholders and individuals with whom library directors need to interact

Exploring how we can ensure that America's colleges remain places for intellectual inquiry and reflection, Neem does not just provide answers to the big questions surrounding higher education—he offers readers a guide for how to think about them. This book offers a range of approaches and specific examples of how a sample of internationally leading research-intensive universities, from a variety of regions around the world, work to improve teaching and learning. It describes and analyzes broad university initiatives and approaches that have the potential of driving institution-wide change processes in teaching and learning, thus providing a link between strategic ambitions and cultural transformation in the universities. Globally, research-intensive universities are increasingly pressured to increase their performance in both research and education. However, while much focus internationally has been devoted to how universities are working to boost their research performance, less is known about how internationally leading universities are working to improve teaching and learning. Through comparative cases drawn from universities in Europe, Asia and the US, key practices and lessons are identified and showcased providing a unique insight into the ways internationally leading research universities work to support and enhance staff engagement in teaching and learning. It will be essential reading for researchers and advanced students working in Higher Education and Sociology, particularly those with an interest in comparative studies.

Lucidly written and packed with practical recommendations and real student stories, *College Made Whole* will challenge higher education professionals and policy makers, as well as anyone with a stake in the future of US higher education—which is to say, all of us who inhabit this fragile planet.

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.

What explains the growing class divide between the well educated and everybody else? Noted author Brink Lindsey, a senior scholar at the Kauffman Foundation, argues that it's because economic expansion is creating an increasingly complex world in which only a minority with the right knowledge and skills--the right "human capital"--reap the majority of the economic rewards. The complexity of today's economy is not only making these lucky elites richer--it is also making them smarter. As the economy makes ever-greater demands on their minds, the successful are making ever-greater investments in education and other ways of increasing their human capital, expanding their cognitive skills and leading them to still higher levels of success. But unfortunately, even as the rich are securely riding this virtuous cycle, the poor are trapped in a vicious one, as a lack of human capital leads to family breakdown, unemployment, dysfunction, and further erosion of knowledge and skills. In this brief, clear, and forthright eBook original, Lindsey shows how economic growth is creating unprecedented levels of human capital--and suggests how the huge benefits of this development can be spread beyond those who are already enjoying its rewards.

Higher Education in the UK and the US: Converging University Models in a Global Academic World? compares current trends in two educational systems. It focuses on ideologies, structures, economics, marketisation, access, admittance and the student experience from an interdisciplinary perspective.

This book explores emerging pedagogical perspectives based on the design of new learning spaces supported by digital technologies and brings together some of the best research in this field. The book is divided into three themes: foundations of emerging pedagogies, learning designs for emerging pedagogies and, adaptive and personalized learning. The chapters provide up-to-date information about new pedagogical proposals, and examples for acquiring the requisite skills to both design and support learning opportunities that improve the potential of available technologies.

Between 1945 and 1990 the United States built the largest and most productive higher education system in world history. Over the last two decades, however, dramatic budget cuts to public academic services and skyrocketing tuition have made college completion more difficult for many. Nevertheless, the democratic promise of education and the global competition for educated workers mean ever growing demand. Remaking College considers this changing context, arguing that a growing accountability revolution, the push for greater efficiency and productivity, and the explosion of online learning are changing the character of higher education. Writing from a range of disciplines and professional backgrounds, the contributors each bring a unique perspective to the fate and future of U.S. higher education. By directing their focus to schools doing the lion's share of undergraduate instruction—community colleges, comprehensive public universities, and for-profit institutions—they imagine a future unencumbered by dominant notions of "traditional" students, linear models of achievement, and college as a four-year residential experience. The result is a collection rich with new tools for helping people make more informed decisions about college—for themselves, for their children, and for American society as a whole.

"Tony Wagner and venture capitalist Ted Dintersmith call for a complete overhaul of the function and focus of American schools, sharing insights and stories from the front lines, including profiles of successful students, teachers, parents, and business leaders. [The book proposes] a new vision of American education, one that puts wonder, creativity, and initiative at the very heart of the learning process and prepares students for today's economy"--

In a career spanning over fifty years, the questions that Jacob Neusner has asked and the critical methodologies he has developed have shaped the way scholars have come to approach the rabbinic literature as well as the diverse manifestations of Judaism from rabbinic times until the present. The essays collected here honor that legacy illustrating an influence that is so pervasive that scholars today who engage in the critical study of Judaism and the history of religions more generally work in a laboratory that Professor Neusner created. Addressing topics in ancient and Rabbinic Judaism, the Judaic context of early Christianity, American Judaism, World religions, and the academic study of the humanities, these essays demarcate the current state of Judaic and religious studies in the academy today.

