
Discussions of race, gender, and sexuality are always hot-button issues in the college classroom, whether they emerge in response to a national event or tragedy or constitute the content of the class over a semester-long term. Even seasoned professors who specialize in these areas find it difficult to talk about identity politics in a room full of students. And many professors for whom issues of racial, and sexual identity is not a primary concern find it even more challenging to raise these issues with students. Offering reflections and practical guidance, the book accounts for a range of challenges facing college educators, and encourages faculty to teach with courage and conviction, especially when it feels as though the world around us is crashing down upon our students and ourselves.


This book brings together leading practitioners and scholars engaged in professional development programming for and research on mid-career faculty members. The chapters focus on key areas of career development and advancement that can enhance both individual growth and institutional change to better support mid-career faculties.


A must-read for anyone launching an academic career at a research university. This book offers plenty of practical, how-to advice enabling new faculty to excel in teaching and research.


While single-sex public schools face much criticism, many Black communities see in them a great promise: that they can remedy a crisis for their young men. *Black Boys Apart* reveals triumphs, hope, and heartbreak at two all-male schools, a public high school and a charter high school, drawing on Freeden Blume Oeur’s ethnographic work. We meet young men who felt their schools empowered and emasculated them, parents who were frustrated with co-ed schools, teachers who helped pave the road to college, and administrators who saw in Black male academies the advantages of privatizing education.


Archie, a snarky genderqueer artist, is tired of people not understanding gender neutral pronouns. Tristan, a cisgender dude, is looking for an easy way to introduce gender neutral pronouns to his increasingly diverse workplace. The longtime best friends team up in this short and fun comic guide that explains what pronouns are, why they matter, and how to use them. They also include what to do if you make a mistake, and some tips-and-tricks for those who identify outside of the binary to keep themselves safe in this binary-centric world. A quick and easy resource for people who use they/them pronouns, and people who want to learn more!

Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before, to what extent do their efforts result in more socially just campuses? *Intersectionality and Higher Education* examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Contributors look at both the individual and institutional perspectives on issues like campus climate, race, class, and gender disparities, LGBTQ student experiences, undergraduate versus graduate students, faculty and staff from varying socioeconomic backgrounds, students with disabilities, undocumented students, and the intersections of two or more of these topics. Taken together, this volume presents an evidence-backed vision of how the twenty-first century higher education landscape should evolve in order to meaningfully support all participants, reduce marginalization, and reach for equity and equality.


This book takes discussions of SoTL to a new level. Its subtitle reflects the microscopic lenses SoTL processes can apply to student learning experiences to understand how they happen, what they look like, what they mean, and what we can do about them. Going beyond definitions, how-to, theory, and debates about methods and standards, the contributors offer a SoTL primer documenting how practitioners have intentionally thought through key moments in their work. These procedural vignettes present powerful examples of what doing SoTL looks like when done well.


Edited by Dr. Clare Delany and Dr. Elizabeth Molloy, *Clinical Education in the Health Professions* is a well-constructed resource that recognizes the complexity of teaching and learning in the clinical environment. It provides theory, context, and examples that demonstrate why the role of the clinical educator should be “recognized and promoted as one that empowers students to be active, engaged and mature learners.” The book is well organized; tables and diagrams summarizing information within the text are supplemented by practical examples in a user-friendly format. Each chapter begins with theories relevant to the content in that chapter, followed by guidance on using theory in curriculum design and research, and then uses theory to drive practical examples in clinical education. The text is organized into three parts: “Examining Knowledge: Theoretical Perspectives about Knowledge Construction”; “Sharing Knowledge: Communities and Culture in Education”; and “Applying Knowledge: Teaching and Learning Practices.”


Mark Sternum, whom readers first met in Downing’s beloved novel *Perfect Agreement*, is a veteran teacher. Twenty years older, separated for six months from his longtime lover, and desperate to duck the overtures of double-dealing deans above him and disgruntled adjunct faculty below him, Mark has one ambition every day he is on campus—to close the classroom door and leave the world behind. His escape, however, is complicated by his contentious, complicated wrestling match of a relationship with the Professor, the tenured faculty member with whom Mark has co-taught this creative-writing workshop for ten years.

