Higher education, especially in the United States, has been intertwined historically with societal changes—domestically and globally. In some cases, higher education has led the change, and in others, it has been responsive to change. For example, the industrialization of American society in the 19th century led to the passage of the Morrill Act in 1862, which advanced higher education in agriculture and technology fields immediately following the Industrial Revolution. In the 1960’s college and university students and faculty played a major leadership role in advancing the civil rights movement, while simultaneously advancing diversity inside the academy.

The rather romantic imagery of colleges and universities, at least in the United States, is of idyllic, tree-lined spaces with ivy-covered buildings, bearded (usually White) male professors, and memorable annual homecoming weekends where alumni return to their alma mater to relive those days of yore—and occasional football victories! The reality, of course, is that colleges and universities are in a constant state of change. The most obvious aspect of change occurs in the spring and fall of each year as institutions “recycle” students by graduating some and welcoming new ones. This rite of change also happens annually among faculty and administrators with newcomers arriving and longtime professors retiring or departing for positions at other colleges and universities. While the core mission of higher education institutions revolves around teaching, research, and service, its implementation evolves—and that evolution is guided by institutional leaders of various types and at different organizational levels.

This volume focuses on historical, current, and future advances in higher education in the 20th century and the early 21st century, a time during which significant external forces have affected society and, simultaneously, higher education. From technology innovations to globalization and rapidly changing demographics of the U.S. population, the volume considers disruptive factors that have and continue to influence and drive change and transformation in higher education institutions of various sizes and types.
In 1964, the futurist Marshall McLuhan predicted the impact of electronic communication on the world—and by extension on higher education. In his landmark book, *Understanding Media: The Extensions of Man*, McLuhan predicted the emergence of an electronically interconnected world where national and global continental boundaries were blurred, decades before the first DSL lines were installed. He predicted that, as a result, the citizens of the world would live in a global village that would be akin somewhat to life at an earlier time, when the then known world to most people was the small village where they lived. That is now the world that we live in!

Due to advances in electronic communication, global connectivity clearly has become a norm, and it greatly impacts higher education by linking students, faculty, and institutions themselves into a virtual global village. Moreover, students and faculty alike can now see and hear one another, and instantly have access to knowledge and knowledge creators from virtually any location on earth - and in real-time. Further, because of electronic translation capacity, they also have unlimited access to knowledge in their own language. This real-time access to theory, data, and scholarly activity across the globe has provided new challenges and new opportunities for higher education leaders at all levels of the enterprise. This volume also seeks to address some of the challenges and opportunities that such leaders are facing and will likely face over the next several years.

Higher education in the post-COVID world is already a topic of great interest to higher education leaders. But there are other disrupters of interest, e.g., the growing presence and acceptance of electronically delivered higher education, enrollment declines, growing student interests in new fields of study (often interdisciplinary), and changing student demographics with respect to age, race, and gender. With respect to enrollment declines and concomitant revenue shortfalls, students and families are increasingly questioning the value of traditional higher education. These trends, like others, portend a continued change in the environment that higher education leaders at all levels must be attuned to and prepared to address if their institutions are to continue to thrive.

*Change* is a recurring theme in American higher education, often as a result of unplanned external phenomena. For instance, the public health crisis and resulting uncertainties associated with COVID-19 have triggered important changes in the enterprise. However, higher education has always had the
nimbleness to respond to new challenges and opportunities while retaining its core values. While current external forces and circumstances may be different, those attributes of higher education have not changed. This volume is also meant to encourage and inspire higher education leaders to boldly innovate within changing contexts yet understand that change is inevitable and the pathway forward for their institutions is theirs to determine.

The genesis for this volume emerged from the collective decades of higher education experiences of the editors, who are currently leaders at an innovative higher education institution, Fielding Graduate University. Fielding is built upon a legacy of offering graduate education, largely at the doctoral level, through a variety of non-campus-based learning platforms. At its founding in 1974, Fielding’s founders envisioned a new kind of university, graduate-only and focused on “adult learners.” These individuals, who were beyond the age of typical graduate students, were often wishing to return to higher education to hone their skill sets and explore new career horizons, while simultaneously quenching a thirst for new knowledge that might prepare them to be involved in creating a more socially just world. At its outset, and using a combination of periodic face-to-face convenings and available technologies, Fielding crafted a “distributed” model of graduate (doctoral) education which was revolutionary at its inception.

