

Bridging The Gap To University Mathematics

Bridging the gap that separates the two cultures of academia and policymaking is the central purpose of this pathbreaking study. George examines six U.S. strategies toward Iraq in 1988-1991. He urges policymakers to make better use of scholarly knowledge and challenges scholars to develop the types of knowledge that can be employed effectively by policymakers.

In *Bridging the Gap*, Glen Williams takes readers on a police officer's journey from optimistic rookie to jaded veteran and shares traumatic events he experienced and how they developed into PTSD. He describes how he built walls to protect himself, stopped communicating, and how this led to two divorces. Glen then talks about how he relearned to open up, communicate openly and develop the good relationship he now lives in. *Bridging the Gap* gives ways to deal with and reduce stress and ways to take traumatic events and rephrase them so they can be shared safely, thus, bridging the gap in communication that has been created.

Helps to ease the transition between school/college and university mathematics by (re)introducing readers to a range of topics that they will meet in the first year of a degree course in the mathematical sciences, refreshing their knowledge of basic techniques and focussing on areas that are often perceived as the most challenging. Each chapter starts with a "Test Yourself" section so that readers can monitor their progress and readily identify areas where their understanding is incomplete. A range of exercises, complete with full solutions, makes the book ideal for self-study.

Many US businesses are failing. Many can be restored to health. According to the US Bureau of Labor Statistics, about 70 percent of American businesses buckle after ten years. Some of this is due to technological disruption and economic downturns. But many businesses fail because of poor management and inadequate leadership. Can leaders revitalize struggling businesses and organizations before they collapse? If so, they can play a vital role in preserving and creating jobs, thereby sustaining families and entire communities. In *Bridge the Gap*, author and CEO Michael Rodenberg reveals how leaders can restore broken companies by addressing foundational issues that many executives overlook. In this book, business leaders will learn how to: assess the current reality of the company, even when it means facing "the brutal truth" identify and focus resources on the "mission critical" aspects of a business restore health to the business culture and workplace relationships think carefully about the long-term personnel and system needs of a company engage meaningfully with the local community where the business is headquartered unleash employees and managers to contribute in meaningful ways while maintaining unity around the corporate vision and values *Bridge the Gap* is not theoretical; rather, Rodenberg shares the story of how he and his team revitalized a multinational tier one automotive manufacturing company. Although his business had a long and

vibrant history that originated in Japan, Rodenberg was hired by the parent company to help the US division become profitable. He, along with his team, successfully restored the business, as demonstrated by its profits and its prominent industry awards. This book is for leaders of small or large companies. It will enable leaders to instill new energy and health to failing companies, and it will help leaders with strong companies to improve and grow.

Bridging the Opportunity Gap offers an empowerment tool that investigates and analyzes the experiences of school principals and the processes they underwent in their promotion from educator to principal. Author Dr. Danielle Hyles-Rainford interrogates the notion of career mobility in school systems. The purpose of this study is to explore actual career barriers that impede the mobility of aspiring educators, with a specific focus on race and gender, and also to give agency attributes and navigational tools to attain personal empowerment and systemic resiliency for career success. Previous research in the field of mobility and leadership in education has rarely brought together issues of race, gender and identity politics with the notions of human, social and cultural capital accumulation. Bridging the Opportunity Gap explores a variety of closely related topics, including the impact of horizontal versus vertical mobility, the career community web, spiral and the traditional ladder, under-representation and overqualified candidates, and family/childrearing and its effects on promotion in different global contexts. Most importantly, it explores how to navigate a complex system like the public education system and gives individual and collective agency attributes for success, such as political astuteness, influential mentorship, personal style, higher education, and superior job performance.

It is all about the opportunity as opposed to the challenges. Too often, leaders are overly focused on and thus defined by challenges and problems. Being defined by these challenges inevitably leads to collapse under their weight. In Bridging the Opportunity Gap, Arrey Obenson presents a paradigm shift for leaders, uncovering how to ascend to the next level and transform your organization or business. Told against the backdrop of a series of his own leadership experiences, Obenson offers a set of principles that enable leaders to achieve strategic goals. Using the power of stories spanning nearly two decades of leading change within his community and an international organization, Obenson challenges readers to think differently and focus on opportunities over challenges. By doing this and following the key principles laid out in the book, you will become a leader able to change the world.

