

access to higher education

Access to Higher Education: Challenges, Opportunities, and the Path Forward

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Abstract: This article provides a comprehensive examination of access to higher education, exploring the multifaceted challenges and promising opportunities for improvement. It delves into the persistent inequalities that limit access for underrepresented groups and analyzes various strategies to broaden participation and enhance student success. Ultimately, it argues for a multifaceted approach that addresses financial barriers, improves academic preparation, and fosters inclusive learning environments to ensure equitable access to higher education for all.

1. Introduction: The Evolving Landscape of Access to Higher Education

Access to higher education has long been recognized as a cornerstone of social mobility and economic development. However, the reality is far from universally equitable. While significant progress has been made in expanding access to higher education globally, persistent challenges remain, particularly concerning affordability, equity, and quality. This article will explore these challenges and highlight emerging opportunities to make higher education more accessible and inclusive for all. The issue of access to higher education is not merely about the number of students

enrolled; it is about ensuring that all individuals, regardless of their background or circumstances, have a fair chance to pursue higher education and realize their full potential.

2. Challenges to Access to Higher Education: A Multifaceted Problem

Several interconnected factors contribute to the persistent lack of equitable access to higher education:

2.1 Financial Barriers: The rising cost of tuition, fees, and living expenses remains a significant hurdle for many prospective students. Even with financial aid, many students find themselves burdened by substantial debt, hindering their post-graduation prospects and perpetuating intergenerational inequality. This cost barrier disproportionately affects low-income students, students of color, and first-generation college students. Access to higher education is inextricably linked to the financial capacity of families and individuals.

2.2 Academic Preparation: Differences in the quality of K-12 education create significant disparities in college readiness. Students from disadvantaged backgrounds often lack access to rigorous coursework, advanced placement opportunities, and supportive academic environments, placing them at a disadvantage when applying to and succeeding in higher education. This gap in academic preparation contributes significantly to lower rates of college enrollment and persistence, particularly among underrepresented minority groups.

2.3 Systemic Barriers: Beyond financial and academic factors, systemic barriers within higher education institutions themselves can limit access and success. These barriers include admissions policies that unintentionally discriminate against certain groups, a lack of culturally responsive pedagogy, and inadequate support services for students from marginalized backgrounds. The very structures and systems of higher education can inadvertently create and perpetuate inequalities.

2.4 Geographic Barriers: Access to higher education is also geographically constrained. Rural and underserved communities often lack access to quality higher education institutions, forcing students to relocate, which can add significant financial and logistical burdens. This geographical disparity further exacerbates inequalities in access to higher education.

3. Opportunities for Expanding Access to Higher Education: Strategies for Reform

Addressing the challenges to access to higher education requires a multi-pronged approach that tackles both immediate and systemic issues. Several promising strategies are emerging:

3.1 Expanding Financial Aid and Affordability Initiatives: Increasing financial aid, including grants, scholarships, and need-based loans, is crucial. This could involve increased government funding for financial aid programs, innovative scholarship models, and initiatives to reduce tuition costs. Exploring alternative funding models, such as income-share agreements, could also provide a more equitable pathway to higher education.

3.2 Improving K-12 Education: Investing in high-quality K-12 education is paramount. This includes efforts to reduce disparities in school funding, improve teacher training, expand access to advanced coursework and resources, and create supportive learning environments for all students, regardless of background. This investment is a long-term strategy, but it is crucial for ensuring a pipeline of college-ready students.

3.3 Promoting Inclusive Admissions Policies: Higher education institutions should review and revise admissions policies to ensure they are equitable and promote diversity. This includes moving beyond a narrow focus on standardized test scores and incorporating holistic review processes that consider a broader range of factors reflecting student potential. Affirmative action programs and other equity-focused admissions policies play a critical role.

3.4 Strengthening Support Services: Providing robust support services, such as tutoring, mentoring, and academic advising, is essential for student success. These services should be specifically designed to meet the unique needs of students from disadvantaged backgrounds and create inclusive learning environments.

