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**Table of Contents**

Academic Leadership 1

Assessment 4

Culture, Race & Diversity 12

General Reflections on Higher Education 22

Instructional Design 29

Multimedia 34

Online Learning 35

Other 38

Scholarship of Teaching 46

Student Learning 52

Teaching 61

# Academic Leadership

**Bennett, J.B. (2003). *Academic life: Hospitality, ethics, and spirituality.* Eugene, OR: Ankler Publishing.**

This guide reveals two modes of leadership. The first accepts academic conflict and advances one agenda over another through heroic leadership. The second encourages transparency with others and highlights contributions that follow. Bennett argues that understanding leadership styles must precede decision-making. Understanding the community that one leads directs decision-making, creates structure, initiates processes, and upholds values. This book is helpful for those looking to understand and build a stronger academic community.

**Bolman, L., & Gallos, J. (2011). *Reframing Academic Leadership:* San Francisco, CA: John Wiley & Sons, Inc.**

*Reframing Academic Leadership* is a guide for academic administrators at all levels in colleges and universities and for those who seek to understand the unique challenges and opportunities in leading institutions of higher education today. Bolman and Gallos speak to those who care deeply about higher education, appreciate its strengths and its imperfections, and are committed to making it better.  Colleges and university administrators who strive to be leaders with impact and significant forces for good will find in this book a readable, intellectually provocative, and pragmatic approach to their work and its possibilities.

**Boyer, E. (2016). *Scholarship Reconsidered: Priorities of the professoriate.* San Francisco, CA.: jossey-Bass.**

Ernest L. Boyer's landmark book Scholarship Reconsidered: Priorities of the Professoriate challenged the publish-or-perish status quo that dominated the academic landscape for generations. His powerful and enduring argument for a new approach to faculty roles and rewards continues to play a significant part of the national conversation on scholarship in the academy. Though steeped in tradition, the role of faculty in the academic world has shifted significantly in recent decades. The rise of the non-tenure-track class of professors is well documented. If the historic rule of promotion and tenure is waning, what role can scholarship play in a fragmented, unbundled academy? Boyer offers a still much-needed approach. He calls for a broadened view of scholarship, audaciously refocusing its gaze from the tenure file and to a wider community. This book offers a critical introduction that explores the impact of Boyer's views, a call to action for applying Boyer's message to the changing nature of faculty work, and a discussion guide to help readers start a new conversation about how Scholarship Reconsidered applies today.

**Buller, J.L. (2013). *Positive academic leadership: How to stop putting out fires and start making a difference.* San Francisco, CA: Jossey-Bass.**

The concept of positive academic leadership emphasizes strengthening what is working well, instead of focusing strictly on problem solving. This new book gives academic leaders new insights and practical tools, as well as language and strategies, for fostering a more constructive leadership style that plays to the strengths rather than the weaknesses of their institutions.

**Buller, J. L. (2011). *Academic leadership day by day: Small steps that lead to great success*. San Francisco, CA: Jossey-Bass.**

It can seem at times as though all of academic administration today is focused only on the need for continual change and the endless pursuit of "the big idea.” This book takes an entirely different approach to developing your proven academic leadership: It introduces one practical and field-tested idea each day for an entire academic year.

**Chu, D. (2006). *The department chair primer: Leading and managing academic departments.* Boston, MA: Anker Publishing Company.**

Provides practical information from practicing chairs and lists proven strategies for dealing with a variety of issues. Each chapter details a problem, tips on how to deal with the situation, and concludes with study questions. Its concise format is ideal for busy chairs who need a brief but informative resource they can turn to for solutions to particular problems.

**Cohen, A. R., & Bradford, D.L. (2005). *Influence without authority* (2nd ed.)*.* Hoboken, NY: John Wiley & Sons.**

This guide skillfully demonstrates how managers and other employees can achieve their career objectives by forming mutually advantageous alliances. Urging patient planning of strategies, the authors offer advice on coping with turf rivalries, handling delicate inter-level relations and tips on how to bypass rules and foster managerial flexibility and innovation.

**Diamond, Robert M., & Adam, B.E. (2002). *Field guide to academic leadership*. San Francisco, CA: Jossey-Bass.**

While the last two decades have seen an increase in our knowledge about how students learn, about leadership and change, and about how institutions work, there has been, over the same period, little change in how this information is used. The goal of this book is to help close this gap between research and practice.

**Gmelch, W.H. & Miskin, V.D. (2011). *Department chair leadership skills* (2nd Ed.) Madison, WI: Atwood Publishing.**

This book focuses on the specific skills needed by chairs in order to effectively lead their departments. The department chair position is the most critical role in the university, and the most unique management position in America....The search for solutions to academia's leadership dilemma leads us to realize that the academic leader is the least studied and most misunderstood management position in America.

**Gmelch, Walter H., & Miskin V.D. (1995). *Chairing an academic department*. Thousand Oaks: Sage Publications.**

Based upon their extensive study of the demands on and needs of chairs, the authors have distilled their findings into a practical and highly accessible volume to guide chairs in their growth. Despite the varied paths to the position, the authors state that all chairs find themselves in an environment distinct from their former faculty situation.

**Goldman-Schuyler, K., Baugher, J.E., Jironet, K., & Lid-Falkman, L. (2014). *Leading with spirit, presence, and authenticity.* San Francisco, CA: Jossey-Bass.**

As a new installment in the International Leadership Association Series *Building Leadership Bridges*, this book offers a multitude of suggestions for being mindful as a leader. Through critical theory and the contributions of a wide-range of professionals, this book thoroughly examines how leadership is perceived by the self and others. While the book specifically goes in depth on topics of modern leadership, mindfulness in leadership education, and authentic leadership through technology, it serves to reveal leadership across cultures, over time, and around the world. This volume is especially helpful for those seeking to assess their own leadership skills and experiences alongside those of their global colleagues.

**Kezar, A. (2009). *Rethinking leadership in a complex, multicultural, and global environment: New concepts and models for higher education.* Sterling, VA: Stylus.**

As the world of higher education recognizes cultural and social differences, interdependence among organizations, and the increasing role of technology in decision-making, the nature of leadership has become more complex and diffuse. This book embraces new theories and concepts of leadership from an extensive amount of literature – from government to non-profit and business communities – that can be used to explore the possibilities for leadership in higher education. This book is particularly useful for anyone designing programs, workshops, or training associated with leadership development, or any aspiring leaders.

**Moody, J. (2011). *Faculty diversity: Removing the barriers*. New York, NY: Routledge.**

Why do we see so little progress in diversifying faculty at America’s colleges, universities, and professional schools? This book explores this important question and provides steps for hastening faculty diversity. Dr. Moody provides practical and feasible ways to improve faculty recruitment, retention, and mentorship, especially of under-represented women in science-related fields and non-immigrant minorities in all fields.

**Wheeler, D.W., Seagren, A.T., Becker, L.W., Kinley, E.R., Mlinek, D.D., & Robson, K.J. (2008). *The academic chair’s handbook* (2nd Ed.) San Francisco, CA: Jossey-Bass.**

Practically focused, easily accessible, this book is directly relevant to the academic environment in which department chairs operate. The authors conducted interviews with department chairs and heads at 38 academic institutions from across the U.S. and Canada, public and private, two-year and four-year. Each chapter is packed with practical advice and concludes with questions and resources to help chairs develop constructive responses to the myriad issues facing them.

# Assessment

**Allen, M. J. (2006). *Assessing general education programs.* Bolton, MA: Anker.**

This book is a pragmatic guide for developing, aligning, and assessing general education programs in meaningful, manageable and sustainable ways. It presents a variety of approaches to help readers understand what other campuses are doing to develop a repertoire of methods so they can make informed decisions about their own programs. It critically reviews examples of direct and indirect assessments.

**Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco, CA: Jossey-Bass.**

The book features fifty valuable Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for adapting an administering the technique, practical advice on how to analyze the data, pros and cons, caveats, and other useful information. The techniques are cross-indexed so that faculty can easily locate the appropriate techniques for assessing their particular teaching goals in their academic discipline.

**Banta, T.W., Lund, J.P., Black, K.E., and Oblander, F.W. (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco, CA: Jossey-Bass.**

This book brings together in one volume the best current knowledge of what assessment methods work best and how their principles should be incorporated into all effective assessment efforts, whether at institutional, program, or department levels.

**Blumberg, P. (2014). *Assessing and improving your teaching: Strategies and rubrics for faculty growth and student learning*. San Francisco, CA: Jossey-Bass.**

The importance of stopping to assess one’s teaching techniques is extremely valuable in the realm of higher education. Faculty members can make appropriate changes to improve student learning by evaluating the extent to which their teaching styles have an impact. This evidence-based guide to self-assessment promotes excellence in teaching and enriched student learning by highlighting the inadequacies of current approaches alongside a new model guided by four-principles: consider the essential elements of effective, excellent teaching; critically self-reflect and document to discover ways to teach better, relying on information from many sources; use evidence from literature on teaching and learning or data you’ve collected yourself to make decisions about your teaching; use systematic data about your teaching and peer review to inform ways to improve teaching. The author supports this model through a number of case studies of critical reflection rubrics. As a whole, this guide reveals innovative ways to assess teaching that yield the greatest improvement in the long run.

**Boud, D., & Falchikov, N. (2007*). Rethinking assessment in higher education*. New York, NY: Routledge.**

This book examines assessment from the point of view of what assessment does and can do, arguing that we need to think differently about assessment if it is to make a useful contribution to the educational purposes of higher education. Topics covered include: the link between assessment, teaching and learning; the place of self- and peer assessment; the role of assessment for certification; and the operation of feedback in the assessment process.

**Bresciani, M.J., Gardner M.M., and Hickmott, J. (2009). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs*. Sterling, VA: Stylus.**

This book serves as a practical guide to outcomes-based assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating student learning. The authors offer a framework for implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers’ particular circumstances.

**Brookhart, S.M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development.**

This book focuses on describing important elements of feedback content and strategy. Provides practical suggestions and classroom examples that demonstrate what to do and not do to have a positive impact on students. Readers will learn what kinds of feedback work best in various content areas and how to adjust feedback for different kinds of learners, including successful students, struggling students, and English language learners.

**Bryan, C., & Clegg, K. (2006). *Innovative assessment in higher education*. New York, NY: Routledge.**

This book is an inquiry into how and why we innovate in assessment and what practices ‘work’ in different contexts and cultures. It offers case studies illustrating the problems encountered with traditional assessment methods, and shows how change can be realistically managed without compromising standards.

**Chase, C. & Jacobs, L. (1992). *Developing and Using Tests Effectively.* San Francisco, CA: Jossey- Bass Inc.**

This book offers practical guidelines that faculty can use to improve their skills in the development, administration, and grading of classroom tests. It gives specific how-to advice on every stage of the testing process, from planning the test and classifying objectives to be measured to principles of grading that result in fair grades based on relevant data. It shows how faculty can write tests that are more fair and more valid, and that do a better job of measuring what their students learn--thereby improving faculty members' abilities in the assessment of learning outcomes.

**Christensen, C.R., Garvin, D.A. , and Sweet A. (1991). *Education for judgment: The artistry of discussion leadership*. Boston, MA: Harvard Business School.**

Discussion teaching is a powerful tool for developing skills as well as conveying knowledge. In the give and take of discussion, students go beyond abstract understanding to the active application of important principles. They are confronted with the same kind of ambiguous, many-sided problems they will face in their professional lives. The elements of great teaching can be identified and consciously practiced. Many of the essays describe the building blocks of successful group leadership: negotiating a "contract" governing the conduct of the group; orchestrating a constructive process of questioning, listening, and responding; encouraging independent thinking; and guiding participants toward useful roles in their interaction with one another.

**Diamond, R.M. (1998). *Designing and assessing courses and curricula: A practical guide*. San Francisco: Jossey-Bass.**

This book reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels

**Gardiner, L.F., Anderson C., and Cambridge, B.L. (1997). *Learning through assessment: A resource guide for higher education*. Washington, DC: American Association for Higher Education.**

In this text, the authors present extensive data from two groundbreaking national research projects. Their studies include a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester, and additional comprehensive interviews to explore student views of the service-learning process.

**Haladyna, T. M. (1999). (2nd Edition) *Developing and validating multiple-choice test items.* New Jersey: Lawrence Erlbaum Associates.**

This book is about writing effective multiple-choice test items and studying responses to items to evaluate and improve them. This book is intended for anyone seriously interested in cognitive testing.

**Irons, A. (2008). *Enhancing learning through formative assessment and feedback*. London: Routledge.**

This book applies relevant theories and principles through teaching scenarios and case studies to create a pragmatic framework and set of tools that will allow teachers to engage with students through formative activities. It will appeal to new and experienced teachers in higher and further education, as well as professional developers.

**Kuh, G.D, et al. (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: Jossey-Bass.**

American higher education institutions are increasingly under pressure to show evidence of student learning, especially with the rising costs of college and the emergence of new technologies. Scholars from the National Institute for Learning Outcomes Assessment (NILOA) argue that student outcome assessment should not be utilized as primarily a compliance activity. Instead, these scholars explain how student learning assessment can enhance student accomplishment and increase institutional effectiveness. This book reveals how data on students can guide changes in institutional policies and practices to improve student learning and success, and is extremely helpful for professionals and leaders in higher education.

**Lidz, C.S. (1991). *Practitioner’s guide to dynamic assessment.* New York, NY: The Guilford Press.**

This book is a recently developed, interactive approach to psychoeducational assessment that follows a test-intervene-retest format, focuses on learning processes and modifiability, and provides the possibility of direct linkage between assessment and intervention.

**Lidz, C.S & Elliot, J.G. (2000). *Dynamic assessment: Prevailing models and applications volume 6.* New York, NY: Elsevier Science Inc.**

This book is an innovative approach to conducting psycho educational evaluation that has an immediate appeal to researchers, clinicians and teachers, while a number of texts on this approach have been published, these have not always addressed the interaction of theoretical, methodological and professional concerns in a way that makes these easily accessible to both academics and practitioners.

**Luther, M., Cole, E., & Gamlin, P. (Eds.). (1996). *Dynamic assessment for instruction: From theory to application*. North York, ON, Canada: Captus University Publications.**

Schools, as mirrors of society, represent heterogeneous communities of increasing cultural and economic diversity. The dispute over the role of assessment concerns the question of how to test learners and for what purpose. This book is a compendium of scholarly papers comprised of research, theory, policy and procedure reviews, conceptualization of educational system’s needs and historical accounts and perspectives on future instructional goals and practices.

**Luther, M., Gamlin, P., Cole, E., & Savron, B. (1991). *The international journal of dynamic assessment and instruction.* North York, ON, Canada: Captus University Publications.**

This interdisciplinary journal publishes theoretical articles, original empirical research, book reviews, and other matters of interest to a broad range of researchers and practitioners in the field of dynamic assessment and instruction.

**Messick, S. J. (Ed.). (1999). *Assessment in higher education: Issues of access, quality, student development and public policy.* Mahwah, NJ: Lawrence Erlbaum Associates.**

Higher education is moving to an era concerned with broadening the range of talent, with a consequent emphasis not just on selection but also on assessment for student growth and development. This change has brought with it a heightened attention to the diversity of the student population as a means of expanding the base of talent. This book emphasizes the intersection of equity and fairness with issues of access, quality, diversity and accountability in higher education.

**National Research Council. (2001). *Knowing what students know: The science and design of educational assessment.* Washington, DC: National Academy Press.**

This book explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. Principles for designing and using these new kinds of assessment are presented and examples are used to illustrate the principles.

**Nichols, J. O. & Nichols, K.W. (2005). *A road map for improvement of student learning and support services through assessment.* Flemington, NJ: Agathon Press.**

This book provides a step-by step guide to the planning and implementation of assessment procedures at two and four year colleges and university graduate programs.

**Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education.* San Francisco, CA: Jossey-Bass.**

This seminal book documents the current practice of institutional assessment and provides suggestions for how to plan an assessment program, carry it out, and use its result to provide suggestions for academic improvement. Strategies for assessment include establishing learning goals and objectives, encouraging faculty and student involvement in assessment, selecting and designing instruments, and examples of different approaches to assessment.

**Palomba, C. A., & Banta, T. W. (Eds.). (2001). *Assessing student competence in accredited disciplines*. Sterling, VA: Stylus Publishing.**

The body of this volume describes how faculty in eight professionally oriented disciplines have developed and practiced assessment on their campuses and the lessons these faculty offer to colleagues in their own and other disciplines. The book also includes a chapter on the use of authentic assessment within several disciplines on a single university campus and another chapter about the British quality assurance movement. The final chapter reviews the current practice of assessment within the eight featured disciplines; the role accrediting bodies play in fostering assessment in these disciplines; and the lessons, issues, and challenges that are common across disciplines.

**Pickford, R., & Brown, S. (2006). *Assessing skills and practice*. New York, NY: Routledge.**

This book explores how university staff can assess skills and practice fairly, effectively, efficiently, and imaginatively. International case studies and theoretical perspectives on topics such as inclusive assessment, assessing across the arts, humanities and sciences (from lab work to dance), the importance of involving all stakeholders in assessment, and how to formulate feedback to help students understand what is required of them.

**Schneider-Lidz, C. (Ed.). (1987). *Dynamic assessment: An interactional approach to evaluating learning potential*. New York, NY: Guilford Press.**

This book is a comprehensive exposition of the interactive means of evaluating leaner modifiability and planning for appropriate educational goals. Balancing enthusiasm for this exciting new field with well-developed theory and empirical investigation, the book reviews the history, basic principles and philosophies of dynamic assessment, as well as research and the development of innovative procedures.

**Stevens, D.D., & Levi, A.J. (2005). *Introduction to rubrics*. Sterling, VA: Stylus.**

This practical guide defines what rubrics are, and shows how to construct and use them. At its most basic, a rubric is a scoring tool that divides an assignment into its component parts and provides detailed description of what constitutes acceptable levels of performance for each part.

**Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.)*.* San Francisco, CA: Jossey-Bass.**

While the first edition of this guide has become a standard referencefor college faculty and administrators charged with the task of assessing student learning within their institutions, this second edition expands upon the original material with vita information on assessment. This new version provides the same practical advice along with material on promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making. Created to aid increasing demands for improvement and accountability, this book will be extremely helpful for higher education faculty and administrators seeking guidance on assessment.

**Walsh, J.A. & Sattes, B.D. (2005) *Quality questioning: Research-based practice to engage every learner.* Thousand Oaks, CA: Corwin Press.**

In this book, the authors provide an in-depth look at how quality questions can transform classrooms. They offer strategies that engage all students in the teacher’s questions and prompt students to generate their own questions. In turn, these superior questions will enrich students; their school’s learning community, and any instructor’s own professional development. This book includes a complete framework for preparing questions, presenting questions, prompting student responses, processing student responses, teaching students to generate questions, and reflecting on questioning practice; checklists for classroom applications; reproducibles, rubrics, resources, evaluation tools, and more.

**Walvoord, B.E. (2014). *Assessing and improving student writing in college: A guide for institutions, general education, departments, and classrooms.* San Francisco, CA: Jossey-Bass.**

Effective communication through speaking and writing is a critical skill that is required of all careers; however, teaching students to write well proves difficult across all disciplines. This guide provides concrete suggestions for articulating goals for student writing, measuring student writing, improving student writing, and documenting that improvement. Through four basic concepts (what we mean by writing, what we mean by “good” writing, how students learn to write, and the purposes of assessment), this book will help all constituents of higher education institutions work together to create a cohesive system for enhancing student writing.

**Walvoord, B.E. (2010) *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd Ed.). San Francisco, CA: Wiley: Jossey-Bass.**

This second edition of the classic resource offers a concise, step-by-step guide that helps make assessment simple, cost-efficient, and useful to an institution. It contains effective strategies for meeting the requirements of accreditation agencies, legislatures, review boards, and others, while emphasizing and showing how to move from data to actions that improve student learning. This thoroughly revised and updated edition includes many new or expanded features.

