



## On the Philosophy of Higher Education

G. Lester Anderson

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# On The Philosophy Of Higher Education

**John S. Brubacher**



## **On The Philosophy Of Higher Education:**

*On the Philosophy of Higher Education* John S. Brubacher, 1982 This revised edition offers college and university leaders an up to date analytical perspective for resolving basic academic issues Brubacher reexamines refines and extends earlier arguments and other key questions in response to significant new social economic legal and educational developments He discusses the limits of autonomy the exercise of academic freedom the desirability of open admissions prescribed curricula and collective bargaining He also investigates such emerging new problems as accountability corporate interests on campus and the right to confidentiality expands on ways to promote equal access and specialized education without undermining the criteria for admission

**On the Philosophy of Higher Education** John Seiler Brubacher, 1990 *The Philosophy of Higher Education* Ronald Barnett, 2021-11-25 Providing a comprehensive introduction to the philosophy of higher education this book steps nimbly through the field leading it into new areas and advancing an imaginative ecological realism Each chapter takes the form of a short essay tackling a particular topic such as values knowledge teaching critical thinking and social justice It also examines key issues including academic freedom the digital university and the Anthropocene and draws on classic as well as contemporary texts in the field Composed of five parts the book travels on a compelling journey Part one identifies foundations of the field distinguishing between the ideas of university and higher education Part two examines key concepts including research culture academic freedom and reason Part three focuses on higher education as a set of educational practices and being a student Part four is concerned with the university as an institution and includes the matters of leadership and the spirit of the university Part five turns to the university in the world and argues for an ecological perspective Written in a lively and accessible style and ideal for anyone coming to the field for the first time but also of interest to experienced scholars this book offers sightings of new possibilities for higher education and the university

**Philosophy's Higher Education** Nigel Tubbs, 2004 At about the age of 13 I began to realise that my formal education was separating itself off from my philosophical education Of course at the time I did not know it in this way I experienced it as a split between what I was being taught and my experience of what I was being taught It was I now know the philosophical experience of formal schooling It was not until beginning the study of sociology at 16 that I came across the idea of dualisms pairs of opposites that always appeared together but were never reconciled In sociology it was the dualism of the individual and society The question most asked in our classes was always regarding which aspect of the dualism dominated the other The answer we always leaned towards was that both were mutually affected by the other The answer seemed to lie somewhere in the middle It was only at university first as an undergraduate and then as a postgraduate that I came across the idea of the dialectic Slowly I began to recognise that the dualisms which plagued social theory I and we self and other good and evil modernity and post modernity autonomy and heteronomy freedom and nature truth and relativism and so many more were not only dialectical in being thought about but also that the thought of them being dialectical had an even

stranger quality It was the same experience as being at school

### **Contemporary Philosophical Proposals for the**

**University** Aaron Stoller, Eli Kramer, 2018-02-12 This edited collection brings together a robust range of philosophers who offer theoretically and critically informed proposals regarding the aims policies and structures of the university The collection fills a major gap in the landscape of higher education theory and practice while concurrently reviving a long and often forgotten discourse within the discipline of philosophy It includes philosophers from across the globe representing disparate philosophical schools as well as various career stages statuses and standpoints within the university There is also a diversity in method approach and style which varies from personal narratives and case studies to philosophical genealogies to traditional philosophical essays and to systematic theories The collection can serve as a theoretical resource for critically minded administrators and faculty who wish to analyze and change policies and structures at their home institutions It will introduce them to a wide range of possible educational imaginaries as well as provide them with productive suggestions for pragmatic change on campuses

**Philosophers on the University** Ronald Barnett, Amanda Fulford, 2020-02-26 This book shows the significance of the thinking of philosophers and other key thinkers in understanding the university and higher education Through those explorations it widens and substantially adds to the emerging philosophy of higher education It builds on the historical literature on the idea of the university and provides higher education scholars with highly accessible introductions to the thinking of key philosophers and thinkers alerting them to a set of literature that otherwise might not be encountered Until very recently most of the debate on higher education both in the public domain and in the scholarly literature has been conducted with little regard to the philosophical literature This is odd for two reasons Firstly much of the historical literature on the idea of the university over the past two hundred years has been written by philosophers and their thinking has largely gone unmined Second and perhaps even more importantly many of the issues in the higher education debate are either philosophical in their nature or require reflective thinking and there lies to hand huge resources in the philosophical literature that can help in working through those issues Issues such as what is to count as knowledge in the university wisdom voice democracy culture what it is to be a student or academic academic freedom communication work and disciplinarity cry out for the kind of insights that the philosophical literature very broadly understood can offer This book attempts precisely to do this to show how the work of key thinkers can help in deepening the higher education debate Each chapter focuses on an individual thinker giving both an insight into the thinker in question and accessibly drawing out something of their thinking and showing its significance in understanding the university and higher education The editors provide a full length introduction that marks out this large territory and prepares the ground for the reader The book impressively builds a rich meshwork of careful and thorough thinking around the university and higher education by way of introducing 14 important philosophers on timely subjects such as culture and the university higher education and democracy and the role of the university The volume is a great contribution to the important task of deepening the debate about higher

