

First Universities

Abelard and the Origin and Early History of Universities Gabriel Compayré 1893

CUNY's First Fifty Years Anthony G. Picciano 2017-07-06 Providing a comprehensive history of the City University of New York, this book chronicles the evolution of the country's largest urban university from its inception in 1961 through the tumultuous events and policies that have shaped its character and community over the past fifty years. On April 11, 1961, New York State Governor Nelson Rockefeller signed the law creating the City University of New York (CUNY). This legislation consolidated the operations of seven municipal colleges—four senior colleges (Brooklyn College, City College, Hunter College and Queens College) and three community colleges (Bronx Community College,

Queensborough Community College, and Staten Island Community College)—under a common Board of Higher Education. Enrolling at the time approximately 91,000 students, CUNY would evolve over the next fifty years into the largest urban university in the country, serving more than 500,000 students. Reflecting on its uniqueness and broader place in U.S. higher education, Picciano and Jordan examine in depth the development of the CUNY system and all of its constituent colleges, with emphasis on its rapid expansion in the 1960s, and the end of its free tuition in the 1970s, and open admissions policies in the 1990s. While much of CUNY's history is marked by twists and turns unique to its locale, many of the issues and experiences at CUNY over the past fifty years shed light on the larger nationwide developments in higher

education.

The Higher Learning in America: The

Annotated Edition Thorstein Veblen

2015-06-01 The first scholarly edition of Thorstein Veblen's classic indictment of the corporate model of American university governance. Since its publication in 1918, Thorstein Veblen's *The Higher Learning in America* has remained a text that every serious student of the American university must confront. Intellectual historian Richard Teichgraeber brings us the first scholarly edition of Veblen's classic, thoroughly edited, annotated, and indexed. An extensive introduction discusses the book's composition and publishing history, Veblen's debts to earlier critics of the American university, and the place of *The Higher Learning in America* in current debates about the American university. Veblen's insights into the American university system at the outset of the twentieth century are as provocative today as they were when first

published. Insisting that institutions of higher learning should be dedicated solely to the disinterested pursuit of knowledge, he urged American universities to abandon commitments to extraneous pursuits such as athletics, community service, and vocational education. He also believed that the corporate model of governance—with university boards of trustees dominated by well-to-do businessmen and university presidents who functioned essentially as businessmen in academic dress—mandated unsavory techniques of salesmanship and self-promotion that threatened to reduce institutions of higher learning to the status of competitive business enterprises. With a detailed chronology, suggested readings, and comprehensive notes identifying events, individuals, and institutions to which Veblen alludes, this volume is sure to become the standard teaching text for Veblen's classic work and an invaluable resource for students of both the history and the current workings of the

American university.

The University of Vermont Robert Vincent Daniels 1991

The Invisibility Factor Teresa Heinz Housel 2009 Essays that represent a balance of personal narrative, qualitative, and quantitative approaches that extend our understanding of the first-generation college student experience. -- Publisher description

Early Modern Universities Anja-Silvia Goeing 2020-12-07 Early Modern Universities: Networks of Higher Education contains twenty essays by experts on early modern academic networks. Using a variety of approaches to universities, schools, and academies throughout Europe and in Central America, the book suggests pathways for future research.

The Racial Crisis in American Higher Education William A. Smith 2012-02-01 A revised edition of the classic text, illuminating the linkages between race and higher education.

Colleges That Change Lives Loren Pope

2006-07-25 Prospective college students and their parents have been relying on Loren Pope's expertise since 1995, when he published the first edition of this indispensable guide. This new edition profiles 41 colleges—all of which outdo the Ivies and research universities in producing performers, not only among A students but also among those who get Bs and Cs. Contents include: Evaluations of each school's program and "personality" Candid assessments by students, professors, and deans Information on the progress of graduates This new edition not only revisits schools listed in previous volumes to give readers a comprehensive assessment, it also addresses such issues as homeschooling, learning disabilities, and single-sex education.

