CELT Lending Library

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Academic Leadership

Allen, D. (2002) *Getting things done: The art of stress-free productivity*. New York, NY: Penguin Books.

In *Getting Things Done*, David Allen shares breakthrough methods for stress-free performance. Allen's premise is simple: our productivity is directly proportional to our ability to relax. From core principles to proven tricks, *Getting Things Done* can transform the way you work, showing you how to pick up the pace without wearing yourself down.

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

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

find in this book a readable, intellectually provocative, and pragmatic approach to their work and its possibilities.

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

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

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

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

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

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

Chun, E., & Evans, A. (2015). ***The Department Chair as Transformative Diversity Leader.*** **Sterling, VA: Stylus Publishing.**

This book examines the multidimensional contributions that chairs make in advancing diversity within their departments and institutions in the representation of diverse faculty and staff; in tenure and promotion; curricular change; student learning outcomes; and departmental climate. The scope and content of the book is not limited to institutions in the United States but is applicable to academic institutions globally in their efforts to address the access and success of increasingly diverse student populations.

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.

Crooksten, R. K. (2012). ***Working with problem faculty: A six-step guide for department chairs.*** **San Francisco, CA: Jossey-Bass.**

When asked to name their number one concern and problem, department leaders overwhelmingly said that it was dealing with difficult people. Now R. Kent Crookston draws on the wisdom of seasoned department chairs, the academic literature, and his own experience as a department head and dean to shed new light on this perennial problem.

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

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

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

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

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

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

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

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

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

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

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

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

Heifetz, R., Linsky, M., & Grashow, A. (2009). The practice of adaptive leadership: tools and tactics for changing your organization and the world. New York, NY: Cambridge Leadership Associates.

The Practice of Adaptive Leadership is a hands-on, practical guide containing stories, tools, diagrams, cases, and worksheets to help you develop your skills as an adaptive leader, able to take people outside their comfort zones and assess and address the toughest challenges.

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.

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

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

Maimon, E.P. (2018). *Leading Academic Change*. Sterling, VA.: Stylus Publishing.

Wriitten by a sitting college president who has presided over transformative change at a state university, this book takes on the big questions and issues of change and change management, what needs to be done and how to do it. Writing in a highly accessible style, the author recommends changes for higher education such as the reallocation of resources to support full-time faculty members in foundation-level courses, navigable pathways from community college to the university, infusion rather than proliferation of courses, and the role of state universities in countering the disappearance of the middle class. The book describes how these changes can be made, as well as why we must make them if our society is to thrive in the twenty-first century.

Ruben, B., De Lisi, R., & Gigliotti, R. (2017). *A guide for leaders in higher education: Core concepts, competencies, & tools.* Sterling, VA: Stylus.

This book is intended as a practical resource for academic and administrative leaders in higher education who seek guidance in dealing with today's complexity, opportunities, and demands. It is also addressed to those who aspire to hold positions of leadership, and to the many faculty and staff members who serve in informal leadership roles within their departments, disciplines, or institutions. Additionally, the book serves as a guide and resource for those responsible for the design and implementation of leadership development programs in higher education.

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.

Wheeler, D. (2012). *Servant Leadership for Higher Education.* San Francisco, CA: John Wiley & Sons, Inc.

This book opens the door in an important field – the study and practice of servant leadership in higher education administration. It provides a comprehensive overview of the philosophy, principles, and practices of servant leadership that can make a positive difference in daily administrative work on a college campus.

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.

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

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

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

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

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

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

Barkley,E., Howell Major, C. (2016). *Learning Assessment Techniques.* San Francisco, CA.: Jossey-Bass.

Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities.

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

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

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.

Brown, S., & Pickford, R. (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.