**Walvoord, B.E. & Anderson, V.J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd Ed.). San Francisco, CA: Wiley: Jossey-Bass.**

The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment. This thoroughly revised and updated edition includes a wealth of new material including: Expanded integration of the use of technology and online teaching; A sample syllabus with goals, outcomes, and criteria for student work; New developments in assessment for grant-funded projects; Additional information on grading group work, portfolios, and service-learning experiences; New strategies for aligning tests and assignments with learning goals; Current thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to "close the loop"; Material on using the best of classroom assessment to foster institutional assessment; New case examples from colleges and universities, including community colleges

**Weigle, S.C. (2002). *Assessing of writing.* Cambridge, UK: Cambridge University Press.**

This book provides a coverage of writing assessment that is both broad and in-depth, discussing the relevant research and theory, and addressing practical considerations in the design, development and use of writing assessments.

**White, E.M & Lutz, W.D & Kamusikiri, S. (1996). *Assessment of writing.* New York: The Modern Language Association of America.**

This book has broad consequences, both for individual lives and for society at large. Divided into five sections, the essays focus on political and legal issues, the validity and reliability of testing, old and new models of assessment, social inclusion and equity, and future prospects.

And a series of short booklets from the Association of American Colleges and Universities:

* AACU (2005). *Liberal education outcomes*. Washington, DC: Association of American Colleges and Universities
* AACU (2002). *Greater Expectations: A New Vision for Learning as a Nation Goes to College.* Washington, DC: Association of American Colleges and Universities
* Ewell, P. (2004) *General education and the assessment reform agenda*. Washington, DC: Association of American Colleges and Universities
* Ferren, A. S., & Slavings, R. (2000). *Investing in Quality: Tools for Improving Curricular Efficiency.* Washington, DC: Association of American Colleges and Universities
* Huber, M. T., & Hutchings, P. (2004). *Integrative Learning: Mapping the Terrain.* Washington, DC: Association of American Colleges and Universities

and The Carnegie Foundation for the Advancement of Teaching

* Klein, J. T. (1999). *Mapping Interdisciplinary Studies.* Washington, DC: Association of American Colleges and Universities
* Leskes, A., & Wright, B. D. (2006). *The art and science of assessing general education outcomes*. Washington, DC: Association of American Colleges and Universities
* Wright, B. D. (2004). *Our students’ best work: A framework for accountability worthy of our mission.* Washington, DC: Association of American Colleges and Universities
* Miller, R., & Leskes, A. (2005). *Levels of assessment: from the student to the institution.* Washington, DC: Association of American Colleges and Universities

# Culture, Race & Diversity

**Attewell, P. & Newman, K.S. (2010).  *Growing gaps: Educational inequality around the world*. New York, NY: Oxford University Press.**

This book examines the rising racial, ethnic, and social inequalities in higher education that accompany the growing access to colleges and universities Touching on issues of every continent, *Growing Gaps* discusses how education has become the path for upward mobility in society, which has further accentuated inequalities among those who have access to certain types of education. The book also touches on the benefits to private versus public education in terms of resources and competition in the career force. The authors provide an extensive examination of educational advantage worldwide as it relates to class- and race-based inequalities.

**Berardo, K., & Deardorff, D. K. (Eds.). (2012). *Building cultural competence: Innovative activities and models*. Sterling, VA: Stylus Publishing.**

*Building Cultural Competence* presents the latest work in the intercultural field and provides step-by-step instructions for how to effectively work with the new models, frameworks, and exercises for building learners’ cultural competence. Featuring fresh activities and tools from experienced coaches, trainers, and facilitators from around the globe, this collection of over 50 easy-to-use activities and models has been used successfully worldwide in settings that range from Fortune 500 corporations to the World Bank, non-profits, and universities.

**Bowen, W.B., & Bok, D. (1998). The shape of the river: Long-term consequences of considering race in college and university admissions. Princeton, NJ: Princeton University Press.**

Since 1998, this book on affirmative action in America has changed the way higher education admissions policies work. Through a wealth of empirical research, *The Shape of the River* defines how race-sensitive admission policies work and how they effect over 45,000 students of different races. This work by Bowen and Bok marks a pivotal point in national discussion of affirmative action, and is helpful for both administrators and admissions counselors alike.

**Branche, J., Mullennix, J., Cohn, E.R. (Eds.) (2007). *Diversity across the curriculum: A guide for faculty in higher education*. San Francisco, CA: Jossey-Bass, A Wiley Imprint.**

This practical guide will empower even the busiest faculty members to create culturally inclusive courses and learning environments. In a collection of more than 50 vignettes, exceptional teachers from a wide range of academic disciplines—health sciences, humanities, sciences, and social sciences—describe how they actively incorporate diversity into their teaching. Different strategies discussed include a role-model approach, creating a safe space in the classroom, and the cultural competency model. Written for teaching faculty in all disciplines of higher education, this book offers practical guidance on culturally inclusive course design, syllabus construction, textbook selection, and assessment strategies.

**Brimhall-Vargas, M., & Fasching-Varner, K. (2012). *Occupying the Academy: Just How Important is Diversity Work in Higher Education?* : Lanham, Maryland: Rowman & Littlefield Publishers, Inc.**

In the wake of the election of President Obama, many diversity scholars and practitioners imagined that renewed commitments to educational equity and justice were just around the corner. Unfortunately, the opposite has become the Obama-era reality. Across the country, equity and diversity workers at all levels in university and colleges, but especially Chief Diversity Officers in public institutions, are under assault. Is this assault a result of a pre-meditated and carefully calculated conservative political agenda or the unfortunate consequence of how largely white, politically conservative—and the power bases they represent—are expressing their anger about the changing racial landscape in the United States? This book explores and deconstructs the reasons for this assault from various perspectives. This book also illustrates how the national assault on equity and diversity has resulted in a continuum. At one end are “diversity-friendly” institutions that are benignly neglecting equity/diversity efforts because of state budget crises. At the other end of the spectrum are the deliberate efforts being made to systematically dismantle equity and diversity work in especially politically conservative states.

**Bronstein, P. & Quina, K. (Eds.). (2003). *Teaching gender and multicultural awareness*. Washington, D.C.: American Psychological Association.**

This book provides information about how to integrate topics of diversity into a variety of psychology courses and programs of study. Because psychology now contains a rich body of knowledge that reaches across gender, social, and cultural lines, a single class about gender or cross-cultural studies is no longer sufficient to teach students about multiculturalism. Instead, such issues need to be incorporated into each part of the psychology curriculum.

**Brown-Glaude, P. W. (Ed.). (2008). *Doing diversity in higher education: Faculty leaders share challenges and strategies*. Rutgers University Press.**

Using case studies from universities throughout the nation, Doing Diversity in Higher Education examines the role faculty play in improving diversity on their campuses. The power of professors to enhance diversity has long been underestimated, their initiatives often hidden from view. Winnifred Brown-Glaude and her contributors uncover major themes and offer faculty and administrators a blueprint for conquering issues facing campuses across the country.

**Case, Kim. (2013). *Deconstructing privilege: Teaching and learning as allies in the classroom*. New York: Routledge.**

This book explores best practices for effective teaching and learning about various forms of systemic group privilege such as that based on race, gender, sexuality, religion, and class.

**Chesler, M., Lewis, A & Crowfoot, J. (2005) *Challenging racism in higher education.* Lanham, Maryland: Rowman & Littlefield Publishers, Inc.**

This book provides frames for understanding the current state of intergroup relations in higher education. It also presents the voices and experiences of college students, faculty, and administrators, integrating this first-person material with research literature. This book also shows concrete actions people and organizations have taken to alter institutional racism and other forms of discrimination on campus and what further action they can take to work toward social justice.

**Davis, B. M. (2006). *How to teach students who don’t look like you*. Thousand Oaks, CA: Corwin Press.**

If you are like many teachers, you continue to look for ways to improve your classroom instruction. This book is a result of that search for new strategies, understandings, and lessons to support the changing population of students who enter the classroom. The book walks you through several stages, including: a general recognition of culture and how it shapes the lens through which you view the world; an examination of research on diverse learners; a discussion of the achievement gap; personal narratives and racial histories of two educators; and much more.

**Davis, T., & Harrison, L. M. (2013). *Advancing social justice: Tools, pedagogies,***

***and strategies to transform your campus*. San Francisco, CA: Jossey-Bass.**

This book provides a clear understanding of the concept of social justice on college

campuses, including aspects of identity development and oppression. The authors discuss

institutional and historical systems of power and how these affect identity and

relationships. The second half of the book provides conceptual tools and strategies to help

design and implement social justice programs on campuses.

**Fiske, S.T. (2014). *Envy up, scorn down: How status divides us.* New York, NY: Russell Sage Foundation.**

Although the United States prides itself on the principle of equal opportunity for all, equality in many aspects of American society is obscure. With the gap between rich and poor widening in recent years, social class now defines individuals and creates tensions among groups. In *Envy Up, Scorn Down*, social psychologist Susan Fiske explores the relationships between classes within American society, and analyzes the social consequences of interpersonal and intergroup comparisons in everyday life. Through recent psychological studies as well as her own, Fisk demonstrates how both envy and scorn yield distinctive biological, emotions, cognitive, and behavioral characteristics. Perceived status correlates with race, gender, ethnicity, and education, and all groups and societies rank their members. This book carefully reveals how relieving the effects of envy and scorn can prove important in moving forward in our society.

**Fiske, S.T., & Markus, H.R. (2012). *Facing social class: How societal rank influences interaction*. New York, NY: Russell Sage Foundation.**

Because Americans believe strongly in the principle of equal opportunity for all, many hold fast to the idea that class and status do not matter. In *Facing Social Class*, however, social psychologists Susan Fisk and Hazel Markus argue that social class undoubtedly affects how individuals interact with others from casual exchanges to interactions at school, work, and home. These social psychologists reveal an extreme contradiction between the idea of equality and the reality of growing inequality within the United States. Most specifically, it shows how tensions amongst classes are reflected in cultural values, institutional practices, and psychological tendencies. This book reveals these realities, all the while exposing what can be done to alleviate the effects of inequality in a society where social mobility is nearly impossible.

**Freire, P. (2000). *Pedagogy of the oppressed*. New York, NY: Bloomsbury.**

In urban areas in both the United States and Western Europe, a permanent underclass composed of underprivileged peoples and minorities has become an accepted norm. In his book *Pedagogy of the Oppressed*, Freire seeks to empower impoverished and illiterate peoples as they struggle in cities across the world. Originally published in Portuguese in 1968, this new edition with an introduction recounting Freire’s life and the impact of this book for the past fifty years will inspire and new generation of people. Educators and students will find this book especially interesting, yet the book accessible to anyone interest in the diversity issues.

**Ginsberg, M.B, & Wlodokowski, R.J. (2009). *Diversity & motivation: Culturally responsive teaching in college*. (2nd ed.). San Francisco, CA: Jossey-Bass.**

Since 1995, this book has served as a leading resource for faculty and administrators looking for effective ways to promote motivation among culturally diverse student groups. The second edition further offers an understanding of the teaching methods that promote respect, relevance, engagement, and academic success. With concrete examples from the experience of the authors, this book outline for educators the norms, practices, and tools necessary for establishing inclusion, developing a positive attitude, enhancing meaning, and engendering competence. The ideas presented in this volume are useful for faculty and staff across disciplines and different secondary education settings.

**Guiner, Lani. (2015). *The Tyranny of the Meritocracy: Democratizing higher education in America.* Boston, MA: Beacon Press.**

Lani Guinier argues, the merit systems that dictate the admissions practices of these institutions are functioning to select and privilege elite individuals rather than create learning communities geared to advance democratic societies.

To reclaim higher education as a cornerstone of democracy, Guinier argues that institutions of higher learning must focus on admitting and educating a class of students who will be critical thinkers, active citizens, and publicly spirited leaders. Guinier presents a plan for considering “democratic merit,” a system that measures the success of higher education not by the personal qualities of the students who enter but by the work and service performed by the graduates who leave. Guinier argues for reformation, not only of the very premises of admissions practices but of the shape of higher education itself

**Gurin, P., Nagda, B.R.A., & Zúñiga, X. (2013). *Dialogue across difference: Practice, theory, and research on intergroup dialogue.* New York, NY: Russell Sage Foundation.**

As immigration continues and racial and ethnic inclusiveness progresses, higher education institutions across the United States are likely to grow more diverse in the coming years. Although contact across racial and ethnic lines implies a more profitable learning environment with increased collaboration, intergroup contact may also generate more tension over hotly contested issues involving diversity. This book focuses the idea of intergroup dialogue: bringing together an equal number of students from different groups to share their perspectives and learn from each other. The authors explore how intergroup dialogue in the modern era can help improve relations across race, ethnicity, and gender, as students gain empathy and insight about how others understand the world. Overall, this book is a useful model for advancing relations among groups at the college level and in American society.

**Hale, F.W. (2004). (Ed.) *What makes racial diversity work in higher education*. Sterling, VA: Stylus Publishing.**

Recognizing the importance of diversity as a means of embracing the experiences, perspectives and expertise of other cultures, this book shares what has been most effective in helping institutions to create an atmosphere and a campus culture that not only admits students, faculty and staff of color but accepts and welcomes their presence and participation. This is a landmark reference for every institution concerned with inclusivity and diversity. The successes it presents offers academic leaders much they can learn from, and ideas and procedures they can adapt, as they discuss and develop their own campus policies and initiatives.

**Harvey, V.l., & Housel, T.H. (eds). (Fall 2011). “Faculty and first-generation college students: Bridging the classroom gap together.” *New Directions for Teaching and Learning*, (127), San Francisco, CA: Jossey-Bass.**

The number of first-generation college students (FGS) are increasing on college campuses across the United States, with approximately one in six freshmen at American four-year institutions identifying as first-generation. Nonetheless, FGS often struggle to embrace the social life and academics on campus, leaving many feeling marginalized in their respective college communities. This volume of *New Directions for Teaching and Learning* examines the transitions of FGS from home life to college life. The research provided will help college and university administrators, faculty, and staff, better implement more effective programs to meet the emotional, academic, and financial needs of students.

**Hayes, E., & Flannery, D.D. (2000). *Women as learners: The significance of gender in adult learning*. San Francisco: Jossey-Bass.**

This book explores and analyzes learning as a distinctive experience for women. The authors are all established adult education professionals and recognized authorities on women as adult learners. Together, they examine and compare the importance of such factors as sense of identity, self-esteem, social world, and power in what and how women learn.

**Hendrix, K.G., & Hebbani, A. (eds). (Summer 2014). “Hidden roads: Nonnative English-speaking international professors in the classroom.” *New Directions for Teaching and Learning*, (138), San Francisco, CA: Jossey-Bass.**

International professors and teaching assistants exist in great numbers in colleges and universities across the country. Nevertheless, many nonnative English speaking academics fail to appear in and contribute to the literature available on higher education practices. This volume of *New Directions for Teaching and Learning* covers a variety of experiences, such as faculty of color teaching intercultural communication, international teaching assistants’ attitudes toward their US students, and the challenges to existing cultural assumptions in the US classroom. These challenges and contributions are insightful for students, faculty, and administrators attempting to close the gap between nonnative English speaking academics and students.

**Howell, A. & Tuitt, F. (2003). *Race and higher education.* Cambridge, MA: Harvard Educational Review.**

This book guides educators toward a better understanding of how changes in the student population have resulted in the need for new approaches to classroom instruction. By including voices form inside classrooms along with analyses from scholarly researchers, this volume provides college and university teachers, administrators, students, and scholars with a critical instrument for improving higher education.

**Johnson, A.G. (2006). *Privilege, power, and difference*. New York, NY: McGraw Hill.**

This tool, intended for students and non-students alike, enables readers to examine systems of privilege and difference in our society. Written in an accessible, conversational style, Johnson links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it.

**Moody, J. (2012). *Faculty diversity: Removing the barriers* (2nd Ed.) New York, NY: Routledge.**

This book explores this important question and provides steps for hastening faculty diversity. Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields, Dr. Moody provides practical and feasible ways to improve faculty recruitment, retention, and mentorship, especially of under-represented women in science-related fields and non-immigrant minorities in all fields. The second edition of *Faculty Diversity* offers new insights, strategies, and caveats to the current state of faculty diversity. This revised edition includes: New strategies to prevent unintended cognitive bias and errors that damage faculty recruitment and retention and expanded discussion on the importance of different cultural contexts, political, and historical experiences inhabited and inherited by non-immigrant faculty and students.

**Mor Barak, M. (2014). *Managing Diversity: Toward a Globally Inclusive Workplace.* Los Angeles, CA: SAGE Publications, Inc.**

In the third edition of the award-winning book, Managing Diversity: Toward a Globally Inclusive Workplace, Michàlle E. Mor Barak argues that exclusion is among the most critical and pressing problems faced by today’s heterogeneous workforce. Using an original model for creating a globally inclusive workplace coupled with engaging real-world case studies, she outlines unique strategies for unleashing the embedded potential in a multicultural and diverse global workforce.

**Page, S.E. (2007). *The difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton: Princeton UP.**

In this book, the author redefines the way we understand ourselves in relation to one another. It is about how we think in groups--and how our collective wisdom exceeds the sum of its parts. Why can teams of people find better solutions than brilliant individuals working alone? And why are the best group decisions and predictions those that draw upon the very qualities that make each of us unique? The answers lie in diversity--not what we look like outside, but what we look like within, our distinct tools and abilities.

**Pope, R.L., Reynolds, A.L. & Mueller, J.A. (2004). *Multicultural competence in student affairs*. San Francisco, CA: Jossey-Bass, A Wiley Imprint.**

Today’s leaders in higher education are focused on creating multicultural campuses. However, most higher education and student affairs professionals receive limited training for understanding the complexity of multicultural issues. If multiculturalism is to flourish on college campuses, education professionals must develop the sensitivity and awareness in affirming relevant multicultural issues and develop the skills needed to offer meaningful services to *all* their students. This book is a unique resource that offers student affairs practitioners and faculty a guide that features a model of core competencies that embraces the broad scope of multicultural issues including race, class, religion, gender, sexual orientation, age, and abilities.

**Sander, R.H., & Taylor Jr., S. (2012). *Mismatch: How affirmative action hurts students it’s intended to help, and why universities won’t admit it.* New York, NY: Basic Books.**

Over the past four decades, opinions on affirmative action have ranged from an effort to ignite integration in higher education, to an unfair quota system. The real question, however, is whether or not affirmative action has actually helped underrepresented racial and ethnic groups in admissions. With the Supreme Court set to reevaluate affirmative action, professors Sander and Taylor argue that affirmative action has in fact harmed underrepresented minorities due to “mismatch” – where students of color who are given preference fall behind and never catch up to better prepared classmates. Supported by research and many recommendations, *Mismatch* calls for an examination of affirmative action and for reforms that will help realize the ultimate goal of racial equality.

**Sarkisian, E. (2006). *Teaching American students: A guide for international faculty and teaching assistants in colleges and universities.* Cambridge, MA: Harvard University Press.**

This book is a wonderful introduction to teaching in the United States. Any international scholar who attempts to help American students learn will appreciate the rich insights into the culture of the American classroom. Full of practical wisdom that teachers can apply immediately, this book offers approaches to teaching and learning that any teacher will find useful.

**Sensoy, O. & DiAngelo, R. (2012). *Is everyone really equal?* New York, NY: Teachers College Press.**

This practical handbook will introduce readers to social justice education, providing tools for developing “critical social justice literacy” and for taking action towards a more just society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy.

**Sommers, S. (2011). *Situations matter: Understanding how context transforms your world*. New York, NY: Riverhead.**

In *Situations Matter,* Sommers argues that by understanding the powerful influence that context has in our lives and using this knowledge to rethink how we see the world, we can be more effective at work, at home, and in daily interactions with others. He describes the pitfalls to avoid and offers insights into making better decisions and smarter observations about the world around us.  
  