The Shaping of American Higher Education Arthur M. Cohen 2009-12-09 THE SHAPING OF AMERICAN HIGHER EDUCATION SECOND EDITION When the first edition of The Shaping of American Higher Education was published it was lauded for its historical perspective and in-

depth coverage of current events that provided an authoritative, comprehensive account of the history of higher education in the United States. As in the first edition, this book tracks trends and important issues in eight key areas: student access, faculty professionalization, curricular expansion, institutional growth, governance, finance, research, and outcomes. Thoroughly revised and updated, the volume is filled with critical new data; recent information from specialized sources on faculty, student admissions, and management practices; and an entirely new section that explores privatization, corporatization, and accountability from the mid-1990s to the present. This second edition also includes end-of-chapter questions for guidance, reflection, and study. "Cohen and Kisker do the nation's colleges and universities a much needed service by authoring this volume. The highly regarded histories of American higher education have become badly dated. They ignore the last quarter century when American

higher education was transformed. This volume provides comprehensive information on that era." — Art Levine, president, Woodrow Wilson National Fellowship Foundation, and author, *When Hope and Fear Collide: A Portrait of Today's College Student* "The second edition of *The Shaping of American Higher Education* is a treasure trove of information and insight. Cohen and Kisker provide us with astute and straightforward analysis and commentary on our past, present, and likely future. This book is invaluable to those seeking to go to the heart of the issues and challenges confronting higher education." — Judith S. Eaton, president, Council for Higher Education Accreditation "Arthur Cohen and his collaborator have now updated his superb history of American higher education. It remains masterful, authoritative, comprehensive, and incisive, and guarantees that this work will stand as the classic required resource for all who want to understand where higher education came from and where it is

going. The new material gives a wise and nuanced perspective on the current crisis-driven transformations of the higher education industry." — John Lombardi, president, Louisiana State University System "The Shaping of American Higher Education is distinguished by its systematic approach, comprehensive coverage, and extensive treatment of the modern era, including the first years of the twenty-first century. In this second edition, Arthur Cohen and Carrie Kisker are especially adept at bringing historical perspective and a balanced viewpoint to controversial issues of the current era." — Roger L. Geiger, distinguished professor, The Pennsylvania State University, and author, *Knowledge and Money Changing the World* Jeffrey L. Rodengen 2005 Polytechnic University, the second oldest private engineering and science institution in the United States, has for over 150 years provided the academic crucible and talent to advance the

principles and frontiers of engineering and technology which have improved the lives of the vast majority of the world's inhabitants. Its students and professors have been honored for groundbreaking discoveries in numerous areas, including microwave technology, aeronautics, barcode technology, polymer science, and telecommunications. Noted author Jeffrey L. Rodengen details the rich and colorful history of this distinguished institution, ranked in the top 10 percent of all U.S. colleges and universities by The Princeton Review. Foreword by Wm. A. Wulf, PhD, president of the National Academy of Engineering.

Howard University: the First Hundred Years, 1867-1967 Rayford W. Logan 1969 When Rayford W. Logan's astute history of Howard University appeared in 1969, Logan was in a unique position to analyze one of the nation's most prominent African American colleges. He had recently completed nearly thirty years at Howard as a history professor, living and

teaching through almost a third of the school's first century. Drawing from his own knowledge and university documents, Logan traced Howard's chronology from 1866, when it was conceived as a theological seminary for African American ministers, to the increasingly successful, and in Logan's words, cosmopolitan, institution of the 1960s. Logan detailed university milestones, including Howard's founding by an act of Congress in 1867 and the election of Dr. Mordecai W. Johnson, the university's first black president, in 1926, as well as the accomplishments of Howard graduates. More than thirty years after its first publication, Logan's engaging account is essential for a thorough understanding of Howard, and its place in the legacy of historically black universities.

