



## **National Development**

American public universities have a long tradition of contributing to social and economic development in the U.S. Since World War I, higher education has become the major instrument for any country to achieve its goals in national development in terms of human capital, economy, social improvement, democracy building, national defense, and other areas. In this category, we use the term National Development in a broad sense to include general development issues such as community development or college and K-12 collaboration. The selection of the literature is focused on America, with only a few comparative studies – mainly OECD documents – admitted. The many international and comparative studies on this topic should be well-worth exploring in the future. The included literature is characterized by the numerous reports that compose its major part, resulting from the strong policy implications of the topic. It is enriched by studies in the fields of educational economics and political science that provide analytical tools and theoretical frameworks to the studies on the deeply rooted relationship and complex interaction between higher education and national development.



## Books and Monographs Relating to the Issue of National Development and Higher Education

### **Selected Annotations**

Becker, W. E., & Lewis, D. R. (1992). *The Economics of American higher education*. Boston: Kluwer Academic Publishers.

Preview of the economics of American higher education / William E. Becker and Darrell R. Lewis -- The Teaching role of contemporary American higher education: popular imagery and organizational reality -- The Research and service missions of the university / G. Edward Schuh and Vernon W. Ruttan -- Why go to college? The Value of an investment in higher education / William E. Becker -- Wages of college graduates / Kevin M. Murphy and Finis Welch -- Private returns to specific college majors / Mark C. Berger -- Private nonmonetary returns to investment in higher education / Elchanan Cohn and Terry G. Geske -- The Role of universities in regional economic development / Tim R. Smith and Mark Drabenstott -- Higher education and regional development / Larry L. Leslie and Sheila A. Slaughter -- Measuring the regional economic effects of federal research grants / Rebecca Dorsett Goodman and William C. Weiler -- The Ambiguous link: private industry and university research / Roger L. Geiger -- Equity issues in higher education outcomes / Melissa S. Anderson and James C. Hearn.

*Keywords:* Higher Education-- Economic aspects, Regional economics

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Becker, W. E., & Lewis, D. R. (Ed.) (1993). *Higher education and economic growth*. Boston: Kluwer Academic Publishers.

The question at the heart of this collection of essays is whether the return from public investment in higher education exceeds the return from alternative investments. The evidence in *Higher Education and Economic Growth* all points toward a more important role for colleges and universities in economic growth than is commonly believed. The more effectively this evidence is communicated to those who allocate scarce federal and state resources, the easier it will be to achieve economic growth in the future.

*Keywords:* Return on investment, Higher education, Economic growth

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Healy, T., Cote, S., Helliwell, J. F., Field, S., Centre for Educational Research and Innovation., & Organization for Economic Co-operation and Development. (2001). *The well-being of nations : the role of human and social capital*. Paris: Organization for Economic Co-operation and Development.

This report helps clarify the concepts of human and social capital and evaluates their impact on economic growth and well-being.



*Keywords:* Education OECD countries, Education Economic aspects, Education Social aspects, Human capital, Social capital (Sociology), Economic development Citizen participation, Communication in education OECD countries

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National Association of State Universities and Land-Grant Colleges. (2001). *Shaping the future: the economic impact of public universities*. Washington, DC: NASULGC.

This publication summarizes the third in a series of economic-impact surveys conducted by NASULGC on the member institutions. It demonstrates that state and land-grant universities provide major stimulus to their state and regional economies-- they generate jobs, attract and help create new high-tech businesses, and increase state tax revenues in addition to providing a well-educated work-force.

*Keywords:* Higher education-- Economic aspects, Social aspects, Economic development, Community and college

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Nemec, M.R. (2006). *Ivory towers and nationalist minds: Universities, leadership, and the development of the American state*. Ann Arbor: University of Michigan Press.

*Ivory Towers and Nationalist Minds* traces the rise of the great American universities through their formative years, 1862-1920, examining the role of these schools and their leadership in shaping American politics and public policy. Nemec's provocative study demonstrates that universities provided the intellectual and institutional apparatus needed to legitimize federal authority. His work challenges existing scholarship by documenting how the influx of academic expertise into the developing American state was fostered by campus entrepreneurs seeking to establish the social relevance of their institutions, rather than by the state itself.

