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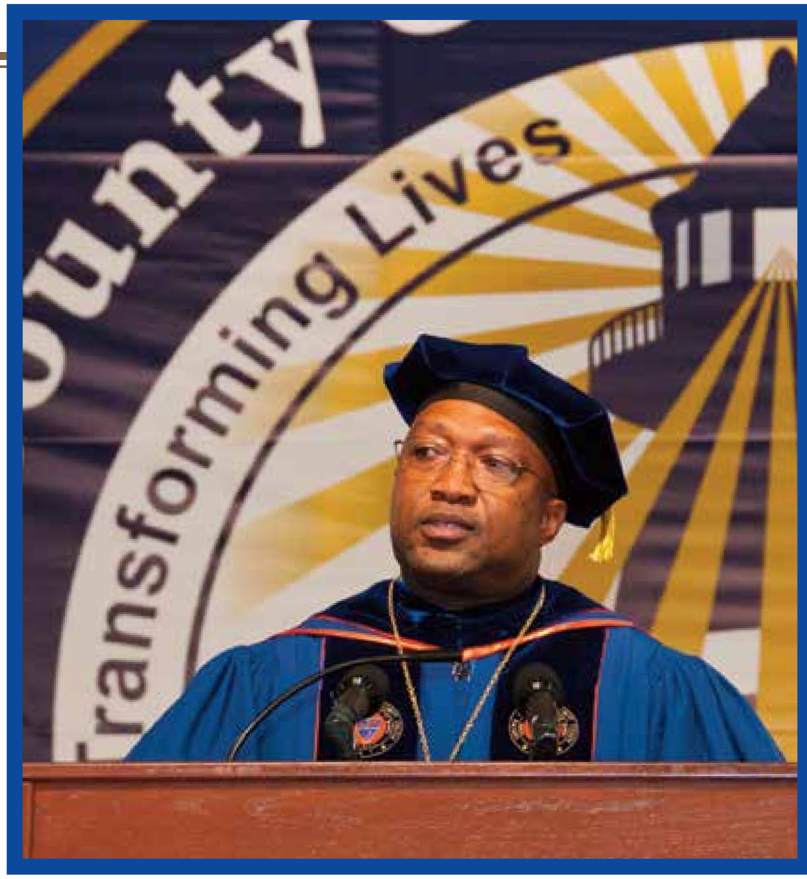
WINTER OF DISCONTENT



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OUR MISSION IS…

…to design and promote world-class training programs and services to advance academic and administrative leadership for post-secondary institutions worldwide in an era of change.

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WINTER OF DISCONTENT

DR. RICHARD STRAND

As an editorial team, we put a lot of thought into the title that we select to feature on the cover of *Leadership*–in fact it is often the first thing we decide on, typically months in advance of the edition's scheduled publication date. The hope and expectation is that the title will serve to inspire our contributing authors and attract the interest of our readers across the globe. Ideally we don't have to explain it, just let it speak for itself. Well, perhaps in this instance a bit of background is useful.

Winter of Discontent! Not to be confused with John Steinbeck's last novel, published in 1961, and bearing the title *The Winter of Our Discontent*–a title drawn from the first two lines of Shakespeare's *Richard III* to wit "Now is the winter of our discontent, Made glorious summer by this son of York." A more appropriate literary reference point for the title itself might well be the classic novel by Charles Dickens–*A Tale of Two Cities*–that entrancing and enduring novel about the French Revolution that began in 1789: "It was the best of times, it was the worst of times…it was the spring of hope, it was the winter of despair …"

With *A Tale of Two Cities*, Dickens asserts his belief in the possibility of resurrection and transformation, both on a personal and societal level. Connected to the theme of resurrection is the notion that sacrifice is necessary to achieve happiness. The French Revolution could come about only with a heavy and terrible cost–personal loves and loyalties had to be placed at risk in an effort to achieve a better future–a heavily desired outcome.

No one can deny we are at a crossroads–higher education is experiencing a time of immense change and challenge, and the outcome is far from certain. The 20th century bore witness to "massification," leveraging an education template that emphasized open access to the masses, not just the privileged, the well-connected, or the richly endowed. This model grew and prospered mightily across the globe–an industrial age-like manufacturing platform that was built with intention to provide access coupled with the promise that with a given amount of ability, attention, effort, and treasure (and this perhaps the least of our sacrifices), a better future was not only possible but probable. And for the most part it seems to have worked.

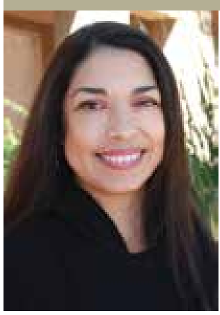
But of late, serious questions are being raised. Doubts linger about not only the process but the product. As I've traveled the globe listening and learning about what matters most, the citizens I encounter in any given country or community seem to agree that education remains a highly valued commodity–a societal priority – one they continue to seek for themselves and most certainly value for their offspring. Among the educators I meet, there appears to be a consensus about the issues that matter most regarding their prospects for success–fiscal responsibility, focused investments, student engagement, program relevancy, effective partnerships (at home and abroad), and of course, student success–to name a few.

In this particular edition, our contributing authors seek to enlighten us, not just about the problems, but more importantly about some worthy prospects and possibilities. It may be the "winter of discontent," but if the passion and energy that went into these articles is any indication, despair might well be avoided and our "spring of hope" may be within reach. Happy New Year! May 2015 be rich and rewarding to you all. See you in Seattle for our 24th Annual International Leadership Conference–*Leadership in the High Definition Age*.

Voices of Leadership…
On The Winter of Discontent

In this issue's look at the *Winter of Discontent*, we examined the current climate of discontent in post-secondary education from many angles. Here, we wanted to approach the topic from the perspective of the instructor. We asked four Academy colleagues to identify challenges in student services, discuss the value of a higher education degree, and examine the pathway - and any gaps - in the education system. We asked them to consider these questions in light of the following quote: "The essence of educational organizations is to facilitate student success, knowing there will be challenges along the way." Their responses are thoughtful, hopeful, and forthright, and we hope that reading them will inspire conversations on your campus about how to weather the storm of discontent and equip students with the knowledge and skills for a bright, successful future.

Luvia Rivera, Mathematics Faculty/Faculty Senate President, Estrella Mountain Community College, Avondale, Arizona, USA



From a student services perspective, what is the most significant challenge we confront as we work our way into the 21st century?

Colleges need to have a focus on mandatory student success programs such as: New Student Orientation, Placement Exam Preparation, and Campus Learning Management Systems workshops. These are essential and necessary elements for students to learn the cultural capital to be successful at the college level.

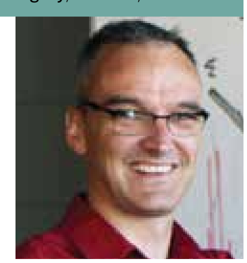
Students and parents have begun to question the value of higher education. In regards to an "input-output" perspective, do you feel a higher education degree serves its purpose?

A higher education degree is still a bridge to the middle class and allows students to become productive citizens. However, it is important for students to choose a major wisely. In today's job market some degrees are more marketable than others. If you are going to make the investment of a college degree, choose a major that aligns with positively trending industries.

Post-secondary institutions participate as a "pipeline" - moving people from where they are to where they want to be. Thinking holistically, what are the gaps in our education system as students leave high school, complete their degree, and enter the workforce?

Students matriculating from high school to college often lack academic preparedness and college readiness. Many students come to college thinking it's just a continuation of high school and don't have the academic and study skills for the rigor of college-level courses. In addition, many students must work while going to school in order to meet the high cost of tuition and books and address their basic needs of food, shelter, and transportation. Thus, it is taking students longer to complete degrees. Additionally, college-level curriculum needs to be more contextualized so that the courses taken in college relate to the work they are going to be doing in their chosen field.

Greg Ball, Instructor, Mechanical Engineering Technology, Southern Alberta Institute of Technology, Calgary, Alberta, Canada



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Designing classrooms and curriculum that meet the expectations of our students. In today's world of laptops, smart phones, and tablets it is important that our classrooms compete with these exciting new technologies. From an instructor point of view, it is important to use these tools as resources in the classroom rather than limit them.

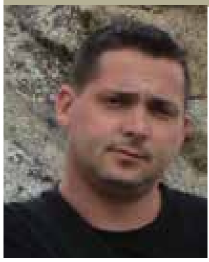
Students and parents have begun to question the value of higher education. In regards to an "input-output" perspective, do you feel a higher education degree serves its purpose?

Firstly, from an input perspective I feel that students make a huge transformation from high school by enrolling in higher education in either college or a university. Inside these institutions, students learn to manage simultaneous deadlines, the importance of hard work, and most importantly push knowledge to a higher level of understanding. From an output perspective, the growth that occurs in students through the process of higher education is a truly positive one. As a result, many new opportunities arise for students as their new credential (diploma or degree) symbolizes a commitment to lifelong learning and follow through. This ability to learn and to become more curious about the world is an important skillset that motivates people to great things in their future careers. I feel that in this way higher education serves its purpose.

Post-secondary institutions participate as a "pipeline" - moving people from where they are to where they want to be. Thinking holistically, what are the gaps in our education system as students leave high school, complete their degree, and enter the workforce?

High schools do a great job streaming students into a "pipeline" of disciplines and educational paths early in their education. This makes sense for a variety of reasons, and for many students this is a very successful model. However, a significant gap exists for mature students who discover at a later age new career paths (sometimes long after high school). In this situation, some students return to high school to upgrade or complete academic courses. This can be very difficult as many have family commitments and financial difficulty. The challenge for educational systems lies in finding efficient methods to place these valuable students back into the pipeline before they become discouraged. From my experience, these mature students are often highly motivated and become very successful once they gain access back into the pipeline.

Sean Tvelia, Associate Professor, Physical Science, Suffolk County Community College, Selden, New York, USA



From a student services perspective, what is the most significant challenge we confront as we work our way into the 21st century?

The most significant challenge from a student services perspective is the consumer-driven model of higher education–where education is considered a product with a specific quality that can be bought and sold like commercial commodities. Unlike other commodities, whose quality is dependent on the provider, the quality of an education is dependent on a process involving both the student (consumer) and the institution (provider). Institutions must offer the requisite information, services, and training, and students must be active participants in the learning process, avail themselves of needed services, and seek out training for their desired fields. A balance of process and product leads to well-educated and prepared professionals.

Students and parents have begun to question the value of higher education. In regards to an "input-output" perspective, do you feel a higher education degree serves its purpose?

Despite questions of its value, higher education institutions produce an educated citizenry that is more capable of understanding and responding to the complex socio-economic issues we face in 2015. That alone means that higher education degrees indeed serve their purpose. Financially speaking, those with college diplomas continue to out earn those without. As the National Center for Educational Statistics notes, only 60% of working-age adults without college degrees maintained full-time employment in 2012 compared to 73% of bachelor degreed adults. College degrees significantly enable greater upward economic mobility. In 2012 the median salary for those with high school diplomas was $22,900, bachelor degrees $46,900, and master's degrees was $59,600.

From an input-output perspective, students who are looking for a facile learning experience, just as in all areas, will be less successful than those who challenge themselves. This has been magnified recently due to the record number of degrees being granted while the number of new full-time jobs remained low: a surplus of qualified individuals allowed businesses and institutions to become extremely selective in their hiring practices.

Post-secondary institutions participate as a "pipeline" - moving people from where they are to where they want to be. Thinking holistically, what are the gaps in our education system as students leave high school, complete their degree, and enter the workforce?

Students face many issues that are the result of unrealistic expectations–such as students who feel they do not need to take notes, read, or participate in coursework to succeed. We must do more to develop work ethic. Unfortunately, higher education is currently dealing with the completion agenda. Although popular politically, it runs counter to what educators experience and industry requires. Degrees completed in fewer semesters inevitably require that students take fewer courses and are less robustly educated. At a time when employers can afford to hire only the best graduates, we cannot advocate for colleges creating less educated individuals. This can only lead to the devaluing of college diplomas.

Dr. Kristy Taylor, Department Chair/Professor, Palm Beach State College, Belle Glade, Florida, USA

From a student services perspective, what is the most significant challenge we confront as we work our way into the 21st century?