Concurrent enrollment programs offer high-achieving high school students the opportunity to take college credit-bearing courses taught by college-approved high school teachers. This low-cost, scalable model brings accelerated coursework to urban, suburban, and rural students. In this book, scholars explore the function of concurrent enrollment programs in addressing the gap between high school preparation and readiness for the academic and social demands of college. Experts in the education field map out the foundation for programs

offering concurrent enrollment courses, including best practices and necessary elements for a sustainable, viable program that contributes to student success in higher education. Providing research-based evidence of the overwhelming benefits of such partnerships between high schools and colleges, this book is a vital tool for all educators considering adopting a concurrent enrollment program. A resource for working with children growing up without caring adults at home. This popular book helps students make the transition from their undergraduate experience to law school learning. Unlike other "introduction to law school" texts, Bridging the Gap offers a different approach because it: explains the "why" of law, providing students with the context necessary to understand why law school is taught in a certain manner; explains the "how" of the law, setting out a step-by-step process that will help students adapt to the law school setting; explains the "what" of the law, giving students the opportunity to practice the problem-solving process by providing numerous exercises in a variety of subject matter areas. Rather than giving only general advice, or black letter law and some practice problems for a specific subject, Bridging the Gap provides the context, the process, and the problems. Written by two former law school professors who used these techniques with thousands of students, Bridging the Gap is a guide to what really works in law school.

Since the late 1950s, the engineering job market in the United States has been fraught with fears of a shortage of engineering skill and talent. U.S. Engineering in a Global Economy brings clarity to issues of supply and demand in this important market. Following a general overview of engineering-labor market trends, the volume examines the educational pathways of undergraduate engineers and their entry into the labor market, the impact of engineers working in firms on productivity and innovation, and different dimensions of the changing engineering labor market, from licensing to changes in demand and guest worker programs. The volume provides insights on engineering education, practice, and careers that can inform educational institutions, funding agencies, and policy makers about the challenges facing the United States in developing its engineering workforce in the global economy.

As both a student and teacher of the steel-string guitar, it has always seemed to me that there is very little information to help the intermediated guitarist. While there are ample methods for both the beginning and advanced students of the guitar, there are very few non-stylistically based methods to "bridge the gap" between them. It was the original idea to write the lessons found in this book in a legible manner to simplify my own teaching and make sure that I had a plan for delivery. After several students complained about having 90 handouts and stated that there should be a book with this material, I wrote one.

Making effective use of the findings of research has long been a problem for school leaders. Research has demonstrated the effectiveness of a number of programs, approaches, and techniques, but the gap between what we know and what we are able to implement is a persistent difficulty in the schools. However,

the practice and science of implementation has emerged to more reliably and effectively bridge this gap. This book provides a guide to the conceptual and practical knowledge principals, superintendents, and other school leaders need to implement evidence-based educational innovations.

Build bridges of support so English language learners and standard English learners can learn alongside their peers! This comprehensive, research-based guide helps teachers bridge multiple gaps and promote learning for English language learners (ELLs) and standard English learners (SELs). The authors provide strategies, examples, and tools to address: The gap between students and texts: covering word recognition, background knowledge, comprehension, and academic language development The gap between students and teachers: including sociocultural differences between teachers and students and teacher perceptions and expectations The gap between students and their peers: discussing language proficiency differences, grouping strategies, and grade-level and schoolwide programs

Immigrants living in US cities face myriad obstacles to accessing quality health care. This inequitable access to care is compounded by the risk of chronic disease accompanying the stress, strain, and lifestyle changes that can come with life in a new country. Bridging the Gap details the role, lessons, and effectiveness of community health workers (CHWs) in bringing health care to underserved immigrant communities. Combining education, advocacy, and local cultural acumen, CHWs have proven successful in the United States and abroad, improving community health and establishing an evidence base for how CHW programs can work for immigrants. Based on a decade of in-depth evaluations from several immigrant health programs in New York City with complementary interviews with dozens of immigrants and CHWs, Bridging the Gap offers insights into how CHWs help immigrants overcome the obstacles to health care. The authors carefully distill first-hand lessons into recommendations for best practices in developing and utilizing effective CHW programs--insights that will be immediately useful to any community group, municipal agency, or health care organization. Bridging the Gap provides a workable antidote to the seemingly intractable problems faced by cities everywhere in the pursuit of maintaining and maximizing immigrant health. It is a hugely valuable entry in burgeoning field that will be central to the next century of urban public health.

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Lesley Roessing's book, *Bridging the Gap: Reading Critically and Writing Meaningfully to Get to the Core*, argues that memoir, or creative nonfiction, can help students bridge narrative structure and nonfiction writing in order to meet Common Core standards. The text includes information and resources on implementation for teachers.