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Oblinger, D. G., & Verville, A.-L. (1998). *What business wants from higher education?* Phoenix, AZ: Oryx Press.

It often seems that neither organizations nor people move fast enough to stay ahead of the changes brought about by globalization and technology. Yet both business and higher education are continually challenged to adapt to these changes. This book is intended to stimulate a dialog between the business and academic communities to determine what higher education can do to better prepare students for their future careers.

*Keywords:* Colleges & Universities, Professional & Technical, Business & Investing



Powers, D. R. (Ed.) (1988). *Higher education in partnership with industry: opportunities and strategies for training, research, and economic development*. San Francisco: Jossey-Bass.

This book intends to provide a comprehensive treatment of the entire range of collaboration between higher education and industry. Examples are used to describe how to initiate and implement partnerships. The book discusses contract training and education of employees, cooperation in research, science parks and incubation centers, and the provision of technical assistance and consulting services. Book reviewers had criticisms on the redundancy of the contents and the un-integrated organization of the structure. However, they also commented that in the absence of any other book that deals with the full range of higher education-industry partnerships, this volume can be useful to academic and industrial administrators as well as to local and regional government officials interested in developing more partnerships.

*Keywords:* Industry and education, Higher education-- Economic aspects

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Rudy, J. A., Hawkins, B. L., & Wallace, W. H. (2002). *Technology everywhere: a campus agenda for educating and managing workers in the digital age*. San Francisco: Jossey-Bass.

Information technology (IT) has transformed human resource management across our society, and its influence on higher education has been profound. *Technology Everywhere* addresses the dual role played by colleges and universities that must recruit, hire, and train knowledge worker professionals and educate IT learners to manage the ever-increasing flow of information both on campus and off. Each chapter in this much-needed volume addresses a critical phase of IT human resource management, identifies key issues, and offers practical advice based on actual experiences that can help colleges and universities develop a plan of action to respond effectively to the IT workforce

*Keywords:* Higher Education-Effects of Technological Innovations on, Information Technology, Campus Planning

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Waddell, G. W. (1991). *Economic and work force development*. San Francisco: Jossey-Bass.

Strategic alignment of community colleges and state economic policy / John G. Melville, Thomas J. Chmura -- Investing in human capital: state strategies for economic development / Lawrence A. Nespoli -- Meeting small business needs through small business development centers / Janice B. Carmichael -- Developing rural business incubators / Mark L. Weinberg, DeLysa Burnier -- Assuming a leadership role in community economic development / Robert J. Kopecek -- Renovating cooperative education programs / Patricia A. Rheams, Fred Saint -- Meeting health care credentialing

**Books and Monographs: National Development**

Kellogg Forum on Higher Education for the Public Good  
Annotated Bibliography Project



needs / Madeline K. Turkeltaub -- Work force development through distance learning / LaVerne W. Miller -- Exporting the community college concept : worldwide variations / Joseph Arthur Greenberg -- Trading in a global economy : obstacles and opportunities / Robert L. Gell, James A. Crupi -- Evaluating results of economic and work force development programs / Richard L. Alfred -- Sources and information : community colleges and economic development / Diane Hirshberg.

*Keywords:* Community colleges, Education, Higher -- Economic aspects, Economic development -- Effect of education on, Industry and education

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Walshok, M. L. (1995). *Knowledge without boundaries: what America's research universities can do for the economy, the workplace, and the community*. San Francisco: Jossey-Bass.

In recent years, research universities are viewed becoming too esoteric, lost touch with the mainstream needs of society, and forsaken teaching for obscure and useless research. The author thinks it is time for university administrators to address these concerns, especially in the area of economic development. Believing the research universities an underutilized sources of renewable economic development, she urges them to commit vigorously to an expanded role that better utilizes the knowledge, expertise, and resources at their disposal for the betterment of the community at large. The book is aimed at the approximately 100 "major research universities." Limited as it is, the book is a useful contribution to the literature of higher education for its thorough review of current trends, detailed analysis of issues relating to non-traditional, lifelong learning, and for its careful evaluation of the implications of a knowledge-based economy. It also contains practical recommendations to restore societal commitment to its institutions.

