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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.

In Turnaround Leadership for Higher Education, international authorities on organizational change Michael Fullan and Geoff Scott reveal how campus leaders can proactively meet the challenges and expectations facing their institutions. They show how certain leadership capabilities and change-capable cultures in higher education institutions must mirror each other—for the benefit of students and their futures, and for the academy and society. The authors draw on a solid knowledge base of change, which advocates for stimulating and integrating strong moral purpose and equally strong partnerships and relationships inside and outside the academy.

This book provides needed guidance and advice for how colleges and universities can reorganize to foster more collaborative work. In a time of declining resources, financial challenges, changing demographics, and staff overturn, institutions are looking for ways to maximize their resources and still be effective. This book is based on a study of campuses that have been successful in recreating their environments to support collaborative work.

In the era of such online spaces as Facebook, Instant Messenger, Live Journal, Blogger, Web Shots, and campus blogs, college students are using these resources and other online sites as a social medium. Inevitably, this medium presents students with ethical decisions about social propriety, self disclosure and acceptable behaviour. Because online social networking sites have proven problematic for college students and for college administrators, this book aims to offer professional guidance to Higher Education administrators and policy makers. Online Social Networking on Campus: Understanding what matters in student culture is a professional guide for Higher Education faculty and Student Affairs administrators, which rigorously examines college students' use of online social networking sites and how they use these to develop relationships both on and off campus. Most importantly, Online Social Networking on Campus investigates how college students use online sites to explore and makes sense of their identities. Providing information taken from interviews, surveys and focus group data, the book presents an ethnographic view of social networking that will help Student Affairs administrators, Information Technology administrators, and faculty better understand and provide guidance to the "neomillennials" on their campuses.

The only book for students which explores the connection between emotional intelligence and effective leadership Emotionally Intelligent Leadership: A Guide for Students is based on a conceptual model that helps students to become emotionally intelligent leaders. Research from around the world has demonstrated that there is a relationship between emotional intelligence and leadership. For the second edition of Emotionally Intelligent Leadership, the authors have incorporated their revised, data-based emotionally intelligent leadership (EIL) model into an engaging text for high school, undergraduate, and graduate students. The book can be used in conjunction with the Emotionally Intelligent Leadership for Students Inventory and Student Workbook for an immersive and transformative educational experience. Students will appreciate the opportunity to learn more about themselves as they reflect on their experiences as learners and their own leadership journeys. The new edition is substantially rewritten based new research on the EIL model Its clear structure is organized around the three facets of emotionally intelligent leadership and 19 leadership capacities Questions at the end of each chapter encourage purposeful reflection and leadership growth Emotionally Intelligent Leadership is one of a kind, fostering growth and promoting intense self-reflection. Students are empowered to enhance the campus experience and develop into effective leaders of the future. Emotionally Intelligent Leadership is the perfect introduction to leading with emotional intelligence.

Internal and external pressure continues to mount for college professionals to provide evidence of successful activities, programs, and services, which means that, going forward, nearly every campus professional will need to approach their work with a data-informed perspective. But you find yourself thinking "I am not a data person". Yes, you are. Or can be with the help of Amelia Par-

nell. You Are a Data Person provides context for the levels at which you are currently comfortable using data, helps you identify both the areas where you should strengthen your knowledge and where you can use this knowledge in your particular university role. For example, the rising cost to deliver high-quality programs and services to students has pushed many institutions to reallocate resources to find efficiencies. Also, more institutions are intentionally connecting classroom and cocurricular learning experiences which, in some instances, requires an increased gathering of evidence that students have acquired certain skills and competencies. In addition to programs, services, and pedagogy, professionals are constantly monitoring the rates at which students are entering, remaining enrolled in, and leaving the institution, as those movements impact the institution's financial position. From teaching professors to student affairs personnel and beyond, Parnell offers tangible examples of how professionals can make data contributions at their current and future knowledge level, and will even inspire readers to take the initiative to engage in data projects. The book includes a set of self-assessment questions and a companion set of action steps and available resources to help readers accept their identity as a data person. It also includes an annotated list of at least 20 indicators that any higher education professional can examine without sophisticated data analyses.

Real-world leadership training for real-world students The Student Leadership Challenge tailors one of the world's most respected leadership models to students' unique needs, and provides a proven pathway to success. Based on The Five Practices of Exemplary Leadership, this book merges solid research with personal stories from real-world student leaders to help students develop the critical skills they need to lead both now and after graduation. Useful from high school to graduate school and beyond, these lessons are reinforced by reflective and critical thinking activities to help students internalize important concepts while honestly assessing their own practices. Updated and expanded, this new third edition includes four extra chapters to allow deeper investigation, while broader, deeper, and more vivid examples from real-life students illustrate what student leadership looks like around the world. New discussion delves into the research behind the model, as well as the usefulness of leadership in the transition to post-graduate life. What does leadership mean to you? Although it may be difficult to put into words, we all know it when we see it. Effective leaders tend to exhibit a specific set of traits, possess certain skills, and practice particular habits. This book helps you hone your natural talents and shape your path to success as the leader you want to become. Learn The Five Practices of Leadership, and how they help you succeed beyond school Discover how students around the world are exhibiting the best in modern leadership Practice critical leadership techniques and engage in thought-provoking discussion Assess your own potential with the Student Leadership Practices Inventory Great leadership is more important than ever before, and students are in a prime position to develop these critical skills. The Student Leadership Challenge provides a comprehensive framework with real-world application to help students become their very best.

