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minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, the Quality Assurance Council, coupled with an achievement rating of 4 (Adequate Achievement, 50% - 59%) or better in four (4) recognised

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Designing the New American University will ignite a national discussion about the future evolution of the American research university.

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Association of
American Colleges
and Universities and
the Center for Urban
Education at the
University of Southern
California, this
invaluable resource
provides real-world
steps that reinforce
primary elements for
examining equity in
student achievement,
while challenging

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educators to specifically focus on racial equity as a critical lens for institutional and systemic change. Colleges and universities have placed greater emphasis on education equity in recent years. Acknowledging the changing realities and

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increasing demands placed on contemporary postsecondary education, this book meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education.

Central concepts and

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key points are illustrated through campus examples. This indispensable guide presents academic administrators and staff with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity,

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Understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice is a vital

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wealth of information
for college and
university presidents
and provosts,
academic and student
affairs professionals,
faculty, and
practitioners who
seek to dismantle
institutional barriers
that stand in the way
of achieving equity,
specifically racial
equity to achieve

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equitable outcomes in higher education.

What's more, the analysis expands to examine additional aspects of the higher education market, such as dual enrollment, transfer students, and the role of immigration in college demand.

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"The economics of American higher education are driven by one key factor--the availability of students willing to pay tuition--and many related factors that determine what schools they attend. By digging into the data, economist Nathan Graue has created probability

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models for predicting college attendance.

What he sees are alarming events on the horizon that every college and university needs to understand. Overall, he spots demographic patterns that are tilting the US population toward the Hispanic southwest. Moreover, since 2007, fertility rates have

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fallen by 12 percent. Higher education analysts recognize the destabilizing potential of these trends. However, existing work fails to adjust headcounts for college attendance probabilities and makes no systematic attempt to distinguish demand by institution type. This book

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analyzes demand forecasts by institution type and rank, disaggregating by demographic groups. Its findings often contradict the dominant narrative: while many schools face painful contractions, demand for elite schools is expected to grow by 15+ percent.

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Geographic and racial profiles will shift only slightly--and attendance by Asians, not Hispanics, will grow most. Graue also use the model to consider possible changes in institutional recruitment strategies and government policies. These "what if" analyses show that

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even aggressive innovation is unlikely to overcome trends toward larger gaps across racial, family income, and parent education groups.

Aimed at administrators and trustees with responsibility for decisions ranging from admissions to student support to

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tenure practices to facilities construction, this book offers data to inform decision-making--decisions that will determine institutional success in meeting demographic challenges"--

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Scholarship has the potential to invigorate and reawaken debate on why women aren't advancing faster in academia and the role of theoretical, social, and institutional bias in perpetuating this inequity. . .

Undergraduate and graduate students of educational and workplace inequality,

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women's studies, and neoclassical theory will benefit from engaging in the dialogues raised in this book. Lois Joy, *Feminist Economics* . . . this book offers a contribution to debates and is a timely reminder that the woman question remains a compelling issue. The critical

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insights offered by scholars from across the disciplines of history, philosophy, psychology, sociology and economics is a unique aspect of this text. This is a thoughtful and scholarly contribution to the knowledge base. Tanya Fitzgerald, Journal of Educational

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find all the supporting
data that they might
fear to see, as the
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can stand for the
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in encouraging our academic interests, as a stimulus to creative energy, in making us laugh and in reminding us to hold on to that which we value most for women (and men) in higher education, there cannot be much improvement on this book. Julia Swindells, Times Higher

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Education . . . a particularly readable and interesting set of complementary essays. Education Economics These outstanding essays by eminent scholars provide sophisticated and highly readable analyses of the causes of women s exclusion from full participation in

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Knowledge production today. From multiple disciplinary perspectives, the authors examine the roles of biology, institutional impediments, discrimination, and women's choices. A must read for all concerned with the role of women in contemporary higher

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education. Myra H. Strober, Stanford University, US These fascinating essays by scholars from a wide range of disciplines examine women's struggle since the nineteenth century for inclusion and voice in American higher education and the long, often grimly comic history of the

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arguments that men with authority to speak have used (and continue to use) to rationalize limiting women's role.