Carriveau, Ronald S. (2016). *Connecting the Dots: Developing Student Learning Outcomes and Outcome-Based Assessments.*

This book is designed to help faculty and institutions of higher education meet the high demands for quality at all levels of education by obtaining, managing, using, and reporting valid outcome attainment measures at the course level; and mapping outcome attainment from the course level to departmental, degree program, and institutional levels, and beyond. It demonstrates how to communicate clearly what students are supposed to know and be able to do; write assessments that measure the expectations; and produce test scores that are valid for their intended use and interpretation, so that valid inferences can be made about students and programs.

Committee on the Foundations of Assessment (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.

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

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

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.

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

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

Dirks, C., Wenderoth, M. & Withers, M. (2014). ***Assessment in the college science classroom*****. New York, NY: W. H. Freeman.**

Like all titles in the *Scientific Teaching Series*, *Assessment in the College Classroom* will provide an introduction to assessment techniques (formative and summative), including an introduction to the literature that supports these efforts and their practical application in the classroom. Many of the chapters address using pre-existing assessment tools (Backward Design, Bloom's taxonomy, etc.) for guiding effective teaching and learning.

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

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

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

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

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

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

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

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

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

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

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

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

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.

Maki, P.L. (2010). ***Assessing for Learning*****. Sterling, VA.: Stylus Publishing.**

This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators and students to develop evidence of students' abilities to integrate, apply and transfer learning, as well as to construct their own meaning. Each chapter also concludes with (1) an Additional Resources section that includes references to meta-sites with further resources, so users

can pursue particular issues in greater depth and detail and (2) worksheets, guides, and exercises designed to build collaborative ownership of assessment.

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.

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.

Nilson, L.B. (2015). ***Specifications grading.*** **Sterling, VA: Stylus.**

In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for.

Packard, B. (2016). ***Successful STEM mentoring initiatives for underrepresented students*****. Sterling, VA.: Stylus Publishing.**

A step-by-step, research-based guide for higher education faculty and administrators who are charged with designing mentoring programs to recruit and retain students from underrepresented groups. Written by an acknowledged expert in the field of STEM mentoring, the book constitutes a virtual consultant that enables readers to diagnose the issues they face, identify priorities, and implement appropriate practices to achieve their goals.

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.

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.

Stone, D., Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well*. New York, NY: Penguin Books.

In *Thanks for the Feedback*, the authors explain why receiving feedback is so crucial yet so challenging, offering a simple framework and powerful tools to help us take on life's blizzard of offhand comments, annual evaluations, and unsolicited input with curiosity and grace. They blend the latest insights from neuroscience and psychology with practical, hard-headed advice.

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

While the first edition of this guide has become a standard reference for college faculty and administrators charged with the task of assessing student learning within their institutions, this second edition expands upon the original material with vita information

on assessment. This new version provides the same practical advice along with material on promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making. Created to aid increasing demands for improvement and accountability, this book will be extremely helpful for higher education faculty and administrators seeking guidance on assessment.

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

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

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

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

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

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

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

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

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

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

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

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

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

This collection explores the issues and problems that have emerged as conventional grading practices have lagged behind and been challenged by new theories of language. While the book will be of interest to theorists, Zak and Weaver have also made the book relevant and useful to teachers whose primary interest is the practical consequences of theory in their classrooms.

Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning.* San Francisco, CA: Jossey-Bass.

The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth. This book offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration.

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

Course Design

Covington, M. et al. (2017). *Life Beyond Grades*. Cambridge, UK: University Printing House.

This book raises the question of whether or not educators can promote intrinsic motivation among college students when they seem overwhelmingly focused on grades. Indeed, can there be life beyond grades? The answer is 'Yes'. A love of learning can coexist, even thrive, in the face of competing pressures from grades. Drawing on recent, ground-breaking classroom research, the authors articulate a new understanding of the causes of the stalemate between intrinsic and external motivation, so that a reconciliation between them can be achieved. Then the authors apply a powerful set of motivational and pedagogical principles to lay out a step-by-step blueprint for designing and teaching college courses that promote intrinsic motivation as a primary educational goal in its own right, above and beyond knowledge and skill acquisition. This practical blueprint draws on authentic case study examples from a variety of subject-matter disciplines.