Becoming an Engaged Campus offers campus leaders a systematic and detailed approach to creating an environment where public engagement can grow and flourish. The book explains not only what to do to expand community engagement and how to do it, but it also explores how to document, evaluate, and communicate university engagement efforts. Praise for Becoming an Engaged Campus "This provocative yet exceedingly practical book looks at all of the angles and lays bare the opportunities and barriers for campus-community engagement while providing detailed pathways toward change. This comprehensive treatise marks a significant shift in the literature from the what and why of public engagement to the how. It is simply superb!" —KEVIN KECSKES, associate vice provost for engagement, Portland State University "Becoming an Engaged Campus is an essential guidebook for university leaders. It details the specific ways that campuses must align all aspects of the institution if they are to be successful in the increasingly important work of community outreach and engagement." —GEORGE L. MEHAFFY, vice president for academic leadership and change, American Association of State Colleges and Universities "Most colleges and universities make the rhetorical claim of community engagement; this book is an excellent primer on how to transform the rhetoric into reality. The authors do not speak in abstract terms. They describe the specific structures, policies, and programs that have made Northern Kentucky University a national model of how a large urban university can transform its impact on the region it is supposed to serve." —WILLIAM E. KIRWAN, chancellor, University System of Maryland

DIVNannerl O. Keohane is one of the most widely respected leaders in higher education. A political theorist who served as President of Wellesley College and Duke University, she has firsthand knowledge of the challenges facing modern universities: rising costs, the temptations of "corporatization," consumerist students, nomadic faculty members, and a bewildering wave of new technologies. Her views on these issues and on the role and future of higher education are captured in Higher Ground, a collection of speeches and essays that she wrote over a twenty-year period. Keohane regards colleges and universities as intergenerational partnerships in learning and discovery, whose compelling purposes include not only teaching and research but also service to society. Their mission is to equip students with a moral education, not simply preparation for a career or professional school. But the modern era has presented universities and their leadership with unprecedented new challenges. Keohane worries about access to education in a world of rising costs and increasing economic inequality, and about threats to academic freedom and expressions of opinion on campus. She considers diversity as a key educational tool in our increasingly pluralistic campuses, ponders the impact of information technologies on the university's core mission, and explores the challenges facing universities as they become more "global" institutions, serving far-flung constituencies while at the same time contributing to the cities and towns that are their institutional homes. Reflecting on the role of contemporary university leaders, Keohane asserts that while they have many problems to grapple with, they will find creative ways of dealing with them, just as their predecessors have done./div

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Meis that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective Peopleto a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring in-

credible results, proving that it's never too early to teach someone how to live well.

Gender battles still rage on most college and university campuses today. For eight years, Women in Higher Education has reported women's strategic advances in the academy. Its goal is to enlighten, encourage, empower, and enrage women administrators, faculty, and students in higher education.This book is a compendium of lively, hard-hitting articles from the successful newsletter. Its thematic sections blend serious commentary, research results, and practical advice with wry humor. Readers will find a broad view of recent progress as well as effective strategies from women who have changed the academy. Topics include women's leadership and management styles and strategies, valuing the self, sex and sexuality, playing politics, and much more. Filled with wisdom drawn from real-world experience, Gender Equity or Bust! illuminates what women can do to transform the culture of higher education into one that honors their values and contributions.

Praise for Leading the Learner-Centered Campus "This book moves far beyond previous thinking about change. Many in higher education want to create more learner-centered campuses but grapple with how to do it. Harris and Cullen show us how to lead the change to more learner-centered campuses—and offer very practical tools for getting there from here. Every campus that takes student learning seriously should be having the conversation that this book advances and supports." —John Tagg, author, The Learning Paradigm College "This is a dynamite text for all leaders in higher education who want to implement change. It starts with a deceptively simple idea—that change needs to be 'learner-centered,' not just in the classroom, but in every aspect of a campus. Achieving that end is far from simple, but the authors make clear that it's well within reach if readers pay close attention to the wisdom in this book." —Thomas Ehrlich, senior scholar, The Carnegie Foundation for the Advancement of Teaching, and former president, Indiana University "At a time when most of higher education is seeking effective ways to maximize the value of student-centered learning, Harris and Cullen provide a comprehensive road map for completing the kind of paradigm shift that can accomplish just that ... This book merits the attention of everyone with a stake in the future of higher education." —Anthony J. Diekema, former president, Calvin College "If higher education is going to provide what students will need in the twenty-first century, it'll have to complete the transition from teaching to learning that Barr and Tagg proposed back in 1995. Leading the Learner-Centered Campus is an indispensible resource for professors and administrators who are committed to the success of today's college students." —Jeffrey L. Buller, author, The Essential College Professor, The Essential Academic Dean, and The Essential Department Chair

Becoming an Engaged Campus offers campus leaders a systematic and detailed approach to creating an environment where public engagement can grow and flourish. The book explains not only what to do to expand community engagement and how to do it, but it also explores how to document, evaluate, and communicate university engagement efforts. Praise for Becoming an Engaged Campus "This provocative yet exceedingly practical book looks at all of the angles and lays bare the opportunities and barriers for campus-community engagement while providing detailed pathways toward change. This comprehensive treatise marks a significant shift in the literature from the what and why of public engagement to the how. It is simply superb!"—Kevin Kecskes, associate vice provost for engagement, Portland State University "Becoming an Engaged Campus is an essential guidebook for university leaders. It details the specific ways that campuses must align all aspects of the institution if they are to be successful in

the increasingly important work of community outreach and engagement."—George L. Mehaffy, vice president for academic leadership and change, American Association of State Colleges and Universities "Most colleges and universities make the rhetorical claim of community engagement; this book is an excellent primer on how to transform the rhetoric into reality. The authors do not speak in abstract terms. They describe the specific structures, policies, and programs that have made Northern Kentucky University a national model of how a large urban university can transform its impact on the region it is supposed to serve."—William E. Kirwan, chancellor, University System of Maryland

