

## **Developing And Sustaining Successful First Year Programs A Guide For Practitioners By Greenfield Gerald M Keup Jennifer R Gardner John N 2013 Hardcover**

Gone are the days when researchers, policymakers, and practitioners each worked in isolation. In recent years, a few interrelated issues have emphasized the need for greater collaboration among these groups: the increased emphasis on results and accountability (particularly where public funds are at stake), the need to improve services, and the growing use of technology. This book is about these all-important partnerships, specifically the relationships between those searching for evidence and those putting evidence to use, designing and implementing policy at the federal, state, or local level. Yet the science or art of how to create partnerships and how to make them work has just begun. This book offers the reader a toolkit for effective researcher/policymaker collaborations by exploring innovations underway around the country and developing an analytic framework to describe the process. It asks questions such as: What can we learn from these examples? How can and should partners communicate? Where should partners plan together, and where is it best to leave some separation to respect the differences in our roles? Through carefully chosen and organized case studies, this book demonstrates the motivations that lead to partnerships, the core elements of successful implementation, and the lessons to be learned about sustaining these relationships. It further examines the use of research once the research phase has concluded, as well as the ever-important consideration of investing in collaboration by both non-profit and public sector funders. For policymakers, this book offers a greater appreciation of the role of research in the policy process and new insights into different types of research. For researchers, the book provides insights into how best to formulate questions, how to work closely with those most affected, and how to communicate findings in ways that can be more easily understood by those who are depending on clear answers. Students of public policy, public administration, social work, and education will find much to inform future roles in research, policy or practice.

Draws on the author's award-winning Harvard research and work with more than 200 corporations to demonstrate the importance of a positive mindset in promoting motivation, engagement and performance in the workplace, outlining five actionable strategies for reducing the negative effects of stress, finding creative solutions and identifying opportunities. *Sustaining and Improving Learning Communities* is the long awaited follow-up to the groundbreaking book *Creating Learning Communities*. The authors continue their exploration of the concept of learning communities as an innovation in undergraduate curricular instruction that allow students to actively participate in their own education, and deepen and diversify their college experience. Jodi Levine Laufgraben and Nancy S. Shapiro address a wide range of topics such as campus culture for sustaining learning communities, learning communities and the curriculum, pedagogies, and faculty development.

Learning communities are small, defined groups of students who come together with faculty and student affairs professionals to engage in a holistic and intellectually interactive learning experience. *Building and Sustaining Learning Communities* describes the theory and rationale for learning communities, particularly in a large university; the process for setting them up in various settings; and reflections on these unique environments. Part I introduces the history and theory behind learning communities, then discusses various issues involved in planning and implementing a learning community on campus, including Forging partnerships between academic- and student-affairs Establishing an environment that supports learning communities Finding strategies for collaboration to promote integrative learning Developing a learning-community structure and curriculum Assessing learning communities Anticipating and meeting institutional challenges Part II profiles experiences of faculty and students involved in some of Syracuse University's learning communities, which represent a variety of pedagogies, including arts, citizenship, education, human services and health professions, leadership, management, and online learning. The authors share how each learning community's structure was designed to meet the unique needs of a program's and its faculty and students. This book guides administrators, faculty, and student-affairs professionals to understand why learning communities are worth considering and how to successfully create them.

Taking a close look at the issue of the arts and school reform, this book explores in detail how the incorporation of the arts into the identity of a school can be key to its resilience. Based on the A+ School Program, an arts-based school reform effort, it is much more than a report of a single case - this landmark study is a comprehensive, longitudinal analysis of arts in education initiatives that discusses the political, fiscal, and curricular implications inherent in taking the arts seriously. Offering a model for implementation as well as evaluation that can be widely adapted in other schools and school districts, this book will inspire arts educators to move from advocating more arts to advocating the arts as a way to reform schools. Administrators and policy makers will see how curriculum integration can be used to revitalize and energize schools and serve as a springboard to wider reform initiatives. Researchers and students across the fields of arts education, school reform, organizational change, and foundations of education will be informed and enlightened by this real-world scenario of large-scale school reform.

Over the past few decades universities have opened their doors to students whose parents and grandparents were historically excluded from societal participation and higher education for reasons associated with racial, ethnic, socio-economic and/or linguistic diversity. Many of these students are first generation - or first in their family to attend university. While some progress has been made in responding to the needs of these internationally underserved learners, many challenges remain. This edited book features the unique and diverse experiences of first generation students as they transition into and engage with higher education whilst exploring ways in which universities might better serve these students. With reference to culturally responsive and sustaining research methodologies undertaken in Australia, Canada, New Zealand, South Africa, the UK and the USA, the contributors critically examine how these

students demonstrate resilience within university, and ways in which success and challenges are articulated. Elements that are unique to context and shared across the international higher education milieu are explored. The book is replete with diverse student voices, and compelling implications for practice and future research. The studies featured are centred on underlying theories of identity and intersectionality while valuing student voices and experiences. Throughout, the emphasis is on using strengths-based indigenous and decolonised methodologies. Through these culturally sustaining approaches, which include critical incident technique, participatory learning and action, talanoa and narrative inquiry, the book explores rich data on first generation student experiences at seven institutions in six countries across four continents.

