CELT Center Library

Table of Contents

Academic Leadership

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.

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.

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.

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.

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.

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.

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.

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. (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 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

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.

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.

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.

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.

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.

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.

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.

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.

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.

General reflections on higher 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.

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.

Hooks, Bell (1994*). Teaching to Transgress: Education as the Practice of Freedom.* **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?

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***. 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.

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.

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.

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

Anderson, et al. (2000). *A Taxonomy for Learning, Teaching, and Assessing: A Review of Bloom's Taxonomy of Educational Objectives.* **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.

Grunert O'Brien, J., Millis, B.J. & Cohen, M.W. (2008). *The College 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.

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.

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.

Ambrose, S. A., Bridges, M. W, DiPetro, M., Lovett, M. C., & Norman, M. K. *How Learning Works: Seven Research-Based Principles for Smart Teaching.* **San Francisco, CA: Jossey-Bass**

Any conversation about effective teaching must begin with a consideration of how students learn. However, instructors may find a gap between resources that focus on the technical research on learning and those that provide practical classroom strategies. How Learning Works provides the bridge for such a gap.

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.

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.

Donald, J. G. (2002). *Learning to Think: Disciplinary Perspectives* **(1st ed.). 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.

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.

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.

Jarvis, P. & Parker, S. (Eds.). (2005). *Human Learning: An 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.

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.

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.

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.

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.

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.

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. (2002). *Learner-Centered Teaching: Five Key Changes to Practice***. San Francisco, CA: Jossey-Bass**

In this much needed resource, Maryellen Weimer-one of the nation's most highly regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. *Learner-Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

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.

Other

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 Success is a 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.

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.

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.

Heath, C. & Heath, D. (2007) *Made to Stick: Why Some Ideas Survive and Others Die.*

New York, New York: Random House

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.)

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.

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, Alan & Bremner, Gavin (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.

Scholarship of teaching

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.

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.

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.

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.

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.

Teaching

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.

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.

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, Stephen. (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.

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 book will 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

McKeachie, W. J. (1999). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers.* **(10th Ed.) Boston, MA: Houghton Mifflin Company**

This new edition covers current topics in higher education – cooperative learning, student journals, cognitive learning strategies, study skills and chapters on "Planning your Students' Learning Activities" and "Using Communication and Information Technologies Effectively".

McManus, Dean (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.

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. (2003). *Teaching At Its Best (2nd Edition): A Research-based Resource for College Instructors.* **San Francisco, CA: Anker Publishing**

This 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 today's classroom such as technology and the Internet, problem-based learning, diversity, service learning, and faculty evaluation systems.

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.

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 format, 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.

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.

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.

Tsang, E., (2000). *Projects That Matter: Concepts and Models for Service Learning in Engineering***. Sterling, VA: 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.

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 book challenges 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.

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.