3.5 Expanding Access to Online and Distance Learning: Online and distance learning can significantly expand access to higher education for students in remote areas or with scheduling constraints. However, ensuring quality and equity in online education is crucial. This requires careful consideration of technology access, digital literacy, and the potential for the digital divide to exacerbate existing inequalities.

4. Measuring Success and Assessing Impact

The effectiveness of strategies to improve access to higher education must be continuously assessed and monitored. Key metrics include college enrollment rates by demographic group, college completion rates, student debt levels, and post-graduation employment outcomes. Regular data collection and analysis are vital for identifying what works, what doesn't, and how to make ongoing improvements to policies and practices. Transparency and accountability are key elements in this process.

5. Conclusion: A Collective Responsibility

Expanding access to higher education is not merely an educational imperative; it is a societal one. It is a matter of justice, equity, and economic development. Addressing the multifaceted challenges requires a collective effort from governments, institutions, educators, and communities. By embracing a holistic approach that addresses financial barriers, improves academic preparation, strengthens support services, and fosters inclusive learning environments, we can create a more equitable and just higher education system that empowers all individuals to reach their full potential. Access to higher education is a fundamental human right, and ensuring this right for all is crucial for building a more equitable and prosperous future.

FAQs

1. What is the biggest barrier to access to higher education? While many factors contribute, the high cost of tuition and living expenses remains a dominant barrier, particularly for low-income

students.

1. How can I afford college if I come from a low-income family? Explore various financial aid options like grants, scholarships, federal student loans, and work-study programs. Many colleges offer institutional aid based on need.
1. What role do standardized tests play in access to higher education? Standardized tests can create barriers, particularly for underrepresented students. Many colleges are moving towards test-optional or test-blind admissions policies to broaden access.
1. How can K-12 education better prepare students for college? Improved funding, higher teacher quality, access to advanced coursework, and more comprehensive counseling services are crucial.
1. What are some innovative funding models for higher education? Income-share agreements and competency-based tuition models are being explored to offer alternative funding options.
1. How can colleges create more inclusive learning environments? Colleges need culturally competent faculty, inclusive curricula, and robust support services tailored to diverse student needs.

1. What is the role of technology in expanding access to higher education? Online learning can broaden access, but digital equity must be addressed to prevent exacerbating existing inequalities.
1. How can we measure the success of efforts to improve access to higher education? Tracking college enrollment and completion rates, student debt levels, and post-graduation outcomes by demographic groups is essential.
1. What is the social impact of improved access to higher education? Improved access leads to increased social mobility, economic growth, and a more equitable society.

Related Articles:

1. "The Hidden Costs of College: Unpacking the True Price of Higher Education": This article explores beyond tuition and fees, examining hidden costs like books, transportation, and living expenses that significantly impact affordability.
1. "Equity in Higher Education: Addressing Systemic Barriers for Underrepresented Students": This piece examines systemic inequalities within higher education institutions and proposes policy changes to address them.

1. "The Impact of K-12 Education on College Readiness: A Longitudinal Study": This research-based article analyzes the correlation between K-12 education quality and college success rates.

1. "Financial Aid Reform: Proposals for a More Equitable System": This article explores various policy proposals aimed at increasing the affordability and accessibility of financial aid.

1. "The Role of Community Colleges in Expanding Access to Higher Education": This article focuses on the crucial role community colleges play in providing affordable and accessible pathways to higher education.

1. "Online Learning and the Digital Divide: Bridging the Gap in Higher Education": This article explores the challenges and opportunities of online education and how to address the digital divide.

1. "The Value of Mentorship in Higher Education: Supporting Student Success": This article emphasizes the importance of mentorship programs for supporting students, especially those from underrepresented groups.