Evaluation in departments is widespread but often fails to spark positive change. Based on his extensive work with academic departments across the country, Wergin explains that successful department evaluation exists only when faculty and departments have a strong influence on the purposes, processes, and methods of evaluation. The central purpose of *Departments That Work* is how academic programs can make evaluation more useful and critical reflection more likely. Topics include: How quality has become confused with such concepts as effectiveness, productivity, and marketability and how it might more constructively be conceived as focusing on the engagement of the department with its constituencies An examination of both intrinsic and extrinsic motivators of faculty work, the concept of organizational motivation, and the factors influencing identification with the institution and motivation to contribute to it The three critical factors of effective department evaluation How academic leaders can create a culture of engagement How to define and negotiate academic values with diverse stakeholders How to ask the right questions and collect the right data How to determine standards and make meaning of evaluation data An overall summary of specific recommendations for academic leaders and departmental faculty, including an appendix of the constructs presented in each chapter

With a current population inflow into cities of 200,000 people per day, UN Habitat expects that up to 75% of the global population will live in cities by 2050. Influenced by forces of globalization and global change, cities and urban life are transforming rapidly, impacting human welfare, economic development and urban-regional landscapes. This poses new challenges to urban governance, while emerging city networks, advancing geo-technologies and increasing production of continuous data streams require governance actors to re-think and re-work conventional work processes and practices. This book has been written to enhance our understanding of how governance can contribute to the development of just and resilient cities in a context of rapid urban transformations. It examines current governance patterns from a geographical and inclusive development perspective, emphasizing the importance of place, space, scale and human-environment interactions, and paying attention to contemporary processes of participation, networking, and spatialized digitization. The challenge we are facing is to turn future cities into inclusive cities that are diverse but just and within their ecological limits. We believe that the state-of-the-art overview of topical discussions on governance theories, instruments, methods and practices presented in this book provides a basis for understanding and analyzing these challenges.

As knowledgeable clinicians and professionals, hospitalists have the ability to make major contributions to quality, patient safety, resource utilization, and patient flow. Is your organization realizing the full benefits of hospital medicine? Use the strategies and tools in this book to develop, implement, and sustain a successful hospitalist program. Strategic planning for your hospitalist program The first half of the book provides a strategic perspective on hospital medicine. It explains how to evaluate return on investment, summarizes high-level dos and don'ts, and presents an overview of legal and contracting considerations. Best practices for managing your hospital medicine group The second part of the book focuses on the details of implementing and sustaining a successful hospital medicine program. It covers a wide range of topics including compensation and performance management, communications, staffing, the role of the medical director, information systems, and billing revenue.

Since the first edition of *A Guide to Faculty Development* was published in 2002, the dynamic field of educational and faculty development has undergone many changes. Prepared under the auspices of the Professional and Organizational Development Network in Higher Education (POD), this thoroughly revised, updated, and expanded edition offers a fundamental resource for faculty developers, as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions. This essential book offers an introduction to the topic, includes twenty-three chapters by leading experts in the field, and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program; the key issues of assessment, diversity, and technology; and faculty development across institutional types, career stages, and organizations. "This volume contains the gallant story of the emergence of a movement to sustain the vitality of college and university faculty in difficult times. This practical guide draws on the best minds shaping the field, the most productive experience, and elicits the imagination required to reenvision a dynamic future for learning societies in a global context." —R. Eugene Rice, senior scholar, Association of American Colleges and Universities "Across the country, people in higher education are thinking about how to prepare our graduates for a rapidly changing world while supporting our faculty colleagues who grew up in a very different world. Faculty members, academic administrators, and policymakers alike will learn a great deal from this volume about how to put together a successful faculty development program and create a supportive environment for learning in challenging times." —Judith A. Ramaley, president, Winona State University "This is the book on faculty development in higher education. Everyone involved in faculty development—including provosts, deans, department chairs, faculty, and teaching center staff—will learn from the extensive research and the practical wisdom in the Guide." —Peter Felten, president, The POD Network (2010–2011), and director, Center for the Advancement of Teaching and Learning, Elon University

Based on a DfES funded study of 300 teachers in 100 primary and secondary schools in England, the authors identify different patterns of influence and effect between groups of teachers, which provide powerful evidence of the complexities of teachers' work, lives, identity and commitment, in relation to their sense of agency, well-being, resilience and pupil attitudes and attainment. This, in turn, provides a clear message for teachers, teachers' associations, school leaders and policy makers internationally, in understanding and supporting the need to build and sustain school and classroom effectiveness.

Examines the "secrets" of superior customer service organizations.

"This compendium of successful curricular and institutional practices to develop critical research skills emphasized the importance of the collective efforts of the undergraduate community to integrate research and education. By collecting and disseminating a variety of

mechanisms that are effective means of creating a research-supportive undergraduate curriculum, the Council on Undergraduate Research aims to encourage faculty and institutions to continue to seek creative, useful, and significant ways to promote "learning through research".--Publisher's description.

Developing and Sustaining Successful First-Year Programs A Guide for Practitioners John Wiley & Sons

In 2002, the Policy Center on the First Year of College (supported by The Pew Charitable Trusts, The Atlantic Philanthropies, and Lumina Foundation for Education) sponsored a project to recognize colleges and universities as "Institutions of Excellence" in their design and execution of the first year. Thirteen colleges and universities—representing a broad spectrum of campus types—were selected as exceptional institutions that place a high priority on the first-year experience. *Achieving and Sustaining Excellence in the First Year of College* includes case studies of each of the thirteen exemplary institutions. These studies illustrate and analyze the colleges' best practices in teaching, assessing, and retaining first-year college students. The individual case studies offer lessons learned and have broad potential application beyond the particular type of institution represented.

