

ADMINISTRATIVE BLOAT IN HIGHER EDUCATION

ADMINISTRATIVE BLOAT IN HIGHER EDUCATION: A GROWING CRISIS

AUTHOR: DR. ELEANOR VANCE, PhD, PROFESSOR OF ECONOMICS, UNIVERSITY OF CALIFORNIA, BERKELEY. DR. VANCE HAS OVER 20 YEARS OF EXPERIENCE RESEARCHING HIGHER EDUCATION FINANCE AND HAS PUBLISHED EXTENSIVELY ON TOPICS RELATED TO COST ESCALATION AND EFFICIENCY IN UNIVERSITIES.

KEYWORDS: ADMINISTRATIVE BLOAT IN HIGHER EDUCATION, HIGHER EDUCATION COSTS, COLLEGE AFFORDABILITY, UNIVERSITY ADMINISTRATION, ADMINISTRATIVE OVERHEAD, TUITION INFLATION, HIGHER EDUCATION EFFICIENCY, NON-TEACHING STAFF, FACULTY-STAFF RATIO

ABSTRACT: THIS ARTICLE EXAMINES THE PHENOMENON OF "ADMINISTRATIVE BLOAT IN HIGHER EDUCATION," EXPLORING ITS CAUSES, CONSEQUENCES, AND POTENTIAL SOLUTIONS. IT ARGUES THAT THE SUBSTANTIAL GROWTH OF ADMINISTRATIVE STAFF IN COLLEGES AND UNIVERSITIES HAS CONTRIBUTED SIGNIFICANTLY TO RISING TUITION COSTS AND DECREASED AFFORDABILITY, IMPACTING ACCESS AND EQUITY WITHIN THE HIGHER EDUCATION SYSTEM. THE ANALYSIS WILL DELVE INTO DATA TRENDS, CONTRASTING FACULTY-TO-STAFF RATIOS, AND EXPLORING VARIOUS PROPOSED REMEDIES FOR THIS WIDESPREAD ISSUE.

1. INTRODUCTION: THE EXPANDING ADMINISTRATIVE LAYER

THE ESCALATING COST OF HIGHER EDUCATION IS A PRESSING CONCERN GLOBALLY. WHILE SEVERAL FACTORS CONTRIBUTE TO THIS RISE, THE GROWTH OF ADMINISTRATIVE STAFF, OFTEN REFERRED TO AS "ADMINISTRATIVE BLOAT IN HIGHER EDUCATION," HAS EMERGED AS A KEY AREA OF FOCUS. THIS PHENOMENON IS CHARACTERIZED BY A DISPROPORTIONATE INCREASE IN NON-TEACHING PERSONNEL COMPARED TO FACULTY, LEADING TO CONCERNS ABOUT EFFICIENCY AND THE ALLOCATION OF RESOURCES WITHIN UNIVERSITIES. THIS ARTICLE WILL DELVE INTO THE INTRICACIES OF ADMINISTRATIVE BLOAT IN HIGHER EDUCATION, EXAMINING ITS UNDERLYING CAUSES, ITS IMPACT ON STUDENTS AND INSTITUTIONS, AND POTENTIAL STRATEGIES FOR ADDRESSING THIS GROWING CHALLENGE.

1. THE EVIDENCE OF ADMINISTRATIVE BLOAT IN HIGHER EDUCATION

NUMEROUS STUDIES DOCUMENT THE SUBSTANTIAL INCREASE IN ADMINISTRATIVE STAFF WITHIN HIGHER EDUCATION INSTITUTIONS OVER THE PAST FEW DECADES. DATA FROM VARIOUS COUNTRIES REVEAL A CONSISTENT TREND: THE NUMBER OF ADMINISTRATIVE EMPLOYEES HAS GROWN FAR FASTER THAN THE NUMBER OF FACULTY OR STUDENTS. THIS DISPROPORTIONATE GROWTH IS OFTEN EXPRESSED AS A WIDENING GAP IN THE FACULTY-TO-STAFF RATIO. FOR INSTANCE, A STUDY BY THE AMERICAN COUNCIL OF TRUSTEES AND ALUMNI (ACTA) FOUND A SIGNIFICANT INCREASE IN THE NUMBER OF ADMINISTRATIVE STAFF PER STUDENT IN MANY US UNIVERSITIES, LEADING TO CONCERNS ABOUT RESOURCE ALLOCATION AND COST EFFECTIVENESS. FURTHERMORE, ANALYSIS OF INSTITUTIONAL BUDGETS OFTEN REVEALS A LARGER PROPORTION OF FUNDS DIRECTED TOWARDS ADMINISTRATIVE FUNCTIONS COMPARED TO TEACHING AND RESEARCH, FUELING THE DEBATE SURROUNDING ADMINISTRATIVE BLOAT IN HIGHER EDUCATION.

1. UNDERLYING CAUSES OF ADMINISTRATIVE BLOAT

SEVERAL FACTORS CONTRIBUTE TO THE EXPANSION OF ADMINISTRATIVE ROLES IN HIGHER EDUCATION. FIRSTLY, INCREASING REGULATORY COMPLEXITY AT BOTH STATE AND FEDERAL LEVELS NECESSITATES A LARGER ADMINISTRATIVE WORKFORCE TO

HANDLE COMPLIANCE AND REPORTING REQUIREMENTS. SECONDLY, THE GROWING EMPHASIS ON FUNDRAISING AND DEVELOPMENT NECESSITATES DEDICATED PERSONNEL TO SECURE GRANTS AND DONATIONS. THIRDLY, THE EXPANSION OF STUDENT SERVICES, AIMED AT ENHANCING STUDENT SUPPORT AND EXPERIENCE, LEADS TO AN INCREASED DEMAND FOR STAFF IN AREAS SUCH AS COUNSELING, ADVISING, AND STUDENT AFFAIRS. FOURTHLY, THE RISE OF SOPHISTICATED TECHNOLOGY AND DATA MANAGEMENT SYSTEMS REQUIRES SPECIALIZED IT STAFF, FURTHER CONTRIBUTING TO ADMINISTRATIVE BLOAT IN HIGHER EDUCATION. FINALLY, SOME ARGUE THAT A LACK OF ACCOUNTABILITY AND TRANSPARENCY IN ADMINISTRATIVE BUDGETING CAN EXACERBATE THE PROBLEM.

