



Ed.D. in Community College Leadership

Welcome to EDLD 834 Curricular and Instructional Leadership!



Professor contact information: Please reach out to us!

Dr. Christine Harrington

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Dr. Linda Scherr

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We will respond to all emails within 24 hours, if not sooner. If you don't hear back within a day, email again as we may have missed it. We highly value timely feedback so you can expect to receive feedback on smaller assignments within 2 business days and on larger assignments within 4-5 business days unless there is an unusual circumstance. As *your* success is *our* success, we will strive to provide you with timely responses and feedback as appropriate.

Synchronous Meetings

This course will take place during the first half of the semester.

As you know, this is an asynchronous course, but we do have several synchronous meetings which will be recorded if you are not able to attend live.

- [Situating Academic and Student Services Leadership in a Guided Pathways Framework](#), Michele Campagna, Christine Harrington, and Linda Scherr, 9.1.21 at 5:00 p.m. EST
- [Academic Life Cycle](#), Julie Alexander, 9.2.21 at 2:00 p.m. EST
- [Optional Conversation - Academic Roles, Responsibilities, and Decision-Making](#), Linda Scherr, 9.15. 21 at 5:30 pm EST

- [Optional Conversation - Assessing Academic Programs: Effectiveness vs. Viability](#), Linda Scherr, 9.21.21 at 5:00 p.m. EST
- [Faculty Evaluation](#), Christine Harrington, 9.28.21 at 12:00 p.m. EST
- [Faculty Development](#), Christine Harrington and Linda Scherr, 10.6.21 4:00 p.m. EST
- [Optional Conversation - Academic Program Innovation](#), Linda Scherr, 10.14.21 5:00 p.m. EST
- [Optional Conversation – Curriculum and Faculty Development](#), Christine Harrington and Linda Scherr, 10.19.21 5:00 p.m. EST
- [Closing Conversation – Roles and Responsibilities](#), Christine Harrington and Linda Scherr, 10.26.21 5:00 p.m. EST

What is this course all about?

Course Description:

This course focuses on the roles and responsibilities of academic leaders. Course topics include curriculum development, instructional support, course and program assessment, faculty evaluation, and professional growth planning. Supporting the success of all learners through effective decisions and supports related to curriculum and instruction is emphasized.

Student Learning Outcomes:

What will you be able to do after successfully completing the course?

By the end of this course, you will be able to:

- Articulate the roles and responsibilities of various academic leaders, especially as they pertain to curriculum and instruction.
- Assess and analyze student achievement at the course and program levels.
- Conduct informal and formal faculty evaluations and develop professional growth plans.
- Analyze the effectiveness of programs designed to assist faculty with developing and strengthening curriculum development and andragogical expertise.
- Make data-informed recommendations for modifying or enhancing institutional instructional practices to improve student learning.

What books/resources do I need?

We will not be using a textbook in this course. Instead, you will be reading articles available via the library or the Internet. Links to articles will be provided in Blackboard.

AACC Competencies for Community College Leaders

<https://www.aacc.nche.edu/publications-news/aacc-competencies-for-community-college-leaders/>

Our Teaching Philosophy

Dr. Harrington -

I believe in a collegial approach to learning and are honored to be a part of your learning journey. I believe the deepest levels of learning happen when we challenge and support one another. We have carefully planned a variety of independent and collaborative learning activities that align to the course and program learning outcomes. You can expect me to challenge and stretch you through questioning and ongoing feedback and hope that you will also engage in these actions with your peers. You can also expect me to be here to support you every step of the way.

Dr. Linda Scherr -

I strive to create a learning environment that engages students' prior learning and professional experience as the foundation for new learning experiences. I like to provide multiple opportunities for students to reflect on the content, collaborate with their colleagues, and apply their insights in their own higher education practice. I try to create a warm classroom atmosphere and engage students with humor, timely feedback, accessibility, support, and respect for the talents and ideas of all students. My goal is to provide the learning experiences that help students deepen their commitment to and strengthen their advocacy for the mission of the 21st century comprehensive community college.