1. "Measuring the Return on Investment of Higher Education: A Comprehensive Analysis": This article examines the economic and social benefits of higher education and the return on investment for individuals and society.
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Editor: Dr. David Chen, PhD in Educational Leadership and Policy Studies, Associate Professor of Higher Education at Stanford University, with extensive experience in research and editorial work focused on access and equity in higher education.

access to higher education: Access to Higher Education Anna Mountford-Zimdars, Neil Harrison, 2016-11-18 How do we understand and explain who has access to higher education? How do we make sense of persisting and new forms of inequality? How can global, national and institutional policymakers and practitioners make higher education more inclusive? Access to Higher Education: Theoretical perspectives and contemporary challenges seeks to update thinking on these questions, combining new voices and emerging perspectives with established writers in the field. This pioneering text highlights the contribution of social theory to issues of access to education, with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu, Margaret Archer, Amartya Sen and Herbert Simon. It then moves to examines how theoretical perspectives can be applied to the contemporary challenges of forging more equal access, with examples drawn from a wide range of contexts, including the UK, the US, Australia, South Africa and Japan. Global in scope, this book documents the shared nature of the access challenge in a period when higher education is growing rapidly, but inequalities continue to be

stark. It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups, equipped with the thinking tools needed to move the agenda forward. *Access to Higher Education* is a rigorous text for the global research community, with relevance to policymakers, practitioners and postgraduate students interested in social justice and social policy. It provides those with an academic interest in access and a commitment to enhancing policy with theoretical and practical ideas for moving the access agenda forward in their institutional, regional or national contexts.

access to higher education: *Access to Higher Education* Oliver Fulton, 1981

access to higher education: *A Connected Curriculum for Higher Education* Dilly Fung, 2017-06-07 Is it possible to bring university research and student education into a more connected, more symbiotic relationship? If so, can we develop programmes of study that enable faculty, students and 'real world' communities to connect in new ways? In this accessible book, Dilly Fung argues that it is not only possible but also potentially transformational to develop new forms of research-based education. Presenting the Connected Curriculum framework already adopted by UCL, she opens windows onto new initiatives related to, for example, research-based education, internationalisation, the global classroom, interdisciplinarity and public engagement. *A Connected Curriculum for Higher Education* is, however, not just about developing engaging programmes of study. Drawing on the field of philosophical hermeneutics, Fung argues how the Connected Curriculum framework can help to create spaces for critical dialogue about educational values, both within and across existing research groups, teaching departments and learning communities. Drawing on vignettes of practice from around the world, she argues that developing the synergies between research and education can empower faculty members and students from all backgrounds to contribute to the global common good.

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access to higher education: *Pursuing Quality, Access, and Affordability* Stephen C. Ehrmann, 2023-07-03 Whether they recognize it or not, virtually all colleges and universities face three Grand Challenges:·Improve the learning outcomes of a higher education: A large majority of college graduates are weak in capabilities that faculty and employers both see as crucial.·Extend more equitable access to degrees: Too often, students from underserved groups and poor households either don't enter college or else drop out without a degree. The latter group may be worse off economically than if they'd never attempted college.·Make academic programs more affordable (in money and time) for students and other important stakeholder groups: Many potential students believe they lack the money or time needed for academic success. Many faculty believe they don't have time to make their courses and degree programs more effective. Many institutions believe they can't afford to improve outcomes. These challenges are global. But, in a higher education system such as that in the United States, the primary response must be institutional. This book analyzes how, over the years, six pioneering colleges and universities have begun to make visible, cumulative progress on all three fronts.

access to higher education: *Access to Higher Education* Lucy Bailey, Gül İnanç, 2018-10-03 Until 2015, no refugees in Malaysia were able to access higher education, and they were unable to attend government schooling. Since then, six private higher education institutions have agreed to open their doors to refugees for the first time. This book contains stories from this small group of

successful refugees, who have managed to receive higher education in a country that neither recognizes that they exist nor offers them even basic education. It identifies the factors that aided their success, and charts the challenges that they and their communities have faced. The authors present each story, based on interviews, within the context of the individual's background and nation of origin. These stories are framed by a discussion of the situation that refugees face in accessing education globally, explaining how these stories and the methodologies used for this study are universal.

access to higher education: The Working Classes and Higher Education Amy E. Stich, Carrie Freie, 2015-12-22 Within the broader context of the global knowledge economy, wherein the college-for-all discourse grows more and more pervasive and systems of higher education become increasingly stratified by social class, important and timely questions emerge regarding the future social location and mobility of the working classes. Though the working classes look very different from the working classes of previous generations, the weight of a universal working-class identity/background amounts to much of the same economic vulnerability and negative cultural stereotypes, all of which continue to present obstacles for new generations of working-class youth, many of whom pursue higher education as a necessity rather than a choice. Using a sociological lens, contributors examine the complicated relationship between the working classes and higher education through students' distinct experiences, challenges, and triumphs during three moments on a transitional continuum: the transition from secondary to higher education; experiences within higher education; and the transition from higher education to the workforce. In doing so, this volume challenges the popular notion of higher education as a means to equality of opportunity and social mobility for working-class students.