1. THE CONSEQUENCES OF ADMINISTRATIVE BLOAT IN HIGHER EDUCATION

THE CONSEQUENCES OF ADMINISTRATIVE BLOAT IN HIGHER EDUCATION ARE FAR-REACHING. THE MOST IMMEDIATE EFFECT IS THE INCREASED COST OF EDUCATION. AS ADMINISTRATIVE SALARIES AND BENEFITS CONSUME A LARGER SHARE OF INSTITUTIONAL BUDGETS, THIS DIRECTLY TRANSLATES INTO HIGHER TUITION FEES AND INCREASED STUDENT DEBT. THIS REDUCED AFFORDABILITY LIMITS ACCESS TO HIGHER EDUCATION, PARTICULARLY FOR STUDENTS FROM LOWER-INCOME BACKGROUNDS, THUS EXACERBATING EXISTING INEQUALITIES. MOREOVER, THE FOCUS ON ADMINISTRATIVE FUNCTIONS CAN SOMETIMES DETRACT FROM THE CORE MISSION OF TEACHING AND RESEARCH, POTENTIALLY AFFECTING THE QUALITY OF EDUCATION AND THE PRODUCTION OF NEW KNOWLEDGE.

1. POTENTIAL SOLUTIONS AND REFORMS

ADDRESSING ADMINISTRATIVE BLOAT IN HIGHER EDUCATION REQUIRES A MULTIFACETED APPROACH. FIRSTLY, INSTITUTIONS NEED TO CONDUCT COMPREHENSIVE REVIEWS OF THEIR ADMINISTRATIVE STRUCTURES, IDENTIFYING AREAS OF POTENTIAL REDUNDANCY AND STREAMLINING PROCESSES. SECONDLY, GREATER TRANSPARENCY AND ACCOUNTABILITY IN ADMINISTRATIVE BUDGETING IS CRUCIAL TO ENSURE EFFICIENT RESOURCE ALLOCATION. THIRDLY, INSTITUTIONS SHOULD PRIORITIZE INVESTMENT IN TECHNOLOGY TO ENHANCE EFFICIENCY AND REDUCE THE NEED FOR LARGE ADMINISTRATIVE STAFFS. FOURTHLY, FOSTERING A CULTURE OF SHARED GOVERNANCE THAT INVOLVES FACULTY AND STAFF IN DECISION-MAKING CAN PROMOTE GREATER EFFICIENCY AND ACCOUNTABILITY. FINALLY, EXPLORING ALTERNATIVE MODELS OF HIGHER EDUCATION DELIVERY, SUCH AS ONLINE LEARNING AND COMPETENCY-BASED EDUCATION, COULD POTENTIALLY REDUCE THE NEED FOR EXTENSIVE ADMINISTRATIVE STRUCTURES.

1. CONCLUSION

ADMINISTRATIVE BLOAT IN HIGHER EDUCATION PRESENTS A SIGNIFICANT CHALLENGE TO THE ACCESSIBILITY AND AFFORDABILITY OF HIGHER EDUCATION. WHILE THE EXPANSION OF ADMINISTRATIVE FUNCTIONS SERVES IMPORTANT PURPOSES, THE DISPROPORTIONATE GROWTH COMPARED TO FACULTY AND STUDENT POPULATIONS RAISES SERIOUS CONCERNS ABOUT RESOURCE ALLOCATION AND INSTITUTIONAL EFFICIENCY. BY IMPLEMENTING STRATEGIC REFORMS, FOSTERING TRANSPARENCY, AND PRIORITIZING THE CORE MISSION OF TEACHING AND RESEARCH, HIGHER EDUCATION INSTITUTIONS CAN EFFECTIVELY ADDRESS ADMINISTRATIVE BLOAT AND WORK TOWARDS CREATING A MORE SUSTAINABLE AND AFFORDABLE SYSTEM FOR ALL.

FAQs

1. WHAT IS THE DEFINITION OF ADMINISTRATIVE BLOAT IN HIGHER EDUCATION? IT REFERS TO THE DISPROPORTIONATE GROWTH OF ADMINISTRATIVE STAFF COMPARED TO TEACHING FACULTY AND STUDENTS, LEADING TO INCREASED COSTS AND POTENTIAL INEFFICIENCIES.

1. HOW DOES ADMINISTRATIVE BLOAT IMPACT TUITION COSTS? INCREASED ADMINISTRATIVE SALARIES AND OVERHEAD CONTRIBUTE DIRECTLY TO HIGHER TUITION FEES FOR STUDENTS.
1. WHAT ARE THE MOST COMMON CAUSES OF ADMINISTRATIVE BLOAT? REGULATORY COMPLEXITY, FUNDRAISING DEMANDS, EXPANDED STUDENT SERVICES, TECHNOLOGY ADVANCEMENTS, AND LACK OF ACCOUNTABILITY ALL PLAY A ROLE.
1. HOW CAN UNIVERSITIES MEASURE ADMINISTRATIVE BLOAT? BY ANALYZING FACULTY-TO-STAFF RATIOS, EXAMINING BUDGET ALLOCATIONS, AND COMPARING ADMINISTRATIVE SPENDING ACROSS SIMILAR INSTITUTIONS.
1. WHAT ARE SOME EXAMPLES OF SUCCESSFUL STRATEGIES TO REDUCE ADMINISTRATIVE BLOAT? STREAMLINING PROCESSES, IMPROVING TECHNOLOGY, FOSTERING SHARED GOVERNANCE, AND PROMOTING TRANSPARENCY IN BUDGETING.
1. DOES ADMINISTRATIVE BLOAT AFFECT THE QUALITY OF EDUCATION? POTENTIALLY, YES. OVEREMPHASIS ON ADMINISTRATION CAN DIVERT RESOURCES AND ATTENTION AWAY FROM TEACHING AND RESEARCH.
1. HOW DOES ADMINISTRATIVE BLOAT AFFECT ACCESS TO HIGHER EDUCATION? INCREASED COSTS DUE TO BLOAT MAKE HIGHER EDUCATION LESS AFFORDABLE AND ACCESSIBLE, PARTICULARLY FOR STUDENTS FROM LOW-INCOME BACKGROUNDS.
1. ARE THERE ANY LEGAL OR POLICY IMPLICATIONS RELATED TO ADMINISTRATIVE BLOAT? DISCUSSIONS AROUND GOVERNMENT REGULATION AND TRANSPARENCY INITIATIVES ARE ONGOING, REFLECTING THE PUBLIC CONCERN OVER THIS ISSUE.
1. WHAT ROLE DO STUDENT ORGANIZATIONS PLAY IN ADDRESSING ADMINISTRATIVE BLOAT? STUDENT GOVERNMENTS AND ADVOCACY GROUPS CAN RAISE AWARENESS, LOBBY FOR REFORM, AND PRESSURE UNIVERSITIES TO ADDRESS THE ISSUE.