education and the university through introducing important philosophers in ways that might help the university and higher education work through some of the issues and challenges that it is currently facing As such this book is essential reading for anyone wanting to wander and wonder deeper into the core purposes and possibilities of higher education in the good companionship of outstanding thinkers and distinguished academics on these matters A playground for philosophical thought and adventure Rikke Toft N r g rd Associate Professor Aarhus University Denmark This book is an excellent introduction to a wide range of famous thinkers and what they have to say about the university and higher education today It goes beyond the contemporary preoccupation with metrics based on managerialism and takes a much needed philosophical look at what higher education should be or should aspire to be Assoc Prof Stephen Loftus Foundational Medical Studies Oakland University William Beaumont School of Medicine USA     Exploring The Heritage Of American Higher Education Grady E. Bogue, Jeffery Aper, 2000 University administrators faculty and students of higher education will find this volume an exceptional resource for understanding the history and politics behind U S higher education Unique in their presentation the authors address the policies debates and criticism that have shaped higher education     *The University Becoming* Søren S. E. Bengtsen, Sarah Robinson, Wesley Shumar, 2021-06-23 This volume wholeheartedly engages with the current climate in higher education and provides not only a thorough analysis of the foundational elements constituting higher education but also a critical discussion of possible connections to societal and cultural domains and policy debates Today higher education institutions and programs are beset with multiple and often conflicting pressures and demands Higher education is regarded by societies in general and at the political level in particular as a pathway to securing continued economic growth and ensuring cultural growth in surrounding societal contexts Future academics are expected to become experts within their disciplines and at the same time to acquire and develop generic competences and transferable skills directly translatable into job market and professional contexts These conflicting and fragmented policy approaches to higher education leaves academic leaders teacher researchers and students with an incoherent curriculum and a confused and eroded academic identity and societal outlook Much literature within higher education research that engages with similar topics are dominated by a backwards looking and heavy critique of current political and educational conditions for the university and higher education This volume suggests a new tack that is defined by openness and optimism towards possibilities for a transformative higher education curriculum that at the same time stays firmly rooted within the foundational academic soil By drawing on and contributing to the emerging research field the philosophy and theory of higher education the book combines critique with a constructive and future oriented approach and outlook on higher education Further it combines and links philosophical discussions on the idea of the future university with societal responsibility and a curricular and formational awareness     *Philosophy's Higher Education* Nigel Tubbs, 2006-01-26 At about the age of 13 I began to realise that my formal education was separating itself off from my philosophical education Of course at the time I did not know it in

this way I experienced it as a split between what I was being taught and my experience of what I was being taught It was I now know the philosophical experience of formal schooling It was not until beginning the study of sociology at 16 that I came across the idea of dualisms pairs of opposites that always appeared together but were never reconciled In sociology it was the dualism of the individual and society The question most asked in our classes was always regarding which aspect of the dualism dominated the other The answer we always leaned towards was that both were mutually affected by the other The answer seemed to lie somewhere in the middle It was only at university first as an undergraduate and then as a postgraduate that I came across the idea of the dialectic Slowly I began to recognise that the dualisms which plagued social theory I and we self and other good and evil modernity and post modernity autonomy and heteronomy freedom and nature truth and relativism and so many more were not only dialectical in being thought about but also that the thought of them being dialectical had an even stranger quality It was the same experience as being at school

