

Higher Education A Solution To Unemployment Case Study

Moving beyond critique, *Alternative Solutions to Higher Education's Challenges* uses an appreciative approach to highlight what is working in colleges and universities and offers an examination of how institutions can improve practice. Drawing on examples and cases from real higher education institutions, this book offers a solution-focused framework that challenges the negative assumptions that have plagued higher education. Chapters explore how current narratives have perpetuated and maintained systematic flaws in our education system and have hindered reform. This invaluable resource breaks from the substantial literature that only highlights the many problems facing higher education today, and instead provides alternative strategies and essential recommendations for moving higher education institutions forward. Two recent initiatives from the EU, namely the Bologna Process and the Lisbon Agenda are likely to have a major influence on European Higher Education. It seems unlikely that traditional teaching approaches, which supported the elitist system of the past, will promote the mobility, widened participation and culture of 'life-long learning' that will provide the foundations for a future knowledge-based economy. There is therefore a clear need to seek new approaches to support the changes which will inevitably occur. The European Chemistry Thematic Network (ECTN) is a network of some 160 university chemistry departments from throughout the EU as well as a number of National Chemical Societies (including the RSC) which provides a discussion forum for all aspects of higher education in chemistry. This handbook is a result of one of their working groups, who identified and collated good practice with respect to innovative methods in Higher Level Chemistry Education. It provides a comprehensive overview of innovations in university chemistry teaching from a broad European perspective. The generation of this book through a European Network, with major national chemical societies and a large number of chemistry departments as members make the book unique. The wide variety of scholars who have contributed to the book, make it interesting and invaluable reading for both new and experienced chemistry lecturers throughout the EU and beyond. The book is aimed at chemistry education at universities and other higher level institutions and at all academic staff and anyone interested in the teaching of chemistry at the tertiary level. Although newly appointed teaching staff are a clear target for the book, the innovative aspects of the topics covered are likely to prove interesting to all committed chemistry lecturers.

American higher education is often understood as a vehicle for social advancement. However, the institutions at which students enroll differ widely from one another. Some enjoy tremendous endowment savings and/or collect resources via research, which then offsets the funds that students contribute. Other institutions rely heavily on student tuition payments. These schools may struggle to remain solvent, and their students often bear the lion's share of educational costs.

Unequal Higher Education identifies and explains the sources of stratification that differentiate colleges and universities in the United States. Barrett J. Taylor and Brendan Cantwell use quantitative analysis to map the contours of this system. They then explain the mechanisms that sustain it and illustrate the ways in which rising institutional inequality has limited individual opportunity, especially for students of color and low-income individuals.

How online learning could help control the exploding cost of higher education Two of the most visible and important trends in higher education today are its exploding costs and the rapid expansion of online learning. Could the growth in online courses slow the rising cost of college and help solve the crisis of affordability? In this short and incisive book, William G. Bowen, one of the foremost experts on the intersection of education and economics, explains why, despite his earlier skepticism, he now believes technology has the potential to help rein in costs without negatively affecting student learning. As a former president of Princeton University, an economist, and author of many books on education, including the acclaimed bestseller *The Shape of the River*, Bowen speaks with unique expertise on the subject. Surveying the dizzying array of new technology-based teaching and learning initiatives, including the highly publicized emergence of "massive open online courses" (MOOCs), Bowen argues that such technologies could transform traditional higher education—allowing it at last to curb rising costs by increasing productivity, while preserving quality and protecting core values. But the challenges, which are organizational and philosophical as much as technological, are daunting. They include providing hard evidence of whether online education is cost-effective in various settings, rethinking the governance and decision-making structures of higher education, and developing customizable technological platforms. Yet, Bowen remains optimistic that the potential payoff is great. Based on the 2012 Tanner Lectures on Human Values, delivered at Stanford University, the book includes responses from Stanford president John Hennessy, Harvard University psychologist Howard Gardner, Columbia University literature professor Andrew Delbanco, and Coursera cofounder Daphne Koller.

