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than 360,000  
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with toxic colleagues and then how to turn your department into a collegial environment."—Walter Gmelch, dean, School of Education, University of San Francisco

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volume is the realization that higher education must evolve in fundamental ways if it is to respond to changing professional, economic, and technological circumstances, and if it is to successfully reach and prepare a vast population of students—traditional

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related factors that determine what schools they attend. By digging into the data, economist Nathan Grawe has created probability models for predicting college attendance. What he sees are alarming events on the horizon that every college and university needs to understand.

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work fails to adjust headcounts for college attendance probabilities and makes no systematic attempt to distinguish demand by institution type. This book analyzes demand forecasts by institution type and rank, disaggregating by demographic groups. Its findings

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often contradict the dominant narrative: while many schools face painful contractions, demand for elite schools is expected to grow by 15+ percent.

Geographic and racial profiles will shift only slightly--and attendance by Asians, not Hispanics, will grow most. Grawe

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also use the model to consider possible changes in institutional recruitment strategies and government policies. These "what if" analyses show that even aggressive innovation is unlikely to overcome trends toward larger gaps across racial, family income, and parent

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organizations to establish policy that is current, alive, and fluid by design, thereby supporting an ongoing examination of best practices with an overt commitment to continued improvement, as well as an influence for future leaders who will emerge from the

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inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice is a vital wealth of information for college and university presidents and provosts,

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academic and student affairs professionals, faculty, and practitioners who seek to dismantle institutional barriers that stand in the way of achieving equity, specifically racial equity to achieve equitable outcomes in higher education.

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supplies for the  
armies or left campus  
to fight. Professors  
joined the war effort  
or struggled to keep  
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Union and  
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took over some  
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beyond 1865, the  
book explores the  
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effects on colleges. Michael David Cohen argues that the Civil War and the political and social conditions the war created prompted major reforms, including the establishment of a new federal role in education. Reminded by the war of the importance of a well-trained military,



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Congress began providing resources to colleges that offered military courses and other practical curricula. Congress also, as part of a general expansion of the federal bureaucracy that accompanied the war, created the Department of Education to collect

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and publish data on education. For the first time, the U.S. government both influenced curricula and monitored institutions. The war posed special challenges to Southern colleges. Often bereft of students and sometimes physically damaged, they

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needed to rebuild. Some took the opportunity to redesign themselves into the first Southern universities. They also admitted new types of students, including the poor, women, and, sometimes, formerly enslaved blacks. Thus, while the Civil War did great harm, it also stimulated growth,

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helping, especially in the South, to create our modern system of higher education.

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