Pathways and Experiences of First-Generation Graduate Students John S. Levin 2022-10-31

This book focuses on first-generation graduate students in the US and the graduate or post-

baccalaureate programs that house and educate these students. The several voices in this book, including first-generation graduate students, address the phenomena of graduate students' experiences and related university practices, with the practices connected to traditional academic and Western values and to academic and neoliberal institutional logics. First-generation graduate students' narratives, or testimonies, serve as the foundation of the analysis of students' pathways to graduate school and their experiences within graduate school. The conditions for first-generation graduate students in their programs require remedies that will facilitate student well-being, peer community attachment, and persistence, and will educate and train students for achievement in graduate school and for employment after graduate school.

The Origins of Federal Support for Higher Education Roger L. Williams 1991-04-08 The Origins of Federal Support for Higher Education

revises the traditional interpretation of the land-grant college movement, whose institutions were brought into being by the 1862 Morrill Act to provide for "the liberal and practical education of the industrial classes." Rather than being the inevitable consequence of the unfolding dynamic of institutional and socioeconomic forces, Williams argues, it was the active intervention and initiative of a handful of educational leaders that secured the colleges' future—above all, the activities of George W. Atherton. For nearly three decades, Atherton, who was the seventh president of the Pennsylvania State University, worked to secure consistent federal financial support for the colleges, which in their early years received little assistance from the states they were designed to benefit. He also helped to develop the institutions as comprehensive "national" universities grounded in the liberal arts and sciences—a conception that countered the prevailing view of the colleges as mainly agricultural schools. Atherton became the prime

mover in the campaign to enact the 1887 Hatch Act, which encouraged the establishment of agricultural experiment stations at land-grant colleges. The act marked the federal government's first effort to provide continuous funding to research units associated with higher education institutions. At the same time, Atherton played a key role in the formation of the first association of such institutions: The Association of American Agricultural Colleges and Experiment Stations. It was the Association that provided the critical mass needed to lobby Congress successively and to approach the many opportunities and threats the land-grant colleges faced during the 1885–1906 period. Atherton was also deeply involved in the campaign for the Morrill Act of 1890, which provided long-sought annual appropriations to land-grant colleges for a broad range of academic programs and encouraged steady growth in state support during the 1890s. Roger Williams traces the motives and tactics behind a series of laws that

made the federal government irreversibly committed to funding higher education and scientific research and provides rich new insights into the complexities, polarities, and inherent contradictions of the history of the American land-grant movement.

Reconstructing the Campus Michael David Cohen 2012 The Civil War transformed American life. Not only did thousands of men die on battlefields and millions of slaves become free; cultural institutions reshaped themselves in the context of the war and its aftermath. The first book to examine the Civil War's immediate and long-term impact on higher education, Reconstructing the Campus begins by tracing college communities' responses to the secession crisis and the outbreak of war. Students made supplies for the armies or left campus to fight. Professors joined the war effort or struggled to keep colleges open. The Union and Confederacy even took over some campuses for military use. Then moving beyond 1865, the book explores the

war's long-term effects on colleges. Michael David Cohen argues that the Civil War and the political and social conditions the war created prompted major reforms, including the establishment of a new federal role in education. Reminded by the war of the importance of a well-trained military, Congress began providing resources to colleges that offered military courses and other practical curricula. Congress also, as part of a general expansion of the federal bureaucracy that accompanied the war, created the Department of Education to collect and publish data on education. For the first time, the U.S. government both influenced curricula and monitored institutions. The war posed special challenges to Southern colleges. Often bereft of students and sometimes physically damaged, they needed to rebuild. Some took the opportunity to redesign themselves into the first Southern universities. They also admitted new types of students, including the poor, women, and, sometimes, formerly enslaved blacks. Thus,

while the Civil War did great harm, it also stimulated growth, helping, especially in the South, to create our modern system of higher education.