Now beyond its eleventh printing and translated into twelve languages, Michael Porter's *The Competitive Advantage of Nations* has changed completely our conception of how prosperity is created and sustained in the modern global economy. Porter's groundbreaking study of international competitiveness has shaped national policy in countries around the world. It has also transformed thinking and action in states, cities, companies, and even entire regions such as Central America. Based on research in ten leading trading nations, *The Competitive Advantage of Nations* offers the first theory of competitiveness based on the causes of the productivity with which companies compete. Porter shows how traditional comparative advantages such as natural resources and pools of labor have been superseded as sources of prosperity, and how broad macroeconomic accounts of competitiveness are insufficient. The book introduces Porter's "diamond," a whole new way to understand the competitive position of a nation (or other locations) in global competition that is now an integral part of international business thinking. Porter's concept of "clusters," or groups of interconnected firms, suppliers, related industries, and institutions that arise in particular locations, has become a new way for companies and governments to think about economies, assess the competitive advantage of locations, and set public policy. Even before publication of the book, Porter's theory had guided national reassessments in New Zealand and elsewhere. His ideas and personal involvement have shaped strategy in countries as diverse as the Netherlands, Portugal, Taiwan, Costa Rica, and India, and regions such as Massachusetts, California, and the Basque country. Hundreds of cluster initiatives have flourished throughout the world. In an era of intensifying global competition, this pathbreaking book on the new wealth of nations has become the standard by which all future work must be measured.

Published in partnership with the Washington Center for Improving the Quality of Undergraduate Education First-year seminars and learning communities are two of the most commonly offered high-impact practices on U.S. campuses. The goals of these initiatives are similar: helping students make connections to faculty and other students, improving academic performance, and increasing persistence and graduation. As such, it is not surprising that many institutions choose to embed first-year seminars in learning communities. This volume explores the merger of these two high-impact practices. In particular, it offers insight into how institutions connect them and the impact of those combined structures on student learning and success. In addition to chapters highlighting strategies for designing, teaching in, and assessing combined programs, case studies offer practical insights into the structures of these programs in a variety of campus settings. This book is about workforce modernisation and cultural change. In the last few years, remodelling has been taking place in UK schools and in local authorities, children's centres, and locally based agencies and services that support young people. Some of these organisations have worked through the remodelling process but others need to and would benefit from doing so. The book will be of benefit to all as its primary focus is on sustainable change rather than simply getting started. Work has recently begun on remodelling in the Further Education sector. This book provides pragmatic strategies and models for student assessment and ameliorates the heightened sense of confusion that too many educators and leaders experience around the complexities associated with assessment. In particular, it offers guidance to school and district personnel charged with fair and appropriate assessment of students who represent a wide variety of abilities and cultures. Chapters focus on issues that directly impact the educational lives of teachers, students, parents, and caregivers. Importantly, the confluence of assessment practices and community expectations also are highlighted. Assessment is highly politicised in contemporary society and this book will both confirm and challenge readers' beliefs and practices. Indeed, discerning readers will understand that the chapters offer them a bridge from many established assessment paradigms to pragmatic, ethical solutions that align with current expectations for schools and districts. In Part One, readers engage with concepts and skills needed by school learning leaders to guide optimal assessment practices. Part Two delves into student assessment within and across disciplines. Part Three provides pragmatic approaches that address assessment in the context of inclusive intercultural education, pluralism, and globalisation.

Although teachers, school counselors, and administrators are all situated within educational settings tasked with supporting students' educational development, rarely do these professionals have sufficient opportunities to learn from and collaborate with one another before entering these schools. Unfortunately, many of these professionals are unaware of the primary and secondary responsibilities their peers and colleagues assume. What's worse, this lack of insight potentially compromises the extent to which educational leaders can forge effective partnerships that benefit students from the most alienated, disenfranchised and marginalized communities (e.g., Black children in under-resourced schools). While the educational discourse has included recommendations for maximizing interactions between these educational professionals, the collective voices of teachers, school counselors and administrators in regards to these issues has not been adequately examined. Thus, this book is a compilation of manuscripts and studies that explore partnerships and strategies educators and educational leaders use to produce positive socio-educational outcomes for Black students in various contexts. *Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices* is unique because it illuminates examples of effective school-community partnerships that foster positive student outcomes. *Creating and Sustaining Effective K-12 School Partnerships: Firsthand Accounts of Promising Practices* is intended as a practical text for committed educational leaders, at different professional points (e.g., practicing teachers, pre-service school counselors and teachers), who are eager to transform the current educational trajectory of Black children through interventions that show promise.

