

26.4.2025

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Title

Leadership, equity, and social justice in American higher education : a reader / ed. by C. P. Gause

Publisher

New York [u.a.] : Peter Lang, 2017

Collation

XIV, 396 S.

Publication year

2017

Series

(Higher Ed ; 23)

ISBN

978-1-4331-2668-0

Inventory number

80854

Keywords

Ausland : USA : Finanzierung, Stiftungen ; Ausland : USA : einzelne Hochschulen ; Ausland : USA : Hochschulwesen allgemein ; Ausland : USA : Studenten, Studium, Lehre ; Ausland : USA : Forschung, Hochschullehrer ; Ausland : USA : Auslandsbeziehungen ; Hochschule : Verwaltung allgemein ; Hochschule : Verfassung und Selbstverwaltung ; Hochschule : Privathochschule ; Hochschule und Staat : allgemein ; Studentenschaft : Studienverhalten ; Austausch von Wissenschaftlern und Studenten

Abstract

Never before have leadership, equity, and social justice been more important and/or critical to the mission of public universities and institutions of higher education. The twenty-first century has

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ushered in a period of instantaneous feedback, including live newsfeeds, reviews of goods and services, and online streaming events, as well as experiences. Anyone with a smartphone has access to millions of individuals with whom to report his/her affirmation and/or dissatisfaction with individuals, products, or services. Colleges and universities have not been immune to this current climate. The purpose of this volume is to "critique" the current state of American higher education through the lenses of critical theory and critical pedagogy. This volume seeks to impact higher education preparation programs by filling the void in the literature from voices in the field. The contributing authors are a diverse array of scholars and practitioners who are committed to moral and shared leadership, equity and access, and social justice. (HRK / Abstract übernommen)

Signature

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