We should be teaching students life skills from the moment they enter our institutions. It is important that we recognize that the needs of our students are changing, and we must continuously work to proactively accommodate those needs, while promoting individual responsibility. We should work to streamline various processes from the point of application and enrollment to how we manage students in the classroom. Staff and professors at the collegiate level should focus more on developing students through coaching concepts. Communication amongst various departments is vital to include identifying gaps in the academic and student services department, proactively addressing concerns about students, and providing students with a clear sense of direction and purpose at the beginning of their academic career. Students should have a clear path that will allow them to be effectively coached toward achieving their career goals. This approach will only be successful if we have processes in place that are easy to navigate, while allowing students to be self-sufficient, critical-thinking problem solvers.

Students and parents have begun to question the value of higher education. In regards to an "input-output" perspective, do you feel a higher education degree serves its purpose?

Higher education helps students to become more abstract critical thinkers and problem solvers. Effective advising and student engagement from the beginning of their academic career (including K-12) can help students to assess their interests, talents, skills, and abilities in order to identify career goals and objectives. Upon entering a college, students should be taking courses that will help them to achieve their desired outcomes. Systematic academic pathways such as meta-major options allow students to take a variety of courses geared toward their particular areas of interest. While it is important for students to have a career focus while in college, it is equally important for them to develop the ability to think creatively, innovatively, and critically. In my opinion, a college education is beneficial to everyone in terms of developing critical thinking and problem solving as a life skill, but it must be combined with effective career advising in order to maximize the level of output that students receive from their education. Colleges and universities must assess the market in order to create programs that are tailored to the needs of the market. Beyond being academically prepared, students must also take responsibility for developing their own skills to compete in the job market as well as by becoming professional life-long learners.

Post-secondary institutions participate as a "pipeline" - moving people from where they are to where they want to be. Thinking holistically, what are the gaps in our education system as students leave high school, complete their degree, and enter the workforce?

One of the major gaps has been the failure to link educational training to the employment needs of the community. College leadership must engage individuals from the community in order to find out what the employment needs are, and the programs offered by the college must be tailored to fit those needs. Colleges should seek out feedback from community stakeholders as well as reassess the effectiveness of program learning outcomes to ensure that students are able to gain employment and that the curriculum meets the current industry standards. The pipeline should begin in kindergarten, because we should be preparing students for academic success, as well as for the workforce, from the very beginning. This includes ensuring that parents, teachers, and students are engaged very early on and students are taught to take responsibility for their learning. We should be teaching students to become life-long learners as a means of promoting academic rigor and the development of critical analysis and problem solving skills, as well as the importance of social responsibility. When students enter college, they should also be provided with a clear academic path that will help them reach their career goals.

ON-BOARDING NEW FACULTY:
The Academic Leader's Responsibility

Roger Stanford, Ph.D.

Electromechanical lab "Teaching is very intentional."

EVERY COLLEGE EXPECTS A GREAT INSTRUCTOR. EVERY STUDENT DESERVES ONE.

Term after term, students enter our classrooms to fulfill their hopes and dreams. These students want to learn and prepare for future careers with sustaining wages. Students depend on their instructors to teach and prepare them for these opportunities. They trust and deserve competent instruction from experts in their chosen career path.

Academic leaders realize there are two considerations when hiring effective instructors. The first consideration is competence. Academic leaders must recruit and hire talented and competent instructors within various subject areas. Secondly, academic leaders must recruit and hire instructors with the skills or aptitude to develop into strong teachers. Finding instructors who can meet both considerations is the primary role of the academic leader.

Once the new instructor is hired, the role of the academic leader transitions from recruiter to one of on-boarding, from on-boarding to one of development. On-boarding is an intentional and systematic process to help new instructors transition into their new positions. Glickman (2002) reminds us that teachers must know their subjects well but must also be prepared to use a variety of instructional strategies and be able to assess high quality student learning. Academic leaders must commit time and resources to ensure new faculty members are adequately prepared to facilitate student learning.

Communities and employers depend on graduates who are adequately prepared for today's challenging employment opportunities. Employers have high expectations for our instructors as well. They expect them to be competent and connect learning to relevant industry benchmarks. Employers expect instructors to prepare students to think critically, work collaboratively, and perform competently.

The academic leader must recognize that every new instructor has different needs based on his or her past experiences. Academic leaders must commit to the personal development of every instructor, but especially those who are just joining the institution. In a world where outcomes have never been more critical, one of the greatest influences on student success is the relationship instructors build with their students. Muhammad (2009) highlights that "when one student fails, the one student suffers, but when one teacher fails, 30 students fail" (p. 111). Instructors, who receive the needed support, training, and coaching to become effective instructors, enhance student success and persistence. Enhanced student success increases employer satisfaction, promotes stronger communities, and improves thriving regional economies. Academic leaders must intentionally endeavor to help new (novice) instructors who enter the halls of our colleges.

WELCOME NEW INSTRUCTORS BY INTRODUCING THEM TO ALL ASPECTS OF THE COLLEGE.

What does it mean to welcome new instructors to a college? To some that may mean issuing them a handbook, textbooks, keys to their office, and a login to their computer. The welcome is so much more. It is critical. It is systematic. The welcome is the first part of a very important transition to a different kind of business. The welcome should be warm, genuine, and should introduce the new faculty member to the mission and

Welding lab "Teachers are critical to student success."

vision of the college. Furthermore, it should introduce the new instructor to the college values, the priorities, the expectations, and most importantly, to the culture of the college. The academic leader must commit to helping new faculty members get to know their division, department, and team. This is all very purposeful and quite intentional.

A simple way to help your new faculty members gain a deeper understanding of your institution is to provide an actual tour of your facilities. Whether committing to an entire day or just an afternoon, viewing different parts of the campus and, when possible, interacting with different department chairs and program directors is beneficial. The pride shared by members of the faculty as they talk about their programs to new instructors is invaluable. Inspired by the passion shared by the institution's instructors during the tours, new faculty members return from these outings truly excited about teaching and working with students. The tour is a key element of on-boarding and helping our new faculty members really understand and embrace our mission.

PAY ATTENTION TO THE WHOLE PERSON.

Academic leaders must understand the challenges faced by a new instructor while transitioning from working in the field to teaching. Being overwhelmed is fairly common and can be attributed to many factors – both professionally and personally. The personal factors that come from moving a family from one community to another are usually a challenge. New faculty members are buying and selling homes, moving children from one school to another, and leaving family and friends. Some of these stresses can cause more challenges for a new instructor than making the transition to teaching. Academic leaders need to be realistic and empathetic. If on-boarding and ultimately retaining talent is important, academic leaders must understand the personal stress that moving from one position to another can cause an individual and his or her family.

For example, an instructor who is moving from out of state needs to miss two days of college in-service because of the move. Some academic leaders may stand firm and say that those two days are contractual; however, the right response is to help the instructor maintain his or her personal balance. Place yourself in the role of the new instructor and imagine what it was like to move to a new community. Valuing the emotional health of a new employee so that he or she can make a smooth transition with his or her family will earn good will with the new instructor and get his or her best moving forward at the college; the payback is strong to the institution.

USE A SYSTEMATIC APPROACH TO DISSEMINATE INFORMATION.

Colleges can use many different pathways to help instructors be successful; the key is a consistent system that gets the right information to the new instructor at the right time. When new instructors enter higher education, they are bombarded with the new educational jargon that often leaves them confused. New instructors receive important but often overwhelming amounts of information from human resources, academics, and other operational areas of the college. All of this information is critical but adds to the complexity of joining a college. Each institution must define the core competencies they want to organize into a systematic process. Providing an introduction to these core parts may reduce some of the anxiety that may come from entering the world of higher education. The timing of the delivery of

Machine tool lab "Students deserve a prepared instructor."


Accounting classroom "It should be ok to ask for help."

that information is also key. Once the core competencies are determined, academic leaders can structure the timing so the right information is presented at the most appropriate time. Chunking key themes and concepts together as well as spreading out the information over strategic periods of time may help new faculty members manage cognitive overload.

Reeves (2010) suggests that often development opportunities stall because leadership does not follow through on implementation. When a deep commitment to implementation is made, only then can it impact student results. Essentially, when the needs are identified, the plan is set and the implementation occurs. This process must be systematic and have follow through. One-time development will not lead to instructional change that positively impacts student learning. The process must be deliberate, planned, promoted, budgeted, and consistent. For example, staffing hours need to be committed for faculty mentoring, peer observation, structured training, faculty-led teaching seminars, or the use of external expertise to provide the right resources. Topics that are important to prioritize into a systematic process could include: online teaching standards, instructional planning, assessment strategies, learning technologies, and engaging teaching strategies. As you consider your institution's academic priorities, the academic leader must ensure the college commits systematically as part of their annual planning and budgeting.

OFFER ORGANIZED PROFESSIONAL DEVELOPMENT.

Can you remember teachers from your past that were not effective? Maybe they only lectured and had little student engagement. Maybe their assessments were not aligned with any of the objectives and you wondered why certain items were on the exams. Executive academic leaders must commit to provide each student a strong learning environment enhanced with outstanding teachers. Therefore, every new instructor must have an opportunity to learn foundational teaching and learning strategies.

Primary and secondary teachers with a four-year college education have the fundamental knowledge of teaching and learning. When they are hired by an elementary, middle, or high school, they are prepared to help students learn. For some new positions, experienced teachers or adjunct instructors who have some background knowledge are hired; however, as a college focused on career and technical education, generally instructors are hired directly from industry. Rarely is there any formal training or teaching preparation, and their needs can vary greatly. Preparing someone to be an instructor for your college must be intentional. An academic leader is responsible to make sure that the college has systems in place to help that teacher obtain the foundational knowledge in teaching and learning. Providing time for the new instructors to participate is important; however, providing time for the mentors and expert teaching staff to share their experiences is equally important.

PREPARE FOR THE FIRST DAY.

New instructors are welcomed officially into the college about three weeks prior to the start of the official term. Those three weeks are a time to help the instructor transition into the culture of the college and prepare for his or her initial teaching assignments. The initial days include human resource orientation, diversity training, and many introductions to

Nano science lab "Instructors need help to be ready for day one."

college staff. During this time, the instructional deans join the college development staff and commit to help new instructors. The support of all academic leaders is critical during this development. Instructors will value the values of their leaders. If the deans, department chairs, and program directors are involved and committed to help new instructors evolve in their journeys to become effective instructors, this message about the importance of quality instruction is clearly communicated.

To prepare for teaching, the first few weeks include instructional courses and development opportunities that are close to a "Teaching 101" course. Demonstrating that sound teaching pedagogy is grounded with strong instructional planning, engaging teaching strategies, and aligned with performance assessments is important. Many experienced instructors and college development staffs work directly with the new faculty members and coach them so they are ready for the first day with their students.

Students today need and expect access to support services. Instructors are the greatest conduits to students' awareness of services; therefore, before the first day of class, new instructors must be informed about the support systems available for students. For example, academic services could include help with math, science, reading, writing, and social science courses. The college is responsible for informing all new instructors about these student services. If the instructors know about the available services, then more students will access those services. Some key topics that should be shared are the availability and the value of academic services, disability services, peer tutoring, financial aid, library services, and most importantly, counseling and advising services.