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.

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

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

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

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

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

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

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

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

educators in developing curricula and assessments with a focus on developing and deepening students' understanding of important ideas.

McTighe, J. & Wiggins, G. (2013). ***Essential questions: Opening doors to student understanding.*** **Alexandria, VA: ASCD.**

What are essential questions, and how do they differ from other kinds of questions? What's so great about them? Why should you design and use essential questions in your classroom?

Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students discussions and promote a deeper understanding of the content.

Tommlinson, C.A., & Tighe, J. (2006). ***Integrating differentiated instruction and understanding by design.*** **Alexandria, VA: Association for Supervision and Curriculum Development.**

Connecting content and kids in meaningful ways is what teachers strive to do every day. In tandem, UbD and DI help educators meet that goal by providing structures, tools, and guidance for developing curriculum and instruction that bring to students the best of what we know about effective teaching and learning.

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.

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.

Critical Thinking

Bers, T., Chun, M., Daly, W., Harrington, C., & Tobolowsky, B. (2015). *Foundations for critical thinking.* Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Foundations for Critical Thinking explores the landscape of critical-thinking skill development and pedagogy through foundational chapters and institutional case studies involving a range of students in diverse settings. Establishing a link between active learning and improved critical thinking encourages all higher education professionals, in whatever context, to join the ongoing conversation regarding the state of today's college students' critical-thinking ability.

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

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

Middendorf, J., Shopkow, L. (2018). *Overcoming student learning bottlenecks*. Sterling, VA.: Stylus Publishing.

Decoding the Disciplines is a widely-used and proven methodology that prompts teachers to identify the bottlenecks – the places where students get stuck – that impede learners' paths to expert thinking in a discipline. The process is based on recognizing the gap between novice learning and expert thinking, and uncovering tacit knowledge that may not be made manifest in teaching. Because it focuses on the mental moves that underlie the cognitive competencies we want students to develop, spelling out what critical

thinking consists of for any field, the methodology helps teachers to get beyond focus on content delivery and transmission and provides criteria to select from the bewildering array of teaching tools the methods most appropriate to what they are teaching. This is a book for faculty who want their students to develop disciplinary forms of reasoning, and are moreover interested in a methodology with the potential to transform and reinvigorate their teaching. It is particularly suitable for use in communities of practice, and should be indispensable for any one engaged in cross-disciplinary teaching, as it enables co-teachers to surface each other's tacit knowledge and disciplinary assumptions.

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

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

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

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

Culture, Race, & Diversity

Adams, M. & Bell, L. A. (2016) ***Teaching for diversity and social justice: Third edition.*** **New York, NY: Routledge.**

This book has been the definitive sourcebook of theoretical foundations, pedagogical and design frameworks, and curricular models for social justice teaching practice. Thoroughly revised and updated, this third edition continues in the tradition of its predecessors to cover the most relevant issues and controversies in social justice education in a practical, hands-on format. Filled with ready-to-apply activities and discussion questions, this book provides teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms.

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., & Zuniga, X. (2013). New York, NY: Routledge.

For more than a decade, *Readings for Diversity and Social Justice* has been the trusted, leading anthology to cover the full range of social oppressions from a social justice standpoint. With full sections dedicated to racism, sexism, classism, heterosexism, and ableism, as well as transgender oppression, religious oppression, and adult and ageism, this bestselling text goes far beyond the range of traditional readers. The interactions among these topics are highlighted throughout to stress the interconnections among oppressions in everyday life.

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

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

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

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

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

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

Banaji, M.R. & Greenwald, A.G. (2016). *Blindspot: Hidden biases of good people.* New York, NY: Bantam Books.

"Blindspot" is the authors' metaphor for the portion of the mind that houses hidden biases. Writing with simplicity and verve, Banaji and Greenwald question the extent to which our perceptions of social groups—without our awareness or conscious control—shape our likes and dislikes and our judgments about people's character, abilities, and potential.