**Steele, C. M. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do* (Reprint.). New York, NY: W. W. Norton & Company.**

Claude M. Steele, who has been called “one of the few great social psychologists,” offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. He sheds new light on American social phenomena from racial and gender gaps in test scores to the belief in the superior athletic prowess of black men, and lays out a plan for mitigating these “stereotype threats” and reshaping American identities.

**Sue, D.W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons.**

Microaggression is the use of social norms that produce unintended discrimination. This phenomenon is a very real problem within our culture, yet many individuals do not recognize its occurrence. This book looks at the different types of microaggressions and their psychological effects on both performers and the often targeted members of disadvantaged groups. Dr. Sue suggests psychological means to make our society free of these experiences. *Microaggressions in everyday life* is a wonderful read for anyone who deals with diversity, as it brings awareness and understanding to the idea. It provides a practical guide with the goal of eventual dissolution

**Weber, L. (2009). *Understanding race, class, gender, and sexuality: A Conceptual Framework* (2nd ed.). Oxford University Press, USA.**

Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework, Second Edition, is the only text that develops a theoretical framework for the analysis of intersectionality. Weber argues that these social systems are historically and geographically contextual power relationships that are simultaneously expressed and experienced at both the macro level of social institutions and the micro level of individual lives and small groups. This is also the only text that teaches students how to apply the theory to their own analyses.

**Wise, T. (2011). *White like me: Reflections on race from a privileged son.* 2nd Ed. Berkley, CA: Soft Skull.**

In the second edition of this book, Tim Wise utilizes a series of critical essays alongside his own memoir to explore his privileged experience as a white American. This book examines issues of employment, education, housing, criminal justice, etc., and how racial privilege shapes the lives of Americans, such as Wise. For a society that limits issues of race to just African Americans, Wise argues that racial privilege that white Americans experience is just as detrimental to progressive social change. *White Like Me* explores how whites can challenge privilege and why it is important to do so.

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# General Reflections on Higher Education

**Barbezat, D., Bush, M., Palmer, P.J., and Zajonc, A. (2014). *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning*. San Francisco: Jossey-Bass.**

Contemplative pedagogy is a way for instructors to, empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their understanding; help students to develop sophisticated problem-solving skills; and support students’ sense of connection to and compassion for others; and engender inquiries into students’ most profound questions.

**Blumenstyk, G. (2015).  *American higher education in crisis? What everyone needs to know.* New York, NY: Oxford University Press.**

Because tuition prices are at an all time high in the United States, administrators are questioning how to decrease costs while proving that American higher education is important to economic mobility. This analysis by Goldie Blumenstyk traces the history of the higher education system, noting the trends that brought education to what it is today. *American Higher Education in Crisis* focuses on debates involving economic and racial inequalities, faculty tenure, affordability, and more. The recommendations for the future of education as set forth by Blumenstyk give hope that issues of cost, diversity, and academia will be resolved with the rise of alternative-education.

**Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more.* Princeton, NJ: Princeton University Press.**

Overall, despite their vastly increased resources, more powerful technology, and hundreds of new courses, colleges cannot be confident that students are learning more than they did fifty years ago. Looking further, Bok finds that many important college courses are left to the least experienced teachers and that most professors continue to teach in ways that have proven to be less effective than other available methods. In reviewing their educational programs, however, faculties typically ignore this evidence. Instead, they spend most of their time discussing *what* courses to require, although the lasting impact of college will almost certainly depend much more on *how* the courses are taught.

**Buch, K., & Barron, K.E. (eds). (Winter 2012). “Discipline-Centered Learning Communities: Creating Connections Among Students, Faculty, and Curricula.” *New Directions for Teaching and Learning*, (132), San Francisco, CA: Jossey-Bass.**

This book uses the discipline of psychology as a case study for developing and understanding the results of faculty learning communities. The study reveals how five different types of learning communities – curricular, residential, in the classroom, on the students themselves, or virtually – enhance student engagement and learning. The guide demonstrates how these groups work among a wide-range of settings, students, and institutions.

**Christensen, C.M. and Eyring, H.J. (2011). *The innovative university: Changing the DNA of higher education from the inside out*. San Francisco: Jossey-Bass.**

This book illustrates how higher education can respond to the forces of disruptive innovation , and offers a nuanced and hopeful analysis of where the traditional university and its traditions have come from and how it needs to change for the future.

**Cole, J.R. (2009). *The great American university: Its rise to preeminence, it indispensable national role, why it must be protected.* Philadelphia, PA: Perseus Book Group.**

Since its inception in the nineteenth century, the American research university has become an enigma. These institutions have discovered some of the most important developments in science and engineering. Nonetheless, this system is now under attack because of the emergence of many conservative policies. This book reveals how the disappearance of this type of institution economically threatens our nation. It is informative for higher education professionals, as well as those generally interested in the fate of higher education institutions.

**Cox, M.D., & Richlin, L. (eds). (Spring 2004). “Building Faculty Learning Communities.” *New Directions for Teaching and Learning*, (97), San Francisco, CA: Jossey-Bass.**

Faculty learning communities are increasingly emerging as a popular means to overcome institutional obstacles in higher education. These communities prepare faculty for the future, reinvigorate senior faculty, and help all academics in implementing new courses, curricula. This journal discusses the advancement and results of faculty learning communities across a variety of institutions, and is enormously helpful for faculty looking to teach their students to learn deeper and understand the value of diversity in the classroom.

**Cranton, P., & Taylor, E. (2012). *The Handbook of Transformative Learning:* San Francisco, CA: John Wiley & Sons, Inc.**

The Handbook of Transformative Learning provides a comprehensive and critical review of more than three decades of theory development, research, and practice in Transformative Learning (TL). This book will help adult educators understand what transformative learning is, distinguish it from other forms of learning, and foster it in their practice. The book covers five broad areas: historical, theoretical, practical, research, and future perspective. It is comprehensive, interdisciplinary, critical, reflective, and accessible to a wide audience of interested scholars, students, and practitioners. Co-edited by leading experts in the field with an advisory group of prominent authorities, this handbook is the leading resource for the field.

**Crow, M.M., & Dabars, W.B. (2015). *Designing the new American university.* Baltimore, MD: Johns Hopkins University Press.**

Although research universities have long been considered the “gold standard” for American higher education institutions, they no longer accomplish their purpose. Since the nineteenth century, the research universities existent in the United States have only incrementally evolved. The need for a new model that offers accessibility to an academic platform underpinned by knowledge production is critical to our survival and economic competitiveness. In *Designing the New American University*, Michael Crow, president of Arizona State University, and coauthor William B. Dabars, a higher education historian, suggest a new model for the public research university, which Crow implemented at ASU. This model is an egalitarian institution committed to academic excellence, inclusiveness to a broad demographic, and maximum societal impact. Both public and private higher education leaders may utilize this model in their respective contexts.

**Fink, L.D. (2003). *Creating significant learning experiences*. San Francisco, CA: John Wiley & Sons.**

This book is essential reading for all educators who are dedicated to becoming part of an exciting frontier in education that is destined to be established as the model of educational excellence. Fink demonstrated throughout this text that he has developed expertise about higher education, from which he formulated a methodology that is presented as a road-map for others to transform their teaching into significant learning experiences. Creating change is never easy and Fink thoroughly delineated this message as he provides the step-by-step processes required by educators and institutions to create significant learning experiences.

**Ginsberg, B. (2011). *The fall of the faculty: The rise of the all-administrative university and why it matters.* New York, NY: Oxford University Press.**

The war between the administration and the faculty at colleges and universities across the United States is not unfamiliar, yet many now argue that the administration will soon dominate faculty interests indefinitely. *The Fall of the Faculty* outlines the rise of the administration and how its growing presence is problematic for faculty members in terms of curriculum plans and research opportunities. Administrators are constantly transforming collegiate academia to include “life skills” curriculum, which faculty find less rigorous and depleting. Although seemingly biased in his argument, Benjamin Ginsberg discusses how society can alter the system of higher education so that faculty can regain their voice in curriculum policy.

**Gordon, E.W., and Bridglall, B.L. (2007). *Affirmative development: Cultivating academic ability*. Lanham: Rowman & Littlefield Publishers.**

According to Gordon and Bridglall, the ability to learn is more of a developed human capacity than a fixed aptitude with which one is born. They argue that the emergence of academic ability is associated with exposure to specialized cultures that privilege the attitudes, knowledge, and skills that schools reward. Children who are born to and raised in these cultures tend to do well in school, while those who are not exposed to such cultures tend seldom rise to high levels of academic achievement.

**Hooks, B. (1994*). Teaching to transgress: Education as the practice of freedom.* New York, NY: Routledge.**

Bell hooks--writer, teacher, and insurgent black intellectual--writes about a new kind of education, *education as the practice of freedom*.  Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for hooks, the teacher's most important goal.He speaks to the heart of education today: how can we rethink teaching practices in the age of multiculturalism? What do we do about teachers who do not want to teach, and students who do not want to learn? How should we deal with racism and sexism in the classroom?

**Johansson, C., & Felten, P. (2014). *Transforming students: Fulfilling the promise of higher education.* Baltimore, MD: Johns Hopkins University Press.**

The modern-day attitude of incoming and current students on American Higher Education greatly varies across colleges and universities nationwide. The majority of students, and parents, believe that going to college provides a chance to mature and grow. As educators at the college level, Charity Jonson and Peter Felten argue against this view, noting that the central purpose of a college or university is to transform the lives of students. Through extensive interviews with students and graduates, Johnson and Felten highlight how students today view the college experience, while simultaneously giving advice for colleges to prepare students for the real world, rather than just a career.

**Kadison, R. & DiGeronimo, T.F. (2004). *College of the overwhelmed.* San Francisco, CA: A Wiley Imprint.**

Kadison and DiGeronimo do a commendable job of outlining the many stresses students face, such as academic pressure, financial problems, and feelings of social inadequacy and, for women, a fear of sexual assault. The authors outline the self-destructive coping mechanisms adopted by those with emotional problems, including easting disorders, drug abuse, cutting, and suicide attempts. Parents will find sensible suggestions for helping their children deal with college life.

**Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd Ed.).** **Thousand Oaks, CA: Corwin Press.**

As the importance of teacher leaders continues to grow, the demand for new information and new inspiration on teacher leadership grows as well. Updated research, fresh examples, and the insights of over 5,000 teacher leaders have produced a revitalized edition of this definitive work on teacher leadership.

**Kuh, G.D., Kinzie, J., Schuh, J.H., & Whitt, E.J. (2010). *Student success in college: creating conditions that matter*. San Francisco, CA: Jossey-Bass.**

*Student Success in College* describes policies, programs, and practices that a diverse set of institutions have used to enhance student achievement. This book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present. Based on the Documenting Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University, this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success-oriented campus culture and learning environment.

**Lewis, H.R. (2006). *Excellence without a soul.* New York, NY: PublicAffairs, A Member of the Perseus Books Group.**

In this book Lewis draws from his experience to explain how our great universities have abandoned their educational mission. This book provides an intimate history of these struggles at Harvard, showing how its mission evolved from education to consumer satisfaction- and makes an impassioned argument for change.

**Light, R. (2001). *Making the most of college: Students speak their minds.* Cambridge, MA: Harvard University Press.**

This book is filled with stories that Harvard students shared with the author about their experiences of inspiration, frustration, and discovery. Filled with practical advice, failures, and hopes and it presents strategies for academic success.

**Light, R., Singer, J.D., & Willett, J.B. (1990). *By design: Planning research on higher education*. Cambridge, MA: The President and Fellows of Harvard College.**

Questions continue to surface about student learning in higher education. Joining clubs or athletic teams enhance the student experience, but does joining these organizations enhance student academic performance? Findings vary across campuses, but the authors agree that careful design of research on college effectiveness on all campuses is the most important stage in producing valid findings. Both practitioners and students will find this textbook of research methods extremely useful.

**Mezirow, J., & Taylor, E. (2009). *Transformative Learning in Practice.* San Francisco, CA: John Wiley & Sons, Inc.**

This book provides strategies and methods for fostering Transformative Learning (TL) practice in a wide variety of higher and adult education settings. The book answers relevant questions such as: What are effective practices for promoting TL in the classroom? What is it about TL that is most helpful in informing practice? How does the teaching setting shape the practice of TL? What are the successes, strengths, and outcomes of fostering TL? What are the risks and challenges when practicing TL in the classroom?

**Miller, J.E. (2011). *To improve the academy: Resources for faculty, instructional, and organizational development*. San Francisco, CA: Jossey-Bass.**

This annual publication from the Professional and Organizational Development Network in Higher Education (POD) provides a collection of articles that focus on the role of faculty, instructional, and organizational development in ensuring excellence in education. The authors address the need for granting effective higher education in lieu of major budget cuts. This guide offers suggestions for improvement in higher education for faculty, department chairs, deans, chief academic officers, educational consultants, and more.

**Nosich, G.M. (2001). *Learning to think things through: A guide to critical thinking across the curriculum*. Upper Saddle River, NJ: Prentice Hall.**

This book presents a combination of instruction and exercises that shows the reader how to become *active learners* rather than passive recipients of information, use critical thinking to more fully appreciate the power of the discipline they are studying, to see its connections to other fields and to their day-to-day lives, and to maintain an overview of the field so they can see the parts in terms of the whole. The model of critical thinking (used throughout the book) is in terms of the elements of reasoning, standards, and critical thinking processes.

**Palmer, P.J., Zajonc, A., & Scribner, M. (2010). *The heart of higher education: A call to renewal: Transforming the academy through collegial conversations*. San Francisco: Jossey-Bass.**

This book is for all who are new to the field of holistic education, all who want to deepen their understanding of its challenges, and all who want to practice and promote this vital approach to teaching and learning on their campuses. The book offers a rich interplay of analysis, theory, and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades.

**Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students volume 2*. San Francisco, CA: A Wiley Imprint.**

This book is the long-awaited second volume of Pascarella and Terenzini’s 1991 award-winning review of the research on the impacts of college on students. The authors review their earlier finding and then synthesize what has been learned since 1990 about college’s influences on students. The book also discusses the implications of the findings for research, practice, and public policy.

**Perry, W.G. (1999). *Forms of intellectual and ethical development in the college years: A scheme*. San Francisco, CA: Jossey-Bass.**

In this book, the author traces a path from students' adolescence into adulthood. His nine-stage model describes the steps that move students from a simplistic, categorical view of knowledge to a more complex, contextual view of the world and of themselves. Throughout this journey of cognitive development, Perry reveals that the most significant changes occur in forms in which people perceive their world rather than in the particulars of their attitudes and concerns.

**Pope, D.C. (2001). *“Doing school”: How we are creating a generation of stressed out, materialistic, and miseducated Students.* New Haven and London: Yale University Press.**

This book offers a highly revealing- and troubling- view of today’s high school students and the ways they pursue high grades and success. The author follows five motivated and successful students through a school year, closely shadowing then and engaging them in lengthy reflections on their school experiences.

**Robinson, K. (2001). *Out of our minds*. Oxford, UK: Capstone Publishing Limited.**

This book argues that organizations are trying to fix a downstream problem that originates in schools and universities. Most people leave education with no idea what their real abilities are. Out of Our Minds answers three vital questions for all organizations that have a serious strategic interest in creativity and innovation.

**Rosen, B.C. (1998). *Winner and losers of the information revolution-psychosocial change and its discontents*. Westport, CT: Praeger Publishers.**

This book examines how massive social change over the past few decades has created a new set of winners and losers and what this has done to society. Rosen puts contemporary social change in a historical context, showing that today’s turmoil resembles the disturbances that have taken place whenever society has undergone rapid and fundamental social change.

**Smith, B. (2013). *Mentoring At-Risk Students through the Hidden Curriculum of Higher Education.* Lanham, Maryland: Lexington Books.**

*Mentoring At-Risk Students through the Hidden Curriculum of Higher Education* reveals how the institutional culture and social networks of universities influence the academic success of underrepresented students. This book is based on a qualitative study that integrates a sociological and higher education theoretical framework to examine the impact of mentoring programs on students’ acquisition of institutional cultural capital and social capital during their college experience. This book also offers an innovative mentoring model that illuminates how students can navigate the hidden curriculum of higher education.

**Tagg, J. (2003). *The learning paradigm college.* Bolton, MA: Anker Publishing Company, Inc.**

In this book the author builds on the *Change* magazine article he coauthored with Robert Barr in 1995. This book presents a new lens through which readers can see their own institutions and their own work. A radically fresh perspective examines existing functional frameworks and offers a way to re-envision and re-cast many familiar aspects of college work and college life.

**Twenge, J. (2007). *Generation me: Why today’s young Americans are more confident, assertive, entitled—and more miserable than ever before*. New York, NY: Free Press.**

Twenge uses findings from the largest intergenerational research study ever conducted—with data from 1.3 million respondents spanning six decades—to reveal how profoundly different today’s young adults are. Here are the shocking truths about this generation, including dramatic differences in sexual behavior, as well as controversial predictions about what the future holds for them and society as a whole. Her often humorous, eyebrow-raising stories about real people vividly bring to life the hopes and dreams, disappointments, and challenges of Generation Me.

**Twenge, J.M. (2006). *Generation me*. New York, NY: Free Press.**

The author reveals how different today’s young adults are and makes controversial predictions about what the future holds for them and society as a whole. This book with give Boomers new insight into their offspring, and help GenMe’ers in their teens 20’s and 30s finally make sense of themselves and their goals and find their road to happiness.

# Instructional Design

**Adler-Kassner, L., Crooks, R., & Watters, A. (1997). *Writing the community: Concepts and models for service-learning in composition*. Washington, DC: American Association for Higher Education.**

This book discusses the microevolution in college-level Composition through service-learning. The essays in this volume show why service-learning and communication are a natural pairing and give a background on the relationship between service-learning and communication with maps to suggest where it should go in the future.

**Anderson, et al. (2000). *A taxonomy for learning, teaching, and assessing: A review of Bloom’s taxonomy of educational objectives*. Boston, MA: Allyn & Bacon.**

Drawing heavily from Bloom's Taxonomy, this new book helps teachers understand and implement a standards-based curriculum. An extraordinary group of cognitive psychologists, curriculum specialists, teacher-educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes, that defines what students are expected to learn in school. A series of vignettes-written by and for teachers-illustrates how to use this unique framework. Its two-dimensional framework interrelates knowledge with the cognitive processes students use to gain and work with knowledge.

**Blumberg, P. (2009). *Developing learner-centered teaching: A practical guide for faculty.* San Francisco, CA: Jossey-Bass.**

This book offers a practical guide for converting any course from teacher-centered to a more engaging learner-centered model. Complete with self-assessments and worksheets based on each of the five practices identified in Maryellen Weimer’s *Learner-Centered Teaching*, this book provides an effective resource for implementing learner-centered teaching. This book is especially helpful for instructors, faculty developers, and instructional designers.

**Cooper, D.J.L. (2011). *Small group learning in higher education: Research and practice*. (D. P. Robinson, Ed.). Stillwater, OK: New Forums Press.**  
  
This volume contains material on research based teaching techniques for use in higher education. The focus is on small group learning procedures. None of this material has previously appeared in book form. Twenty of the articles first appeared in the Cooperative Learning and College Teaching newsletter that Jim Cooper and Pamela Robinson edited from 1990 to 1999. These articles address applications of small group learning within a variety of academic disciplines.

**Dede, C., Richards, J., eds. (2012). *Digital teaching platforms: Customizing classroom learning for each studen*t. New York, NY: Teachers College Press.**

In this book, top researchers in the field of learning science and educational technology examine the current state of design and research on Digital Teaching Platforms (DTPs), the principles for evaluating them, and their likely evolution as a dominant medium for educational improvement. The authors examine DTPs in light of contemporary classroom requirements, as well as current initiatives such as the Common Core State Standards, Race to the Top, and the 2010 National Educational Technology Plan.

**Doyle, T. (2011). *Learner-centered teaching: Putting the research on learning into practice.* Sterling, VA: Stylus.**

Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. This book presents the research-based case the Learner-Centered Teaching (LCT) offers the best means to optimize student learning in college. Terry Doyle presents an LCT-based approach to course design that synthesizes current research on cognition and learning, student concerns, proven approaches to improve student comprehension and recall, and more. This book seeks to improve student-faculty communication within the classroom through LCT.

