Redesigning Collegiate Leadership

Teams and Teamwork in Higher Education

Estela Mara Bensimon
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Redesigning Collegiate Leadership

Elizabeth J. Allan,Susan Iverson,Rebecca Ropers-Huilman

Redesigning Collegiate Leadership:

Redesigning Collegiate Leadership Estela Mara Bensimon,Anna Neumann,1994-08-01 Most organizational theorists use the athletic team as a metaphor for the effective work group specific players motivated to give their best performance in pursuit of a common goal This book offers a different model focusing instead on the complex ways that members of a leadership team interact wield power use language and create meaning The authors describe the team as a culture and argue that effective team leadership depends on expecting understanding and appreciating the differences among individuals

Redesigning Collegiate Leadership Estela Mara Bensimon,Anna Neumann,1993 Reading this work becomes a personal as well as intellectual journey of reflecting on who we are and what we might wish to become as collaborative leaders and team builders An important journey for any administrator in American higher education today NASPA Journal

A Blueprint for Equity-Driven Community College Leadership Pamela L. Eddy,Kim E. VanDerLinden,2024-08-14 Expert advice and effective strategies for community college leaders who endeavor to embed equity and social justice in institutional policies practices and structures   Redesigning America's Community Colleges Thomas R. Bailey,Shanna Smith Jaggars,Davis Jenkins,2015-04-09 In the United States 1 200 community colleges enroll over ten million students each year nearly half of the nation s undergraduates Yet fewer than 40 percent of entrants complete an undergraduate degree within six years This fact has put pressure on community colleges to improve academic outcomes for their students Redesigning America s Community Colleges is a concise evidence based guide for educational leaders whose institutions typically receive short shrift in academic and policy discussions It makes a compelling case that two year colleges can substantially increase their rates of student success if they are willing to rethink the ways in which they organize programs of study support services and instruction Community colleges were originally designed to expand college enrollments at low cost not to maximize completion of high quality programs of study The result was a cafeteria style model in which students pick courses from a bewildering array of choices with little guidance The authors urge administrators and faculty to reject this traditional model in favor of guided pathways clearer more educationally coherent programs of study that simplify students choices without limiting their options and that enable them to complete credentials and advance to further education and the labor market more quickly and at less cost Distilling a wealth of data amassed from the Community College Research Center Teachers College Columbia University Redesigning America s Community Colleges offers a fundamental redesign of the way two year colleges operate stressing the integration of services and instruction into more clearly structured programs of study that support every student s goals   **Making the Case for Leadership** Jon Derek Croteau,Zachary A. Smith,2011-11-30 The advancement industry has experienced tremendous growth in breadth and depth over the last few decades Driving this growth is the chief advancement officer however as a relatively new position on most college and university campuses little is formally known about the role and the people who fill it In Making the Case for

Leadership Jon Derek Croteau and Zachary A Smith provide insightful and intimate details of ten of the most high performing and successful CAOs in the industry their career paths leadership philosophies and other important leadership variables Additionally the book presents the authors Advancement Leadership Competency Model based on the results of the interviews and rigorous data analysis Croteau and Smith delve further into the advancement office and its history impact and potential than any book or research ever has They conclude this momentous undertaking with the lessons learned and implications for the future related to the next generation of advancement leaders and future leadership development and training programs **Enhancing Campus Capacity for Leadership** Adrianna Kezar,Jaime Lester,2011-07-26 Enhancing Campus Capacity for Leadership explores a mostly untapped resource on college campuses the leadership potential of staff and faculty at all levels This book contributes to the growing tradition of giving voice to grassroots leaders offering a unique contribution by honing in on leadership in educational settings In an increasingly corporatized environment grassroots leadership can provide a balance to the prestige and revenue seeking impulses of campus leaders act as a conscience for institutional operations with greater integrity create changes related to the teaching and learning core build greater equity improve relationships among campus stakeholders and enhance the student experience The text documents the stories of grassroots leaders including the motivation and background of these bottom up beacons the tactics and strategies that they use the obstacles they overcome and the ways that they navigate power and join with formal authority This investigation also showcases how grassroots leaders in institutional settings particularly more marginalized groups can face significant backlash While we like to believe that organizations are civil and humane the stories in this book demonstrate a dark side with which we must reckon The book ends with a discussion of the future of leadership on college campuses examining the possibilities for shared and collaborative forms of leadership and governance **Engaging Black Men in College Through Leadership Learning** Cameron C. Beatty,Jesse R. Ford,2023-05-01 This book encourages leadership educators and practitioners to understand the importance of black male leadership on college campuses in today s world As the push to make higher education more culturally relevant and inclusive the need for these educators to critically engage in their work to create intentional and developmental experiences for their black male leaders is needed now more than ever The contexts outlined in this book illustrate the need to see Black men s leadership as a critical dynamic and ever evolving component on college campuses that requires intentionality to best develop serve and holistically engage Black men in leadership learning This book is intended to be a practical and scholarly resource to aid in the awareness of Black men in college Black men s leadership identities and experiences and the growing need to assist this population s success in college and beyond Engaging Black Men In College Through Leadership Learning centers on leadership and Black identity as it tackles the intersecting identities of maleness Blackness and leadership identity as it encourages educators to consider the importance of the college environment in shaping the next generation of Black men collegiate leaders In addition this scholarship