The spectacle of their rigorous, academic relationship is a chance for students—all of us—to learn what an amazing arena the classroom can be. Replete with engaging writing exercises, harsh criticism, and contrarian advice, *Still in Love* is the story of one semester in a college classroom. And it is an urgent reminder that we desperately need classrooms, that those singular, sealed-off-from-the-world sanctuaries are where we learn to
Even on good days, teaching is a challenging profession. One way to make the job of college instructors easier, however, is to know more about the ways students learn. *How Humans Learn* aims to do just that by peering behind the curtain and surveying research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience for insight into the science behind learning.


*Teaching and Learning STEM* presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems (including student resistance) that might occur in the implementation. The strategies presented don't require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The result will be continual improvement in your teaching and your students' learning.


Assessment of student learning continues to be an urgent topic in higher education. For librarians who provide information literacy instruction, creating and implementing authentic assessment instruments asking students to “analyze, synthesize and apply” what they learn is especially challenging, since most librarians have little more than an hour in which to teach students and assess their learning. *Using Authentic Assessment in Information Literacy Programs: Tools, Techniques, and Strategies* offers teaching librarians practical resources and approaches that will help them to implement authentic assessment in any instructional setting.


This is the 151st volume of this Jossey-Bass higher education series. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers. By taking a closer, more systematic look at the pedagogies used within the disciplines and their impacts on student learning, the authors herein move away from more generic teaching tips and generic classroom activities and toward values, knowledge, and manner of thinking within SoTL itself. The projects discussed in each chapter, furthermore, will provide models for further research via interdisciplinary collaboration.

**Harris, M., Sellers, S.L., Clerge, O., & Gooding, F.W., Jr. (2017). *Stories From the Front of the Room: How Higher Education Faculty of Color Overcome Challenges and Thrive in the Academy.* Lanham, MD: Rowman & Littlefield.**

Research demonstrates that faculty of color in historically white institutions experience higher levels of discrimination, cultural taxation, and emotional labor than their white colleagues. Despite efforts to recruit minority faculty, all of these factors undermine their scholarship, pedagogy, social experiences, promotion and retention. This edited volume builds upon the existing research on faculty of color, however, it also departs from the existing literature and unravels the socio-emotional experiences of being in front of the
classroom, in labs, and in the Ivory Tower for faculty who are in multiple racialized social locations. In an effort to circulate the experiences of faculty of color more widely to academic and non-academic audiences, this edited volume replaces conventional scholarly technical papers with unconventionally accessible letters. *Stories from the Front of the Room* focuses on the boundaries which faculty of color encounter in everyday experiences on campus and presents a more complete picture of life in the academy - one that documents how faculty of color are tested, but also how they can not only overcome, but thrive in their respective educational institutions.


*Meaningful Grading: A Guide for Faculty in the Arts* enables faculty to create and implement effective assessment methodologies—research based and field tested—in traditional and online classrooms. In doing so, the book reveals how the daunting challenges of grading in the arts can be turned into opportunities for deeper student learning, increased student engagement, and an enlivened pedagogy.


This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students’ lack of engagement and learning. The author, an experienced scientist, faculty member, and educational consultant, addresses these issues with the knowledge of faculty interests, constraints, and day-to-day concerns in mind. Drawing from the research on learning, she offers faculty new ways to think about the struggles their science students face. She then provides a range of evidence-based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying.


The Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In *The Privileged Poor*, Anthony Jack reveals that the struggles of less privileged students continue long after they’ve arrived on campus. Admission, they quickly learn, is not the same as acceptance. This bracing and necessary book documents how university policies and cultures can exacerbate preexisting inequalities and reveals why these policies hit some students harder than others.


Inspired by Frederick Douglass's abolitionist call to action, “it is not light that is needed, but fire” Matthew Kay has spent his career learning how to lead students through the most difficult race conversations. Kay not only makes the case that high school classrooms are one of the best places to have those conversations, but he also offers a method for getting them right, providing candid guidance on:

- How to recognize the difference between meaningful and inconsequential race conversations.
- How to build conversational “safe spaces,” not merely declare them.
- How to infuse race conversations with urgency and purpose.
- How to thrive in the face of unexpected challenges.
- How administrators might equip teachers to thoughtfully engage in these conversations.

With the right blend of reflection and humility, Kay asserts, teachers can make school one of the best venues
for young people to discuss race.