**Duarte, N.. (2010). *Resonate: Present visual stories that transform audiences*. Hoboken, NJ: Wiley.**

This book helps you make a strong connection with your audience and lead them to purposeful action. The author's approach is simple: building a presentation today is a bit like writing a documentary. Using this approach, you'll convey your content with passion, persuasion, and impact.

**Duarte, N. (2008). *Slide:ology: The art and science of creating great presentations*. Beijing: O'Reilly Media.**

This book is full of practical approaches to visual story development that can be applied by anyone. The book combines conceptual thinking and inspirational design, with insightful case studies from the world's leading brands. With *slide:ology* you'll learn to: connect with specific audiences, turn ideas into informative graphics, use sketching and diagramming techniques effectively, create graphics that enable audiences to process information easily, develop truly influential presentations and utilize presentation technology to your advantage.

**Gardner, H., & Davis, K. (2013). *The app generation: How today’s youth navigate identity, intimacy, and imagination in a digital world*. Grand Rapids, Michigan: Yale University Press.**

In this book the authors explore what it means to be “app-dependent” versus “app-enabled” and how life for this generation differs from life before the digital era. Through innovative research, including interviews of young people, focus groups of those who work with them, and a unique comparison of youthful artistic productions before and after the digital revolution, the authors uncover the drawbacks of apps: they may foreclose a sense of identity, encourage superficial relations with others, and stunt creative imagination.

**Grunert O’Brien, J., Millis, B.J. & Cohen, M.W. (2008). *The course syllabus: A learning-centered approach* (2nd Ed.). San Francisco, CA: Jossey-Bass, A Wiley Imprint.**

When it was first published in 1997, this book became the gold standard reference for both new and experienced college faculty. Like the first edition, this book is based on a learner-centered approach. Because faculty members are now deeply committed to engaging students in learning, the syllabus has evolved into a useful, if lengthy, document. Today's syllabus provides details about course objectives, requirements and expectations, and also includes information about teaching philosophies, specific activities and the rationale for their use, and tools essential to student success.

**Lidwell, W., Holden, K., & Butler, J. (2003). *Universal principles of design: 100 ways to enhance usability, influence perception, increase appeal, make better design decisions, and teach through design*. Gloucester, MA: Rockport.**

This book is a comprehensive, cross-disciplinary encyclopedia of design. Richly illustrated and easy to navigate, it pairs clear explanations of every design concept with visual examples of the concepts applied in practice. From the "80/20” rule to chunking, from baby-face bias to Occam's razor, and from self-similarity to storytelling, every major design concept is defined and illustrated for readers to expand their knowledge.

**Mager, R.F. (1982). *Preparing instructional objectives*. Palo Alto, CA: Fearon.**

Before you prepare instruction, it's important to be able to clearly state what the desired outcomes of that instruction should be. In this book, you'll learn the characteristics of well-stated objectives, how to derive suitable objectives, and how to write objectives to match the instructional results you are seeking to achieve.

**Michaelsen, L.K., Parmelee, D.X., McMahon, K.K., & Levine, R.E. (2008). *Team-based learning for health professions education: A Guide to using small groups for improving learning*. Sterling, VA: Stylus.**

While cultivating the health professionals of tomorrow, modern educators are increasingly compelling students to apply knowledge to authentic problems. This book introduces Team-Based Learning (TBL) as a form of “active” learning that teaches students to engage in the kind of collaboration that is expected in contemporary clinical practice. TBL transforms passive, lecture-based coursework into an environment that promotes more self-directed learning and teamwork, and makes the classroom come “alive.” This guide is beneficial for science and health educators instructing in basic or advanced programs, as it demonstrates how TBL refines problem-solving skills, aligns with the goals of health courses, improves knowledge retention, and develops students as professional practitioners.

**Nilson, L.B. (2015). *Specifications grading: Restoring rigor, motivating students, and saving faculty time.* Sterling, VA: Stylus.**

The amount of time it takes faculty members to grade assignments can be lengthy, as faculty often struggle to decide what criteria to grade on according to what has been taught in the course. Linda Nilson, however, reveals a practical and tested approach to grading that can evidently tie student achievement of learning outcomes to course grading while saving faculty time and stress. Equipped with examples of courses that faculty have adapted to this model of grading, this book lays out how to transition from an established grading system to a model that will benefit both students and teachers. This book is helpful for all faculty members in higher education, as well as those responsible for training educators.

**Olson, R., Barton, D., & Palermo, B. (2013). *Connection: Hollywood storytelling meets critical thinking.* Los Angeles, CA: Prairie Starfish Productions.**

This title offers faculty in the sciences a model for effectively teaching research to a diverse audience. By collaborating respective experiences in the academic and experiential sectors, scientist Randy Olson joins story consultant Dorie Barton and improv actor Brian Palermo, to produce a skillful guide to story making. Instead of constructing stories that distort and manipulate the truth appeal to a wide audience, lecturers must craft stories that keep students engaged while emphasizing the facts.

**Reynolds, G. (2011). *The naked presenter: Delivering powerful presentations with, or without, slides*. Berkeley, CA: New Riders.**

When we learn to present naked, we reach our audiences by communicating the essence of the message, stripping away all that is unnecessary and embracing the ideas of simplicity, clarity, honesty, integrity, and passion. If "slideware" is used, the slides never steal the show or rise above serving a strong but simple supportive role. The ideas in the presentation may or may not be radical, earth shattering, or new, but there is freshness to the approach and content that makes a lasting impression.

**Reynolds, G. (2010). *Presentation Zen: Simple ideas on presentation design and delivery*. Berkeley, CA: New Riders Pub.**

In this new edition, Garr gives his readers new, fresh examples to draw inspiration from, with a whole new chapter for those who present on more technical and educational topics based on techniques used by many presenters who give high-level talks at TED and other powerhouse events.

**Sibley, J., Ostafichuk, P., Roberson, B., Franchini, B., & Kubtiz, K.A. (2014). *Getting started With team-based learning.* Sterling, VA: Stylus.**

Team-Based Learning (TBL) is a powerful and effective form of small-group learning that has increasingly been implemented into university classrooms. For many educators who encounter TBL through scholarship, a workshop, or another colleague, they find themselves wondering how to implement it into their courses. Written by five knowledgeable authors with insights from 46 faculty members worldwide, this book provides direction for planning, building, and utilizing TBL effectively in higher education. This book uses examples along with advice to help educators easily transition into using TBL in the classroom.

**Wiggins, G. & McTighe, J. (2005) (2nd Ed.). *Understanding by design.* Upper Saddle River, NJ: Pearson Education, Inc.**

This book poses the core, essential questions of understanding and design, and provides readers with practical solutions for the teacher-designer. The book opens by analyzing the logic of backward design as an alternative to coverage and activity-oriented plans.  Though backward from habit, this approach brings more focus and coherence to instruction.  The book proposes a multifaceted approach, with the six “facets” of understanding.  The facets combine with backward design to provide a powerful, expanded array of practical tools and strategies for designing curriculum, instruction, and assessments that lead students at all grade levels to genuine understanding. The authors have successfully put together a text that demonstrates what best practice in the design of learning looks like, enhancing for its audience their capability for creating more engaging and effective learning, whether the student is a third grader, a college freshman, or a faculty member.

**Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units* (1st ed.). Association for Supervision & Curriculum Development.**

The Understanding by Design Guide to Creating High-Quality Units offers instructional modules on the basic concepts and elements of Understanding by Design (UbD), the backward design approach used by thousands of educators to create curriculum units and assessments that focus on developing students understanding of important ideas. The eight modules are organized around the UbD Template Version 2.0 and feature components similar to what is typically provided in a UbD design workshop.

# Multimedia

**Cox, M.D. (2013). Creating Faculty Learning Communities: 16 Recommendations. Magna Publications.**

This video guides faculty developers through a step-by-step process for successfully designing Faculty Learning Communities (FLCs). FLCs serve as an important tool for instructors seeking an improved teaching experience and have been known to have an effect on student learning and engagement, increased attainment of tenure, and greater civic involvement with other faculty members.

**The Derek Bok Center for Teaching and Learning. (2007). Interactive Teaching: Promoting Better Learning Using Peer Instruction and Just-in-Time Teaching. The President and Fellows of Harvard College.**

This DVD presents two innovative techniques – peer instruction and just-in-time teaching – that use in-class discussion and immediate feedback to improve student learning in the classroom. In this video, Harvard University physicist Eric Mazur demonstrates how to use these two techniques. In this interactive workshop, new and experienced teachers can study these techniques at their own pace in order to learn and implement interactive teaching in their respective classrooms.

**Monahan, N. (2014). How Do I Include Introverts in Class Discussions? Magna Publications.**

This program teaches effective teaching strategies to engage introverted students in class discussions and how to push students outside their comfort zones. The presentation communicates how to design alternative methods to help introverted students contribute to classroom learning and discussions.

**Schiefelbein, J. (2013). What do students want in online courses? Magna Publications.**

What Do Students Want in Online Courses? is designed to provide you with grab-and-go information. Schiefelbein shares the practical implications of her research, reviewing action items for each of the six themes she’s identified. **Weimer, M. (2012). Learn vs. Grades: How can I make my exams more about learning, less about grades? Magna Publications.**

Learn how you can transform exams into enhanced opportunities for student learning with practical solutions to the three core problems with exams today. Making exams better suit your learning goals requires student participation at every step of the process. Your presenter, Maryellen Weimer, Ph.D., shares real-world, tested guidelines for integrating student input.

**Weimer, M. (2010). Learner-centered teaching-where should I start? Magna Publications.**

With learner-centered teaching, students take more responsibility for their learning. It’s an approach that focuses a teacher’s attention on what students are doing and deals with learning processes explicitly. We share three strategies to demonstrate approaches that can benefit students and teachers.

**Art of discussion, by Derek Bok (CD).**

# Online Learning

**Bender, T. (2012). *Discussion-based online teaching to enhance student learning: Theory, practice, and assessment* (2nd ed.). Sterling, VA: Stylus.**

This book investigates whether the existing paradigm of teaching and learning has changed, as technology and social media has increasingly altered expectations and practices within the classroom. Through experience and extensive research, Tisha Bender supplements an already very helpful guide to online teaching by exploring innovative opportunities offered by social media. This is a book for all educators and administrators in higher education who seek an engaging and practical approach to online teaching, as well as face-to-face and hybrid classes.

**Boettcher, J. V. & Conrad, R. (2010). *The online teaching survival guide: Simple and practical pedagogical tips.* San Francisco: Jossey-Bass.**

This handbook offers faculty a wide array of theory-based techniques designed for online teaching and technology-enhanced courses. Written by two pioneers in distance education, this guidebook presents practical instructional strategies spread out over a four-phase timeline that covers the lifespan of a course. It includes information on course management, social presence, community building, and assessment.

**Bonk, C.J., & Zhang, K. (2008). *Empowering online learning: 100+ activities for reading, reflecting, displaying, and doing.* San Francisco, CA: Jossey-Bass.**

Creating education experiences can be difficult, especially when conducting courses online. This guide introduces the easy, practical model of R2D2 (read, reflect, display, and do) that shows online educators how to deliver content to all types of learners (visual, auditory, observational, and kinesthetic) from disparate backgrounds and skill levels. Complete with over 100 practical activities applicable for higher education courses, this book addresses the need for inclusion of all types of learners in blended and online environments. This guide is also helpful for corporations, government officials, and K-12 educators.

**Caulfield, J. (2011). *How to design and teach a hybrid course: Achieving student-centered learning through blended classroom, online and experiential activities*. Sterling, VA: Stylus Publishing.**

Jay Caulfield defines hybrid courses as ones where not only is face time replaced to varying degrees by online learning, but also by experiential learning that takes place in the community or within an organization with or without the presence of a teacher; and as a pedagogy that places the primary responsibility of learning on the learner, with the teacher’s primary role being to create opportunities and environments that foster independent and collaborative student learning.

**Collison, G. (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Pub.**

This books help one build an online community and fuel online dialogue to create relationships between interactants. It will also provide one with a wide repertoire of strategies for sharpening one’s course's content and ways to fend off and avoid technological problems and roadblocks that one will invariably face during one’s class.

**Conrad, R.M., & Donaldson, J.A. (2012). *Continuing to engage the online learner: More activities and resources for creative instruction*. San Francisco, CA: Jossey-Bass.**

A continuation of Conrad and Donaldson’s bestselling work *Engaging the Online Learner*, this book introduces a new, definitive phase to their proven model, the Phases of Engagement, and addresses a wide range of online and hybrid learning environments, technology tools, and social networking. This book gives a foundation for engaged learning and its design, assessment, and management in online and blended learning environments. With over 50 new examples of activities to engage the online learner, this book is helpful for practitioners hoping to utilize the realm of online learning.

**Coombs, Norman (2010). *Making Online Teaching Accessible: Inclusive Course Design for Students with Disabilities.* San Francisco: Jossey-Bass.**

This book is designed to guide online instructors in making course content available and accessible to all students, including those with visual and audio impairments. Offering tips and tools of the trade for effective online communication, the book outlines strategies for success for both instructors and students.

**Lehman, R.M., & Conceição, S.C.O. (2010). *Creating a sense of presence in online teaching: How to "be there" for distance learners*. San Francisco: Jossey-Bass.**

How can faculty create a strong e presence for their online classes? This volume highlights the need for creating a presence in the online environment. The authors explore the emotional, psychological, and social aspects from both the instructor and student perspective. It provides an instructional design framework and shows how a strong presence contributes to effective teaching and learning. Filled with illustrative examples and based on research and experience, the book contains methods, case scenarios, and activities for creating, maintaining, and evaluating presence throughout the cycle of an online course.

**Lehman, R.M., & Conceicao, S.C.O. (2014). *Motivating and retaining online students: Research-based strategies that work.* San Francisco, CA: Jossey-Bass.**

Online practitioners continually struggle with engaging and retaining students in the online classroom. Accounting for student diversity and individual learner differences, this guide provides instructors with an effective approach to help students persist and succeed as online learners. This book focuses on the most important issues for online practitioners including course design, student engagement and motivation, and student support strategies.

**Miller, M.D. (2014). *Minds online: Teaching effectively with technology*. Cambridge, MA: Harvard University Press.**

As the number of smart classrooms and massive open online courses (MOOCs) continue to increase, digital technology now maintains a concrete place in higher education. Nonetheless, educations struggle to articulate how technology can best fit into the learning experience. Michelle Miller discusses in a concise manner the way in with the brain assimilates knowledge by drawing on the latest findings in neuroscience and cognitive psychology. This nontechnical guide is beneficial for academic leaders and instructors seeking to advance learning in conjunction with the changes in technology.

**Palloff, R. M., & Pratt, K. (2013). *Lessons from the virtual classroom: The realities of online teaching (Jossey-Bass Higher and Adult Education)* (2 edition.). Jossey-Bass.**

Rena Palloff and Keith Pratt, the most trusted online teaching experts, have completely updated and revised this classic to reflect changes in technology and advances in online teaching made in the last decade, in order to meet today’s online learning challenges. The book continues to offer helpful suggestions for dealing with such critical issues as evaluating effective tools, working with online classroom dynamics, addressing the special needs of online students, making the transition to online teaching, and promoting the development of the learning community. Filled with numerous examples from actual online courses and insights from teachers and students, new topics include the open source movement, Web 2.0, Google groups, and topics for the K–12 sector.

**Smith, R.M. (2014). *Conquering the content: A blueprint for online course design and development.* San Francisco, CA: Jossey-Bass.**

Nearly one-third of all students in higher education are taking at least one online class, and online hybrid classes are becoming more widespread; however, creating an online course is more complex than just posting course content on a website. The second edition of *Conquering the Content* provides a practical guide to online pedagogy. Complete with learning theory on online course content, templates, learning guides, and sample files, this book provides online practitioners with material needed to design and develop an ideal online learning environment for students. This guide is guaranteed to help instructors and instructional designers learn to incorporate recent advances in online learning that can improve student outcomes.

**Weiss, R.E., Knowlton, D.S., and Speck, B.W. (2000). *Principles of effective teaching in the online classroom*. San Francisco, CA: Jossey-Bass.**

Drawing from their practical experience in faculty development, instructional design, and online instruction, the authors present an overview of the pedagogical and logistical issues associated with this rapidly expanding area of distance education. They explore the transition for both teacher and student from traditional professor-centered methods of education to the student-centered learning experience necessary in the online environment.

# Other

**Adichie, C.N. (2009). *The thing around your neck*. New York: Alfred A. Knopf.**

In her one of her most intimate and seamlessly book to date, Adichie turns her penetrating eye on not only Nigeria but America, in twelve dazzling stories that explore the ties that bind men and women, parents and children, Africa and the United States.

**Anson, C.M., Graham, J., Jolliffe, D., Shapiro, N., & Smith, C. (1993). *Scenarios for teaching writing: Contexts for discussion and reflective practice*. Urbana, IL: National Council of Teachers of English in Cooperation with Alliance for Undergraduate Education.**

This book offers teaching assistants, new faculty members, and adjunct instructors “real world” scenarios about the many faucets of teaching introductory college compositions.

**Belanoff, P., Elbow, P., & Fontaine, S.I. (1991). *Nothing begins with n: New investigations of freewriting*. Carbondale: Southern Illinois UP.**

The sixteen essays in this book provide a theoretical underpinning for freewriting. Sheryl I. Fontaine opens the book with a description of the organization, purpose, and content of students’ 10-minute unfocused freewriting. Pat Belanoff discusses the relationship between skilled and unskilled student writers. Richard H. Haswell analyzes forms of freewriting. Lynn Hammond describes the focused freewriting strategies used in legal writing and in the analysis of poetry.

**Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success.* Thousand Oaks, CA: Sage Publications.**

Wendy Laura Belcher’s Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Successisa revolutionary approach to enabling academic authors to overcome their anxieties and produce the publications that are essential to succeeding in their fields. Each week, readers learn a particular feature of strong articles and work on revising theirs accordingly. At the end of twelve weeks, they send their article to a journal. This invaluable resource is the only guide that focuses specifically on publishing humanities and social science journal articles*.*

**Berthoff, A.E. (1981). *The making of meaning: Metaphors, models, and maxims for writing teachers*. Montclair, NJ: Boynton/Cook.**

This is a book for teachers who have discovered-or would like to-that writing can be a means of learning. The content is both theoretical and practical because Berthoff believes that by continually examining what they are doing, teachers can discover how to do it. In twelve talks to school and college teachers, she shows how a theory of imagination can provide an array of "speculative instruments"-ideas to think with in order to teach forming, thinking, and writing.

**Boice, R. (1990). *Professors as writers: A self-help guide to productive writing*. Stillwater, Okla., U.S.A.: New Forums.**

This book helps scholars master writing as a productive, enjoyable, and successful experience. The author prepared this self-help manual for professors who want to write more productively, painlessly, and successfully. It reflects the author's two decades of experiences and research with professors as writers -- by compressing a lot of experience into a brief, programmatic framework. Like the actual sessions and workshops in which the author works with writers, this book admonishes and reassures.

**Brinko, D.K.T. (2012). *Practically speaking, second edition: A sourcebook for instructional consultants in higher education*. New Forums Press.**

This title constitutes a uniquely comprehensive resource about instructional consultation in higher education. It addresses the skills and techniques of instructional consultation, describes programmatic approaches to instructional consultation, discusses the context of instructional consultation, addresses the evaluation of instructional consultation, and describes training programs for both novice and experienced instructional consultants. It contains state-of-the-art information in this new edition.

**Bruffee, K. (1991). *Collaborative learning: higher education, Interdependece, and the authority of knowledge*. 2nd ed. Baltimore: John Hopkins.**

In this book, the author advocates a far-reaching change in the relations we assume between college and university professors and their students, between the learned and the learning.

