

| | |
|-------------------------|---|
| 1. Record Nr. | UNINA9910459258103321 |
| Titolo | Evaluating the effectiveness of academic development : principles and practice // edited by Lorraine Stefani |
| Pubbl/distr/stampa | New York : , : Routledge, , 2011 |
| ISBN | 1-136-94475-3 1-136-94476-1 1-282-91323-9 9786612913235 0-203-84793-8 |
| Descrizione fisica | 1 online resource (257 p.) |
| Altri autori (Persone) | StefaniLorraine <1953-> |
| Disciplina | 370.71 378.1/97 |
| Soggetti | Comparative education Educational equalization Multicultural education Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Book Cover; Title; Copyright; Contents; Figures; Tables; Foreword; Acknowledgments; I: Evaluation of Academic Practice; 1 Evaluating the Effectiveness of Academic Development: An Overview; 2 Locating Academic Development: The First Step in Evaluation; 3 The Quality Agenda: Where Does Academic Development Sit?; 4 Demonstrating Fitness for Purpose: Phronesis and Authenticity as Overarching Purposes; 5 Using Student Survey Data to Shape: Priorities and Approaches; 6 Innovation and Change: Responding to a Digital Environment; II: Case Studies of Evaluative Practice Case Study 1: Whaia te pae tawhiti: Maori Academic Development at the University of AucklandCase Study 2: Academic Partnership: Peer Mentoring with Early-Career Academics; Case Study 3: Tending the Secret Garden: Evaluating a Doctoral Skills Programme; Case Study 4: Evaluation as Bricolage: Cobbling Together a Strategy for Appraising Supervision Development; Case Study 5: Archiving for the Future: A |

Longitudinal Approach to Evaluating a Postgraduate Certificate Programme; Case Study 6: Tracking the Invisible: An eLearning Group's Approach to Evaluation
Case Study 7: Continuous Improvement Projects: Whose Evaluation Matters? Case Study 8: Leadership Programmes: Evaluation as a Way Forward; III: Evaluation of Large-Scale Development Projects; 7 Accreditation, Accountability and Assessment: Addressing Multiple Agendas; 8 An Institutional Programme: A National Model for Evaluation?; 9 Evaluation Matters in a National, Funded Academic Development Project; 10 Impact Evaluation and its Implications; 11 Evaluation of Academic Development: Looking to the Future; Contributors; Index

Sommario/riassunto

How can Academic Developers provide evidence of the effectiveness and 'added value' of their work to the key stakeholders within their institutions? Written for Academic Developers, academic administrators and others responsible for promoting organizational change, *Evaluating the Effectiveness of Academic Development* is a professional guide that shares best practice advice and provides developers with useful frameworks for effective evaluation and monitoring of their work. Through case studies and up-to-date examples from experts in the field, this colle

| | |
|-------------------------|---|
| 2. Record Nr. | UNISALENTO991001973079707536 |
| Titolo | Histories of garden conservation : case-studies and critical debates, colloquio in ternazionale sulla storia della conservazione dei giardini / a cura di Michael Conan, Josè Tito Rojo, Luigi Zangheri |
| Pubbl/distr/stampa | Firenze : Leo S. Olschki, 2005 |
| ISBN | 8822254309 |
| Descrizione fisica | XIV - 452 p. : ill. , tav f.t. color. ; 24 cm. |
| Collana | Giardini e paesaggio ; 12 |
| Altri autori (Persone) | Conan, Michael Tito Rojo, Josè Zangheri, Luigi |
| Soggetti | Giardini - Storia - Conservazione |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Accademia delle Arti del Disegno |

| | |
|-------------------------|--|
| 3. Record Nr. | UNINA9910797515503321 |
| Autore | Resh William G. <1973-> |
| Titolo | Rethinking the administrative presidency : trust, intellectual capital, and appointee-careerist relations in the George W. Bush administration. // William G. Resh |
| Pubbl/distr/stampa | Baltimore, Maryland : , : Johns Hopkins University Press, , 2015 ©2015 |
| ISBN | 1-4214-1850-9 |
| Descrizione fisica | 1 online resource (209 p.) |
| Collana | Johns Hopkins Studies in American Public Policy and Management |
| Classificazione | POL000000POL028000 |
| Disciplina | 353.032 |
| Soggetti | Executive power - United States Administrative agencies - United States - Management Executive departments - United States - Management Trust - Political aspects - United States United States Politics and government 2001-2009 |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | includes bibliographical references and index. |
| Nota di contenuto | The "Black Box" of the Administrative Presidency -- Trust, Intellectual Capital, and the Administrative Presidency -- Connecting Trust to Intellectual Capital through the Multileveled Environment of the Executive Branch -- Appointee-Careerist Relations and Trickle-Down Trust : The Joist-Building Power of Stratified Trust on the Federal Workforce -- Encapsulated Interest and Explicit Knowledge Exchange: A Case Study of Presidential Transition -- Rethinking the Administrative Presidency. |
| Sommario/riassunto | "While previous works examining presidential control efforts have focused on the "treatment" of politicization and associated outcomes, no existing work systematically unpacks the "black box" of organizational behavior that facilitates the connection between politicization and performance. Trust, Intellectual Capital, and the Administrative Presidency rigorously analyzes the simple, yet important, argument that presidents typically start from a premise of distrust when they attempt to control agencies. Trust is a critical subject for analysis in studies of presidential control of the |

bureaucracy. Focusing on the George W. Bush administration, Resh discusses the importance of understanding the link between politicization and trust and how a decline in trust can lead to harmful agency failure (e.g., 9/11, Hurricane Katrina). Threaded throughout the book is the creative and appropriate "Joists vs. Jigsaws" metaphor that keeps the main argument of the book at the forefront of the reader's mind: mutual support based on optimistic trust is a more effective managerial strategy than fragmentation founded on unsubstantiated distrust"--

"Why do presidents face so many seemingly avoidable bureaucratic conflicts? And why do these clashes usually intensify toward the end of presidential administrations, when a commander-in-chief's administrative goals tend to be more explicit and better aligned with their appointed leadership's prerogatives? In *Rethinking the Administrative Presidency*, William G. Resh considers these complicated questions from an empirical perspective. Relying on data drawn from surveys and interviews, Resh rigorously analyzes the argument that presidents typically start from a premise of distrust when they attempt to control federal agencies. Focusing specifically on the George W. Bush administration, Resh explains how a lack of trust can lead to harmful agency failure. He explores the extent to which the Bush administration was able to increase the reliability--and reduce the cost--of information to achieve its policy goals through administrative means during its second term. Arguing that President Bush's use of the administrative presidency created trust between appointees and career executives to increase knowledge sharing throughout respective agencies, Resh demonstrates that functional relationships between careerists and appointees help to advance robust policy. He employs a "joists vs. jigsaws" metaphor to stress his main point: that mutual support based on optimistic trust is a more effective managerial strategy than fragmentation founded on unsubstantiated distrust"--