This book analyses the range of potential measures national quality assurance agencies may have to employ to deal with the new issues caused by Cross Border Higher Education (CBHE). The expansion of CBHE raises quality problems, which are currently assessed differently depending on the countries concerned. This has been exacerbated by the growth of Massive Open Online Courses (MOOCs) which have developed very quickly and can be prone to rogue providers. This book considers the steps that have already been taken to ensure quality as well as those ahead. It is important that the swift growth of CBHE is not just seen as a means to increase the revenues of higher education institutions faced with decreasing public funding but also as a means to keep educational standards high.

In an increasingly complex, competitive, and global world, organizations require highly skilled professionals who have the

capacity to proactively answer challenges. Thus, educational institutions must update the curricula of their courses to better contribute to the training and development of professionals in order to ensure that they are prepared to face increasing levels of organizational competitiveness. *Higher Education and the Evolution of Management, Applied Sciences, and Engineering Curricula* is a collection of innovative research that fosters discussion on the evolution of higher-education in management, applied sciences, and engineering with an emphasis on curriculum development, pedagogy, didactic aspects, and sustainable education. This publication presents models, theories, and tools that allow individuals to take a more strategic role in their organizations. It is ideally designed for managers, engineers, human resource officials, academicians, researchers, administrators, and lecturers.

In this important resource, experienced higher education presidents and senior leaders come together with respected scholars to tackle the most important and timely issues facing leaders in colleges and universities today. *Challenges in Higher Education Leadership* advances critical leadership and management skills across a broad array of topics, including student learning, access and affordability, racism, fundraising, athletics, and new technology. Chapters strike a balance between theory and practical advice while promoting the notion that all leaders can learn lessons from one another that can be useful in their own specific contexts. This book poses strategic questions readers should answer, along with advice about how to effectively address today's challenges, providing leaders with the skills and perspectives necessary to respond to higher education students' needs.

First published in 1998, *American Higher Education in the Twenty-First Century* offers a comprehensive entree to the central issues facing American colleges and universities today. This thoroughly revised edition brings the volume up to date on key topics of enduring interest. Placing higher education within its social and political contexts, leading scholars discuss finance, federal and state governance, faculty, students, curriculum, and academic leadership. Contributors also address major changes in higher education, especially the influence and incorporation of the latest technologies and growing concern about the future of the academy in a post-Iraq War setting. No other book covers such wide-ranging issues under the broader theme of higher education's relationship to society. Highly acclaimed and incorporating cutting-edge research, *American Higher Education in the Twenty-First Century* remains the standard reference in the field. Contributors: Philip G. Altbach, Benjamin Baez, Michael N. Bastedo, Robert O. Berdahl, Marjorie A. E. Cook, Melanie E. Corrigan, Judith S. Eaton, Peter D. Eckel, Gustavo Fischman, Roger L. Geiger, Lawrence E. Gladieux, Sara Goldrick-Rab, Patricia J. Gumpert, Fred F. Harcleroad, D. Bruce Johnstone, Adrianna Kezar, Jacqueline E. King, Aims C. McGuinness Jr., Amy Scott Metcalfe, Michael Mumper, Michael A. Olivas, Robert M. O'Neil, Gary Rhoades, Frank A. Schmidlein, Sheila Slaughter, Daryl G. Smith, John Willinsky -- Higher Education Policy

Alternative Solutions to Higher Education's Challenges: An Appreciative Approach to Reform Routledge

An NPR Favorite Book of the Year Winner of the Critics' Choice Book Award, American Educational Studies Association Winner of the Mirra Komarovsky Book Award Winner of the CEP-Mildred García Award for Exemplary Scholarship "Eye-opening...Brings home the pain and reality of on-campus poverty and puts the blame squarely on elite institutions." —Washington Post "Jack's investigation redirects attention from the matter of access to the matter of inclusion...His book challenges universities to support the diversity they indulge in advertising." —New Yorker "The lesson is plain—simply admitting low-income students is just the start of a university's obligations. Once they're on