Uncertainty surrounds every major decision in international politics. Yet there is almost always room for reasonable people to disagree about what that uncertainty entails. No one can reliably predict the outbreak of armed conflict,

forecast economic recessions, anticipate terrorist attacks, or estimate the countless other risks that shape foreign policy choices. Many scholars and practitioners therefore believe that it is better to keep foreign policy debates focused on the facts - that it is, at best, a waste of time to debate uncertain judgments that will often prove to be wrong. In *War and Chance*, Jeffrey A. Friedman shows how foreign policy officials often try to avoid the challenge of assessing uncertainty, and argues that this behavior undermines high-stakes decision making. Drawing on an innovative combination of historical and experimental evidence, he explains how foreign policy analysts can assess uncertainty in a manner that is theoretically coherent, empirically meaningful, politically defensible, practically useful, and sometimes logically necessary for making sound choices. Each of these claims contradicts widespread skepticism about the value of probabilistic reasoning in international politics, and shows how placing greater emphasis on assessing uncertainty can improve nearly any foreign policy debate. A clear-eyed examination of the logic, psychology, and politics of assessing uncertainty, *War and Chance* provides scholars and practitioners with new foundations for understanding one of the most controversial elements of foreign policy discourse.

College-for-all has become the new American dream. Most high school students today express a desire to attend college, and 90% of on-time high school graduates enroll in higher education in the eight years following high school. Yet, degree completion rates remain low for non-traditional students—students who are older, low-income, or have poor academic achievement—even at community colleges that endeavor to serve them. What can colleges do to reduce dropouts? In *Bridging the Gaps*, education scholars James Rosenbaum, Caitlin Ahearn, and Janet Rosenbaum argue that when institutions focus only on bachelor's degrees and traditional college procedures, they ignore other pathways to educational and career success. Using multiple longitudinal studies, the authors evaluate the shortcomings and successes of community colleges and investigate how these institutions can promote alternatives to BAs and traditional college procedures to increase graduation rates and improve job payoffs. The authors find that sub-baccalaureate credentials—associate degrees and college certificates—can improve employment outcomes. Young adults who complete these credentials have higher employment rates, earnings, autonomy, career opportunities, and job satisfaction than those who enroll but do not complete credentials. Sub-BA credentials can be completed at community college in less time than bachelor's degrees, making them an affordable option for many low-income students. *Bridging the Gaps* shows that when community colleges overemphasize bachelor's degrees, they tend to funnel resources into remedial programs, and try to get low-performing students on track for a BA. Yet, remedial programs have inconsistent success rates and can create unrealistic expectations, leading struggling students to drop out before completing any degree. The authors show that colleges can devise procedures that reduce remedial placements and help

students discover unseen abilities, attain valued credentials, get good jobs, and progress on degree ladders to higher credentials. To turn college-for-all into a reality, community college students must be aware of their multiple credential and career options. Bridging the Gaps shows how colleges can create new pathways for non-traditional students to achieve success in their schooling and careers. India has just celebrated sixty-four years of independence. But is our country truly free? Is the maturity of a nation measured by the number of years in existence or by the development in its society? And whose development are we talking about? Ten leading luminaries from the field of politics, literature, media, art and culture, management, defense, and public administration raise these questions and try to answer them through their own specialized domains. Organized around two broad themes—"inclusion of the excluded" and "education for the marginalized" Bridging the Gap offer an exposition to the range of inequalities and challenges in different fields of social engagement, and open up possible ways of addressing these concerns. The contributors discuss inclusiveness and marginalization in the contemporary social contexts, their diverse dimensions, and interlinkages with various sources of social inequalities including caste-, class-, and gender-related factors.

What is the use of research in public debates and policy-making on immigration and integration? Why are there such large gaps between migration debates and migration realities, and how can they be reduced? Bridging the Gaps: Linking Research to Public Debates and Policy Making on Migration and Integration provides a unique set of testimonies and analyses of these questions by researchers and policy experts who have been deeply involved in attempts to link social science research to public policies. Bridging the Gaps argues that we must go beyond the prevailing focus on the research-policy nexus by considering how the media, public opinion, and other dimensions of public debates can interact with research and policy-processes. The chapters provide theoretical analyses and personal assessments of the successes and failures of past efforts to link research to public debates and policy-making on migration and integration in six different countries - Germany, the Netherlands, Norway, Sweden, the United Kingdom, and the United States - as well as in European and global governance debates. Contrary to common public perceptions and political demands, Bridging the Gaps argues that all actors contributing to research, public debates, and policy-making should recognize that migration, integration, and related decision-making are highly complex issues, and that there are no quick fixes to what are often enduring policy dilemmas. When the different actors understand and appreciate each other's primary aims and constraints, such common understandings can pave the way for improved policy-making processes and better public policies that deal more effectively with the real challenges of migration and integration.