A practical guide for achieving equitable outcomes From Equity Talk to Equity Walk offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the Association of American Colleges and Universities and the Center for Urban Education at the University of Southern California, this invaluable resource provides real-world steps that reinforce primary elements for examining equity in student achievement, while challenging educators to specifically focus on racial equity as a critical lens for institutional and systemic change. Colleges and universities have placed greater emphasis on education equity in recent years. Acknowledging the changing realities and increasing demands placed on contemporary postsecondary education, this book meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education. Central concepts and key points are illustrated through campus examples. This indispensable guide presents academic administrators and staff with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity, understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice is a vital wealth of information for college and university presidents and provosts, academic and student affairs professionals, faculty, and practitioners who seek to dismantle institutional barriers that stand in the way of achieving equity, specifically racial equity to achieve equitable outcomes in higher education.

Praise for the Second Edition of The Handbook for Student Leadership Development "This is a must-have book for leadership educators and all student affairs professionals who want to develop impactful leadership programs and the leadership capacity of students. Buy it. Read it. Use it to develop the needed leadership for our collective future." — CYNTHIA CHERREY, vice president for campus life, Princeton University, and president, the International Leadership Association "As we continue to encourage leadership behavior in young people, it is very easy to get lost in a forest of new theories, programs, and definitions. This handbook serves as the compass to guide us, and it grounds the field of student leadership development in principles and best practices. Our challenge is to put this work into action." —PAUL PYRZ, president, LeaderShape " Comprehensive in design and scope, the second edition of The Handbook is a theory and practice resource manual for every leadership educator—inside and outside of the classroom." —LAURA OSTEEN, director, the Center for Leadership and Civic Education, Florida State University " Every college administrator responsible for coordinating student leadership programming should have this book. The Handbook for Student Leadership Development takes the guesswork out of leadership program design, content, and delivery." —AINSLEY CARRY, vice president for student affairs, Auburn University " I recommend without hesitation the Handbook for Student Leadership Development to stu-

dent affairs professionals who desire to enhance the leadership experiences for all their students as well as teachers who are seeking ways to bolster their students' classroom experiences." — Dr. WILLIAM SMEDICK, director, Leadership Programs and Assessment, Office of the Dean of Student Life, and lecturer, Center for Leadership Education, Johns Hopkins University

Today's higher education challenges necessitate new forms of leadership. A volatile financial environment and the need for new business models and partnerships to address the impact of new technologies, changing demographics, and emerging societal needs, demand more effective and innovative forms of leadership. This book focusses on a leadership approach that has emerged as particularly effective for organizations facing complex challenges: shared leadership. Rather than concentrating power and authority in an individual leader at the top of an organization, shared leadership involves multiple people influencing one another across varying levels and at different times. It is a flexible, collective, and non-hierarchical approach to leadership. Organizations that have implemented shared leadership have been better able to learn, innovate, perform, and adapt to the types of external challenges that campuses now face and that will continue to shape higher education in the future. This book brings together the two foremost scholars of higher education who have studied, described and evaluated the impact of shared leadership, a university chancellor with prior experience of facilitating systemic institutional change at two university systems, and the former president of three universities where she coordinated processes that led to the transformational changes needed renew institutional mission and purpose. Opening with four chapters that define the nature of shared leadership, describe its key characteristics, and how to build institutional capacity, the book then presents ten institutional cases. Ranging from institution-wide initiatives at four year colleges and a community college, to examples of managing change in a college, a center, and across STEM departments, the contributing authors describe the context and drivers of the need for change, the building of shared vision to create coalitions, lessons learned, and outcomes. Intended as a resource for leaders at the highest levels such as Presidents and Provosts as well as mid-level leaders such as deans, directors, and department chairs, the book is also addressed to faculty and staff who are interested in collaborating with campus leaders on institutional decision-making or creating new change initiatives. It is intended to build capacity for shared leadership across institutions and for use in leadership courses and programs.

When faculty climb the ranks into leadership positions, they come with years of knowledge and experience, yet they are often blindsided by the delicate interpersonal situations and political minefields they must now navigate as university administrators. What are the specific skills that faculty need to acquire when they move into administrative positions, and how can they build upon their existing abilities to excel in these roles? What skills can other mid-level leaders learn to help in their positions? Using an engaging case study approach, Leading for Tomorrow provides readers with real-world examples that will help them reflect on their own management and communication styles. It also shows newly minted administrators how they can follow best practices while still developing a style of leadership that is authentic and uniquely their own. The book's case studies offer practical solutions for how to deal with emerging trends and persistent problems in the field of higher education, from decreasing state funding to political controversies on campus. Leading for Tomorrow gives readers the tools they need to get the best out of their team, manage conflicts, support student success, and instill a campus culture of innovation that will meet tomorrow's challenges.