*Keywords:* Higher Education-- Social aspects, Higher Education—Economic Aspects, Research -- Social aspects

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### **Books and Monographs: National Development**

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Journal Articles and Dissertations Relating to the Issue of National  
Development and Higher Education

**Selected Annotation**

Blackwell, M., Cobb, S., & Weinberg, D. (2002). The economic impact of educational institutions: issues and methodologies. *Economic Development Quarterly*, 16(no.1), 88-95

A framework is developed for conducting economic analysis for educational institutions, which have effects beyond the usual form of economic impact because they influence future output and income through human capital formation. An approach to dealing with three sources of impact--export, import substitution, and human capital--is demonstrated, and a description is provided of the data sources required to conduct an impact study for an educational institution. Furthermore, a case study of Xavier University's impact demonstrates the viability of the proposed methodology.

*Keywords:* Xavier University, Higher education--Economic aspects, Human capital—Case studies, Cincinnati (Ohio)--Economic conditions, Colleges and universities—Finance

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Brademas, J. Curriculum in the Year 2000. *Liberal Education*, 75(NO.1), 26-27.

This is a short article where Brademas presents his recommendations for the future of liberal arts education. He believes education has new missions: preserving peace and security, revitalizing the economy, expanding individual opportunity, enhancing the quality of life and restoring respect for ethical behavior. He believes training in traditional liberal arts will accommodate these needs, including math, reading, arts, history, philosophy, foreign languages, and critical thinking skills.

*Keywords:* Higher Education—Social aspects & economic aspects, Higher Education—Aims & Objectives, Liberal Art College, Human Capital, Curriculum

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Cyert, R. M., & Mowery, D.C. (1989). Technology, Employment and U.S. Competitiveness. *Scientific American*, 260(5), 54-60,62.

Reports on aspects of technological change essential to economic progress in the United States. States that workers need to be more adaptable, research needs to be more focused, and managers need to be more open-minded.

*Keywords:* Economic Progress, Futures (of Society), Higher Education, Research and



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Ehrenberg, R.G. (2004). Econometric studies of higher education. *Journal of Econometrics*, 121(1-2), 19-37.

This paper surveys the various strands of the literature on the econometrics of higher education that have developed during the last 40 years and indicates how the papers in the special issue of the Journal of Econometrics fit into this literature. It discusses in turn the estimation of rates of return to higher education, studies of the academic labor market, studies relating to institutional behavior and studies relating to higher education as an industry. It concludes by suggesting a number of important areas for future research.

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Freeman, K., & Cohen, R. T. (2001). Bridging the Gap between Economic Development and Cultural Empowerment: HBCUs' Challenges for the Future. *Urban Education*, 36(5), 585-596.

Examines the role that historically black colleges and universities (HBCUs) have played and continue to play in economic development, how these institutions have contributed to the cultural empowerment of African Americans, and the various ways that HBCUs have bridged the gap between the two to make a contribution to African Americans specifically and the United States in general.

*Keywords:* Black Colleges, Black Culture, College Role, Economic Development, Empowerment

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Orbach, R. L. (April 2001). Universities Should Be Honest Brokers Between Business and the Public Sector. *The Chronicle of Higher Education*, 47(NO.30), B13.

Orbach discusses a role for the university as a broker between government and private interests. The university has the opportunity to serve the public and common good by providing public debates with unbiased research. The University of California at Riverside has done such research by studying the effects of commercial kitchen pollution. By contributing their research, a policy was developed that helped curb pollution as well as develop money-saving ways for business to use energy. Universities also benefit and can use research opportunities to expand their technology and train their students.

*Keywords:* Higher Education-- Social aspects, Research, School Business relationship



Parker, L. L., Greenbaum, David A. & Piste, K. S. (January/February 2001). Rethinking the Land-Grant Research University for the Digital Age. *Change*, 33, 12-17.

