

Useful Resources for Initiating Institutional Change

HERI Project Staff

In an effort to extend this discussion on spirituality as it relates to assessment, evaluation and institutional change, the HERI project staff compiled a helpful list of book titles that may serve as resource opportunities for administrators, institutional researchers, and faculty.

Astin, A.W. (1991). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. Westport, CT: Greenwood Publishing.

Astin examines how best to improve the processes by which higher education institutions assess their work in order to enhance institutional capacities for "talent development." The author also discusses what new assessment practices can be implemented on the following: How assessment information can most effectively be used for evaluation; how results can be used to enlighten and inform the practitioner; how practical, technical, and political problems can be overcome when building an assessment database from student and faculty input; how the movement of externally mandated assessments in various states is having a negative impact on higher education.

Banta, T.W., Lund, J.P., Black, K.E., & Oblander, F.W. (1995). *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass.

This book brings together in one volume the best current knowledge of assessment methods that work and principles that should be incorporated into all effective assessment efforts--whether at institutional, program, or departmental levels. Drawing from 165 actual cases--and including 86 of them in their entirety, in the words of those who developed them--the authors illustrate methods and techniques covering a wide range of assessment objectives in diverse types of institutions.

Braskamp, L.A & Ory, J.C. (1994). *Assessing Faculty Work: Enhancing Individual and Institutional Performance*. San Francisco: Jossey-Bass.

This book serves as an important resource for cultivating and assessing faculty achievement in all phases of their work: teaching, research, and service. Shows that the assessment process can and must be tied to faculty development, and explains how collegial activity and concepts of continuous improvement are essential to maintaining quality performance within and beyond the higher education classroom.

Burns MacGregor (2003). *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic Monthly Press.

In *Transforming Leadership*, Burns illuminates the evolution of leadership structures, from the chieftains of tribal African societies, through Europe's absolute monarchies, to the blossoming of the Enlightenment's ideals of liberty and happiness during the American Revolution. Along the way he looks at key breakthroughs in leadership and the towering leaders who attempted to transform their worlds-Elizabeth I, Washington, Jefferson, Gandhi, Eleanor Roosevelt, Gorbachev, and others. This book culminates with a plan to address the greatest global leadership challenge of the twenty-first century, the long-intractable problem of global poverty.

Chickering, A.W., J.C. Dalton, and L. Stamm. (2005). *Encouraging Authenticity and Spirituality in Higher Education*. San Francisco: Jossey-Bass.

Encouraging Authenticity and Spirituality in Higher Education includes an array of examples to guide the integration of authenticity and spirituality in curriculum, student affairs, community partnerships, assessment, and policy issues. Many of these illustrative examples represent specific policies and programs that have successfully been put in place at diverse institutions across the country. In addition, the authors cover the theoretical, historical, and social perspectives on religion and higher education and examine the implications for practice. They include the results of recent court cases that deal with church-state issues and offer recommendations that pose no legal barrier to implementation.

Conger, J. A. and associates (1994). *Spirit at Work, Discovering the Spirituality in Leadership*. San Francisco: Jossey-Bass.

This book explores the relationship of spirituality to organizations and leaders. The authors examine how spiritual experiences occur for both leaders and followers when leaders expand their definition of leadership to include nurturing of community, development of shared vision, service to their organizations, and growth of those who work within the organization.

Eckel, P.D., Yuknavitch, L.J., & Kezar, A. (2003). *Taking the Reins: Institutional Transformation in Higher Education*. Westport, CT: Praeger Press.

This book is intended as a guide for campus leaders who face transformational change. The authors seek to help leaders mount a proactive, rather than a reactive, process in effecting meaningful institutional transformation. They believe that most institutional leaders have little to no experience with implementing large-scale change and lack a solid literature base upon which to rely. Although some scholarship exists on the content of change or change outcomes and conditions, very little information is available concerning the process through which leaders must go to bring about change--and particularly transformational change. Based upon empirical data, this book offers practical, specific advice for leaders faced with attempting to implement deep and pervasive change.

Fetterman, D.M., (2000). *Foundations of Empowerment Evaluation*. Thousand Oaks, CA: Sage Publications.