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 **Administrative bloat in higher education: Administrative Bloat in Higher Education** J. David Johnson, 2020-06-23 This book provides a detailed examination of the processes that lead to unsustainable growth of nonessential personnel in the modern university. It explores administrative bloat, a major contributor to the rising costs of a college education, comprehensively detailing its

development through the examination of case studies. After defining bloat and considering many of the factors that contribute to it (and its associated consequences), a number of case studies are used to elaborate and expand on the themes developed in the initial chapter. The first case focuses on the complex infrastructures being developed to promote the strategically ambiguous focus on student success. Universities have developed a number of information dissemination programs in recent years. One such program that is also explicitly targeted at the commercialization of university research is the development of technology transfer offices. Relatedly, the next case focuses on the institutional pressures brought by various stakeholders to emulate the success of the famed Research Triangle in North Carolina by developing technology incubators and research and development parks that promote entrepreneurship. The final case study focuses on the promise of technology, particularly in the form of distance learning. The final chapter summarizes the book and addresses some more general issues, asking questions such as: What is success? What are the ethical concerns raised by bloat? How do they relate to the individual interests? What manifest and latent functions does it serve?

administrative bloat in higher education: *Higher Education Accountability* Robert Kelchen, 2018-02-27 Beginning with the earliest efforts to regulate schools, the author reveals the rationale behind accountability and outlines the historical development of how US federal and state policies, accreditation practices, private-sector interests, and internal requirements have become so important to institutional success and survival

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administrative bloat in higher education: *American Higher Education in the Twenty-First Century* Philip G. Altbach, Robert Oliver Berdahl, Robert O. Berdahl, Patricia J. Gumport, 2005-02-25 This new edition explores current issues of central importance to the academy: leadership, accountability, access, finance, technology, academic freedom, the canon, governance, and race. Chapters also deal with key constituencies -- students and faculty -- in the context of a changing academic environment.

administrative bloat in higher education: *Unprofitable Schooling* Todd J. Zywicki, Neal P. McCluskey, 2019-02-12 Most economies advance by simultaneously decreasing costs and increasing quality. Unfortunately, when it comes to higher education, this has been turned on its head. Costs keep rising while quality declines. How has this happened? What can be done? This exceptional volume looks at the issues facing higher education from the perspective of both economics and history. Each chapter explores how the lessons learned from market competition in other sectors of the economy can be applied to higher education in order to bring about innovation, improved

quality, and lower costs. The opening section offers a history of for-profit education before the Morrill Act—the federal legislation that funded land-grant universities; reviews the Act's impact; and concludes with an exploration of federal student aid and how it prevents new funding options from entering the market. Section two examines higher education as it stands today—what is driving up college prices; tenure; administrative bloat; and university governance. And, the concluding third section shows how robust competition in higher education can be energized, and takes a deep look at for-profit vs. non-profit institutions. Unprofitable Schooling provides a sober and informative assessment of the state of higher education, critically covering historical assumptions, increasing government involvement, reflexive aversion to profit, and other, maybe unexpected, conclusions.

administrative bloat in higher education: *Runaway College Costs* James V. Koch, Richard J. Cebula, 2020-10-13 What role have governing boards played in tuition and fee escalation at four-year public colleges and universities? In the United States, college costs, especially tuition and fees, have increased much more rapidly than either the overall Consumer Price Index or median household income. This cost inflation has effectively closed the doors of higher education to many qualified students and contributed to a staggering \$1.5 trillion in student debt. Additionally, the number of college enrollments in the United States actually declined for eight straight years between 2011 and 2019, as college student bodies became increasingly stratified on the basis of family incomes. Virtually every public college cost increase, however, requires a positive vote from each university's governing board—and the record shows that these votes are nearly always unanimous. In *Runaway College Costs*, James V. Koch and Richard J. Cebula argue that many trustees have forgotten that they should act as fiduciaries who represent the best interests of students, parents, and taxpayers. Instead, Koch and Cebula explain, too often many trustees prize size and more prestigious rankings over access and affordability. These misplaced priorities make them vote in favor of ever more plush facilities, expensive intercollegiate athletic programs, administrative bloat, and outdated models of instruction and research. Koch and Cebula supply groundbreaking empirical evidence on the impact of governing board membership, size, and operations on tuition and fees. They show, for example, that the existence of a powerful statewide governing board exercises significant downward pressure on tuition and fees and that state funding cuts cannot explain more than one-half of the cost increases at the typical four-year public institution. The authors propose an action agenda for governing boards, including changing the incentives placed in front of campus presidents and senior administrators. Finally, they conclude that, although public university governing boards deserve blame for accelerating college cost inflation, they also are ideally situated to improve the situation. *Runaway College Costs* ends hopefully, suggesting that governing boards and their member trustees actually have the greatest potential to improve the situation. Providing the first rigorous empirical evidence of the impact that various modes of governance have had not only on tuition and fees but also on a half-dozen measures of institutional performance, this book will be of serious interest to governors, legislators, public university board members and their staffs, those interested in supporting the traditional goals of public higher education, and of course students and their parents, as well as taxpayers.

administrative bloat in higher education: *Is College Worth It?* William J. Bennett, David Wilenz, 2013-05-14 For many students, a bachelor's degree is considered the golden ticket to a more financially and intellectually fulfilling life. But the disturbing reality is that debt, unemployment, and politically charged pseudo learning are more likely outcomes for many college students today than full-time employment and time-honored knowledge. This raises the question: is college still worth it? Who is responsible for debt-saddled, undereducated students, and how do future generations of students avoid the same problems? In a time of economic uncertainty, what majors and schools will produce competitive graduates? *Is College Worth It?* uses personal experience, statistical analysis, and real-world interviews to provide answers to some of the most troubling social and economic problems of our time.