How will this online learning experience work?

This course is primarily asynchronous which means that you can complete the learning tasks on whatever day and time works best for you as long as your assignments are completed by their due dates. There will be several synchronous sessions that you are strongly encouraged to participate in, but these will be recorded if you are unable to attend. All the learning tasks such as readings and assignments are outlined in each module. We will be reading all your contributions to discussions but may not always participate in the conversations while they are happening. Successful students log into the course regularly, at least 3-5 times per week and reach out with questions.

Where can you access help?

| | |
|-----------------------------------------------------------------------------------------|---------------------------------|
| Christine Harrington - charrington1@njcu.edu | Your Classmates- via Blackboard |
| Linda Scherr- lscherr@middlesexcc.edu | Blackboard Help |
| Librarians | APA Style |
| Writing Center | |

Assignment and Grading Information**Assignments at a Glance**

| | |
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| Academic Leader Interview or Job Description Analysis (SLO 1) Graded by Linda Scherr | 15% |
| Academic Program Review Case Study Project (SLO 2.5) Graded by Linda Scherr | 25% |
| Faculty Evaluation Discussion or Conduct a Faculty Observation (SLO 3) Graded by Christine Harrington | 20% |
| Program Development Toolkit or Teaching and Learning Center Proposal (SLO 4, 5) Graded by Linda Scherr (Program Development Toolkit) and Christine Harrington (Teaching and Learning Center Proposal) | 25% |
| Supporting Faculty of Color Discussion (SLO 1, 3) Graded by Christine Harrington and Linda Scherr | 15% |

Grading Scale:

A = 96-100 A- = 92-95 B+ = 88-91 B = 84-87 B- = 80-83 C+ = 77-79
C = 70-76 D = 65-69 F = 64 or below

Assignments

MODULE 1: ACADEMIC LEADERSHIP ROLES AND RESPONSIBILITIES

CHOOSE ONE OF THE FOLLOWING:

1. Academic Leader Interview Part I Due 9.9.21; Part II Due 9.13.21

Purpose: To determine the various roles and responsibilities of academic leaders, including their role in promoting social justice and equity.

Task Part I: Due prior to your interview with an academic leader or no later than Thursday, September 9. Post in the Discussion Forum a description of your view of the chief responsibilities of the senior level academic administrator whom you will interview. Given that all senior leaders have a large portfolio of responsibilities, which responsibilities do you perceive as the highest priority? Which responsibilities do you think take the most time and attention?

Task Part II: Due on Monday, September 13. Interview a senior level academic leader on a community college campus (e.g., Department Chairperson, Dean, Vice President) and write a summary and reflection paper. In the summary and reflection paper, summarize responses to the questions below and share your reaction to this experience, including what you found most valuable, most surprising, what questions you still have, and how you plan to learn more.

Interview questions:

1. What are your primary roles and responsibilities as a senior level academic leader?
2. What role does a senior level academic leader play in promoting social justice and equity?
3. What role do academic leaders play in implementing guided pathways and how has this changed over the past 5-7 years?
4. What do you find most rewarding about being an academic leader?
5. What do you find most challenging about being an academic leader?
6. Please share an accomplishment you are proud of and the leadership approach you used to achieve this

Grading: To earn an A:

- Evidence that all questions were discussed with the senior academic leader
- Reflection and reaction narrative that thoughtfully address what you found most valuable, most surprising, what questions you still have, and how you plan to learn more.
- Bonus consideration for reflection narratives that connect this experience to themes and discussions in prior EDLD classes.

OR

2. Academic Leader Job Description Discussion Part I Due 9.9.21; Part II Due 9.13.21

Purpose: To determine the various roles and responsibilities of academic leaders, including their role in promoting social justice and equity.

Task:

Part I- due on Thursday, September 9. Review at least three job descriptions for a senior level academic administrator and use coding to identify key roles and responsibilities that emerged across all three job descriptions. Summarize your findings. Based on the readings, the job descriptions you reviewed, and your observations of academic college leaders, what is their role with promoting social justice and equity and with student success initiatives such as implementing guided pathways?