The authors argue that the new mission of the land-grant university should be to embrace technology and build a bridge between themselves and the local K-12 schools. By combining face to face relations and on-line resources, they can assist schools with their technology needs as well as assist the community by improving learning opportunities.

*Keywords:* Higher Education-- Social aspects, K-12, Community development, Technology

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Rothstein, A. L. (Winter 2001). A College Goes to School: The History of an Urban Collaboration. *Education*, 122(no.2), 231-239.

Rothstein describes Lehman College's program for institutionalizing K- 12 and college collaboration in the Bronx. By creating a center to coordinate different programs, the college was able to make a lasting impact on the students in their community. They began programs to help the transition from middle school to high school, and gave high school students the opportunity to take classes at college. By establishing a working relationship, they have been able to improve the education of students and improve community relations.

*Keywords:* Higher Education-- Social aspects, College and community, K-12, Urban development

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## Reports Relating to the Issue of National Development and Higher Education

### **Selected Annotations**

American Association of State Colleges and Universities. (1986). *To Secure the Blessings of Liberty: Report of the National Commission on the Role and Future of State Colleges and Universities*. Washington, DC.

An educational "'Marshall Plan' form the States," targeted to strengthen public schools and colleges at all levels and in every region of the country, is called for to prepare the American people for life in the 21st century. A number of social, political, economic and educational conditions, including the rising dropout and illiteracy rates, especially among minority groups, the rising poverty-stricken underclass, and the impending shortage of teachers, are cited as "storm signals." The effort that is called for includes the following requirements: (1) by 2001, the number of American adults with a college degree should go from 19% to 35%; (2) state colleges and universities must assume the leadership role in producing one million additional public school teachers needed during the next decade; and (3) state colleges and universities should direct academic resources and priorities toward cooperation with public schools and community colleges to reduce the high school dropout rate by 50% over 10 years. The report is presented in six chapters: "A Word to the American People," "Regarding Public Higher Education and Democratic Values," "Regarding Educational Opportunity in the United States," "Regarding Higher Education and Economic Development," "Regarding American Higher Education in an Interdependent World," and "A Word to State Colleges and Universities." Six appendices are provided: a list of the members of the Commission, a summary of conclusions and recommendations by chapter, background of the report, a listing of Commission staff, a summary of topics discussed at the regional seminars, and 23 references. A map foldout showing the locations of the nation's state colleges and universities is also provided.



*Keywords:* College Role, Educational Needs, Educational Opportunities, Equal Education, Labor Force Development, State Colleges

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American Council on Education, & Association Council for Policy Analysis and Research. (1982). *The National Investment in Higher Education, 1982*. Washington, DC: National Association for College and University Business Officers.

The present status of higher education in the United States is considered, based on the theory of development of human capital, which proposes that the developed abilities of a nation's population are fundamental to its economic growth and well-being. Attention is also directed to social and cultural benefits. The following ideas are stressed: that U.S. higher education has become increasingly accessible to previously underserved populations and responsive to labor market needs, but that serious challenges remain for greater effort; that government investment in college students, through student aid, is a public investment in human capital and a means for ensuring educational opportunity; that U.S. universities play an essential part in basic research and the production of new knowledge; and that U.S. colleges and universities have an expanding role in providing opportunities for job training and retraining for workers of all ages. Undergraduate education is marked by diversity in goals and types of programs. In regard to graduate education, it is suggested that there is a need to expand graduate science, engineering, and related programs in order to meet critical national human capital needs. The fact that faculty are faced with problems of job security and deteriorating working conditions interferes with effective performance. The poor national economy adversely affects institutions' budgets, teaching and learning conditions, and research and scholarship; reductions in federal student aid threaten the continued accessibility of colleges.

*Keywords:* Access to Education, College Role, Economic Factors, Education Work Relationship, Financial Support, Higher Education, Human Capital

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Bikson, T. K., & Law, S. A. (1994). *Global Preparedness and Human Resources: College and Corporate Perspectives*. Santa Monica, CA: Rand Corp.