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campus, colleges must show them that they are full-fledged citizen.” —David Kirp, *American Prospect* “This book should be studied closely by anyone interested in improving diversity and inclusion in higher education and provides a moving call to action for us all.” —Raj Chetty, Harvard University

The Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In this bracing exposé, Anthony Jack shows that many students’ struggles continue long after they’ve settled in their dorms. Admission, they quickly learn, is not the same as acceptance. This powerfully argued book documents how university policies and campus culture can exacerbate preexisting inequalities and reveals why some students are harder hit than others.

America is being held back by the quality and quantity of learning in college. Many graduates cannot think critically, write effectively, solve problems, understand complex issues, or meet employers’ expectations. The only solution - making learning the highest priority in college - demands fundamental change throughout higher education.

This book examines key issues at the intersection of education and technology by addressing the question that most educators face—how do we use technology to engage students in the learning process and enhance learning? Problematizing the view that technology is the default solution to a host of problems facing education, while also recognizing that technology has an important place in a variety of education levels, the book provides readers with clear insights on technology and learning from a variety of perspectives from communication studies, education, and related disciplines. This volume is an essential read for scholars and teachers working in the area of elementary education. It will also be of interest to academics working in the area of education, postsecondary education, and learning and can be used as an ancillary text in graduate-level seminars.

Who Killed Higher Education?: Maintaining White Dominance in a Desegregating Era offers a probing and unvarnished look at the causes of the substantial state defunding of public higher education over the last six decades. With the pandemic and cuts to social services, these challenges have only deepened, especially creating real dilemmas for first-generation, minoritized students seeking to complete a college education. Through extensive analysis of trends in public higher education funding, the book documents and lays bare the ways in which elite, neoliberal decision-makers launched a multi-pronged and attack on public higher education. It highlights the confluence of the enrollment of an increasingly diverse cohort of students in college with the efforts of conservative white legislatures to diminish funding support for public higher education. *Who Killed Higher Education?* is an important resource for students in courses on higher education, and diversity in education. It will also provide instruction for boards of trustees, institutional leaders, faculty and key campus constituencies in developing long-term strategies that ensure the access and success of a diverse and talented student body.

Interrupting Class Inequality in Higher Education explores why socioeconomic inequality persists in higher education despite widespread knowledge of the problem. Through a critical analysis of the current leadership practices and policy narratives that perpetuate socioeconomic inequality, this book outlines the trends that negatively impact low- and middle-income students and offers effective tools for creating a more equitable future for higher education. By taking a solution-focused approach, this book will help higher education students, leaders, and policy makers move from despair and inertia to hope and action.

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While many students, parents, educators, and organizations who hire their graduates hold US universities in high regard, the cost of higher education has risen much faster than the rate of inflation. High costs, in turn, have severely limited access to higher education for large portions of the US population or caused graduates and those who fall short of graduation to face substantial student loan debt. This book examines the root causes of these underlying problems and offers a comprehensive, easy-to-understand, high-impact solution. The book identifies actions that improve higher education outcomes including lower tuition costs, better access for student from low and middle income homes, faster throughput, fewer dropouts, and better job opportunities for graduates. It links a real and implementable solution to the underlying problems and their root causes. Upon finishing this book, readers should understand why the performance of higher education needs to improve and have solid ideas about how to fix it. The book focuses on public universities, but the ideas discussed are also applicable to private for-profit and not-for-profit universities. The writing style is simple and direct.

