Organizational Change Strategies to Support the Success of Women Scholars in STEM Fields
Ann Austin
This 3-year project, funded by the National Science Foundation addresses the question: What has been learned about the effectiveness and long-term viability of organizational change efforts to create institutional environments that are conducive to the success of women scholars, particularly in STEM fields. In particular, through a mixed-method design using case studies, interviews, and document analysis, this project examines links between culture and change. The project team consists of five faculty from the Educational Policy Center at Michigan State University.

Student Involvement: Two HALE students serve as half-time Research Assistants, participating in all aspects of the research, including data collection and analysis, literature reviews, conferences, and the writing of reports and papers.

Developing Instructional Capacity in Vietnamese Higher Education
John M. Dirkx
As a developing country, Vietnam is relying on its educational system, and higher education in particular, to help address the rapidly growing demands created by economic development. While a few institutions of higher education within the country date back many years, most of the higher education infrastructure has emerged only within the last 50 years or so. For example, the community college system within the country is only about 10 years old, and universities are being created almost on an annual basis or are being created out of existing community colleges and polytechnics. Because of this rapidly changing landscape, concern has arisen about the overall quality of student learning within these institutions of higher education and government policy is encouraging attention to the overall quality of teaching in these institutions, as well as the preparation of their faculty members. This project focuses on the evaluation of an experimental approach in helping Vietnam’s institutions of higher education build instructional capacity. That is, improve the quality of the preparation of their teachers and of their teaching. In this project, we are building on over years of involvement with the Viet Nam Higher Education Project, now known as the Department of Higher Education and the Department of New Universities. We are working with faculty members in 20 of the most highly ranked universities in Vietnam to develop an instructional capacity building model that can be generalized beyond these institutions.

Student Involvement: A HALE doctoral student is working on this project as a graduate research assistant, developing a comprehensive framework for approaches to faculty and professional development linked to the improvement of teaching and instructional capacity building in higher education, and helping develop a proposal to use in seeking external support.

BEACON Organizational Evaluation
Marilyn Amey
This National Science Foundation five-year study involves documenting the impact of multiple interventions designed to strengthen the organizational capacity of Active Learning Organizations (ALOs). The study is part of a larger effort to evaluate the efficacy of the BEACON initiative for enhancing student learning in active learning settings. The study is part of a larger effort to evaluate the efficacy of the BEACON initiative for enhancing student learning in active learning settings. The project team is based at Michigan State University.

Student Involvement: Three doctoral students are actively involved in developing a framework and tool to analyze data, conducting individual and focus group interviews, gathering scholarship to write literature reviews, and developing conference presentations and manuscript scripts for publication.

Higher, Adult and Lifelong Education at Michigan State University