Imagine if a student spent as much time managing information as celebrities doted on dieting? While eating too much food may be the basis of a moral panic about obesity, excessive information is rarely discussed as a crisis of a similar scale. Obviously, plentiful and high quality food is not a problem if eating is balanced with exercise. But without the skills of media and information literacy, students and citizens wade through low quality online information that fills their day yet does not enable intellectual challenge, imagination and questioning. Digital Dieting: From Information Obesity to Intellectual Fitness probes the social, political and academic difficulties in managing large quantities of low quality information. But this book does not diagnose a crisis. Instead, Digital Dieting provides strategies to develop intellectual fitness that sorts the important from the irrelevant and the remarkable from the banal. In April 2010, and for the first time, Facebook received more independent visitors than Google. Increasingly there is a desire to share rather than search. But what is the impact of such a change on higher education? If students complain that the reading is 'too hard', then one response is to make it easier. If students complain that assignments are too difficult, then one way to manage this challenge is to make the assignments simpler. Both are passive responses that damage the calibre of education and universities in the long term. Digital Dieting: From Information Obesity to Intellectual Fitness provides active, conscious, careful and applicable strategies to move students and citizens from searching to researching, sharing to thinking, and shopping to reading.

This handbook gives a comprehensive overview of academic work, from the starting point of seeking employment to moving into leadership roles. In today's competitive academic environment, you need to be able to operate strategically as a teacher, researcher and leader to establish yourself and progress. This book shows you how to take ownership of your career, build a strong support base and integrate regular evaluative and reflective practices to monitor the success of your career strategy.

A powerful, hopeful critique of the unnecessary death spiral of higher education, The Great Mistake is essential reading for those who wonder why students have been paying more to get less and for everyone who cares about the role the higher education system plays in improving the lives of average Americans.

The United States has been shaped by three sweeping political revolutions: Jefferson's "revolution of 1800," the Civil War, and the New Deal. Each of these upheavals concluded with lasting institutional and cultural adjustments that set the stage for a new phase of political and economic development. Are we on the verge of another upheaval, a "fourth revolution" that will reshape U.S. politics for decades to come? There are signs to suggest that we are. James Piereson describes the inevitable political turmoil that will overtake the United States in the next decade as a consequence of economic stagnation, the unsustainable growth of government, and the exhaustion of postwar arrangements that formerly underpinned American prosperity and power. The challenges of public debt, the retirement of the "baby boom" generation, and slow economic growth have reached a point where they require profound changes in the role of government in American life. At the same time, the widening gulf between the two political parties and the entrenched power of interest groups will make it difficult to negotiate the changes needed to renew the system. Shattered Consensus places this impending upheaval in historical context, reminding readers that Americans have faced and overcome similar trials in the past, in relatively brief but intense periods of political conflict. While

others claim that the United States is in decline, Piereson argues that Americans will rise to the challenge of forming a new governing coalition that can guide the nation on a path of dynamism and prosperity.

Although a growing body of research demonstrates the need for education to adapt to the needs of the Net Generation, research also shows that traditional teaching methods continue to dominate the classroom. To stay effective, higher education must adapt to the needs of this unique generation of digital natives who grew up with computer technologies and social media. *Teaching, Learning and the Net Generation: Concepts and Tools for Reaching Digital Learners* provides pedagogical resources for understanding digital learners, and effectively teaching and learning with today's generation of digital natives. This book creates a much-needed resource that moves beyond traditional disciplinary and geographical boundaries, bridges theories and practice, and addresses emerging issues in technology and pedagogy.

Understanding and improving performance in organizations is the topic of this book. Most books on performance are written from a singular point of view and do not effectively integrate objective, subjective, and cognitive perspectives on performance. *Performance: The Dynamic of Results in Colleges and Universities* bridges this gap by bringing readers into contact with different dimensions or "domains" of performance and describing the contribution of each to what organizations do, how they are perceived, and what they must do to improve.

Traditional Chinese edition of *Difficult Conversations: How to Discuss What Matters Most* by Douglas Stone. In Traditional Chinese.

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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.