Read the news about America’s colleges and universities—rising student debt, affirmative action debates, and conflicts between faculty and administrators—and it’s clear that higher education in this country is a total mess. But as David F. Labaree reminds us in this book, it’s always been that way. And that’s exactly why it has become the most successful and sought-after source of learning in the world. Detailing American higher education’s unusual struggle for survival in a free market that never guaranteed its place in society—a fact that seemed to doom it in its early days in the nineteenth century—he tells a lively story of the entrepreneurial spirit that drove American higher education to become the best.


Around the world, higher education services are challenged by increased numbers and diversity of students, tougher demands for professional accountability, increasing calls for educational relevance and thinning resources. Learning and Teaching in Higher Education: The Reflective Professional addresses key issues in the practice and theory of teaching and learning in the sector. The authors draw upon theory, practice and current research to provide a new way of thinking about the many aspects of learning and teaching in higher education, enabling the reader to critically reflect upon their teaching.


Despite a growing body of research on teaching methods, instructors lack a comprehensive resource that highlights and synthesizes proven approaches. *Teaching for Learning* fills that gap. Each of the one hundred and one entries:
- describes an approach and lists its essential features and elements
- demonstrates how that approach has been used in education, including specific examples from different disciplines
- reviews findings from the research literature
- describes techniques to improve effectiveness.

*Teaching for Learning* provides instructors with a resource grounded in the academic knowledge base, written in an easily accessible, engaging, and practical style.


Increasingly, nurses and other health professionals are required to teach doctors, trainees and medical students. This book also helps to contextualize learning and provide practical tips for teaching in the clinical context for all health professionals. The book will be useful for clinical teachers at whichever stage of career as it covers all areas of health professions' education in an easy to follow style. It provides a theoretical basis to how clinical teaching and learning might be carried out and draws on the experience of well-regarded clinical teachers to highlight practice points. All aspects of clinical teaching and learning, appraisal, supervision and career development are included. This book is written in an easy to follow format with short chapters, sections, diagrams and practice points. The theory is always related to teaching practice in the clinical context.

What is preventing your students from performing according to expectations? Saundra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. Saundra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First, she demonstrates how introducing students to metacognition and Bloom’s Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next, she presents a specific study system that can quickly empower students to maximize their learning. Then, she addresses the importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students’ mindsets about ability and by providing a range of strategies to boost motivation and learning; finally, she offers guidance to faculty on partnering with campus learning centers.


Targeting the practical needs of clinical teachers who do not have extensive time to undergo additional training, this book provides an accessible, on-the-spot resource to bolster teaching skills and optimize the education of trainees. A massive transformation takes place every summer in the United States: thousands of trainees in graduate medical education are appointed as attending physicians responsible for effectively teaching the next generation of medical students and residents. This handbook includes only the most relevant topics for new clinical teachers, and covers the basics of clinical teaching, teaching in specific situations, teaching different audiences, and best practices for handling challenging situations. The format is conducive to “just in time” learning, perfect for quick reference before meeting with learners or engaging in specific teaching situations, such as in an ambulatory clinic or at the bedside. Key points are emphasized with frequent use of tables and boxed practical content. Applicable to all teaching, regardless of specialty, the Handbook of Clinical Teaching is a valuable aid for individuals who wish to improve their teaching, and serves as a practical guide for faculty development in clinical teaching.


*Student Activism, Politics, and Campus Climate in Higher Education* presents a comprehensive, contemporary portrait of political engagement and student activism at postsecondary institutions in the United States. This resource explores how colleges and universities are experiencing unrest and in what ways broader sociopolitical conflicts are evident on-campus, ultimately unpacking the political dimensions of student engagement within campus climates. Chapter authors in this book critically synthesize relevant research, illuminate interdisciplinary perspectives, and interrogate how current issues of power and oppression shape participatory democracy and higher education at large. A go-to resource for researchers, faculty, administrators, and student affairs professionals, this text addresses the most intractable challenges facing society and its institutions of higher education.


The Hidden Lives of Learners takes the reader deep into the hitherto undiscovered world of the learner. It explores the three worlds which together shape a student's learning - the public world of the teacher, the highly influential world of peers, and the student's own private world and experiences. What becomes clear is that just because a teacher is teaching, does not mean students are learning. Using a unique method of data collection through meticulous recording - audio, video, observations, interviews, pre- and post-tests - and the collation and analysis of what occurred inside and outside the classroom, Graham Nuthall has definitively documented what is involved for most students to learn and retain a concept.