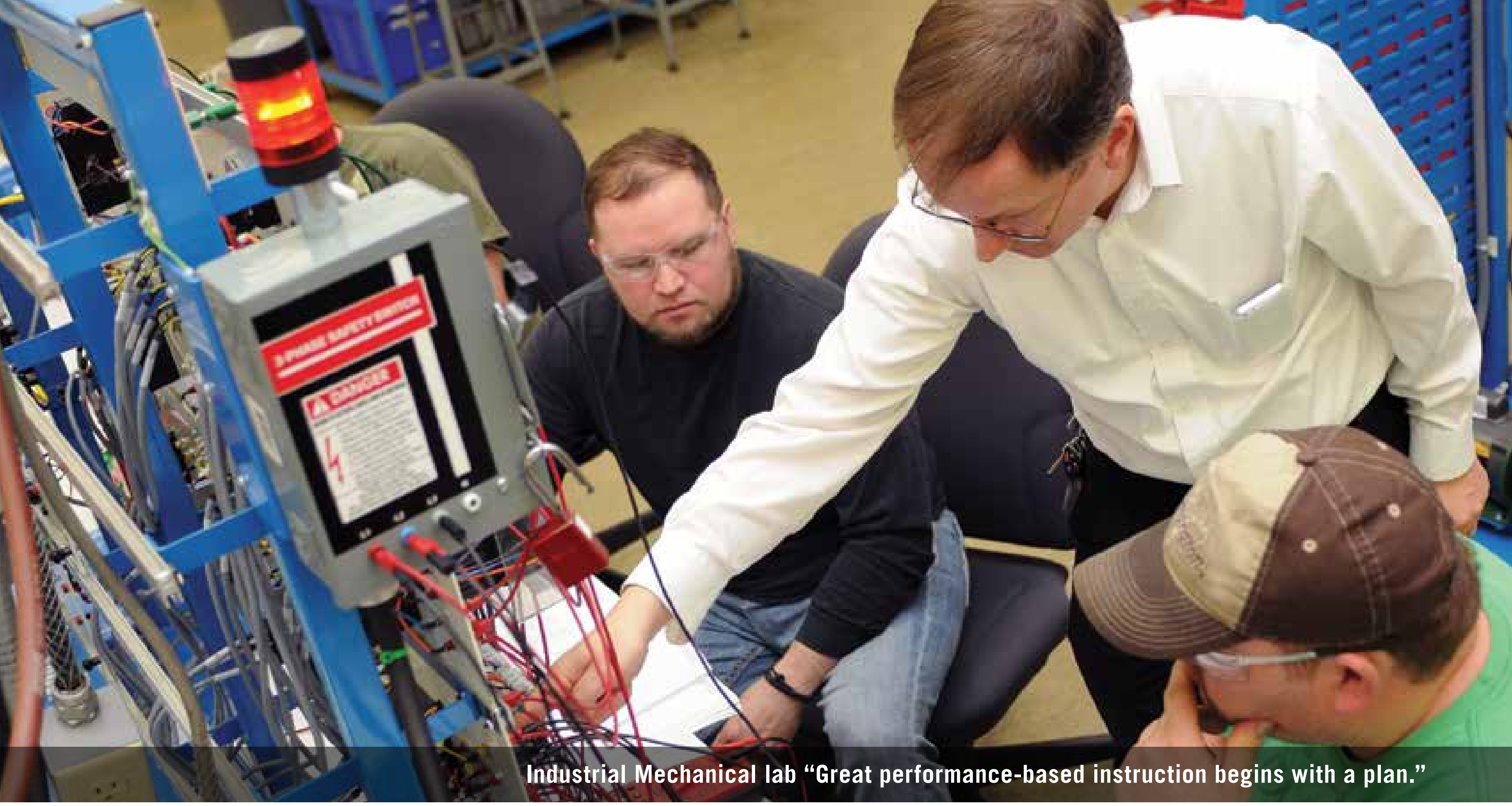
CONTINUE TRAINING AND DEVELOPMENT.

The first day of class for a new instructor is memorable; however, development does not end the moment the students enter a new instructor's classroom. It has only just begun. A strong system includes ongoing training and development over the first two or three years. New faculty members will need help facing many challenges and understanding all of the educational jargon. They may need assistance with the availability of different learning technologies. They will need to learn how to navigate the college's learning management system. Many instructors today are asked to teach in a variety of different delivery methods, so they may need additional assistance learning to teach online or hybrid courses. New instructors will need continued coaching with lesson planning, instructional activities, and assessment development.

The commitment by the institution and academic leaders for training and development must be continuous. The extended commitment could take the form of faculty seminars, structured courses in pedagogy, timely training sessions, peer observation, and even administrative observations. The systems must be designed intentionally to continue development after the first day of class. The academic leader must continue to support a journey for the novice instructor to evolve into a master teacher.

USE OUTSTANDING TEACHERS AS MENTORS.

Outstanding teachers make the best mentors. The utilization of these faculty mentors is a cornerstone to providing support and timely guidance to new instructors. The mentor's role is to be that safe partner at school who a new instructor can go



Industrial Mechanical lab "Great performance-based instruction begins with a plan."

to with questions and ask for help without worry of judgment or evaluation. The faculty mentor works in a group system; typically, a faculty mentor is assigned to help four or five new instructors. The mentor is charged with creating a mini-learning community with his or her mentees.

Mentoring is a commitment. Faculty mentors are carefully selected and come from different areas across the college. Aligning new instructors with mentors from other academic departments is deliberate. Working with instructors from other areas helps instructors create a broader network in the college. Mentors are very connected to the intentional series of development activities provided for new faculty. Glickman (2002) suggests that mentors should receive training prior to peer coaching. This ensures congruence of the entire process and expectations. They provide a continuous connection for that new instructor throughout the first year. New instructors benefit by working with other new instructors as well as their mentor. Many life-long professional connections develop from this very intentional process.

STAND BY YOUR ORGANIZATIONAL COMMITMENT.

Attracting and retaining talented instructors is a critical role of the academic leader (Glickman, 2002). The academic team at the college shares this responsibility of hiring, on-boarding, and transitioning new instructors so they can thrive in teaching. An intentional commitment is required for the allocation of support staff, development staff, and mentors, as well as the commitment to allow the time necessary to attend and deliver the proper learning opportunities. According to Muhammad (2009), leaders must develop systems that improve the skills of faculty, thus limiting their struggles in the classroom. Presidents, vice presidents, deans, program directors, and department chairs must all be involved in supporting the journey to become a great instructor. Clear expectations and intentional support systems create conditions of success. None of this happens by accident. Maxwell (1999) reminds us that "everything rises and falls on leadership" (p. xi). Academic leaders with high expectations of student learning must commit to even higher expectations of themselves to foster and maintain the strong systematic development of new members of the faculty.

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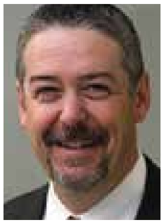

DR. ROGER STANFORD has been with Chippewa Valley Technical College (CVTC) since 2001, starting as an instructor in marketing and moving across many organizational positions. He currently serves as the Vice President of Instruction.

Stanford attended CVTC after graduating from Stanley-Boyd High School. He completed the two-year marketing program in 1986, after which he served six years in the military. After completing his bachelor's degree in marketing education through UW-Stout, he began his teaching career at Memorial High School.

While teaching, Stanford continued to pursue higher education, earning his masters of education degree through UW-La Crosse. He has taught at both UW-La Crosse and UW-River Falls. In 2012, Stanford received his Ph.D. in curriculum and instruction through Capella University.

In January of 2015, Stanford will be moving to Western Technical College in La Crosse, Wisconsin as their new Vice President of Academic Affairs.

ENCOURAGING EMPLOYEE VOICE, EMBRACING DIVERSE PERSPECTIVES

KATE SIKERBOL, M.A., M.ED.

Recent conversations with colleagues working in higher education have described an environment that is shifting rapidly and radically. Turbulent times present a unique challenge for those who work "in the middle" of the organization: deans, associate deans, department chairs, directors, and program coordinators. Leading from the middle, we must juggle competing expectations from senior managers with the demands of frontline staff, faculty, and students. We are asked to contribute to developing organizational strategy and then implement it at an operational level. Leading from the middle means achieving a precarious balance between change and continuity (Huy, 2001).

To be successful in making sense of ambiguous circumstances where the outcomes are unpredictable and uncertain, we need to encourage employee voice. Employee voice is defined as the expression of ideas, information, opinions, or concerns. Silence is defined as withholding these same things (Brinsfield, Edwards, & Greenberg, 2009). Dissent is defined as holding or expressing disagreement or contradictory opinions at variance with organizational policies and practices (Kassing, 1997). Encouraging employee voice can contribute to the innovation and learning that will help us reframe and surmount the complex challenges faced by our institutions during times of change and uncertainty.

> COURAGE IS WHAT IT TAKES TO STAND UP AND SPEAK; COURAGE IS ALSO WHAT IT TAKES TO SIT DOWN AND LISTEN. -WINSTON CHURCHILL

Many of us cling to the belief that unity, agreement, and consensus are signs of organizational health. But what if the opposite were true? What if the expression of different points of view, critique, and dissenting opinions was actually a better indicator of organizational vitality? Heifetz and Laurie (2001) contend that "real leaders ask hard questions and knock people out of their comfort zones." This article sets out to challenge some cherished assumptions and stimulate reflective and creative thinking about employee voice, silence, and dissent. In an appreciative and inquiring spirit, I offer some provocative propositions, followed by suggestions that may help us re-imagine our roles as leaders and managers, equipping us to build organizational cultures that encourage voice.

The sounds of silence

Is it possible that as leaders we may unwittingly be squashing employee voice, contributing to cultures of silence, and missing out on opportunities for innovation and growth? In her 2004 book, *Bad Leadership*, Barbara Kellerman suggests that good leaders share power with others and surround themselves with people who speak the truth. Yet the reality may be that we find it difficult to hear alternative views, particularly when they may make us feel embarrassed, vulnerable, or leave us questioning our own competence (Milliken & Morrison, 2003). Hidden behind a concern with saving face, Morrison & Milliken (2000) suggest that those in leadership roles may hold implicit assumptions about feedback from subordinates; that it is perceived as less accurate, less legitimate, and threatening to managerial power and credibility.

David Collinson (2012) contends an emphasis on excessive positivity, agreement, and harmony discourages people from identifying problems, raising issues, or admitting mistakes. He calls this "Prozac leadership," and argues that insisting on only positive thinking contributes to silencing alternative perspectives and marginalizing dissenting voices.

Our deeply cherished view that we advocate for participatory management practices and empowered and engaged employees is challenged by Henry Mintzberg. He insists that little has changed since 1916 when Henri Fayol suggested that the six key tasks of management were to forecast, plan, organize, command, coordinate, and control (Mintzberg, 2009). While acknowledging the necessity for management to seek stability and order, Mintzberg suggests that most organizations over-emphasize the need for internal unity and harmony of ideas, and the undesirability of organizational conflicts and tensions in the organization. In doing so, he argues, we maintain and reward "bureaucratic conservatism" which may not serve us in times of change.

What are the consequences of not encouraging employee voice? If information is the linchpin of organizations, then the consequences of not speaking up, or speaking out, could be serious. Withholding information, pointing out the pitfalls of a proposed course of action, or sharing information that is not widely known or accepted could affect decisions that impact the future success of the organization. The Enron disaster and recent financial meltdown illustrate more dramatic consequences of withholding information.

Beyond the impact on decisions, encouraging or stifling employee voice has an impact on our relationships with others. Offering a differencing or critical perspective is risky: dissent is often perceived as betrayal, with negative repercussions to

one's reputation and career (Detert & Burris, 2007). Leaders tend to view employees who engage in more challenging forms of voice as less effective performers compared to employees who express their dissent in more supportive ways (Burris, 2012). Fear of reprisal is a significant reason why employees do not share information about issues with those who hold more senior positions in the organizational hierarchy (Morrison & Milliken, 2000).

What gets in the way of listening to employee voice?

We are not aware of the disconnect between core beliefs, words, and action.

What gets in the way of our noble intent to create trusting, respectful relationships and embrace diverse perspectives? The following story illustrates disconnect between words and action. Years ago I worked in healthcare for a CEO who insisted that he wanted to hear new ideas. Yet every time I offered a suggestion, he was dismissive. Very quickly it became clear that he always had a better idea and had to have things done his way. It seemed apparent that his deepest commitment was actually to keeping control and being the pre-eminent problem solver. Like many of us, he was likely unaware of these core assumptions.

Kegan and Lahey (2009) suggest that being unaware of our core assumptions and being committed to self-protection provides an "immunity to change" that prevents us from accomplishing our goals. As this former CEO fostered greater and greater dependency on his ideas and methods, he eroded the team's confidence in their ability to tackle even small problems themselves. The team came to see themselves as ineffective and powerless. Over time, disconnect between what he thought he believed and what he actually communicated to the team through his actions eroded the trust and confidence of the team. Good ideas were silenced.

We fear feedback and end up managing in the dark.