**Christensen, C. R., Garvin, D.A., & Sweet, A. (1991). *Education for judgment: The artistry of discussion leadership*. Boston, MA: Harvard Business School.**

Many of the essays in this book describe the building blocks of successful group leadership: negotiating a "contract" governing the conduct of the group; orchestrating a constructive process of questioning, listening, and responding; encouraging independent thinking; and guiding participants toward useful roles in their interaction with one another.

**Daloz, S.P. (2011). *Big questions, worthy dreams: Mentoring emerging adults in their search for meaning, purpose, and faith*. San Francisco, CA: Jossey-Bass.**

Building on the foundation she established with her ground-breaking book, *The Critical Years*, Parks invites us to take up responsibility for providing thoughtful mentorship and mentoring environments during the wilderness years of young adulthood. In this updated edition she addresses recent current events: violence in our culture, smart phones, mixed spirituality/religious identities, social media/networking, the economic crisis, changing racial identity, cultural shifts and other forces shaping the narrative of young adulthood today. She provides concrete ways of employing the theory in different types of mentoring communities, more on the relationship between meaning-making (faith/religion/spirituality) and disciplinary learning and includes new (and more timely) stories and illustrations.

**Donald, J.G. (1997). *Improving the environment for learning: Academic leaders talk about what works*. San Francisco: Jossey-Bass.**

This book identifies optimal practices or *benchmarks* for creating a quality learning environment and outlines steps faculty and administrators can take to strengthen student learning on their own campuses. It also integrates the rich literature of teaching and learning with the findings from in-depth interviews with faculty and administrators at four of America's premier research institutions, and offers practical, real-life solutions for meeting student learning challenges.

**Eyler, J., & Giles, D. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.**

In this book, the authors present extensive data from two groundbreaking national research projects. Their studies include a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester, and additional comprehensive interviews to explore student views of the service-learning process.

**Ficksman, M., & Utley-Adelizzi, J. (Eds.) (2010). *The clinical practice of educational therapy: A teaching model*. New York, NY: Routledge.**

This book provides a comprehensive review of the interdisciplinary profession and practice of educational therapy as it exists today. It describes the scope and practice of educational therapy from its European roots to its growing presence in the United States, and provides case studies to illustrate the work of educational therapists. In addition to educational therapy students and practitioners, this book is appropriate for those working in related fields including special education, school psychology, school counseling, and social work in educational settings.

**Frankel, V.E. (2013). *Teaching with Harry Potter: Essays on Classroom Wizardry from Elementary School to College*. Jefferson, NC: McFarland.**

For almost twenty years, the Harry Potter phenomenon has affected many areas of culture worldwide, especially education. Educators around the world today use the series in all types of disciplines to hold the attention of students. From history to chemistry, the essays within this book discuss the possibilities of J.K. Rowling’s books in all different classroom settings. These essays showcase how the books may help students with disabilities or young girls believe that they are much more capable than they are. This book is helpful for educators from the elementary school level into institutions of higher learning.

**Good, T.L., & Warshauer, L.B. (2000). *In our voice: Graduate students teach writing*. Needham Heights, MA: Pearson Education.**

This book offers a selection of articles about teaching first year writing by graduate students. By reading a variety of perspectives about the realities and experiences of teaching writing, graduate students become better prepared for the composition classroom.

**Hale, C. (2012). *Vex, hex, smash, smooch: Let verbs power your writing*. New York, NY: W. W. Norton & Company.**

Hale marches through linguistic history to paint a layered picture of our language—from before it really existed to the quirky usages we see online today. She warns about habits to avoid and inspires with samples of brilliant writing. A veteran teacher, Hale gives writing prompts along the way, helping readers “try, do, write, play.” Vex, Hex, Smash, Smooch guides us to more powerful writing by demonstrating how to use great verbs with style.

**Head, K., & Blessinger, P. (2015). *Teaching as a Human Experience: An Anthology of Contemporary Poems*. Newcastle upon Tyne: Cambridge Scholars Publishing.**

The poems in this collection deal with the real life-worlds of professors, instructors, lecturers, teachers, and others working in education. This volume covers contemporary teaching experiences in education, including the many roles that teachers play such as instructing, lecturing, mentoring, facilitating, coaching, guiding, and leading. This volume gives creative voice to the full range of experiences by teachers, students, and others, and empowers readers with inspiration and personal agency as they evolve as self-creating, self-determining authors of their own lives, both personally and professionally.

**Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die.* New York, New York: Random House.**

This book is a fast-paced tour of success stories (and failures) – the Nobel Prize-winning scientist who drank a glass of bacteria to prove a point about stomach ulcers; the charities who make use of “the Mother Teresa Effect”; the elementary-school teacher whose simulation actually prevented racial prejudice. It shows the vital principles of winning ideas–and tells us how we can apply these rules to making our own messages stick.

**Howe, N., Strauss, W., & Matson, R.J. (2000). *Millennials rising: The next great generation.* New York, NY: Vintage.**

This book he first in-depth examination of the Millennials – the generation born after 1982. Having looked at oceans of data, taken their own polls, and talked to hundreds of kids, parents, and teachers, Howe and Strauss explain how Millennials are turning out to be so dramatically different from generation Xers and baby boomers and how, in time, they will become the next great generation.

The authors offer an entertaining, practical guide to effective communication. Drawing extensively on psychosocial studies on memory, emotion and motivation, their study is couched in terms of "stickiness"—that is, the art of making ideas unforgettable. The authors credit six key principles: simplicity, unexpectedness, concreteness, credibility, emotions and stories. (The initial letters spell out "success"—well, almost.)

**Joosten, T. (2012). *Social media for educators: Strategies and best practices*. San Francisco: Jossey-Bass.**

Tap into the power of social media and increase course effectiveness! Faculty will learn to choose the appropriate social media tool for the intended learning outcome, design engaging and innovative activities, and better meet pedagogical needs. In addition, the author offers strategies for assessing and documenting the effectiveness of using these tools in your course. Administrators and student affairs professionals will also find a wealth of information useful for planning faculty development programs and communicating with students.

**Knowlton, D.S., & Hagopian, K.J. (eds). (Fall 2013). “From entitlement to engagement: Affirming millennial students’ egos in the higher education classroom.” *New Directions for Teaching and Learning*, (135), San Francisco, CA: Jossey-Bass.**

In this volume of *New Directions for Teaching and Learning*, the authors address the theories and practices for dealing with the students known as Millennials. Millenials are addicted to technology, demand service more than education, and maintain very narrow perspectives on themselves and others, which is very frustrating for professors. The authors demonstrate how professors can collaborate with Millenials in the learning process, and how to not force all students under this stereotype. Through reevaluating pedagogical practices, relationships with students, and the norms of the college classroom, this volume reveals how new and better educational outcomes can emerge.

**Kroll, B.M. (2013). *The open hand: Arguing as an art of peace*. Boulder, CO: Utah State UP.**

In this book, the author cultivates a bodily investigation of noncombative argument, offering direct pedagogical strategies anchored in three modalities of learning—conceptual-procedural, kinesthetic, and contemplative—and projects, activities, assignments, informal responses, and final papers for students. Kinesthetic exercises derived from martial arts and contemplative meditation and mindfulness practices are key to the approach, with Kroll specifically using movement as a physical analogy for tactics of arguing.

**Levine, A., Dean, D.R., & Levine, A. (2012). *Generation on a tightrope: A portrait of today's college student*. San Francisco: Jossey-Bass.**

Examining college student expectations, aspirations, academics, attitudes, values, beliefs, social life, and politics, this book paints an accurate portrait of today’s students. Timely and comprehensive it offers educators, researchers, practitioners, policymakers, and employers guidance and a much-needed grasp of the forces shaping the experiences of current undergraduates.

**Merriam, S.B. (2009) *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.**

In this widely praised guide to qualitative research, Merriam synthesizes over twenty years of developments clearly and intelligently. Drawing connections between professional experience and qualitative inquiry, the author uses engaging language and fundamental concepts to reveal the complex forms of qualitative research.

**Miller, J.E., & Schmind, O. (2012). *How to get published in Anthropology: A guide for students and young professionals*. Lanham, MD: AltaMira Press.**

This guide offers Anthropology students and professionals a transparent source with directions on how to get their work published. Anthropologists share their experiences, while publishing professionals grant advice on how to publish, where to publish, and what topics will advance career paths more when published. This book is very insightful for new and experienced professionals in anthropology.

**Miller, W.R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.)*.* New York, NY: The Guilford Press.**

Developed by clinical psychologists William Miller and Stephen Rollnick, motivational interviewing (MI) is a counseling method that works on facilitating and engaging motivation within a client in order to alter behavior. The process intends to help clients resolve ambivalence. This guide explains what the four processes of MI – engaging, focusing, evoking, and planning – look like in action. Filled with helpful resources, this third edition provides additional case examples and growing evidence of MI results for both professionals and students.

**Olson, R. (2009). *Don't be such a scientist: Talking substance in an age of style*. Washington, DC: Island.**

In this book, the author shares the secrets of talking substance in an age of style. The key, he argues, is to stay true to the facts while tapping into something more primordial, more irrational, and ultimately more human.

**Robertson, D.R. (2003). *Making time, making change: Avoiding overload in college teaching*. Stillwater, OK: New Forums Press.**

Geared primarily to the active college professor, "Making Time, Making Change" provides a very practical and objective rationale for the re-organization and prioritization of one's professional (and personal) time and effort.   
The book is not difficult to read (or retain), and the practices suggested are not particularly difficult to implement. It is very easy to apply one's own needs to the information given. This is a great combination of insight and practical application in a text geared toward higher education.

**Robison, S. (2013). *The peak performing professor: Faculty guide to productivity and happiness*. San Francisco: Jossey-Bass.**

Grounded in research on neuroscience, faculty development, work productivity, positive psychology, and resilience, this faculty development guide is filled with the techniques and strategies that go beyond a discussion of work-life balance and teaching tips to offer practical tools for managing the life of the professor while maximizing his or her potential.

**Saldana, J. (2012). *The coding manual for qualitative researchers* (Second ed.). SAGE Publications Ltd.**

The Second Edition of Johnny Saldaña’s international bestseller provides an in-depth guide to the multiple approaches available for coding qualitative data. Fully up-to-date, it includes new chapters, more coding techniques and an additional glossary. In total, 32 coding methods are profiled that can be applied to a range of research genres from grounded theory to phenomenology to narrative inquiry. For each approach, Saldaña discusses the method's origins, a description of the method, practical applications, and a clearly illustrated example with analytic follow-up.  
  
**Schroeder, C. (2010). *Coming in from the margins: Faculty development’s emerging organizational development role in institutional change*. Stylus Publishing.**

Recognizing that a necessary and significant role change is underway in faculty development, this book calls for centers to merge their traditional responsibilities and services with a leadership role as organizational developers. Failing to define and outline the dimensions and expertise of this new role puts centers at risk of not only marginalization, but of dissolution.

**Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B.(1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. Crown Business.**

Bridging the gap between text and context, The Fifth Discipline Fieldbook offers everyone a deep and refreshing look at what work can be and should be. The authors ground their stories, examples, exercises in five conceptual touchstones--personal mastery, mental models, shared vision, team learning, and systems thinking. And these disciplines accurately reveal three core tasks in leadership: looking at self, developing others, and seeing the larger picture in order to chart a meaningful course.

**Slater, A., & Bremner, G. (2011). *An introduction to developmental psychology*. Wiley-Blackwell.**

A representative and authoritative 'state of the art' account of human development from conception to adolescence. The text is organized chronologically and also thematically and written by renowned experts in the field. This is a truly international account of theories, findings and issues in human development.

**Wilson, Timothy D. (2011). *Redirect: The Surprising New Science of Psychological Change*. New York: Little, Brown, and Company.**

In this psychological analysis, Timothy Wilson suggests methods for redirecting stories we tell about ourselves and the world around us. This redirection leads to lasting change for individuals. This book reveals how small, subtle changes in the way we tell stories can have a profound effect on the way we perceive ourselves and our environment.

**Zak, F., and Weaver, C.C. (1998). *The theory and practice of grading writing: Problems and possibilities*. Albany: State University of New York.**

This book is relevant and useful to teachers whose primary interests are the practical consequences of theory in their classrooms. Where theoretical discussion takes place, the language is clear and accessible.

# Scholarship of Teaching

**Berk, R.A. (2013). *Top 10 flashpoints in student ratings and the evaluation of teaching: What faculty and administrators must know to protect themselves in employment decisions*. Sterling, Virginia: Stylus.**

The “flashpoints” covered are the topics that pop up the most frequently and heatedly on listservs, blogs, and the literature. Each flashpoint is defined succinctly, options are presented, and then evidence-based recommendations for concrete action steps are proffered in an effort to stop the popping.The recommendations are grounded in psychometric, professional, and legal standards. The last-named, in particular, can protect you from costly litigation.

**Bishop-Clark, C., & Dietz-Uhler, B. (2012). *Engaging in the scholarship of teaching and learning: A guide to the process, and how to develop a project from start to finish*. Stylus Publishing.**

This guide provides prospective SoTL scholars with the necessary background information, foundational theory, tools, resources, and methodology to develop their own SoTL projects, taking the reader through the five stages of the process: Generating a research question; Designing the study; Collecting the data; Analyzing the data; and Presenting and publishing your SoTL project.

**Bishop-Clark, C., & Dietz-Uhler, B. (2012). *Enhancing learning through the scholarship of teaching and learning: The challenges and joys of juggling.* San Francisco, CA: Anker Publishing.**

As the demand for teaching and learning workshops and materials increases, more advice is required on how to implement the scholarship of teaching and learning to improve student development. This book includes practical and ethical issues associated with SoTL work, instruction for applying the goals of SoTL to enhance student learning, and resources necessary for working with colleagues, involving students, writing grants, and integrating SoTL into professional life. This guide is particularly helpful for faculty developers, administrators, academic staff, and graduate students, and is particularly valuable in reading circles, workshops, and seminars.

**Cantillon, P., Hutchinson, L., & Wood. D. (2003). *ABC of learning and teaching in medicine*. London: BMJ.**

This book emphasizes the teacher’s role as a facilitator of learning rather than a transmitter of knowledge. It is designed to be practical and accessible and will support good teachers in becoming even better at what they do. Each chapter seeks to explain how different aspects of learning and assessment work (the theory) as well as providing descriptions of educational approaches that work (the practice).

**Chism, N.V.N. (1999). *Peer review of teaching A sourcebook second edition*. Bolton, MA: Anker Publishing Company, Inc.**

This new edition builds on the author’s extensive administrative and consulting experience as well as scholarship on faculty rewards. It includes additional discussion of important foundational issues as well as practical forms and ideas gleaned from disciplinary groups and campuses throughout the nation.

**Dannels, D.P (2015). *Eight essential questions teachers ask: A guidebook for communicating with students*. New York, NY: Oxford University Press.**

This book analyzes a series of questions that teachers are constantly asking themselves. These include: How Can I Establish Credibility? How Can I Negotiate Power? How Can I Manage Communication Anxieties? How Can I Engage Students? How Can I Navigate Relational Dynamics? How Can I Acknowledge Difference? How Can I Provide Effective Feedback? How Can I Make a Difference?

This book addresses these questions through modern research alongside the voices of actual teachers. The authors offer ideas for peer mentoring, communication, and reflective practice in the classroom. Overall, the book is very accommodating to the needs of teachers at all stages of development.

**Edgerton, R., Hutchings, P., & Quinlan, K. (1991). *The teaching portfolio: Capturing the scholarship in teaching*. Washington, DC: American Association for Higher Education.**

This book covers the what, why, and how of teaching portfolios, with pointers for getting started and a sampling of current campus practices. Includes reproductions of eight actual portfolio entries.

**Eodice, M. & Geller, A. (2013). *Working with Faculty Writers*. Boulder, CO: University Press of Colorado.**

*Working with Faculty Writers* takes a broad view of faculty writing support, advocating its value for tenure-track professors, adjuncts, senior scholars, and graduate students. The authors in this volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes, as well as the development of fresh ideas about student writing.

**Furstenberg, F.F. (2013). *Behind the academic curtain: How to find success and happiness with a PhD*. Chicago: University of Chicago.**

In this book the author offers a clear and user-friendly map to this maze. Drawing on decades of experience in academia, he provides a comprehensive, empirically grounded, and, most important of all, practical guide to academic life.

**Gillespie, K.J. & Robertson, D.L. (2010) *A guide to faculty development* (2nd Ed.) San Francisco, CA: Jossey-Bass, A Wiley Imprint.**

This edition offers a fundamental resource for faculty developers, as well as for faculty and administrators interested in promoting and sustaining faculty development within their institutions. This essential book offers an introduction to the topic, includes twenty-three chapters by leading experts in the field, and provides the most relevant information on a range of faculty development topics including establishing and sustaining a faculty development program; the key issues of assessment, diversity, and technology; and faculty development across institutional types, career stages, and organizations.

**Glassick, C.E., Huber, M.T., Maeroff, G.I., & Boyer, E.L. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.**

This book examines the changing nature of scholarship in today's colleges and universities and proposes new standards with a special emphasis on methods for assessment and documentation.

**Gnanakan, Ken (2011). *Integrated Learning*. New Delhi: Oxford University Press.**

This book analyzes individual development in terms of learning. The author examines learning as an integral part of the social and physical being, and offers ideas for spontaneous learning within real-world contexts. This guide is very helpful for both students and teachers in educational studies, citing creative approaches from both Indian and Western culture.

**Gurung, R.A.R., & Wilson, J.H. (eds). (Winter 2013). “Doing the scholarship of teaching and learning; measuring systematic changes to teaching and improvements in learning.” *New Directions for Teaching and Learning*, (136), San Francisco, CA: Jossey-Bass.**

The Scholarship of Teaching and Learning (SoTL) has been increasingly integrated into higher education in the past few years. Through new journals and published pedagogical research, SoTL has helped support students and encouraged faculty development. This volume of *New Directions for Teaching and Learning* notes the challenges in higher education classrooms that will propel them to utilize SoTL. This volume is helpful for both teachers new to SoTL and researchers interested in further studying SoTL.

**Henry, R. J. (Ed.). (2006). *Faculty development for student achievement: The QUE project*. Bolton, MA: Anker Publishing Company.**

This book describes a seven-year project – Quality in Undergraduate Education (QUE) – that produced important changes in departments and in the teaching of individual faculty in 21 two- and four-year institutions across four states. Rather than a blow-by-blow report of the project, it focuses on the problems that led to the development of QUE: concern about low levels of student learning in postsecondary institutions and demands by state legislatures that funds for postsecondary institutions be tied to assessment of student learning.

**Howe, N., Strauss, W., & Matson, R.J. (2000). *Millennials rising: The next great generation.* New York, NY: Vintage.**

This in-depth book explores the image of the Millennials – the generation born after 1982. The authors argue that over time, the perception of the Millennial will transform from unmotivated to engaged, which will have a profound effect on America. Through data, polls, and interviews with kids, parents, and teachers, Howe and Strauss present a remarkable study of the Millennials that is insightful for educators, counselors, parents, and business professionals.

**Huber, M.T., & Morreale, S.P. (2002). *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground.* Washington, D.C.: American Association for Higher Education.**

In this piece of literature, scholars from ten different disciplines respectively discuss teaching and learning across disciplines, the ways in which certain “styles” advance the scholarship of teaching and learning, and the roles of interdisciplinary exchange. The book attempts to create a common language for exchanging ideas about academia across disciplines. Disciplines include chemistry, communication studies, engineering, english, history, management sciences, mathematics, psychology, and sociology.

**Hutchings, P., Huber, M. T., & Ciccone, A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact* (1st ed.). San Francisco, Jossey-Bass.**

Drawing on the experience with the individuals, campuses, and professional associations associated with the Carnegie Academy for the Scholarship of Teaching and Learning and the Institutional Leadership Program, this important resource examines four critical areas where engagement with the scholarship of teaching and learning can have a significant effect. This book is intended for a broad audience of campus leaders, faculty, and people in foundations and other education associations with an interest in supporting new directions in teaching and learning.