A research study explored the human resource implications of the emerging economic globalism, including the following questions: How is globalism understood by corporations and colleges in the United States? What are the perceived human resource implications of globalism? and What are corporations and colleges doing today to meet these human resource needs and how successful are their efforts? A case-study approach was employed, with site research through individual interviews and group discussions conducted at 16 universities and 16 corporation sites including manufacturing, construction, and business and technical service firms throughout the United States. The study found that the corporate respondents viewed globalism conceptually and operationally. Organizational and operational changes appear to succeed best when they



are guided by an institutional understanding of globalism in the conceptual sense. In addition, corporate respondents placed less emphasis on prior foreign language and cross-cultural experience than did the academic respondents. Four categories of human resource needs were suggested by the results of the research: domain knowledge; cognitive, social, and personal skills; prior work experience and on-the-job training; and cross-cultural competence. Corporate respondents are looking beyond the U.S. job market for candidates, sending new signals to schools, conducting more in-house training, updating models for international careers, and strengthening ties with academic institutions. Colleges are making curricular and extracurricular changes, encouraging faculty development but not hiring faculty with international expertise since many are not hiring at all, and developing many cooperative ventures with colleges in other countries and with businesses. Further changes in these directions are needed to meet the demands of globalism. (Contains 118 references.)

*Keywords:* Educational Needs, Employment Practices, Futures (of Society), Global Approach, Human Resources, Staff Development

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Cervero, R. M., & Wilson, A. L. (2001). *Power in Practice: Adult Education and the Struggle for Knowledge and Power in Society*. San Francisco, CA: Jossey-Bass, Inc.

This book contains 14 papers on adult education and the struggle for knowledge and power in society. The following papers are included: "At the Heart of Practice: The Struggle for Knowledge and Power" (Ronald M. Cervero, Arthur L. Wilson); "The Power of Economic Globalization: Deskilling Immigrant Women through Training" (Shahrazad Mojab); "Silent Power: HRD (Human Resource Development) and the Management of Learning in the Workplace" (Fred M. Schied, Vicki K. Carter, Sharon L. Howell); "The Power of Discourse: Work-Related Learning in the 'Learning' Age" (Elaine Butler); "The Power of the State: Connecting Lifelong Learning Policy and Educational Practice" (Kjell Rubenson); "The Politics of Globalization: Transformative Practice in Adult Education Graduate Programs" (Budd L. Hall); "The Power of Race and Gender: Black Women's Struggle and Survival in Higher Education" (Juanita Johnson-Bailey); "The Politics of Positionality: Teaching for Social Change in Higher Education" (Elizabeth J. Tisdell); "Transforming Boundaries of Power in the Classroom: Learning from La Mestiza" (Mechthild Hart); "The Politics of Access and Communication: Using Distance Learning Technologies" (Nod Miller); "A Political Analysis of Discussion Groups: Can the Circle Be Unbroken?" (Stephen D. Brookfield); "The Politics of Place: Producing Power and Identity in Continuing Education" (Arthur L. Wilson); "Solidarity and Power in Urban Gay Communities: Planning HIV Prevention Education" (Kimberly B. Sessions, Ronald M. Cervero); and "Power in Practice: A New Foundation for Adult Education" (Arthur L. Wilson, Ronald M. Cervero). All papers include substantial bibliographies.

*Keywords:* Adult Education, Education Work Relationship, Educational Practices,

**Reports: National Development**

Kellogg Forum on Higher Education for the Public Good  
Annotated Bibliography Project



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Cote, L. S., & et al. (1990). *Institutional Motivation and Policy Change Associated with Land Grant Institutions' Involvement in Economic Development*. Pennsylvania.

A study investigated: (1) the degree of land grant institution involvement in economic development activity, defined in terms of 17 selected cooperative research and technology exchange activities; (2) changes in selected academic policies (patents, consulting, conflict of interest, conflict of commitment, and extra compensation); and (3) the factors responsible for encouraging or discouraging increased institutional involvement in economic development activity. It was hypothesized that size of operating budget, geographic region, and differences between historically black and other institutions would account for significant differences in level of involvement in economic development. Data were drawn from two surveys of the chief academic officers of the 71 United States land grant colleges and universities; missing and supplemental data were obtained from a reference publication. As of the time of preparation of this paper, neither data gathering nor analysis are yet complete, but results so far indicate increased institutional involvement in these institutions, which have a somewhat common charter mission emphasizing public service. However, the range of responses indicates that factors influencing such involvement varies considerably. Additional research, particularly regarding the possible link between increased involvement and expanded funding, is recommended. Includes 25 references.