administrative bloat in higher education: *Lesson Plan* William G. Bowen, Michael McPherson, 2017-10-31 Why and how American colleges and universities need to change in order to

meet the nation's pressing needs American higher education faces some serious problems—but they are not the ones most people think. In this brief and accessible book, two leading experts show that many so-called crises—from the idea that typical students are drowning in debt to the belief that tuition increases are being driven by administrative bloat—are exaggerated or simply false. At the same time, many real problems—from the high dropout rate to inefficient faculty staffing—have received far too little attention. In response, William G. Bowen and Michael S. McPherson provide a frank assessment of the biggest challenges confronting higher education and propose a bold agenda for reengineering essential elements of the system to meet them. The result promises to help shape the debate about higher education for years to come. Lesson Plan shows that, for all of its accomplishments, higher education today is falling short when it comes to vital national needs. Too many undergraduates are dropping out or taking too long to graduate; minorities and the poor fare worse than their peers, reinforcing inequality; and college is unaffordable for too many. But these problems could be greatly reduced by making significant changes, including targeting federal and state funding more efficiently; allocating less money for merit aid and more to match financial need; creating a respected “teaching corps” that would include nontenure faculty; improving basic courses in fields such as math by combining adaptive learning and face-to-face teaching; strengthening leadership; and encouraging more risk taking. It won't be easy for faculty, administrators, trustees, and legislators to make such sweeping changes, but only by doing so will they make it possible for our colleges and universities to meet the nation's demands tomorrow and into the future.

administrative bloat in higher education: *The Higher Education Bubble* Glenn H. Reynolds, 2012 America is facing a higher education bubble. Like the housing bubble, it is the product of cheap credit coupled with popular expectations of ever-increasing returns on investment, and as with housing prices, the cheap credit has caused college tuitions to vastly outpace inflation and family incomes. Now this bubble is bursting. In this Broadside, Glenn H. Reynolds explains the causes and effects of this bubble and the steps colleges and universities must take to ensure their survival. Many graduates are unable to secure employment sufficient to pay off their loans, which are usually not dischargeable in bankruptcy. As students become less willing to incur debt for education, colleges and universities will have to adapt to a new world of cost pressures and declining public support.

administrative bloat in higher education: Cracks in the Ivory Tower Jason Brennan, Phillip W. Magness, 2019 Ideally, universities are centers of learning, in which great researchers dispassionately search for truth, no matter how unpopular those truths must be. The marketplace of ideas assures that truth wins out against bias and prejudice. Yet, many people worry that there's rot in the heart of the higher education business. In *Cracks in the Ivory Tower*, libertarian scholars Jason Brennan and Philip Magness reveal the problems are even worse than anyone suspects. Marshalling an array of data, they systematically show how contemporary American universities fall short of these ideals and how bad incentives make faculty, administrators, and students act unethically. While universities may at times excel at identifying and calling out injustice outside their gates, Brennan and Magness contend that individuals are primarily guided by self-interest at every level. They find that the problems are deep and pervasive: most academic marketing and advertising is semi-fraudulent; colleges and individual departments regularly make promises they do not and cannot keep; and most students cheat a little, while many cheat a lot. Trenchant and wide-ranging, they elucidate the many ways in which faculty and students alike have every incentive to make teaching and learning secondary. In this revealing expose, Brennan and Magness bring to light many of the ethical problems universities, faculties, and students currently face. In turn, they reshape our understanding of how such high-powered institutions run their business.

administrative bloat in higher education: American Higher Education in Crisis? Goldie Blumenstyk, 2015 Disinvestment by states has driven up tuition prices, and student debt has reached an all-time high. Americans are questioning the worth of a college education, even as studies show how important it is to economic and social mobility

administrative bloat in higher education: *Organization and Administration in Higher*

Education Kristina 'KP' Powers, Patrick J. Schloss, 2022-12-30 Situating strategic planning and budgeting within the organization and administration of higher education institutions, this text provides effective and proven strategies for today's change-oriented leaders. Bringing together distinguished administrators from two-year, four-year, public, and private colleges and universities, this volume provides both practical and effective guidance on the intricacies of the institutional structure, its functional activities, and contingency planning. *Organization and Administration in Higher Education* orients future administrators to the major areas of an academic institution and will assist higher education administrators in leading their institutions to excellence. New in the third edition is an expanded discussion of diversity, equity, and inclusion as well as updated coverage across various institutional settings including community colleges. Additionally, the authors provide guidance on managing crises and institutional disruptions such as those caused by the COVID-19 pandemic. Powers and Schloss offer refreshed end-of-chapter discussion prompts and online instructor materials, including PowerPoints to support multimodal learning and new methods of teaching found here:

<https://institute foreffectiveness.org/organization-and-administration-of-higher-education>

administrative bloat in higher education: Restoring the Promise Richard K. Vedder, 2019 American higher education is increasingly in trouble. Costs are too high, learning is too little, and underemployment abounds post-graduation. Universities are facing an uncertain and unsettling future with free speech suppression, out-of-control Federal student aid programs, soaring administrative costs, and intercollegiate athletics mired in corruption. *Restoring the Promise* explores these issues and exposes the federal government's role in contributing to them. With up-to-date discussions of the most recent developments on university campuses, this book is the most comprehensive assessment of universities in recent years, and one that decidedly rejects conventional wisdom. *Restoring the Promise* is an absolute must-read for those concerned with the future of higher education in America.

administrative bloat in higher education: The End of College Kevin Carey, 2016-03 The rise of the internet, new technologies, and free and open higher education are radically altering college forever, and this book explores the paradigm changes that will affect students, parents, educators and employers as it explains how we can take advantage of the new opportunities ahead--

administrative bloat in higher education: Fail U. Charles J. Sykes, 2016-08-09 The cost of a college degree has increased by 1,125% since 1978—four times the rate of inflation. Total student debt has surpassed \$1.3 trillion. Nearly two thirds of all college students must borrow to study, and the average student graduates with more than \$30,000 in debt. Many college graduates under twenty-five years old are unemployed or underemployed. And professors—remember them?—rarely teach undergraduates at many major universities, instead handing off their lecture halls to cheaper teaching assistants. So, is it worth it? That's the question Charles J. Sykes attempts to answer in *Fail U.*, exploring the staggering costs of a college education, the sharp decline in tenured faculty and teaching loads, the explosion of administrative jobs, the grandiose building plans, and the utter lack of preparedness for the real world that many now graduates face. *Fail U.* offers a different vision of higher education; one that is affordable, more productive, and better-suited to meet the needs of a diverse range of students—and one that will actually be useful in their future careers and lives.

administrative bloat in higher education: Remaking the American University Robert Zemsky, Gregory R. Wegner, William F. Massy, 2005 At one time, universities educated new generations and were a source of social change. Today colleges and universities are less places of public purpose, than agencies of personal advantage. *Remaking the American University* provides a penetrating analysis of the ways market forces have shaped and distorted the behaviors, purposes, and ultimately the missions of universities and colleges over the past half-century. The authors describe how a competitive preoccupation with rankings and markets published by the media spawned an admissions arms race that drains institutional resources and energies. Equally revealing are the depictions of the ways faculty distance themselves from their universities with the resulting increase in the number of administrators, which contributes substantially to institutional costs.