**Jones, T. B. (2010) *Deadly Professors: A faculty development mystery*. Sterling, VA: Stylus Publishing.**

In 26 entertaining and succinct chapters, the story line raises such issues as the nature of today’s college students, faculty roles and responsibilities, mid-career concerns, the purpose of liberal education, racial diversity, micro-aggression, inclusive teaching, technology and learning, politics and the classroom, active learning, the role of sports in higher education, and academic freedom, to name but a few. This book will enliven, and ensure spirited discussion at any orientation, workshop, or faculty development activity.

**Kahn, P., & Baume, D. (2003). *A guide to staff & educational development*. London, UK: Kogan Page.**

This guide provides an introduction to the key issues and practices in staff and educational development. A great tool for anyone in the early years of his or her career as an agent in higher or further education, and will act as a comprehensive, up-to-date refresher for more experienced staff and educational developers.

**McTighe, J., & Wiggins, G.P. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.**

This book extends the ideas presented in Understanding by Design (UbD) by focusing on professional development and the practical matters of curriculum design. The Workbook is a guide for Understanding by Design workshops and undergraduate and graduate courses, as well as further independent exploration. It provides a valuable resource to educators in developing curricula and assessments with a focus on developing and deepening students' understanding of important ideas.

**Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student*. Ithaca: Cornell UP.**

The author’s discoveries about contemporary undergraduate culture are surprising and her observations are invaluable, making this book essential reading for students, parents, faculty, and anyone interested in educational policy.

**Neal, E. (2013). *Academic Writing: Individual & Collaborative Strategies for Success*. Stillwater, OK: New Forums Press.**

This edited work offers a variety of effective strategies for improving scholarly productivity or helping other faculty members develop theirs. The editor has selected fourteen of the very best articles on academic writing from The Journal of Faculty Development and The Journal of Graduate Teaching Assistant Development. These articles have all been peer-reviewed and the ideas they contain have been tested by faculty members at colleges and universities across the United States.

**O’Meara, K., & Rice, R.E. (2005). *Faculty priorities reconsidered.* San Francisco, CA: A Wiley Imprint.**

This book offers practical advice to academic leaders considering similar changes and responds to questions for the future about encouraging, supporting, assessing, and rewarding multiple forms of scholarship. The leading pioneers of the movement reflect on their own work with campuses nationwide and examine concrete issues involved in introducing new perspectives on the different forms of scholarship.

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

Recognizing that a necessary and significant role change is underway in faculty development, this book calls for centers to merge their traditional responsibilities and services with a leadership role as organizational developers. Failing to define and outline the dimensions and expertise of this new role puts centers at risk of not only marginalization, but of dissolution. Proposing a newly defined organizational development role for academic and faculty developers, and directors of teaching and learning centers, the authors describe how significant involvement in broader institutional change initiatives is becoming a critical aspect of this work.

**Weimer, M. (2006). *Enhancing scholarly work on teaching & learning: Professional literature that makes a difference*. San Francisco, CA: Jossey-Bass, a Wiley Imprint.**

In this book, the author provides an essential resource for anyone who is engaged in efforts to improve teaching in higher education. It includes an analysis of the practitioner literature on teaching and learning in two main categories—the wisdom of scholarship and research scholarship. The first category uses the lens of experience to analyze instructional issues, and the second category employs more objective frames to assess instructional issues.

# Student Learning

**Ambrose, S., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M.K. (2010). *How learning works: 7 research-based principles for smart teaching.* San Francisco, CA: Jossey-Bass, a Wiley Imprint.**

Distilling the research literature and translating the scientific approach into language relevant to a college or university teacher, this book introduces seven general principles of how students learn. The authors have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; organizational behavior) to identify a set of key principles underlying learning, from how effective organization enhances retrieval and use of information to what impacts motivation. Integrating theory with real-classroom examples in practice, this book helps faculty to apply cognitive science advances to improve their own teaching.

**Arum, R. & Roksa J. (2011) *Academically adrift: limited learning on college campuses.* Chicago: The University of Chicago Press.**

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by Academically Adrift: are undergraduates really learning anything once they get there? The authors answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year.

**Astin, A., Astin, H., & Lindholm, J. (2011). *Cultivating the Spirit*. San Francisco, CA: John Wiley & Sons, Inc.**

Praise for Cultivating the Spirit "A groundbreaking study of the spiritual growth of college students...The spiritual dimension of higher education has been explored from a variety of angles for the past twenty years, but not until now have we had a competent and comprehensive body of data organized around well-defined dimensions of this complex phenomenon. This is an essential book for anyone in academia who cares about the education of the whole person.

**Bain, K. (2012). *What the best college students do*. Cambridge, MA: The President and Fellows of Harvard College.**

Combining academic research on learning and motivation with insights drawn from interviews with people who have won Nobel Prizes, Emmys, fame, or the admiration of people in their field, Ken Bain identifies the key attitudes that distinguished the best college students from their peers. These individuals started out with the belief that intelligence and ability are expandable, not fixed. This led them to make connections across disciplines, to develop a “meta-cognitive” understanding of their own ways of thinking, and to find ways to negotiate ill-structured problems rather than simply looking for right answers.

**Banner, Jr., J.M. & Cannon, H.C. (1999). *The elements of learning*. New Haven, CT: Yale University Press.**

This engaging and helpful book is both a thoughtful celebration of the learning process and a practical guide to becoming a better student. It discusses the qualities a student needs to get the most out of education and aspects of the environment--teachers, curriculum, and the transition from school to college--that contribute to attaining effectiveness in studying and learning. The book includes helpful tips for students, including how to: listen in classroom; explore and expand their interests; try out new knowledge; use their imagination; choose the best time to study; approach teachers for help; select courses; and much more.

**Bringle, R.G., Phillips, M.A., & Hudson, M. (2004). *The measure of service learning: Research scales to assess student experiences.* American Psychological Association.**

The addition of service learning courses on college campuses is growing rapidly. However, practitioners will benefit from a richer (or more complete) knowledge base that firmly establishes service learning as an effective pedagogy for students' academic learning, personal development, and civic participation. This useful volume provides an extensive compilation of scales for use in studying students in service learning classes. The scales measure a variety of constructs, such as attitudes, moral development, and critical thinking. The authors advocate the use of multiple-item scales, present the rationale for their use, and explain how readers can evaluate them for reliability and validity.

**Davis, J. R., & Arend, B. D. (2012). *Facilitating seven ways of learning: A resource for more purposeful, effective, and enjoyable college teaching*. Sterling, VA: Stylus Publishing.**

For teachers in higher education who haven’t been able to catch up with developments in teaching and learning, James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence-based strategies. The underlying rationale is to provide a framework to match teaching goals to distinct ways of learning, based on well-established theories of learning. The authors present approaches that readers can readily and safely experiment with to achieve desired learning outcomes, and build confidence in changing their methods of teaching.

**Donald, J. G. (2002). *Learning to think: Disciplinary perspectives* (1st ed.). San Francisco, CA: Jossey-Bass.**

In colleges and universities, there is increasing demand to help students learn how to conceptualize, analyze, and reason. *Learning to Think* presents a model of learning that takes into account the different ways learning occurs in different academic disciplines and explores the relationship between knowledge and thinking processes. Janet Donald--a leading researcher in the field of postsecondary teaching and learning--presents a framework for learning that goes beyond the acquisition of knowledge to encompass ways of constructing and utilizing it within and across disciplines.

**Doyle, T., & Zakrajsek, T. (2013). *The new science of learning: How to learn in harmony with your brain.* Sterling, VA: Stylus.**

Learning how to learn in harmony with your brain is crucial to your long-term success.

This easy-to-read guide on highly effective learning strategies puts students on the path to reaching their full learning potential from freshman year through graduate school. Special attention is paid to how to recall information easier, as well as the importance of sleep, exercise, and senses, in information retention and recall.

**Finkel, D.L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook Publishing.**

Our traditional "Great Teacher" teaches by telling, inspiring students through eloquent, passionate oration. For Donald Finkel this view is destructively narrow: it takes for granted that teachers teach, fundamentally and centrally, by telling students what they are supposed to know. In *Teaching with Your Mouth Shut,* Finkel proposes an alternative vision of teaching - one that is deeply democratic in its implications. Each chapter in this book presents a case study, a story, or a sustained image of a teaching situation - a set of "circumstances" that produces significant learning in students. Each makes sense of the title of the book in a particular way. Each enriches its meaning by one increment.

**Hafer, G.R. (2014). *Embracing writing: Ways to teach reluctant writers in any college course,* San Francisco, CA: Jossey-Bass.**

College and university faculty typically do not have knowledge of the use of writing in the classroom; however, these instructors are increasingly pressured by administrators to include major writing components as part of their courses. This book demonstrates how to integrate writing with course content by blending them to enhance and deepen the higher education learning process. The information will keep students engaged while helping instructors improve their own writing. This guide is very helpful for those attempting to connect writing in a meaningful way to their areas of expertise.

**Halpern, D. F. & Hakel, M. D. (Eds.). (2002). *Applying the science of learning to university teaching and beyond, new directions for teaching and learning, No. 89*. San Francisco, CA: Jossey-Bass.**

This issue of *New Directions for Teaching and Learning* seeks to build on empirically validated learning activities to enhance what and how much is learned and how well and how long it is remembered. Thus, the movement for a real science of learning – the application of scientific principles to the study of learning – has taken hold both under the controlled conditions of the laboratory and in the messy real-world settings where most of us go about the business of teaching and learning.

**Hansen, E.J. (2011). *Idea-based learning: A course design process to promote conceptual understanding*. Sterling, VA: Stylus.**

Synthesizing the best current thinking about learning, course design, and promoting student achievement, this is a guide to developing college instruction that has clear purpose, is well integrated into the curriculum, and improves student learning in predictable and measurable ways. Edmund Hansen directs the readers through the process of implementing idea-based learning, which derives from big conceptual ideas of a discipline that give structure and unity to a course, and aligns with notions of student-centered and outcomes-based learning environments. This guide is for educators who seek to refine student skills and knowledge through a transparent course blueprint, while avoiding potential learning barriers.

**James, A., & Brookfield, S. (2014). *Engaging imagination: Helping students become creative and reflective thinkers.* San Francisco, CA: Jossey-Bass.**

Employers want to hire people who are innovative. As a result, institutions of higher education should seek to bestow upon students skills that will help them contribute inventive ideas in the workplace instead of making sure they concretely know the facts of math, science, or the humanities. This book provides advice from two leading educators on how to engage students creatively and innovatively to prepare for success beyond college. Student engagement techniques outlined in this guide will help students reflect on their learning potential. *Engaging Imagination* is helpful for higher education faculty eager to prepare students for challenges beyond the classroom.

**Jarvis, P. & Parker, S. (Eds.). (2005). *Human learning: A holistic approach.* London and NewYork: Routledge and Taylor & Francis Inc.**

This book acknowledges the importance of the relationship between the body and the mind, and considers how our neurological, biological, emotional and spiritual faculties impact on learning. This original examination into the way that we learn should be required reading for all concerned with its study.

**Jones, S.K., Noyd, R.K., & Sagendorf, K.S. (2014). *Building a pathway for student learning: A how-to guide to course design.* Sterling, VA: Stylus.**

This “how-to” handbook provides sequential direction on creating a pathway to student learning. Equipped with 26 workboxes to guide teachers through the course design process, this book allows facilitators to perfect the practice without attending a workshop. The authors offer guidance on what to consider when planning a course, such as the distinctive characteristics of students, learning goals, assessments, how students learn, and staying on track. This book is extremely helpful for faculty developers guiding new and experienced teachers in the course design process.

**Keeling, R.P. (2011). *We're losing our minds: Rethinking American higher education*. New York: Palgrave MacMillan.**

America is being held back by the quality and quantity of learning in college. This is a true educational emergency! Many college graduates cannot think critically, write effectively, solve problems, understand complex issues, or meet employers’ expectations. We are losing our minds – and endangering our social, economic, and scientific leadership. Critics say higher education costs too much and should be more efficient but the real problem is value, not cost--financial “solutions” alone won’t work. In this book, Hersh and Keeling argue that the only solution – making learning the highest priority in college – demands fundamental change throughout higher education.

**Kluwe, R.H., Luer, G., & Rosler, F. (Eds.) (2003). *Principles of learning and memory*. Basel, Switzerland: Birkhauser Verlag.**

This book focuses on the most actual and central phenomena, which are discussed from an interdisciplinary point of view in five sections: formation, organization, consolidation, control, and adaptive specialization of memories. The reader will acquire a broad and integrated perspective of human learning and memory based on current approaches in this domain.

**Leamnson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university student.* Sterling, VA: Stylus.**

Here is a compelling read for every teacher in higher education who wants to refresh or reexamine his or her classroom practice. Building on the insights offered by recent discoveries about the biological basis of learning, and on his own thought-provoking definitions of teaching, learning and education, the author proceeds to the practical details of instruction that teachers are most interested in--the things that make or break teaching.  
Practical and thoughtful, and based on forty years of teaching, wide reading and much reflection, the author provides teachers with a map to develop their own teaching philosophy, and effective nuts-and-bolts advice. His approach is particularly useful for those facing a cohort of first year students less prepared for college and university. This guide will appeal to college teachers in all disciplines.

**McNeil, F. (2009). *Learning with the brain in mind.* Los Angeles, CA: SAGE Publications.**

This book offers a fresh approach to teaching, exploring recent findings in neuroscience that apply to learning in three crucial and interconnected areas, Attention, Emotions, and Memory. Promoting new thinking about learning and considering innovative strategies that arise from our understanding of how the brain works; this book will help educators improve children’s learning.

**McDonald, T. (2011). *Social responsibility and sustainability: Multidisciplinary perspectives through service learning*. Sterling, VA: Stylus Pub.**

This concluding volume in the series presents the work of faculty who has been moved to make sustainability the focus of their work, and to use service learning as one method of teaching sustainability to their students.

**Merriam, S. (2006). *Learning in adulthood: A comprehensive guide. (3rd Ed.)*. San Francisco, CA: Jossey-Bass.**

This book is a comprehensive overview and synthesis of what we know about adult learning: the context in which it takes place, who the participants are, what they learn and why, the nature of the learning process itself, new approaches to adult learning, the development of theory in adult learning, and other issues relevant to understanding adult learning.

**Meyer, J. & Land, R. (2006). *Overcoming barriers to student understanding: Threshold concepts and troublesome knowledge*. London: Routledge.**

This book examines the difficulties of student learning and offers advice on how to overcome them through course design, assessment practice and teaching methods. It also provides innovative case material from a wide range of institutions and disciplines, including the social sciences, the humanities, the sciences and economics.

**Millis, B.J., & Cottell, Jr. P.G. (1998). *Cooperative learning for higher education faculty.* Phoenix, AZ: American Council on Education and the Oryx Press.**

This book on cooperative learning at the postsecondary level is designed to serve as a vital resource for faculty who use a collaborative approach to education. It offers an overview of the cooperative learning process, including its rationale, research base, value, and practical implementation. The authors describe a variety of approaches to cooperative learning. This book will appeal to those new to the cooperative learning process, as well as to established practitioners to the field.

**Nilson, L.B. (2013). *Creating self-regulated learners: Strategies to strengthen students’ self-awareness and learning skills.* Sterling, VA: Stylus.**

Self-regulated learning can be developed by just about anyone and is a fundamental prerequisite of academic success. This book provides the theoretical background to student self-regulation, the evidence that it enhances achievement, and the strategies to help students develop it. By analyzing an array of tested activities and assignments, Linda Nilson recommends course design strategies that aim to produce self-regulated learners. This guide is for both students aspiring to become self-regulated learners and educators attempting to implement self-regulated learning in the classroom.

**Novak, J.D. (1998). *Learning, creating, and using knowledge.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.**

This volume is organized around five factors involved in every educational event: The learner, teacher, knowledge, context, and evaluation. Each is discussed from both theoretical and pragmatic perspectives. Concept maps are used extensively to illustrate key ideas from learning theory, theory of knowledge, and instructional theory, as well as to give concrete examples.

**Nyquist, J.D., & Wulff, D.H. (1996). *Working effectively with graduate students*. Thousand Oaks, CA: Sage Publications.**

While graduate assistants are valued as labor savers, they are also a precious resource whose pre-professional training needs careful design. Written by two leading authorities in the field of instructional development, this indispensable guide details the skills necessary for academics dealing with graduate assistants. The authors provide comprehensive coverage of all aspects of assistant preparation and assessment, and a chapter addressing special needs of international graduate assistants is included.

**Pace, D., & Middendorf, J. (Eds.). (2004). *Decoding the disciplines: Helping students learn disciplinary ways of thinking: New directions for teaching and learning*. Danvers, MA: Jossey-Bass.**

The Indiana University Faculty Learning Community realized that the mental operations required of undergraduates differ enormously from discipline to discipline and that these ways of thinking are rarely presented to students explicitly. IUFLC Fellows from fields as diverse as creative writing, marketing, and genetics, and, as knowledgeable about their research areas as few people in the world, began to explore how students learn this content. Decoding the Disciplines model takes advantage of the differences in thinking among academic fields in order to decode each individual discipline.

**Papert, S. (1993). *Mindstorms: Children, computers, and powerful ideas.* New York, NY: Basic Books.**

Over the past few decades, technology slowly incorporated itself into everyday life in the office and at home. Originally used by adults for the occasional email and work memo, technology now rules the everyday life of toddlers and elderly alike in the twenty-first century. *Mindstorms* by Seymour Papert focuses on how, in this era, computers specifically can be used to learn anything and everything. Papert demonstrates how teaching children to master computers changes the way they learn about science, mathematics, and more. Contradicting the idea that computers hinder learning, Papert argues that technologically-oriented classrooms actually yield greater communication among students and instructors.

**Persellin, D.C., & Daniels, M.B. (2011). *A concise guide to improving student learning: Six evidence-based principles and how to apply them*. Sterling, VA: Stylus.**

With lesson plans, grading papers, and individual meetings with students, professors hardly find the time to educate themselves in the scholarship of teaching and learning. This short guidebook is intended for those faculty members who are interested in further engaging students and developing learning, but are too involved to spend much time on extensive preparation. The authors begin with an overview of how we learn in terms of memory, prior learning, and metacognition, while transitioning into three main sections – teaching principles, applications, and related strategies. This book is helpful across disciplines including arts, sciences, humanities, and pre-professional programs.

**Rothstein, D., & Santana, L. (2015). *Make Just One Change.* Cambridge, MA: Harvard Education Press.**

*Make Just One Change* argues that formulating one’s own questions is “the single most essential skill for learning”—and one that should be taught to all students.

This book argues that it should be taught in the simplest way possible. Drawing on twenty years of experience, the authors present the Question Formulation Technique, a concise and powerful protocol that enables learners to produce their own questions, improve their questions, and strategize how to use them.

*Make Just One Change* features the voices and experiences of teachers in classrooms across the country to illustrate the use of the Question Formulation Technique across grade levels and subject areas and with different kinds of learners.

**Schwartz, B.M., & Gurung, R.A.R. (2012). *Evidence-based teaching for higher education.* Washington, DC: American Psychological Association.**

Although an abundance of research exists for the scholarship of teaching and learning (SoTL), this book reveals that the scientific evidence to the effectiveness of SoTL that is often overlooked. This book reveals teaching methods, course design, and student study practices, which aid in the maximization of student learning. Because faculty tend to use intuitive techniques based on previous experience, students sometimes fail to extend their learning capacities. This study thus makes recommendations based on concrete evidence regarding student learning in the classroom and online. This book is valuable for both new and experiences faculty member who seek to further engage students in higher education settings.

**Sousa, D.A. (2006). *How the brain learns* (3rd Ed.). Thousand Oaks, CA: Corwin Press.**

In this newly revised book, the author explores source material on brain research, including how the brain processes information, memory and retention, and the transfer of knowledge to enhance present and future learning. Ideal book for all educators to better understand the way students process and retain information.

