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FOCUS 2011: An Annotated Bibliography

Compiled by the Librarians of Johnson & Wales University
January 2007

GENERAL PROGRAM IMPROVEMENT:

Barefoot, B. O., Gardner, J. N., Cutright, M., Morris, L. V., Schroeder, C. C., Schwartz, S. W. et al., (2005). *Achieving and sustaining institutional excellence for the first year of college*. (J. N. Gardner, Ed.) San Francisco: Jossey-Bass.

Achieving and Sustaining Excellence is the final work product of a comprehensive research project to determine which programs in the United States are the best at helping students develop in their first year of college. Of nearly 2,000 institutions of higher education queried, only 13 schools, the best of the best, were included in this book. The kinds of institutions included vary considerably from community colleges, state universities, private colleges, etc. One might get a lot of information by reading the pages which integrate the findings or look at a specific school or type of school that is of most interest to them.

Bain, Ken. (2005). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

What the Best College Teachers Do is the result of a research project which sought to determine some of the common qualities of highly effective instructors. Beginning with student surveys and lists of teachers receiving awards for their teaching and later including classroom observations and other assessments the "best" teachers were initially identified. These "master teachers" were then extensively interviewed and observed to determine what makes them so good. One common theme among the faculty in the study was the universal need for high expectations and an emphasis upon changing the lives of students. This book does contain some common sense but it also attacks some "common sense" notions we have about teaching as well. Aside from its obvious value as a tool for direct self-improvement, chapter 7 also addresses faculty portfolios and how they might be appropriately developed to foster the individual growth of each member of the faculty.

Light, R. J. (2001). *Making the most of college: Students speak their minds.* Cambridge, MA: Harvard University Press.

This 242-page book presents information gathered through Harvard University's "Harvard Assessment Seminars". Through the analysis of numerous student interviews, two prevailing issues are explored: what choices can students make to get the most out of their college experience and what can faculty members and campus leaders do to effectively put good ideas into practice. Chapters cover various aspects of a student's college experience concerning campus involvement, classroom effectiveness, and interaction with faculty and staff. A couple of chapters also address diversity from students' perspectives. An explanation of the research process, references, and an index are included. Through the use of clear discussions and anecdotal examples, this book is not only readable, but usable.

RETENTION:

Gansemer-Topf, A. M., Schuh, J. H. (2006). Institutional selectivity and institution expenditures: Examining organizational factors that contribute to retention and graduation. *Research in Higher Education, 47*(6), 613-642.

This study examines the relationship between university expenditures and IPEDS data. Findings confirmed a direct connection and would be of interest to university administrators, student services professionals and faculty.

Seidman, A. (2005, Spring). Minority student retention: Resources for practitioners. *New Directions for Institutional Research*, (125), 7-24.

This journal article provides a comprehensive collection of retention literature reviews. Included are statistical sources and publications by private and government associations. Many related book titles and journal article titles are also recommended. Alan Seidman is founder and editor of *The Journal of College Student Retention: Research, Theory and Practice.*

McLeod, W. B., & Young, J. M. (2005, Spring). A chancellor's vision: Establishing an institutional culture of student success. *New Directions for Institutional Research,* 125, 73–85.

William B. McLeod, chancellor emeritus of Fayetteville State University and Jon M. Young, professor of humanities for enrollment management at Fayetteville were given the challenge of improving retention and graduation rates. They describe the successful transformation strategies that they developed into a program: FYI (Freshman Year Initiative) – which included a Freshman Seminar Program and Early Alert System. They were able to increase their retention rate two percentage points for one-year rates and four percentage points for two-year rates.

DISTANCE LEARNING:

Maeroff, G. I. (2003). *A classroom of one: How online learning is changing our schools and colleges*. New York: Palgrave Macmillan.

Gene Maeroff, a prolific author as well as longstanding faculty member at Teachers College, Columbia University, has written a comprehensive examination of what he calls the phenomenon of online learning. Maeroff is candid about the suspicions most educators harbor towards online learning, and this work is commendable for the fairness with which it presents the history, challenges and potentials of online learning when seen through a "lens of reality." While this work is not a quick read, it offers penetrating analyses that will enrich the planning process of educators intending to participate—or already participating—in the online education revolution.