The First Universities Olaf Pedersen 1997 This is a general study of the development of higher education in Europe from antiquity until the end of the Middle Ages, set against a background of the social and political history of the period. It shows how the slender traditions of ancient learning, kept alive in the monastic and cathedral schools, was enriched by an enormous influx of knowledge from the Islamic world and how in consequence the schools developed into universities. These early institutions are examined from a variety of points of view, as institutions, as places where ideas spread and as points of interaction with local and national authority. Special attention is paid to early intellectual history and to the scientific disciplines and to the everyday life of the students and their teachers. The book is

intended as a broad introduction to the subject for students of the history of education, but it will also attract general readers with only a slight knowledge of the subject.

Putting Students First Larry A. Braskamp 2016-01-19 In *Putting Students First*, the authors argue that colleges can and should invest in holistic student development by recognizing and building on the students' search for purpose in life, intellectually, spiritually, and morally. Based on a study conducted at ten religiously-affiliated schools, the book urges all colleges to rethink their approach to teaching and advising the increasingly diverse students of today; their critical mission should be to prepare students to become ethically responsible and active contributors to society, as well as critical thinkers and skilled professionals. *Putting Students First* offers perspectives and recommendations in areas of holistic student development such as Understanding millennial college students The role of faculty in defining

culture The design and implementation of curriculum The impact of cocurricular involvement Fostering relationships with on-campus and off-campus communities By organizing the campus environment into “4Cs”—culture, curriculum, cocurriculum, and community—the authors create a conceptual framework for faculty, student affairs staff, and administrators to discuss, plan, and create college environments that effectively support the learning and development of students. Each chapter includes an introduction, evidence and analysis, a summary, and questions to help readers consider how to develop students holistically on their own campuses.

The American College and University

Frederick Rudolph 1990 First published in 1962, Frederick Rudolph's groundbreaking study, *The American College and University*, remains one of the most useful and significant works on the history of higher education in America. Bridging the chasm between educational and social

history, this book was one of the first to examine developments in higher education in the context of the social, economic, and political forces that were shaping the nation at large. Surveying higher education from the colonial era through the mid-twentieth century, Rudolph explores a multitude of issues from the financing of institutions and the development of curriculum to the education of women and blacks, the rise of college athletics, and the complexities of student life. In his foreword to this new edition, John Thelin assesses the impact that Rudolph's work has had on higher education studies. The new edition also includes a bibliographic essay by Thelin covering significant works in the field that have appeared since the publication of the first edition. At a time when our educational system as a whole is under intense scrutiny, Rudolph's seminal work offers an important historical perspective on the development of higher education in the United States.

Early Modern Drama at the Universities

Elizabeth Sandis 2022-05-26 This is the first history of Oxford and Cambridge drama during the Tudor and Stuart period. It guides the reader through the theatrical worlds of England's universities in the sixteenth and seventeenth centuries. *Early Modern Drama at the Universities* opens up an exciting and challenging body of evidence and offers the reader a choice of three inroads into the corpus: institutions, intertexts, and individuals. How to get noticed at university? How to get into university in the first place, or a job afterwards? Sandis pinpoints the skills that were required for success and the role of playwriting and performance in the development of those skills. We follow Oxford and Cambridge students along their educational journey from schoolboys to scholars to graduates in the workplace. For the first time, we see the extent to which institutional culture made the drama what it was: pedagogically-inspired, homosocial, and self-reflexive. It was primarily on a college level

that students lived, worked, and proved themselves to the community. Therefore, this study argues, to understand university drama as a whole we must recreate it from the building blocks of individual college histories. The hundreds of plays that we have inherited from Oxford and Cambridge are steeped in Classical culture; many are written in Latin. Manuscript, not print, was the accepted medium for keeping records of student plays, and these handwritten copies were unique and personal. It is time to recognize these plays in the context of early modern English drama, to uncover the culture of drama at the universities where many leading playwrights of the age were trained.