Part II- due on Monday, September 13. Search for examples of community colleges that are exemplars with promoting social justice and equity or with implementing guided pathways. Share links to at least two articles you find, provide a brief summary of why you believe they are an excellent model, and then discuss what actions senior-level academic leaders can take to better promote equity and student success on their campus.

Grading: To earn an A:

- Appropriate coding and summary of findings.
- Reflection on the role of academic leaders in promoting social justice and equity.
- Reflection on the examples you selected and why you judged them to be exemplary models
- Bonus consideration for reflection narratives that connect this experience to themes and discussions in prior EDLD classes or research.

MODULE 2: ASSESSING ACADEMIC PROGRAMS

Academic Program Review Case Study Project Part I Due 9.20.21; Part II Due 9.27.21

Note: you can choose to work individually or in a small, self-selected group of up to 4 students for this assignment

Purpose: To effectively analyze academic programs and use program assessment data to make recommendations.

Part I Task: Due 9.20.21. All colleges engage in periodic academic program review because it is good practice and because it is required for accreditation. A critical part of program review is the assessment of how program graduates meet the program learning outcomes. Select a program at your institution (or the institution of one member of your group) and review the program learning outcomes and the course learning outcomes for the core program courses.

Based on the documents you gathered, write a program assessment plan that includes the following:

1. Develop a curriculum map that shows the alignment between the core courses and the program learning outcomes.
2. Based on theory and practice, what assessment methods or tools would you use to assess the program learning outcomes? Explain your rationale for your selection of assessment methods.
3. In reviewing the program and course information, did you identify any potential issues in the alignment of outcomes or in developing an assessment plan?

Part II Task: Due 9.27.21. In addition to assessing existing academic programs at the institution, an academic leader will assess proposals for new academic programs. Let's assume you are the vice president of academics and a faculty member approaches you with the idea for a new academic program in Environmental Science. What information would you need to be able to decide whether to move forward with starting a new program?

In your group, brainstorm a list of at least 10 questions you would have for the faculty member and what data you would require to answer your questions. Prioritize which questions/answers would have the most weight in your decision to move forward or not.

Write a two-three page report that includes your questions in priority order, the types of data and information you would require to address your questions, and the rationale for your priority order.

Grading: To earn an A:

- Complete all activities in a thorough and thoughtful manner.
- Address all questions and provide rationale for your judgement.
- Bonus consideration for reflection narratives that connect this experience to themes and discussions in prior EDLD classes or research.

MODULE 3: FACULTY EVALUATION

YOU CHOOSE ONE OF THE FOLLOWING:

1. Faculty Evaluation Discussion Part I Due 9.30.21; Part II Due 10.4.21

Purpose: To investigate formal and informal faculty evaluation methods and determine the pros and cons of each approach.

Task:

Part I: Due Thursday September 30. Choose a faculty evaluation approach (i.e. student evaluations, peer observations) and dive into the library databases and public scholarship and find at least three articles on this faculty evaluation method (at least one article should be an original research study). Provide a synthesized summary of what you learned, documenting advantages and disadvantages (including bias) of the faculty evaluation approach you investigated. Ask your classmates at least two questions about this faculty evaluation that will encourage them to conduct further research.

Part II: Due Monday October 4. Review posts from classmates and respond to at least 3 questions posed by classmates. Be sure to anchor your responses in research, citing sources. As an academic leader, what faculty evaluation approach would you use? Why?

OR

2. Conduct a Faculty Evaluation Due 10.4.21

Purpose: To determine an effective class observation template and practice giving feedback to faculty using this tool.

Task: Choose a class observation template (samples will be provided in Blackboard) and observe a faculty member teaching (ask a cohort member, colleague, or you could use a

video from the showcase or our courses). You can observe an online course or a specific class session. Complete the observation template, documenting strengths and areas for growth. In addition, write a brief reflection about this experience, including how you believe bias can impact the faculty evaluation process and what can be done to reduce or eliminate bias.