This great resource offers a step-by-step approach to help administrators develop and implement a vision for using educational technology more effectively. Each chapter focuses on an element of educational leadership planning, curriculum and instruction, assessment, staff development, and legal and social issues showing how to assess what is already in place and determine what needs to be done next. An invaluable guide to meeting ESEA requirements for technology integration and school accountability. Detailed discussion of each of the NETS-A performance indicators Specific solutions and plans for all levels of educational administration Easy-to-follow charts and tables with detailed task assignments Reproducible materials to facilitate decision making, organization, and implementation Also available: RSS for Educators: Blogs, Newsfeeds, Podcasts, and Wikis in the Classroom - ISBN 1564842398 Digital-Age Literacy for Teachers: Applying Technology Standards to Everyday Practice - ISBN 1564842290

In From Strategy to Change-the last in a series-Daniel James Rowley comes full circle in defining his unique vision of the strategic planning process. Written with Herbert Sherman, From Strategy to Change shows how to take the next step after a strategic plan has been formulated. The authors clearly show how to implement a strategic plan that will meet the myriad challenges of today's complex higher education environment and spell success for the academy."It is amazing that while sports teams of colleges and universities meticulously plan their contests against their opponents, their institutions' administrators don't spend nearly enough time or effort in creating andimplementing a strategy. Institutions of higher education seem to be missing the requisite tools to develop and activate their 'play book.' With this new age of globally available real-time information, it becomes increasingly more essential to have a map to help go over and around obstacles, avoid the ever-present pitfalls, and effectively aid in selecting the best route. Rowley and Sherman provide such tools in this exciting and comprehensive new book. I wish that when I was a department chair, president of a faculty senate, and dean that this superb work was available. My function in planning would have been so much easier and more rewarding."--Barry R. Armandi, Distinguished Teaching Professor, SUNY - Old Westbury

Online learning is a complex undertaking that holds great potential as a teaching and learning mode that public colleges and universities may strategically employ to achieve broad institutional priorities and contribute to the attainment of national goals. The Association of Public and Land-grant Universities- (APLU) Sloan National Commission on Online Learning Benchmarking Study was designed to illuminate how public institutions develop and implement the key organizational strategies, processes, and procedures that contribute to successful and robust online learning initiatives. The Online Commission has developed a set of observations about successful strategic online learning initiatives. These observations are based on 231 Institutional Interviews with administrators, faculty, and students at 45 public institutions across the country and close to 11,000 responses from a national Faculty Survey. These observations include the following: (1) Online learning programs may work most effectively as a core component of institutional strategic planning and implementation; (2) Online learning initiatives benefit from ongoing institutional assessment and review due to their evolving and dynamic nature; (3) Online learning activities are strengthened by the centralization of some organizational structures and administrative functions that support and sustain the programs; (4) Online learning programs overseen by academic affairs units may be more readily accepted and may be more easily integrated into the fabric of the institution; (5) Online learning programs need reliable financing mech-

anisms for sustainability and growth; (6) Online learning programs succeed with consistent and adequate academic, administrative, and technological resources for faculty and students; and (7) Online learning programs have the capacity to change campus culture and become fully integrated if presidents, chancellors, chief academic officers, and other senior campus leaders are fully engaged in the delivery of "messages" that tie online education to fundamental institutional missions and priorities. The data compiled through the Institutional Interviews and Faculty Survey also identify a number of "key leadership and policy issues" for campus presidents, chancellors and chief academic officers to consider. These issue-specific recommendations include: (1) Campus leaders need to better understand the characteristics of the online teaching populations on their campus and use communication strategies that target and engage all faculty members; (2) Campus leaders should maintain consistent communication with all faculty and administrators regarding the role and purpose of online learning programs as they relate to academic mission and academic quality. Further, campus leaders, administrators, and faculty must all work together to improve the quality--or perceived quality--of online learning outcomes; (3) Campus leaders have the potential to expand faculty engagement by better understanding what motivates faculty to teach online; and (4) Campus leaders and faculty governing bodies need to regularly re-examine institutional policies regarding faculty incentives, especially in this era of declining financial resources. Perhaps most importantly, campus leaders need to identify strategies to acknowledge and recognize the additional time and effort faculty invest in online as compared to face-to-face teaching and learning. Finally, the Commission recognizes that some of these observations and recommendations may appear rudimentary for some campuses, especially those institutions that are further along in implementing or supporting more "mature" online learning programs. However, the institutional participants and faculty respondents reported that many of these fundamental issues of structure, finance, and faculty support and engagement have resurfaced or emerged in new ways as programs have matured over the years. Toward this end, APLU and the Online Commission are hopeful that the observations from the Benchmarking Study will provide fresh insights and perspectives to campus leaders, administrators, faculty, and students engaged in or interested in online learning and lead to an increase in the number of strategic online learning initiatives at public colleges and universities across the nation. Appendices include: (1) APLU-Sloan National Commission on Online Learning Membership List; (2) Institutional Interviews: List of Participating Institutions; (3) Summary of Institutional Interview Design and Methodology; (4) Benchmarking Study: Letter of Invitation; (5) Benchmarking Study: Fact Sheet; (6) Benchmarking Study: Campus Questionnaire; and (7) Institutional Interviews: Introductory Script. (Contains 22 footnotes.) [For Volume II, see ED517311.].

Initiate innovation and get things done with a guide to the process of academic change Change Leadership in Higher Education is a call to action, urging administrators in higher education to get proactive about change. The author applies positive and creative leadership principles to the issue of leading change in higher education, providing a much-needed blueprint for changing the way change happens, and how the system reacts. Readers will examine four different models of change and look at change itself through ten different analytical lenses to highlight the areas where the current approach could be beneficially altered. The book accounts for the nuances in higher education culture and environment, and helps administrators see that change is natural and valuable, and can be addressed in creative and innovative ways. The traditional model of education has been disrupted by MOOCs, faculty unions, online instruction, helicopter parents, and much more, leaving academic leaders accustomed to managing change. Leading change, however, is unfamiliar territory. This book is a guide to being proactive about change in a way that ensures a healthy future for the institution, complete with models and tools that help lead the way. Readers will: Learn to lead change instead of simply "managing" it Examine different models of change, and redefine existing approaches Discover a blueprint for changing the process of change Analyze academic change through different lenses to gain a wider perspective Leading change involves some challenges, but this useful guide is a strong conceptual and pragmatic resource for forecasting those challenges, and going in prepared. Administrators and faculty no longer satisfied with the status quo can look to Change Leadership in Higher Education for real, actionable guidance on getting change accomplished.