*Keywords:* Change Agents, College Role, Economic Development, Land Grant Universities, Policy Formation, School Policy

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Cunningham, A. F. (2000). *Tribal College Contributions to Local Economic Development*. Alexandria, VA: American Indian Higher Education Consortium.

This report describes some economic development efforts of the 32 tribal colleges and universities in the United States and Canada. Although the data needed for a comprehensive analysis of the economic impact of tribal colleges are not available, the report argues that the colleges affect local community development on many levels. Specific data from national sources, as well as examples from the tribal colleges and the reservations on which they are located, are used to illustrate these effects. In the first section, background is provided on the economic circumstances of American Indian reservations and the potential for postsecondary institutions to help. The second section looks at the impacts of tribal colleges in particular, including both direct economic effects such as expenditures, and long-term effects such as the development of increased skill levels and employment in the local workforce, encouragement of small business and entrepreneurship, and improvement of land use and agricultural activities. Because the colleges are at different stages of growth and exist in distinct economic landscapes, the range of their contributions to local development vary widely. Nevertheless, the tribal



colleges are vital components of the process of building a foundation for future growth on Indian reservations and are strongly contributing to the economies of this nation's most disadvantaged areas. (Contains 94 references.)

*Keywords:* American Indian Reservations, College Role, Economic Development, Tribally Controlled Education, Vocational Education

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Groennings, S. (1987). *The Global Economy and Higher Education*. Virginia.

Internationalizing the undergraduate curriculum has become a high priority for colleges and universities across the United States. The reasons for this change are largely economic; it is recognized that students today must understand the global economy just as Senator Justin Morrill, author of the Act which created the unique American system of land grant colleges, recognized that Americans needed to improve their competitiveness in all markets foreign and domestic a century ago. However, American institutions are not making the appropriate connections between economic change, competitiveness, and international education. It is important now and for the decades ahead that they consider their role in developing the competencies and citizen understanding needed for American participation, prosperity, and leadership in the global economy.

*Keywords:* College Curriculum, Economic Change, Global Approach, International Education, International Trade

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Higher Education and the Economy of the West, & Western Interstate Commission for Higher Education. (1992). *Insights on the Higher Education-Economy Relationship: Interviews with the Stakeholders*. Boulder, CO.

This paper, one of a series from the Western Interstate Commission for Higher Education's (WICHE) project "Higher Education and the Economy of the West," presents a summary of interviews, conducted by the WICHE staff during the fall and winter of 1991-92 with 22 "Frontier Thinkers." Issues discussed included planning for the future, responding to the public, serving a new clientele, effective collaboration, and curriculum reform. In addressing higher education's future in the global marketplace, interviewees noted the importance of understanding the connection between a single system of education and the economy, the need to change the culture of higher education, suggested the use of planning as a catalyst, and discussed the role of the states. Accountability was seen as the best way for higher education to demonstrate responsiveness to its public, but a role was also seen for governing boards in this area. Almost all the respondents referred to the need for a commitment to collaboration; most frequently mentioned were partnerships that link higher education with elementary and secondary education. Other issues mentioned were more effective use of technology as the means to serve a new clientele, revision of undergraduate curricula, a focus on internationalism; and changing



the faculty rewards structure to encourage behaviors to revise and modernize the curriculum. Appended is a roster of Frontier Thinkers.

*Keywords:* Change Strategies, Cooperation Educational Change, Higher Education, Integrated Services, Partnerships in Education

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Levine, D. O. (1986). *The American College and the Culture of Aspiration, 1915-1940*. New York.