MODULE 4: FACULTY DEVELOPMENT

YOU CHOOSE ONE OF THE FOLLOWING and you can work individually or in self-selected small groups of up to 4 students:

1. Program Development Toolkit Part I Due 10.11.21; Part II 10.18.21

Purpose: To determine what type of support faculty need to develop new and innovative programs.

Part I Task: Develop a mini-guidebook, website, or other resource that is designed to encourage and support faculty with developing new and innovative degree programs. Include the following along with any additional resources you believe will be helpful to faculty:

- A one-page summary of the processes involved in developing and getting a new program approved.
- A proposal form faculty would submit (consider what information you would need as an academic leader to decide if you will support the new proposed program).
- An assessment tool such as a rubric that you would use to evaluate the proposal.

See Part II Task below

To earn an A: Resource succinctly and clearly communicates the steps involved in developing and getting a program approved. The proposal form includes information that academic leaders would need to decide if they should approve the program. The assessment tool is grounded in theory and research related to effective program development.

OR

2. Teaching and Learning Center Proposal Part I Due 10.11.21; Part II 10.18.21

Purpose: To determine how a teaching and learning center can support faculty with improving their teaching practices.

Part I Task: Develop a proposal for a new Teaching and Learning Center or to improve a current center that you would present to the president for approval. Determine what supports faculty need and how you envision the college providing these supports to faculty. Include the mission, vision, and goals for the center, staffing, services offered, and budget. Provide a snapshot of what a year of faculty development programming would look like in your new or revised center. Be sure to back up your requests with a strong rationale, citing theory and research as appropriate.

See Part II Task Below

To earn an A: The proposal is grounded in theory and research and based on faculty needs. The staffing, services, activities, and budget align with the mission, vision, and goals.

ALL STUDENTS

Part II: Review the work products created by your peers. As an academic leader, how would you assist faculty with developing expertise in program development and evidence-based teaching practices? What are the advantages and challenges associated with the approach you would use? How might you overcome the challenges?

To earn an A: Responses consider the complexities and realities of being an effective academic leader who supports faculty development and innovation. Evidence from the literature or practitioners provide support for responses.

ADDITIONAL MODULE 4 ASSIGNMENT TO BE COMPLETED BY ALL Supporting Faculty of Color Discussion Part I Due 10.21.21; Part II Due 10.25.21

Purpose: To explore how academic leaders can support faculty of color.

Task:

Part I: Due on Thursday. How can academic leaders support faculty of color? Please share examples from the literature or practitioners.

Part II: Due on Monday. Review suggestions and ideas shared by your colleagues. Which idea resonated the most with you? Why? What actions would you take as a leader to implement these actions?

To earn an A: Responses provide specific examples with citations and a critical evaluation of the ideas presented as well as specific actions identified.

Course Outline

| Week | Learning Outcomes | Learning Activities |
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| Module 1 Academic Leader Roles and Responsibilities | <ul style="list-style-type: none"> Articulate the roles and responsibilities of various academic leaders, especially as they pertain to curriculum and instruction. (SLO1) Make data-informed recommendations for modifying or enhancing institutional instructional practices to improve student learning. (SLO 5) | <p><u>Readings</u></p> <ul style="list-style-type: none"> See Blackboard for article access. Chronicle of Higher Education (2014) How to Be a Dean (in Blackboard) CCRC (2021) Investing in Student Success at Community Colleges: Lessons from Research on Guided Pathways. Federal Policy Brief EAB (n.d.) Bringing Guided Pathways to Life: 25 Strategies for Community College Leaders and Innovators (in Blackboard) Jenkins, Lahr, Brown, Mazzariello (2019) Redesigning Your College Through Guided Pathways: Lessons on Managing Whole-College Reform From the AACC Pathways Project <p><u>Recorded Webinar</u></p> <ul style="list-style-type: none"> Davis Jenkins 8.3.21 Recording <p><u>Synchronous Meeting</u></p> <ul style="list-style-type: none"> Situating Academic and Student Services Leadership in a Guided Pathways Framework, 9.1.21 5:00 p.m. EST Academic Life Cycle, Julie Alexander, 9.2.21 at 2:00 p.m. EST <p><u>Assignment</u></p> <ul style="list-style-type: none"> Academic Leader Interview Part I Due 9.9.21; Part II Due 9.13. 21 (Graded by Linda Scherr) OR Academic Leader Job Description Discussion Part I Due 9.9.21; Part II Due 9.13.21 (Graded by Linda Scherr) |