The editors collectively have over 75 years of experience of academic, research and administrative experience in diverse types of higher education institutions—elite public and private universities, liberal arts colleges, minority serving institutions, special focus institutions, and so on. They have held faculty positions as well as diverse senior level administrative positions mainly in research, academic affairs, and strategic initiatives. The chapter authors represent a set of highly acclaimed academic and administrative leaders in higher education from diverse types of colleges and universities, important higher education associations, state and regional higher education coordinating and policy bodies, and national higher education advocacy groups. Their contributions to the volume provide historically contextualized discussions on the changing nature of higher education and how leaders at various levels of the enterprise are addressing current realities and providing future projections for paths forward.
Outline of the Book
The volume is organized into two major sections.

Section I (Higher Education and the National and Global Forces of the 21st Century) focuses on many of the global and national forces that are impacting higher education in the early 21st century. In chapter 1 (The History of American Higher Education in Four Crises), Charles Ambler offers a historical viewpoint that helps to demystify the ideas of dramatic contemporary changes and place them in a context where change is seldom entirely linear and progressive. In chapter 2 (The Challenges and Opportunities for Higher Education Leadership Going Forward), Nancy Cantor, Peter Englot, and Sherry-Ann Butterfield review the significant post-COVID challenges facing higher education leaders. This chapter presents a case study, imagining the urban university as connected to its diverse communities while simultaneously reaffirming the notion that inclusion, access, and empowerment are not mutually exclusive from academic excellence. Chapter 3 (Preparing Leaders for the Evolving American Academy), by Orlando Taylor, Koren Bedeau, and Nicole Retland, provides a theoretical framework for understanding and contextualizing policies and strategies that have been and continue to be employed by leaders at different types of higher education institutions to address evolving internal and external disrupters to the academy. In chapter 4 (Securing Success in an Increasingly Competitive Environment: New Structural Arrangements in Higher Education), Katrina Rogers, Mike Goldstein, and Carlos Santiago speak to how higher education institutions are considering new potential structural arrangements within the context of the many current forces on higher education. Detailed case studies provide concrete examples of the motivations, pressures, processes, concerns, and considerations of higher education leaders in these situations. Chapter 5 (A Future for the National and International Roles of Higher Education and Quality Assurance), by Judith Eaton, considers the significant issues that higher education institutions often face in assuring academic integrity, e.g., academic freedom, institutional autonomy, etc., while seeking simultaneously to meet the interests and needs of their students and the societies in which they reside. Eaton illuminates some of the global higher education changes that are transforming traditional institutions into a world of “new realities.” Chapter 6 (The Changing Landscape of Higher Education Accreditation: A national and international perspective), by Cynthia Jackson-Hammond and Jamil Salmi, gives an overview of the emergence of
accreditation as a context for which to value quality assurance and standards to measure the outputs of higher education in both the US and globally. A valuable part of this chapter is its insights on how quality assurance may evolve and contribute to addressing inequities in higher education.

In chapter 7 (Liberal Education and Inclusive Excellence for a Global World), Lynn Pasquarella describes how the American Association of Colleges and Universities is working to advance inclusive excellence in undergraduate education throughout the American higher education enterprise within an ever-changing societal context—domestically and globally. Data in this chapter contextualizes the evolving interests of college students with respect to educational and career goals, alongside the perspectives of faculty and institutions. Chapter 8 (Graduate Education for a Changing World), by Suzanne Ortega, turns to look at graduate education specifically, within the context of changing demographics and global trends. This chapter makes a case for the need for graduate institutions to test their hypotheses for change through experiments and evaluation against evolving societal needs, increasingly diverse student bodies and their interests, and the need to re-establish public trust in graduate education. In chapter 9 (Mental Health Issues and Challenges in Higher Education: Current Perspectives and Interventions), Kamilah Woodson provides a poignant description of the mental health crisis facing higher education. Through the model of accumulated risk, Woodson clearly directs higher education to provide mental health interventions for an issue that is not going away.

