

Learning To Lead In Higher Education

Enya-Marie Clay, Jennifer Hillman, Dave Lochtie

Learning To Lead In Higher Education:

Learning to Lead in Higher Education Paul Ramsden, 1998 The future success of our universities depends on academics capacity to respond energetically to change To help academics face new and uncertain demands we need an entirely different approach to their management and leadership This book shows academic leaders how to increase resource productivity and enhance teaching quality It also demonstrates how leaders can help their staff through momentous change without compromising professional standards Drawing on ideas from the world of business leadership as well as research into what makes academics committed and productive Learning to Lead in Higher Education provides heads of departments and course leaders with practical tools they can use to improve their management and leadership skills It shows academic and university leaders at all levels how they can turn adversity into prosperity **Learning to Lead** Lisa Metheney-Fisher, 2012 Learning to Lead James R. Davis, 2003 The book also addresses the needs of those who facilitate leadership workshops serve as mentors to potential leaders and teach courses on higher education leadership and administration While presenting all sides of key issues the author calls for the reader to define his or her own position through a series of provocative questions in Reflection sections scattered throughout each chapter Thus the book invites interaction and teaches administrators not what to think about leadership but how to think about it Jacket **Lead in Higher Education** Paul Ramsden, 2002-09-11 The future success of our universities depends on academics capacity to respond energetically to change To help academics face new and uncertain demands we need an entirely different approach to their management and leadership This book shows academic leaders how to increase resource productivity and enhance teaching quality It also demonstrates how leaders can help their staff through momentous change without compromising professional standards Drawing on ideas from the world of business leadership as well as research into what makes academics committed and productive Learning to Lead in Higher Education provides heads of departments and course leaders with practical tools they can use to improve their management and leadership skills It shows academic and university leaders at all levels how they can turn adversity into prosperity Using Focus Groups to Listen, Learn, and Lead in Higher Education Mona J.E. Danner, J. Worth Pickering, Tisha M. Paredes, 2023-07-03 Using Focus Groups to Listen Learn and Lead in Higher Education presents an easy to use 6 step guide to help leaders in higher education listen to and learn from their stakeholders in order to enhance decision making The big questions facing institutions today especially those surrounding access affordability and accountability require more than dashboards Metrics and quantitative data alone do not offer lasting solutions and improvements Using qualitative methods to listen to the voices of those involved especially students and staff is critical Focus groups constitute the most appropriate rigorous and relevant qualitative research tool for this purpose and one that is cost effective and builds community when conducted using the ODU Method described in this book Using Focus Groups is a single comprehensive and practical resource that describes why when and how to use focus

groups The authors provide detailed guidance for using focus groups from developing the research questions with stakeholders through training and recruiting moderators and identifying and recruiting participants to the logistics of conducting focus groups and ultimately analyzing data and developing final reports Conversational vignettes illustrate the discussions that regularly occur in each step and help the reader better understand the process Fifteen appendices provide templates and examples of every part of the process Written particularly for institutional research and assessment staff and upper level administrators this book will also appeal to deans department and program chairs and directors faculty leaders and administrative unit directors including those in auxiliary and student services alumni associations and university foundations It also serves as an excellent resource for higher education research methods courses The authors are uniquely positioned to guide readers in this process The team developed and refined this technique over two decades at Old Dominion University They have conducted over 100 focus groups with campus nonprofit local and international community organizations to assist them in assessing student learning transition and preparedness for the workforce as well as evaluating organizations work and planning future projects Learning to Lead, Second Edition Debra Ren-Etta Sullivan, 2009-12-01 Be a strong leader in the early childhood field through self evaluation and personal leadership Learning to Lead in Higher Education Susan Madsen, 2006 The purpose of the study was to explore the lived experiences of women university presidents related to becoming leaders or learning to lead This manuscript highlights the research focused on the immediate family backgrounds and influences on these presidents The research question was as follows With regard to their family backgrounds and influences what are the lived experiences of women university presidents related to developing into the leaders they have become today