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| <p>Module 2 Assessing Academic Programs</p> | <ul style="list-style-type: none"> Assess and analyze student achievement at the course and program levels. (SLO 2) | <p><u>Readings</u></p> <ul style="list-style-type: none"> See Blackboard for article access. Hatfield, S. (2009) Assessing Your Program-Level Assessment Plan. IDEA Paper #45 <p><u>Synchronous Webinar</u></p> <ul style="list-style-type: none"> Optional Conversation - Academic Roles, Responsibilities, and Decision-Making, Linda Scherr, 9.15. 21 at 5:30 pm EST Optional Conversation - Assessing Academic Programs: Effectiveness vs. Viability, Linda Scherr, 9.21.21 at 5:00 p.m. EST <p><u>Recorded Webinars</u></p> <ul style="list-style-type: none"> Academic Program Review: Elements, Best Practices, and Accreditation (Linda Scherr) <p><u>Assignment</u></p> <ul style="list-style-type: none"> Academic Program Review Part I 9.20.21; Part II Due 9.27.21 (Graded by Linda Scherr) |
| <p>Module 3: Faculty Evaluation</p> | <ul style="list-style-type: none"> Conduct informal and formal faculty evaluations and develop professional growth plans (SLO 3) | <p><u>Readings</u></p> <ul style="list-style-type: none"> See Blackboard for article access. https://www.aaup.org/import-tags/evaluation-faculty Kogan, L.R., Schoenfeld-Tacher, R., & Hellyer, P.W. (2010). Student Evaluations of Teaching: Perceptions of Faculty Based on Gender, Position, and Rank. <i>Teaching in Higher Education</i>, 15(6), 623-636. (Access via NJCU Library) Mitchell, S., Amnie, A., DiSanto, J.M., Franzese, A., Guevara, C., Morrow, J., Reyes, S., & Subert, M. (2020). Student and Faculty Perspectives on Student Evaluation of Teaching: A Cross-Sectional Study at a Community College. <i>HETS Online Journal</i>, 129-156. (Access via NJCU Library) Smith, B.P., & Hawkins, B. (2011). Examining Student Evaluations of Black College Faculty: Does Race Matter? <i>Journal of Negro Education</i>, 80(2), 149-162. (Access via NJCU Library) <p><u>Synchronous Webinar</u></p> <ul style="list-style-type: none"> Faculty Evaluation, Christine Harrington, 9.28.21 12:00 p.m. EST <p><u>Recorded Webinar</u></p> <p><u>Assignments</u></p> <ul style="list-style-type: none"> Faculty Evaluation Discussion Part I Due 9.30.21; Part II Due 10.4.21 (Graded by Christine Harrington) OR Conduct a Faculty Evaluation Due 10.4.21 (Graded by Christine Harrington) |
| <p>Modules 4 Faculty Development</p> | <ul style="list-style-type: none"> Analyze the effectiveness of programs designed to assist faculty with developing and strengthening curriculum development and andragogical expertise. (SLO 4) | <p><u>Readings</u></p> <ul style="list-style-type: none"> See Blackboard for article access. Archives Journal on Centers for Teaching and Learning (miamioh.edu). Read several articles of your choice. <p><u>Synchronous Webinar</u></p> <ul style="list-style-type: none"> Faculty Development, Christine Harrington and Linda Scherr, 10.6.21, 4:00 p.m. EST Optional Conversation - Academic Program Innovation, Linda Scherr, 10.14.21 5:00 p.m. EST |