Enhancing Campus Capacity for Leadership contributes to the growing tradition of giving voice to grassroots leaders, focusing on the largely untapped potential of faculty and staff on college campuses. In an increasingly corporatized environment, grassroots leadership can provide a balance to the prestige- and revenue-seeking impulses of traditional campus leaders, create changes in the teaching and learning core, build greater equity, improve relationships among campus stakeholders, and enhance the student experience. This book documents the stories of grassroots leaders, including their motivation and background, the tactics and strategies that they use, the obstacles that they overcome, and the ways that they navigate power and join with formal authority. This investigation also highlights the fact that grassroots leaders, particularly in more marginalized groups, can face significant backlash. The authors end with a discussion of the future of leadership on college campuses, examining the possibilities for shared and collaborative forms of guidance and governance.

Crises are no strangers on campuses—whether the deaths of students, severe weather events, athletic wrongdoing, crime, or student or employee malfeasance. How leaders respond can save lives, strengthen the institution, and comfort the community—or compromise reputations and result in scandal. Risk management and readiness are not often at the top of the list of what presidents and their boards must do, but in a time of ongoing change, instantaneous communication, and media scrutiny, they risk their jobs and their institutional reputation if they do not heed the messages conveyed in this book. Gretchen Bataille and Diana Cordova, with extensive and varied experiences that include a university presidency, directing senior leadership programs, and counseling presidents and senior administrators faced with critical campus events – together with 22 presidents, seasoned leaders in higher education, and media experts – provide forthright, firsthand advice on preparing for and managing a crisis, as well as handling the emotional, and often long-term, toll that can result from dramatic events on campus. Through the examples of those who have successfully managed crises, this book provides expert insights and guidance on preparedness, assigning roles and responsibilities, and planning for contingencies ahead of time so that, in the moment, when there is pressure for immediate response that will be scrutinized by the media, by the public, and by the local constituencies, leaders can act with confidence. The contributors emphasize the crucial importance of ethical behavior, the need for clear protocols for how all employees should handle problematic issues, and the need for mechanisms that allow employees and students to report problems without fear of retribution. Creating an atmosphere of transparency, accountability, and ethical behavior isn't something a leader does when a

scandal strikes to protect a reputation; it's what leaders must do to reinforce their good name every day. For senior leaders and board members not in the throes of managing a crisis, this book outlines what needs to be done to be prepared and offers extensive resources for further reading.

In these times of change and challenge in higher education, pleas for leadership have become frequent. However, the type of leadership required within this new context (of globalization, demographic changes, technological advancement, and questioning of social authority) may call for different skills, requiring a re-education among campus stakeholders if they want to be successful leaders. In the past twenty years, there has been a revolution in the way that leadership is conceptualized across most fields and disciplines. Leadership has moved away from being leader-centered, individualistic, hierarchical, focused on universal characteristics, and emphasizing power over followers. Instead, a new vision has emerged: leadership that is process-centered, collective, context-bound, non-hierarchical, and focused on mutual power and influence processes. This volume summarizes research and literature about new conceptualizations of leadership to inform practice. This is volume 31, number 6, of the ASHE Higher Education Report, a bi-monthly journal published by Jossey-Bass. See our entire list of ASHE Higher Education Report titles for a wide variety of critical issues facing Higher Education today.

As ironic as it may seem, very few academic leaders have had any formal training in academic administration, or in any kind of administration at all. For the most part, academic administrators learn on the job. They also seek advice wherever they can get it. The purpose of this book is to offer such advice.

On campuses and among trustees there is often a lack of understanding of what the president does (and should do), the larger issues facing the institution, and issues that the president grapples with on a daily basis. As a result, the faculty, administration, and the board can find themselves at odds over governance, which can paralyze institutions and lead to failed presidencies. Adequate training is hard to come by and applicable experience more and more rare. This book from Jossey-Bass and Inside Higher Ed provides presidents, senior administrators, faculty leaders, and trustees with a guide to fulfilling their responsibilities and recommendations to aspiring presidents about how they can best prepare for a successful presidency.

Boost student success by reversing your perspective on college readiness The national conversation asking "Are students college-ready?" concentrates on numerous factors that are beyond higher education's control. Becoming a Student-Ready College flips the college readiness conversation to provide a new perspective on creating institutional value and facilitating student success. Instead of focusing on student preparedness for college (or lack thereof), this book asks the more pragmatic question of what are colleges and universities doing to prepare for the students who are entering their institutions? What must change in an institution's policies, practices, and culture in order to be student-ready? Clear and concise, this book is packed with insightful discussion and practical strategies for achieving your ambitious student success goals. These ideas for redesigning practices and policies provide more than food for thought—they offer a real-world framework for real institutional change. You'll learn: How educators can acknowledge their own biases and assumptions about underserved students in order to allow for change New ways to advance student learning and success How to develop and value student assets and social capital Strategies and approaches for creating a new student-focused culture of leadership at every level To truly become student-ready, educators must make difficult decisions, face the pressures of accountability, and address their pre-

conceived notions about student success head-on. Becoming a Student-Ready College provides a reality check based on today's higher education environment.