Are we as leaders so fearful of negative feedback that we are contributing to a climate of silence in our institutions? Recent research suggests that this is indeed the case (Morrison & Milliken, 2000; Milliken & Morrison, 2003; Morrison, 2011). They submit that when leaders do not encourage, reward, or take action on suggestions made by employees they are actively discouraging employee contributions.

Power casts long shadows. We cannot ignore the dynamics of power and hierarchy as we consider what helps or hinders employee voice. Leaders have power over others and access to resources. Burris (2012) suggests that powerful individuals may tend to ignore advice from both novices and experts. Employees who directly challenge the status quo tend to be ignored by leaders who may perceive employee suggestions as implicit criticism of their managerial competence, character, or ability. The leader's response to this perceived threat is to dismiss or ignore employee suggestions.

Fear over being revealed as less than competent may be the biggest stumbling block to encouraging or hearing employee suggestions. The discrepancy between reality and one's self-image as an effective leader is brought to light by feedback from employees.

A recent study by Fast, Burris, and Bartel (2014) found that leaders with lower self-efficacy may not be as effective in soliciting and listening to employee feedback. Self-efficacy is

RECEIVING HONEST FEEDBACK FROM OUR TEAMS, OUR COLLEAGUES, AND OUR SUPERVISOR CAN PROVIDE THE IMPETUS AND THE OPENING TO FURTHER CONVERSATION ABOUT HOW WE ARE CREATING OUR RELATIONSHIPS WITH OTHERS.

the belief that one is competent and capable of achieving one's goals. Fear of receiving harsh criticism discourages leaders from encouraging employee voice, and these authors suggest this may be particularly true for leaders who are new to their role. Fast et al. contend leaders are afraid that inviting employee suggestions will confirm their personal inadequacy. The result, they suggest, is that leaders end up managing in the dark.

How do we move forward?

If organizations must balance unity with dissent as a way to achieve organizational vitality, where does one find guidance on how to productively do this? The next section provides five practical steps we can take to help us move forward toward a healthier organization.

Re-imagine our role as facilitators of dialogue

Examples of classic command-and-control images of leaders with "power over" others can still be found in business, government, and higher education. Raelin (2012) suggests that leaders spend too much time persuading and influencing others to accept the leader's point of view and mobilizing employees to take action. He proposes that leaders need to re-imagine their role and learn how to become facilitators of dialogue. To foster mutual learning, deep understanding, insight, and collaborative action, he suggests leaders must shift their focus to "power with" others. Engaging people in dialogue allows an exploration of the beliefs and mental models that may enable and constrain action. Raelin suggests that through dialogue we can find innovative solutions.

Move beyond self-protection by seeking feedback from diverse sources

Feedback from others develops the ability to step outside of one's assumptions and move beyond self-deception and self-protection. Working with an executive coach and seeking feedback through the use of 360-degree assessments are two ways that leaders can seek honest feedback from others and bring to light limiting beliefs and self-protective behavior. These strategies alone, and especially in tandem, are powerful tools that can help us to grow on the job. They require that we embrace our vulnerability and our fallibility, as well as recognize our strengths. Receiving honest feedback from our teams, our colleagues, and our supervisor can provide the impetus and the opening to further conversation about how we are creating our relationships with others.

Engage in generative listening

Listening generatively means listening together for patterns and insights. By linking and connecting diverse perspectives, deeper questions and more profound understanding can emerge (Brown & Isaacs, 2005). Masterful communicators are aware of these many different layers in a conversation. They are mindful of what they say and attuned to how what they say can impact their relationships with others (Pearce, 2007). To be truly effective in listening to the ideas, suggestions, and opinions of others, Hersted & Gergen (2013) suggest that leaders need to be "doubly engaged". This means listening for the concrete content, the themes, ideas, and proposals that our co-workers offer, while attending to the relational process: how we relate to each other, rate trust and respect, and understand and acknowledge our shared values.

Build trust and respect

Since suggesting improvements that challenge the status quo can be risky, employees need to feel sufficient trust in their leaders before expressing their concerns and opinions about how to improve things (Gao, Janssen, & Shi, 2011). Leaders who genuinely and actively invite, encourage, and welcome suggestions for improvements and who listen and respond positively to their employees' concerns send a message that employees can make valuable contributions. By building trust, leaders can foster the voicing of concerns and suggestions (Gao et al., 2011). Creating a space where another person's voice may be heard demonstrates respect (Hinman, 2008).

Create a climate of psychological safety

A climate of silence will prevail if employees believe that it is futile or dangerous to speak up (Morrison & Milliken, 2000). The antidote to this is to create a climate of safety which is characterized by mutual trust and respect. Amy Edmondson (2012) emphasizes the crucial role that leaders in the middle play in creating a psychologically safe environment, one in which employees feel more comfortable to speak up, assume personal responsibility, and learn and work collaboratively. Her research demonstrates that employees are more likely to speak up if they understand that there is an expectation in the group to do so. The role of the immediate supervisor is crucial in setting the tone for interactions in a work group or team, and signalling whether or not it is safe to speak up (Edmondson, 2012).

Tapping into the collective intelligence of our people

I believe that communication is not just talk, it is *action*. Through conversations we learn together and create the fabric of our organizations. To learn together, we need to tap into the collective intelligence of our colleagues, students, and stakeholders, and encourage those who risk speaking up. All voices need to be heard, including the voices of those labelled as dissenters. As Heifetz and Laurie (2001) remind us, solving complex problems means involving all employees in finding solutions. They argue that as leaders, we need to model the candor we wish others to express. Rather than smoothing over conflict, we need to draw out the issues, while surfacing and addressing the very real struggles over values and power that characterize everyday life in our organizations (Heifetz, 1994).

Developing the capacity in ourselves and in others to address the complex adaptive issues that confront us means challenging the status quo, moving beyond the tried and true solutions that have worked in the past, and creating new possibilities together (Heifetz & Laurie, 2001). The potential for dissent to be productive lies in its capacity to surface and challenge the underlying assumptions and contradictions that influence and constrain our thinking.

Now is the time to challenge the assumptions that guide how we think, talk, learn, and work together. Now is the time to embrace appreciative and critical perspectives about our institutions, how they are managed, and how they can be improved. Now is the time to harness the energy of our discontent and use it productively to help people flourish, organizations thrive, and together, build a more compassionate and sustainable world.

The winter of our discontent can yield to promising new beginnings.

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A RATIONAL OPTIMIST'S VIEW OF AMERICAN HIGHER EDUCATION

DR. LANE A. GLENN

IF EVER THERE WAS A "WINTER OF DISCONTENT" FOR HIGHER EDUCATION IN THE UNITED STATES, THE LAST DECADE OR SO HAS BEEN IT.

The media and the public at large seem to be increasingly "discontent" with American colleges and universities, and we have all heard the list of complaints: Costs are soaring, teaching methods are outdated, not enough students are completing degrees, and the United States is falling behind the rest of the world in producing the educated scientists and engineers who will keep us competitive in the 21st century.

With a great "Harrumph!" *Time* recently ran a cover story asking the decidedly discontented question: *Is College a Lousy Investment?* (McArdle, 2012).

It is time to pause, take a breath, and look at what is really happening–behind the screaming headlines. As the famous humorist Mark Twain once drily commented after the *New York Herald* printed the unfortunate news that he was gravely ill and about to expire in a London hotel room, "Reports of my death are greatly exaggerated."

And so it goes with American colleges and universities.

Problems do exist, and individual institutions and entire systems can and should be doing more to rein in expenses, improve student success, and produce more graduates in high-demand fields. But when it comes to the three chief complaints you are probably hearing the most about–cost, completion, and competitiveness–higher education in this nation is far from expired.

In fact, you can cheer up, because when you take a careful and clear-eyed look at the figures behind the frenzy, you will find there is plenty of reason for a more rational optimism.

COST

Here is the complaint:

Colleges and universities build Taj Mahal dorms, overcharge students, and fleece the government for financial aid. Accumulated student loan debt in America has reached nearly $1 trillion, more than automobile and credit card debt, and second only to mortgage loan debt. On top of that, students are racking up more than $100,000 in loans pursuing Liberal Arts degrees, only to find themselves unemployed or working as a barista at Starbucks.

Sound familiar?

While there may be a kernel of truth to some of these claims (just as Mark Twain's cousin, James Ross Clemens, really was ailing in England), the whole picture is not nearly as dire as the doomsayers would have you believe.

According to the National Center for Education Statistics (NCES), the amount that most *public* colleges and universities are spending per student has remained relatively flat for at least the last seven years, increasing only $321 in inflation-adjusted dollars, from $28,050 in 2005-2006 to $28,371 in 2011-2012 (NCES, 2013).

The big difference is not that colleges are spending lavishly, or even spending much more than they did before. It is that the cost of college, among public institutions, is shifting from state support to student and family support. As an example, according to an analysis by a special Higher Education Finance Commission established by the State Legislature last year,

Massachusetts, where my college is located, used to provide 80% or more of the funding for community colleges and state universities, and now that figure ranges from 25-50% (Higher Education Finance Commission, 2014).

Each year, the State Higher Education Executive Officers Association (SHEEO) issues a report on the condition of higher education finance in America. SHEEO's *State Higher Education Finance 2013* edition notes that "constant dollar educational appropriations per FTE" (that is, the amount of money spent by states and counties per full-time equivalent student) reached a high of $8,790 in 2001. By last year, it had fallen to $6,105 (SHEEO, 2014).

Clearly, when it comes to policy and funding, a college education these days is more often seen as less of a public good and more of a personal good, with the expectation that states will pay less and students will pay more.

On top of this shift of college costs from the government to students and families, the huge increase in overall student loan debt is driven not just by individuals borrowing more for college, but by more people *going* to college. According to the NCES (2014), between 1991-2001, enrollment at degree-granting institutions in America increased at a moderate 11%. Then, between 2001-2011, enrollment soared 32%, from 16 million to 21 million students.

Keep that number in mind, because when you hear about the "average student loan debt" (which is now around $27,000), that typically refers to the amount of debt taken out by all *borrowers*, not to debt accumulated by all 21 million *students* at American colleges and universities. As William Deresiewicz (2014) noted in "The Miseducation of America," a recent *Chronicle of Higher Education* column, "Forty-three percent of those who graduate from public colleges and universities, which account for about 70 percent of the college population, don't take out any loans at all."

If you count *all* students, in 2012 the average debt per graduate (from a public college or university) was about $14,000. To put that in perspective, last year the average price of a new car in America was just over $32,000–and a few years later, you still have to buy another one.

And what about those borrowers taking out more than the cost of your first home? Well, the reality, according to Deresiewicz (2014), is that less than 2% of students graduate with over $100,000 in debt, and most of those are coming from expensive private schools.

Choice matters. Students who attend highly selective and expensive private schools in pursuit of careers that pay lower wages may find themselves deeper in debt, while the larger number of students who attend less selective and less expensive public universities and community colleges likely emerge with a more manageable balance sheet.

And what about results? Whether I'm $14,000 in debt or $100,000 in debt, I will never pay it off as a barista at Starbucks, right?

Poor Starbucks. To help counter the negative image they have acquired as the last refuge of supposedly unemployable English and Art History majors, the international coffee giant recently announced the "Starbucks College Achievement Plan," a new partnership with Arizona State University (ASU) that will help their employees complete their college degrees: All those baristas who work at least twenty hours a week will receive 50% tuition for freshmen and sophomores, and a free ride for juniors and seniors at ASU (Starbucks, 2014).

But the reality is that even through the recent recession, the college educated (including English and Art History majors) were far better off than those without degrees, and now, according to the U.S. Bureau of Labor Statistics (2014), the unemployment rate for college graduates is only 3%. On top of that, over the course of a lifetime of work, college graduates can expect to earn about a million dollars more than those who only finish high school.

The Brookings Institution's "Hamilton Project" recently examined what college graduates in various majors earned over their careers, and whether their investment was worth it or not. While there is quite a bit of variation between a social worker and a chemical engineer, they determined that a typical student's spending on college has a financial return of over 15%, more than twice the average return of a stock market investment over the past 60 years (Hershbein & Kearney, 2014).