In the age of information, an essential priority in the context of international education is the development of language learning and its inconsistencies. The

gap between language and education has intermittently grown through time, with mistaken assumptions about how linguistic shortcomings are being solved around the world. Research on comparative educational approaches to teaching verbiage and the foundation of future language development are instrumental in positively impacting the global narrative of dialectal education. International Approaches to Bridging the Language Gap is a collection of innovative research on the methods and applications of second language teaching as well as social developments regarding intercultural learning. While highlighting topics including curricular approaches, digital competence, and linguistic disparities, this book is ideally designed for language instructors, linguists, teachers, researchers, public administrators, cultural centers, policymakers, government officials, academicians, researchers, and students seeking current research on the latest advancements of multilingual education.

The use of cognitive science in creating stories, languages, visuals, and characters is known as narrative generation, and it has become a trending area of study. Applying artificial intelligence (AI) techniques to story development has caught the attention of professionals and researchers; however, few studies have inherited techniques used in previous literary methods and related research in social sciences. Implementing previous narratology theories to current narrative generation systems is a research area that remains unexplored.

Bridging the Gap Between AI, Cognitive Science, and Narratology With Narrative Generation is a collection of innovative research on the analysis of current practices in narrative generation systems by combining previous theories in narratology and literature with current methods of AI. The book bridges the gap between AI, cognitive science, and narratology with narrative generation in a broad sense, including other content generation, such as a novels, poems, movies, computer games, and advertisements. The book emphasizes that an important method for bridging the gap is based on designing and implementing computer programs using knowledge and methods of narratology and literary theories. In order to present an organic, systematic, and integrated combination of both the fields to develop a new research area, namely post-narratology, this book has an important place in the creation of a new research area and has an impact on both narrative generation studies, including AI and cognitive science, and narrative studies, including narratology and literary theories. It is ideally designed for academicians, researchers, and students, as well as enterprise practitioners, engineers, and creators of diverse content generation fields such as advertising production, computer game creation, comic and manga writing, and movie production.

The University degree in times past was seen as a sure fire path to success. Today, students are greeted with rising overall cost of attendance and a higher probability of ending up unemployed or underemployed. The book acknowledges that most universities, their faculty and the courses they offer are not structured or equipped to

prepare students to thrive in a highly competitive, value driven capitalist world. It introduces to the reader the concept of "Valuworth" as "...anything you know, anything you have, anything you believe in, anything you can do or create, that is desirable to someone else other than you, for which that someone is willing to exchange something of commensurate value in return"; stressing that thriving in the real world is all about finding and nurturing Valuworth. While pointing out that most University graduates are yet to establish their Valuworth at the point of graduating, it suggests that in order to bridge the gap between the university and the real world, the student must ensure that the university experience is made a part of their bigger Valuworth plan for life. The book is a must read for every undergraduate, aspiring undergraduate, ambitious graduate and their parents for the following reasons: * It explains what university institutions and their faculty are best motivated to do in order to help students and their parents better manage their expectations of them.* The book delves into the fundamental differences between "Preparation" and "Education" and why we need to focus more on "Preparation".* The author introduces the concept of "Valuworth" and explains why it is the key to success in the real world.* The reader will be introduced to the FIRST steps to creating and nurturing Valuworth that guarantees a means to always earn a living.* The book explains the 10 reinforcing attributes that underpin our quest for Valuworth that ensures we become happy, fulfilled and successful in life.* The book unveils to the reader, 24 functional disciplines that exist within the work place that prospective job seekers must appreciate to improve their outlook in the labour market.* The reader will learn the truth about prospects in the labour market amidst increased competition, globalization and the proliferation of new technologies.* The book explains to the reader the absurdity of the one market bias that forces everyone to aspire only to the labour market. It points out how limiting this outlook to life can be in view of the myriad of opportunities our economies present in multiplicity of other markets, most of which have better prospects than the labour market.* The reader will learn about 5 foundational real world concepts (Capitalism, Trade and Exchange, Markets, Money and Desirables) everyone must understand in order to excel in today's value driven world.* The book helps the reader to unravel the mystery around money by simplifying the art of money making in the real world based on the understanding of the "money line".* The book helps the reader to understand the 5 human super needs and their corollary 13 basic human needs that provide opportunities for enterprise in the real world; that students must become aware of and against which they should assess their passions and possible future ambition.* The author shares 10 reasons why the university system may need to be overhauled given the extent to which its feet of clay has been unraveled. 10 points that need to be addressed if universities must remain the gateway to a happy and successful life for young adults.