The emergence of the U.S postsecondary institution as a central economic, social, and cultural institution during 1915-1940 is traced. The complexity of the functions of education in the egalitarian and technocratic society of the United States is also addressed. Attention is directed to: developments during and after World War I, the expansion of collegiate business education in the decade following the war, the new status of urban universities in the 1920s, curriculum reform between the world wars, the middle-class culture on the campus, discrimination in college admissions, the expansion of the public junior college during the interwar period, higher education during the Depression, and the question that arose at the end of the 1930s about whether higher education should be a privilege or a right. Between the world wars, U.S. colleges and universities responded to different interests, some petitioning for unlimited expansion of the curriculum and student body and others calling for restriction of their mission and preservation of the status quo. Debates about the curriculum focused on the balance between cultural and practical subjects in undergraduate study. Debates about admissions focused on the relative importance of intelligence and of background in the selection of a self-conscious elite.

*Keywords:* Access to Education, College Curriculum, Educational History, Postsecondary Education, Two Year Colleges, Urban Universities

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Massey, W. E. (1994). *The Public University for the Twenty-First Century: Beyond the Land Grant*. Chicago, IL.

American universities have successfully contributed to the economic, social and technological development of the United States, educating students of diverse backgrounds and combining the teaching of graduates and undergraduates. American universities need to find ways to realistically respond to increased public expectations and continue to develop in the future. Before World War II, institutions of higher education were more differentiated in mission, with teachers' colleges, land grant universities aimed at training engineers, state universities, and a few research universities with a focus on the education of future scholars. The post-war model of the university as primarily a research institution supported by federal funding is now being challenged, as public resources for support decline. Universities of the future will need to differentiate and specialize, to cooperate, and to share resources with other institutions. The successful



public university will be an active participant in issues important to its surrounding community; technology will be used to promote interaction across all sectors and to make information easily accessible; learners will be accommodated through a variety of innovations; and the ethnic diversity of the United States will be reflected in the composition of faculty, staff and students.

*Keywords:* Institutional Mission, Land Grant Universities, Public Education, Research Universities

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National Association of State Universities and Land Grant Colleges. (1989). *America's People: An Imperiled Resource. National Urban Policy Issues for a New Federal Administration.* Washington, DC.

This report seeks to identify and make policy recommendations concerning major urban issues confronting the Bush Administration. The Division of Urban Affairs of the National Association of State Universities and Land-Grant Colleges (NASULGC) established working groups and commissioned papers on the following six key urban policy issues: (1) economic development; (2) environmental protection; (3) housing; (4) poverty; (5) health; and (6) education. This report summarizes major issues presented in the papers, organized around common themes. Threats to urban economic growth include the labor shortage and the impact of environmental pressures on the public infrastructure. Growing economic and social disparities among regions in the United States involve the following elements: (1) capital markets; (2) the telecommunications infrastructure; and (3) bidding wars for economic development. Lack of affordable housing is a problem in virtually all American cities. Poverty resulting from economic changes manifests itself in the following ways: (1) displaced workers; (2) disenfranchisement from health care; and (3) the working and persistently poor. Problems confronting young people include the following: (1) teenage pregnancy; (2) infant mortality; (3) pervasive poverty; and (4) unmet educational needs of the disadvantaged. Health care needs of the elderly constitute a serious problem. Urban universities have a significant investment in national action on these issues. A list of Oversight Committee and Working Group membership is appended.

*Keywords:* Disadvantaged Youth, High Risk Persons, Older Adults, Public Policy, Urban Education, Urban Problems

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Newman, F. (1985). *Higher Education and the American Resurgence. A Carnegie Foundation Special Report.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

The different ways that colleges and universities can assume expanded responsibilities in national renewal are considered. After reviewing federal policy toward higher education, the American economy and competition from other countries are considered. The need

**Reports: National Development**

Kellogg Forum on Higher Education for the Public Good  
Annotated Bibliography Project



for social and political renewal is also addressed, including the imperative for civic involvement in an age of self-interest. Also considered are: the question of whether colleges are graduating enough engineers and computer scientists; the availability of Ph.D.'s; the role of colleges in encouraging creativity; creativity and admission to selective programs; education for civic responsibility; active learning; student financial aid; college attendance by minorities; the expansion of international exchange; the university role in research and technology; international competition in technology; federal support for research and development; balancing the needs of defense, health, and economic development; university/industry cooperation; and investing in research libraries and advanced instruments for university research. Alternative proposals for the financial aid system include: providing aid to students who engage in public service, and awarding federal scholarships to students who agree to teach in the public schools after graduation.