And Justice for ELs is a resource every school leader must read right away—for that matter, keep within arm's reach because you're certain to refer to it constantly. Ayanna Cooper, a former U.S. Department of State English Language Specialist, has "been there, done that" and is now prepared to share with you how best to translate today's federal mandates into actionable steps for ensuring the civil rights of our nation's multilingual learners. Because it is impossible to provide specific advice or guidance for every possible situation, Ayanna focuses on the "need-to knows" for making informed decisions within your own building: Eight questions you must ask—and how to obtain answers—before planning English language development services The most common EL program models, with special emphasis on scheduling, along with specific challenges and appropriate staffing The why and

how of evaluating English language education, regardless of the evaluation tool, and ways to facilitate conversations with teachers before and after observation How to determine the type of professional learning that will have the greatest impact in your unique context Recommendations for establishing productive relationships with linguistically diverse families and communities Just about every tool you could possibly need, including a glossary of acronyms, useful advocacy organizations, and templates for supporting professional learning But what you'll love most is the way Ayanna "keeps it real." Every chapter is framed around a "What Would You Do?" scenario, for which she ultimately provides an answer(s) as well as guiding questions to help you think through the issues. Take a look for yourself. We know you'll agree that And Justice for ELs is without question a one-of-a-kind resource. "And Justice for ELs is an excellent guide for practitioners who seek to provide their English learners with high-quality instruction in all subject areas. Too often such students are relegated an education that marginalizes them academically and fails to develop their native language skills. We can and must do a better job for these students, and in this book Ayanna Cooper shows us how."

~Pedro A. Noguera

Since the passage of the No Child Left Behind Act of 2001 (NCLB), families have more freedom than ever before to make decisions about how their children are educated. Thanks to a wide array of public school choice options, including charter and magnet schools, families can customize their children's learning, which is translating into improved academic achievement throughout the nation. In the classroom itself, individualized instruction can yield tremendous results for students. Magnet schools in particular are excellent examples of how specialized programs can spark enthusiasm for learning and catalyze academic growth in students whose interests and aptitudes may not be fulfilled by their neighborhood schools. Magnets like the six elementary and middle schools profiled in this guide use themed instruction in such subjects as fine arts, leadership, and engineering to meet the needs of students from diverse backgrounds and interests. For many years, magnet schools offered families the dominant form of public school choice in America, first appearing in the 1960s as a tool to increase racial desegregation and resolve educational inequities. It may not seem fitting to deem these schools "innovative" since they have been around for nearly 40 years. However, magnet schools have a new and expanded role under NCLB, and their power for systemic reform has yet to be fully realized. In addition to maintaining diverse student populations and advancing school choice, magnet schools are reversing declining district enrollments, turning around low student performance, and serving as laboratories for promising education practices. The schools highlighted in this publication have achieved these goals despite such obstacles as budgetary constraints, the demoralizing effects of poverty, and children entering with skills far below grade level. Uniting these schools is the belief that education can empower families and revitalize communities and that every student—regardless of race, income, or zip code—deserves to be challenged and can achieve. As one administrator at a profiled school asserts, "If you can dream it, you can build it." This guide provides examples of promising strategies and case studies for district leaders and school staff interested in building and growing their own magnet schools. The schools profiled here have adopted continuous improvement plans based on data. As a result, their students' achievement has improved significantly.

Many faculty and administrators today struggle with three underlying concepts which will be addressed explicitly and repeatedly throughout the book: (1) assessment is an integral part of the teaching/learning process rather than a stand-alone activity, (2) assessment is all about improving how we help students learn, not an end in itself, and (3) learning activities throughout the institution should be appropriately integrated. This Third Edition focuses on emerging needs and ideas in higher education assessment, including how to assess student learning in specific settings such as the classroom, general education curricula, undergraduate and graduate programs, co-curricular and student development programs, and online programs. Additionally chapters from the previous edition will be updated with new information on rubrics and integrating assessment information for the accreditation process. Since the publication of the Second Edition, many new assessment resources have emerged, including books, models, published instruments, technologies, and research. Assessing Student Learning, Third Edition will include these new tools and resources.

Eliminate sky-high wait times and increased denials in your ED Hospitals across the country are seeing extreme backup in the emergency department (ED). In recent years, well-structured emergency department case management programs have repeatedly demonstrated their value in: Influencing capacity Assigning patients to appropriate levels of care Targeting complex discharge needs Assisting with proper utilization review Whether you are looking to implement, maintain, or evolve your ED case management program, eliminate confusion surrounding the process with the help of "Emergency Department Case Management: Strategies for Creating and Sustaining a Successful Program. "Examining all perspectives of ED case management, this new and comprehensive guide will help you define a program that best suits your facility's needs. All the tools you need to get your program up and running From defining goals, clarifying roles, and understanding the necessary knowledge and skill sets required from ED case management staff, "Emergency Department Case Management "will help to ensure that you have a solid and sustainable foundation in place. After exploring models and reviewing your infrastructure, "Emergency Department Case Management "will help you outline key partnerships, present multiple options for case finding, tackle observation status, address quality and evaluation issues, and identify ways ED case managers can contribute to care coordination for complex pediatric, psychiatric, homeless, and uninsured populations. Written by Kathleen Walsh, RN, MS, and Karen Zander RN, MS, CMAC, FAAN, from the Center for Case Management, "Emergency Department Case Management "provides advice and best practices from two of the nations top case management experts. Take a look inside at the table of contents: Chapter 1: ED Case Management: The Heart of Access Chapter 2: The Foundation Chapter 3: Partnerships Chapter 4: The Process Chapter 5: Developing interventional strategies Chapter 6: Observation status determination Chapter 7: Program-level evaluation Chapter 8: Information system support Chapter 9: Quality Chapter 10: Addressing the pediatric population Chapter 11: Responding to the psychiatric population Chapter 12: Strengthening an existing program It's also packed with 15 detailed case studies discussing ED case management strategies, as well as five spotlight accounts detailing the experiences of ED professionals from across the country, including: A case manager A social worker A psychiatric nurse An information systems specialist An ED physician Don't hesitate to jumpstart your ED case management program. From beginning to end, "Emergency Department Case Management "will serve as the lead architect to help you design, build, and strengthen your ED case management model--order your copy today Learning objectives: Conceptualize a framework for setting up an ED case management program Develop policies, procedures, and role descriptions Identify structural components, tools, and processes to support an ED case management program Describe potential outcomes of an ED case management program Who should buy this book? "Emergency Department Case Management "is the perfect resource for case managers, directors of case management, ED nurse managers, social workers, ED directors/administrators, and

