

Reforming Higher Education



Reforming Higher Education

**Grant Harman, Martin Hayden, Thanh
Nghì Pham**



Reforming Higher Education:

Making Reform Work Robert Zemsky, 2009-08-11 *Making Reform Work* is a practical narrative of ideas that begins by describing who is saying what about American higher education who is angry who is disappointed and why Most of the pleas for changing American colleges and universities that originate outside the academy are lamentations on a small number of too often repeated themes The critique from within the academy focuses on issues principally involving money and the power of the market to change colleges and universities Sandwiched between these perspectives is a public that still has faith in an enterprise that it really doesn't understand Robert Zemsky one of a select group of scholars who participated in Secretary of Education Margaret Spellings's 2005 Commission on the Future of Higher Education signed off on the commission's report with reluctance In *Making Reform Work* he presents the ideas he believes should have come from that group to forge a practical agenda for change Zemsky argues that improving higher education will require enlisting faculty leadership on the one hand and on the other a strategy for changing the higher education system writ large Directing his attention from what can't be done to what can be done Zemsky provides numerous suggestions These include a renewed effort to help students performance in high schools and a stronger focus on the science of active learning not just teaching methods He concludes by suggesting a series of dislodging events for example making a three year baccalaureate the standard undergraduate degree congressional rethinking of student aid in the wake of the loan scandal and a change in the rules governing endowments that could break the gridlock that today holds higher education reform captive *Making Reform Work* offers three rules for successful college and university transformation don't vilify don't play games and come to the table with a well thought out strategy rather than a sharply worded lamentation

Other People's Colleges Ethan W. Ris, 2022-06-27 Introduction The ethos of reform The academic engineers Toward system The program of reform The higher education pyramid The practical life Separate and unequal The decline of reform The counter reformation Organized resistance A new consensus and a new ethos Conclusion four legacies

Reforming Higher Education Christine Musselin, Pedro N. Teixeira, 2013-10-07 This book analyzes the reforms that led to a differentiated landscape of higher education systems after university practices and governance were considered poorly adapted to contemporary settings and to their new missions This has led to a growing institutional differentiation in many higher education systems This differentiation has certainly contributed to making the institutional landscape more diverse across and within higher education systems This book covers this diversity Each part corresponds to a different but complementary way of looking at reforms and highlights what can be learnt on specific cases by adopting a specific perspective The first part analyzes the ongoing reforms and their evolution identifies their internal contradictions as well as the redefinitions and reorientations they experience and reveals the ideas representations ideologies and theories on which they are built The second part includes comparison between countries but also other comparative perspectives such as how one reform is developed in different regions of the same country as well as

how comparable reforms are declined to different sectors The last part addresses the impact of the reforms What is known about the effectiveness of such instruments on higher education systems This part shows that reforms provoke new power games and reconfigure power relations The University We Need Warren Treadgold,2018-07-10 Though many people know that American universities now offer an inadequate and incoherent education from a leftist viewpoint that excludes moderate and conservative ideas few people understand how much this matters how it happened how bad it is or what can be done about it In The University We Need Professor Warren Treadgold shows the crucial role of universities in American culture and politics the causes of their decline in administrative bloat and inept academic hiring the effects of the decline on teaching and research and some possible ways of reversing the downward trend He explains that one suggested reform the abolition of tenure would further increase the power of administrators further decrease the quality of professors and make universities even more doctrinaire and intolerant Instead he proposes federal legislation to monitor the quality and honesty of professors and to limit spending on administration to no more than 20 percent of university budgets Harvard now spends 40 percent Finally he offers a specific proposal for the founding of a new leading university that could seriously challenge the dominance of Harvard Princeton Yale Stanford and Berkeley and attract conservative and moderate faculty and students now isolated in universities and colleges that are either leftist or mediocre While agreeing with conservative critics that universities are in severe crisis Treadgold believes that the universities problems largely transcend ideology and have grown worse partly because disputants on both sides of the academic debate have misunderstood the methods and goals of higher education **Reforming Higher Education in Vietnam** Grant Harman,Martin Hayden,Thanh Nghi Pham,2009-12-16 Vietnam is a dynamic member of the community of Southeast Asian nations Consistent with aspirations across the region it is seeking to develop its higher education system as rapidly as possible Vietnam s approach stands out however as being extremely ambitious Indeed it may be at risk of attempting to do too much too quickly By 2020 for example Vietnam expects its higher education system to be advanced by modern standards and highly competitive in international terms This vision faces many challenges The economy though growing rapidly remains reliant on the availability of unskilled labour and the exploitation of natural resources and decision making in many areas of public life continues to be hamstrung by a legacy of over regulation and centralised control A large number of goals and objectives have been set for reform of the higher education system by 2020 The success of these reforms will have a major bearing on the future quality of the system This sober assessment Vietnam s global competitiveness forms a backdrop to the subject matter of this book that is the state of Vietnam s higher education system The book provides a comprehensive and scholarly review of various dimensions of the higher education system in Vietnam including its recent history its structure and governance its teaching and learning culture its research and research commercialisation environment its socio economic impact its strategic planning processes its progress with quality accreditation and its experience of internationalisation and privatisation **Pruning The Ivy**