Phipps, R., Merisotis, J. (2000). *Quality on the line: Benchmarks for success in Internet-based distance education.* Retrieved November 7, 2006, from http://www.ihep.org/Pubs/PDF/Quality.pdf

This 42-page report, prepared for the Institute for Higher Education Policy (IHEP), was commissioned by the National Education Association (NEA) and Blackboard, Inc. A compilation of 45 benchmarks developed through extensive literature review were incorporated into the Internet-based distance learning courses and programs at six higher education institutions with substantial experience in distance education. Follow-up site visits which included interviews with faculty, administrators and students resulted in the identification of 24 benchmarks divided into seven categories (institutional support; course development; teaching/learning; course structure; student support; faculty support; education and assessment) and considered critical to ensuring excellence in Internet-based distance learning.

Ramirez, A. (2003). Interview: Speaking personally with Eugene Rubin. *American Journal of Distance Education, 17*(10), 59. Retrieved November 7, 2006, from the Professional Development Collection database.

In this 11-page interview, Eugene Rubin, chairman of the Master of Distance Education Program, Graduate School of Management and Technology, University of Maryland University College (UMUC), expands upon the past and future of distance learning at UMUC, once a traditional bricks-and-mortar institution at which in 2003 85% of graduate programs and 50% of undergraduate programs were offered online.

Waterhouse, S. (2006). *Attaining the power of eLearning through strategic planning*. Retrieved November 9, 2006, from http://www.educause.edu/ir/library/powerpoint/EDU06305.pps

This PowerPoint created by the director of educational technology for the Embry-Riddle Aeronautical University (ERAU) and originally presented at the 2006 EDUCAUSE Annual Conference provides 27 slides outlining the strategic planning elements tried and tested by ERAU administrators in the implementation of numerous online degree and non-degree programs preeminent in the aeronautics industry.

CAMPUS CULTURE:

Flower, J. A. (2003). *Downstairs, upstairs: The changed spirit and face of college life in America.* Akron, OH: University of Akron Press.

The author identifies the forces of society affecting higher education in the United States and how these have contributed to major changes in college life. Although there are many factors, the five predominant ones are: 1) the enormous volume of information and the new technologies to control and apply it, 2) global issues leading to the emphasis on workforce education , 3) increased focus on diversity, including race, culture, class and gender; 4) social attitudes emphasizing equality of rewards as opposed to equality of opportunity, and 5) escalating costs of higher education.

Keohane, N. O. (2006). *Higher ground: Ethics and leadership in the modern university.* Durham, NC: Duke University Press.

This work is a compilation of papers and speeches about governance in higher education and the role of colleges and universities in society. Not only are they intergenerational partnerships in learning and research, but also leaders in offering service to society. The papers reflect a commitment to diversity and concern for a growing inequality both within and outside the institutions. The author does include cautious optimism in his speculation about colleges and universities around the world.

Scott, R. A. (2003). The university as a moral force. *On the Horizon*, 11(2), 32-36. Retrieved November 10, 2006, from Emerald database.

In a keynote address at the SUNY-wide Symposium on Ethics in Engineering, Robert A. Scott, President of Adelphi University, explains the renewed interest in ethics in academia. He goes on to define the university as a "moral force" because of its powerful role in the transformation of morally reflective citizens, This force extends beyond teaching and scholarship to include creative arts, athletics, community relations, and its own actions. In this way, the university has the potential to become a strong influence in society.

INSTITUTIONAL CHANGE:

Daynes, G., Esplin, P., & Kristensen, K. (2004, October). Learning as an epidemic: The tipping point, Freshman Academy, and institutional change. *Perspectives: Policy & Practice in Higher Education*, 8(4), 113-118. Retrieved November 1, 2006, from EBSCO Academic Search Premier database.