This open access book presents how Open Science is a powerful tool to boost Higher Education. The book introduces the reader into Open Access, Open Technology, Open Data, Open Research results, Open Licensing, Open Accreditation, Open Certification, Open Policy and, of course, Open Educational Resources. It brings all these key topics from major players in the field; experts that present the current state of the art and the forthcoming steps towards a useful and effective implementation. This book presents radical, transgenic solutions for recurrent and long-standing problems in Higher Education. Every chapter presents a clear view and a related solution to make Higher Education progress and implement tools and strategies to improve the user's performance and learning experience. This book is part of a trilogy with companion volumes on Radical Solutions & Learning Analytics and Radical Solutions & eLearning.

American higher education is at a crossroads. Technological innovations and disruptive market forces are buffeting colleges and universities at the very time their financial structure grows increasingly fragile. Disinvestment by states has driven up tuition prices at public colleges, and student debt has reached a startling record-high of one trillion dollars. Cost-minded students and their families--and the public at large--are questioning the worth of a college education, even as study after study shows how important it is to economic and social mobility. And as elite institutions trim financial aid and change other business practices in search of more sustainable business models, racial and economic stratification in American higher education is only growing. In *American Higher Education in Crisis?: What Everyone Needs to Know*, Goldie Blumenstyk, who has been reporting on higher education trends for 25 years, guides readers through the forces and trends that have brought the education system to this point, and highlights some of the ways they will reshape America's colleges in the years to come. Blumenstyk hones in on debates over the value of post-secondary education, problems of affordability, and concerns about the growing economic divide. Fewer and fewer people can afford the constantly increasing tuition price of college, Blumenstyk shows, and yet college graduates in the United States now earn on average twice as much as those with only a high-school education. She also discusses faculty tenure and growing administrative bureaucracies on campuses; considers new demands for accountability such as those reflected in the U.S.

Department of Education's College Scorecard; and questions how the money chase in big-time college athletics, revelations about colleges falsifying rankings data, and corporate-style presidential salaries have soured public perception. Higher education is facing a serious set of challenges, but solutions have also begun to emerge. Blumenstyk highlights how institutions are responding to the rise of alternative-educational opportunities and the new academic and business models that are appearing, and considers how the Obama administration and public organizations are working to address questions of affordability, diversity, and academic integrity. She addresses some of the advances in technology colleges are employing to attract and retain students; outlines emerging competency-based programs that are reshaping conceptions of a college degree, and offers readers a look at promising innovations that could alter the higher education landscape in the near future. An extremely timely and focused look at this embattled and evolving arena, this primer emphasizes how open-ended the conversation about higher education's future remains, and illuminates how big the stakes are for students, colleges, and the nation.

Academic Growth in Higher Education: Questions and Answers explores the debates, issues and solutions related to teaching and learning that arise in higher education across Europe and many other parts of the world.

This book analyses accountability and quality policies relating to learning standards and examines their implications for assessment in higher education. Whilst primarily focusing on the Australian setting, this analysis is located within a broader frame of reference that includes the United Kingdom (UK), the United States of America (US), and the Organisation for Economic Cooperation and Development (OECD). Across these settings, comparative measures of learning have been seen as a policy 'solution' to the problem of 'proving quality' in a globalised and increasingly competitive higher education market. Comparative measures of learning depend on the specification of learning standards. Learning standards attempt to articulate the capabilities expected of graduates, and students' achievement of these is determined through the practices of assessment carried out within institutions. Quality policy, learning standards and assessment practices all intersect within the broader umbrella of accountability, with relevance to governments, higher education providers, employers, parents, and students. The findings reported in this book highlight a number of policy influences, including the rising demands for national and international comparative data on learning standards to compare quality and inform student choice in a globally competitive market.

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by *Academically Adrift*: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. *Academically Adrift* holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of

whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa's report that colleges are failing at their most basic mission will demand the attention of us all.