Milton Leontiades, 2007-04-01 Higher education in America is the best in the world but it is also desperately in need of reform. Lacking effective competition and insulated from market forces, universities have created a model fundamentally at odds with free market principles. In a system few outsiders comprehend, universities uniquely are run for the benefit of faculty. Increasingly, top universities have come to resemble closed academic societies. Admission is by way of a Ph.D. degree. Mastery of abstract research for its own sake is the route to promotion and advancement. Teaching is of incidental importance for tenure; the goal of every academic. Achieving tenure assures long-term employment without mandatory retirement plus freedom from inhibitions on speech or actions. Faculty share governance with an administration, although faculty lack managerial skills or responsibility for their recommendations. Politically conformist faculty think one way and recruit newcomers who think alike. Given time, institutions that do not attract strong leaders or demand accountability from faculty are destined to underperform. Cracks in the seams of the current system are emerging: out of control costs and greater competition. Lacking normal measures of efficiency or productivity, universities' costs tend to spiral higher with future escalation in mind. The trends are clear but not yet ominous. Without reform, America's universities are coasting. Can reforms take hold before a crisis is reached? Only if strong voices demand it. Reform from universities that are characterized by intellectual inbreeding and self-regulation cannot be expected. Assuring future generations of a quality education is the collective responsibility and duty of the citizenry. Based on an inside-out view of universities, this book provides the ammunition for such a campaign. It provides the information and stimulus for reform for legislators, community leaders, academics, and average citizens.

University Reform Philip G. Altbach, 1980 *Reforming the Higher Education Curriculum* Josef A. Mestenhauser, Brenda J. Ellingboe, 1998-09-09

Reforming the Higher Education Curriculum is a collection of papers that explore how a college or university can plan and implement a systemwide program for internationalizing the curriculum, not only from the perspective of specific international programs but throughout the entire university. The authors address this issue from a variety of perspectives, discussing reasons why internationalizing the curriculum is needed, recommending general approaches for doing so, and creating an outline for internationalizing courses in various disciplines. Also provided are suggestions for internationalizing faculty thinking and assessing student outcomes for international programs. This book will be of great interest to presidents, deans, vice presidents for academic affairs, faculty members, and administrators of international study programs.

Crisis on Campus Mark C. Taylor, 2010-08-31 A provocative look at the troubled present state of American higher education and a passionately argued and learned manifesto for its future. In *Crisis on Campus*, Mark C. Taylor, chair of the Department of Religion at Columbia University and a former professor at Williams College, expands on and refines the ideas presented in his widely read and hugely controversial 2009 New York Times op-ed. His suggestions for the ivory tower are both thought-provoking and rigorous: End tenure. Restructure departments to encourage greater cooperation among existing disciplines. Emphasize teaching rather than increasingly rarefied research.

And bring that teaching to new domains using emergent online networks to connect students worldwide As a nation he argues we fail to make such necessary and sweeping changes at our peril Taylor shows us the already rampant consequences of decades of organizational neglect We see promising graduate students in a distinctly unpromising job market relegated if they're lucky to positions that take little advantage of their training and talent We see recent undergraduates with massive burdens of debt and anxious parents anticipating the inflated tuitions we will see in ten or twenty years We also see students at all levels chafing under the restrictions of traditional higher education from the structures of assignments to limits on courses of study But it doesn't have to be this way Accommodating the students of today and anticipating those of tomorrow attuned to schools' financial woes and the skyrocketing cost of education Taylor imagines a new system one as improvisational as responsive to new technologies and as innovative as are the young members of the iPod and Facebook generation In *Crisis on Campus* we have an iconoclastic necessary catalyst for a national debate long overdue

Residential Colleges, 1998 **Reforming Higher Education** Maurice Kogan, Stephen Hanney, 2000 Examining the relationship between higher education policy and the state this book focuses on the ways in which the changing concepts of the nature of the state and its role have had an impact on the development of higher education policy in the last thirty years