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| | | <ul style="list-style-type: none"> Optional Conversation – Curriculum and Faculty Development, Christine Harrington and Linda Scherr, 10.19.21 5:00 p.m. EST <p><u>Assignment:</u></p> <ul style="list-style-type: none"> Program Development Toolkit or Teaching and Learning Center Proposal Part I Due on 10.11.21 (submit outline and questions you have); Part II Due on 10.18.21 (Graded by Christine Harrington and Linda Scherr) Supporting Faculty of Color Discussion Part I Due 10.25.21; Part II Due 10.28.21 (Graded by Christine Harrington and Linda Scherr) |
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Important Policy Information

New Jersey City University welcomes all students with disabilities.

If you need accommodations due to a disability, contact the [Office of Specialized Services and Supplemental Instruction](#).

To foster a productive learning environment, the College requires that all students adhere to the [Code of Student Conduct](#).

Participation Policy

You are expected to be an active participant in class discussions, module activities and projects. Your classmates will be counting on you to be prepared by completing assigned readings and tasks. To stay connected to the learning tasks and your classmates, log into the course at least 3-5 times per week. It is highly recommended that you have push notifications and email alerts sent to your phone so you can access these daily.

Academic Integrity Policy:

All Students are Expected to Engage in Academically Honest Work

New Jersey City University (NJCU) is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. Academic integrity is central to this growth and is defined as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on an assignment, failing course grade and/or an official code of conduct charge being filed.

The course is conducted in accordance with NJCU's Academic Integrity Policy. Students agree that by taking this course all submitted assignments are subject to submission for textual similarity review via SafeAssign in Blackboard. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents.

Late Work Policy:

All Students are Expected to Complete Learning Tasks on Schedule

Being able to meet deadlines and juggle many tasks is an important skill for educational leaders. Thus, you will need to complete all assignments according to the schedule. However, we do recognize that life can sometimes be challenging and prevent us from completing tasks on time. If you have a personal situation that impacts your ability to complete tasks on schedule, discuss this with us as soon as possible so we can explore options.

Supplemental Readings:

Allen, M. (2004). *Assessing Academic Programs in Higher Education*. Jossey-Bass.

Banta, T. & Palomba, C. (2014). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. 2nd Edition.

Boggs, G. R., & McPhail, C. J. (2016). *Practical Leadership in Community Colleges: Navigating Today's Challenges*. John Wiley & Sons, Inc.

Buller, J.L. (2013). *Positive Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference*. Jossey-Bass.

Buller, J.L. (2015). *The Essential Academic Dean or Provost: A Comprehensive Desk Reference*. Jossey-Bass.

Chu, D. (2012). *The Department Chair Primer: Leading and Managing Academic Departments*. Anker Pub.

Gannon-Slater, N., Ikenberry, S., Jankowski, N., & Kuh, G. (2014, March). Institutional assessment practices across accreditation regions. National Institute for Learning Outcome Assessment. <https://www.learningoutcomeassessment.org/documents/Accreditation%20report.pdf>

Gmelch, W.H. & Miskin, V.D., (2004). *Chairing an Academic Department*. Atwood Publishing.

Hendrickson, R. M., Lane, J. E., Harris, J. T., Dorman, R. H., & Ikenberry, S. (2013). *Academic leadership and governance: A guide for trustees, leaders, and aspiring leaders of two- and four-year institutions*. Stylus.

Massa, L., & Kasimatis, M. (2017). *Meaningful and Manageable Program Assessment: A How-To Guide for Higher Education Faculty*. Stylus Publishing, LLC.

Schroeder, C. M. (2011). *Coming in from the margins: Faculty development's emerging organizational development role in institutional change*. Stylus.

Suskie, L., (2018). *Assessing Student Learning: A Common Sense Guide*. 2nd edition. John Wiley and Sons.