Community colleges in America have evolved a great deal from the establishment of the first community college in Chicago 117 years ago. The idea of American community colleges serves as a catalyst for connective solutions between industry, college, and the community on a global level. *Global Adaptations of Community College Infrastructure* provides emerging research on various contextual adaptations of the idea of the American community college as a connective solution to engaging community and industry. This research will help any nation or state forge policies on adapting the concept toward democratization of economic opportunities for all individuals as opposed to the current elitist system of higher education. Featuring coverage on a broad range of topics such as diploma pathway programs and the development of education institutions in various countries, this book is ideally designed for academicians, economic and educational policymakers, higher education professionals, and individuals engaged in expansion and democratization of post-secondary education worldwide.

Higher Education: A Critical Business is a bold statement about higher education in the modern age. It continues Ronald Barnett's thinking of his earlier books but offers a completely new set of ideas in a challenging but engaging argument. A defining concept of the Western university is that of critical thinking, but that idea is completely inadequate for the changing and unknowable world facing graduates. Instead, we have to displace the idea of critical thinking with the much broader idea of critical being. In this idea, students reflect critically on knowledge but they also develop their powers of critical self-reflection and critical action. This critique is transformatory. An education for critical being calls for a new approach to the process of higher education. It also has implications for the organization and management of universities, and for the relationship of universities to the wider worlds of work, professionalism and intellectual life. "Barnett reviews what the academy customarily means when it talks about critical thought, explains why that talk is so often shallow and pessimistic, and holds up for contemplation a positive conception of a 'very wide self' formed through education.... He breathes completely new life into the dead notion of academic as intellectual" - Professor Sheldon Rothblatt, University of California, Berkeley and Royal Institute of Technology, Sweden Anyone interested in understanding how we might develop universities and higher education for the modern world should read this important book.

Higher education is facing many challenges, not least of which is retaining excellent faculty and cultivating their continued professional growth. This book explicitly ties the literature to the practical concerns and recommendations related to applying the reflective process in a college setting. In this way, the theories and empirical findings of the most recent literatures are linked to practical recommendations. The reflective tools described in this book provide an important resource for faculty's reflective practice. Unlike other books on the topic, the model developed and presented in this book allows for the reflective process to validate faculty's previous actions or accomplishments and maintain these practices. In other words, the endpoint of reflective process supports self-satisfaction. Instead of a deficit model, the focus is development. In this comprehensive volume, readers discover the seminal and the recent research in reflective practice drawn from a wide range of sources, including the authors' recent research findings on college teachers' reflection. Altogether, Wlodarsky and Walters systematically address these critical questions: a. What is reflection? b. Of what practical use or benefit does reflection serve? c. How do college teachers model reflection in the workplace? d. What are the steps in the reflective process? e. How can the reflective process be harnessed for program improvement in the college setting and in individual faculty practices? Wlodarsky and Walters understand and address the real needs of college teachers today. They created not only a thorough academic book, but also a compelling, relevant read. Specifically, they designed the chapters to include scenarios—developed from interview transcripts with college teachers. These stories

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powerfully contextualize the types of problems and tensions which surround the professional work environment of a college campus and the roles of the college teacher.

Practical solutions for improving higher education opportunities for disadvantaged students Too many disadvantaged college students in America do not complete their coursework or receive any college credential, while others earn degrees or certificates with little labor market value. Large numbers of these students also struggle to pay for college, and some incur debts that they have difficulty repaying. The authors provide a new review of the causes of these problems and offer promising policy solutions. The circumstances affecting disadvantaged students stem both from issues on the individual side, such as weak academic preparation and financial pressures, and from institutional failures. Low-income students disproportionately attend schools that are underfunded and have weak performance incentives, contributing to unsatisfactory outcomes for many students. Some solutions, including better financial aid or academic supports, target individual students. Other solutions, such as stronger linkages between coursework and the labor market and more structured paths through the curriculum, are aimed at institutional reforms. All students, and particularly those from disadvantaged backgrounds, also need better and varied pathways both to college and directly to the job market, beginning in high school. We can improve college outcomes, but must also acknowledge that we must make hard choices and face difficult tradeoffs in the process. While no single policy is guaranteed to greatly improve college and career outcomes, implementing a number of evidence-based policies and programs together has the potential to improve these outcomes substantially.