Installation of the First President of the University of Virginia, Dr. Edwin Anderson Alderman, April 13, 1905 University of Virginia 1905

Fixing College Education Charles Muscatine 2009-08-13 Since his early days at the University of California, Berkeley, when he was fired for

refusing to sign a loyalty oath during the Red Scare, Charles Muscatine has been a dedicated teacher and higher education reformer. Upon his reinstatement at Berkeley, he founded "Strawberry Creek College," a six-year experiment using full professors and small classes to teach lower-division students. Drawing on this belief in undergraduate teaching, Muscatine's new book now offers a radical new design for American college education. Muscatine begins with the observation that the mediocre undergraduate curriculum offered by most colleges and universities today is based on outdated ideas of what should be taught and what constitutes good teaching. Although Muscatine is himself a well-established research scholar, he contends that the publish-or-perish "research religion" of college and university faculties has seriously damaged undergraduate education. He offers a clear distinction between publishable research and the scholarship necessary for good teaching.

Furthermore, he recommends major changes in the education of professors, including reconsidering both the requirement of the book-length dissertation and the current organization of graduate departments. Fixing College Education predicts new roles for students and faculty, redefines educational breadth and depth, and calls for deeper assessment of learning and teaching. Muscatine highlights the outstanding colleges and universities, including Harvard, Boston University's University Professor's Program, Evergreen State College, and Fairhaven College at Western Washington University, that have already remade their curricula successfully or adopted features like the ones he proposes. Muscatine argues that the new curriculum is better able than the old to produce good scholars and good citizens for the twenty-first century.

Evolution of the University: First Annual Address Before the Alumni Association of the University of Nebraska (1890) George

Elliott Howard 2008-06-01 This scarce antiquarian book is a facsimile reprint of the original. Due to its age, it may contain imperfections such as marks, notations, marginalia and flawed pages. Because we believe this work is culturally important, we have made it available as part of our commitment for protecting, preserving, and promoting the world's literature in affordable, high quality, modern editions that are true to the original work.

An Historical Study of Examinations and Grading Systems in Early American Universities Mary Lovett Smallwood 1935

Stanford University Orrin Leslie Elliott 1977

The University of Utah Ralph Vary Chamberlin 2013-09

The Origins of Higher Learning Roy Lowe 2016-10-04 Higher education has become a worldwide phenomenon where students now travel internationally to pursue courses and careers, not simply as a global enterprise, but as

a network of worldwide interconnections. The *Origins of Higher Learning: Knowledge networks and the early development of universities* is an account of the first globalisation that has led us to this point, telling of how humankind first developed centres of higher learning across the vast landmass from the Atlantic to the China Sea. This book opens a much-needed debate on the origins of higher learning, exploring how, why and where humankind first began to take a sustained interest in questions that went beyond daily survival. Showing how these concerns became institutionalised and how knowledge came to be transferred from place to place, this book explores important aspects of the forerunners of globalisation. It is a narrative which covers much of Asia, North Africa and Europe, many parts of which were little known beyond their own boundaries. Spanning from the earliest civilisations to the end of the European Middle Ages, around 700 years ago, here the authors

set out crucial findings for future research and investigation. This book shows how interconnections across continents are nothing new and that in reality, humankind has been interdependent for a much longer period than is widely recognised. It is a book which challenges existing accounts of the origins of higher learning in Europe and will be of interest to all those who wish to know more about the world of academia.

Navigating the Research University Britt Andreatta 2006 Designed to support students at a broad range of research universities, by helping them understand research, the role it plays in the university, and the basic methodologies used in a variety of disciplines. Includes insights into the personal and working issues students may encounter as new and aspiring members of a community of scholars. From publisher description.

Functions of a Modern University State University of New York 1950

Achieving and Sustaining Institutional Excellence for the First Year of College

Betsy O. Barefoot 2010-04-30 In 2002, the Policy Center on the First Year of College (supported by The Pew Charitable Trusts, The Atlantic Philanthropies, and Lumina Foundation for Education) sponsored a project to recognize colleges and universities as "Institutions of Excellence" in their design and execution of the first year. Thirteen colleges and universities—representing a broad spectrum of campus types—were selected as exceptional institutions that place a high priority on the first-year experience. *Achieving and Sustaining Excellence in the First Year of College* includes case studies of each of the thirteen exemplary institutions. These studies illustrate and analyze the colleges' best practices in teaching, assessing, and retaining first-year college students. The individual case studies offer lessons learned and have broad potential application beyond the particular type of

institution represented.