CFOs. HCPPro Inc. has confirmed that none of the faculty presenters or contributors has any relevant financial relationships to disclose related to the content of this educational activity. The HCPPro Risk-Free, Money-Back Guarantee If for any reason you're not completely satisfied with your purchase, return it within 30 days and you will receive a prompt, polite, 100% refund--no questions asked.

An innovation classic. From Steve Jobs to Jeff Bezos, Clayton Christensen's work continues to underpin today's most innovative leaders and organizations. A seminal work on disruption—for everyone confronting the growth paradox. For readers of the bestselling *The Innovator's Dilemma*—and beyond—this definitive work will help anyone trying to transform their business right now. In *The Innovator's Solution*, Clayton Christensen and Michael Raynor expand on the idea of disruption, explaining how companies can and should become disruptors themselves. This classic work shows just how timely and relevant these ideas continue to be in today's hyper-accelerated business environment. Christensen and Raynor give advice on the business decisions crucial to achieving truly disruptive growth and propose guidelines for developing your own disruptive growth engine. The authors identify the forces that cause managers to make bad decisions as they package and shape new ideas—and offer new frameworks to help create the right conditions, at the right time, for a disruption to succeed. This is a must-read for all senior managers and business leaders responsible for innovation and growth, as well as members of their teams. Based on in-depth research and theories tested in hundreds of companies across many industries, *The Innovator's Solution* is a necessary addition to any innovation library—and an essential read for entrepreneurs and business builders worldwide.

Demonstrating equitable practices and strategies that move toward culturally sustaining teaching such as translanguaging, explorations of children's literature, alternative modes of literacy assessment, photography and arts integration, student-driven poetry units, and more, this book shares the stories of four teacher-teacher dyads who worked together across university-school contexts to study, generate, and evaluate culturally relevant and sustaining literacy practices in early childhood classrooms across the country. Highlighting the voices and roles of children, families, community members, and teachers of Color, this book suggests new ways for all teachers to build and sustain relationships that are relevant and work toward being sustaining; and anticipates and offers solutions for challenges that arise in these contexts. Insightful and instructive, the narratives in this collection model how to create positive and mutually beneficial dynamics among teachers, children, and their families and communities. This book offers a timely resource for pre-service teachers, teachers, scholars, faculty, and graduate students in language and literacy education, early childhood education, and culturally relevant, responsive, and sustaining teaching.

At a time when college completion is a major issue, and there is particular concern about the retention of underserved student populations, peer mentoring programs offer one solution to promoting student success. This is a comprehensive resource for creating, refining and sustaining effective student peer mentoring programs. While providing a blueprint for successfully designing programs for a wide range of audiences – from freshmen to doctoral students – it also offers specific guidance on developing programs targeting three large groups of under-served students: first-generation students, international students and student veterans. This guidebook is divided into two main sections. The opening section begins by reviewing the issue of degree non-completion, as well as college adjustment challenges that all students and those in each of the targeted groups face. Subsequent chapters in section one explore models of traditional and non-traditional student transition, persistence and belonging, address what peer mentoring can realistically achieve, and present a rubric for categorizing college student peer-mentoring programs. The final chapter in section one provides a detailed framework for assessing students' adjustment issues to determine which ones peer mentoring programs can appropriately address. Section two of the guidebook shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer-mentoring program. The initial chapter in section two covers a range of design issues including establishing a program timeline, developing a budget, securing funding, getting commitments from stakeholders, hiring staff, recruiting mentors and mentees, and developing policies and procedures. Subsequent chapters analyze the strengths and limitations of different program delivery options, from paired and group face-to-face mentoring to their e-mentoring equivalents; offer guidance on the creation of program content and resources for mentors and mentees, and provide mentor training exercises and curricular guidelines. Section two concludes by outlining processes for evaluating programs, including setting goals, collecting appropriate data, and methods of analysis; and by offering advice on sustaining and institutionalizing programs. Each chapter opens with a case study illustrating its principal points. This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer-mentoring programs or considering refining existing ones. It may also serve as a text in courses designed to train future peer mentors and leaders.

As e-learning has evolved into a global change agent in higher education, it has become more diverse in its form and applications. Now that many institutions have implemented e-learning programs as part of their course offerings, it is essential for these institutions to fully grasp how best to facilitate continued improvements and accessibility in online education. *The Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs* highlights several significant elements of e-learning, including program planning, quality standards, and online course development, as well as institutional, student, and faculty support. Serving as a critical resource for online and hybrid learning programs, this publication is designed for use by administrators, educators, instructional designers, and doctorate-level students in the field of education.