access to higher education: Improving Opportunities to Engage in Learning Nalita James, Hugh Busher, 2018-05-20 Improving Opportunities to Engage in Learning investigates the experiences of mature adult learners returning to formal education. The book challenges the policy discourses in which Access to Higher Education survives by suggesting that continuing education is more about determination by students to alter their identities and career opportunities than meeting narrow performative criteria of financial targets. Chapters explore students' struggles with institutional and social structures in the current political and socio-economic climate, before identifying how the transformation of their learner identities is facilitated in the courses by collaborative cultures and supportive tutors. The book addresses a research gap in knowledge about students' and tutors' experiences of Access to Higher Education courses, presenting a broad perspective on the importance and difficulties of such courses through listening to the voices of students and tutors undertaking a variety of Access to HE pathways. The authors argue that despite success on their courses benefiting the national economy as well as students individually, the social and financial costs of continuing education is almost entirely shifted onto students' shoulders by policymakers. Despite the costs, students can still see Access to HE as a chance to improve their lives, reflecting the neoliberal discourse of personal responsibility and risk embedded in broader national social and policy discourses. Improving Opportunities to Engage in Learning will be of great interest to researchers, academics and postgraduate students in the fields of further and higher education, widening participation, social justice and sociology of education, and education policy and politics.

access to higher education: Developing the Higher Education Curriculum Brent Carnell, Dilly Fung, 2017-11-13 A complementary volume to Dilly Fung's A Connected Curriculum for Higher Education (2017), this book explores 'research-based education' as applied in practice within the higher education sector. A collection of 15 chapters followed by illustrative vignettes, it showcases approaches to engaging students actively with research and enquiry across disciplines. It begins with one institution's creative approach to research-based education - UCL's Connected Curriculum, a conceptual framework for integrating research-based education into all taught programmes of study - and branches out to show how aspects of the framework can apply to practice across a variety of institutions in a range of national settings. The 15 chapters are provided by a diverse

range of authors who all explore research-based education in their own way. Some chapters are firmly based in a subject-discipline – including art history, biochemistry, education, engineering, fashion and design, healthcare, and veterinary sciences – while others reach across geopolitical regions, such as Australia, Canada, China, England, Scotland and South Africa. The final chapter offers 12 short vignettes of practice to highlight how engaging students with research and enquiry can enrich their learning experiences, preparing them not only for more advanced academic learning, but also for professional roles in complex, rapidly changing social contexts.

access to higher education: Social Inclusion and Higher Education Basit, Tehmina N, Tomlinson, Sally, 2014-04-09 As higher education has made deliberate strides in recent decades to become more inclusive and accessible, the number of students from non-traditional backgrounds has increased dramatically. There has been much study of the effects of higher education on previously underserved populations, showing that it can lead to higher lifetime income and higher status. But there has been little research on what happens to those students once they are in a university. This book fills that gap, taking a close look at this issue and drawing on case studies from the United States, the United Kingdom, and Australia to illuminate the problems that face non-traditional students, the resources they and their families are able to draw on, and the ways that administrators and staff can help them succeed. This paperback edition is well suited to postgraduate students and practitioners and alike.

