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Organizational Learning In Higher Education New Directions For Higher Education No 131

**John Zilvinskis, Jillian Kinzie, Jerry
Daday, Ken O'Donnell, Carleen Vande
Zande**

Organizational Learning In Higher Education New Directions For Higher Education No 131:

Organizational Learning in Higher Education Adrianna Kezar, 2005-10-04 In this volume the authors explore ways that concepts of organizational learning are being applied within higher education settings by examining the role of institutional research offices librarians centers for teaching and learning and institutional leaders The editors demonstrate how concepts of organizational learning and learning organizations have not yet been fully utilized by higher education institutions to study their own organizational functioning This is the 131st issue of the Jossey Bass quarterly report series New Directions for Higher Education

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Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2016-04-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Reframing Assessment to Center Equity Gavin W. Henning, Gianina R. Baker, Natasha A. Jankowski, Anne E. Lundquist, Erick Montenegro, 2023-07-03 This book makes the case for assessment of student learning as a vehicle for equity in higher education The book proceeds through a framework of why what how and now what The opening chapters present the case for infusing equity into assessment arguing that assessment professionals can and should be activists in advancing equity given the historic and systemic use of assessment as an impediment to the educational access and attainment of historically marginalized populations The what chapters offer definitions of emerging terms discuss the narratives of equity in evidence of student learning present models and approaches to promoting equity and explore the relationship between knowledge systems and assessment practice The how chapters begin by progressively moving from the classroom to the program then beyond the program level to share examples from student affairs Subsequent

chapters address the problem of equitable access to STEM fields culturally responsive practices within the context of community colleges the ongoing work of culturally situated assessment practices in Historically Black Colleges and Universities and the role of technology enabled assessment as a possible tool for equitable assessment The final two chapters in the book address the now what providing a way for assessment professional to develop individual awareness within their practice as a next step in the equity journey and a conceptual framework to anchor equity in their work **Creating**

Strategic Partnerships Marilyn J. Amey, Pamela L. Eddy, 2023-07-03 What are the characteristics and conditions that lead to successful educational partnerships What can we learn from partnerships that fail cannot be sustained over time or cease to benefit their partners This book serves as a guide to the successful implementation of partnerships It provides the context and tools for readers who are responding to the increasing demands of policy makers funders and institutional leaders to use partnerships to address local state and federal issues achieve external mandates meet public or internal agendas or pursue international collaborations This guide provides an evidence based framework for institutional and organizational leaders to develop the vision shared values and norms to achieve the partnership capital that will sustain an enduring relationship It offers a three phase model of the development process of collaboration together with a tool box for those charged with partnering and leading organizational change and includes a template for both creating new partnerships and sustaining existing ones The authors start by differentiating between traditional often ad hoc partnerships and strategic partnerships that align organizational strategy with partnership actions and by identifying the importance of moving beyond incremental or surface first order change to develop deep second order change through which underlying structures and operations are questioned and new processes emerge due to the partnership They offer analyses and understandings of seven key components for success exploring motivations developing partner relationships communicating and framing purpose creating collaborative structures and resources leading various partnership stages generating partnership capital and implementing strategies for sustaining partnerships Each chapter concludes with a case study to provide more understanding of the ideas presented and for use in training or classes This guide is addressed to policy makers and educational leaders college administrators and their non profit and business partners to enable them to lead and create strategic partnerships and facilitate organizational change [The Handbook of College Athletics and Recreation Administration](#) George S.

McClellan, Chris King, Donald L. Rockey, Jr., 2012-06-28 Praise for The Handbook of College Athletics and Recreation Administration The Handbook of College Athletics and Recreation Administration provides insiders in depth and firsthand perspectives on issues in the contemporary professional administration of intercollegiate athletics and recreation as well as practical solutions to these issues It is a must read for anyone who is interested in pursuing a career in college athletics and campus recreation administration Ming Li professor and chair Department of Sports Administration College of Business Ohio University The Handbook of College Athletics and Recreation Administration is a useful text for undergraduate students

preparing for sport management careers within postsecondary institutions This book effectively blends historical perspectives theoretical foundations and practical illustrations in a relevant format that addresses key issues in intercollegiate sports and campus recreation Of particular value is the focus on people and importance of building relationships based on integrity trust and mutual respect Tom Collins associate professor of sport management chair of Sport Studies and Physical Education Chowan University