A college education still does not have to cost a fortune, and in most cases, it will be well worth the investment. Read past the ranting headlines and know that there are choices to be made along the way.

COMPLETION AND COMPETITIVENESS

Here is the complaint:

Teaching is outdated, students are bored, and not enough of them graduate. The United States is falling behind countries around the world. We have too many underemployed Liberal Arts students and not enough Science, Technology, Engineering, and Math (STEM) graduates.

There is some real truth to this one. Figures vary widely by institution, state, and region, but as Paul Tough (2014) of *New York Times Magazine* recently reported in "Who Gets to Graduate," taken as a whole, more than 40% of American students who start at four-year colleges have not earned a degree after six years, and if you include community college students, the dropout rate is more than half.

And when you stack us up against other developed nations, at first glance we seem to be losing ground. The Organization for Economic Cooperation and Development (OECD) produced a report last year called "Education at a Glance," comparing emerging and economically advanced countries around the world. According to the OECD (2014), the United States now ranks fifth in the attainment of a college degree among 25-64 year-olds (behind the Russian Federation, Canada, Japan, and Israel), and twelfth when considering 25-34 year-olds.

Lastly, since Thomas Friedman published *The World is Flat*, his bestselling look at globalization and the looming threats to America's economic and educational dominance back in 2005, a number of reports from reputable business groups and think tanks called for a significant increase in the number of STEM graduates to fuel the 21st century hi-tech economy.

In his 2011 State of the Union address, President Obama pledged to create 100,000 new STEM teachers, and soon after, his Council of Advisors on Science and Technology (2012) issued a report declaring that the United States needed a million new STEM workers.

Fair enough. Without question, we need to improve both the rate and the number of students who graduate from college in the United States prepared for the world of work–and we are.

In America's agricultural and industrial past, the vast majority of citizens did not even contemplate going to college. According to the U.S. Census Bureau (2014), in 1947, only 6% of 25- to 29-year-olds had earned a college degree. But thanks to the G.I. Bill, a boom in the creation of community colleges across the nation, and an economy that increasingly relied on advanced technology and needed more educated workers, by 1977 that percentage had increased to 24%.

After inching along throughout the 1980s and 90s, the drive toward improved college completion started to get a real boost a decade or so ago, when philanthropists, foundations, and organizations like Bill and Melinda Gates, *Achieving the Dream*, and *Complete College America* joined higher education leaders across the country in a renewed focus on student success.

As an example, the Lumina Foundation's (2013) *Goal 2025* initiative boldly declares, "By 2025, 60% of Americans will hold a high-quality college degree, certificate or other postsecondary credential."

How are we doing?

Well, the most recent report from Lumina, "A Stronger Nation Through Higher Education," reveals that in 2012, the most recent year for which data are available, the proportion of Americans between the ages of 25 and 64 with a two- or four-year college degree was 39.4% (Mathews, 2014). That's up from 38.7 in 2011, and is the largest year-over-year increase since Lumina started tracking our progress.

Degree attainment in the United States, according to Lumina, is steadily accelerating.

And there is more to look forward to: The degree attainment rate of young adults (ages 25-34) helps predict what the future will look like, and in 2012 that rate was up to 41%, three percentage points higher than in 2008 (Mathews, 2014).

And when it comes to the next big breakthrough in college completion and competitiveness, one of our nation's biggest *challenges*–the way we educate our most at-risk citizens–is also one of our greatest *opportunities*.

Unlike many of the countries surveyed in the OECD's "Education at a Glance" report, the United States has a robust higher education system that is open to *everyone*, regardless of gender, ethnicity, social, political, or economic background.

This is most evident in our network of "open door" community colleges across the country–an option for higher education that America invented, and most countries around the world have yet to discover.

Community colleges serve nearly half of the nation's undergraduates, and the largest proportion of at-risk students, including first generation students, minorities, students from low-income families, students with learning disabilities, veterans, and more.

We can be proud of opening the doors of higher education widely to everyone–and it is through the challenges we find with at-risk student populations that we also have our greatest opportunities for improving completion and competitiveness even farther and faster.

For example, as that *New York Times Magazine* investigative

story recently reported, two of the most rapidly growing populations of students on college campuses across the country are low-income and minority students; yet these are also two of the groups of students least likely to complete college (Tough, 2014). Tough writes, “Whether a student graduates or not seems to depend today almost entirely on just one factor – how much money his or her parents make. To put it in blunt terms: Rich kids graduate; poor and working-class kids don’t.”

About a quarter of college freshmen whose families are in the lower half of the income distribution will complete a bachelor’s degree by the time they are 24, while almost 90% of freshmen from families in the top income quartile will finish their degree (Tough, 2014).

Similarly, minority enrollment in higher education has been climbing rapidly, while completion rates still lag behind.

According to a *Diverse* magazine report on recent U.S. Department of Education statistics, between 2009 and 2011, the nation’s Black undergraduate population rose 8.5% and Latino undergraduates jumped 22%, while White college enrollment increased only 2.7% (Roach, 2014).

In a twist that may have been unexpected for many, for the first time in our nation’s history the college-going rate of Hispanic students is now higher than both white and black students.

Yes, you read that correctly: *In 2012, seven out of ten Hispanic high school graduates went to college.*

And there are more of those high school graduates. According to the Pew Research Hispanic Center, the high school dropout rate for Hispanics has fallen by half over the last ten years, from 28% in 2000 to 14% in 2011 (Fry, 2014).

The optimistic news is that all those colleges, philanthropists, and foundations focused on “closing the gaps” in student success for at-risk students are beginning to have an impact. While minority enrollment was climbing between 2009-2011, at the same time, six-year graduation rates for Latino, White, and Black students increased by 4.7%, 2.1% and 2%, respectively (Fry, 2014).

It is nowhere near enough, but it is progress. And encouragingly, “closing the gaps” for at-risk students has become a regular feature of statewide higher education system planning and even resource allocation. According to the National Conference of State Legislatures (2014), 25 states now have some kind of performance-based funding for their public colleges and universities, and many of those, like Massachusetts, where my college is located, include metrics for how well institutions are serving at-risk students.

Those colleges and states understand what the Massachusetts Department of Higher Education (2014) noted in this year’s progress report on our statewide *Vision Project:* “If African-American and Latino/a adults possessed college degrees at the same rate as White adults (60%), Massachusetts would easily meet its need for more college graduates by 2025.”

And what about all those STEM graduates we need in order to stay competitive with the rest of the world?

There is no doubt the world economy and workforce has become more technologically advanced, but there is growing skepticism that a million more STEM degrees are what we need to keep up.

In *Falling Behind?: Boom, Bust & the Global Race for Scientific Talent,* Harvard Law School Professor Michael Teitelbaum (2014) explains that that the United States has been through at least five STEM-related cycles since World War II. Each time, Teitelbaum writes, concerns about a perceived shortage of STEM workers led to action by the federal government to stimulate STEM research and education. Then, after the panic and stimulus ended, we were left with too many STEM degrees and not enough STEM jobs (think Sputnik and the technology race of the 1960s, followed by the economic bust of the 1970s).

Instead of “falling behind,” Teitelbaum (2014) suggests the United States already has a surplus of people with STEM education–perhaps as much as twice as many as the workforce will demand in the coming years.

So if it still seems that the higher education “Winter of Discontent” you have been hearing about is howling outside your frozen window panes, take heart:

A college education remains one of the best investments you can make.

More Americans are college-educated than ever before in our history.

We are beginning to “close the gaps” in college success for at-risk students.

And the rest of the world still looks to America as a higher education leader: A recent report from the Pew Charitable Trusts (2014) revealed that the number of foreign students studying in the United States has skyrocketed, with more than 886,000 enrolled on American campuses last year. That is an all-time high and more than twice the number of international students 20 years ago.

We have work to do–and we can be optimistic about our future.

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SEEKING EVIDENCE OF IMPACT FOR INFORMED IMPROVEMENT

VERONICA DIAZ, PH.D.
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According to Kirschner (2012), by their very nature, educational institutions almost invariably suffer from inertia and defense of the status quo.

While educational leaders look outside of their respective institutions for guidance from peers, foundations, and professional organizations, they also must create a culture of critical inquiry within the institution and build collective intelligence in order to solve complex challenges. The EDUCAUSE Learning Initiative's Seeking Evidence of Impact (SEI) program engages the teaching and learning community in a collective discussion about ways of gathering evidence of the impact of innovations and current practices. This national discussion brings together all types of higher education institutions and professional associations into a conversation on this theme. Realizing the importance of using evidence to improve practice, Mesa Community College (MCC) established a team that met regularly over four years to work with the college community to create a culture of evidence-based decision making dedicated to student success that aligns with SEI concepts. Adopting a robust set of data collection and analysis tools and heeding guidance from EDUCAUSE, MCC was able to move beyond using perceptions and anecdotes to improve practice.

With great change in higher education, it is timely to take a fresh look at evidence-based practice. Teaching and learning continues to see a rapid rate of innovation, fueled by constructivist learning principles and new technologies (McClenney, 2013). But do we know what works and what does not? Are the gains real or imagined? Just what is the impact of our projects? Measures of impact and effectiveness are essential if we are to make informed decisions about what we need to support and promote. Perhaps most importantly, measures of impact are very persuasive for our staff, including faculty and senior administration. Many institutions sooner or later will face financial difficulties; in such times, when resources of all types are scarce, it is more important than ever to renew our thinking about evidence-based practice in teaching and learning.

The subject of evidence-based practice is a broad one. Brown and Diaz (2011) report it has many dimensions and complexities, so it is useful to categorize them into these areas:

Approaches and Designs for Collecting Evidence: The answers you find depend directly on the questions you ask. For the results of an evaluation to be truly useful, it is crucial to ask the right questions–that is, to design the evaluation in a way that will produce information that is useful to you and your stakeholders.

Using Evaluation Tools Effectively: No doubt we have all composed a survey, run a focus group, or conducted a set of interviews. How confident are we that we use these common tools effectively? Are we confident that we are acquainted with all the tools available to us? Do we know when to choose one tool over another?

Using Evidence to Influence Teaching Practices: It may seem that providing evidence alone will guarantee influencing teaching practices, but instances in which evidence influences practice are more often the exception rather than the rule (Buskist & Groccia, 2011). Using evidence to actually change how teaching and learning is done is an art unto itself.

These three areas of evidence-based practice are further explained in detail, and an example from one community college applying these practices is provided.

Approaches and Designs for Collecting Evidence

Every evaluation project should have one core question it seeks to answer; a good research question is two-thirds of the battle. This underscores the importance of the design and conceptualization of an evaluation project. Mistakes in the design phase will likely compromise the project, minimizing the effectiveness of the results. Consider the National Research Council's six criteria that characterize a good research question (Shavelson & Towne, 2002):

- Significance: It addresses a question or issue that is seen as important and relevant to the community;
- Specificity: The question focuses on specific objectives;
- Answerability: The question can be answered by data collection and analysis;
- Connectedness: It is linked to relevant research and theory;
- Coherency: It provides coherent explanations that rule out counter-interpretations; and
- Objectivity: The question is free of bias.

This roster presents the important criteria that need to inform project design. One additional consideration when collecting and presenting evidence is the intended audience. Persuading instructors to change teaching practice based on evidence is the last-mile problem. Constituencies differ with respect to the kinds of evidence they consider persuasive. It is vital that project designers take this into consideration at the earliest stages of the project. An early decision for almost any evaluation project is the question of what data collection methods are most appropriate. Most often, this consideration turns to the question of whether to use quantitative, qualitative, or mixed research methodology.

Using Evaluation Tools Effectively

Although higher education does maintain well-established instructional traditions and practices, a fair amount of innovation and experimentation pervades, and is encouraged in, the teaching and learning enterprise. Higher education practitioners are devoting a significant amount of time and resources to said innovations, necessitating designs, methods, and tools to measure impact and continuously improve.

A process for evaluating instructional innovations could include questions about the student and faculty member reactions to the innovation, support for student engagement, and support for learning and transfer. Brown and Diaz (2011) suggest the following steps that may guide the process:

- Establish the goals of the evaluation: What do you want to learn?
- Determine your sample: Whom will you ask?
- Choose methodology: How will you ask?
- Create your instrument: What will you ask?
- Pre-test the instrument: Are you getting what you need?