Severing the Achievement Gap in the Education of Students contains powerful learning activities and successful research-based strategies for the classroom, the school, and the district level. This work is one of several learning outcomes of the SAGES Summer Academy 2006. The SAGES Initiative represents everyone and every effort that justly "severs" an achievement gap in student education. The heart of the Academy was empowerment. The SAGES Summer Academy provided students with life-changing experiences through the following five components: university exposure, academic goal setting, student empowerment, mentorship and career exploration, and academic

enrichment. The attendees learned about life's journey with the various needs, supporters, hindrances, and greatness; saw their society and themselves. In an attempt to let their light shine in society, they shared perspectives and their hearts, heads, and hands collaborating to achieve our goals. All proceeds from this book will go to the Rockwood VICC Foundation to assist the student SAGES with college scholarships, supplies, and supplemental services as they work to fulfill their path and promise. To learn more about the Rockwood VICC Foundation please call: 636-938-2200, or visit <http://www.rockwood.k12.mo.us/departments/vicc/VICCFoundation.htm>

Bridging the Multimodal Gap addresses multimodality scholarship and its use in the composition classroom. Despite scholars' interest in their students' multiple literacies, multimodal composition is far from the norm in most writing classes. Essays explore how multimodality can be implemented in courses and narrow the gap between those who regularly engage in this instruction and those who are still considering its scholarly and pedagogical value. After an introductory section reviewing the theory literature, chapters present research on implementing multimodal composition in diverse contexts. Contributors address starter subjects like using comics, blogs, or multimodal journals; more ambitious topics such as multimodal assignments in online instruction or digital story telling; and complex issues like assessment, transfer, and rhetorical awareness. Bridging the Multimodal Gap translates theory into practice and will encourage teachers, including WPAs, TAs, and contingent faculty, to experiment with multiple modes of communication in their projects. Contributors: Sara P. Alvarez, Steven Alvarez, Michael Baumann, Joel Bloch, Aaron Block, Jessie C. Borgman, Andrew Bourelle, Tiffany Bourelle, Kara Mae Brown, Jennifer J. Buckner, Angela Clark-Oates, Michelle Day, Susan DeRosa, Dànielle Nicole DeVoss, Stephen Ferruci, Layne M. P. Gordon, Bruce Horner, Matthew Irwin, Elizabeth Kleinfeld, Ashanka Kumari, Laura Sceniak Matravers, Jessica S. B. Newman, Mark Pedretti, Adam Perzynski, Breanne Potter, Caitlin E. Ray, Areti Sakellaris, Khirsten L. Scott, Rebecca Thorndike-Breeze, Jon Udelson, Shane A. Wood, Rick Wysocki, Kathleen Blake Yancey

Today's children are tomorrow's citizens. Good health and well-being in the early years are the foundations for well-adjusted and productive adult lives and a thriving society. But children are being let down in Australia and elsewhere by the lack of knowledge transfer between the worlds of research, policy and practice. Improving such transfer is the job of knowledge brokers - the various ways they can operate are explored in this book through case examples and the lessons learned from experienced proponents. The book concludes by posing three sets of ideas to shape the future of knowledge brokering.

The overall aim of this reader-friendly book is to enable current and prospective teachers as well as other education professionals to improve practice, leading to more successful learning for all students. Drawing on her extensive experience as both a high school teacher and a university professor, Inez De Florio provides an evidence-informed and value-based approach to teaching and learning that takes the personality and the accountability of teaching professionals into account. Students' needs and interests are the primary focus of an evidence-informed teaching model, MET (Model of Effective Teaching), which is described and exemplified in detail. In order to allow for informed decisions and suitable applications of the steps of the MET, the book provides, furthermore, a succinct and comprehensible introduction to the main features

and types of educational research, especially newer findings of evidence-based education.