Barnett, B., Peter, F., & Patel, E. (2016). *Intersectionality in action: A guide for faculty and campus leaders for creating inclusive classrooms and institutions.* Sterling, VA: Stylus Publishing.

This book offers models for institutions to move intentionally toward intersections – of study abroad and multiculturalism, of race and gender and religion, and of other essential aspects of our educational programs and our students' identities – to open doors to new possibilities that better prepare our students for life in a diverse world, and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres, but to do better things by working together across difference.

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

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

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

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

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

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

Giannola, D., & Green, L. (2012). *41 Active Learning Strategies for the Inclusive Classroom*. Thousand Oaks, CA: Corwin.

This book shows teachers how to help all students achieve positive learning outcomes. The authors provide a compilation of strategies that serve as blueprints for instructional design and directions for using them across a variety of content areas. This book is a useful guide for educators looking to explore the benefits of active learning.

Chavez, A., & Longerbeam, S. (2016). *Teaching Across Cultural Strengths.* Sterling, VA: Stylus Publishing

This guide is intended for all faculty, faculty developers or administrators in higher education concerned with equitable outcomes in higher education and with ensuring that all student cultural groups learn and graduate at the same rates. The authors present their Model of Cultural Frameworks in College Teaching and Learning that highlights eight continua towards achieving the transformation of teaching, and developing more culturally balanced and inclusive practices. They present techniques – illustrated by numerous examples and narratives – for building on cultural strengths in teaching; offer tips and strategies for teaching through cultural dilemmas; and provide culturally reflective exercises.

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.

Chesler, M.A. & Young, A.A. (2013). *Faculty Identities and the Challenge of Diversity*. New York, NY: Paradigm Publishers.

This book examines the undergraduate teaching experiences and collegial relationships of university faculty who hold appointments in social science, humanities, or natural science and engineering, and who have received undergraduate teaching or service-to-diversity nominations and awards. Documenting and interpreting faculty members social identities and pedagogical practices, *Faculty Identities and the Challenge of Diversity* explores how professors address the diverse racial, ethnic, gender, and sexual identities of their students. By carefully considering how this unique group of faculty makes sense of their instruction and classrooms, this book provides practical advice that will prove beneficial to both experienced and new teachers looking to improve their practice in a changing educational landscape.

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

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

Conrad, C., & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions.* Cambridge, MA: Harvard University Press.

This book seeks to turn a spotlight on the challenges facing nontraditional college students and highlights the innovative programs and practices that are advancing students' persistence and learning. The authors offer an on-the-ground perspective of life at MSIs and seek to identify strategies for empowering nontraditional students to succeed in college despite the obstacles.

Cooper, D., Cuyjet, M., & Howard-Hamilton, M. (2011). *Multiculturalism on Campus.* Sterling, VA: Stylus Publishing.

This book presents a comprehensive set of resources to guide students of education, faculty, higher education administrators, and student affairs leaders in creating an inclusive environment for under-represented groups on campus. It is intended as a guide to gaining a deeper understanding of the various multicultural groups on college campuses for faculty in the classroom and professional staff who desire to understand the complexity of the students they serve, as well as reflect on their own values and motivations. The book approaches multiculturalism from three perspectives : awareness; cultural populations; and cultural competence practice.

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

If you are like many teachers, you continue to look for ways to improve your classroom instruction. This book is a result of that search for new strategies, understandings, and lessons to support the changing population of students who enter the classroom. The

book walks you through several stages, including: a general recognition of culture and how it shapes the lens through which you view the world; an examination of research on diverse learners; a discussion of the achievement gap; personal narratives and racial histories of two educators; and much more.