As If Learning Mattered Richard Earl Miller, 1998 Writing with wit and precision Miller shows why the system of higher education has been particularly resistant to reform Unraveling stereotypes about conservative liberal and radical reform efforts Miller looks at what has actually happened when theories about education have been put into practice What did Matthew Arnold do as a school inspector to promote the study of the best that has been thought and said in our time The Struggle to Reform Our Colleges Derek Bok, 2017-08-28 Why efforts to improve American higher educational attainment haven't worked and where to go from here During the first decade of this century many commentators predicted that American higher education was about to undergo major changes that would be brought about under the stimulus of online learning and other technological advances Toward the end of the decade the president of the United States declared that America would regain its historic lead in the education of its workforce within the next ten years through a huge increase in the number of students earning quality college degrees Several years have elapsed since these pronouncements were made yet the rate of progress has increased very little if at all in the number of college graduates or the nature and quality of the education they receive In *The Struggle to Reform Our Colleges* Derek Bok seeks to explain why so little change has occurred by analyzing the response of America's colleges the influence of students employers foundations accrediting organizations and government officials and the impact of market forces and technological innovation In the last part of the book Bok identifies a number of initiatives that could improve the performance of colleges and universities The final chapter examines the process of change itself and describes the strategy best calculated to quicken the pace of reform and enable colleges to meet the challenges that confront them **Reforming Higher Education** Maurice Kogan, 1999-06-01 **Myth, Reality,**

and Reform Cláudio de Moura Castro, Daniel C. Levy, 2000 Myth Reality and Reform bridges these critiques by balancing the importance of the four key functions of higher education academic leadership professional development technological training and development and general higher education The book suggests how to consolidate the strengths of higher education systems while fundamentally reforming their weaker features *Reforming a College* Richard Wisniewski, 2000 Despite persistent calls for teacher education reform can schools of education make the level of changes needed Reforming a College describes what the faculty at one college accomplished despite the constraints endemic to higher education The New College of Education at The University of Tennessee Knoxville sought to change how the faculty work with one another their students and the profession they serve What was done at Tennessee reveals what is possible and often impossible to achieve in institutions that extol educational change but do not reform their own practices **New Life for the College Curriculum** Jerry G. Gaff, 1991-11-06 Gaff provides a new analysis of general education focusing on the curriculum reform movement His book has three basic aims a contemporary analysis of the public debate and curriculum reforms an assessment of some of the early results of curriculum changes and a future agenda that includes shifting organizational priorities and creating structures to better support undergraduate general education Gaff's agenda mainly calls for the training of a new generation of faculty in the values associated with liberal and general education the implementation of current general education programs and the integration of general education with academic majors The agenda is strengthened by Gaff's study of some 300 colleges and universities that are reforming their general education curricula Gaff also draws on popular critics such as Allan Bloom William Bennett and E D Hirsch ISBN 1 55542 392 2 29 95 *Reforms in Higher Education* Keith Watson, 1996-12-05 This text addresses the reforms in the financial and administrative structure of higher education government intervention in introducing new managerial techniques and quality audits and the implications of these changes for both academics and administrators It is one of a series of four volumes which look at the educational dilemmas facing governments professional educators and practising administrators in the current climate in education The issues are addressed from international and comparative perspectives *Reform and Change in Higher Education* James E Mauch, 2020-05-09 Originally published in 1995 Reform and Change in Higher Education is composed of 9 essays originally presented at a symposium International Perspectives on the Relationship Between Governments and Universities and a UNESCO Forum of Experts on Strengthening Capacities for Research in Higher Education Papers explore how government policy affects universities and how universities influence government This collection presents case studies of educational reform and change in 10 nations focusing on the changing role of government involvement in higher education The book deals comparatively with planned change in systems of higher education initiated by central governments and with the character and dynamics of state university relationships both collectively and individually *Reforming Vietnamese Higher Education* Nhai Thi Nguyen, Ly Thi Tran, 2019-11-01 This book deepens readers conceptual understanding of and provides

practical insights into Vietnam's higher education reforms Globalisation has had profound impacts on higher education worldwide creating transnational linkages and junctures as well as disjunctures At the same time it has generated fluidities hybridities and mobilities Within the postcolonial context of Vietnam it is imperative to identify the unique global traits that characterise the Vietnamese higher education system The book focuses specifically on key aspects of culture and values that are decisive to the reform of Vietnamese higher education under the forces of globalisation It critically examines how global forces have shaped and reshaped Vietnam's higher education landscape At the same time the book explores local demands on Vietnamese higher education and deciphers how higher education institutions are responding to globalisation internationalisation and local demands Based on empirical research theoretical approaches and the experiences of researchers from Vietnam and overseas it addresses critical perspectives on the aspects fundamental to the reform of Vietnamese higher education and outlines viable paths for the future

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