

NEW DIRECTIONS FOR HIGHER EDUCATION



Reconceptualizing the Collegiate Ideal

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Reconceptualizing The Collegiate Ideal Vol 105 New Directions For Higher Education

Nicholas Colangelo, Gary A. Davis



Reconceptualizing The Collegiate Ideal Vol 105 New Directions For Higher Education:

Reconceptualizing the Collegiate Ideal J. Douglas Toma, 1999-06-10 Has the traditional notion of college as a physical place where campus life is an integral part of the college experience become irrelevant or impractical This volume of New Directions for Higher Education explores how administration student affairs and faculty work can work together to redefine the collegiate ideal incorporating the developmental needs of a diverse student body and the changes in higher education's delivery and purpose The authors discuss how faculty incentives can be reshaped to recognize their contributions to student development how student affairs programs and services can better serve non traditional students and how modified curricular structures such as service learning and learning communities can benefit a diverse student body This is the 105th issue of the quarterly journal New Directions for Higher Education 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

Journal of College Student Development, 2000 **Joining the Academic Community** Patricia K. Young, 1999

Who Calls the Shots? Sports and University Leadership, Culture, and Decision Making Suzanne E. Estler, Laurie Nelson, 2005-04-21 Intercollegiate athletic programs continue to grow to financially physically and ethically challenged levels despite institutions stated priorities to the contrary Organizational theories offer lenses for understanding why colleges and universities appear to make athletics decisions that do not seem to be in their interests Exploring the forces structural legal social and cultural and market external to the institution leads to an understanding of the environment's role in constraining campus leaders choices The challenge is how to reap educational social and economic benefits from sports programs without harming the institution's academic and moral integrity This volume explores how relatively independent forces constrain the ability of institutional athletics and faculty leaders to limit perceived excesses in the growth of intercollegiate athletics programs on their campuses and nationally Academic and athletic cultures historical precedent external organizations and constituencies external laws and regulations and markets for athletics related materials entertainment student athletes and professionals all bring outside forces to bear on the college culture leadership and decision making This monograph explores how the unintended interactions of these forces constrain campus leadership of intercollegiate athletics and consider the resulting policy and leadership implications It examines the unique historical role of football and its associated commercialization and culture of masculinity as shaping the foundational structure and regulation of college sports The monograph concludes with campus leadership strategies and recommendations This is Volume 30 Issue 6 of the of the ASHE Higher Education Report series *A Good Job* George S. McClellan, Kristina L. Creager, Marianna Savoca, 2023-07-03 For many students working while in college is a defining characteristic of the undergraduate experience However student workers often view campus employment as a money making opportunity rather than a chance for personal development Likewise institutions often neglect to consider campus jobs as a means to education and student engagement It is the distinction between work for remuneration and work for personal development which shapes much of the discussion of student employment throughout *A Good Job* This book makes the case for campus employment as a high impact practice in higher education and provides models for institutional efforts to implement new student employment strategies Carefully designed campus employment opportunities can have numerous benefits including career exploration and preparation learning and increased engagement leading to increased retention The authors make the case that employment can and

