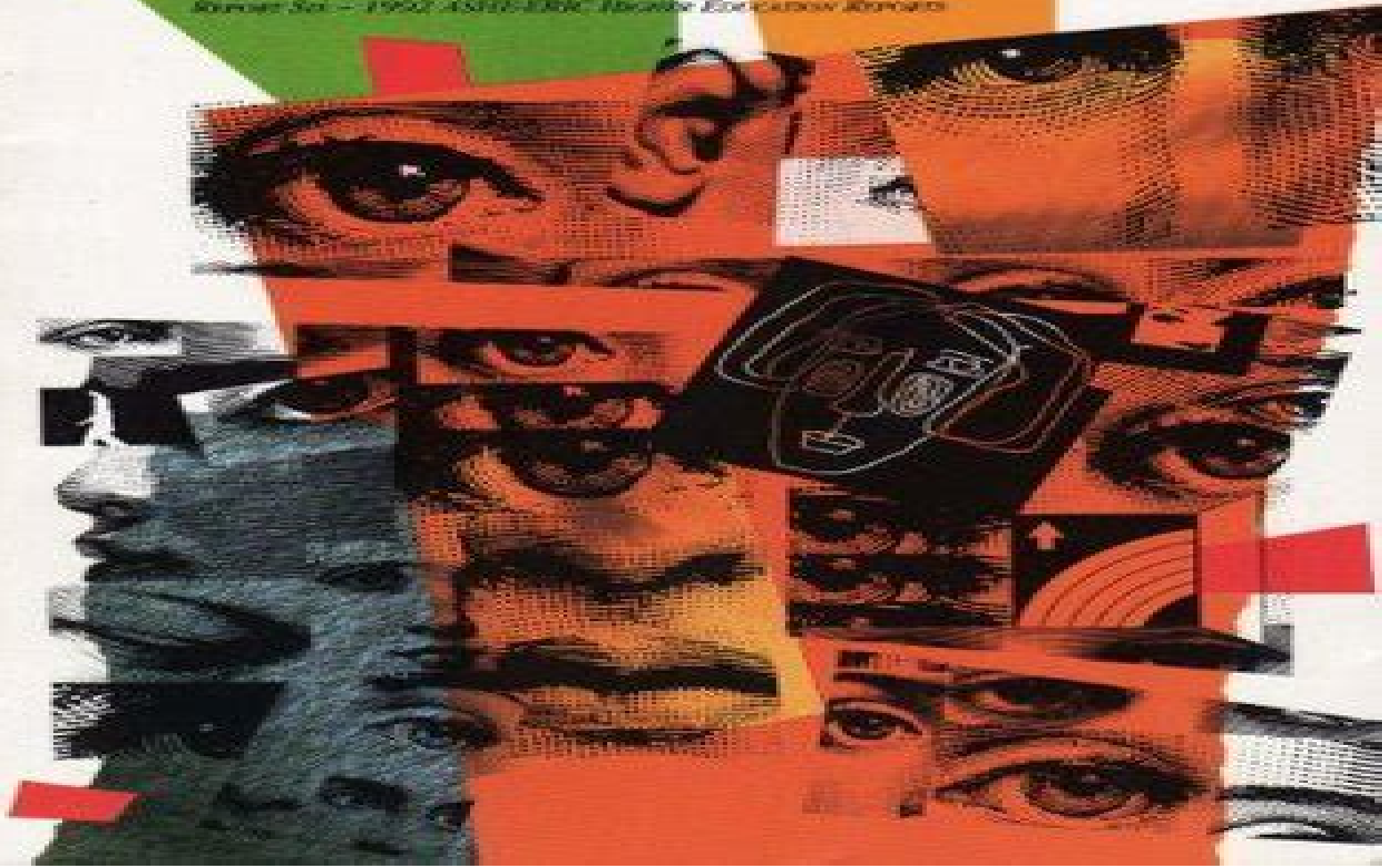


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LESSONS FROM UNCOMMON COLLEGES AND UNIVERSITIES

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Creating Distinctive Lebons From Uncommon Colleges And Universities