access to higher education: Refugees and Higher Education Lisa Unangst, Hakan Ergin, Araz Khajarian, Tessa DeLaquil, Hans de Wit, 2020-07-13 Refugees and Higher Education provides a cross-disciplinary lens on one American university's approach to studying the policies, practices, and experiences associated with the higher education of refugee background students. The focus is not only on refugee education as an issue of access and equity, but also on this phenomenon as seen through the lens of internationalization. What competencies are called for among university faculty and staff welcoming refugee-background students to their institutional contexts? How might "distance learning" be considered anew? These challenges and opportunities for institutional growth will be closely considered by this group of authors from educational leadership, social work, curriculum development, and higher education itself. They address key world regions, and sub-topics ranging from online education in refugee camps to the Brazilian and Colombian responses to the emerging crisis in Venezuela. Scholars researching refugee education cross-nationally often find that refugee education literature is parsed by disciplinary field. This book, in contrast, offers a comprehensive, multi-disciplinary overview of refugee education issues around the world. These perspectives also provide key insights for faculty and staff at higher education institutions that currently enroll asylees or refugees, as well as those that may do so in the future.

access to higher education: Access and Participation in Irish Higher Education Ted Fleming, Andrew Loxley, Fergal Finnegan, 2017-02-08 This book explores the access and participation issues present within Higher Education in Ireland. It examines policy, pedagogy and practices in relation to widening participation and documents the progress and challenges encountered in furthering the 'access agenda' over the past two decades. Access has become an integral part of how Higher Education understands itself and how it explains the value of what it does for society as a whole. Improving access to education strengthens social cohesion, lessens inequality, guarantees the future vitality of tertiary institutions and ensures economic competitiveness and flexibility in the era of the "Knowledge Based Economy". Offering a coherent, critical account of recent developments in Irish Higher Education and the implications for Irish society as a whole, this book is essential for those involved both in researching the field and in Higher Education itself.

access to higher education: Perspectives on Access to Higher Education Sam Broadhead, Rosemarie Davies, Anthony Hudson, 2019-05-15 This book brings together researchers and practitioners to critically reflect upon the current diversity of Access to Higher Education programmes and their different perspectives on widening participation and access education.

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on the social innovation landscape, tools, practices, pedagogies, and research in the context of higher education. International, multi-disciplinary academics and industry leaders present new developments, research evidence, and practice expertise on social innovation in higher education institutions (HEIs), across academic and professional disciplines. The book includes a selected set of peer-reviewed chapters presenting different perspectives against which relevant actors can identify and analyse social innovation in HEIs. The volume demonstrates how HEIs can respond to societal challenges, support positive social change, and contribute to the development of international public policy discourse. It answers the question 'how does the present higher education system, in different countries, promote social innovation and create social change and impact'. In answering this question, the book identifies factors driving success as well as obstacles. Furthermore, it examines how higher education innovation assists societal challenges and investigates the benefits of effective social innovation engagement by HEIs. The interdisciplinary approach of the volume makes it a must-read for scholars, students, policy-makers, and practitioners of economics, education, business and management, political science, and sociology interested in a better understanding of social innovation.

access to higher education: Academic Ableism Jay Dolmage, 2017-11-22 Places notions of disability at the center of higher education and argues that inclusiveness allows for a better education for everyone

access to higher education: Public Policy and Higher Education Edward P. St. John, Nathan Daun-Barnett, Karen M. Moronski-Chapman, 2013 Amid changing economic and social contexts, radical changes have occurred in public higher education policies over the past three decades. Public Policy and Higher Education provides readers with new ways to analyze these complex state policies and offers the tools to examine how policies affect students' access and success in college. Rather than arguing for a single approach, the authors examine how policymakers and higher education administrators can work to inform and influence change within systems of higher education using research-based evidence along with consideration of political and historical values and beliefs. Special Features: Case Studies—allow readers to examine strategies used by different types of colleges to improve access and retention. Reflective Exercises—encourage readers to discuss state and campus context for policy decisions and to think about the strategies used in a state or institution. Approachable Explanations—unpack complex public policies and financial strategies for readers who seek understanding of public policy in higher education. Research-Based Recommendations—explore how policymakers, higher education administrators and faculty can work together to improve quality, diversity, and financial stewardship. This textbook is an invaluable resource for graduate students, administrators, policymakers, and researchers who seek to learn more about the crucial contexts underlying policy decisions and college access.