Anticipate, manage, and overcome the complex issues facing community colleges Practical Leadership in Community Colleges offers a path forward through the challenges community colleges face every day. Through field observations, reports, news coverage, and interviews with leaders and policy makers, this book digs deep into the issues confronting college leaders and provides clear direction for managing through the storm. With close examination of both emerging trends and perennial problems, the discussion delves into issues brought about by changing demographics, federal and state mandates, public demand, economic cycles, student unrest, employee groups, trustees, college supporters, and more to provide practical guidance toward optimal outcomes for all stakeholders. Written by former presidents, including a past president of the American Association of Community Colleges, this book provides expert guidance on anticipating and managing the critical issues that affect the entire institution. Both authors serve as consultants, executive coaches, and advisors to top leaders, higher education institutions, and leadership development programs throughout the United States. Community colleges are facing increasingly complex issues from both without and within. Some can be avoided, others only mitigated—but all must be managed, and college leaders must be fully prepared or risk failing the students and the community. This book provides real-world guidance for current and emerging leaders and trustees seeking more effective management methods, with practical insight and expert perspective. Tackle the college completion challenge and performance-based funding initiatives Manage through economic cycles, declining support, and calls for accountability Delve into the issues of privatization and employee unionization Execute strategies to align institutional goals and mission Manage organizational change and new ways of thinking that are essential in today's competitive environment Manage issues involving diversity, inclusiveness, and equity Prepare adequately for campus emergencies Community colleges are the heartbeat of the nation's higher education system, and bear the tremendous responsibility of serving the needs of a vast and varied student body. Every day may bring new issues, but effective management allows institutions to rise to the challenge rather than falter under pressure. Practical Leadership in Community Colleges goes beyond theory to provide the practical guidance leadership needs to more effectively lead institutions to achieve results and serve the students and the community.

This book unpacks the tension between free speech and the social justice priority to support all students. Drawing on court cases, institutional policies and procedures, and notable campus practices, this book answers the question: How do campus leaders develop interests of social justice and create a campus that is inclusive and inviting of all identities while also respecting students' free speech rights? This useful guide provides insights about the myriad of challenges that campus leaders have faced, along with practical approaches to address these issues on their own campuses. Experts Sun and McClellan interrogate the assumptions, thoughts, events, rules, and actions often at-play when free expression clashes with a college's mission of diversity, inclusion, and social justice. This book helpfully guides campus leaders to consider a series of legal frameworks and promising policies as solutions for balancing social justice and free speech.

Exploring Leadership For College Students Who Want to Make a Difference, Student Workbook This companion to the third edition of Exploring Leadership is designed to help you deepen your un-

derstanding of leadership and develop your leadership potential. The workbook includes tools to enhance your exploration of the Relational Leadership Model, and exercises to guide your learning. You will discover how to lead with integrity and interact productively with teams and groups, develop a clear understanding of complex organizations, and cultivate strategies for dealing with change. In addition, the workbook includes provocative discussion questions, journal prompts, and space for reflective writing. Praise for Exploring Leadership: Student Workbook "I would say that this is a must for all student leaders... the perfect companion to Exploring Leadership, complete with engaging activities and thoughtful prompts." —Vernon A. Wall, director of business development, LeaderShape, Inc. "Just what the field of leadership education is craving! This workbook is filled with resources to situate the content in such a way that students will have the greatest opportunity to advance their understanding of the study and practice of leadership." —Craig Slack, assistant director, Adele H. Stamp Student Union – Center for Campus Life, University of Maryland; director, National Clearinghouse for Leadership Programs "This workbook reflects the collective expertise of the very best leadership educators from across the country. Whether used as a classroom supplement or as a facilitation tool in experiential cocurricular programs, the Student Workbook is a must-have and provides critical tools for personal development and leadership learning." —T.W. Cauthen III, assistant dean of students, The University of Georgia

In an era of sound bites, Smart Leadership for Higher Education in Difficult Times provides an outstanding analysis of the context in which today s colleges and universities operate. The essays are thought provoking, insightful and valuable for preparing our institutions for an uncertain future. Through case studies and personal experience, contributors challenge readers to reflect on our own institutions and re-imagine higher education. Graham B. Spanier, The Pennsylvania State University, US Smart Leadership for Higher Education in Difficult Times makes the case that bridging the time from recession to recovery with typical belt-tightening tactics, without a strategy for fundamental change in the higher education business model, is a formula for failure. Globalization, changing demographics, evolving technology and jobs of the future are only beginning to impact the business of higher education. These trends, combined with the lingering effects of constrained revenue, are the building blocks of a new business environment. Reading this book will jump-start your thinking about how innovation, reorganization, prioritization and strategic investing are necessary for institutional success. John Walda, National Association of College and University Business Officers, US In response to falling state support, limited returns from endowments and increasing costs, colleges and universities have turned to examinations of the mission of higher education and new ways in which its missions can be achieved. Two of the many provocative insights described in this series of papers concern the permanent nature of change in the economic, demographic and competitive environment, and the need for more creativity and innovation. Risa Palm, Georgia State University, US Smart Leadership for Higher Education in Difficult Times offers positive ideas and encouragement from some of the leading thinkers and doers in higher education about how to lead proactively in response to the sobering challenges now facing colleges and universities economic stagnation; the completion imperative; rapid demographic changes; global competition; the stunning pace of technological change; and the tensions among affordability and the stubborn growth in college unit costs. William Zumeta, University of Washington and Association for the Study of Higher Education, US As the US economy emerges from the severest recession in a generation, large questions regarding its long-term ramifications for

higher education remain unanswered. In fact, the harshest effects of the economic downturn are likely ahead as campus leadership focuses on enrollment, affordability and fundraising. This volume of essays examines the challenges and opportunities for advancing higher education s core missions of education, research and service in a resource-constrained environment. Many parties will wish to return to the old normal, but fulfilling the mission of higher education will require implementing change in the face of opposition, gaining support from key stakeholders, and maintaining morale in the process. The new normal entails innovating to meet the needs for higher education among a growing population of potential students from disadvantaged socioeconomic backgrounds, many of whom are ill-prepared for a college education and unaware of how to access it, and a population of mid-career students seeking to retool or reinvent themselves for the labor market. The economic success of both individuals and the US economy are directly dependent upon increasing the share of the population receiving a higher education. Chapter authors include college and university presidents and chancellors, and other senior administrators and thought leaders from the higher education community. They provide new and actionable information to enhance decision-making and inform strategic planning as well as a contemporary examination of the business of higher education and areas of potential new research.