Other chapters focus on the impact of intercollegiate athletics on educational mission, even among selective institutions; on the unforeseen result of higher education's outsourcing a substantial share of the scholarly publication function to for-profit interests; and on the potentially dire consequences of today's zealous investments in e-learning. A central question extends through this series of explorations: Can universities and colleges today still choose to be places of public purpose? In the answers they provide, both sobering and enlightening, the authors underscore a consistent and powerful lesson—academic institutions cannot ignore the workings of the markets. The challenge ahead is to learn how to better use those markets to achieve public purposes.

administrative bloat in higher education: The Englishman J. E. R. Staddon, 2016 Although I have been basically an academic for most of my life, the way I got there has taken some surprising turns. The first four chapters of this memoir describe what I can remember and discover about my early life: an unsuspected ancestry, fun in WW2 London, comical schooldays, and a spell in colonial Africa interrupting a wobbly college career at the end of which I left England for America. In the US I followed again a slightly erratic graduate-school trajectory that ended up in a Harvard basement. The main part of the book is about science, my efforts to understand the world opened up for me by biology, Darwin, the evolving cybernetic revolution and the experimental methods of influential and opinionated behaviorist B. F. Skinner. I have tried to make this part as simple and nontechnical as possible, although a couple of graphs have intruded.

administrative bloat in higher education: The Faculty Lounges Naomi Schaefer Riley, 2011-06-16 College tuition has risen four times faster than the rate of inflation in the past two decades. While faculties like to blame the rising costs on fancy athletic buildings and bloated administrations, professors are hardly getting the short end of the stick. Spending on instruction has increased twenty-two percent over the past decade at private research universities. Parents and taxpayers shouldn't get overheated about faculty salaries: tenure is where they should concentrate their anger. The jobs-for-life entitlement that comes with an ivory tower position is at the heart of so many problems with higher education today. Veteran journalist Naomi Schaefer Riley, an alumna of one of the country's most expensive and best-endowed schools, explores how tenure has promoted a class system in higher education, leaving contingent faculty who are barely making minimum wage and have no time for students to teach large swaths of the undergraduate population. She shows how the institution of tenure forces junior professors to keep their mouths shut for a decade or more if they disagree with senior faculty about anything from politics to research methods. Lastly, she examines how the institution of tenure—with the job security, mediocre salaries, and low levels of accountability it entails—may be attracting the least innovative and interesting members of our society into teaching.

administrative bloat in higher education: Higher Learning, Greater Good Walter W. McMahon, 2009-03-18 The chronic underinvestment in higher education has serious ramifications for both individuals and society. Winner, Best Book in Education, 2009 PROSE Awards, Professional and Scholarly Publishing Division, Association of American Publishers Winner, Best Book in Education, PROSE Awards, Professional and Scholarly Publishing Division, Association of American Publishers A college education has long been acknowledged as essential for both personal success and economic growth. But the measurable value of its nonmonetary benefits has until now been poorly understood. In *Higher Learning, Greater Good*, leading education economist Walter W. McMahon carefully describes these benefits and suggests that higher education accrues significant social and private benefits. McMahon's research uncovers a major skill deficit and college premium in the United States and other OECD countries due to technical change and globalization, which, according to a new preface to the 2017 edition, continues unabated. A college degree brings better job opportunities, higher earnings, and even improved health and longevity. Higher education also promotes democracy and sustainable growth and contributes to reduced crime and lower state welfare and prison costs. These social benefits are substantial in relation to the costs of a college education. Offering a human capital perspective on these and other higher education policy issues, McMahon suggests that poor understanding of the value of nonmarket benefits leads to private

underinvestment. He offers policy options that can enable state and federal governments to increase investment in higher education.

administrative bloat in higher education: Why Does College Cost So Much? Robert B. Archibald, David Henry Feldman, 2011 College tuition has risen more rapidly than the overall inflation rate for much of the past century. To explain rising college cost, the authors place the higher education industry firmly within the larger economic history of the United States.

administrative bloat in higher education: *The Education Trap* Cristina Viviana Groeger, 2021-03-09 Why—contrary to much expert and popular opinion—more education may not be the answer to skyrocketing inequality. For generations, Americans have looked to education as the solution to economic disadvantage. Yet, although more people are earning degrees, the gap between rich and poor is widening. Cristina Groeger delves into the history of this seeming contradiction, explaining how education came to be seen as a panacea even as it paved the way for deepening inequality. The Education Trap returns to the first decades of the twentieth century, when Americans were grappling with the unprecedented inequities of the Gilded Age. Groeger's test case is the city of Boston, which spent heavily on public schools. She examines how workplaces came to depend on an army of white-collar staff, largely women and second-generation immigrants, trained in secondary schools. But Groeger finds that the shift to more educated labor had negative consequences—both intended and unintended—for many workers. Employers supported training in schools in order to undermine the influence of craft unions, and so shift workplace power toward management. And advanced educational credentials became a means of controlling access to high-paying professional and business jobs, concentrating power and wealth. Formal education thus became a central force in maintaining inequality. The idea that more education should be the primary means of reducing inequality may be appealing to politicians and voters, but Groeger warns that it may be a dangerous policy trap. If we want a more equitable society, we should not just prescribe more time in the classroom, but fight for justice in the workplace.

administrative bloat in higher education: *Death of the Public University?* Susan Wright, Cris Shore, 2017-05-01 Universities have been subjected to continuous government reforms since the 1980s, to make them 'entrepreneurial', 'efficient' and aligned to the predicted needs and challenges of a global knowledge economy. Under increasing pressure to pursue 'excellence' and 'innovation', many universities are struggling to maintain their traditional mission to be inclusive, improve social mobility and equality and act as the 'critic and conscience' of society. Drawing on a multi-disciplinary research project, University Reform, Globalisation and Europeanisation (URGE), this collection analyses the new landscapes of public universities emerging across Europe and the Asia-Pacific, and the different ways that academics are engaging with them.

administrative bloat in higher education: *Indebted* Caitlin Zaloom, 2021-05-04 'Indebted' takes readers into the homes of middle-class families throughout the nation to reveal the hidden consequences of student debt and the ways that financing college has transformed family life--Amazon

administrative bloat in higher education: Going Broke by Degree Richard K. Vedder, 2004 Economist Richard Vedder examines the causes of the college tuition crisis and explores ways to reverse this alarming trend.