Universities in Transition Heather Brook 2014-12 Universities are social universes in their own right. They are the site of multiple, complex and diverse social relations, identities, communities, knowledges and practices. At the heart of this book are people enrolling at university for the first time and entering into the broad variety of social relations and contexts entailed in their 'coming to know' at, of and through university. For some time now the terms 'transition to university' and 'first-year experience' have been at the centre of discussion and discourse at, and about, Australian universities. For those university administrators, researchers and teachers involved, this focus has been framed by a number of interlinked factors ranging from social justice concerns to the hard economic realities confronting the contemporary corporatising university. In the midst of changing global economic conditions affecting

the international student market, as well as shifting domestic politics surrounding university funding, the equation of dollars with student numbers has remained a constant, and has kept universities' attention on the current 'three Rs' of higher education — recruitment, retention, reward — and, in particular, on the critical phase of students' entry into the tertiary institution environment. By recasting 'the transition to university' as simultaneously and necessarily entailing a transition of university — indeed universities — and of their many and varied constitutive relations, structures and practices, the contributors to this book seek to reconceptualise the 'first-year experience' in terms of multiple and dynamic processes of dialogue and exchange amongst all participants. They interrogate taken-for-granted understandings of what 'the university' is, and consider what universities might yet become.

Students and Society in Early Modern Spain

Richard L. Kagan 2019-12-01 Originally

published in 1974. The close connection between universities and bureaucratic institutions such as church and state was perhaps first noticed by Max Weber. Such institutions, he observed, require a dependable source of cadres to run them. Thus, the size and composition of university enrollments are often a function of bureaucratic needs. Richard Kagan examines the dynamics of this relationship historically by tracing the growth and decline of the university system in Castile, the heart of the Spanish monarchy, between 1500 and 1809. This period marked the emergence of a strong Habsburg state and a militant Catholic church, both of which looked to the universities for "educated" men. Accordingly, the universities grew rapidly, and by 1600 Castile was perhaps the best-educated kingdom in Europe. But this did not last. Jobs were increasingly filled through nepotism, causing students to abandon the universities in search of other careers. By 1700, the universities were small, backward

institutions. Kagan begins by examining the nature and position of primary, secondary, and university institutions in Hapsburg Spain, concentrating on the extent and purpose of literacy. In Part II, Kagan discusses the growth and development of the ruling hierarchies in the bureaucratic world and gives special consideration to the criteria used to recruit officials. The author concludes with an assessment of the impact of bureaucratic changes in church and state on the universities of Castile. The data he collects on changes in the curriculum, the professorate, and the social and geographical backgrounds of the students are used to support hypotheses about the spectacular rise and collapse of university education in Spain, the process of modernization, the development of bureaucracies, and the crisis of the Spanish monarchy. *Students and Society in Early Modern Spain* demonstrates that institutions of higher learning often collapse when they become over-

professionalized and fail to respond to changing conditions. Thus, Kagan provides a study of education and social change—of why educational institutions are central to a society in one century but only peripheral to it in the next. The author casts new light not only on the short lived educational revolution of the sixteenth century but also on education in other societies, both past and present.

A Good Beginning Elisabeth Ann Bowles 1967
This valuable history of the Greensboro institution--a story of change and progress--covers the years from its founding in 1892 up to its inclusion in the Consolidated University. In these formative years the foundation was laid for the future by the devoted service of the men and women on the faculty who faced the struggle and challenge of guiding the school. Originally published in 1967. A UNC Press Enduring Edition -- UNC Press Enduring Editions use the latest in digital technology to make available again books from our distinguished backlist that

were previously out of print. These editions are published unaltered from the original, and are presented in affordable paperback formats, bringing readers both historical and cultural value.