Delivering on the Promise of High-Impact Practices John Zilvinskis, Jillian Kinzie, Jerry Daday, Ken O'Donnell, Carleen Vande Zande, 2023-07-03 Research shows that enriching learning experiences such as learning communities service learning undergraduate research internships and senior culminating experiences collectively known as High Impact Practices HIPs are positively associated with student engagement deep and integrated learning and personal and educational gains for all students particularly for historically underserved students including first generation students and racially minoritized populations While HIPs potential benefits for student learning retention and graduation are recognized and are being increasingly integrated across higher education programs much of that potential remains unrealized and their implementation frequently uneven Colleges are eager to use the HIP nomenclature for recruitment promoting equity for traditionally underserved student populations and preparing lifelong learners and successful professionals However HIPs defy easy categorization or standardized implementation They rely on fidelity quality and consistency being done well to achieve their learning outcomes and above all require attention to access and equity if they are to fulfill their promise of benefitting all student populations equally The goal of Delivering on the Promise of High Impact Practices is to provide examples from around the country of the ways educators are advancing equity promoting fidelity achieving scale and strengthening assessment of their own local high impact practices Its chapters bring together the best current scholarship methodologies and evidence based practices within the HIPs field illustrating new approaches to faculty professional development culture and coalition building research and assessment and continuous improvement that help institutions understand and extend practices with a demonstrated high impact For proponents and practitioners this book offers perspectives data and critiques to interrogate and improve practice For administrators it provides an understanding of what is needed to deliver the necessary support

To Improve the Academy Judith E. Miller, 2010-10-18 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants

Community-University Engagement: A Process for Building Democratic Communities Tami L. Moore, 2014-04-29 As the emphasis on economic development through community university engagement intensifies educators and policy makers must learn to think differently about the engagement process This is particularly true when a narrowly defined group of leaders sets the engagement agenda and those who are traditionally underrepresented continue to be marginalized in the

conversations about their own futures Emphasizing the importance of community as a context for engagement and building strong relationships over time Moore calls on institutional leaders to intentionally facilitate broad participation by all members of a community in discussions about how and in what direction the community will develop This is the second issue of the 40th volume of the Josse Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication **Coming in from the Margins** Connie

Schroeder,2023-07-03 Why is it critical for faculty development centers to reexamine their core mission today The core argument of this book that a necessary and significant role change is underway in faculty development is a call for centers to merge the traditional responsibilities and services of the past several decades with a leadership role as organizational developers Failing collectively to define and outline the dimensions and expertise of this new role puts centers at risk of not only marginalization but of dissolution When a TLC is busy and in demand it is hard to believe that it may be despite all the activity and palpable array of daily outcomes institutionally marginalized The actual and increasing potential of marginalization and center closings may help motivate this field to recognize the danger of complacency or remaining stuck in an old paradigm that exclusively defines itself as instructional development or supportive service Proposing a newly defined organizational development role for academic and faculty developers and directors of teaching and learning centers **Coming in from the Margins** examines how significant involvement in broader institutional change initiatives is becoming a critical aspect of this work Although undefined and unrecognized as a significant dimension of this work the organizational development role increasingly demanded of developers is far more attuned with the demand for change facing higher education than ever before The book provides evidence based research into what directors of centers are currently doing as organizational developers and how they shape influence and plan institutional initiatives that intersect with teaching and learning Directors of centers their supervisors and leaders in the field provide models from a wide range of institutional contexts as well as the strategies they have employed to successfully engage in significant organizational development They also demonstrate how they handled the challenges that ensued The strategies in each chapter provide a practical resource and guide for re examining the mission and structure of existing centers or for designing new centers of teaching and learning and most importantly to develop their role as change agents The book covers such topics as Center mission statements Center staffing Center advisory boards committee involvement unique expertise knowledge and skills embedding Centers in strategic planning Center vision organizational change processes collaboration and partnerships institutional priorities and initiatives relationships with upper administration **Advancing the Culture of Teaching on Campus**

Constance Cook,Matthew Kaplan,2023-07-03 Written by the director and staff of the first and one of the largest teaching

centers in American higher education the University of Michigan's Center for Research on Learning and Teaching CRLT this book offers a unique perspective on the strategies for making a teaching center integral to an institution's educational mission It presents a comprehensive vision for running a wide range of related programs and provides faculty developers elsewhere with ideas and material to prompt reflection on the management and practices of their centers whatever their size and on how best to create a culture of teaching on their campuses Given that only about a fifth of all U S postsecondary institutions have a teaching center this book also offers a wealth of ideas and models for those administrators who are considering the development of new centers on their campuses Topics covered include The role of the director budgetary strategies and operational principles Strategies for using evaluation to enhance and grow a teaching center Relationships with center constituencies faculty provost deans and department chairs Engagement with curricular reform and assessment Strengthening diversity through faculty development Engaging faculty in effective use of instructional technology Using student feedback for instructional improvement Using action research to improve teaching and learning Incorporating role play and theatre in faculty development Developing graduate students as consultants Preparing future faculty for teaching The challenges of faculty development at a research university In the concluding chapter to provide additional context about the issues that teaching centers face today twenty experienced center directors who operate in similar environments share their main challenges and the strategies they have developed to overcome them through innovative programming and careful management of their resources Their contributions fall into four broad categories institutional level challenges engaging faculty and students and supporting engaged pedagogy discipline specific programming and programming to address specific instructor career stages