access to higher education: Breaking Through the Access Barrier Edward P. St. John, Shouping Hu, Amy S. Fisher, 2010-10-18 Breaking Through the Access Barrier argues that the policies designed to address inequalities in college access are failing to address underlying issues of inequality. This book introduces academic capital formation (ACF), a groundbreaking new theory defined by family knowledge of educational options and the opportunities for pursuing them. The authors suggest focusing on intervention programs and public policy to promote improvement in academic preparation, college information, and student aid. This textbook offers: a new construct-academic capital-that integrates and draws upon existing literature on influencing access to college practical advice for better preparation and intervention real student outcomes, databases, and interviews taken from exemplary intervention programs empirical research illuminating the role of class reproduction in education and how interventions (financial, academic, and networking) can reduce student barriers quantitative and qualitative analysis of the importance and effectiveness of several major policy interventions. Written for courses on higher education policy and policy analysis, readers will find Breaking Through the Access Barrier offers valuable advice for working within new policy frameworks and reshaping the future of educational opportunities and access for under-represented students from disadvantaged backgrounds.

access to higher education: *Beyond Inclusion* Satish Deshpande, Usha Zacharias, 2013-11-12 In India, two critical aspects of public policy — social justice and higher education — have witnessed unprecedented expansion in recent years. While several programmes have been designed by the State to equalise access to higher education and implement formal inclusion, discrimination based on caste, tribe, gender, and rural location continues to exist. Focusing on the concrete experiences of these programmes, this book explores the difficulties and dilemmas that follow formal inclusion, and seeks to redress the disproportionate emphasis on principles rather than practice in the quest for equal access to higher education in India. Offering new perspectives on the debates on social mobility and merit, this volume examines a broad spectrum of educational courses, ranging from engineering, medicine and sciences to social work, humanities and the social sciences that cover all levels of higher education from undergraduate degrees to post-doctoral research. It points to various sources of social exclusion by studying a cross-section of national, elite, subaltern, and sub-regional institutions across the states of Rajasthan, Gujarat, Jharkhand, Uttar Pradesh, Punjab, Kerala, and Tamil Nadu. Closely involved with the implementation and evaluation of affirmative action programmes, the contributors to the volume highlight the paradoxical 'sectionalisation' of reserved candidates, the daunting challenge of combating discrimination. Understanding the need to look beyond formal inclusion to enable substantive change, this important volume will be essential reading for scholars and teachers of sociology, education, social work, economics, public administration, and political science, besides being of great interest to policymakers and organisations concerned with education and discrimination.

access to higher education: *Assessment and Feedback in Higher Education: A Guide for Teachers* Teresa McConlogue , 2020-05-01 Teachers spend much of their time on assessment, yet many higher education teachers have received minimal guidance on assessment design and marking. This means assessment can often be a source of stress and frustration. *Assessment and Feedback in Higher Education* aims to solve these problems. Offering a concise overview of assessment theory and practice, this guide provides teachers with the help they need.

access to higher education: *MOOCs and Their Afterlives* Elizabeth Losh, 2017-08-17 A trio of headlines in the Chronicle of Higher Education seem to say it all: in 2013, "A Bold Move Toward MOOCs Sends Shock Waves;" in 2014, "Doubts About MOOCs Continue to Rise," and in 2015, "The MOOC Hype Fades." At the beginning of the 2010s, MOOCs, or Massive Open Online Courses, seemed poised to completely revolutionize higher education. But now, just a few years into the revolution, educators' enthusiasm seems to have cooled. As advocates and critics try to make sense of the rise and fall of these courses, both groups are united by one question: Where do we go from here? Elizabeth Losh has gathered experts from across disciplines—education, rhetoric, philosophy, literary studies, history, computer science, and journalism—to tease out lessons and chart a course into the future of open, online education. Instructors talk about what worked and what didn't. Students share their experiences as participants. And scholars consider the ethics of this education. The collection goes beyond MOOCs to cover variants such as hybrid or blended courses, SPOCs (Small Personalized Online Courses), and DOCCs (Distributed Open Collaborative Course). Together, these essays provide a unique, even-handed look at the MOOC movement and will serve as a thoughtful guide to those shaping the next steps for open education.

