

April, 2017

Building Deliberative Involvement with Local Government Officials

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Building Deliberative Involvement with Local Government Officials

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ABSTRACT

Who are your Local Government Officials (elected and managers) and how do their projects and staff they have impact your campus, center, district community, or region? What does your college or university have to offer that could bring economic development, jobs, and funding to your municipality (city or county)?

If you don't know the answers to these questions, then you and your municipality are probably missing out on productive and rewarding opportunities for collaboration. This article will help you begin building an effective model for involvement with local government officials by considering and answering five key questions:

- *Why* should you deliberatively build involvement?
- With *Whom* should you build involvement?
- *When* and *Where* should you be involved?
- *What* constitutes deliberative involvement?
- *How* can you build deliberative involvement? (A Model for Application)

April, 2017

Adults in Transition: An Appreciative Approach to Admissions and Orientation at Two-Year Colleges

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Adults in Transition: An Appreciative Approach to Admissions and Orientation at Two-Year Colleges

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ABSTRACT

As the number of adult students deciding to pursue post-secondary credentials at branch campuses and two-year colleges continues to grow, colleges must meet the needs of this population. Adult students come to college with unique personal barriers and challenges that have the potential to negatively impact their ability to successfully transition to college. If adult students do not transition to college successfully, it could negatively impact their persistence and graduation rates. This article proposes an Appreciative approach that can be used to develop an Appreciative Admissions meeting and an Appreciative Orientation program that meets the unique needs of adult students. Recommendations for how branch campuses and two-year colleges can undertake this work with their adult student populations are also made.

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Engaging Students as Future Stakeholders to Improve the Health of the Community: A Case Study

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Engaging Students as Future Stakeholders to Improve the Health of the Community: A Case Study

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ABSTRACT

Regional campuses typically have a mission focused on serving a defined local population. This case study of a regional campus at a large Midwestern university describes faculty outreach and engagement with a community health coalition, Activate Allen County, which resulted in opportunities for student service-learning experiences and undergraduate research. While not all students will continue to live and work in the community after graduation, they learn how stakeholders are engaged in community health assessment, development of a community health improvement plan, social determinants of health, and how policies affect the health of a community. This paper describes the evolution of a community health coalition, faculty outreach and engagement processes and products brought into the classroom for enrichment, and student involvement in service learning to prepare them for a role as an engaged stakeholder in the community.

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Role-Making in Higher Education Leadership

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Role-Making in Higher Education Leadership

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ABSTRACT

With a highly competitive market-driven environment, higher education leaders need to re-conceptualize their leadership in order to make their organizations responsive, adaptive and productive. This is a challenge for educational leaders that have emerged from the ranks of the university system, typically learning their leadership frameworks by “taking” their role from previous leaders and concepts of leadership they have experienced. The phenomenon of strict adherence to a predefined role is referred to as role-taking by Hart (1993) and, because of today’s higher education competitive market, has become an out-of-date way of thinking about the leadership role because of its static view and disregard for reciprocal leadership grounded in a dynamic interaction between the student, faculty, student services, academic affairs, marketing, advancement and the community. This article explores how branch campus leadership can shift their traditional role-taking processes to role-making processes that are performance-based, relational, reflective, contextual and involve collaborative reciprocating engagement of constituents to adequately address the complexities of higher education reform.

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Insights in the Types, Roles, Value and Confusion of Branch Campuses in the 21st Century

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Insights in the Types, Roles, Value and Confusion of Branch Campuses in the 21st Century

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ABSTRACT

This paper provides insights in the types, roles, value and the confusion of branch campuses in the 21st century. Branch campuses play an important part in postsecondary degree attainment by providing place-bound students from diverse socioeconomic backgrounds in different geographical regions access to education that is convenient. Their heterogeneous structures, including enrollment size, communities, and populations served, are often not reflected or accounted for in most of the research or scholarly journals. The individual differences and organizational structure adds to the complexity of these institutions. This paper will give a background and provide explanations and examples of the most common types of branch campuses and will provide light on the confusion.

Key Words: branch campus, satellite campus, regional campus, center, twig, leaf, parent campus, teaching site, remote location