Lisa R. Lattuca, Joan S. Stark



Creating Distinctiveness From Uncommon Colleges And Universities:

Creating Distinctiveness Barbara K. Townsend, Jackson Newell, Michael D. Wiese, 1992-10-14 Prepared by ERIC in cooperation with the Association for the Study of Higher Education [Catalog of ERIC Clearinghouse Publications](#), 1995

Two-Year Colleges for Women and Minorities Barbara Townsend, 2002-12-24 This book focuses upon approximately 250 nonprofit two year colleges with a student body that is entirely female or at least 25 percent black Hispanic or Native American These special focus colleges include two year colleges historically black colleges HBC s Hispanic serving institutions HIS s and tribal colleges with some of these schools being church affiliated Many of these schools serve as shining examples of how a genuine commitment to access and achievement for female students of color can enhance these students academic success [Resources in Education](#), 1995

Shaping the College Curriculum Lisa R. Lattuca, Joan S. Stark, 2011-01-11 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini

distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University

Call to Purpose Matthew Hartley, 2014-07-10 A decade ago the majority of liberal arts colleges suffering from a decline in resources drifted from their traditional missions This study looks at three institutions and suggests that a clear mission is more than a common goal **Globalisation, Trade Liberalisation, and Higher Education in North America** C.W.

Barrow, S. Didou-Aupetit, J. Mallea, 2012-12-06 Since the mid 1970s economic and educational developments in Canada Mexico and the USA have been influenced by two parallel trends 1 the resurgence of global economic competition and 2 the active promotion of knowledge intensive service based economies Both trends have been reinforced by the liberalisation of international trade under the rubric of the General Agreement on Tariffs and Trade GATT and the World Trade Organisation WTO The North American Free Trade Agreement NAFTA has accelerated these trends in all three countries by providing the framework for an integrated regional economy in North America designed to compete against comparable trading blocs centred in Japan and the European Union The purpose of this study is to examine the developing relationship between trade liberalisation post industrialisation and higher education in Canada Mexico and the USA The larger trends and linkages that we identify are by no means confined to these three countries We have chosen to focus on Canada Mexico and the USA because the adoption of the North American Free Trade Agreement has accelerated the development of economic policies in these countries which identify higher education as a central component of each country's new competitiveness strategy As a consequence government policy makers and higher education decision makers are responding with targeted initiatives to promote the internationalisation of higher education generally and to promote trilateral co operation among North American higher education institutions specifically **Managing in the Information Age** Ann E. Prentice, 2005-05-12 Technology

has provided many new tools to assist in managing particularly in the management of resources Prentice places management within its social economic and political context and shows how management attitudes and activities are closely related to the environment in *The Making of a Distinctive Church College* Dalton Reimer, 2020-08-20 The Making of a Distinctive Church College is a collection of essays that reveal the heart and soul of an institution of higher education in the making The author Dalton Reimer has been a major contributor to this making as a participant observer from its beginning in 1960 as a church related liberal arts college now university Toward the beginning he contributed to the formation of The Fresno Pacific Idea which has been the unique central guide in the development of the institution The story of the heart and soul of this making is told beginning with a small faculty and administrative group of mostly recent college and university graduates during the challenging 1960s **Universities As If Students Mattered** John Scanzoni, 2005-06-16 Universities As If Students Mattered is centered around the goal of coaching college students to become active self directed learners whose obligation to serve society is integral to their active learning At the same time the innovations in this book would focus the attention energy and considerable talents of professors graduate students and post docs on some potential ways and means

of addressing urgent social issues contributing to a more thorough and comprehensive understanding of the social world