should be a purposeful and powerful component in any higher education institution's efforts to support student learning development and success. This book is an excellent resource for anyone interested in capitalizing on the developmental and learning potential of student employment on campus. Current Index to Journals in Education, 1999 **Resources in Education**, 1997 **New Directions in Elementary School Mathematics** Emma E. Holmes, 1995 A new book that focuses on interactive teaching a new more effective technique for helping elementary school children learn mathematics. KEY TOPICS It has an interactive teaching approach with its focus on reasoning problem solving and communicating has been proven effective with children at all levels of mathematics competence. Coverage examines the use of models and children's intuitive understanding to help young learners develop mathematics concepts and learn problem solving procedures. Includes a chapter devoted to using interactive teaching with children with special needs. For educators in the field of mathematics. **Resources in Education**, 1992-04 **Core Concepts in Evaluation** Lori A. Wingate, Ayesha S. Boyce, Lyssa Wilson Becho, Kelly N. Robertson, 2024-07-19 This unique book features original writings from evaluation's foundational thinkers together with new commentaries from contemporary authors. Each section includes an introduction to a core evaluation concept by the editors, a classic reading, two commentaries on that topic by contemporary authors, and a reflection guide written by the editors. **Handbook of U.S. Latino Psychology** Francisco A. Villarruel, Gustavo Carlo, Josefina M. Grau, Margarita Azmitia, Natasha J. Cabrera, T. Jaime Chahin, 2009-07-24 Congratulations to Aida Hurtado and Karina Cervantez winners of the 2009 Women of Color Psychologies Award. This award given by the Association of Women in Psychology Association is voted on by AWP members for contributions of new knowledge and importance to the advancement of the psychology of women of color. Offering broad coverage of all U.S. Latino groups, this volume synthesizes cutting edge research and methodological advances and provides culturally sophisticated information that can be used by researchers, policy makers, and practitioners. The editors and contributing authors summarize theories and conceptual models that can further our understanding of the development and adaptation of U.S. Latino populations. In addition, they focus on the importance of cultural sensitivity and competence in research and intervention approaches and how to achieve it. Key Features: Highlights the normative development and strengths of U.S. Latino populations. Elaborates on the heterogeneity of Latinos in that it does not assume that all Latino populations and the contexts of their development are identical. Emphasizes on cultural sensitivity and competence at all levels. Focuses on the importance of cultural identity amongst Latinos and its contribution to healthy developmental outcomes. **Handbook of Intraindividual Variability Across the Life Span** Manfred Diehl, Karen Hooker, Martin J. Sliwinski, 2014-12-08 Intraindividual variability (IIV) of human development and behavior across the entire life span is explored in this new book. Leading researchers summarize recent findings on the extent, role, and function of IIV in human development with a focus on how, when, and why individuals change over time. The latest theoretical, methodological, and technological advances are reviewed. The book explores the historical and theoretical

background and challenges of IIV research along with its role and function in childhood adolescence and adulthood Edited to maximize consistency and accessibility each chapter includes an introduction and a review of the research and most explore future directions new theoretical developments and conclusions and implications Readers are shown that by focusing on the individual as a unit of analysis across different time scales conditions and situations researchers can effectively demonstrate behavioral and developmental regularities at different points of the life span As such this book is a must have for anybody interested in IIV research The book explores New designs and methods for the analysis of intensive repeated measures data The importance of real time data for more time sensitive and ecologically valid measurements The role and function of intraindividual variability in behavior and development across the life span from infancy to later life Numerous examples of how intraindividual variability research is conducted Topics and findings that are commonly treated in disparate bodies of literature from various disciplines Part 1 provides a historical conceptual and methodological overview of the study of intraindividual variability IIV IIV during childhood and adolescence and its application in the investigation of development of language acquisition infant parent interactions development of motor skills cognitive development mood regulation and identity development are examined in Part 2 Part 3 focuses on IIV during adult development including its use in neuropsychological functioning and attention and in personality development and mood regulation IIV in the context of adults health behavior is also reviewed Part 4 examines the key issues and challenges of IIV research in human development such as whether IIV in adult development is an indicator of vulnerability or resilience the association between short term IIV and long term developmental change and multiple time scale design and analysis The volume concludes with a look at the future of intraindividual variation analysis Intended for advanced students and researchers in developmental psychology across the life span social personality and health psychology as well as sociology family studies gerontology education and medicine interested in intraindividual variability of behavior and its role in human development this book also serves as a text for graduate courses on longitudinal analysis multilevel modeling and or advanced data analysis offered in these departments Knowledge in human development or life course sociology and graduate level statistics is recommended

Handbook of Gifted Education Nicholas Colangelo,Gary A. Davis,1997 Forty four chapters by educational and psychiatric experts examine important challenges and developments in gifted education The book discusses a variety of curriculum and instructional models that foster academic and creative growth including acceleration and enrichment programs It also explores

Academy of Management Journal Academy of Management,2003 Focus on management theory and practice

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