access to higher education: *Applied Pedagogies for Higher Education* Dawn A. Morley, Md Golam Jamil, 2020-11-05 This open access book critiques real world learning across both the curriculum and extracurricular activities. Drawing on disciplines as diverse as business, health, fashion, sociology and geography, the editors and authors employ a cross-disciplinary approach to examine how this concept is being applied in higher education. Divided into three parts, the authors and contributors analyse broader applications of real world learning, student experience of practicing in a real world setting, and how learning strategies can be employed to engage students in real world learning. The editors and contributors provide up-to-date, cross-disciplinary and international insights into how real world learning could be integrated into the higher education curriculum to support effective, relevant and life-long learning for 21st century students.

access to higher education: Mergers and Alliances in Higher Education Adrian Curaj, Luke Georghiou, Jennifer Cassingena Harper, Eva Egron-Polak, 2015-03-31 This volume casts light on mergers and alliances in higher education by examining developments of this type in different countries. It combines the direct experiences of those at the heart of such transformations, university leaders and senior officials responsible for higher education policy, with expert analysts of the systems concerned. Higher education in Europe faces a series of major challenges. The economic crisis has accelerated expectations of an increased role in addressing economic and societal challenges while at the same time putting pressure on available finances. Broader trends such as shifting student demographics and expectations, globalisation and mobility and new ways of working with business have contributed to these increased pressures. In the light of these trends there have been moves, both from national or regional agencies and from individual institutions to respond by combining resources, either through collaborative arrangements or more fundamentally through mergers between two or more universities. After an introductory chapter by the editors which establishes the context for mergers and alliances, the book falls into two main parts. Part 1 takes a national or regional perspective to give some sense of the historical context, the wider drivers and the importance of these developments in these cases. Included are both systemic accounts (for countries as France, Sweden, Romania, Russia, Wales and England), and specific cross-cutting initiatives including a major facility at Magurele in Romania and a Spanish programme for promoting international campuses of excellence. Part 2 is built from specific cases of universities, either in mergers or alliances, with examples from different countries (such as France, UK, Romania, Spain, Germany, Denmark, Finland, Switzerland). A concluding chapter by the editors assesses these experiences and indicates the implications and future needs for understanding in this domain.

access to higher education: Inclusive Access and Open Educational Resources E-text Programs in Higher Education Tracy A. Hurley, 2020-08-02 This volume takes a comprehensive and broad look at e-text programs across a wide spectrum of programs, institutions, and policies in three parts. The first part showcases several policy papers to contextualize the discussion and highlight the reasons for IAE programs' structure and the obstacles they face for implementation. The second part is an in-depth exploration of various case studies that provide a detailed description of IAE programs, including information about program elements, program structure, program size, and insights into how programs are operationalized, and their shortcomings and benefits to students and stakeholders. The final part is a selection of research papers that offer evidence-based support for the adoption of IAE programs in terms of student success, access, engagement, costs, and a variety of other student and institutional outcomes. There are approximately 300 institutions of higher education that currently have some form of Inclusive Access or Open Educational Resources E-text (IAE) program in the United States, but there is little scholarship that engages on the topic of assessing these programs' effect on student success. The results of the research studies included in this volume will inform faculty, administrators, and policy-makers who seek to support the development, adoption, and implementation of IAE programs based on their potential positive effects on student success and other outcomes.

access to higher education: The Social Sciences Bill Myers, Lin Shaw, 2004 Part of a unique series written for Access to Higher Education students, this book addresses those modules covering psychology, sociology and ethics.

access to higher education: Turning Access Into Success Sherran Clarence, 2021-03-30 Teaching is crucial for supporting students' chances of success in higher education, yet often makes limited use of theory to foster contextualized, systemic understandings of access and success. Theorized yet practical ways of empowering university educators are needed to develop their practices and turn access into success for their students. This book harnesses Legitimation Code Theory 'LCT' to inspire university educators to understand, reimagine and create socially just teaching and learning practices. Chapters bring this powerful theory to bear on real-world examples of curriculum design, inclusive practices, cumulative learning, assessment practices, and reflection. Each chapter guides the reader through these cutting-edge ideas, illustrates how they can make real

differences in practice, and sets out ways of thinking that educators integrate those ideas into practice. The outcomes will help students access the powerful knowledge and ways of knowing they need for success in higher education.

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