American Higher Education in the Twenty-First Century Michael N. Bastedo 2023-01-31

"This edited volume offers a comprehensive introduction to the complex realities of American higher education, including its history, financing, governance, and relationship with the states and federal government. For this fifth edition, existing chapters were revised extensively to reflect contemporary realities, and new chapters were added"--

Research and Relevant Knowledge Roger L. Geiger 2017-09-29 The rise of American research universities to international preeminence constitutes one of the most important episodes in the history of higher education. *Research and Relevant Knowledge* follows Geiger's earlier volume on American

research universities from 1900 to 1940. This second work is the first study to trace this momentous development in the post-World War II period. It describes how the federal government first relied on university scientists during the war, and how the resulting relationship set the pattern for the postwar mushrooming of academic research. The first half of the book analyzes the development of the postwar system of academic research, exploring the contributions of foundations, defense agencies, and universities. The second half depicts the rise of the "golden age" of academic research in the years after Sputnik (1957) and its eventual dissolution at the end of the 1960s graduate education. When the federal patron soon reduced its largesse, university students took the lead in challenging the putative hegemony of academic research. The loss of consensus quickly brought the malaise of the 1970s--stagnation, frustration, and equivocation about the research role. The final

chapter appraises the renaissance of the 1980s, based largely on a rapprochement with the private sector, and ends by evaluating the embattled status of research universities at the beginning of the 1990s. Research and Relevant Knowledge provides the first authoritative analytical account of American research universities during their most fateful half-century. It will be of critical importance to all those concerned with the future of higher education in the United States.

The Hidden Curriculum Rachel Gable

2022-07-26 A revealing look at the experiences of first generation students on elite campuses and the hidden curriculum they must master in order to succeed College has long been viewed as an opportunity for advancement and mobility for talented students regardless of background. Yet for first generation students, elite universities can often seem like bastions of privilege, with unspoken academic norms and social rules. The Hidden Curriculum draws on

more than one hundred in-depth interviews with students at Harvard and Georgetown to offer vital lessons about the challenges of being the first in the family to go to college, while also providing invaluable insights into the hurdles that all undergraduates face. As Rachel Gable follows two cohorts of first generation students and their continuing generation peers, she discovers surprising similarities as well as striking differences in their college experiences. She reveals how the hidden curriculum at legacy universities often catches first generation students off guard, and poignantly describes the disorienting encounters on campus that confound them and threaten to derail their success. Gable shows how first-gens are as varied as any other demographic group, and urges universities to make the most of the diverse perspectives and insights these talented students have to offer. The Hidden Curriculum gives essential guidance on the critical questions that university leaders need to consider as they

strive to support first generation students on campus, and demonstrates how universities can balance historical legacies and elite status with practices and policies that are equitable and inclusive for all students.

Princeton University W. Bruce Leslie 2022-04-04
Princeton is only the fourth American college to celebrate a 275th anniversary. Founded in 1746 as the College of New Jersey, it has long Presbyterian roots. The scene of notable events in the American Revolution, it was a classical college for another century. Then, at its 1896 sesquicentennial, it became Princeton University and in succeeding decades developed into a world-leading research university. Long an institution of males of European descent, its gender and ethnic makeup has changed dramatically in the last half-century. Today's Princeton combines a robust collegiate culture with a research profile near the top of international league tables--truly a rare combination. Author W. Bruce Leslie is a New

Jersey native and a 1966 alumnus of Princeton University. As the grandson of a Scottish immigrant, studying at an institution with deep Scottish roots was a natural path. The author fell in love with liberal education thanks to Princeton's wonderful faculty and fellow students. Inspired by them, he taught history for a half-century at the State University of New York at Brockport, seeking to bestow a similar affection for learning, especially about the past, on his students. Returning to his roots in retirement, he is rediscovering the richness of this cultural and intellectual community.