What is empowerment evaluation? When is it the most appropriate approach to use in an evaluation? How can it best be implemented? This book shows readers when to use this form of evaluation and how to more effectively use its three steps (developing a mission statement; taking stock by identifying and prioritizing the most significant program activities; and, charting a course for future strategies to accomplish program goals). Fetterman also illustrates the steps with four case examples, ranging from hospital to educational settings. In addition, he covers: how to use empowerment evaluation to meet the standards developed by the Joint Committee on Standards for Educational Evaluation; the caveats and concerns about the use of empowerment evaluation; the relationship between collaborative, participatory, stakeholder, and utilization-focused evaluation with empowerment evaluation; the role of the Internet in disseminating empowerment evaluation; and an analysis of the strengths, weaknesses, and conditions of empowerment evaluation. This book is intended to assist evaluators with their roles as coaches, facilitators and advocates as well as enable them to more effectively use this innovative evaluation technique.

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Michael Fullan draws from a wealth of research, case study scenarios, and theory to present an interconnected framework of five capacities for leadership which are relevant in today's world. These five components include moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence making. When effective leaders possess characteristics of energy-enthusiasm-hopefulness and practice the five components, one can

expect the outcome that "more good things happen" and "fewer bad things happen."

Kezar, A. (2002). *Understanding and Facilitating Organizational Change in the 21 Century*. San Francisco, CA: Jossey-Bass.

Kezar provides readers with several important insights into the change process by proposing a common language for organizational change, describing the multidisciplinary research literature on change, pointing out the distinct characteristics of higher education institutions and how this might influence the change process, reviewing models/concepts of change in respect to the context of higher education, and providing principles for change within higher education.

Kazanjian, V.H., Laurence, P., Eds. (2000). *Education as Transformation: Religious Pluralism, Spirituality and a New Vision for Higher Education in America*. New York: Peter Lang Publishing, Inc.

This book offers a collection of twenty-eight essays written by a wide range of educators--including presidents, chancellors, deans, faculty members, administrators, religious life professionals, students, and other leaders in the field of education--on the themes of religious pluralism and spirituality in higher education.

Kolb, A.Y. & Kolb, D.A. (2005). *Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education*. *Academy of Management Learning & Education*, 4(2), pp. 193-212.

Utilizing the foundational theories of John Dewey and Kurt Lewin, this article reviews recent developments in theory and research on experiential learning. The authors introduce the concept of learning space as a framework for understanding how student learning styles and the institutional learning environment mediate one another. In addition, they explore the use of a learning space framework in three case studies of longitudinal institutional development. Principles for the enhancement of experiential learning in higher education are presented and suggestions are provided for how experiential learning can be applied throughout the educational environment by institutional development programs, including longitudinal outcome assessment, curriculum development, student development, and faculty development.

Lerner, M. (2000). *Spirit Matters*. Charlottesville, VA: Hampton Roads Publishing Company Inc.

Lerner's book seeks to link the inner and outer, the personal and the societal, to give us a clearer sense of how we can heal and transform ourselves, our institutions, and the global society. According to Lerner, the central problem of our time is the "globalization of selfishness." To overcome this state of being,

Lerner argues that we must develop an “Emancipatory Spirituality.” Through a variety of spiritual practices, we can develop a deeper understanding of the role of Spirit in the universe.

Patton, M.Q.(1997). *Utilization-Focused Evaluation : The New Century Text (3rd Edition)*. Thousand Oaks, CA: Sage Publications.

Each chapter of this book contains a review of the relevant literature on utilization-focused evaluation which is supported by examples of actual cases to help illustrate major points. Finally, the book offers a definite point of view developed from observing much of what has passed for program evaluation that has not been very useful: Program evaluation ought to be useful and something different must be done if evaluation is to be useful.

Steingard, D.S. (2005). Spiritually-Informed Management Theory: Toward Profound Possibilities for Inquiry and Transformation. *Journal of Management Inquiry*, 14(3), pp. 227-241.

New inquiry into the integration of spirituality and management has inspired managers and scholars to embrace new “metaphysical foundations.” An infusion of spirituality into management requires the introduction of ontological, epistemological, and teleological dimensions into research and practice. This article provides a model of spiritually-informed management that integrates traditional and spiritual approaches to management. The model has three dimensions: (a) awareness: unconsciousness and consciousness; (b) change: translation and transformation; and (c) manifestation: temporal and perennial. The article concludes with an invitation to dialogue and some questions about future research issues: empirical testing of spiritual knowledge systems; unbounded world consciousness; enlightened stakeholder management, spiritually responsible business, and the spiritual transformation of management.

Tisdell, E. J. (2003). *Exploring Spirituality and Culture in Adult and Higher Education*. San Francisco: Jossey Bass.

This book looks at how spiritual development is informed by culture and how this knowledge is relevant to teaching and learning. For educators, an understanding of how spirituality is informed by culture, and how spirituality assists in meaning-making, can aid in their efforts to help their students' educational experiences become more transformative and culturally relevant.