Winner of the 2012 ASHE/CAHEP Barbara Townsend Lecture Award To prosper and thrive in an increasingly unpredictable national and global environment, U.S. higher education will need to adapt, innovate, and evolve once again, as it has during every major societal change over the past four centuries. The purpose of this new edition, published a turbulent decade after the first, is to provide institutional leaders -- from department chairs to trustees -- with a broad understanding of the academic enterprise, strategic guidance, and key principles, to assist them in navigating the future and drive the success of their institutions as they confront the unimagined. Recognizing that the hallmark of higher education in the U.S. is the diversity of institution types, each of which is affected differently by external and internal influences, the authors provide examples and ideas drawn from the spectrum of colleges and universities in the not-for-profit sector. This book covers the major functions and constituent departments and units within institutions; the stakeholders from students and faculty through the echelons of administration; the external environment of elected officials, foundations, philanthropists, and the new changing media; and innovations in teaching, technology, data analytics, legal frameworks, as well as economic, demographic, and political pressures. The book is informed by the proposition that adhering to four principles--which the authors identify as having enabled institutions of higher education to successfully navigate ever-changing and volatile pasts--will enable them to flourish in the coming decades: The four principles are: 1. Be mission centric by making all key decisions based on a core mission and set of values. 2. Be able to adapt to environmental change in alignment with the mission and core values. 3. Be committed to democratic ideals by seeking to promote them and modeling democratic practices on and off campus. 4. Be models for inclusion, equity, and positive social change.

A clear, systematic road map to effective campus leadership development Building Academic Leadership Capacity gives institutions the knowledge they need to invest in the next generation of academic leaders. With a clear, generalizable, systematic approach, this book provides insight into the elements of successful academic leadership and the training that makes it effective. Readers will explore original research that facilitates systematic, continuous program development, augmented by the authors'

own insight drawn from experience establishing such programs. Numerous examples of current campus programs illustrate the concepts in action, and reflection questions lead readers to assess how they can apply these concepts to their own programs. The academic leader is the least studied and most misunderstood management position in America. Demands for accountability and the complexities of higher education leadership are increasing, and institutions need ways to shape leaders at the department chair, dean, and executive levels of all functions and responsibilities. This book provides a road map to an effective development program, whether the goal is to revamp an existing program or build one from the ground up. Readers will learn to: Develop campus leadership programs in a more systematic manner Examine approaches that have been proven effective at other institutions Consider how these approaches could be applied to your institution Give leaders the skills they need to overcome any challenge The field of higher education offers limited opportunity to develop leaders, so institutions must invest in and grow campus leaders themselves. All development programs are not created equal, so it's important to have the most effective methods in place from day one. For the institution seeking a better way to invest in the next generation of campus leaders, Building Academic Leadership Capacity is a valuable resource.

"From the very first day on the job, new presidents face greater pressures than their predecessors. Financial and enrollment challenges have increased, students expect more from their college leadership, and the rise of social media has sped up how quickly leaders must respond to problems. This collection offers Chronicle articles on what new presidents need to know and advice from experienced campus leaders on what it takes to be successful. For new college presidents -- and those who want to be in the top job someday -- the booklet is an essential primer"--

Published in Association with img alt="" src="https://styluspub.-presswarehouse.com/upload-s/7e9550b75e64acf1754179aaec9f391b464991a2.jpg" eLearning has entered the mainstream of higher education as an agent of strategic change. This transformation requires eLearning leaders to develop the skills to innovate successfully at a time of heightened competition and rapid technological change. In this environment eLearning leaders must act within their institutions as much more than technology managers and assume the prime role of helping their institutions understand the opportunities that eLearning presents for faculty, for students, and for client organizations in the community. They need to prepare to participate in policy development around these opportunities. They must understand the multiple dimensions of practice in the field—operations, administration, and working within the complex culture of a higher education institution—while also functioning as scholars of the field who can bring the best ideas from other institutions to help shape policy around eLearning. The second edition builds on the success of the first edition and presents both the collective expertise of veterans who have pioneered the field for 20 years, and of a rising generation of eLearning leaders that are transforming online programs at their own institutions, to address these challenges. This edition has been updated and expanded to reflect the increasing complexity of the field with seven new chapters and the revision of eight chapters that appeared in the first edition. New and updated topics include: • The evolving role of the chief online learning officer • Issues of diversity as more women and minorities enter leadership roles in the field • The increasing role of learning analytics and data-based decisions • The potential tensions involved in cohort-based versus individualized instruction • The increasing need for faculty professional development • The affordances of cloud computing, adaptive learning, artificial intelligence, the internet of things, and mobile learning to

the field • The open educational resources movement and the implications for institutional policy and practice • The challenges of an increasingly complex competitive environment • Accessibility There are few comparable positions in higher education than that of eLearning leaders who work across multiple academic and support units and whose work fundamentally affects the institution as a whole. This volume is written for them.