Davis, T., & Harrison, L. M. (2013). ***Advancing social justice: Tools, pedagogies, and strategies to transform your campus*****. San Francisco, CA: Jossey-Bass.**

This book provides a clear understanding of the concept of social justice on college campuses, including aspects of identity development and oppression. The authors discuss institutional and historical systems of power and how these affect identity and relationships. The second half of the book provides conceptual tools and strategies to help design and implement social justice programs on campuses.

Dowd, A., & Mara Bensom,E. (2015). ***Engaging the "Race Question" : Accountability and Equity in U.S. Higher Education.*** **New York, NY: Teachers College Press, Columbia University.**

Through case studies of college faculty, administrators, and student affairs professionals engaged in inquiry using the Equity Scorecard, the book clarifies the "muddled conversation" that colleges and universities are having about equity. "*Engaging the "Race Question*" illustrates how practitioner inquiry can be used to address the "race question" with wisdom and calls on college leaders and educators to change the policies and practices that perpetuate institutional and structural racism—and provides a blueprint for doing so.

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

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

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

Because Americans believe strongly in the principle of equal opportunity for all, many hold fast to the idea that class and status do not matter. In *Facing Social Class*, however,

social psychologists Susan Fisk and Hazel Markus argue that social class undoubtedly affects how individuals interact with others from casual exchanges to interactions at school, work, and home. These social psychologists reveal an extreme contradiction between the idea of equality and the reality of growing inequality within the United States. Most specifically, it shows how tensions amongst classes are reflected in cultural values, institutional practices, and psychological tendencies. This book reveals these realities, all the while exposing what can be done to alleviate the effects of inequality in a society where social mobility is nearly impossible.

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

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

Fried, J. (2016). *Of Education, Fishbowls, and Rabbit Holes.* Sterling, VA: Stylus Publishing.

This book questions some of our most ingrained assumptions, not only about the nature of teaching and learning, but about what constitutes education, and about the cultural determinants of what is taught. Jane Fried deconstructs the Grand Western Narrative of teaching and learning, describing it is a cultural fishbowl through which we see the world, rarely aware of the fishbowl itself, be it disciplinary constricts or the definition of liberal education.

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

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

Glaser, J. & Ryan, T. (2013). *Changing minds, if not hearts: Political remedies for racial conflict.* Philadelphia, PA: University of Pennsylvania Press.

Changing Minds, If Not Hearts explores political strategies that counteract the impulse of racial majorities to think about racial issues as a zero-sum game, in which a win for one group means a loss for another. James M. Glaser and Timothy J. Ryan argue that, although political processes often inflame racial tensions, the tools of politics also can alleviate conflict.

Gonzales, Roberto G. (2016). *Lives in Limbo: Undocumented and Coming of Age in America.* Oakland, CA: University of California Press.

This book discusses the results of a twelve-year study that followed 150 undocumented young adults in Los Angeles. Gonzales sheds light on the disastrous effects immigration policies have had on more than two million children coming of age in the United States. *Lives in Limbo* questions the function of a system that integrates children into K-12 schools but ultimately denies them the rewards of their labor.

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

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

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

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

Gutierrez, G., Flores, Y., Gonzalez, C., and Harris, A. (2012). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia.* Boulder, CO: University Press of Colorado.

Presumed Incompetent is a pathbreaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher

education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators.

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.

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

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

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

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

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

Bell Hooks--writer, teacher, and insurgent black intellectual--writes about a new kind of education, *education as the practice of freedom*. Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for hooks, the teacher's most important goal. He speaks to the heart of education today: how can we rethink teaching practices in the age of multiculturalism? What do we do about

teachers who do not want to teach, and students who do not want to learn? How should we deal with racism and sexism in the classroom?

Hottinger, S. (2016). *Inventing the Mathematician.* Albany, NY: SUNY Press.