The authors of this article combine three topics and their influence on learning to illustrate the impact of institutional change on learning. While a focus on learning has been incorporated into nearly every institution of higher education, the authors point out that the learning models used today are based on research from the eighties and nineties and are now becoming outdated. The authors illustrate that institutional change does not necessarily come by consensus or from the top down and cite Malcom Gladwell's *The Tipping Point* as a basis for how "epidemics of learning" can be brought about from within the organization by small groups and the people who nurture connections between groups. Extending this metaphor to academic learning communities, the authors point to the use of these student groups that are formed to share academic experiences and make the progression of requirements for graduation less a series of obstacles to overcome and more of a shared learning experience. By focusing on "networking and connectivity" the expertise of faculty members is infused into the learning experience.

Levine, R. (with Locke, C., Searls, D., & Weinberger, D.) (2001) *The cluetrain manifesto: The end of business as usual.* New York: Basic Books.

The catchy title of this book is just the beginning of an innovative way of looking at how business organizations communicate with their public. The clue the authors want everyone to take away from this book is that communication is the key to organizational marketing and

development. More and more people communicate with other people through email, instant messaging, Internet blogs, podcasts, constant cell phone use, and the like. Person-to-person communication is powerful, what employees, customers, and others say about an organization influences the success or failure of that institution. What an institution communicates through channels of an interactive and personal nature is becoming more important than one-way communication through advertisement. *The ClueTrain Manifesto*, is an insightful and thought provoking look into modern organizational communication strategy.

Paul, D. A. (2005, April). Higher education in competitive markets: Literature on organizational decline and turnaround. *The Journal of General Education*, 54(2), 107- 138. Retrieved November 1, 2006, from EBSCO Academic Search Premier database.

This study of literature on organizational decline and turnaround draws parallels between corporate institutions and institutions of higher education with a focus on three areas of research on organizational change and development. The first section studied is that of the development of higher education from institutions supported by government and philanthropy to institutions that must market and compete to survive. The second area of study is that of literature surrounding "failure and turnaround" in institutions of higher education. As with corporate entities, the study relates that the success or failure of organizational turnaround depends on strong leadership and the acknowledgement by faculty and staff that there is a crisis that must be addressed for the good of the institutions. The final section provides case studies of two universities that experienced decline to the point of failure, but were able to rebound through strong leadership.

Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S., (2005). *Presence: An exploration of profound change in people, organizations, and society*. New York: Currency Doubleday.

Far from being a typical book about organizational change, *Presence* strives to teach change from an outside the box perspective. A collaborative piece, the four authors take the reader on personal journeys through the movement of change. The overall premise of this book is to explain the seven different capacities of the cycle of change which is nicknamed the “U”. The book thoroughly delves into why each movement through the “U” enables the process of change to complete itself in a thoughtful and present manner. Additionally, this work focuses on why change is important to the whole of humanity. Using teachings and research from 150 prominent philosophers and leaders this book is inspiring and will make you think differently about the process of change, making change happen and leaving the world a better place because of the change(s) m.

Zahorski, K., & Cognard, R. (1999). *Reconsidering faculty roles and rewards: Promising practices for institutional transformation and enhanced learning. A report on CAPHE’s faculty roles, faculty rewards, and institutional priorities grant program.* (M. D. Gilliard, Ed.) Washington, DC: Council of Independent Colleges. (ERIC Document Repreduction Service No. ED 430497). Retrieved November 13, 2006, from ERIC Education database. .

Published by the Council of Independent Colleges, this 70 page report summarizes the findings of 22 academic schools that were given grants by the Consortium for the Advancement of Private Higher Education. The primary focus of the grant award was to develop ways to institutionalize change to support the mission of learning at the participating schools. Broken into 4 sections, the first part of this report looks at the different challenges the academic institutions faced (like faculty workload and under prepared students for example). The second section explores how the schools successfully addressed the challenges through planning, communication and setting defined goals. Lastly, the report discusses how the institutions dealt with the six most commons issues which faced these schools: (1) learning and assessment, (2) redefining scholarship, (3) faculty development, (4) faculty evaluation and rewards, (5) collegial governance, and (6) instructional technology. This report explores all parts of the change process from inception to sustainability.