This insightful book offers a wide-ranging collection of lively discussions on contemporary issues, policies and practices in higher education. Bartram integrates contributions from experienced academics, teachers and students in a unique approach and structure, designed to enable students with both specific and wide-ranging interests in higher education to extend their understanding. Including discussion points, research tasks and suggestions on further reading in each chapter, *Understanding Contemporary Issues in Higher Education* discusses a range of topics, such as: universities and the mental health 'crisis'; knowledge, the state and the market; the role of technology in teaching and academic celebrification; disability, diversity and inclusive placement learning. Written specifically for Education Studies students, this book constitutes a timely addition to student-focused themed studies looking at aspects of higher education.

“The best book yet on the complex lives and choices of for-profit students.” —The New York Times Book Review As featured on The Daily Show, NPR’s Marketplace, and Fresh Air, the “powerful, chilling tale” (Carol Anderson, author of *White Rage*) of higher education becoming an engine of social inequality “p>Lower Ed is quickly becoming the definitive book on the fastest-growing sector of higher education at the turn of the twenty-first century: for-profit colleges. With sharp insight and deliberate acumen, Tressie McMillan Cottom—a sociologist who was once a recruiter at two for-profit colleges—expertly parses the fraught dynamics of this big-money industry. Drawing on more than one hundred interviews with students, employees, executives, and activists, *Lower Ed* details the benefits, pitfalls, and real costs of the expansion of for-profit colleges. Now with a new foreword by Stephanie Kelton, economic advisor to Bernie Sanders’s presidential campaign, this smart and essential book cuts to the very core of our nation’s broken social contracts and the challenges we face in our divided, unequal society. As common global problems accumulate, research and higher education become ever more vital. At the same time global convergence is transforming the prospects of higher education institutions. Local and national affairs are no longer the ultimate horizon, creating much scope for cross-border initiative and invention in both knowledge and university strategy. Yet the new freedoms are not experienced equally in all localities. Differences between nations are still determining. As the older barriers are stripped away this enhances the capacity of strong

universities and systems to dominate the rest, though new players are emerging. There are many possible trajectories for the university. The future is open and the 22 authors in *Prospects of higher education* explore it from three perspectives: the world as a whole, the Americas, and particular localities and regions. Moving beyond nation-centered analysis of states and markets, *Prospects* uses concepts of public and private goods to map the potentials for global trade and university rankings, common knowledge benefits and multilateral policy action, national stratification and the wash-back effects in systems and institutions. Broad and imaginative, methodologically innovative and policy sharp, this book has much for government and university leaders, scholars of higher education and anyone interested in public policy. Essential for administrators and trustees who are responsible for recruitment, admissions, student support, tenure practices, facilities construction, and strategic planning, this book is a practical guide for navigating coming enrollment challenges.

Higher Education in India: New Perceptions and Perspectives is meant for all those who are working in the field of higher education (HE) and for all those who care for HE in India today. It discusses the philosophy, the legacy, the crisis in HE and the efforts to overcome them. It reviews all the main reports of all the commissions and committees appointed to form HE policy and to reform the system in the context of globalization of HE. It also provides a review of NAAC efforts to enhance the quality of Indian HE Institutions. Theory and practice are combined in this book to make it up to date and practically very useful to all the stakeholders of HE in India. The book is clear in views, highly informative in its contents, lucid in its style and a recent comprehensive statement with clear 'perceptions' and 'perspectives' of the HE scenario in India today. It is the outcome of 50 years of continuous contemplation of the author. It is a critique of Indian HE in the context of national development and global knowledge society.

A practical guide for achieving equitable outcomes *From Equity Talk to Equity Walk* offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the 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 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 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 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, 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 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 equitable outcomes in higher education.

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