For some people, success seems fated or shrouded in mystery. But in "Earning Serendipity", Glenn Llopis shows that most positive changes in fortune--in careers or in corporate ventures--are no mystery at all. We all have control over the path to prosperity. Progression along that path is the result of a rare combination of skills that readers can develop and apply in their careers, businesses, and lives. These four skills are -Seeing with circular vision: Broaden your observation beyond what you seek and beyond the obvious details before you, and enlarge your field of opportunities; search within conversations and adverse circumstances for possibilities.-Sowing entrepreneurial seeds: When good vision is met with consistent, hand-dirtying execution every day the result is a stable, growing fortune; focus on proper timing and proper depth.-Growing seeds with the greatest potential: Learn how to recognize the most promising opportunities and give them the right amount of attention; don't let the best opportunities wilt and don't waste energy on opportunities with limited potential.-Sharing the harvest: Focus on meeting others needs to improve personal good fortune; make generosity part of your purpose, an integral part of the DNA of your career or company. Those who master this quartet tap into a power most never reach: the power to create and sustain a momentum of good fortune. This ability to earn serendipity can elevate a career or company quicker than any single force. And with the skills outlined in this book, readers will be catapulted onto the path of prosperity.

This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

This book charts the development of a whole-institution approach to university-community engagement at a modern Australian university, highlighting the pivotal role that curriculum renewal can play in organizational transformation. It describes how Macquarie University's PACE (Professional and Community Engagement) program developed and fostered a culture of learning that has been at the center of academic renewal, differentiation, and institutional change. It details the development of the PACE pedagogical model, the establishment of the network of stakeholder relationships which underpin it, and the embedding of the model across the whole institution. Authored by those directly involved in the change project, this book tells the story of PACE, its achievements, challenges, success factors and future directions. A series of dovetailing contributions by leading international scholars of university-community engagement set the PACE story in its global context. This book adds to the scholarship of learning through community engagement, provides international perspectives on trends and issues in university-community engagement, contributes to a broader understanding of the practice and pedagogy of community engagement, and discusses the challenges and opportunities of implementing and sustaining change in the higher education sector.

The high cost of building affordable housing in New York, and cities like it, has long been a topic of urgent debate. Yet despite its paramount importance and the endless work of public and private groups to find ways to provide it, affordable housing continues to be an elusive commodity in New York City—and increasingly so in our current economic and political climate. In a timely, captivating memoir, Carol Lamberg weighs in on this vital issue with the lessons she learned and the successes she won while working with the Settlement Housing Fund, where she was executive director from 1983 until 2014. Lamberg provides a unique perspective on the great changes that have swept the housing arena since the curtailment of the welfare state in the 1970s, and spells out what is needed to address today's housing problems. In a tradition of "big city" social work memoirs stretching back to Jane Addams, Lamberg reflects on the social purpose, vision, and practical challenges of the projects she's been involved in, while vividly capturing the life and times of those who engaged in the creation and maintenance of housing and those who have benefited from it. Using a wealth of interviews with managers and residents alike, alongside the author's firsthand experiences, this book depicts examples of successful community development between 1975 and 1997 in the Bronx and on the Lower East Side of Manhattan. In the "West Bronx Story," Lamberg details the painful but ultimately exhilarating development of eighteen buildings that comprise New Settlement Apartments—a dramatic transformation of a devastated neighborhood into a thriving community. In "A Tale of Two Bridges," the author depicts a different path to success, along with its particular challenges. The redevelopment of this area on the Lower East Side involved six different Federal housing programs and consisted of six residential sites, a running track, and a large scale supermarket. To this day, forty years later, all the buildings remain strong. With *Neighborhood Success Stories*, Lamberg offers a roadmap to making affordable housing a reality with the key ingredients of dogged persistence, group efforts, and creative coalition building. Her powerful memoir provides hope and practical encouragement in times that are more challenging than ever.

The world's most trusted guide for leaders in transition *Transitions* are a critical time for leaders. In fact, most agree that moving into a new role is the biggest challenge a manager will face. While transitions offer a chance to start fresh and make needed changes in an organization, they also place leaders in a position of acute vulnerability. Missteps made during the crucial first three months in a new role can jeopardize or even derail your success. In this updated and expanded version of the international bestseller *The First 90 Days*, Michael D. Watkins offers proven strategies for conquering the challenges of transitions—no matter where you are in your career. Watkins, a noted expert on leadership transitions and adviser to senior leaders in all types of organizations, also addresses today's increasingly demanding professional landscape, where managers face not only more frequent transitions but also steeper expectations once they step into their new jobs. By walking you through every aspect of the transition scenario, Watkins identifies the most common pitfalls new leaders encounter and provides the tools and strategies you need to avoid them. You'll learn how to secure critical early wins, an important first step in establishing yourself in your new role. Each chapter also includes checklists, practical tools, and self-assessments to help you assimilate key lessons and apply them to your own situation. Whether you're starting a new job, being promoted from within, embarking on an overseas assignment, or being tapped as CEO, how you manage your transition will determine whether you succeed or fail. Use this book as your trusted guide.

This book is premised on a very powerful social/educational concern about college retention rates: one-third of first-year students seriously consider leaving college during their first term, and only half of all students who start college ultimately graduate. This book examines the first year of college from a variety of perspectives to paint a comprehensive picture of the intersecting challenges facing today's students and higher education institutions. Technological advances, increases in college attendance costs, and increasing political pressure on colleges to prove their value have changed the landscape of the first year of college, but researchers have identified new approaches to improve student and institutional success that have shown considerable success and promise. In this comprehensive volume, top educational researchers explore topics of student success, persistence, and retention in the first year of college.