The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966. The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement. Black and Hispanic students are much less likely than white students to graduate from high school, acquire a college or advanced degree, or earn a middle-class living. They are also much more likely than whites to suffer social problems that often accompany low income. While educators have gained an understanding of the causes and effects of the education achievement gap, they have been less successful in finding ways to eliminate it—until now. This book provides, for the first time in one place, evidence that the achievement gap can be bridged. A variety of schools and school reforms are boosting the achievement of black and Hispanic students to levels nearing those of whites. *Bridging the Achievement Gap* brings together the findings of renowned education scholars who show how various states, school districts, and individual schools have lifted the achievement levels of poor and minority students. The most promising strategies include focusing on core academic skills, reducing class size, enrolling students in more challenging courses, administering annual achievement assessment tests, creating schools with a culture of competition and success, and offering vouchers in big-city school districts. While implementing new educational programs on a large scale is fraught with difficulties, these successful reform efforts offer what could be the start of widespread effective solutions for bridging the achievement gap.

Thousands of college students across the country apply each year for nationally and internationally competitive scholarships and grants. Different awards target different interests, career goals, and student qualifications. Advising students on how to choose the right award that will help launch them on their career path requires a nuanced understanding of scholarship opportunities. *Bridging the Gap: Perspectives on Nationally Competitive Scholarships* provides key information from scholarship foundations and seasoned advice from campus advisors critically important for the faculty and staff who support students applying for these awards. This book will be a great resource for anyone advising students.

Bridging the Values Gap Business has a values problem. It's not just spectacular public scandals like Enron (which, incidentally, had a great corporate values statement). Many companies fail to live up to the standards they set for themselves, alienating the public and leaving employees cynical and disengaged—resulting in lower productivity, less innovation, and sometimes outright corruption. The reason, argue top scholars and consultants Edward Freeman and Ellen Auster, is that all too often values are handed down from on high, with little employee input, discussion, or connection to the challenges and opportunities facing the organization. Although the words may be well-intentioned, they aren't reflected in the everyday practices, policies, and processes of the organization. This practically invites disconnects between intention and reality. To bridge this gap between the “talk” and the “walk”, Freeman and Auster provide a process through which organizations can collectively surface deeply held values that truly resonate with everyone, from top to bottom. Their *Values Through Conversation*

(VTC) process focuses on four key types of values conversations: introspective (reflecting on ourselves and how we do things in the organization), historical (exploring our understanding of our past and how it impacts us), connectedness (creating a strong community where we work well together), and aspirational (sharing our hopes and dreams). By developing values through discussions—casual or formal, one-on-one or in groups—VTC ensures that values are dynamic and evolving, not static words on a wall or a website. Freeman and Auster offer advice, real-world examples, and sample questions to help you create values that are authentic and embraced because they are rooted in the lived experience of the organization.

This book is a written format of great concern that deals with the generational gaps that exist in our churches. If you are a pastor, lay member or general member this book is for you. With all of the generational differences we have, we can come together as one and become a church of unity that God has designed. In *Bridging The Gap* it states the facts about how we can get on one accord and have all things common. If you are tired of your church dying due to a lack of vision and mission *Bridging The Gap* helps deals with these subjects.

"Why are states willing to give up their nuclear weapons programs? This book presents a new theory for how external inducements supplied by the United States can convince even the most committed of proliferators to abandon weapons pursuit. Existing theories focus either on carrots or sticks. I explore how using both positive and negative inducements, in the shadow of military force, can persuade both friends and foes not to continue their nuclear weapons pursuit. I draw on worldwide cross-national data on nuclear reversal, case studies of Iran and North Korea among others, and interviews with diplomats, policy-makers, and analysts. I show that the majority of states have been persuaded to reverse their nuclear weapons programs when offered incentives from the United States. Moreover, I demonstrate that these tools are especially effective during periods of leadership transition and can work on both allies and adversaries. My theory and evidence also suggest a broader conception of counterproliferation than currently exists, identifying how carrots and sticks used together can accomplish one of the international community's most important policy objectives"--

Higher education needs a new, holistic assessment of global learning. The studies in this edited volume investigate not just student learning, but also faculty experiences, program structures, and pathways that impact global learning. Showcasing recent, multi-institutional research related to global learning, this book expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience. Chapters look at recent developments such as short-term, off-campus, international study and certificate/medallion programs, as well as blended learning environments and undergraduate research, all in the context of multi-institutional comparisons. Global learning is also situated in a larger university context. Thus, there is a growing need for bridging across disciplinary and administrative silos, silos that are culturally bound within academia. The gaps between these silos matter as students seek to integrate off- and on-campus learning, and it is up to the academy to mind those gaps.

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