Triangulation can be used to combine the advantages of both the qualitative and the quantitative approach by utilizing the three most commonly used evaluation tools: questionnaires (paper or online), interviews (individual or focus group), and observations (classroom or online). Of course, the type of method you use will largely depend on your goals and audience, but other considerations include speed, cost, sensitivity, literacy, and security, to name a few.

Another method that could result in clearer results is a tiered approach. Perhaps you are trying to assess the impact of podcasting on a 2,000-student blended business communications course. After confirming that the entire class has access to the Internet, you might begin your data collection with an electronic survey. Once the survey results are collected and analyzed, you might conduct focus groups or interviews to further probe or clarify information that may not have been evident in the surveys. A small pilot using a couple of designs may be useful to confirm that the desired results can be obtained using that approach.

According to Brown and Diaz (2011), the way in which results are reported is critical. Below are suggestions on how to do so:

- Keep it simple, to the point, and brief. For example, reports should include some statements about the innovation and its impact (such as "podcast access increased by 98% during the fall semester"), a brief section on data analysis, a discussion section, and a "bottom line" section where recommendations or suggestions are made. All other information can be made available in an appendix section for further reading.
- Know who is consuming your data or research report, who the decision makers are, and how your data is being used to make which decisions, if any. Match your data-collection method to the type of data to which your information consumer will respond or is likely to respect.
- Match your research design to the type of information in which your anticipated consumers are interested or to which they will best respond. This can be tricky and requires advance planning, but the point is to tailor your design to the specific interests of the consumer and/or decision makers. For example, a vice president of finance may be more persuaded by quantitative reporting, while a dean in humanities may find qualitative reporting and telling of a story more powerful. Tailoring your design in this manner can ensure that you are able to provide the kind of information that will facilitate the decision process.

Using Evidence to Influence Teaching Practices

As a teaching and learning community, we might consider transforming or remodeling research to be more authoritative, relevant, and accessible. According to Hirschkorn and Geelan (2008), the current connection between research and instructional practice is weak (p. 1). Higher education institutions seem to have a good understanding of the assessment of student learning through the use of rubrics, e-portfolios, and other mechanisms, but can experience challenges implementing practices, which is more of a political process or an institutional culture issue.

There is a need to institutionalize a workflow that engages and incorporates faculty members into an assessment and curricular improvement process (Stiehl & Lewchuk, 2012). Although institutions have experience and established ways of assessing student performance, finding ways to increase faculty member awareness of effective measurement practices to improve students' learning opportunities remains a challenge for many.

Mesa Community College (MCC) is one example of an institution that has implemented a college-wide quality initiative. Called **informed improvement**, the initiative empowers a culture of evidence-based decision making dedicated to advancing student success (Mesa Community College, n.d.). Critical inquiry is at the heart of college instruction, and should be at the heart of improving teaching and learning, extending to all college operations. MCC strives to identify a need, challenge, or opportunity, and research how others have addressed it. Considering the particularities of the institution, MCC decides upon a course of action and plans for implementation of research, then undertakes the evidence-seeking activity while measuring its effectiveness, and finally, assessing the results and using them to improve practice for the next iteration. This approach seems generic, yet it takes focused effort to actively employ such a philosophy system-wide. It can

Figure 1: Critical inquiry process developed by the MCC Informed Improvement Team.

often be a strong temptation to defer to anecdote and judgment-based decision making, or even worse, status quo permeating.

Critical to the effectiveness of informed improvement is its ubiquity and scalability. Every unit at the college–every department, division, committee, and program–uses this process to determine their positive or negative impact and adjust accordingly. With an increasingly robust set of data collection and analysis tools, MCC is able to move beyond using perceptions and anecdotes to determine success.

The following guiding questions can help the faculty or department chairs begin a process of critical inquiry focused on maximizing the impact of their teaching strategies:

- What does learning look like?
- How do we know learning is occurring?
- What are ways that we can increase learning?
- How do we know if it is working?
- Do I articulate learning objectives but never measure them?
- Do I assess skills or content that I do not identify in my learning objectives?
- How can I increase alignment?

The cyclical nature of higher education makes informed improvement a useful model, and the revolution in information technologies has exponentially expanded our capacity to understand what helps students to learn and succeed.

Advice for Seeking Evidence of Impact

The EDUCAUSE Learning Initiative Seeking Evidence of Impact program, with help from the teaching and learning community, has developed the following list of shared observations, recommendations, and conclusions for measuring the impact of innovations.

- Strike a balance between the desire to find the ultimate, definitive answer and what available resources enable you to do. Above all, strive to be effective within your specific campus context to meet educational outcomes. Focus on persuading practitioners and those who support them.
- Cultivate a climate and a culture for evidence of impact work. Share inspiring visions, results, and processes. Work on the relationships that will strengthen evidence-based practice.
- Celebrate the accomplishments. Build the kind of climate that will facilitate evidence-based quality improvement.
- Evaluation work can be fun. There is pleasure in discovering things that nobody realized before about student learning and success.
- Think about all the resources you have available to you for evidence of impact studies. Do not discount the passion that people bring to the questions they are interested in studying.
- Just the exercise of creating a good research question will help you explore many of the questions and opportunities you are facing.
- In the absence of data, anecdote (and prejudice) will triumph. There are a lot of data already available on your campus. Go on a treasure hunt.
- Do not re-research questions that have already been answered. We now know that online instruction can be as effective as face-to-face instruction. What is needed are studies of ways of implementing online and hybrid models to see what works best and what does not.
- Identify the questions for which answers will make a difference. Make sure the research question is relevant to your audience.

With constant change from disruptive technologies such as massive open online courses (MOOCS), online competency-based learning, and learning analytics, educational leaders will be challenged to balance the science of evidence-based decision making with the art of managing and navigating the institution's culture. Evidence-based teaching is an important way to approach what we know about teaching and learning and how to tease through the vast amount of information to decide what to use. The EDUCAUSE Learning Initiative's Seeking Evidence of Impact program encourages using evidence and research-supported practices to develop a new tradition of teaching.

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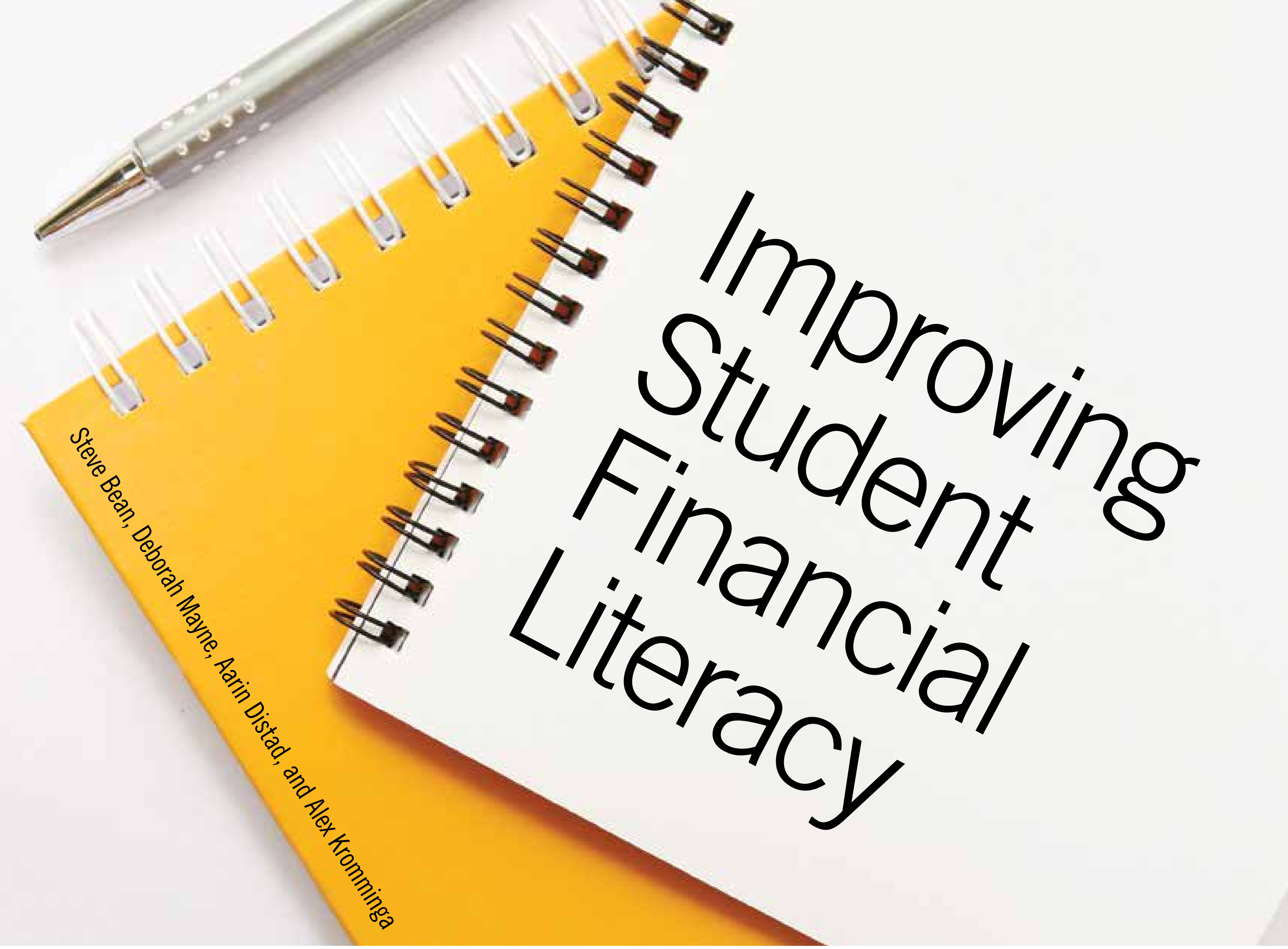

Improving Student Financial Literacy

Steve Bean, Deborah Mayne, Aarin Distad, and Alex Kromminga

While the increasing cost of higher education is a well-known trend, the associated escalation in student loan debt often is recognized too late by students. For the first time in United States history, student loans accounted for more national debt in the United States than did credit cards in 2011. In a recent msnbc report, Chatterjee (2014) reports that student marketing company Edvisors calculates that the average 2014 graduate will have nearly $33,000 in debt, almost 60% of all college students having taken out a student loan. And because the debt burden has risen significantly faster than inflation (up 361.3% since 2003 according to the New York Federal Reserve), total student debt in the United States is now almost $1.2 trillion (Chatterjee, 2014).

Not surprisingly, students are also defaulting on education loans in record numbers. In fact, "the percentage of borrowers defaulting on federal student loans within two years of starting repayment has increased for the sixth year in a row, while the rate for defaults measured over a three-year period has risen by a similar margin" (Thomason & Newman, 2013). The latest two-year default rate of 10% was the highest rate in nearly two decades, up from 9.1% among the previous year's cohort (Thomason & Newman, 2013).

Colleges and universities share in the consequences. Post-secondary institutions with high student loan default rates are at risk of losing Title IV status, which allows for participation in financial support programs like the Pell grant and federal financial aid. Even when default rates are low, financial aid offices often struggle with a basic tension inherent in the loan program. On one hand, as an entitlement program, federal loans are available to students who meet basic eligibility criteria. On the other, the government expects accountability from colleges whose students borrow (Burdman, 2012).

These troubling statistics and other financial issues affecting student success are prompting many institutions within the Minnesota State Colleges and University System (MnSCU), specifically Saint Paul College, to explore a variety of financial literacy interventions. This led to the research into what resources currently exist that could be integrated into existing programs on their campus.

DEFINING FINANCIAL LITERACY

The Jump$tart Coalition defines financial literacy as "the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security" (Looney, 2011). Similarly, the Financial Literacy and Education Commission (FLEC) describes it as having "the information, education and tools that [the American public] need to make good financial decisions in an increasingly complex U.S. and global financial system" (Looney, 2011).