This book presents and examines key issues not only on addressing changing student demographics and needs but also on aligning institutional and student expectations, connecting student-oriented services systemically, organizing and fostering student services for learning, and creating and delivering services for students to achieve success on campus. While the essential supportive role student services plays in student retention and success is generally understood, this book provides several constructive approaches and key indicators that service providers can use to challenge their campuses for better results in achieving student success. While this book does not define what student success is for all institutions or suggest that one size fits all institutions, it does emphasize that student learning and achieving student success on campus is everyone's business. The chapter contributors share their wisdom on and experience in creating a student-centered culture and emphasize student services as the primary approach for putting students first in the campus community. Written for student service providers, academic departments, and others responsible for the support, direction, and coordination of services to students—vice presidents, deans, directors, and department chairs—readers will learn how to encourage a variety of desired outcomes, including student persistence, satisfaction, learning, and personal development. Also included is a systems perspective that will help readers evaluate and align services for students with the goals of both the students and the institution.

This Assessing and Improving Student Organization (AISO) program is intended as a guide for leaders of student-led college organizations. It is designed to promote the assessment of their organization by leaders and members, help them with planning and improvement, and assist them in responding to reviews by governing bodies and national chapters. Apart from affording their members a structure for engaging with peers in activities of mutual interest, collegiate organizations provide them with hands-on opportunities for enhancing understanding of groups and organizations, and how they operate, and for acquiring and practicing the leadership, communication and collaborative skills that are so important for personal and professional effectiveness throughout life. This Guide provides you with a structure for analyzing the workings of your organization. It will generate insights to help you determine how effectively the organization is functioning, identify strengths and weaknesses, devise priorities and plans for future improvement, and in the process, promote your reflective learning. The AISO process constitutes an ideal laboratory to practice and refine your capabilities for analyzing and improving groups and organizations. Purpose and Elements of the AISO Program The Assessing and Improving Student Organization (AISO) program is intended as a guide for leaders of student-led college organizations. It is designed to promote the assessment of student organizations by their leaders and their members, to help them with planning and improvement, and assist them in responding to reviews by governing bodies and national chapters. Apart from affording their members a structure for engaging with peers in activities of mutual interest, collegiate organizations provide them with hands-on opportunities for enhancing understanding of groups and organizations, and how they operate, and for acquiring and practicing the leadership, communication and collaborative skills that are so important for personal and professional

effectiveness throughout life. In addition, the AISO leadership process – unlike comparable programs – provides students with immediate and authentic feedback to evaluate their leadership, and how they impact their organization, community, and campus. The program consists of three elements: a Guide for Students, a Student Workbook, and a CD-ROM for facilitators. AISO has been developed under the auspices of NACA and ACPA by two authors who are experts in organizational and leadership development, student affairs, and human resources management. This is a unique, easy to use, and effective process that reflects input from student leaders. An ACPA Publication

This paper critically analyzed the school reform movement of technology integration from the campus leaders' perspectives. Leaders need to be committed to this global change in order for students to be successful in the classroom. This mixed methods study involved the responses of 18 assistant principals and 11 principals from a suburban school district in Texas to an online survey. The survey allowed assistant principals and principals to reflect on their perspective of technology in education today, and barriers hindering an effective integration. An analysis of the data identified common themes among barriers and attitudes toward technology integration at the campus leadership level. Results determined 96.2% of participating campus administrators believed technology has changed the way of education. Results also revealed barriers of time, money, and teacher skill level. For student success, it is necessary to lead education with a rich technology connection.

While leaders may desire or have been told that they must put certain structures into place in order to enhance their leadership capabilities, they may not know exactly what structures are needed, or the skills that are required for implementation. Authors Michael Fullan and Lyle Kirtman go beyond simply telling you what you need to put in place to enhance leadership—they detail the route to successful leadership. Coherent School Leadership will show you how to combine the components of Fullan's Coherence Framework (the Framework) with Kirtman's 7 Competencies for Highly Effective Leaders (the Competencies) to drive coherence—the shared depth of understanding about the nature of the work and how it impacts the results desired for student achievement—to change the culture in schools from reactive to proactive. Fullan and Kirtman, whose work is based in practice, will: -

Show you how to use specific competencies to drive coherence - Provide examples that show how other leaders have successfully created coherence - Guide you through the day-to-day distractions/stresses so that you can stay on course - Show you how to use the Competencies in relation to the Framework Taking a world view of the forces that could destabilize education and the work of coherence, Coherent School Leadership will show how proven frameworks such as the Framework and the Competencies can help you cope with even the most complex scenarios.

Smart financial management means more students served Community College Finance provides an introduction to best practices for community college leaders and their boards, with guidance on the complex regulations, processes, and considerations surrounding the financial management of these unique institutions. As community colleges continue to increase in importance, this book provides non-technical yet extensive information to guide current and future leaders toward the establishment of effective processes to secure and maintain the funding that is so crucial to the education and future of millions of students nationwide. Readers will gain insight into the background and foundation of community college finance and learn the essentials of practice in today's economic and political climate. The discussion covers student financial aid, tuition, budgeting, and more, and explores the future of federal policy and what it means for the institutions that play such a critical role in the nation's educational system. Over eight million students attend more than a thousand community colleges in the United States today, and those colleges are now facing the retirement of their founding generation of leadership. Meanwhile, the balance between traditional funding sources is shifting as new models and approaches are being implemented, and comprehensive, guiding resources are lacking. This book fills that need with expert insight reflecting current realities and a true understanding of the challenges community colleges face. Readers will: Delve into factors affecting funding and the cost of attendance Develop a budgeting style and process that serves the institution Learn to manage fiscal crises effectively without reducing standards Consider the future of federal policy and how it will affect budgeting At a time when a difficult economy raises questions about the value of higher education, the value that community colleges offer becomes ever more clear. Community College Finance provides the guidance leaders need to help their institutions flourish.