Honors Education and the Foundation of Fairness Graeme Harper, 2021-05-06 How can we support develop and maintain higher education programs that focus on high academic achievement while at the same time allowing equitable access to and progress in higher learning This volume focuses not only on a diverse population in higher education but on creating and supporting a population fundamentally created in and informed by fairness The nature of fairness and its many dimensions underpins the discussions here By focusing on equity the contributors to this book shine light on conditions and instances of inequity They explore questions of enrollment in honors programs and about advising honors students They discuss people with disabilities in honors programs and colleges and the general existence or non existence of civility They advocate for supporting a wide range of identities and goals collaboration and types and styles of pedagogy This book considers the role of honors education in enhancing the educational opportunities for all and presents a call to action to those who seek to do that

The Handbook of Institutional Research Richard D. Howard, Gerald W. McLaughlin, William E. Knight, 2012-06-28 Institutional research is more relevant today than ever before as growing pressures for improved student learning and increased institutional accountability motivate higher education to effectively use ever expanding data and information resources As the most current and comprehensive volume on the topic the

Handbook describes the fundamental knowledge techniques and strategies that define institutional research The book contains an overview of the profession and its history examines how institutional research supports executive and academic leadership and governance and discusses the varied ways data from federal state and campus sources are used by research professionals With contributions from leading experts in the field this important resource reviews the analytic tools techniques and methodologies used by institutional researchers in their professional practice and covers a wide range of topics such as conducting institutional research statistical applications comparative analyses quality control systems measuring student faculty and staff opinions and management activities designed to improve organizational effectiveness

Student Engagement in Higher Education Stephen John Quaye, Shaun R. Harper, 2014-08-15 Student Engagement in Higher Education fills a longstanding void in the higher education and student affairs literature In the fully revised and updated edition of this important volume the editors and chapter contributors explore how diverse populations of students experience college differently and encounter group specific barriers to success Informed by relevant theories each chapter focuses on engaging a different student population including low income students students of color international students students with disabilities LGBT students religious minority students student athletes homeless students transfer students commuter and part time students adult learners student veterans and graduate students The forward thinking practical strategies offered throughout the book are based on research and the collected professional wisdom of experienced educators and scholars at two year and four year institutions of higher education Current and future faculty administrators and student affairs staff will undoubtedly find this book complete with fresh ideas to reverse troubling engagement trends among various college student populations

Diversity's Promise for Higher Education Daryl G. Smith, 2024-08-06 Building sustainable diversity in higher education isn't just the right thing to do it is an imperative for institutional excellence and for a pluralistic society that works In *Diversity's Promise for Higher Education* author Daryl G. Smith proposes clear and realistic practices to help institutions identify diversity as a strategic imperative for excellence and pursue diversity efforts that are inclusive of the varied issues on campuses without losing focus on the critical unfinished business of the past To become more relevant while remaining true to their core missions colleges and universities must continue to frame diversity as central to institutional excellence Smith suggests that seeing diversity as an imperative for an institution's mission and not just as a value is the necessary lever for real institutional change Furthermore achieving excellence in a diverse society requires increasing institutional capacity for diversity working to understand how diversity is tied to better leadership positive change research in virtually every field student success accountability and more equitable hiring practices In this edition Smith emphasizes a transdisciplinary approach to the topic of diversity Drawing on fifty years of diversity studies this fourth edition engages with how the environment has transformed for diversity work since the third edition appeared in 2020 It addresses the changed landscape in which DEI work has been politicized both on and off campus provides examples and

language to suggest ways to articulate the centrality of diversity to mission and excellence emphasizes the link between healthy democracies and higher education's mission in light of the current global and domestic challenges to democracy highlights the need to focus on the conditions for developing healthy communities where dialogue difference and learning can take place examines the current climate of campus protests and the implications for free speech and academic freedom and reemphasizes the complexity of identity and explains how to attend to the growing kinds of identities relevant to diversity equity and inclusion while not overshadowing the unfinished business of race class and gender