The President's Advisory Council on Financial Literacy advocates that post-secondary students learn about finances as basic knowledge for citizenship (Kezar & Yang, 2010). The Council defines financial education as “the process by which people improve their understanding of financial products, services and concepts, so they are empowered to make informed choices, avoid pitfalls, know where to go for help and take other actions to improve their present and long-term financial well-being” (Kezar & Yang, 2010). This instruction challenges students to hone critical thinking, judgment, and other skills needed by a responsible citizen. These activities reach beyond acquisition of basic skills to involve complex understanding of credit and debt, philosophical decisions about appropriate risk, and judgment in making consumer choices (Kezar & Yang, 2010).

EDUCATION STRATEGIES

Financial literacy programs attempt to directly address student behavior and are often embedded in retention-based programs at the institutional level. Four broad areas typically addressed include curriculum, co-curriculum, services, and faculty/staff development (Kezar & Yang, 2010). Looney (2011) describes specific strategies commonly included:

1. **Faculty Development** - Support for professional development and proposed collaborations within disciplines to embed financial literacy education within curriculum.
2. **Cross-Departmental Collaboration** - Development of partnerships across departments with emphasis on how financial literacy is synthesized and delivered.
3. **Mentoring (peer and faculty)** - Utilization of peer and/or faculty members as resources and support.
4. **First-Year Experience (FYE)** - Inclusion of financial literacy component.
5. **Orientation** - Inclusion of financial literacy and information for all incoming students.
6. **Social Media** - Promotion through social media.
7. **Workshops** - Implementation of out-of-classroom sessions and workshops promoting sound financial behavior.
8. **Entrance and Exit Counseling** - Institutionalization of required sessions related to loan use.
9. **Community Engagement** - Identification and collaboration with community members and business representatives to maximize financial education and resources.

In a 2013 study of approximately 40,000 first-year college students across the United States, *Money Matters On Campus* (Higher One, 2013), it was similarly concluded that institutions should assist students in making good financial decisions through one-on-one counseling; workshops; worksheets; multi-year plans; student success courses; academic counselors in the financial aid office; meeting with counselors and faculty; and early warning systems.

Research has repeatedly shown that success in college is the best predictor of whether students repay their loans, so an emphasis on student success is directly aligned with default prevention. Additional counseling is needed for at-risk students, including high-volume borrowers and students facing academic difficulties or taking the minimum number of required credits.

Domonell (2011) identified five tried-and-true tips for getting started with a financial literacy program, including developing a solid base of helpful web content; promotion; presenting financial literacy as a contributor to overall well-being; offering a variety of resources; and adding it to the curriculum. Wilke (2013) found that content must be delivered in multiple formats (videos, interactive games, online chats, podcasts, articles, etc.) to satisfy different learning styles. The marriage of technology and financial literacy brings greater integration of social networking into program offerings. Peer-to-peer online communities and discussion groups offer users a way to share information, questions, ideas, and advice, thereby allowing users to pass along what they have learned and gain mastery of the subject matter (Wilke, 2013).

In a survey of 509 undergraduate students, Goetz (2011) examined three financial education methods (on-campus financial counseling center, online financial management resources, and in-person educational workshops). The results showed that having taken a personal finance course was positively associated with interest in all three delivery methods with the strongest interest being online education. Today's students are increasingly comfortable with learning through technology, and they may also desire the greater flexibility of this mode of pedagogy (Goetz, 2011).

ONLINE PROGRAM OPTIONS

Fifteen online financial literacy programs were identified and contacted for information about products and services; costs; the number of colleges, universities and students currently utilizing the program; assessment tools measuring program effectiveness; and access for students after they graduate or leave an institution.

Substantive responses were received from eight programs and evaluated with respect to the previously described criteria and with Saint Paul College in mind. Consideration also was given to whether programs were developed by well-trained educators, offered vetted program materials, allowed for timely instruction, covered relevant subject matter, and provided evidence of impact. Programs included:

1. **CashCourse** – a comprehensive website and program currently used by 835 colleges and universities. Provides assessment tools, is available to graduates and parents, and is free.
2. **Financial Aid TV** – offers online video packages to assist with financial literacy and reduce the service burden on financial aid departments. Offers online viewing and usage metrics.
3. **iGrad** – provides a prescriptive approach focusing on peer-to-peer education. Delivers career and job search support and is used on several hundred campuses.
4. **Inceptia Financial Avenue** – self-paced with 10 courses taking approximately 30-40 minutes to complete, and 10 mini-modules taking 10-15 minutes with pre- and post-test assessments. Used by 325 clients.
5. **Mapping Your Future** – educates students on responsible money management and student loan borrowing. There were 1,548 active online counseling accounts and almost 3 million web visitors in 2013.
6. **$ALT** – $ALT combines one-on-one loan counseling with interactive financial education tools. Used by 254 schools, has detailed assessment tools.
7. **TG HigherEDGE Default Aversion Solutions** – a comprehensive fee-based default management service that assists in reducing an institution's cohort default rate.
8. **Transit EverFi** – an online program for students in school and beyond. Several measurement tools provided.

A STANDOUT ONLINE PROGRAM

Only one product met all key criteria and is offered at no cost to the institution or student: the CashCourse program from the National Endowment for Financial Education (NEFE). This organization has no affiliation with student loan companies, lenders, or other financial institutions. Its mission includes partnering with nonprofit organizations and government entities to provide financial education resources.

CashCourse is the primary product offered by NEFE to colleges and their students. The program is branded for each college with the school logo, colors, and links to preferred social media profiles. It provides unbiased, commercial-free content (no advertising) and customizable promotional materials. Multiple departments on each campus can use the website. For Federal TRIO programs (federal outreach and student services programs in the United States designed to identify and provide services for individuals from disadvantaged backgrounds) it provides a free, simple way to meet the Higher Education Opportunity Act (HEOA) financial education requirements.

CashCourse: Tools for Students
Six key areas of personal finance are covered:

1. **Money 101** - banking, budgeting, credit and debit, insurance, saving and goal setting.
2. **Paying for Education** - projecting expenses, repaying student loans, student loans, ways to pay, graduate and professional degrees.
3. **Making purchases** - getting around, housing, shopping and spending.
4. **Working and Earning** - finding a job, types of work, wages and benefits.
5. **Money and Relationships** - friends, family and money, life decisions.
6. **Solving Problems** - emergencies, fraud, income gap.

Students also have access to a suite of financial interactive/multimedia tools such as a budget wizard, coursework education modules with pre- and post-test questions, featured videos, financial calculators, financial experts, financial glossary, text message feature, quizzes and worksheets, and expanded content. Each student also has access to *The Financial Experts Wall* (a question and answer portal staffed by a financial aid officer and financial planner) and *My CashCourse Planner* (including a customizable resource library and directory of assignments).

To access CashCourse, students register at www.cashcourse.org with their name, school, and email address. They must accept the Privacy Policy and Terms of Use. No student information is shared with outside parties. Students select their institution during registration to see custom branding and assignments. Campus administrators see students' coursework and quiz scores matched with student names and email addresses.

CashCourse: Tools for Administrators

The following tools and resources are available to administrators:

1. **Workshop Kits** - PowerPoint presentations and facilitator guides for ten topics.
2. **Marketing Templates** - fliers, posters, ads, bookmarks.
3. **Worksheets**
4. **Twitter and Facebook Posts** - 100 pre-composed social media posts.
5. **CashCourse Challenge** - three versions of online scavenger hunts.
6. **Assignments** - student assignments (tracking participation and scores).
7. **CashCourse Connection** - monthly e-newsletter.
8. **Webinars** - live how-to training with question and answer.
9. **Reimbursement Program** - fall and spring mini-grants.

CashCourse allows instructors or administrators to create assignments of their choice or use those within the program. Website use can be monitored through Google Analytics to assess the number of visitors, traffic over time, time spent on site, top content, where visitors come from, etc.

A RECOMMENDED RESOURCE FOR PROMOTING FINANCIAL LITERACY

CashCourse is highly recommended as a financial literacy program for any post-secondary institution. It is a comprehensive site providing extensive student tools and resources related to all areas of personal finance. The program is in use at 13 MnSCU institutions. Nationwide, CashCourse is used at colleges with a few hundred students as well as large land-grant universities with over 40,000 students.

Institutions that have successfully implemented a financial literacy curriculum have anecdotally seen dramatic results in terms of increased completion rates as well as increases of financial knowledge, attitudes, and behaviors (Higher One, 2013). Furthermore, when borrowers reduce their likelihood of default on student loans, there is a clearly defined return on investment for educational institutions. Individual students who are able to responsibly manage their finances are more likely to pay any tuition balances or charges to the university, and alumni who make sound financial decisions are much more likely to choose, and be in a position, to give back (COHEAO, 2012).

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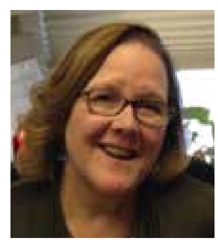
Steve Bean is the Faculty Librarian at Itasca Community College, Grand Rapids, MN



Deborah Mayne, MBA, is the Senior Accounting Supervisor at Century College, White Bear Lake, MN.

Aarin Distad is the Assistant Director of First Year Programming at Century College, White Bear Lake, MN.

Alex Kromminga, E.J.D., is the Director of Student Conduct and Citizenship and Acting Assistant Dean of Students at Winona State University in Winona, MN.

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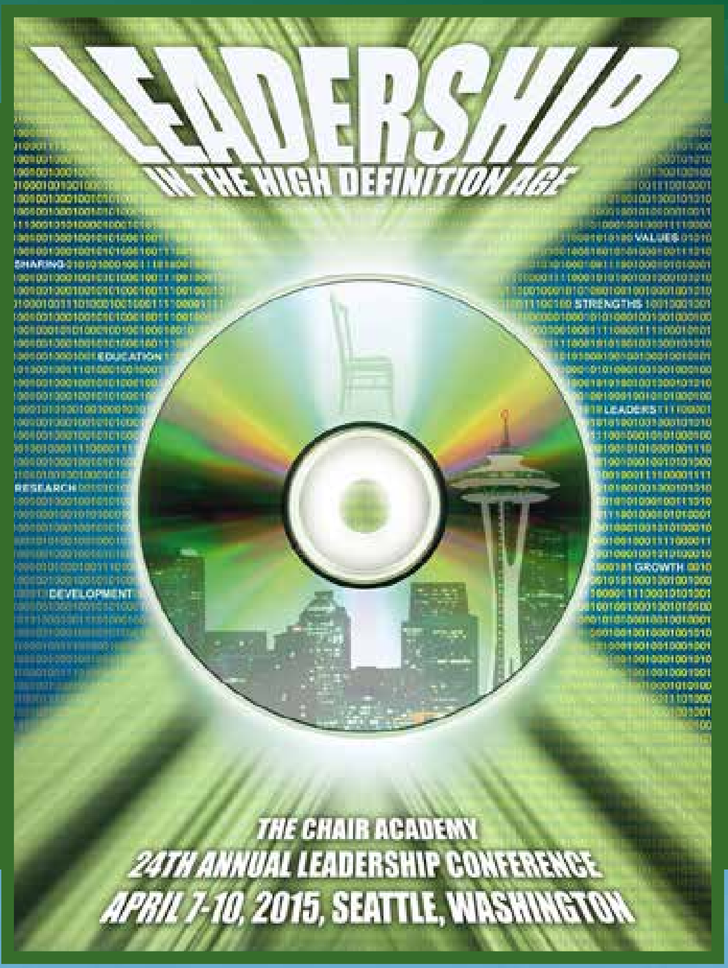

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Author, Trainer, Speaker

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Author, Educator

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The Chair Academy offers each participant an expanded conference experience. For $125, conference participants can attend a full-day, pre-conference skill-building workshop. These workshops are intended to provide participants with essential skills and knowledge that they can bring back to their organizations.

THE TRICK TO BEING A CHAIR OR ORGANIZATIONAL LEADER
Presented by Bill Lamb, Kirkwood Community College
The workshop will present a variety of strategies for new front-line administrators, including chairs, directors, deans, and other organizational leaders. Activities throughout the day will help participants define their role as leaders and share strategies to develop cohesive teams.