*Keywords:* Citizen Participation, College Role, Economic Climate, Higher Education, Public Service, Research and Development, Technological Advancement

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Task Force on Education and Economic Development, S. E. F. (1985). *Enhancing the Capacity of Four-Year Postsecondary Educational Institutions to Promote Economic Development*. Atlanta, GA.

This report discusses efforts undertaken by the Southern Education Foundation's (SEF) Task Force on Education and Economic Development and summarizes case-study reports of activities at four-year, postsecondary educational institutions in the South to promote economic development. The activities of six institutions were reviewed: Jackson State University (Mississippi), Morehead State University (Kentucky), Savannah State College (Georgia), Tuskegee Institute (Alabama), Western Carolina University (North Carolina), and the Georgia Institute of Technology. The results suggest that relatively few four-year and minority institutions were actively involved in economic development, due to lack of inspired leadership, lack of administrative expertise, lack of funds, internal resistance, external resistance, reputation and image, and lack of effective models. The report recommends that the SEF bring together representatives from 10 to 12 institutions to react to the case-study reports; bring together an expanded group that includes representatives of state industrial recruitment agencies and local Chambers of Commerce; seek outside funding for demonstration projects at three institutions; commission case studies from three or four institutions outside of the South; commission a "how-to" handbook on economic development; and promote the role of post-secondary institutions in economic development. Copies of the six case study reports are appended.

*Keywords:* Black Colleges, Case Studies, College Role, Economic Development, State Universities

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**Reports: National Development**

Kellogg Forum on Higher Education for the Public Good  
Annotated Bibliography Project



Western Interstate Commission for Higher Education. (1992). *Joined or Unconnected? A Look at State Economic Development and Higher Education Plans: Higher Education and the Economy of the West*. Boulder, CO.

This paper, one of a series from the Western Interstate Commission for Higher Education's project "Higher Education and the Economy of the West," summarizes and analyzes economic development and higher education master plans in 16 western states, looking particularly at how planning for economic development and higher education articulate and finds disjunction. It sees higher education's view of its role as that of promoting broader access to education, providing career and job training relevant to future needs, and participating in product and market development. But economic developers look to higher education to educate a diverse workforce in increasingly sophisticated skills, provide necessary research and technical development assistance, participate in public/private partnerships for economic development, develop the potential of all educational sectors in relation to economic needs, and help attract new business and industry to the state. Separate statewide summaries of economic development and higher education plans are included for Alaska, Arizona, California, Colorado; Hawaii, Idaho, Minnesota, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. An appendix notes methodology and lists state sources.

*Keywords:* Economic Development, Education Work Relationship, Educational Development, Partnerships in Education, Relevance (Education)

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Winter, W. F. (2000). *The Rural South: From Shadows to Sunshine*. U.S.; Mississippi: Southern Rural Development Center.

The South can move out of the shadows of the harsh economic realities of the last 15 years and into the sunshine of developing new strategies to take advantage of the region's strengths. These strengths include a vast wealth of natural resources; a Sunbelt location; and most important, a huge reservoir of undeveloped human capital. The road to sunshine entails building stronger relationships across race, class, and institutional lines; investing in the region's human capital resources to produce an educated and well-trained work force; and recognizing the importance of technology as a key to attracting new businesses to rural communities. The first and most obvious barrier to economic success separates the poorly educated from the well-trained. In many of the South's poorest areas, poor schools not only shortchange their own kids but also send a bad signal to outside businesses that might want to locate there. The region's universities and community colleges can lead the way in creating a commitment to quality public education. Other barriers to rural development include deregulation and economic trends that favor urban areas, differences based on race, and the need to build capacity for local development. Overcoming these barriers present a challenge to everyone in the South, but centers particularly on the kind of leadership that people are willing to provide.



*Keywords:* Economic Development, Educational Needs, Human Capital, Rural Areas,  
Rural Development

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