administrative bloat in higher education: *The Shadow University* Alan Charles Kors, Harvey Silverglate, 1999-07-15 Universities once believed themselves to be sacred enclaves, where students and professors could debate the issues of the day and arrive at a better understanding of the human condition. Today, sadly, this ideal of the university is being quietly betrayed from within. Universities still set themselves apart from American society, but now they do so by enforcing their own politically correct worldview through censorship, double standards, and a judicial system without due process. Faculty and students who threaten the prevailing norms may be forced to undergo thought reform. In a surreptitious aboutface, universities have become the enemy of a free society, and the time has come to hold these institutions to account. The Shadow University is a stinging indictment of the covert system of justice on college campuses, exposing the widespread

reliance on kangaroo courts and arbitrary punishment to coerce students and faculty into conformity. Alan Charles Kors and Harvey A. Silverglate, staunch civil libertarians and active defenders of free inquiry on campus, lay bare the totalitarian mindset that undergirds speech codes, conduct codes, and campus life bureaucracies, through which a cadre of deans and counselors indoctrinate students and faculty in an ideology that favors group rights over individual rights, sacrificing free speech and academic freedom to spare the sensitivities of currently favored groups. From Maine to California, at public and private universities alike, liberty and fairness are the first casualties as teachers and students find themselves in the dock, presumed guilty until proven innocent and often forbidden to cross-examine their accusers. Kors and Silverglate introduce us to many of those who have firsthand experience of the shadow university, including: The student at the center of the 1993 Water Buffalo case at the University of Pennsylvania, who was brought up on charges of racial harassment after calling a group of rowdy students water buffalo -- even though the term has no racial connotations. The Catholic residence adviser who was fired for refusing, on grounds of religious conscience, to wear a symbol of gay and lesbian causes. The professor who was investigated for sexual harassment when he disagreed with campus feminists about curriculum issues. The student who was punished for laughing at a statement deemed offensive to others and who was ordered to undergo sensitivity training as a result. The Shadow University unmasks a chilling reality for parents who entrust their sons and daughters to the authority of such institutions, for thinking people who recognize that vigorous debate is the only sure path to truth, and for all Americans who realize that when even one citizen is deprived of liberty, we are all diminished.

administrative bloat in higher education: *What We Hold in Trust* Don Briel, Kenneth E. Goodpaster, Michael J. Naughton, 2021-03-19 The specific concern in *What We Hold in Trust* comes to this: the Catholic university that sees its principal purpose in terms of the active life, of career, and of changing the world, undermines the contemplative and more deep-rooted purpose of the university. If a university adopts the language of technical and social change as its main and exclusive purpose, it will weaken the deeper roots of the university's liberal arts and Catholic mission. The language of the activist, of changing the world through social justice, equality and inclusion, or of the technician through market-oriented incentives, plays an important role in university life. We need to change the world for the better and universities play an important role, but both the activist and technician will be co-opted by our age of hyper-activity and technocratic organizations if there is not first a contemplative outlook on the world that receives reality rather than constructs it. To address this need for roots *What We Hold in Trust* unfolds in four chapters that will demonstrate how essential it is for the faculty, administrators, and trustees of Catholic universities to think philosophically and theologically (Chapter One), historically (Chapter Two) and institutionally (Chapters Three and Four). What we desperately need today are leaders in Catholic universities who understand the roots of the institutions they serve, who can wisely order the goods of the university, who know what is primary and what is secondary, and who can distinguish fads and slogans from authentic reform. We need leaders who are in touch with their history and have a love for tradition, and in particular for the Catholic tradition. Without this vision, our universities may grow in size, but shrink in purpose. They may be richer but not wiser.

administrative bloat in higher education: A Perfect Mess David F. Labaree, 2017-04-21 Read the news about America's colleges and universities—rising student debt, affirmative action debates, and conflicts between faculty and administrators—and it's clear that higher education in this country is a total mess. But as David F. Labaree reminds us in this book, it's always been that way. And that's exactly why it has become the most successful and sought-after source of learning in the world. Detailing American higher education's unusual struggle for survival in a free market that never guaranteed its place in society—a fact that seemed to doom it in its early days in the nineteenth century—he tells a lively story of the entrepreneurial spirit that drove American higher education to become the best. And the best it is: today America's universities and colleges produce the most scholarship, earn the most Nobel prizes, hold the largest endowments, and attract the most esteemed students and scholars from around the world. But this was not an inevitability. Weakly

funded by the state, American schools in their early years had to rely on student tuition and alumni donations in order to survive. This gave them tremendous autonomy to seek out sources of financial support and pursue unconventional opportunities to ensure their success. As Labaree shows, by striving as much as possible to meet social needs and fulfill individual ambitions, they developed a broad base of political and financial support that, grounded by large undergraduate programs, allowed for the most cutting-edge research and advanced graduate study ever conducted. As a result, American higher education eventually managed to combine a unique mix of the populist, the practical, and the elite in a single complex system. The answers to today's problems in higher education are not easy, but as this book shows, they shouldn't be: no single person or institution can determine higher education's future. It is something that faculty, administrators, and students—adapting to society's needs—will determine together, just as they have always done.

administrative bloat in higher education: Business Practices in Higher Education Mark A. Kretovics, 2011-02-15 Business Practices in Higher Education is a breakthrough guide offering higher education and student affairs professionals an understanding of the fundamental business nature of colleges and universities. The author discusses the practical applications of business concepts and models and how these applications can contribute to the overall efficiency and effectiveness of higher education institutions. Useful examples from a wide range of institutions—including small privates, large publics, and community colleges—illustrate these concepts. This professional guide is organized into the following four sections: Environment and Structure Finance and Funding People and Processes Perspectives on the Future Business practices pervade the academic, student affairs, and administrative sides of higher education. This book affords readers a greater understanding of the true nature of higher education and an appreciation for how the academy effectively incorporates business practices into everyday work lives.

administrative bloat in higher education: Profscam Charles J. Sykes, 1988-10-01 ProfScam reveals the direct and ultimate reason for the collapse of higher education in the United States— the selfish, wayward, and corrupt American university professor.