*Developing and Sustaining Sport Psychology Programs: A Resource Guide for Practitioners* outlines a systemic approach to creating comprehensive, sustainable sport psychology programs in professional sports organizations, colleges, universities, and at secondary school levels. Based on the author's more than 30 years of professional experience, this volume presents a framework that delineates methods for designing, implementing, and evaluating sport psychology programs, discussing topics such as needs assessment and client identification. Featuring real-world experiences and clear, non-technical writing, this step-by-step guide can be applied to a range of sport psychology programs including mental skills, life skills, coach education, leadership training, and team development programs. *Developing and Sustaining Sport Psychology Programs* details a program development process that has been applied successfully at the professional, collegiate, and secondary school levels over a more than 30-year period. It has contributed to the development of sport psychology programs that have sustained themselves over the course of time and is an essential text for sport psychologists and mental skills coaches at all levels as well as graduate students and other professionals in the field.

*Developing and Sustaining Successful First-Year Programs* First-year programs and interventions have become critical launching pads for student success and retention in higher education. However, these programs often flounder not because of what they are trying to do, but because of the ways in which they are implemented. *Developing and Sustaining Successful First-Year Programs* offers faculty, academic administrators, and student affairs professionals a comprehensive and practical resource that includes step-by-step guidance for developing new first-year programs and enhancing existing programs. The book explores the key

elements that contribute to sustained student success and the programs that have the capacity to continue to meet student needs while making the most of scarce resources. The authors show how to create and sustain critical partnerships, put in place the needed organizational structures, and include strategies for developing effective assessments and evaluations. *Developing and Sustaining Successful First-Year Programs* is filled with illustrative examples and profiles of successful programs from a range of institutions that vary in size, type, selectivity, and culture. Examples of common programs and interventions include summer bridge programs, student orientation, first-year seminars, learning communities, residential programs, developmental education, and many more. Based in scholarly literature, theory, and practice, the book highlights the initiatives that facilitate the transition, learning, development, and success of new college students.

This book provides a multi-disciplinary study of territory, identity and space in a devolved UK, through the lens of spatial planning. It draws together leading internationally renowned researchers from a variety of disciplines to address the implications of devolution upon spatial planning and the rescaling of UK politics. Each contributor offers a different perspective on the core issues in planning today in the context of New Labour's regional project, particularly the government's concern with business competitiveness, and key themes are illustrated with important case studies throughout.

*The Business of Certification* is a roadmap to guide the intricate journey of launching and maintaining a certification program, drawn from lessons learned by the authors working with hundreds of association clients over the past two decades. Certification programs can be a great opportunity for associations to elevate their profession, close knowledge and skills gaps, and generate non-dues revenue. But creating and maintaining a program is a complex, labor-intensive, and expensive undertaking fraught with legal issues and risks. *The Business of Certification* analyzes the business issues that are critical to consider before launching a certification program and are essential to successfully managing one. The book is organized into three sections to guide association leaders--CEOs, senior staff, and board members--through every phase of a certification program: understanding the business of certification laying the foundation for a successful certification business managing an established certification business Bolstered by insights from credentialing program profiles and 29 easy-to-use worksheets to guide discussions and effective planning, *The Business of Certification* is a must-have resource for credentialing organizations or those considering a certification program.