Understanding College and University Organization James L. Bess, Jay R. Dee, 2023-07-03 Now available in paperback this two volume work is intended to help readers develop powerful new ways of thinking about organizational principles and apply them to policy making and management in colleges and universities The book is written with two audiences in mind administrative and faculty leaders in institutions of higher learning and students both doctoral and Master's degree studying to become upper level administrators leaders and policy makers in higher education It systematically presents a range of theories that can be applied to many of the difficult management situations that college and university leaders encounter It provides them with the theoretical background to knowledgeably evaluate the many new ideas that emerge in the current literature and in workshops and conferences The purpose is to help leaders develop their own effective management style and approaches and feel confident that their actions are informed by appropriate theory and knowledge of the latest research in the field Without theory organizational leaders are forced to treat each problem that they encounter as unique as if it were a first time occurrence While leaders may have some experience with a particular issue their solutions are usually not informed by the accumulated wisdom of others who have already encountered and resolved similar situations The authors approach the theory of the organization and administration of colleges and universities from three quite different perspectives or paradigms each relying on different assumptions about the reality of organizational life in colleges and universities The positivist paradigm primarily an omnibus systems theory integrates the chapters into a comprehensive yet easily accessible whole Social constructionism the second paradigm is introduced in each chapter to illuminate the difficulty of seeking and finding meaningful consensus on problems and policies while also addressing important ethical issues that tend to be overlooked in leadership thought and action The third paradigm postmodernism draws attention to difficulties of logic and communication under the constraints of strictly linear thinking that authorities at all levels attempt to impose on organizations This multiple paradigm approach enables readers to become more cognizant of their own assumptions how they may differ from those of others in their organization and how those differences may both create difficulties in resolving problems and expand the range of alternatives considered in organizational decision making The book offers readers the tools to balance the real world needs to succeed in today's challenging and competitive environment with the social and ethical aspirations of all its stakeholders and society at large The authors aim is to elucidate how administration can be made

more efficient and effective through rational decision making while also respecting humanistic values This approach highlights a range of phenomena that require attention if the institution is ultimately to be considered successful Also available Volume 1 The State of the System Two volume set Connecting Learning Across the Institution Pamela L. Eddy, 2014-03-25 Most research on learning tends to occur in silos based on stakeholder perspective This volume seeks to break down these silos and draw together scholars who research learning from different perspectives to highlight commonalities in learning for students faculty and institutions When we understand how learning is experienced across the institution we can develop strategies that help support enhance and reinforce learning for all Exploring what it means to bridge learning across the institution this volume provides a roadmap to improve learning for all Both scholarly and practical it advances the knowledge about the ways we investigate and study learning across and for various groups of learners It also Collects thinking about learning in its various formats in one location Provides a platform for synthesis Outlines key questions for thinking more deeply about learning on campus Instead of thinking of learning as discrete depending on the stakeholder group this volume highlights the commonalities across all types of learners **Tools for Teaching** Barbara Gross Davis, 2009-07-17 This is the long awaited update on the bestselling book that offers a practical accessible reference manual for faculty in any discipline This new edition contains up to date information on technology as well as expanding on the ideas and strategies presented in the first edition It includes more than sixty one chapters designed to improve the teaching of beginning mid career or senior faculty members The topics cover both traditional tasks of teaching as well as broader concerns such as diversity and inclusion in the classroom and technology in educational settings **Performance Funding for Higher Education: What Are the Mechanisms? What Are the Impacts?** Kevin J. Dougherty, Vikash Reddy, 2013-06-19 After first appearing in 1979 in Tennessee performance funding for higher education went on to be adopted by another 26 states This monograph reviews research on a multitude of states to address these questions What impacts does performance funding have on institutional practices and ultimately student outcomes What obstacles and unintended effects do performance funding encounter This monograph finds considerable impacts on institutional practices weak impacts on student outcomes substantial obstacles and sizable unintended impacts Given this the monograph closes with a discussion of the implications for future research and for public policymaking on performance funding This is the 2nd issue of the 39th volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication Urban Education Karen Symms Gallagher, Rodney Goodyear, Dominic Brewer, Robert Rueda, 2013-03-19 Many factors complicate the education of urban students Among them have been issues related to population density racial ethnic cultural and linguistic diversity poverty racism individual and

institutional and funding levels Although urban educators have been addressing these issues for decades placing them under the umbrella of urban education and treating them as a specific area of practice and inquiry is relatively recent Despite the wide adoption of the term a consensus about its meaning exists at only the broadest of levels In short urban education remains an ill defined concept This comprehensive volume addresses this definitional challenge and provides a 3 part conceptual model in which the achievement of equity for all regardless of race gender or ethnicity is an ideal that is central to urban education The model also posits that effective urban education requires attention to the three central issues that confronts all education systems a accountability of individuals and the institutions in which they work b leadership which occurs in multiple ways and at multiple levels and c learning which is the raison d'être of education Just as a three legged stool would fall if any one leg were weak or missing each of these areas is essential to effective urban education and affects the others

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