administrative bloat in higher education: The Impoverishment of the American College Student James V. Koch, 2019-07-09 Is the end in sight for college tuition hikes? Tuition and fees at public colleges and universities consistently have risen twice or even three times as fast as comparable increases in the Consumer Price Index in recent years. Since 2000 these costs have even grown 60 percent faster than health care costs. The results have been rapidly rising student debt (now \$1.4 trillion nationally), rising delinquencies in debt repayment, and a dysfunctional stratification of public college student bodies on the basis of family incomes. This is a broken, unsustainable model for the majority of public colleges. Why has this occurred? The multiple causes include declining state support, the avaricious behavior of individual institutions, their reluctance to adopt productivity-increasing innovations, their cost-increasing competition for higher U.S. News ratings, and misdirected federal student financial aid policies. The key actors are the 50,000 members of the governing boards of public colleges, who too often forget that their primary responsibility is to citizens, taxpayers, and the 15 million students. Instead, board members are co-opted by clever administrators into approving tuition and fee increases well beyond what is needed to make up for declining state funding. Concerted, informed public pressure on governors, legislators, and board members is necessary to move institutions in more positive directions. Higher education funding and tuition and fee inflation are complicated matters that very few people understand well. The Impoverishment of the American College Student clarifies the central issues and provides plentiful data to support its key points. It is a must-read for anyone who believes that maintaining access to and the affordability of public colleges are vitally important to our society's future.

administrative bloat in higher education: Beyond the Skills Gap Matthew T. Hora, 2019-01-02 2018 Frederic W. Ness Book Award, AAC&U How can educators ensure that young people who attain a postsecondary credential are adequately prepared for the future? Matthew T. Hora and his colleagues explain that the answer is not simply that students need more specialized

technical training to meet narrowly defined employment opportunities. Beyond the Skills Gap challenges this conception of the “skills gap,” highlighting instead the value of broader twenty-first-century skills in postsecondary education. They advocate for a system in which employers share responsibility along with the education sector to serve the collective needs of the economy, society, and students. Drawing on interviews with educators in two- and four-year institutions and employers in the manufacturing and biotechnology sectors, the authors demonstrate the critical importance of habits of mind such as problem solving, teamwork, and communication. They go on to show how faculty and program administrators can create active learning experiences that develop students’ skills across a range of domains. The book includes in-depth descriptions of eight educators whose classrooms exemplify the effort to blend technical learning with the cultivation of twenty-first-century habits of mind. The study, set in Wisconsin, takes place against the backdrop of heated political debates over the role of public higher education. This thoughtful and nuanced account, enriched by keen observations of postsecondary instructional practice, promises to contribute new insights to the rich literature on workforce development and to provide valuable guidance for postsecondary faculty and administrators.

administrative bloat in higher education: *Unlearning Liberty* Greg Lukianoff, 2014-03-11
For over a generation, shocking cases of censorship at America’s colleges and universities have taught students the wrong lessons about living in a free society. Drawing on a decade of experience battling for freedom of speech on campus, First Amendment lawyer Greg Lukianoff reveals how higher education fails to teach students to become critical thinkers: by stifling open debate, our campuses are supercharging ideological divisions, promoting groupthink, and encouraging an unscholarly certainty about complex issues. Lukianoff walks readers through the life of a modern-day college student, from orientation to the end of freshman year. Through this lens, he describes startling violations of free speech rights: a student in Indiana punished for publicly reading a book, a student in Georgia expelled for a pro-environment collage he posted on Facebook, students at Yale banned from putting an F. Scott Fitzgerald quote on a T shirt, and students across the country corralled into tiny “free speech zones” when they wanted to express their views. But Lukianoff goes further, demonstrating how this culture of censorship is bleeding into the larger society. As he explores public controversies involving Juan Williams, Rush Limbaugh, Bill Maher, Richard Dawkins, Larry Summers—even Dave Barry and Jon Stewart—Lukianoff paints a stark picture of our ability as a nation to discuss important issues rationally. *Unlearning Liberty: Campus Censorship and the End of American Debate* illuminates how intolerance for dissent and debate on today’s campus threatens the freedom of every citizen and makes us all just a little bit dumber.

administrative bloat in higher education: *The New School* Glenn Reynolds, 2014-01-07
Predicts that the American education system is going to experience a bubble burst, just as the housing market did, and offers advice and solutions for parents, educators and taxpayers on alternatives to the failing K-12 public school system. 20,000 first printing.

administrative bloat in higher education: *Colonization After Emancipation* Phillip W. Magness, Sebastian N. Page, 2011-03-28
History has long acknowledged that President Abraham Lincoln, the Great Emancipator, had considered other approaches to rectifying the problem of slavery during his administration. Prior to Emancipation, Lincoln was a proponent of colonization: the idea of sending African American slaves to another land to live as free people. Lincoln supported resettlement schemes in Panama and Haiti early in his presidency and openly advocated the idea through the fall of 1862. But the bigoted, flawed concept of colonization never became a permanent fixture of U.S. policy, and by the time Lincoln had signed the Emancipation Proclamation on January 1, 1863, the word “colonization” had disappeared from his public lexicon. As such, history remembers Lincoln as having abandoned his support of colonization when he signed the proclamation. Documents exist, however, that tell another story. *Colonization after Emancipation: Lincoln and the Movement for Black Resettlement* explores the previously unknown truth about Lincoln’s attitude toward colonization. Scholars Phillip W. Magness and Sebastian N. Page combed through extensive archival materials, finding evidence, particularly within British Colonial and

Foreign Office documents, which exposes what history has neglected to reveal—that Lincoln continued to pursue colonization for close to a year after emancipation. Their research even shows that Lincoln may have been attempting to revive this policy at the time of his assassination. Using long-forgotten records scattered across three continents—many of them untouched since the Civil War—the authors show that Lincoln continued his search for a freedmen’s colony much longer than previously thought. Colonization after Emancipation reveals Lincoln’s highly secretive negotiations with the British government to find suitable lands for colonization in the West Indies and depicts how the U.S. government worked with British agents and leaders in the free black community to recruit emigrants for the proposed colonies. The book shows that the scheme was never very popular within Lincoln’s administration and even became a subject of subversion when the president’s subordinates began battling for control over a lucrative “colonization fund” established by Congress. Colonization after Emancipation reveals an unexplored chapter of the emancipation story. A valuable contribution to Lincoln studies and Civil War history, this book unearths the facts about an ill-fated project and illuminates just how complex, and even convoluted, Abraham Lincoln’s ideas about the end of slavery really were.