'Overall, and as one has come to expect from Fink, this is a readable text that thinks outside the box of leadership theory... I have no doubt that the text will be welcomed by many readers for an engaging style that places human interest at the heart of the discourse in the field' - Mark Brundrett, writing in *Educational Management Administration and Leadership* 'It is a 'must read' for those in educational leadership roles in schools, both to gain invaluable insights and to draw on a framework for individual reflection' - Professor Brent Davies, University of Hull 'I enjoyed reading this book. The combination of critical reflection of his experience in the light of relevant literature makes for a lively and thought-provoking book. I was going to say "little" book, because at times I would have liked to have read more. But on the other hand, it is the sort of book one - the academic and the leader - could read in one sitting, enjoy and come back to for some ideas. I recommend you to do so' - ESCalate 'This book provides a refreshing alternative to the rhetoric about 'superheads', and 'mavericks' that has been prevalent in some of the recent discourse about leadership. Dean Fink draws heavily upon the work of Andy Hargreaves, Michael Fullan and his own research with Louise Stoll so some of the ideas are familiar. However, what makes *Leadership for Mortals* interesting is the way in which he untangles the complexities of leadership by using genuine examples alongside the theory. Dean Fink's writing is accessible and his anecdotal style should resonate with his intended audience of current and prospective leaders' - LDR, *The Magazine for School Leaders* 'This book is a welcome antidote to the notion of school leaders as heroic figures. Dean Fink's commitment to enhancing the life chances of young people shines through the pages' - Kate Myers, *Times Educational Supplement* 'With great wisdom and insight, Dean Fink invites us into his leadership stories to masterfully illustrate that school leadership is no longer a person but an intricate network of 'mortals' working together to enhance learning experiences for students. They are truly leaders of learning, where commitment to successful learning for all students is the locus of their passion, perseverance and persuasion. Balanced with connections to respected leadership literature, this lucid and eloquent book will inspire current and future school leaders to reflect and develop their leadership practice to higher levels of effectiveness. An outstanding and optimistic read for all school leadership mortals, practitioners and scholars alike. I enjoyed it immensely' - David Eddy, Director, First-time Principals Programme, The University of Auckland 'Practitioners will find this book at the same time reassuring and challenging. Fink includes stories of leadership that highlight effective strategies and some approaches that have gone wrong. They are real and ring true and therefore credible and instructive' - Ken Thompson Principal, Gladstone Park Secondary College, Australia 'A great story about schools and their leaders progressing towards a knowledge driven world and the roads they choose to travel. Building sustainable communities of practice and the credible and varied examples of how the combination of leadership behaviour and enabling and disabling processes can make or break a successful school are clearly illustrated in *Leadership for Mortals*. A significant read for all aspirant and accomplished leaders' - Jenny Lewis, Executive Officer, Australian Council for Educational Leaders 'Dean Fink brings together a wealth of learning from his own experience as a leader and learner to provide some powerful messages. This is a well-informed book with a strong theoretical basis but it is also personal and real, making sense of educational leadership in a way that is both profound and down-to-earth. School leaders in the UK and elsewhere will find inspiration, reassurance and challenge in this book' - Steve Munby, Chief Executive, National College for School Leadership 'Grounded in solid knowledge base and profound lived experience, Dean Fink's *Leadership for Mortals* provides deep insights on how ordinary practitioners could become great and sustainable leaders of learning. Fink's book is not a "quick-fix" how-to-do-it manual. It stimulates us to reflect on education leadership both as a personalized, value-laden journey and an art as well as reminds us of the imperative issues of extraordinary commitment, effort and determination in making a difference on leading students and teachers' learning. This is a must-read book for aspiring and serving leaders in the field of education' - Professor John Chi-kin Lee, Dean of Education, The Chinese University of Hong Kong, Hong Kong 'Its style is conversational and unpatronizing, yet it makes powerful statements about the key components that contribute to successful leadership. It is always practical, and readers will come away from this book knowing they have learned something that they will be keen to try out for themselves...Readers will recognise leaders good and bad that they have come across, at times being reassured that they are getting it right and at others despairing as they identify situations in which they, too, got it wrong. Fink's writing makes it clear that leadership is not exact science! He reminds us that, although we are mortals, with good mentoring and better training our own potential has a better chance of being realised, and that this is the best way to enable our students to achieve their own potential.' *Journal of Research in International Education Leadership* in recent years has become a growth industry. Politicians demand more of it, academics decry the lack of it, and potential school leaders are deciding 'to hell with it' .....we are making the business of leadership so complicated that we seem to need John Wayne at his mythological best or Xena the Warrior Princess to run a school. Most educational leaders are not 'heroic' but rather ordinary people who through extraordinary commitment, effort, and determination have become extraordinary, and have made the people around them exceptional. Educational leadership is more art than science; it is more about character than technique; it is more about inspiration than charisma; it is more about leading students and teachers' learning than the management of things This resource for prospective and practising school leaders: - motivates and inspires - addresses the challenges of contemporary school leadership - presents a model for leadership development, selection and succession - challenges existing and prospective leaders to develop and live by a set of core values based on students' learning - describes and explains the 'learnings' required by effective leaders of learning - describes the intellectual 'tool kit' that leaders can develop - describes the trajectories through which

leaders proceed, and the 'learnings' required at each stage of the leaders evolution - presents a template for leadership development and succession.

Become a corporate change agent Learn to implement and cultivate a culture of improvement with the assistance of one of the world's most respected experts Managing a business so that it achieves a supreme pace of improvement requires that all members of an organization can and do make their best contributions to the success of the enterprise. Management must provide employees with a shared set of values and beliefs so that they can decide for themselves how to behave in accordance with the expectations of a nurturing and empowering culture. A Culture of Rapid Improvement is intended for those leaders seeking to encourage dramatic improvement within their organizations. It shows these change agents how they can— · Develop the shared values and beliefs that serve as the foundation for a dynamic culture · Engage all employees to join the new culture and provide opportunities for these stakeholders to initiate and participate in improvement · Measure, evaluate, and manage the performance of the new culture Filled with lessons garnered from practical examples, this text is based on Raymond C. Floyd's 40 years of industrial management experience, including his more than 20 years at Exxon Mobil. He is the winner of a Shingo Prize and also holds the unique distinction of having led businesses from two different industries that were both recognized by IndustryWeek magazine as being among the Best Plants in America. If you approach the task of improvement with proper action and full participation, improvement is not just possible, but inevitable. At six months, you will notice a difference in your organizational culture; at the end of two years, you will be operating with near-world-class performance.

As long as there have been U. S. colleges and universities, there have been entry courses that pose difficulties for students—courses that have served more as "weeding-out" rather than "gearing-up" experiences for undergraduates. This volume makes the case that the weed-out dynamic is no longer acceptable—if it ever was. Contemporary postsecondary education is characterized by vastly expanded access for historically underserved populations of students, and this new level of access is coupled with increased scrutiny of retention and graduation outcomes. Chapters in this volume define and explore issues in gateway courses and provide various examples of how to improve teaching, learning and outcomes in these foundational components of the undergraduate experience. This is the 180th volume of the Jossey-Bass quarterly report series New Directions for Higher Education. Addressed to presidents, vice presidents, deans, and other higher education decision makers on all kinds of campuses, it provides timely information and authoritative advice about major issues and administrative problems confronting every institution.

[Copyright: ed2b7d4731649482091f448fed3c22f4](https://www.industryweek.com/awards/best-plants-in-america/)