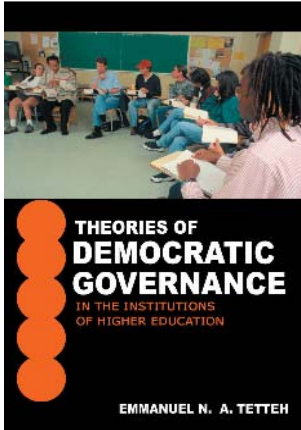


BOOK TALKS EVENT WITH AUTHOR EMMANUEL TETTEH



Theories of Democratic Governance in the Institutions of Higher Education



About the Author:

Emmanuel N. A. Tetteh is a Ph.D. Candidate in the School of Public Policy & Administration at Walden University. He is an Adjunct Professor in the Sociology & Political Science Department of the College of New Rochelle at the DC 37 Campus. Also, he serves as Adjunct Professor in the School of Business, Human Services & Education, and the Graduate School of Public Affairs & Administration at the Metropolitan College of New York (MCNY).

Emmanuel earned a Bachelor of Professional Studies degree in Human Services, and a Master of Science degree in Administration at MCNY, graduating with the highest distinction. He is also an ordained Minister of Religion with the Mt. Calvary Holy Church of America, Inc. in Staten Island, NY.

Main Tenet of the Book

1) Integral to the goals of democracy is the premise that the citizenry must be taught the skills necessary for living in a democratic society as a means of achieving social change. In what ways can higher education live up to its civic missions? Or, should the security of society be of any concern to the institutions of higher education, and in what ways can colleges and universities contribute to the security management of democratic society?

Theoretical Proposition of the Book

Theories of Democratic Governance in the Institutions of Higher Education unravels the notion that: a) “As the institutions of higher education fail to meet their democratic responsibilities, so, too, will the social and cultural infrastructures of their homeland decline to the extent that they become hostile to the democratization of the society” (p. 70).

b) “The development of civic virtues for higher culture in the democratic governance of civic society, exemplifies one of the social fabrics of good citizenship for ensuring homeland security at the face of growing regional conflicts, civic unrests, and the terror threats of radical religious fanatics in the world community” (pp. 68-69).

c) *Theories of Democratic Governance in the Institutions of Higher Education* addresses the need for institutions of higher education to take an active role in society’s social conduct, affecting the stability of social and cultural infrastructure in both the United States and Ghana. The book attempts to explore the following controversial issues:

2) Congruent with a democratic goal pursuit is the need to fill a civic vacuum, and thus, democracy for social change must address where gaps exist in the democratic governance of civic society. In filling a gap of contemporary democratic governance, should the civic mission of higher education focus only on the training of the mind? Or, is there any moral obligation for the institutions of higher education to direct their civic mission programs toward societal security management?

Book Talks Event :

March 14, 2007

Time: 6:00 pm – 8:00 pm

At The John Cardinal

O'Connor Campus

332 East 149th Street

in the Bronx, NY 10451

Phone: 718-665-1310

Tetteh argues that in the quest to contribute to the democratic governance of a society, the “degree of success will depend upon the qualities of higher culture and progressive strength that shape the democratic purposes among higher education administration toward security management. The premise for security management in the democratic governance of higher education administration entails an institutional commitment to educational programs that can enhance the knowledge base of service-learners to uphold the development of higher culture for which the citizenry is exposed to basic knowledge in the management of the affairs of homeland security” (p. 68).

- Should not the civic missions of higher education focus instead on the training of the mind?
- Is there any moral obligation for the institutions of higher education to direct their civic missions toward societal civility or democratic governance?
- In what ways can higher education live up to its civic missions? Or
- In what ways can colleges and universities contribute to societal civility?
- Should the security of society be of any concern to higher education?

Thus, increased concern about societal security and interest into how the human institutions can contribute to the civility of society makes this book not only unique, but also a current issue in the exploration of the tenets of democratic governance in higher education administration. Also, the book provides exposition into the ideology of civic pedagogy as one of the democratic fabrics for developing good citizenship or social responsibilities among the citizenry toward national development.

As concerns of terrorism continue to rise, *Theories of Democratic Governance in the Institutions of Higher Education* looks at the role that institutions of higher education should have in contributing to society’s social conduct to ensure homeland security by redirecting their academic programs.

In addition, *Theories of Democratic Governance in the Institutions of Higher Education* provides interesting exposition for higher education administrators, enrollment management administrators, public administrators, civic education or service-learning administrators, and students who would like to know more about the tenets of democratic governance in higher education administration and how it can influence public policy on open access to adult education, and can guide the administrative decision-making process to foster societal civility.

Author Tetteh asserts, “So crucial should be an institutional concern of solving civic problem of human community since the existence of *lower values* can threaten the ideals of democratic society” (p. 8).

He argued that to minimize societal lower values, democratic education must strengthen the “social fabric of democratic association of the community for which the people live in pursuit and advancement of *higher values* . . . as involving the training of the minds of people for higher capacity and higher truth, and fitting them for higher callings in which there is a cultivation of the intellect toward character development” (pp. 7-8).

Tetteh adds that “therefore the mission of higher education should focus on transforming those areas of human life associated with higher values, which can be obtained by engaging the learning energies of the citizenry toward a democratic ideal” (p. 8).

Furthermore, Tetteh contends that “since every society has a its own unique goal toward higher culture development, higher education administration must develop a policy coalition that aids access to college education and promotes its unique responsibility in democratic education” (p. 17).