"A book that every academic leader should read and put into practice." —Kim Cameron, associate dean of executive education, Ross School of Business, University of Michigan Praise for Positive Academic Leadership " Buller has produced a book that every academic leader should read and put into practice. Positive Academic Leadership pulls together an amazing array of scientific findings and practical guidelines that will be invaluable for academic leaders looking to improve themselves and their institutions." — Kim Cameron, associate dean, William Russell Professor of Management and Organizations, Ross School of Business; professor of higher education, School of Education, University of Michigan " If I had a magic wand and could make one wish for all of higher education, it would be that we had better institutional leadership. Whether one is a chair, dean, provost, president, or on the Board of Trustees, this book can make a world of difference in your ability to provide that leadership!" — L. Dee Fink, author, *Creating Significant Learning Experiences*; former president, Professional and Organizational Development Network in Higher Education " Buller's book brings hope for leadership in higher education by emphasizing the importance of a positive approach that empowers and inspires others. Positive Academic Leadership has the potential to transform higher education for the benefit of students, faculty, and ultimately our communities and our world." — Kina S. Mallard, provost and vice president of academic affairs, Carson-Newman University " Academic leaders who find themselves engulfed in negative thinking and considering only damage control scenarios for pressing issues will want to read this book. Employing what Jeffrey Buller calls 'positive academic leadership' is, I believe, essential to transforming feelings of despair into constructive leadership." — Mary Lou Higgerson, vice president for academic affairs, emerita, Baldwin Wallace University " I can't recall reading any book on leadership that is more applicable to the work of faculty development. Every academic leader—faculty member, chair, dean, or campus administrator—will benefit from Jeffrey Buller's evidence-based model and practices of positive academic leadership." — Mary Deane Sorcinelli, associate provost for faculty development, University of Massachusetts Amherst

In an increasingly competitive higher education environment, America's public universities are seeking ways to differentiate themselves. This book suggests that a hopeful vision of what a university should be lies in a reexamination of the land-grant mission, the common system of values originally set forth in the Morrill Land Grant Acts of 1862 and 1890, which established a new system of practically oriented higher learning across the United States. While hard to define, these values are often expressed by the one hundred or so institutions that currently define themselves as land grants under the three pillars of research, teaching, and engagement/extension. In order to understand the unique character of a modern land-grant institution, this book focuses especially but not exclusively on the multiple components of a single organization, Oklahoma State University, founded in 1890 and currently enrolling 35,000 students across five campuses. Contributors from across the university focus on what the land-grant mission means to them in their daily endeavors, whether that be crafting the undergraduate academic experience, stimulating research, or engaging with the community through extension activities. The twenty contributions are divided into four parts, exploring in turn the core mission of the modern land-grant university, the university environment, the university's public value, and its accountability. The volume ends with an epilogue by the editor, which summarizes the values underlying the activities of land-grant institutions. In a time of uncertainty in higher education, this volume provides a helpful overview of the many different types of value public universities bring to American society. It also offers a powerful vision of a future founded on land-grant ideas that will be inspiring to university administrators and trustees, other educational policymakers, and faculty and staff, especially those fortunate enough to be part of land-grant institutions.

Academically Adrift Limited Learning on College Campuses University of Chicago Press

What current theoretical frameworks inform academic and professional writing? What does research tell us about the effectiveness of academic and professional writing programs? What do we know about existing best practices? What are the current guidelines and procedures in evaluating a program's effectiveness? What are the possibilities in regard to future research and changes to best practices in these programs in an age of accountability? Editors Shirley Wilson Logan and Wayne H. Slater bring together leading scholars in rhetoric and composition to consider the history, trends, and future of academic and professional writing in higher education through the lens of these five central questions. The first two essays in the book provide a history of the academic and professional writing program at the University of Maryland. Subsequent essays explore successes and challenges in the establishment and development of writing programs at four other major institutions, identify the features of language that facilitate academic and professional communication, look at the ways digital practices in academic and professional writing have shaped how writers compose and respond to texts, and examine the role of assessment in curriculum and pedagogy. An afterword by distinguished rhetoric and composition scholars Jessica Enoch and Scott Wible offers perspectives on the future of academic and professional writing. This collection takes stock of the historical, rhetorical, linguistic, digital, and evaluative aspects of the teaching of writing in higher education. Among the critical issues addressed are how university writing programs were first established and what early challenges they faced, where writing programs were housed and who administered them, how the language backgrounds of composition students inform the way writing is taught, the ways in which current writing technologies create new digital environments, and how student learning and programmatic outcomes should be assessed.

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.

This book hopes to change the nature of the conversation about higher education from critiques to focusing on efforts of systematic improvement in undergraduate education. *Changing the Conversation about Higher Education* establishes a culture of experimentation and evidence for undergraduate education through undertaking teaching and learning experiments at 13 universities. This book discusses the contributions and findings from these experiments and is intended for academic administrators, faculty, and graduate students who are interested in improving undergraduate teaching and learning. The experiments are directed at two core aims of a liberal education: critical thinking and writing. The book is structured to address the issues of vision, structure, and cultural transformation that are of specific interest to academic administrators and the promising practices and issues of identity and support that are concerns of faculty and graduate students. "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 in finding decent jobs and developing stable romantic relationships, as well as in 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, the selectivity of institutions they attended, and their 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"--Back cover.

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