Everyone interested in the history of women in American universities should read this book. Robert W. Dimand, Brock University, Canada
These essays offer

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fresh insights on the question of the paucity of women in higher education and together form a thoughtful and contemporary response to Lawrence Summers and the Woman Question in the twenty-first century. This uniquely interdisciplinary study offers a provocative,

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contemporary look at the Woman Question in relation to higher education at the dawn of the twenty-first century. Leading feminist scholars from a wide variety of perspectives and disciplines including history, philosophy, education, psychology, sociology, and

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economics evaluate the role of biology, discrimination, and choice in rationalizing women s exclusion from fully participating in the process of knowledge production, as well as examining institutional impediments.

Contextualizing arguments against women s inclusion

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and including contemporary perspectives on gender, this book offers a rich, multi-layered examination and critical insights into understanding the near universal difficulties that women encounter as they seek to participate fully in the process of knowledge

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production. This book addresses one of the most compelling topics of our time and speaks to our need to understand the long struggle of women to gain an authoritative voice in higher education and the factors that underlie that struggle.

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s studies, higher education, and a range of humanities and social sciences will find this book a welcome addition to the literature.

What's gone wrong at our colleges and universities—and how to get American higher education back on track A quarter of a

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million dollars. It's the going tab for four years at most top-tier universities. Why does it cost so much and is it worth it?

Renowned sociologist Andrew Hacker and New York Times writer Claudia Dreifus make an incisive case that the American way of higher education, now a \$420 billion-per-

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lost sight of its
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baleful influence of
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bureaucracies which now have a life of their own. As Hacker and Dreifus call for a thorough overhaul of a self-indulgent system, they take readers on a road trip from Princeton to Evergreen State to Florida Gulf Coast University, revealing those faculties and institutions that are

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scholars at all levels a practical guide to the state of the art in teaching and learning.

His insights about active learning and the student-centered classroom will be valuable to instructors in any discipline, right away.

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by economists which examine the various strategies for cutting costs and improving productivity in higher education in the United States. The dramatic increase in the cost of attending most colleges and universities in recent years has led to increasing concerns regarding college

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affordability. In addition, with nearly 35 percent of full-time college students failing to receive a bachelor's degree within six years of enrolling in an institution of higher education, the productivity of colleges and universities has also been called into

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question. Systematic reform of higher education has intensified as a result of the large amount of public and private dollars flowing into it. The chapters in this volume, while recognizing it may be the primary source of the problem, also understand that the political forces behind

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the subsidization of higher education are unlikely to wane. The contributors examine several areas of possible reform from an economic perspective, including financial aid systems, athletics, and the organization of universities and university systems with an emphasis on

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identifying the types of reforms that are most likely to result in improvements as well as those that may make things worse. This volume will be of interest to economists, education researchers and policymakers concerned with education reform.

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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

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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

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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

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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

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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

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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.

This book is for anyone who is challenged or troubled

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by the substantial disparities in college participation, persistence, and completion among racial and ethnic groups in the United States. As codirectors of the Center for Urban Education (CUE) at the University of Southern California, coauthors Alicia Dowd and

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Estela Bensimon

draw on their
experience

conducting CUE's

Equity Scorecard, a
comprehensive action
research process that
has been

implemented at over
40 colleges and
universities in the
United States. They
demonstrate what
educators need to

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know and do to take an active role in racial equity work on their own campuses.

Through case studies of college faculty, administrators, and student affairs professionals engaged in inquiry using the Equity Scorecard, the book clarifies the “muddled conversation” that

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colleges and universities are having about equity. Synthesizing equity standards based on three theories of justice—justice as fairness, justice as care, and justice as transformation—the authors provide strategies for enacting equity in practice on college campuses.

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Engaging the “Race Question” illustrates how practitioner inquiry can be used to address the “race question” with wisdom and calls on college leaders and educators to change the policies and practices that perpetuate institutional and structural racism—and

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provides a blueprint for doing so. Book Features: Provides concrete examples of policy and practice for improving equity in postsecondary education. Examines the role of individuals and groups in the change process. Includes examples of action research tools from the Equity

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Scorecard. Offers strategies for professional development and organizational change. “Dowd and Bensimon have been at the forefront of racial equity research in higher education for nearly two decades, and their racial equity scorecard has changed the way

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higher education
thinks about the
issue.” —Patricia
Gándara, co-director,
The Civil Rights
Project “Proven
strategies that every
educator in America
can use to develop
context-specific
solutions for
advancing equity
while exploring the
legacy of

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institutionalized racism that typically paralyzes reform and hinders change.” —Tia Brown McNair, senior director for student success, Association of American Colleges and Universities “A valuable step-by-step guide to making our colleges more academically inviting and egalitarian.”

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—Mike Rose, author of
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