**Philosophy Science & Higher Education (Ppr)** Mason Welch Gross, Mason W Gross the sixteenth president of Rutgers University was a unique man who left his imprint on the university During his presidency Rutgers expanded from a student body of 18 000 to 30 000 the budget grew from 18 million to 68 million an enormous construction program enhanced and enlarged the campuses at Newark New Brunswick and Camden and new professional schools were founded In effect Gross presided over the transformation of Rutgers from a private university rooted in the colonial past to one of the largest state universities in the post industrial present Yet Gross was a relaxed and much admired leader whose tenure spawned excellence in research coupled with civility in relations among students faculty and administrators The speeches of Mason W Gross are of more than ordinary interest and merit for two reasons One is that he wrote them all himself Woodrow Wilson was the last president of the United States who had no speechwriter While this is less frequently characteristic of college presidents it is a growing phenomenon The second reason for the unique quality of his speeches is that Gross was essentially a teacher and student of philosophy He was only incidentally an administrator a title he disliked as being akin to bureaucrat The addresses selected for this volume were culled from some three hundred that were delivered between 1949 and 1971 The speeches were chosen to reflect diverse themes and occasions Their subjects range from ideas on education to thoughts about urban planning and the occasions from commencement addresses to appearances before national organizations Effortlessly urbane and civilized always gracious and courteous Mason W Gross was a teacher and philosopher a democrat and an aristocrat In his new introduction Irving Louis Horowitz traces the philosophical sources of Mason Gross thought as well as his practical implementation of those influences Richard P McCormick was professor of history at Rutgers University from 1948 to 1982 He is the author of The Presidential Game The Origins of American Presidential Politics and The Second American Party System Party Formation in the Jacksonian Era Richard Schlatter now deceased was professor of history at Rutgers University and served as provost of the university under Mason Gross Irving Louis Horowitz is Hannah Arendt Distinguished Professor Emeritus of Sociology and

Political Science at Rutgers The State University of New Jersey and chairman and editorial director of Transaction Publishers His books include *Radicalism and the Revolt Against Reason* and *Taking Lives Genocide and State Power* **Assessment for Excellence** Alexander W. Astin, Anthony Lising Antonio, 2012-07-13 The second edition of *Assessment for Excellence* arrives as higher education enters a new era of the accountability movement In the face of mandates such as results based funding and outcomes based accreditation institutions and assessment specialists are feeling increasingly pressured to demonstrate accountability to external constituencies The practice of assessment under these new accountability pressures takes on special significance for the education of students and the development of talent across the entire higher education system This book introduces a talent development approach to educational assessment as a counter to prevailing philosophies illustrating how contemporary practices are unable to provide institutions with meaningful data with which to improve educational outcomes It provides administrators policymakers researchers and analysts with a comprehensive framework for developing new assessment programs to promote talent development and for scrutinizing existing policies and practices Written for a wide audience the book enables the lay reader to quickly grasp the imperatives of a properly designed assessment program and also to gain adequate statistical understanding necessary for examining current or planned assessment policies More advanced readers will appreciate the technical appendix for assistance in conducting statistical analyses that align with a talent development approach In addition institutional researchers will benefit from sections that outline the development of appropriate student databases A Philosophy for Minnesota Higher Education Minnesota Higher Education Coordinating Commission, 1968 Academic Activism in Higher Education Nuraan Davids, Yusef Waghid, 2021-03-24 This book argues for renewed understandings of academic activism understandings that conceive of the ideas arguments and scholarship of the academe as embedded within the practices of what the academy does It examines why and how a renewed notion of academic activism informs a philosophy of higher education specifically in relation to teaching and learning The book focuses on the theories and practices of teaching and learning in particular how such pedagogical actions are guided by social political and cultural influences outside of the university as a higher education institution The authors advocate for a living philosophy of higher education that is commensurate with real actions and imaginary fictions of what constitutes higher education and what remains in becoming for the discourse With a focus on South African social justice education the book imagines pathways for academic activism to manifest in revolutionised pedagogical actions or actions that bring into contestation what already exists with the possibility for the cultivation of renewal Higher Education in Transition John Seiler Brubacher, Willis Rudy, 1997-01-01 At a time when our colleges and universities face momentous questions of new growth and direction the republication of *Higher Education in Transition* is more timely than ever Beginning with colonial times the authors trace the development of our college and university system chronologically in terms of men and institutions They bring into focus such major areas of concern as curriculum