**Tsang, Edmund (2000). *Projects that matter: Concepts and models for service-learning in engineering.* Stylus Publishing.**

This book represents the 14th in the Service-Learning in the Disciplines Series and concentrates on how service-learning can be successfully incorporated in engineering programs, a discipline to which is it relatively new. Contributors to the volume are experienced in using service-learning and address issues of concern to engineering educators. As one peer reviewer commented, "The audience for this [book] is the engineering education community--that community will expect practical applications of the theory that will lead to improved engineering education."

**Weimer, M. (2013). *Learner-Centered Teaching: Five key changes to practice.* (2nd Ed. ) San Francisco, CA: John Wiley & Sons, Inc.**

In this second edition of the classic work *Learner-Centered Teaching,* Maryellen Weimer offers a comprehensive introduction to the topic of learner-centered teaching in the college and university classroom. This revised and updated edition includes the most current examples of practice in action from a variety of disciplines and contains new information on the research support for learner-centered approaches.

**Willingham, D.T. (2009). *Why don’t students like school?* San Francisco, CA: Jossey-Bass.**

In this book the author distilled knowledge in cognitive science into a set of nine principles that have clear implications for the classroom. These include facts about learning styles, intelligence, & thinking skills.

**Woolfolk, A. (1998). *Educational psychology*. (7th ed.) Boston, MA: Allyn and Bacon.**

This clear, well-organized book has been revised to reflect the growing interest in constructivism and student-centered learning. It includes over 150 new references. The author explains concepts and theories with examples and analogies, then explores the implications for practice. Designed for novice educational psychologists or those interested in exploring this side of the field.

**Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning* (2nd ed.). Jossey-Bass.**

The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth. This second edition of this important book offers new samples of print and electronic learning portfolios.

# Teaching

**Arminio, J., Torres, V., & Pope, R.L. (2012). *Why aren’t we there yet?: Taking personal responsibility for creating an inclusive campus*. Sterling, VA: Stylus.**

Although campuses have seemingly evolved from being exclusionary to accepting, data on admissions, retention, and graduation indicate that there is considerably more work to be done in creating engaging campus environments. This book offers insight on how to promote a more welcoming campus through a multi-faceted process that urges those in higher education to recognize the influences of privilege and inequality. The contributors guide individuals through difficult conversations regarding differing social identities. Through this process, educators learn to advocate for and generate change on in the classroom and across college campuses.

**Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.**

The author describes examples of ingenuity and compassion, of students’ discoveries of new ideas and the depth of their own potential. This book is a treasure trove of insight and inspiration for first-year teachers and seasoned educators alike.

**Barkley, E. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.**

This book is a comprehensive resource that offers college teachers a dynamic model for engaging student and includes one hundred tips, strategies, and techniques that have been proven to help teachers from a wide variety of disciplines and institutions motivate and connect with their students.

**Barnes, L.B., Christensen, C.R, & Hansen, A.J. (1975). *Teaching and the case method third edition.* Boston, MA: Harvard Business School Press.**

This is a further response to increased national and international interest in teaching, teachers, and learning, as well as the pressing need to enhance instructional effectiveness in the widest possible variety of settings. One key premise of this book is that all teaching and learning involve a core of universally applicable principles that can be discerned and absorbed through the study and discussion of cases.

**Barnes, L.B., Christensen, C.R., & Hansen, A.J. (1994). *Teaching and the case method.* Boston, MA: Harvard Business School.**

This book delves into the special role of teacher and students in the case method learning process. Schools that want to use the case method more effectively can use this book to teach groups of faculty how to apply case method techniques.

**Bean, J.C. (2001). *Engaging ideas: The professor’s guide to integrating writing, Critical thinking and active learning in the classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.**

Learn to design interest-provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry, exploration, discussion, and debate, with *Engaging Ideas,* a practical nuts-and-bolts guide for teachers from any discipline. Integrating critical thinking with writing-across-the-curriculum approaches, the book shows how teachers from any discipline can incorporate these activities into their courses. This edition features new material dealing with genre and discourse community theory, quantitative/scientific literacy, blended and online learning, and other current issues.

**Beyer, C.H. (2013). *Inside the undergraduate teaching experience: The University of Washington’s growth in faculty teaching study*. State University of New York Press.**

This book provides faculty, staff, and administrators at two- and four-year institutions with a model of assessment that both captures the complexity of the undergraduate experience and offers practical information about how to improve teaching and learning. Data from surveys, open-ended email questions, interviews, focus groups, and portfolios make it possible for the authors to create case studies of individual learning paths over time, as well as to report the group’s aggregate experience.

**Bowen, J.A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco: Jossey-Bass, a Wiley Imprint.**

This book illustrates how technology is most powerfully used outside the classroom, and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments.

**Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.**

This publication by the Carnegie Foundation for the Advancement of Teaching suggests a new model that recognizes the full range of scholarly activity by college and university faculty and questions the existence of a reward system that shifted faculty toward research and publication and away from teaching.

**Brinkley, A., El-Fakahany, E.E., Dessants, B., Flamm, M., Forcey Jr., C.B., Ouellett, M.L., & Rothschild, E. (2011). *The Chicago handbook for teachers: A practical guide to the college classroom*. Chicago, IL: University of Chicago.**

This book is an extraordinarily helpful guide for anyone facing the daunting challenge of putting together a course and delivering it successfully. Representing teachers at all stages of their careers, the authors, including distinguished historian Alan Brinkley, offer practical advice for almost any situation a new teacher might face, from preparing a syllabus to managing classroom dynamics. Beginning with a nuts and bolts plan for designing a course, the handbook also explains how to lead a discussion, evaluate your own teaching, give an effective lecture, supervise students' writing and research, create and grade exams, and more.

**Brookfield, S.D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms.* San Francisco, CA: Jossey-Bass.**

Stimulating good discussions is often one of the more difficult tasks of teaching. In this book, the authors offer a wealth of information and strategies for improving dialogues in the classroom. I found the teacher- and student-centered tone of the book refreshing and the connections drawn between democratic education and discussion methods quite meaningful. This book addresses an important, often underutilized pedagogical approach-the discussion method. The book is a practical and valuable resource for all faculty seeking to improve their teaching and create more learner-centered teaching environments.

**Brookfield, S. (1995). *Becoming a critically reflective teacher*. Jossey-Bass.**

Building on the insights of his highly acclaimed earlier work, The Skillful Teacher, and applying the principles of adult learning, Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for ongoing personal and professional development.

**Brookfield, S.D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3rd ed.). San Francisco, CA: Jossey-Bass.**

This completely rewritten third edition of this bestselling classic instructs all types of teachers on how to become *great* teachers. Throughout this book, Brookfield informs teachers of four assumptions under which to operate: that skillful teaching boils down to whatever helps students learn, that the best teachers adopt a critically reflective stance towards their practice, that the most important knowledge we need to do good work is an awareness of how students are experiencing their own learning and our teaching, and that we should always aim to treat students as adults. Brookfield restates many of the insights from previous editions of this book, yet interprets them in new contexts, such as online learning and increasingly diverse classrooms. With six additional chapters, this guide will certainly aid all types of teachers in transforming their respective classrooms.

**Buskist, W., & Groccia, J.E. (eds). (Winter 2011). “Evidence-based teaching.” *New Directions for Teaching and Learning*, (128), San Francisco, CA: Jossey-Bass.**

Teachers are constantly striving to do their jobs more effectively. Empirical research over the years has sought to define new systems for teaching and learning. These systems provide groundwork for daily organization and assessment of student learning. This volume of *New Directions for Teaching and Learning* evaluates the effectiveness of each system relative to both student learning and the ease of learning the process. These include lecture, problem-based learning, case student, team0based learning, interteaching, service-learning, just-in-time teaching, Web-based computer-aided personalized instruction, and online teaching.

**Burgstahler, S.E., & Cory, R.C. (Eds.). (2008). *Universal design in higher education: From principles to practice*. Cambridge, MA: Harvard Education Press.**

This book is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs. As greater numbers of students with disabilities attend postsecondary educational institutions, administrators have expressed increased interest in making their programs accessible to all students. This book provides both theoretical and practical guidance for schools as they work to turn this admirable goal into a reality, thereby making a crucial contribution to the growing body of literature on special education and universal design.

**Carbone, E. (1998). *Teaching large classes: Tools and strategies.* Los Angeles, CA: SAGE Publications.**

The author offers a wealth of sound advice on how to deal with a large class, from the first day to end of term evaluations. Full of examples taken from many different disciplines, this bookwill be an ideal companion for any teacher facing the challenge of the large introductory class.

**Chadwick-Blossey, S., & Robertson, D.R. (Eds.). (2005). *To improve the academy: Resources for faculty, instructional, and organizational development. (Volume 23).* Bolton, MA: Anker Publishing Company.**

An annual publication of the Professional and Organizational Development Network in Higher Education (POD), *To Improve the Academy* offers a resource for improvement in higher education to faculty and instructional development staff, department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants.

**Chandramohan, B., & Fallow, S. (Eds.) (2009). *Interdisciplinary learning and teaching in higher education: Theory and practice*. New York, NY: Routledge.**

The book explores the issues and tensions provoked by interdisciplinary learning, offering helpful information for staff development, e-learning, mass communication courses, and interdisciplinary science courses. Provides practical advice and guidance to improve the quality of teaching and learning in interdisciplinary programs.

**Clement, M.C. (2010). *First time in the college classroom: A guide for teaching assistants, instructors, and new professors at all colleges and universities*. Lanham, MD: Rowman & Littlefield.**

This book presents the knowledge base of college teaching in a user-friendly, easy-to-read, yet well-researched format. From sample syllabi to the creation of an effective grading scale, this book covers critically important aspects of organizing and teaching your curriculum.

**Cockell, J., & McArthur-Blair, J. (2012). *Appreciative inquiry in higher education: A transformative force*. San Francisco, CA: Jossey-Bass.**

This book explores the concept of appreciative inquiring (AI) – a powerful resource for the complex environment of higher education. AI focuses on strength and what is working well, while fostering positive and generative change. Cockell and McArthur-Blair are two educators and consultants who use their own theories, concepts, and stories, as well as those of colleagues from around the world, to demonstrate how AI can dive the imagination of individuals, groups, and institutions. A practical resource for higher education leaders, practitioners, and faculty, this guide uncovers what it takes to apply AI in a teaching and learning environment.

**Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching.* San Francisco, CA: Jossey-Bass.**

Offering insight on a relatively new idea, this book provides a step-by-step guideline for overcoming barriers and establishing student-faculty partnerships alongside expert advice, experience, and theory. These recommendations help develop student-faculty partnerships that improve teaching and learning in higher education.

**Davis, B. G. (2009). *Tools for teaching*. San Francisco, CA: Jossey-Bass.**

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

**Davis, B. G. (1993). *Tools for teaching*. (1st & 2nd Eds.) San Francisco, CA: Jossey-Bass.**

This book is a rich compendium of classroom-tested strategies and suggestions designed to improve the teaching practice of beginning, mid-career, and senior faculty members. Forty-nine teaching tools organized into twelve sections cover both traditional tasks – writing a course syllabus, delivering an effective lecture – and newer, broader concerns such as responding to diversity and using technology.

**Davis, J. R. (1995). *Interdisciplinary courses and team teaching.* Phoenix, AZ: American Council on Education and The Oryx Press.**

In this book James R. Davis explains the benefits and pitfalls of interdisciplinary, team-taught courses and provides current, practical information on how to design and conduct them. Davis also includes a listing of nearly 100 interdisciplinary, team-taught courses currently being offered at colleges and universities in North America.

**Davis, J. (2010). *The First-Generation Student Experience: Implications for Campus Practice and Strategies for Improving Persistence and Success.* Sterling, Virginia: Stylus Publishing, LLC.**

This book offers keen insight into the first-generation student experience with this readable, informative, and persuasive volume. Using academic analysis with student narratives, Davis describes and demonstrates the key barriers to student success for this growing contingent of American students. He presents a range of promising recommendations to support the increasing number of first-generation students who are now enrolling in American higher

**Eble, K.E. (1988). *The craft of teaching: A guide to mastering the professor's art*. San Francisco: Jossey-Bass.**

This book dispenses wisdom in the form of practical advice to both beginning and seasoned professors. He believes that people can learn to be better teachers through the examination and 'unbundling' of the craft itself.

**Edgerton, R., Hutchings, P., & Quinlan, K. (1991). *The teaching portfolio: Capturing the scholarship in teaching*. Washington, DC: American Association for Higher Education.**

**Ende, J., MD. (2010). *Theory and practice of teaching medicine*. Philadelphia: American College of Physicians Press.**

Offering the insight and experience of dedicated medial educators, this book includes: practical applications of learning theories to better meet learners’ needs, characteristics of successful medical teachers, approaches to developing faculty and improving clinical teaching, vignettes addressing specific clinical teaching challenges, resources and literature for medical teachers to enhance their knowledge.

**Erickson, B.L., & Strommer, D.W. (1991). *Teaching college freshmen*. San Francisco: Jossey-Bass.**

This book gives new and veteran faculty practical guidance on how to most effectively teach and create academic support systems for college students in their first, most critical year. It describes how to design a useful syllabus, how to develop productive out-of-class assignments, how to enhance class participation through creative techniques, and how to evaluate student learning for better insights.

**Evensen, D.H, & Hmelo, C.E. (2000). *Problem-based learning.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.**

This volume collects recent studies conducted within the area of medical education that investigate two of the critical components of problem-based curricula-the group meeting and self directed learning- and demonstrates that understanding these complex phenomena is critical to the operation of this innovative curriculum.

**Feldman, K.A., & Paulsen, M.B. (1998). *Teaching and learning in the college classroom*. Needham Heights, MA: Simon & Schuster Custom Pub.**

This book addresses issues from diverse theoretical and philosophical perspectives including educationist, feminist, humanistic, psychological, sociological, anthropological, and more. Each section includes quantitative and qualitative research, a separate introductory essay, research reports, literature reviews, theoretical essays, and practitioner-oriented articles.

**Finkel, D. L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook Publishers.**

*Teaching with Your Mouth Shut* is not intended as a manual for teachers; it aims to provoke reflection on the many ways teaching can be organized. The book engages its readers in a conversation about education. Thus, its purpose is not so much to reform education as it is to provoke fruitful dialogue about teaching and learning among people who have a stake in education.

**Fish, S.E. (2008). *Save the world on your own time*. Oxford England: Oxford UP.**

In this book, the author, Stanley Fish argues that, however laudable these goals might be, there is but one proper role for the academe in society: to advance bodies of knowledge and to equip students for doing the same. When teachers offer themselves as moralists, political activists, or agents of social change rather than as credentialed experts in a particular subject and the methods used to analyze it, they abdicate their true purpose.

**Forsyth, D.R. (2003). *The professor’s guide to teaching psychological principles and practices.* Washington, DC: American Psychological Association.**

This book explores what research has revealed about effective teaching and mines this resource to offer useful suggestions and practical recommendations for new seasoned instructors. This book unfolds in a logical fashion, beginning with evaluating and documenting.

**Fry, H., Ketteridge, S., & Marshall, S. (2009). *A handbook for teaching and learning in higher education: Enhancing Academic Practice (3rd Ed.)*. New York, NY: Routledge.**

The Handbook is sensitive to the competing demands of teaching, research and scholarship, and academic management. Against the contexts, the book focuses on developing professional academic skills for teaching. Dealing with the rapid expansion of the use of technology in higher education and widening student diversity, the fully updated and expanded edition includes new material on, for example, e-learning, lecturing to large groups, formative and summative assessment, and supervising research students. Those working in adult learning and education development will find it a particularly useful resource.

**Fulwiler, T. (1987). *Teaching with writing*. Upper Montclair, NJ: Boynton/Cook.**

This book was developed to approximate the experience of an interdisciplinary writing workshop aimed at high school and college teachers in every subject area. Such workshops have become the primary vehicles disseminating writing-across-the-curriculum ideas.

**Gabriel, K.F. (2008). *Teaching unprepared students: Strategies for promoting success and retention in higher education.* Sterling, VA: Stylus.**

Many at-risk students struggle to complete their studies, as they do not possess the skills to persist in classroom settings. This book provides professors and their graduate teaching assistants with proven practices that will engage all students in a class. The guide helps faculty maintain high standards and expectations in the classroom while creating an environment for at-risk and under-prepared students to develop academically. Additionally, Gabriel explains how instructors can work effectively with academic support units on campus, while she also addresses issues of issues of discipline, making expectations explicit, developing time management and study skills, classroom climate, and much more.

**Gullette, M.M. (Ed.) (1984). *The art and craft of teaching*. Cambridge, MA: Harvard University Press.**

This concise and lively guide – developed from the faculty seminars of the Harvard-Danforth Center for Teaching and Learning – contains hundreds of insights into the fine and difficult art of leading students to demand more of themselves, find new ways of solving problems, and awaken unsuspected talents. Filled with useful suggestions for improving teaching skills, this book offers solutions to problems that every instructor faces and suggests strategies that will enrich the classroom for both beginning and experienced teachers and their students.

**Groccia, J.E., (Al-Sudairy), M.A.T.A., & Buskist, W.F. (Eds.). (2012). *Handbook of college and university teaching: A global perspective* (1st ed.). SAGE Publications, Inc.**

**Handbook of College and University Teaching: A Global Perspective** presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments, all with a unique global view. The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students. Education experts from around the world share their perspectives on college and university teaching, illuminating international differences and similarities.

**Halpern, D.F. (1994). *Changing college classrooms: New teaching and learning strategies for an increasingly complex world*. San Francisco: Jossey-Bass.**

This book provides useful ideas on the four hottest issues in higher education today: active learning, diversity, technology, and assessment. Every faculty member will find at least one chapter well worth reading.

**Haynes, C. (Ed.). (2002). *Innovations in interdisciplinary teaching.* Wesport, CT: American Council on Education/Oryx Press.**

According to this book, interdisciplinary pedagogy is concerned primarily with fostering in students a sense of self-authorship and a notion of knowledge that they can use to respond to complex questions, issues, or problems. This book is designed to assist both new and experienced faculty members who are teaching in interdisciplinary settings and who want to advance integrative learning with their students, as well as administrators who want to encourage integrative and interdisciplinary teaching in their institutions.

**Hedengren, B.F. (2004). *A TA's guide to teaching writing in all disciplines*. Boston: Bedford St. Martin's.**

This book provides the practical advice that teaching assistants — no matter the discipline — need in order to teach and evaluate writing effectively. This informative text is perfectly suited to a teaching assistants' training course, or it can serve as a reference for teaching assistants to use on their own.

**Jahangiri, L., & Mucciolo, T. (2012). *A guide to better teaching: Skills, advice, and evaluation for college and university professors*. Lanham, MD: Rowman & Littlefield.**

This book is a self-help book that provides anyone teaching a college course with a thorough understanding of what it takes to be an effective teacher. Derived from the authors' extensive research, several interactive assessment tools are included that measure levels of effectiveness according to learner preferences. Each chapter is filled with detailed explanations, relevant stories, and action-driven tables that help them in understanding and applying skills.

**Kaner, S. (2014). *Facilitator’s Guide to Participatory Decision-Making*. San Francisco, CA: Jossey-Bass.**

The updated edition of this enormously helpful book directs groups to make the best decisions while utilizing critical thinking skills in the process. This guide revels how meetings provide an opportunity to expand and advance the viewpoints of many individuals, thus strengthening the ability of the group on the whole. This book is helpful for facilitators attempting to create effective group decision-making. With sixty extra pages, new case examples, and major expansion on ideas, this version is more insightful than the past editions.

**Klein, J.T. (2010). *Creating Interdisciplinary Campus Cultures: A model for strength and sustainability*. San Francisco, CA: Association of American Colleges and Universities/Jossey-Bass.**

This book offers administrators, faculty, and planning groups a primer of interdisciplinary change with a portfolio of practical, concrete strategies for actualizing this change. These proven techniques are anchored in a conceptual framework that unites insights from organizational theory, higher education studies, and the literature on interdisciplinarity.