Learning to Lead as Learning to Learn Norseha Unin, 2010 Learning to Teach in Higher Education Paul Ramsden, 2003 This classic text combines practical advice with sound theory to provide a comprehensive introduction to the practice of university teaching It argues that to be a good teacher you must first understand the experience of learning from the perspective of the student Leadership in **Higher Education** Jim Kouzes, Barry Posner, 2019-09-17 The authors of the classic bestseller The Leadership Challenge bring their expertise to higher education offering five practices that can make any college or university leader into an exemplary leader Drawing on the same pioneering research that formed the foundation of their classic bestseller The Leadership Challenge over 2.7 million copies sold James Kouzes and Barry Posner offer a set of leadership skills and practices that will make a significant difference in every area of higher education faculty administration library services career counseling auxiliary services campus safety and more It s about the behaviors that leaders regardless of their position use to transform values into actions visions into realities obstacles into innovations segments into solidarity and risks into rewards Kouzes and Posner tell the leadership story from the inside and move outward describing it first as a personal journey and then as mobilizing others to want to do things they have never done before The Five Practices of Exemplary

Leadership is the operating system for this adventure Leadership in Higher Education explains the fundamental principles that support these practices and provides case examples of people in higher education who demonstrate each one A core theme that weaves its way through all the chapters is that whether it s one to one or one to many leadership is a relationship between those who aspire to lead and those who choose to follow We need leaders who can unite us and ignite us This book Using Focus Groups to Listen, Learn, and Lead in Higher Education Mona J. E. Danner, James Worth Pickering, Tisha M. Paredes, 2023 Using Focus Groups to Listen Learn and Lead in Higher Education presents an easy to use 6 step guide to help leaders in higher education listen to and learn from their stakeholders in order to enhance decision making The big questions facing institutions today especially those surrounding access affordability and accountability require more than dashboards Metrics and quantitative data alone do not offer lasting solutions and improvements Using qualitative methods to listen to the voices of those involved especially students and staff is critical Focus groups constitute the most appropriate rigorous and relevant qualitative research tool for this purpose and one that is cost effective and builds community when conducted using the ODU Method described in this book Using Focus Groups is a single comprehensive and practical resource that describes why when and how to use focus groups The authors provide detailed guidance for using focus groups from developing the research questions with stakeholders through training and recruiting moderators and identifying and recruiting participants to the logistics of conducting focus groups and ultimately analyzing data and developing final reports Conversational vignettes illustrate the discussions that regularly occur in each step and help the reader better understand the process Fifteen appendices provide templates and examples of every part of the process Written particularly for institutional research and assessment staff and upper level administrators this book will also appeal to deans department and program chairs and directors faculty leaders and administrative unit directors including those in auxiliary and student services alumni associations and university foundations It also serves as an excellent resource for higher education research methods courses The authors are uniquely positioned to guide readers in this process The team developed and refined this technique over two decades at Old Dominion University They have conducted over 100 focus groups with campus nonprofit local and international community organizations to assist them in assessing student learning transition and preparedness for the workforce as well as evaluating organizations work and planning future projects

Learning to Lead and Manage Information Literacy Instruction Esther S. Grassian, Joan R. Kaplowitz, 2005

Accompanying CD ROM includes tables describing various instructional modes an interactive database to aid in selecting among them handouts and more p 4 of cover Andragogical and Pedagogical Methods for Curriculum and Program Development Wang, Viktor, Bryan, Valerie C., 2014-03-31 Today s ever changing learning environment is characterized by the fast pace of technology that drives our society to move forward and causes our knowledge to increase at an exponential rate The need for in depth research that is bound to generate new knowledge about curriculum and program development is