Successful Faculty Development and Evaluation John P. Murray, 1997 This report relates to the concept of teaching portfolios It discusses the importance of accounting for institutional culture when introducing the concept of teaching portfolios Includes information on how the department chair can help to improve teaching *Winnebagos on Wednesdays* Scott Cowen, Betsy Seifter, 2018-02-20 Why a strong mission and inspired leadership are vital to the success of America's colleges and universities In 1998 soon after assuming the presidency of Tulane University Scott Cowen was confronted with a setback Despite an undefeated football season and putting the best financial deal on the table Cowen was unable to retain the school's football coach The coach wanted something the president didn't have a football program so popular as the coach put it that fans would line up their Winnebagos on Wednesdays in anticipation of Saturday games In that moment Cowen improbably found himself in the entertainment business and his university was deemed wanting At a time when schools seem overrun by sports programs spiraling costs and absurd ranking systems *Winnebagos on Wednesdays* argues that colleges and universities of all stripes and sizes can achieve their educational aims if they possess two things visionary leadership and a strong mission Cowen named one of the nation's top university presidents by Time magazine in 2009 gives a behind the scenes look at the critical demands faced by many education leaders He profiles a range of situations from how Diana Natalicio of the University of Texas at El Paso expanded a school serving a specific demographic into an academic powerhouse to how Michael Sorrell shifted Paul Quinn College's mission to urban entrepreneurship in order to save the institution Cowen also draws from his own hard won experiences including the rebuilding of Tulane and New Orleans after Hurricane Katrina and the decision to maintain Tulane's football program He shows how crucial choices in tough situations shape organizations for better or ill A sweeping overview of the higher education landscape *Winnebagos on Wednesdays* demonstrates that the courage of transformative leadership is essential for colleges and universities to remain vital

Higher Education: Handbook of Theory and Research Michael B. Paulsen, 2015-01-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains chapters on such diverse topics as research on college students and faculty organization and administration curriculum and instruction policy diversity issues economics and finance history and philosophy community colleges advances in research methodology and more The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world

Measuring Up Gerald H. Gaither, Brian P. Nedwek, John E. Neal, 1994-06-14 This report examines the development and implementation of performance indicators in higher education focusing on the factors driving increased demand for accountability in higher education and the use of performance indicators in the United States and other countries It discusses the public and political concern for increased productivity accountability and quality assessment at colleges and universities in the United States and other countries in light of educational retrenchment and budgetary constraints It then reviews the use of performance indicators and outcomes measures in the United States focusing on the National Association of College and University Business Officers NACUBO benchmarking project the Peterson s AGB Association of Governing Boards of Universities and Colleges strategic indicators survey the National Center for Higher Education Management Systems NCHEMS indicators of good practice project and the Education Commission of the States ECS project It then examines the use of performance indicators in Great Britain Canada Australia The Netherlands Finland Sweden and Denmark The report concludes by discussing possible future trends in the use of performance indicators by governments and institutions to promote productivity accountability and quality in higher education A list of related publications is included Contains approximately 500 references MDM

Prices, Productivity, and Investment Edward P. St. John, 1994-04-14 This analysis critically examines the cost controversy in higher education with an eye to resolving the crisis which is currently serving to exacerbate public willingness to fund higher education An introduction touches on the role and influence of political ideologies and offers a framework to be used throughout the analysis for critically examining ideological claims regarding the cost controversy A section on the role of federal financing strategies and their contribution to the cost controversy looks at the federal role in pricing promoting productivity and the concept of student aid as investment A section on state financial strategies also looks at pricing improving productivity and investment and assesses various ideological claims about state issues A section on institutional financing strategies reviews institutional perspectives understanding price changes and productivity the investment view and ideological claims A section on understanding financial strategy presents a reconstruction of the models typically used to assess financial strategies in higher education by first critically examining four common theories and then proposing a reconstructed model for assessing financial strategy A final section uses the reconstructed framework to assess a range of approaches that federal and state governments and institutions could use An index is included Contains over 250 references JB

