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Strategic Transformation of Higher Education examines the broken revenue-driven business model characteristic of higher education in an environment that demands greater access, more affordable tuition, accountable leaders, and faculty who deliver a consistently high quality of relevant education. The authors demonstrate that enduring business models must support institutional academic missions and that they are integral to systemic and strategic transformation by diagnosing the case for change and offering a practitioners' guide for reform. This book surveys deficient government education policies, practices and funding formulas of select countries and offers remedies. It identifies impediments to change, along with ways to develop and deliver evidence-based solutions to improve institutional effectiveness and operating efficiencies, and it cites exemplars of change in these areas. Special attention is given to leadership attributes requisite of driving institutional redesign and to a paradigm shift that calls for transition from knowledge creation to plan implementation. Strategic Transformation of Higher Education emphasizes a collective need for reflection, a will to consistently question prevailing assumptions, and the courage to afford practical application to innovation.

In today's world — whether viewed through a lens of educational attainment, economic development, global competitiveness, leadership capacity, or social justice and equity — diversity is not just the right thing to do, it is the only thing to do!

Following the era of civil rights in the 1960s and '70s, the 1990s and early 21st century have seen both retrenchment and backlash years, but also a growing recognition, particularly in business and the military, that we have to educate and develop the capacities of our citizens from all levels of society and all demographic and social groups to live fulfilling lives in an interconnected globe.

For higher education that means not only increasing the numbers of diverse students, faculty, and staff, but simultaneously pursuing excellence in student learning and development, as well as through research and scholarship — in other words pursuing what this book defines as strategic diversity leadership. The aim is to create systems that enable every student, faculty, and staff member to thrive and achieve to maximum potential within a diversity framework.

This book is written from the perspective that diversity work is best approached as an intellectual endeavour with a pragmatic focus on achieving results that takes an evidence-based approach to operationalising diversity. It offers an overarching conceptual framework for pursuing diversity in a national and international context; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organisational structures and models drawn from institutions of all types and sizes. It covers such issues as the reorganisation of the existing diversity infrastructure, building accountability systems, assessing the diversity process, and addressing legal threats to implementation.

Its purpose is to help strategic diversity leaders combine big-picture thinking with an on-the-ground understanding of organisational reality and work strategically with key stake holders and allies.

This book is intended for chief diversity officers or diversity professionals, and anyone who wants to champion diversity and embed its objectives on his or her campus, whether at the level of senior administration, as members of campus organisations or committees, or as faculty, student affairs professionals or students taking a leadership role in making change.

This title is also available in a set with its companion volume, *The Chief Diversity Officer*.

In colleges and universities across the United States, students, faculty, and staff are forging new paths to sustainability. From private liberal arts colleges to major research institutions to community colleges, sustainability concerns are being integrated into curricula, policies, and programs. New divisions, degree programs, and courses of study cross traditional disciplinary boundaries; Sustainability Councils become part of campus governance; and new sustainability issues link to historic social and educational missions. In this book, leaders from twenty-four colleges and universities offer their stories of institutional and personal transformation. These stories document both the power of leadership -- whether by college presidents, faculty, staff, or student activists -- and the potential for institutions to redefine themselves. Chapters recount, among other things, how inclusive campus governance helped mobilize students at the University of South Carolina; how a course at the Menominee Nation's tribal college linked sustainability and traditional knowledge; how the president of Furman University convinced a conservative campus community to make sustainability a strategic priority; how students at San Diego State University built sustainability into future governance while financing a LEED platinum-certified student center; and how sustainability transformed pedagogy in a lecture class at Penn State. As this book makes clear, there are many paths to sustainability in higher education. These stories offer a snapshot of what has been accomplished and a roadmap to what is possible. Colleges and Universities Covered: Arizona State University • Central College, Iowa • College of the Menominee Nation, Wisconsin • Curriculum for the Bio-region Project, Pacific Northwest • Drury University, Missouri • Emory University, Georgia • Florida A&M University • Furman University, South Carolina • Green Mountain College, Vermont • Kap'olani Community College, Honolulu, Hawaii • Pennsylvania State University • San Diego State University • Santa Clara University, California • Slippery Rock State University, Pennsylvania • Spelman College, Georgia • Unity College, Maine • University of Hawaii--Manoa • University of Michigan • University of South Carolina • University of South Florida • University of Wisconsin--Oshkosh • Warren Wilson College, North Carolina • Yale University

Written by a sitting college president who has presided over transformative change at a state university, this book takes on the big questions and issues of change and change management, what needs to be done and how to do it. Writing in a highly accessible style, the author recommends changes for higher education such as the reallocation of resources to support full-time faculty members in foundation-level courses, navigable pathways from community college to the university, infusion rather than proliferation of courses, and the role of state universities in countering the disappearance of the middle class. The book describes how these changes can be made, as well as why we must make them if our society is to thrive in the twenty-first century.