becoming ever more relevant Andragogical and Pedagogical Methods for Curriculum and Program Development offers an in depth description of key terms and concepts related to curriculum and program development for both faculty and students as well as program designers instructional program developers trainers and librarians Learn, Lead, Serve Thomas Ehrlich, 2025-01-07 Thomas Ehrlich served in the federal administrations of six presidents beginning with Kennedy in 1962 He was also Dean of Stanford Law School Provost of the University of Pennsylvania President of Indiana University and one of the pioneers of the service learning movement Weaving together memorable family stories and valuable professional insights Ehrlich tells how he developed the knowledge and skills to be a leader in both government and higher education the lessons he learned in those roles and the many ways he and his wife Ellen balanced family life and civic service along the way Warmly written and brimming with fascinating behind the scenes details Learn Lead Serve is both a celebration of an accomplished career and an inspiring lodestar for those wanting to follow the path of public service **Together** Janet H. Chrispeels, 2004-04-05 Too often the response to good ideas is it won t work here This book respects that perspective by providing school leaders with studies from the field that describe efforts that have and have not worked The concept of shared leadership is presented in a real world context including the voices of those who don t want it The reader will develop a better understanding of what true collaboration can look like along with the challenges leaders may face as the culture of their school adapts to change Stephen Gruenert Indiana State University Learning to Lead Together connects leadership theory with experiences from the field it is very useful to practitioners and to individuals preparing for formal school leadership positions Albert H Fein Gonzaga University Janet Chrispeel's Learning to Lead Together provides a rich anthology of real experiences of school based leaders caught in the vortex of leading and learning on the one hand and teaching and leading on the other I highly recommend this new work to students seeking real answers to real problems James C Moulton Jr Consulting Principal Fairfax County Public Schools Learning to Lead Together The Promise and Challenge of Sharing Leadership examines the dilemmas for school leaders and administrators and the benefits for schools and students when principals work with teachers and their communities to share leadership Most schools function within existing hierarchical structures that contradict and undermine many of the conditions necessary for shared leadership Current school reform initiatives and policies urge or require that teachers be actively involved in decision making without addressing systemic dilemmas and paradoxes Through real life single and multiple case studies Learning to Lead Together addresses how principals and their staffs struggle with the challenge of shared leadership how they encourage teacher growth and development and how shared leadership can lead to higher levels of student learning The cases show how shared leadership a powerful adaptive change is socially constructed across contexts and evolves as teachers and principals learn how to work together The book also illustrates how principal preparation and professional development programs that utilize problem based learning and provide opportunities for genuine collaboration with colleagues can provide school leaders with

the skills they need to share leadership and accountability effectively. This book is ideally suited as a supplemental text for courses in educational leadership and administration School administrators superintendents and principals will also find this an invaluable reference Coaching and Mentoring Students in Higher Education Enva-Marie Clay, Jennifer Hillman, Dave Lochtie, 2025-07-31 Coaching and Mentoring Students in Higher Education provides student support and learning development professionals with a comprehensive evidence based guide for delivering coaching and mentoring interventions with students Focused on the context of higher education it shares practitioner and research insights from a range of coaching and mentoring programmes and considers their transferability to the international higher education sector It is a collection of practitioner research based on literature reviews qualitative and quantitative evaluation of student feedback and scenario case studies Each chapter offers practical tips and recommendations for colleagues in the sector looking to implement coaching and mentoring as a mode of support Inviting readers to reflect upon their learning at key stages throughout the book it addresses many key issues for higher education providers including student engagement retention and mental health and wellbeing This essential volume contributes to the growing body of scholarship looking at coaching and mentoring support at university and the impact on retention and student outcomes and is key reading for senior leaders strategic managers and student facing staff alike <u>Identity and Lifelong Learning in Higher Education</u> Jo Ann Gammel, Sue L. Motulsky, Amy Rutstein-Riley, 2019-12-01 Learning and identity development are lifetime processes of becoming The construction of self of interest to scholars and practitioners in adult development and adult learning is an ongoing process with the self both forming and being formed by lived experience in privileged and oppressive contexts Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world I Am What I Become Constructing Identities as Lifelong Learners is an insightful and diverse collection of empirical research and narrative essays in identity development adult development and adult learning The purpose of this series is to publish contributions that highlight the intimate connections between learning and identity Our aim is to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan and in any space where learning occurs in school at work or in community The series aims to assist our readers to understand and nurture adults who are always in the process of becoming Adult educators adult development scholars counselors psychologists and sociologists along with education and training professionals in formal and informal learning settings will revel in the rich array of qualitative research designs methods and findings as well as autobiographies and narrative essays that transform and expand our understanding of the lived experience of people both like us and unlike us from the U S and beyond Volume One Identity and Lifelong Learning in Higher Education contains chapters by and about post secondary educators and students Together these chapters enhance our understanding of the inextricable link between learning and identity ICTES 2018 Robbi Rahim, Kadek Suranata, Ifdil Ifdil , Itsar Bolo Rangka, 2019-03-13 The technical