Section II (Transforming Institutions to Serve Diverse 21st Century Students and Faculty Populations) of the volume addresses the many ways in which faculty and student populations continue to become more diverse and how institutions are responding. Chapter 10 (National Initiatives to Advance Diversity, Equity, and Inclusion in Higher Education: A Research Study), by Ivory Toldson, outlines how advancement of DEI in higher education nationally can be measured. Toldson's approach provides both a challenge to the status quo of addressing DEI issues and a refreshing way to measure the effectiveness of DEI efforts. The next several chapters look at institutions that historically and currently enroll predominantly Black and Hispanic student populations. In chapter 11 (Historically Black Colleges and Universities: National Treasures in an Age of Diversity), Antoine Garibaldi and Jerryl Briggs look at Historically Black Colleges and Universities (HBCUs) through a lens of the legal, legislative,
and social changes in the United States over the past several decades and their impact on HBCUs. This chapter also establishes the sociocultural dimensions of the HBCU experience, especially for African American students, while simultaneously noting the increased presence of non-African American students on HBCU campuses. Chapter 12 (Latina/o/e/x—the Future of Higher Education), by Patricia Arredondo and JoAnn Canales, focuses on Hispanic-Serving Institutions (HSIs) and presents an argument about the need to address the underrepresentation of Latinx in higher education beginning at the pre-college level, showing the compounding effect of disproportionately low Latinx high school graduation on the representation of Latinx students throughout higher education, particularly graduate education and the professoriate. Chapter 13 (The Contributions of Historically Black Colleges and Universities to STEM Education and Research), by Claudia Rankins and Falcon Rankins, outlines the extremely significant contributions of HBCUs to STEM education and research. This chapter includes a call to action for federal and local governments, the private sectors, and alumni to ensure that HBCUs continue to survive and thrive.

In chapter 14 (Integrating Research, Teaching and Learning for a New America and the Global Community), Ann Austin and Lucas Hill look at the important issue of the integration of research, teaching, and learning at the nation’s research universities to serve the needs of a changing population and the globalizing world. This chapter situates the need for new models of faculty development and interconnection among faculty roles beyond research, and provides examples of programs that promote interconnectivity among students and scholars. Chapter 15 (Expanding Horizons for Low-Income and First-Generation College Students in Higher Education), by Maureen Hoyler and Katherine McGraw, turns its attention to the federal TRIO programs, and how these federally-funded programs for high school and college students from low-income and first-generation families function not only to support their target population but to increase diversity and inclusion at the colleges and universities that house them. Chapter 16 (Navigating Intersectionality in Higher Education: Persistence of Female of Color Students, Faculty, and Administrators) by Gaëtane Jean-Marie, Francemise Kingsberry, and Takeshia Pierre, looks at gender issues through the lens of intersectionality, reviewing not only the intersectional identities of women students, faculty, and administrators of color in higher education but also the barriers faced by females of color on both macro/
The next chapters begin to look at faculty and program-level issues, beginning with Chapter 17 (Faculty Diversity: An American Imperative and How to Achieve It) on faculty diversity, by Ansley Abraham and Andrea Kiely. The authors frame the critical importance of faculty diversity in American higher education within the context of workforce needs and rapidly changing student demographics, with direct correlations between faculty diversity and student outcomes, and suggest the critical role that HBCUs play in addressing the diversity pipeline. Chapter 18 (A Change Narrative of 21st Century STEM Higher Education Reform: Like a Twisting Kaleidoscope), by Kelly Mack, reflects on undergraduate STEM education reform as an organizational change process, and the need for “true reformers” who bring and reflect on lived experience. In chapter 19 (Evolution in the Foci of Academic Disciplines: Geography at Binghamton University as an Exemplar), John Frazier and Yan Wu look at the discipline of geography as a case study for the current state of diversity, equity, and inclusion in academia, and how one institution has addressed this trend. Finally, the volume concludes with Chapter 20 (Evaluating Programmatic and Institutional Transformation in Higher Education) by Kate Winter and Aileen Reed, which summarizes how institutional change and transformation can be evaluated and assessed in higher education to provide both generalizable findings and contextualized information, with a particular intent to ensure the inclusion of underrepresented groups and voices within higher education.