Published in Association with  Written by pioneers in the field of online learning, *Leading the e-Learning Transformation of Higher Education* is a professional text that offers insights and guidance to the rising generation of leaders in the field of higher education. It explains how to integrate online learning into an institution during a period of rapid social and institutional change. This important volume: • Shares success stories, interviews, cases and insights from a broad range of leadership styles • Reviews how technology is transforming higher education worldwide • Provides an overview of how distance education is organized in a range of institutional settings • Breaks down current leadership challenges in both unit operations and institutional policy This volume launches the new Stylus series that is aimed at the online learning and distance education market. It offers readers the opportunity to benefit from the collective experience and expertise of top leaders in the field. All of the

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contributors have held leadership roles in national and international distance education organizations. Five of the contributors have been recognized as Sloan Consortium Fellows in 2010 and they have all collaborated with the Institute for Emerging Leaders in Online Learning. These contributors have helped pave the way and now share their insights, advice, and broad vision with the future leaders of the field.

Published in Association with eLearning has entered the mainstream of higher education as an agent of strategic change. This transformation requires eLearning leaders to develop the skills to innovate successfully at a time of heightened competition and rapid technological change. In this environment eLearning leaders must act within their institutions as much more than technology managers and assume the prime role of helping their institutions understand the opportunities that eLearning presents for faculty, for students, and for client organizations in the community. They need to prepare to participate in policy development around these opportunities. They must understand the multiple dimensions of practice in the field—operations, administration, and working within the complex culture of a higher education institution—while also functioning as scholars of the field who can bring the best ideas from other institutions to help shape policy around eLearning. The second edition builds on the success of the first edition and presents both the collective expertise of veterans who have pioneered the field for 20 years, and of a rising generation of eLearning leaders that are transforming online programs at their own institutions, to address these challenges. This edition has been updated and expanded to reflect the increasing complexity of the field with seven new chapters and the revision of eight chapters that appeared in the first edition. New and updated topics include:

- The evolving role of the chief online learning officer
- Issues of diversity as more women and minorities enter leadership roles in the field
- The increasing role of learning analytics and data-based decisions
- The potential tensions involved in cohort-based versus individualized instruction
- The increasing need for faculty professional development
- The affordances of cloud computing, adaptive learning, artificial intelligence, the internet of things, and mobile learning to the field
- The open educational resources movement and the implications for institutional policy and practice
- The challenges of an increasingly complex competitive environment
- Accessibility

There are few comparable positions in higher education than that of eLearning leaders who work across multiple academic and support units and whose work fundamentally affects the institution as a whole. This volume is written for them.

"Daryl G. Smith's career has been devoted to studying and fostering diversity in higher education. She has witnessed and encouraged the evolution of diversity from an issue addressed sporadically on college campuses to an imperative if institutions want to succeed. In this second edition of *Diversity's Promise for Higher Education*, Smith emphasizes a transdisciplinary approach to the topic of diversity, drawing on an updated list of sources from a wealth of literatures and fields. She claims with optimism, "when the conclusions from a wide variety of studies, using different methodologies, begin to converge, we may apply the results with some confidence." Smith responds to recent criticism of diversity efforts on campuses as a convoluted list of grievances without focus on the historic issue of inequity by making explicit the central relationship between diversity and equity. To become more relevant to society, the nation, and the world while remaining true to their core mission, higher education institutions must begin to see diversity as central to teaching and research. She argues that institutions can pursue diversity efforts that are inclusive of the varied - and growing - issues apparent on campuses without losing focus. This thoughtful volume draws on 50 years of diversity studies. It offers students, researchers, and administrators an innovative approach to developing and instituting effective and sustainable diversity strategies"--

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