program of The First ICTES 2018 consisted of 114 full papers Aside from the high quality technical paper presentations we also held workshop and clinic manuscript that was carried out before the main track aims to strengthen the ability to write scientific publications Coordination with the steering chairs Dr Kadek Suranata S Pd M Pd Kons and the members of organizing committee is essential for the success of the conference We sincerely appreciate all the Advisory Boards for the constant support and guidance It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference In particular the Scientific Committee led by Cand Dr Robbi Rahim M Kom have completed the peer review process of technical papers and made a high quality technical program We are also grateful to Students Conference chairs were leading by Ida Ayu Made Diah Paramiswari for their support and all the authors who submitted their papers to the First ICTES 2018 We strongly believe that ICTES conference provides a good forum for all academicians researchers and practitioners to discuss all Educational science and technology aspects that are relevant to issues and challenge for sustainability in the 4th industrial revolution We also expect that the future ICTES conference will be as successful and stimulating as indicated by the contributions presented in this volume **Learning Design in Higher Education** Virna Rossi, 2023-05-23 How can you design more inclusive learning experiences and environments How can you overcome some of the challenges of designing and implementing more inclusive learning You will find the answers to these questions and much more in this dynamic new text Asserting that good teaching is inclusive teaching it demonstrates how university modules and courses can be designed so that each student regardless of their complex diversity is valued equally Drawing from the contributions of over 80 experts and colleagues alongside her own extensive experience Rossi explores how to embed inclusivity at the point of course design and how to set up run assess and evaluate inclusive learning environments and experiences Following a unique roots to shoots journey through an inclusive learning design tree chapters focus on five dimensions Values Context Content Assessment Evaluation An accessible and practical guide for higher education course design this book is a must read for higher education educators looking to be more inclusive in the way they design and offer learning experiences For further reading please visit inclusivelearningdesign com where you ll find extended contributor bios more case studies key concepts and background an inclusive learning design checklist and glossary The BERA-Sage Handbook of Research-Informed Education Practice and Policy Dominic Wyse, Vivienne Baumfield, Nicole Mockler, Martin Reardon, 2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people s life chances The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education Through detailed examinations of educational policies practices values and research methodologies the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide Volume One of the Handbook set focuses on Understanding Research Informed

Education and Volume Two focuses on how to implement it Across six parts and fifty two chapters the authors and editors explore a myriad of critical topics including using research to promote equity within education systems rethinking pedagogy and knowledge mobilisation through practitioner led inquiry New developments in aspects such as systematic approaches to research synthesis are presented by world leading experts Authors of the chapters draw from many different sources to provide a comprehensive understanding of education including perspectives from the arts humanities natural sciences and social sciences This understanding combines cutting edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice Featuring a truly diverse team of scholars to account for global perspectives the BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol is an invaluable resource for scholars researchers students and practitioners who are interested in the new frontiers in education research policy and practice Volume One Understanding Research Informed Education Part One Defining and Theorising Research Informed Education Part Three International Comparison and Educational Policy Volume Two Implementing Research Informed Education Part Four Effective policy and practice in national contexts Part Five Curriculum pedagogy and assessment Part Six Practitioners and learners as researchers

The Top Books of the Year Learning To Lead In Higher Education The year 2023 has witnessed a noteworthy surge in literary brilliance, with numerous engrossing novels enthralling the hearts of readers worldwide. Lets delve into the realm of bestselling books, exploring the captivating narratives that have captivated audiences this year. The Must-Read: Colleen Hoovers "It Ends with Us" This touching tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can succeed. Learning To Lead In Higher Education: Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This captivating historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids absorbing storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic: Delia Owens "Where the Crawdads Sing" This captivating coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These top-selling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of compelling stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a guiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a exceptional and gripping novel that will keep you wondering until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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