Governance in the Twenty-First-Century University: Approaches to Effective Leadership and Strategic Management

Dennis John Gayle 2011-09-28 Explores approaches to effective leadership and strategic management in the twenty-first century university that recognize and respond to the perceptions and attitudes of university leaders toward institutional structures. It examines the

differences between treating universities as businesses and managing universities in a businesslike manner, what kinds of leadership will best address challenges, and how to gain consensus among constituents that change is needed. From historical background to modern e-learning techniques, we look at governance to find systems that are effectively structured to balance the needs of students, educators, administrators, trustees, and legislators.

Higher Education in the Twenty-First Century

Paul Rich 2003 Since 1889, The American Academy of Political and Social Science has served as a forum for the free exchange of ideas among the well informed and intellectually curious. In this era of specialization, few scholarly periodicals cover the scope of societies and politics like The ANNALS. Each volume is guest edited by outstanding scholars and experts in the topics studied and presents more than 200 pages of timely, in-depth research on a significant topic of concern--

<http://ann.sagepub.com>.

First-Generation College Students Lee Ward
2012-07-10 FIRST-GENERATION COLLEGE STUDENTS "...a concise, manageable, lucid summary of the best scholarship, practices, and future-oriented thinking about how to effectively recruit, educate, develop, retain, and ultimately graduate first-generation students." —from the foreword by JOHN N. GARDNER First-generation students are frequently marginalized on their campuses, treated with benign disregard, and placed at a competitive disadvantage because of their invisibility. While they include 51% of all undergraduates, or approximately 9.3 million students, they are less likely than their peers to earn degrees. Among students enrolled in two-year institutions, they are significantly less likely to persist into a second year. *First-Generation College Students* offers academic leaders and student affairs professionals a guide for understanding the special challenges and common barriers these

students face and provides the necessary strategies for helping them transition through and graduate from their chosen institutions. Based in solid research, the authors describe best practices and include suggestions and techniques that can help leaders design and implement effective curricula, out-of-class learning experiences, and student support services, as well as develop strategic plans that address issues sure to arise in the future. The authors offer an analysis of first-generation student expectations for college life and academics and examine the powerful role cultural capital plays in shaping their experiences and socialization. Providing a template for other campuses, the book highlights programmatic initiatives at colleges around the county that effectively serve first-generation students and create a powerful learning environment for their success. *First-Generation College Students* provides a much-needed portrait of the cognitive, developmental,

and social factors that affect the college-going experiences and retention rates of this growing population of college students.

The Founding of Harvard College Samuel Eliot Morison 1995 Pulitzer Prize-winning author Samuel Eliot Morison traces the roots of American universities back to Europe, providing "a lively contemporary perspective...a realistic picture of the founding of the first American university north of the Rio Grande" [Lewis Gannett, New York Herald Tribune].

A University for the 21st Century James J. Duderstadt 2000-03-08 DIVFrom the former president of one of America's leading universities comes a comprehensive analysis of the challenges and opportunities facing higher education in America as we enter the twenty-first century. In *A University for the Twenty-first Century*, James J. Duderstadt discusses the array of powerful economic, social, and technological forces that are driving the rapid and profound change in American social institutions and

universities in particular. /divDIVChange has always characterized the university as it has sought to preserve and propagate the intellectual achievements, the cultures, and the values of our civilization. However, the capacity of the university to change, through a process characterized by reflection, reaction, and consensus, simply may not be sufficient to allow the university to control its own destiny. Not only will social and technical change be a challenge to the American university, Duderstadt says, it will be the watchword for the years ahead. And with change will come unprecedented opportunities for those universities with the vision, the wisdom, and the courage to lead in the twenty-first century. The real question raised by this book is not whether higher education will be transformed, but rather how . . . and by whom. /divDIVJames J. Duderstadt is President Emeritus and University Professor of Science and Engineering, University of Michigan. /div

First Universities

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