provides insight into Black men s leadership experiences in various contexts including fraternity life first year experiences and student organizations while capturing the collective experiences of Black men as leadership learners at different types of institutions including HBCUs Community Colleges PWIs and a host of other institution types This resource is for leadership educators and practitioners to develop Black men as leaders on today s college campuses where our global society continues to navigate challenges This book also situates more nuanced topics such as mental health trans identity graduate education and the experiences of former foster care youth which provides insight into the experiences of Black men as leaders on college campuses These contexts illustrate the need to see Black men s leadership as a critical dynamic and ever evolving component on college campuses that requires intentionality to best develop serve and holistically engage Black men in leadership learning We encourage readers of this text to consider how black men s experiences with leadership are woven into the fabric of your college campus and how you can be an advocate for more critical and sustainable ways to engage Black men in college through leadership learning **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 tre 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 **The Handbook of Student Affairs Administration** George S. McClellan,Jeremy Stringer,2011-01-11 What issues and trends affect higher education and student affairs today In this fully updated handbook leading experts discuss the answer to this and other essential questions They provide a definitive reference for student affairs professionals at all levels of administration and management The handbook offers specific practical advice as well as broad approaches to planning and problem solving It contains modernized discussions on such critical topics as institutional mission institutional governance understanding campus environments finance and budgeting assessment program planning staff selection training and evaluation and much more *Applying College Change Theories to Student Affairs Practice* C. Casey Ozaki,Robin L. Spaid,2016-06-14 Student affairs professionals are critical to the efforts to improve students experiences and outcomes

especially in two year institutions This volume explores the history of student development and college impact theories and models in relation to two year institutions Topics covered include analysis of the applicability of the literature for diverse and current community colleges and student populations implications for practitioners and presentation of alternative models and lenses This is the 174th volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today s open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission **Challenge and Opportunity** John D. Dennison,2011-11-01 This book provides a critical analysis of the most significant developments in the college systems in every province and territory since 1895 With contributions by leading scholars it addresses such topics as leadership entrepreneurship new forms of organization accountability instructional methodology the emergence of a college culture and education of First Nations students Key questions are explored How are differences in collective and individual interests to be managed How can social economic and demographic realities be taken into account in managing the intangible capital of education What are the best ways of ensuring opportunities for education training flexibility and varied access and mobility within higher education systems **Resources in Education** ,1993-07 **Shaping the College Curriculum** Lisa R. Lattuca,Joan S. Stark,2011-01-11 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process

guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University **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 **Building Organizational Capacity** J. Douglas Toma,2010-11-15 Every university or college president envisions bold initiatives big projects intended to change the nature of an institution with significant implications across all sectors How can leaders and senior managers charged with implementing reforms effectively frame their work and anticipate potential pitfalls No organization can maximize its capacity defined as the administrative foundation essential for establishing and sustaining initiatives without considering its core elements individually and in concert according to J Douglas Toma This book examines eight essential organizational elements purposes structure governance policies processes information infrastructure and culture and illuminates their influence in strategic management through case studies at eight institutions Building Organizational Capacity situates strategic management within the context of higher education providing practitioners with the tools to better understand institutional challenges in accomplishing its missions and realizing its aspirations Toma s clear and well integrated review of the latest research as well as his advice for decision makers applying the book s lessons in practice ensures this volume s place in the growing literature on strategy and management in higher education **Reconstructing Policy in Higher Education** Elizabeth J. Allan,Susan Iverson,Rebecca Ropers-Huilman,2009-10-16 Reconstructing Policy in Higher Education highlights the work of accomplished and award winning scholars and provides concrete examples of how feminist poststructuralism effectively informs research methods and can serve as a vital tool for policy makers analysts and practitioners The research examines a range of topics of interest to scholars and professionals including purposes of Higher Education administrative leadership athletics diversity

student activism social class the history of women in postsecondary institutions and quality and science in the globalized university Students enrolled in Higher Education and Educational Policy programs will find this book offers them tools for thinking differently about policy analysis and educational practice Higher Education faculty managers deans presidents and policy makers will find this book contributes significantly to their own policy analysis practice and discourse Elizabeth J Allan is an Associate Professor of Higher Education at the University of Maine where she is also an affiliated faculty member with the Women s Studies program Susan V Iverson is an Assistant Professor of Higher Education Administration Student Personnel at Kent State University where she is also an affiliated faculty member with the Women s Studies Program Rebecca Ropers Huilman is a Professor of Higher Education at the University of Minnesota **Higher Education: Handbook of Theory and Research** John C. Smart,Michael B. Paulsen,2011-03-24 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 twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world *Understanding Equity in Community College Practice* Erin L. Castro,2015-12-01 What do equity oriented practices look like in different community college contexts Given the increasing role of the community college in realizing equitable outcomes for students examples of what practitioners are doing to move forward an equity agenda are urgently needed The diverse perspectives and issues in these chapters explicitly advance an equity agenda and offer Conceptual and empirical rationales to support equity oriented practices Examples of programming and practice that support the lives and livelihoods of underserved student populations and Examples of policy programming and thinking that emphasize the role of the community college in expanding educational opportunity for underserved students Driven by a change in thinking and imagination these examples show how practitioners can and should tailor programming in light of larger patterns of inequality This is the 172nd volume of this Jossey Bass quarterly report series Essential to the professional libraries of presidents vice presidents deans and other leaders in today s open door institutions New Directions for Community Colleges provides expert guidance in meeting the challenges of their distinctive and expanding educational mission Creating Campus Cultures Samuel D. Museus,Uma M. Jayakumar,2012-03-12 Creating Campus Cultures is the first book to explicitly focus on how campus cultures shape the experiences of racially diverse student populations **The Organization of Higher Education** Michael N. Bastedo,2012-05-01 Colleges and universities are best understood as networks of departments working together to fulfill a mission of education innovation and community partnership To better understand

how these large and complex institutions function scholars can apply organizational and strategic planning concepts made familiar by business management This book follows that model and explores the new and emerging ways by which organizational theories address major contemporary concerns in higher education The contributors to this volume are both influenced and inspired by the pioneering work of Marvin Peterson and his four decade career researching higher education organization Comprising a serious reexamination of the field the essays review past and current thinking address the field s core theoretical traditions and pursue exciting new lines of inquiry including the organizational dynamics of diversity and social movement organizations Ideal for courses in administration and theory this book reinvigorates the study of higher education as an organization and encourages scholars to rediscover the value of organizational principles in all areas of higher education research Contributors Michael N Bastedo University of Michigan Patricia J Gumport Stanford University James C Hearn University of Georgia Adrianna Kezar University of Southern California Jason Lane State University of New York at Albany Simon Marginson University of Melbourne Michael K McLendon Vanderbilt University Anna Neumann Columbia University Brian Pusser University of Virginia Fabio Rojas Indiana University Daryl G Smith Claremont Graduate University William G Tierney University of Southern California and the late J Douglas Toma University of Georgia

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