This concise guidebook on desirable difficulties is designed to be a resource for academics who are interested in engaging students according to the findings of peer-reviewed literature and best practices but do not have the time to immerse themselves in the scholarship of teaching and learning.

Intentionally brief, the book is intended to: summarize recent research on five aspects of desirable difficulties; provide applications to the college classroom based on this research; include special sections about teaching strategies that are based on best practices; and offer annotated bibliographies and important citations for faculty who want to pursue additional study. The book will provide a foundation for instructors to teach using evidence-based strategies that will strengthen learning and retention in their classrooms.


In *Learning to Be Latino*, sociologist Daisy Verduzco Reyes paints a vivid picture of Latino student life at a liberal arts college, a research university, and a regional public university, outlining students’ interactions with one another, with non-Latino peers, and with faculty, administrators, and the outside community. Reyes identifies the normative institutional arrangements that shape the social relationships relevant to Latino students’ lives, including school size, the demographic profile of the student body, residential arrangements, the relationship between students and administrators, and how well diversity programs integrate students through cultural centers and retention centers. Together these characteristics create an environment for Latino students that influences how they interact, identify, and come to understand their place on campus.


Most colleges and universities embrace the ideals of diversity and inclusion, but many fall short, especially in the hiring, retention, and advancement of faculty who would more fully represent our diverse world—in particular women and people of color. In this book, Abigail Stewart and Virginia Valian argue that diversity and excellence go hand in hand and provide guidance for achieving both.

Stewart and Valian, themselves senior academics, support their argument with comprehensive data from a range of disciplines. They show why merit is often overlooked; they offer statistics and examples of individual experiences of exclusion, such as being left out of crucial meetings; and they outline institutional practices that keep exclusion invisible, including reliance on proxies for excellence, such as prestige, that disadvantage outstanding candidates who are not members of the white male majority.


This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment.


Teachers are brain changers. Thus it would seem obvious that an understanding of the brain—the organ of
learning – would be critical to a teacher’s readiness to work with students. Unfortunately, in traditional public, public-charter, private, parochial, and home schools across the country, most teachers lack an understanding of how the brain receives, filters, consolidates, and applies learning for both the short and long term. Neuroteach was therefore written to help solve the problem teachers and school leaders have in knowing how to bring the growing body of educational neuroscience research into the design of their schools, classrooms, and work with each individual student. It is our hope, that Neuroteach will help ensure that one day, every student –regardless of zip code or school type—will learn and develop with the guidance of a teacher who knows the research behind how his or her brain works and learns.


Too many universities remain wedded to outmoded ways of teaching. Too few departments ask whether what happens in their lecture halls is effective at helping students to learn and how they can encourage their faculty to teach better. But real change is possible, and Carl Wieman shows us how it can be done—through detailed, tested strategies.


This guide presents a brief history of TILT, summarizes both past and current research on its impact on learning, and describes the three-part Transparency Framework (of purposes, tasks and criteria). The three sections of the book in turn demonstrate why and how transparent instruction works suggesting strategies for instructors who wish to adopt it; describing how educational developers and teaching centers have adopted the Framework; and concluding with examples of how several institutions have used the Framework to connect the daily work of faculty with the learning goals that departments, programs and institutions aim to demonstrate.


Toxic Ivory Towers seeks to document the professional work experiences of underrepresented minority (URM) faculty in U.S. higher education, and simultaneously address the social and economic inequalities in their life course trajectory. Ruth Enid Zambrana finds that despite the changing demographics of the nation, the percentages of Black and Hispanic faculty have increased only slightly, while the percentages obtaining tenure and earning promotion to full professor have remained relatively stagnant. Toxic Ivory Towers is the first book to take a look at the institutional factors impacting the ability of URM faculty to be successful at their jobs, and to flourish in academia. The book captures not only how various dimensions of identity inequality are expressed in the academy and how these social statuses influence the health and well-being of URM faculty, but also how institutional policies and practices can be used to transform the culture of an institution to increase rates of retention and promotion so URM faculty can thrive.