Crossing Pedagogical Oceans Rosslyn M. Smith, 1992 Despite complaints from undergraduate students concerning language and pedagogical skills of international teaching assistants ITAs institutions of higher education continue to appoint ITAs to teach Legislative mandates have appeared to assess and improve language and pedagogical skills of ITAs and the academies have likewise responded with workshops and seminars Program models for ITA development differ in length and intensity but are usually of three types orientation pre term or concurrent Assessment instruments used for screening ITAs include commercially produced tests oral interviews

communicative performance tests and teaching simulations While research is being conducted on ITA communication effectiveness more research is needed in the following areas 1 classroom characteristics 2 methods and materials facilitating ITA training and assessment 3 personal and professional results of training on ITAs 4 effective intercultural orientation 5 appropriate assessment and training for international faculty members and 6 how institutions define and identify ITAs and the impact of ITA training and assessment on institutional goals for internationalization and multiculturalism University administrators can support these training and assessment efforts by developing clearly defined and fair policies involving ITA training and assessment and enforcing them providing stable and adequate program funding and supporting scholarships focusing on the issues raised by ITA assessment and training Contains approximately 300 references and an index GLR

Faculty Workload Studies Katrina A. Meyer, 1998-02-14 This report reviews the literature and discusses issues concerning college faculty workload and productivity Section 1 reviews the situation in the United States noting increased interest in faculty workload issues as a result of population pressures faltering economies and the rising costs of higher education especially of personnel Section 2 looks at the role of perceptions noting criticism by the business community and many legislators public opinion and views within higher education The third section reviews recent studies on faculty workload and productivity which suggest that faculty work long hours especially on teaching and teaching related activities though time spent in the classroom is relatively small A lack of studies examining productivity in faculty teaching and service is noted Beliefs which are barriers to solutions are discussed in the following section These beliefs include equating teaching with lecturing and holding faculty responsible for all higher education's problems The final section proposes some solutions Among these are focusing on students learning defining outputs clarifying curricula and missions realizing the potential of technology realigning rewards for research and teaching and encouraging new leaders and fresh ideas Appended is an annotated bibliography of faculty workload studies Contains approximately 200 references DB

Chicanos in Higher Education Adalberto Aguirre, Jr., Martinez O. Ruben, 1993-04-14 This monograph looks at Chicano participation in higher education to date and pressing issues for increased participation in the 21st century An exploration of how Chicanos relate generally to the national education system cites low academic achievement which contributes to relative social and cultural isolation Isolation coupled with educational tracking places the population at risk for negative educational and economic outcomes Looking at Chicanos and higher education the monograph notes slow improvement in part due to small numbers of students pursuing postsecondary education This section also recalls the history of Chicano participation beginning in the 1850s in California and including the recent construction of El Plan de Santa Barbara Examination of the context for participation notes federal government programs and legislation which have facilitated entry for Chicanos and also reinforced a subordinate status A section on Chicano representation in higher education finds that faculty though persons of extraordinary accomplishment are marginalized in the academic community Looking ahead the monograph argues that

Chicanos must use educational attainment for social change and acquiring influence for participation in policy making arenas
Contains over 300 references JB **Academic Identity** Robert P. Engvall, 2003 This text centres upon full inclusion within
the higher education curriculum of such disciplines as women s studies ethnic studies criminal studies and teacher education
It has a chapter on each discipline and discusses the topic of marginalization within academia **S.A.M. Advanced**
Management Journal ,1999

The book delves into Creating Distinctiveness From Uncommon Colleges And Universities. Creating Distinctiveness From Uncommon Colleges And Universities is a vital topic that must be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Creating Distinctiveness From Uncommon Colleges And Universities, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 2: Essential Elements of Creating Distinctiveness From Uncommon Colleges And Universities
 - Chapter 3: Creating Distinctiveness From Uncommon Colleges And Universities in Everyday Life
 - Chapter 4: Creating Distinctiveness From Uncommon Colleges And Universities in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, the author will provide an overview of Creating Distinctiveness From Uncommon Colleges And Universities. This chapter will explore what Creating Distinctiveness From Uncommon Colleges And Universities is, why Creating Distinctiveness From Uncommon Colleges And Universities is vital, and how to effectively learn about Creating Distinctiveness From Uncommon Colleges And Universities.
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 6. In chapter 5, the author will draw a conclusion about Creating Distinctiveness From Uncommon Colleges And Universities. The final chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Creating Distinctiveness From Uncommon Colleges And Universities.

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