administrative bloat in higher education: Higher Education in America Derek Bok, 2015-03-22 A sweeping assessment of the state of higher education today from former Harvard president Derek Bok *Higher Education in America* is a landmark work--a comprehensive and authoritative analysis of the current condition of our colleges and universities from former Harvard president Derek Bok, one of the nation's most respected education experts. Sweepingly ambitious in scope, this is a deeply informed and balanced assessment of the many strengths as well as the weaknesses of American higher education today. At a time when colleges and universities have never been more important to the lives and opportunities of students or to the progress and prosperity of the nation, Bok provides a thorough examination of the entire system, public and private, from community colleges and small liberal arts colleges to great universities with their research programs and their medical, law, and business schools. Drawing on the most reliable studies and data, he determines which criticisms of higher education are unfounded or exaggerated, which are issues of genuine concern, and what can be done to improve matters. Some of the subjects considered are long-standing, such as debates over the undergraduate curriculum and concerns over rising college costs. Others are more recent, such as the rise of for-profit institutions and massive open online courses (MOOCs). Additional topics include the quality of undergraduate education, the stagnating levels of college graduation, the problems of university governance, the strengths and weaknesses of graduate and professional education, the environment for research, and the benefits and drawbacks of the pervasive competition among American colleges and universities. Offering a rare survey and evaluation of American higher education as a whole, this book provides a solid basis for a fresh public discussion about what the system is doing right, what it needs to do better, and how the next quarter century could be made a period of progress rather than decline.

administrative bloat in higher education: What Is Classical Liberal History? Michael J. Douma, Phillip W. Magness, 2017-12-21 Historians working in the classical liberal tradition believe that individual decision-making and individual rights matter in the making of history. History written in the classical liberal tradition emerged largely in the nineteenth century, when the field of history was first professionalized in Europe and the Americas. Professional historical research was then imbued with liberal values, which included rigorous attention to the sources, historicist suspicion of an ultimate mover, an honest and dispassionate rational outlook, and humility towards what could be known. Above all, liberals wanted to chart the history of liberty, warn against threats to liberty, and defend it in an evolving political world. They believed history was real, and that it had lessons to teach, but that these lessons could not provide sufficient knowledge to predict the future or reorganize society around a central plan. This book demonstrates how the classical liberal tradition in historical writing persists to this day, but how it is often neglected and due for renewal. The book contrasts the classical liberal view on history with conservative, progressive, Marxist, and post-modern views. Each of the eleven chapters address a different historical topic, from the

development of classical liberalism in nineteenth century America to the the history of civil liberties and civil rights that stemmed from this tradition. Authors give particular attention to the importance of social and economic analysis. Each contributor was chosen as an expert in their field to provide a historiographical overview of their subject, and to explain what the classical liberal contribution to this historiography has been and should be. Authors then provide guidance towards possible tools of analysis and related research topics that future historians working in the classical liberal tradition could take up. The authors wish to call upon other historians to recognize the important contributions to historical understanding that have come and can be provided by the insights of classical liberalism.

administrative bloat in higher education: The Economics of American Higher Education

William E. Becker Jr., D.R. Lewis, 2012-12-06 Postsecondary educational institutions in the United States are facing increasing financial stress and waning public support. Unless these trends can be changed, higher education can be expected to stagnate. What, if anything, can be done? As a starting point, advocates of higher education need to more fully recognize the issues associated with the economic mission of higher education and how this mission gets translated into individual student gains, regional growth, and social equity. This requires an understanding of the relationship between the outcomes of higher education and measures of economic productivity and well-being. This volume addresses topics related to the role of postsecondary education in microeconomic development within the United States. Attention is given to the importance of colleges and universities 'in the enhancement of individual students and in the advancement of the communities and states within which they work. Although several of the chapters in this volume are aimed at research/teaching universities, much of what is presented throughout can be generalized to all of postsecondary education. Little attention, however, is given to the role of higher education in the macroeconomic development of the United States; this topic is covered in our related book, American Higher Education and National Growth.

administrative bloat in higher education: The Tyranny of Virtue Robert Boyers,

2019-09-24 From public intellectual and professor Robert Boyers, "a powerfully persuasive, insightful, and provocative prose that mixes erudition and first-hand reportage" (Joyce Carol Oates) addressing recent developments in American culture and arguing for the tolerance of difference that is at the heart of the liberal tradition. Written from the perspective of a liberal intellectual who has spent a lifetime as a writer, editor, and college professor, *The Tyranny of Virtue* is a "courageous, unsparing, and nuanced to a rare degree" (Mary Gaitskill) insider's look at shifts in American culture—most especially in the American academy—that so many people find alarming. Part memoir and part polemic, Boyers's collection of essays laments the erosion of standard liberal values, and covers such subjects as tolerance, identity, privilege, appropriation, diversity, and ableism that have turned academic life into a minefield. Why, Robert Boyers asks, are a great many liberals, people who should know better, invested in the drawing up of enemies lists and driven by the conviction that on critical issues no dispute may be tolerated? In stories, anecdotes, and character profiles, a public intellectual and longtime professor takes on those in his own progressive cohort who labor in the grip of a poisonous and illiberal fundamentalism. The end result is a finely tuned work of cultural intervention from the front lines.

administrative bloat in higher education: The Agile College Nathan D. Grawe, 2021-01-12

Following Grawe's seminal first book, this volume answers the question: How can a college or university prepare for forecasted demographic disruptions? Demographic changes promise to reshape the market for higher education in the next 15 years. Colleges are already grappling with the consequences of declining family size due to low birth rates brought on by the Great Recession, as well as the continuing shift toward minority student populations. Each institution faces a distinct market context with unique organizational strengths; no one-size-fits-all answer could suffice. In this essential follow-up to *Demographics and the Demand for Higher Education*, Nathan D. Grawe explores how proactive institutions are preparing for the resulting challenges that lie ahead. While it isn't possible to reverse the demographic tide, most institutions, he argues persuasively, can

mitigate the effects. Drawing on interviews with higher education leaders, Grawe explores successful avenues of response, including • recruitment initiatives • retention programs • revisions to the academic and cocurricular program • institutional growth plans • retrenchment efforts • collaborative action Throughout, Grawe presents readers with examples taken from a range of institutions—small and large, public and private, two-year and four-year, selective and open-access. While an effective response to demographic change must reflect the individual campus context, the cases Grawe analyzes will prompt conversations about the best paths forward. The Agile College also extends projections for higher education demand. Using data from the High School Longitudinal Study, the book updates prior work by incorporating new information on college-going after the Great Recession and pushes forecasts into the mid-2030s. What's more, the analysis expands to examine additional aspects of the higher education market, such as dual enrollment, transfer students, and the role of immigration in college demand.

administrative bloat in higher education: *Wannabe U* Gaye Tuchman, 2011-08-22 Based on years of observation at a large state university, Wannabe U tracks the dispiriting consequences of trading in traditional educational values for loyalty to the market. Aping their boardroom idols, the new corporate administrators at such universities wander from job to job and reductively view the students there as future workers in need...

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