**Kober, N. (2015). *Reaching students: What research says about effective instruction in undergraduate science and engineering.* Washington, DC: National Academies Press.**

Research on how students learn science and engineering reveals that teaching strategies that motivate and engage students improve learning. Since institutions strive to produce scientifically literate students, faculty are constantly search for strategies for producing the best teaching. *Reaching students* analyzes teaching in the scientific disciplines through concrete examples and case studies in which instructors have applied evidence-based approaches to refine student learning. This guide is helpful for faculty members at public and private, and large and small institutions of higher education, and is designed to aid all classroom sizes. This book is an indispensible resource for enriching instruction and better educating students.

**Lakey, G. (2010). *Facilitating group learning: Strategies for success with diverse adult learners.* San Francisco, CA: Jossey-Bass.**

After coauthoring *A Manual for Direct Action*, George Lakey provides here an necessary resource for educators, trainers, workshop leaders, and anyone who assists groups to learn. Throughout this guide, the author presents core principles and proven techniques of direct education – an approach he developed for effectively teaching adults in groups. Complete with compelling stories from his many experiences facilitating groups in the past, this book emphasizes critical issues related to diversity, authenticity, and emotions, and teaches facilitators how to design active learning experiences for adults.

**Lambert, L.M., & Tice, S.L. (1993). *Preparing graduate students to teach: A guide to programs that improve undergraduate education and develop tomorrow's faculty*. Washington, DC: American Association for Higher Education.**

The product of a survey of 500+ institutions nationwide, in which they described their TA training programs. Profiles 72 centralized and discipline-based exemplary programs in detail, plus directory information on another 350+ programs. Cosponsored by the Council of Graduate Schools.

**Landreman, L. M. (Ed.). (2013). *The art of effective facilitation: Reflections from social justice educators*. Stylus Publishing.**

This book is intended for the increasing number of faculty and student affairs administrators – at whatever their level of experience -- who are being are asked to become social justice educators to prepare students to live successfully within, and contribute to, an equitable multicultural society.

**Landrum, R.E., & McCarthy, M.A. (2012). *Teaching ethically: Challenges and opportunities*. Washington, DC: American Psychological Association.**

In this book, editors R. Eric Landrum and Maureen A. McCarthy identify four broad areas of concern in the ethical teaching of undergraduate psychology: pedagogy, student behavior, faculty behavior toward students, and considerations in the diverse classroom. Together with their team of experts, they provide evidence-based advice and case studies that illustrate the application of relevant ethical principles.

**Lang, J. M. (2010). *On Course: A week-by-week guide to your first semester of college teaching* (1st ed.). Harvard University Press.**

Practical and lively, *On Course* is full of experience-tested, research-based advice for graduate students and new teaching faculty. It provides a range of innovative and traditional strategies that work well without requiring extensive preparation or long grading sessions when you’re trying to meet your own demanding research and service requirements. Packed with anecdotes and concrete suggestions, this book will keep both inexperienced and veteran teachers on course as they navigate the calms and storms of classroom life.

**Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York, NY: Routledge.**

This book focuses on the changing dynamics of teaching. It is no longer simply about passing on knowledge to the next generation. Teachers in the twenty-first century, in all educational sectors, have to cope with an ever-changing cultural and technological environment. Teaching is now a design science. Like other design professionals – architects, engineers, programmers – teachers have to work out creative and evidence-based ways of improving what they do. Yet teaching is not treated as a design profession.

**Lieberg, C. (2008). *Teaching your first college class: A practical guide for new faculty and graduate student instructors*. Sterling, VA: Stylus.**

Teaching a college class for the first time can be extremely daunting. This book offers a foundation from which new faculty and graduate student instructors can develop their skills and personal teaching styles. Through an introduction to the theory of teaching, proven strategies for engaging students in learning, and advice on classroom organization, this guide prepares readers for a confident start as teachers.

**Little, D, Felten, P. & Berry C. (eds). (Spring 2015). “Looking and learning: Visual literacy across the disciplines.” *New Directions for Teaching and Learning*, (141), San Francisco, CA: Jossey-Bass.**

Although faculty members strive to focus on inclusive teaching practices in the classroom, the authors in this edition of *New Directions for Teaching and Learning* note that not all students learn in the same way. This volume focuses on the best practices for teaching students with social, economic, gender, or ethnic differences, as well as ways to adjust teaching and learning to focus on inclusion. With the proper techniques of inclusive learning, all students can learn and retain more information. Based on the experience of expert instructors and the latest research on education and psychology, this journal offers a wide-range of ideas and techniques for improving inclusive teaching.

**Lubrano, A. (2004). *Limbo: Blue-Collar Roots, White Collar Dreams.* Hoboken, New Jersey: John Wiley & Sons.**

This book uncovers a cultural phenomenon- the limbo existence of people raised in blue-collar families, living white-collar lives. The book presents a thoughtful look at this phenomenon through the author’s personal story, and those of 100 interviewees, all struggling with the duality that exists in their workplaces, their hearts, and their minds.

**MacGregor, J., Cooper, J. L., Smith, K.A., & Robinson, P. (Eds.). (2000). *Strategies for energizing large classes: From small groups to learning communities.* San Francisco, CA: Jossey-Bass, A Wiley Company.**

This much-needed volume shows how instructors can energize students in these courses through the innovative use of small-group teaching strategies and new curricular structures. They provide detailed descriptions of both informal turn-to-your-neighbor activities and more formal and intensive small group approaches that have succeeded in making students more active and engaged learners. They also examine efforts to give students in large classes a greater sense of belonging to a community of learners through such techniques as intensive supplemental workshops and clustering multiple-classes, and provide answers to frequently asked questions about using small-group learning in large group settings.

**Mastascusa, E. J., Snyder, W. J., Hoyt, B. S., & Weimer, M. (2011). *Effective instruction for STEM disciplines: From learning theory to college teaching* (1 edition.). Jossey-Bass.**This groundbreaking book offers information on the most effective ways that students process material, store it in their long-term memories, and how that effects learning for long-term retention. It reveals how achieving different levels is important for “transfer” which refers to the learner’s ability to use what is learned in different situations and to problems that might not be directly related to the problems used to help the student learn. Filled with proven tools, techniques, and approaches, this book explores how to apply these approaches to improve teaching.

**Mattuck, A. P. (2005). *The torch or the firehouse: A guide to section teaching*. Cambridge, MA: Derek Bok Center for Teaching and Learning.**

This booklet addresses some of the common problems in teaching, and offers a variety of ideas to try. It is concerned primarily with the teaching of sections that accompany large lecture and is useful to new teachers and veterans a like. There is no single “right” way to teach, but examples and ideas presented in this booklet will help you to develop your own natural teaching style.

**McCown, D., Reibel, D, & Micozzi, M.S. (2011). *Teaching mindfulness: A practical guide for clinicians and educators*. New York, NY: Springer.**

Since little attention has been paid to the *who* and *how* of mindfulness pedagogy, this guide provides the first in-depth treatment of the person and skills of the mindfulness teacher. *Teaching Mindfulness* intends to help practitioners with an interest in mindfulness-based interventions to develop both the personal authenticity and the practical know-how that can make teaching mindfulness a highly rewarding and effective way of working with others. Complete with evidence from classrooms and individual sessions, this volume also includes:

This guide is helpful for educators, physicians, psychologists, counselors, and anyone who has an interest in helping others find their way into the benefits of the present moment.

**McKeachie, W.J., Svinicki, M. (2014). *McKeachie’s Teaching Tips: Strategies, Research and Theory for College and University Teachers.* Belmont, CA: Wadsworth.**

This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a "set of recipes" to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.

**McManus, D. (2005). *Leaving the lectern: Cooperative learning and the critical first days of students working in groups*. Anker Publishing Company.**

This book records the story of how one professor at a research university used a form of active learning to change the way he taught—from traditional lecture and examinations to cooperative learning and student projects. Drawn from teaching notes, conversations with students, student evaluations, and annual reports, readers will learn the kinds of risks, assumptions, and decisions they will face as they change their teaching to emphasize student learning, particularly during the critical first days of change.

**Miller, W.R., & Miller, M.F. (1997). *Handbook for college teaching*. Sautee-Nacoochee, GA: PineCrest Publications.**

This book is designed for individuals with limited teaching experience at the post-secondary level. The book provides basic information of practical value to instructors of adults in universities, community colleges, and other adult education settings. The book includes six chapters on the following subjects: the role and responsibilities of the instructor, planning and getting started, human learning, delivering instruction, facilitating teaching and learning with technology, and testing and evaluation. The book includes illustrations and examples throughout.

**Nash, R.J., LaSha-Bradley, D., & Chickering, A.W. (2008) *How to talk about hot topics on campus: From polarization to moral conversation*. San Francisco, CA: Jossey-Bass.**

This book fills a gap in the student services and teaching and learning literature by providing a resource that shows how to construct and carry out difficult conversations from various vantage points in the academy. It offers a theory-to-practice model of conversation for the entire college campus that will enable all constituencies to engage in productive and civil dialogue on the most difficult and controversial social, religious, political, and cultural topics.

**Newell, W. (Ed.) (1998). *Interdisciplinarity: Essays from the literature*. New York, NY: College Entrance Examination Board.**

This book provides the best that has been written about the potential of interdisciplinary study and about solutions to many practical problems encountered by interdisciplinary programs located in a university structured around disciplines. Newell has spent a career perfecting the art of advancing interdisciplinary studies and possesses a wealth of experience in this form of alternative education. This book will help faculty members rooted in the intellectual frameworks of their disciplines to branch out to other fields in the university to broaden their understanding and enhance their teaching.

**Nicol, A.A.M., & Pexman, P.M. (2003). *Displaying your findings*. Washington, DC: American Psychological Association.**

This book guides readers in designing figures following the guidelines of the fifth edition of the Publication Manual of the American Psychological Association. It does so by providing numerous examples of figures constructed to accompany fictional studies.

**Nilson, L.B. (2010). *Teaching at its Best (3rd Edition): A research-based resource for college instructors.* San Francisco, CA: Jossey-Bass.**

This third edition best-selling handbook is an essential toolbox- a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises. It is now newly revised and expanded to cover more on the topics relevant to the Millennial student such as how to best use technology including wikis, blogs, podcasts, vodcasts and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach.

**Novak, K. (2014). *UDL now! A teacher’s Monday-morning guide to implementing common core standards using universal design for learning.* Wakefield, MA: Cast, Inc.**

This book provides practical insights and sensible strategies for helping all types of learners meet high standards using the principles of Universal Design for Learning (UDL). UDL is a framework for inclusive education that aims to lower barriers to learning and optimize each individual’s opportunity to learn. Topics throughout the book include UDL guidelines, recruitment, engagement, and implementation. This guide provides an effective Monday-morning playbook for great teaching and is helpful for a wide array of instructors.

**Ouelett, M.L. (2005). *Teaching inclusively: Resources for course, department & institutional change in higher education*. Stillwater, OK: New Forums.**

This book brings together a broad array of current "best practices" in the design, implementation, and assessment of multicultural change initiatives on college and university campuses. Readers will find that this volume advocates for more transparent connections between change initiatives at individual, departmental, and college-wide levels by highlighting the ways in which such practices and change goals can relate to and support each other, thus addressing a noticeable absence in the current available literature.

**Perry, R.P., & Smart, J.C. (1997). *Effective teaching in higher education: Research and practice*. New York: Agathon.**

**Plank, K. M. (Ed.) (2011). *Team teaching: Across the disciplines, across the academy* Sterling, VA: Stylus Publishing.**

This book provides insight into the impact of team teaching on student learning and on faculty development. It also addresses the challenges, both pedagogical an administrative, which need to be addressed for team teaching to be effective.

**Pliner, S. M., & Banks, C. A. (2012). *Teaching learning and intersecting identities in higher education (Higher Ed: Questions about the purpose*. (S. M. Pliner & C. A. Banks, Eds.) (First.). Peter Lang Publishing.**

This book utilizes the theory of intersectionality to focus on the divergent identities and experiences of marginalized groups and to analyze the ways these experiences infiltrate the classroom. It examines teaching and learning as integrated and synergistic practices and highlights the personal and institutional power dynamics existing between scholars and students.

**Prichard, K.W., & Sawyer, R.M. (1994). *Handbook of college teaching: Theory and applications*. Westport, CT: Greenwood.**

The information at the beginning of the book summarizes and evaluates current research in cognitive psychology and student learning styles. The bulk of the volume then provides practical information on college teaching. The book also presents information on related issues, such as working with at-risk students, classroom management, textbook selection, and grading. This professional reference will be an indispensable tool for college professors in all disciplines.

**Qualters, D.M., & Diamond, M.R. (2004). *Chalk talk: E-advice from Jonas Chalk, legendary college teacher*. Stillwater, OK: New Forums Press, Inc.**

This book presents a national award-winning approach to encouraging dialogue among interdisciplinary faculty about ways to reflect on and broaden their repertoire of teaching skills. Based on the "Dear Abby" advice column fosrmat, the process was developed to initiate a dialogue on best practices, successes, and ways to address frustrations in teaching.

**Ramsden, P. (2005). *Learning to teach in higher education* (2nd Ed.). New York, NY: Routledge Falmer.**

This classic text combines practical advice with sound theory to provide a uniquely stimulating introduction to the practice of university teaching. The book has a simple message: to become a good teacher, first you must understand your students’ experiences

of learning. Out of this grows a set of principles for effective teaching in higher education.

**Rocheleau, J., & Speck, B.W. (2007). *Rights and wrongs in the college classroom: Ethical issues in postsecondary teaching*. Bolton, MA: Anker Pub.**

This book develops an ethic that integrates concerns for student rights, social goals, and academic freedom and can help faculty to understand what values are at stake and to make better decisions when confronted with moral dilemmas. There is a need for both institutional and faculty support of such a code of ethics, whose cultivation and observance has intrinsic rewards for faculty as individuals and professionals.

**Rosser, S.V. (1995). *Teaching the majority: Breaking the gender barrier in science, mathematics, and engineering*. New York: Teachers College.**

This book represents pioneering work in teaching by scientists, mathematicians, and engineers to attract and retain women. Each chapter in this edited volume is written by a teacher who has transformed her or his course to appeal successfully to women students in particular, while retaining its appeal for male students.

**Seabury, M.B. (1999). *Interdisciplinary general education questioning outside the lines.* New York: College Entrance Examination Board.**

The chapters in this volume focus on issues of interdisciplinary teaching and learning arising out of particular courses that are offered in the All-University Curriculum at the University of Hartford within five categories.

**Shor, I. (1987). *Freire for the Classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Boynton/Cook.**

This book is an anthology of essays, collected from professional journals, represents some of the best experimental teaching done to adapt Freire's liberatory pedagogy to North American classrooms. The articles show the creative enthusiasm many teachers gain from Freire's ideas, as well as the critical literacy and political awareness students gain through this approach. The book offers critical theory side by side with actual reports of teaching practice, so that philosophy is brought down to earth in terms familiar to practicing teachers.

**Stanley, C.A., & Porter, M. E. (Eds.) (2002). *Engaging large classes: Strategies and techniques for college faculty*. San Francisco, CA: Anker Publishing.**

With 100 or more students in fixed seating, how does a faculty member structure the class to promote student learning? How does one manage the logistics of such a class? Are there alternatives to the lecture format? Are there actually advantages to the large class? This book addresses these and many other questions. Experienced teachers of large classes across a wide range of disciplines and institutions offer instructional strategies and advice for both new and experienced faculty members. What many of the contributors have learned is that large classes can be just as stimulating and rewarding as small ones, and that the large size can yield surprisingly positive opportunities.

**Strober, M.H. (2011). *Interdisciplinary conversations: Challenging habits of thought*. Stanford, CA: Stanford University Press.**

Through six case studies of interdisciplinary seminars for faculty, *Interdisciplinary Conversations* investigates pivotal interdisciplinary conversations and analyzes the factors that make them work. This book uncovers barriers that are hidden: disciplinary habits of mind, disciplinary cultures, and interpersonal dynamics. Once uncovered, these barriers can be broken down by faculty members and administrators. While clarion calls for interdisciplinary rise in chorus, this book lays out a clear vision of how to realize the creative potential of interdisciplinary conversations.

**Sweet, J., Huttly, S., & Taylor, I. (Eds.) (2003) *Effective learning & teaching in medical, dental & veterinary education*. London: Kogan Page Limited.**

Written to meet the needs of teachers, lecturers and tutors working at different levels and in many situations, this is *the* guide to surveying and understanding the key issues, best practices and new developments in medical, dental and veterinary education.

**Timpson, W.M., Burgoyne, S., Jones, C.S, & Jones, W. (1997). *Teaching and performing: Ideas for energizing your classes*. Madison, WI: Magna Publications.**

In this book, the authors expand on the possibilities presented by warm-up exercises, role-playing, integrating props and lighting, blocking skills, focusing energy and concentration, and using a variety of other techniques for good teaching (and good theatre!).

**Wang, M. C. & Finn, J. D. (Eds.). (2000). *How small classes help teachers do their best*. Philadelphia, PA: Laboratory for Student Success and the United States Department of Education.**

A growing body of research confirms what teachers and parents have long known, that small classes in the early grades can help give students a solid foundation in the basic skills and enable them to learn more throughout their school years. This book explores such issues as effective instructional strategies in small classes, professional development needs and opportunities, strategies for supporting teachers in small class settings, and how class-size reduction can be used as part of a broader approach to education reform.

**Wehlburg, C.M. (2006). *Meaningful course revision.* Bolton, MA: Anker Publishing Company, Inc.**

This book is a practical guide for collecting information about how well students are reaching your course goals, learning what impact your changes are having on students learning, and putting your courses into a cycle of continual revision and improvement. It will also benefit your students and keep your teaching interesting, fresh, and enjoyable.

**Weimer, M. (2010). *Inspired college teaching: A career-long resource for professional growth*. San Francisco, CA: Jossey-Bass.**

Directed towards college faculty, this bookchallenges teachers to be responsible for their professional growth and development as an ongoing, career-long quest. Written by an experienced college teacher and editor of The Teaching Professor newsletter, this source explores the journey and growth of college teachers. This resource provides goals best positioned for beginning, mid-career, and senior faculty as well as activities faculty can use to ignite intellectual curiosity from both students and themselves. This book presents a way for faculty to obtain and sustain teaching excellence throughout their career.

**Weimer, M. (1987). *Teaching large classes well*. San Francisco: Jossey-Bass.**

This book combines theory on teaching methodology with advice on good teaching practice in order to help teachers face the challenge of larger numbers of students in their classrooms.

**Weinstein, L. (2001). *Writing at the threshold: Featuring 56 ways to prepare high school and college students to think and write at the college level.* Urbana, IL: National Council of Teachers of English.**

This book offers teachers an eloquent philosophy of composition instruction and an immediately useful set of classroom tested teaching ideas. The author reflects on inquiry-based learning to highly engaging strategies for translating theory into practice in the classroom.

**Welkener, M.M., & The Association for the Study of Higher Education. (2010). *Teaching & learning in the college classroom* (3rd ed.). Boston, MA: Pearson Learning Solutions.**

Three major groups contribute to the overall conversation about teaching and learning in higher education–faculty/educational developers, researchers who study higher education and those who engage in the scholarship of teaching and learning. Interestingly, however, these groups’ efforts often do not intersect in meaningful ways. Teaching and Learning in the College Classroom, 3/e, a collection of seminal and contemporary, conceptual and empirical, and theoretical and practical perspectives on the topic, brings together these groups' work to provide resources that are helpful to anyone interested in higher education.

**As well as two journals in college teaching published by Miami University of Ohio:**

* Cox, M.D., Richlin, L., & Wentzell, G.W. (eds). (2010). *Journal on Excellence in College Teaching*, 21(1).
* Cox, M.D., Richlin, L., & Wentzell, G.W. (eds). (2010). *Journal on Excellence in College Teaching*, 21(2).