STRENGTHS EDUCATOR WORKSHOP
Presented by Scott Geddis, Phoenix College
This dynamic and activity-based Strengths Educator workshop is designed to help participants discover and build upon their strengths, create stronger relationships, engage in more effective teams, and begin to develop strengths-based culture in their organization.

LEADERSHIP DEVELOPMENT 3.0: THE TIMES THEY ARE A CHANGING
Presented by Julie Wechsler, South Mountain Community College
In this interactive session, we will explore our changing environment, recently described by the Center for Creative Leadership as volatile, uncertain, complex and ambiguous. Participants will consider implications of environmental change on leadership competencies, and how these competencies can be developed using new learning strategies.

CREATIVE LEADERSHIP: THINKING, WORKING, AND LEADING WITH VISION
Presented by Scott Wakefield, Community College of Aurora
This skill-based workshop will give you tangible and relevant skills that you can use to bring about your creative vision. You will explore and develop Thinking Strategies and Working Skills.

LEARNING SPACES THAT MEASURE UP: PLANNING AND ASSESSING LEARNING SPACES FOR THE 21ST CENTURY
Presented by Roger Yohe, Mesa Community College and Jennifer Strickland, Mesa Community College
Join us as we explore how leaders can leverage space as a change agent for a college. In this interactive session participants will use tools to manage the lifecycle of learning spaces, both formal and informal, in higher education.

THE CHAIR ACADEMY'S 24TH ANNUAL INTERNATIONAL LEADERSHIP CONFERENCE

CONFERENCE SITE/HOTEL

The Chair Academy's International Conference will be held at the Sheraton Seattle Hotel - Downtown.
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Conference Room Rate:
$189.00 traditional - per person/night
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Hotel rate is available until March 6, 2015.
Standard room rates after this date.

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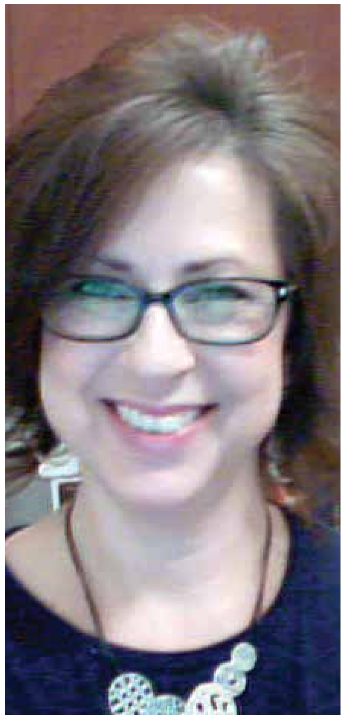
THE ALUMNI OF

LEADERSHIP

RECOGNIZING ACADEMY ALUMNI

Haydee Lavariega Adams (North Carolina 2011 – 2012) has transitioned into the non-profit world. She serves as Executive Assistant to Casa Latina, a non-profit organization that empowers Latino immigrants through educational and economic opportunities in the greater Seattle area.

Margo Keys (WLDI 2003-2004) is celebrating 20 years with Chippewa Valley Technical College, in Eau Claire, Wisconsin.

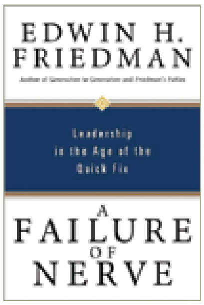


Michelle L. Koenig (North Carolina 2011-2012) has been accepted into the Ph.D. in Leadership Studies Program at North Carolina A&T State University.

Lech Krzywonos (Great Lakes 2010-2011) has been selected as the new Principal of the Truro Campus at Nova Scotia Community College in Halifax, Nova Scotia.

THE LITERATURE OF LEADERSHIP

REVIEWS BY JEFF YERGLER

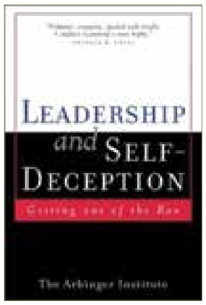


A FAILURE OF NERVE: LEADERSHIP IN THE AGE OF THE QUICK FIX

Edwin H. Friedman
Seabury Books (2007)

Friedman's book, *A Failure of Nerve: Leadership in the Age of the Quick Fix,* will make the reader uncomfortable. This is a book written by a man who is a therapist, rabbi, and business consultant. He has successfully taken his rich knowledge and experience working with family systems and applied them to the work of leaders in the complex systems of organizations and institutions. Much of this book is about how leaders fail, that is, how leaders, because of their lack of self-differentiation, are unable and unprepared to address the complexity of the emotional systems in which they work. As a result, Friedman argues, our institutions are often filled with anxious, invasive, and reactive people who fail to honor boundaries and can attempt to sabotage even the "healthiest" (think differentiated) of leaders. Friedman discusses such topics as societal regression, system anxiety in organizations and societies at almost every level, the abuse of data, overuse of empathy, and the importance of integrity. This is a must read for leaders who know they have internal work to do if they are to move their organizations toward health.

RATING ★★★

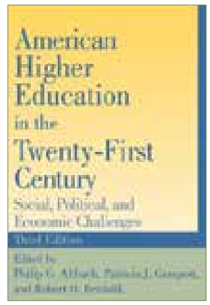


LEADERSHIP AND SELF-DECEPTION: GETTING OUT OF THE BOX

The Arbinger Institute (2010)
Berrett-Koehler Publishers, Inc.

When leaders engage in self-deception they are unwilling to see the realities around them. This failure to see realities and the "truth" is likely to create pain, frustration, and stunted growth for themselves, others, and their organizations. The points of the book are communicated using stories and vignettes that portray men and women addressing issues of deception and attempting to break through to new understanding. The vignettes are brief, easy to digest, and simple and clear in their emphasis. The writers use diagrams embedded in the narrative to explain and explore how self-deception can impact the life and work of the leader and those around the leader. Moreover, the message about deception can apply beyond the workplace into one's personal life and relationships. The real utility of this book is found in a later chapter that begins to explain how the lessons gleaned from the narrative can be practically employed in organizations. For example, the information can be used in applicant screening, team building, conflict resolution, accountability, and growth and development. This is an easy read that can offer good value.

RATING ★★

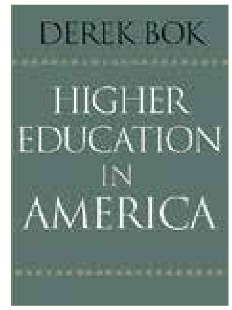


AMERICAN HIGHER EDUCATION IN THE TWENTY-FIRST CENTURY: SOCIAL, POLITICAL, AND ECONOMIC CHALLENGES

Altbach, Gumport, and Berdahl (3rd. Ed) (2011)
Johns Hopkins Publishing

This book provides an in-depth, scholarly, and informative perspective on the challenges and issues involved in and around the conversation of American higher education. Simply put from the perspective of this reviewer, this is a resource that frames up and clarifies the many complex currents that have and will continue to influence higher education. The contributors for each chapter bring impressive credentials and are connected to a broad swath of higher education institutions and think tanks. The chapters in the book are arranged in four parts: The setting of higher education (where the reader will find an excellent chapter on academic freedom), the external forces impacting education (featuring a chapter addressing the federal government's role in higher education); the academic community (including a chapter on the role of the presidency in higher education); and central issues for the twenty-first century (featuring a chapter on technology's role in research and learning). This is an excellent resource for both the higher education historian and futurist.

RATING ★★★



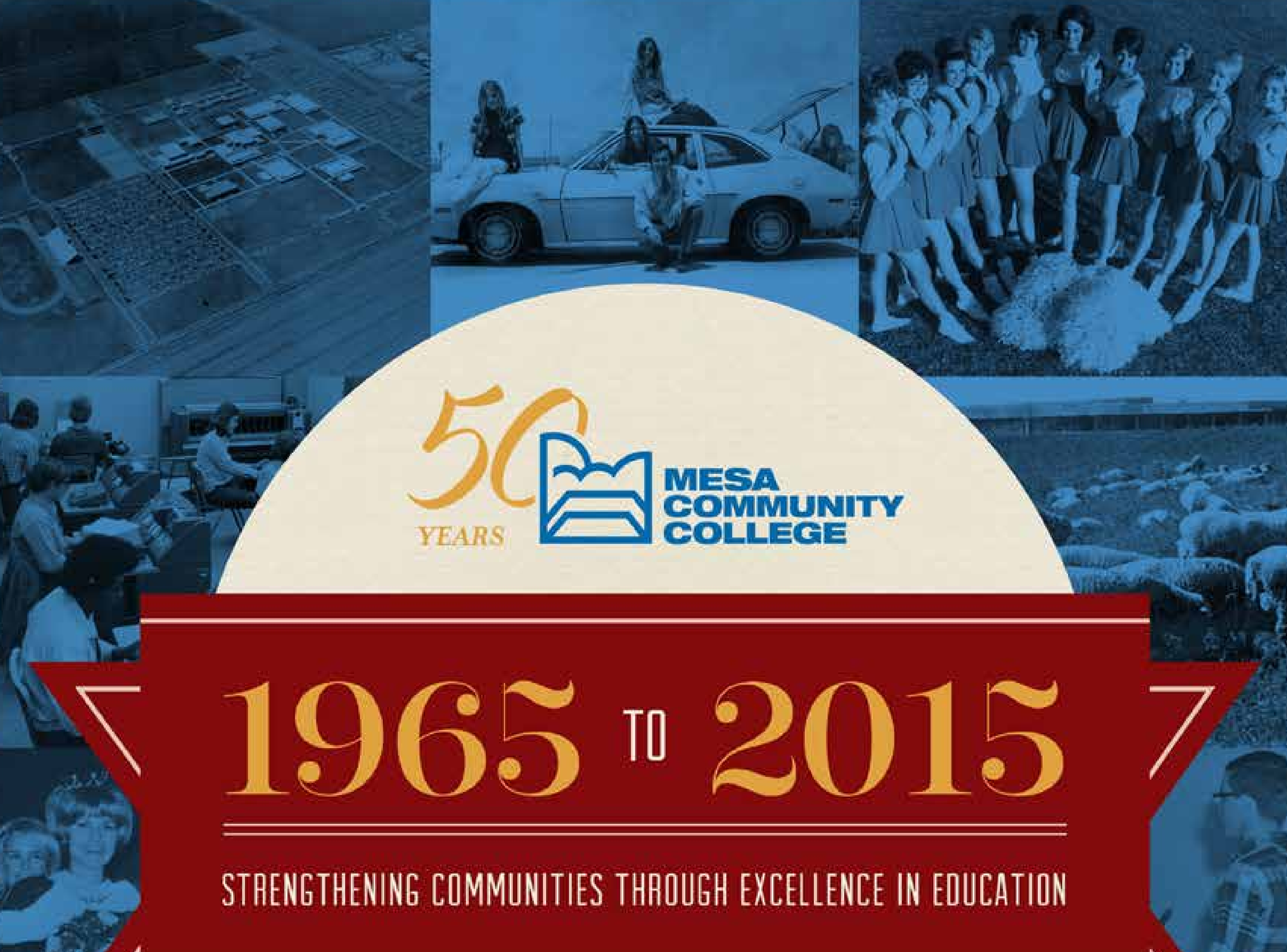
HIGHER EDUCATION IN AMERICA

Derek Bok (2013)
Princeton University Press

This reviewer found Derek Bok's approach to his exploration of the incredibly deep and broad topic of higher education to be informative, detailed, and also practical. As an assistant professor and department chair, Bok's book is written in a manner that links directly to and resources my work in undergraduate and graduate instruction. The book contains five parts beginning with the context for his writing, undergraduate education, professional education, research, and what Bok calls "final reckoning." In section two, undergraduate education, this reviewer found the chapter on "the expanding audience for higher education" to be incredibly insightful and accurate. Bok explains in strong detail how the audience for undergraduate education is expanding to include, more than ever before, the nontraditional adult student. The impact on and use of technology in higher education is further expanding the reach of undergraduate education. One primary avenue that is facilitating this reach is the ongoing development and deployment of creative electronic platforms used to deliver courses in communities across the globe. Overall, there is much in Bok's book to both appreciate and employ.

RATING ★★★

RATING ★★★ HATS OFF ★★ THUMBS UP ★ SO-SO



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