administration academic freedom and student life They tell their story with a sharp eye for the human values at stake and the issues that will be with us in the future One gets a sense not only of temporal sequence by centuries and decades but also of unity and continuity by a review of major themes and topics Rudy s new chapters update developments in higher education during the last twenty years Higher Education in Transition continues to have significance not only for those who work in higher education but for everyone interested in American ideas traditions and social and intellectual history Higher Education in Transition is a superb contribution to American social and intellectual history and the best history extant of the American college and university Sol Cohen Change This volume is highly recommended not only to students and practitioners of higher education to whom it is indispensable but to all who would truly understand what may well be the most important factor in our ultimate survival our colleges and universities Francis H Horn New York Times Book Review *Philosophies of Research into Higher Education* Brian J. Brown, Sally Baker, 2007-09-14 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 The Thinking University Søren S.E. Bengtson, Ronald Barnett, 2018-04-27 This book reinvigorates the philosophical treatment of the nature purpose and meaning of thought in today s universities The wider discussion about higher education has moved from a philosophical discourse to a discourse on social welfare and service economics and political agendas This book reconnects philosophy with the central academic concepts of thought reason and critique and their associated academic practices of thinking and reasoning Thought in this context should not be considered as a merely mental or cognitive construction still less a cloistered college but a fully developed individual and social engagement of critical reflection and discussion with the current pressing disciplinary political and philosophical issues The editors hold that the element of thought and the ability to think in a deep and groundbreaking way is still the essence of the university But what does it mean to think in the university today And in what ways is thought related not only to the epistemological and ontological issues of philosophical debate but also to the social and political dimensions of our globalised age In many countries the state is imposing limitations on universities dismissing or threatening academics who speak out critically With this volume the editors ask questions such as What is the value of thought What is the university s proper relationship to thought To give the notion of thought a thorough philosophical treatment the book is divided into three parts The focus moves from an epistemological perspective in Part I



to a focus on existence and values in higher education in Part II and then to a societal oriented focus on the university in Part III All three parts in their own ways debate the notion of thought in higher education and the university as a thinking form of being

*The University Becoming* Søren S. E. Bengtsen, Sarah Robinson, Wesley Shumar, 2021 This volume wholeheartedly engages with the current climate in higher education and provides not only a thorough analysis of the foundational elements constituting higher education but also a critical discussion of possible connections to societal and cultural domains and policy debates Today higher education institutions and programs are beset with multiple and often conflicting pressures and demands Higher education is regarded by societies in general and at the political level in particular as a pathway to securing continued economic growth and ensuring cultural growth in surrounding societal contexts Future academics are expected to become experts within their disciplines and at the same time to acquire and develop generic competences and transferable skills directly translatable into job market and professional contexts These conflicting and fragmented policy approaches to higher education leaves academic leaders teacher researchers and students with an incoherent curriculum and a confused and eroded academic identity and societal outlook Much literature within higher education research that engages with similar topics are dominated by a backwards looking and heavy critique of current political and educational conditions for the university and higher education This volume suggests a new tack that is defined by openness and optimism towards possibilities for a transformative higher education curriculum that at the same time stays firmly rooted within the foundational academic soil By drawing on and contributing to the emerging research field the philosophy and theory of higher education the book combines critique with a constructive and future oriented approach and outlook on higher education Further it combines and links philosophical discussions on the idea of the future university with societal responsibility and a curricular and formational awareness

**The Aims of Higher Education** Harry Brighouse, Michael McPherson, 2015-05-04 This book features a group of top notch philosophers tackling some of the biggest questions in higher education What role should the liberal arts have in a college education Should colleges orient themselves to the educational demands of the business sector What is the role of highly selective colleges in the public sphere To what extent should they be subsidized directly or indirectly by the public Should they simply teach students skills and academic knowledge or should they play a role in shaping character and if so to what end Should highly selective colleges admissions practices give an edge to racial minorities or legacies or poor students How much should the public purse subsidize disadvantaged students attending such institutions These questions are fundamentally about moral and political values questions of distributive justice and of what constitutes valuable education Philosophers are trained to identify value considerations in great detail indeed often with more precision than is ever needed for practical purposes but most disagreements about policy and practice proceed with minimal attention to the values assumed on either side and all sides can benefit from more clarity about exactly what moral values are at play The philosophers here then address some of the fundamental questions

underlying debates about higher education and in ways that are interesting and accessible to others      **Higher Education**  
,1960      *The Aims of Higher Education* Harry Brighouse, Michael McPherson, 2015-05-07 In this book philosopher Harry Brighouse and Spencer Foundation president Michael McPherson bring together leading philosophers to think about some of the most fundamental questions that higher education faces Looking beyond the din of arguments over how universities should be financed how they should be run and what their contributions to the economy are the contributors to this volume set their sights on higher issues ones of moral and political value The result is an accessible clarification of the crucial concepts and goals we so often skip over even as they underlie our educational policies and practices The contributors tackle the biggest questions in higher education What are the proper aims of the university What role do the liberal arts play in fulfilling those aims What is the justification for the humanities How should we conceive of critical reflection and how should we teach it to our students How should professors approach their intellectual relationship with students both in social interaction and through curriculum What obligations do elite institutions have to correct for their historical role in racial and social inequality And perhaps most important of all How can the university serve as a model of justice The result is a refreshingly thoughtful approach to higher education and what it can and should be doing

## **On The Philosophy Of Higher Education** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**On The Philosophy Of Higher Education**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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