Where and how do we, as a culture, get our ideas about mathematics and about who can engage with mathematical knowledge? Sara N. Hottinger uses a cultural studies approach to address how our ideas about mathematics shape our individual and cultural relationship to the field. She considers four locations in which representations of mathematics contribute to our cultural understanding of mathematics: mathematics textbooks, the history of mathematics, portraits of mathematicians, and the field of ethnomathematics. Hottinger examines how these discourses shape mathematical subjectivity by limiting the way some groups—including women and people of color—are able to see themselves as practitioners of math. *Inventing the Mathematician* provides a blueprint for how to engage in a deconstructive project, revealing the limited and problematic nature of the normative construction of mathematical subjectivity.

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

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

Johnson, A. (2017). *Privilege, power, and difference.* New York, NY: McGraw-Hill Education.

Privilege, Power, and Difference is a groundbreaking tool for students and non-students alike to examine systems of privilege and difference in our society. Written in an accessible, conversational style, the 3rd edition links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it.

Kendi, I.X. (2016). *Stamped from the beginning*. New York, NY: Nation Books.

In this deeply researched and fast-moving narrative, Kendi chronicles the entire story of anti-Black racist ideas and their staggering power over the course of American history. *Stamped from the Beginning* uses the life stories of five major American intellectuals to offer a window into the contentious debates between assimilationists and segregationists and between racists and antiracists. From Puritan minister Cotton Mather to Thomas Jefferson, from fiery abolitionist William Lloyd Garrison to brilliant scholar W.E.B. Du Bois to legendary anti-prison activist Angela Davis, Kendi shows how and why some of our leading proslavery and pro-civil rights thinkers have challenged or helped cement racist ideas in America.

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

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

Landsman, J., & Lewis, C. (2011). ***White Teachers/ Diverse Classrooms (2nd Ed.).*** **Sterling, VA: Stylus Publishing.**

This book encourages reflection and self-examination, calls for understanding how students can achieve and expecting the most from them. It demonstrates what's involved in terms of recognizing often-unconscious biases, confronting institutional racism where it occurs, surmounting stereotyping, adopting culturally relevant teaching, connecting with parents and the community, and integrating diversity in all activities.
This book is replete with examples of practice and telling insights that will engage teachers in practice or in service.

Lee, A. (2017). ***Teaching interculturally*****. Sterling, VA: Stylus Publishing.**

How can I simultaneously support students' critical engagement with course content and develop their intercultural awareness? Most faculty have multiple diversities present in any given classroom or academic program— whether from an influx of international students or an increase of students from low-income, first generation, and/or racial/ethnic minority populations— and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed, given disparate backgrounds and varying degrees of prior knowledge. This book provides faculty and instructors with a theoretical foundation, practical tools, and an iterative and reflective process for designing and implementing an intercultural pedagogy. The authors offer a framework that is flexible enough to be responsive to the experience, environment, and particulars of a given teaching and learning situation. The text incorporates narrative text by the authors, as well as first-person reflections, classroom activities, and annotated assignments that illustrate the dynamic process of intention, experiment/implement, critique, and refinement that characterize pedagogy and intercultural interaction.

Lee, E. (2016). ***Class and Campus Life.*** **Ithaca, NY: Cornell University Press.**

This book illuminates the ways in which the students' and the college's practices interact, rather than evaluating them separately, as seemingly unrelated spheres. It also analyzes underlying moral judgments brought to light through cultural connotations of merit, hard work by individuals, and making it on your own that permeate American higher

education. Using students' own descriptions and understandings of their experiences to illustrate the complexity of these issues, Lee shows how the lived experience of socioeconomic difference is often defined in moral, as well as economic, terms, and that tensions, often unspoken, undermine students' senses of belonging.

Michigan State School of Journalism (2016). ***To my professor: What college students really say about their teachers.*** **Canton, MI: Read The Spirit Books**

This book gives professors a glimpse into what students really think, but will seldom say to their professors directly. The book has perspectives from students who live at the margins, transfer students, students with invisible challenges, and veteran students. Following their statements, professors can find strategies and resources for better college instruction that include teaching a growing variety of students, being flexible and fair, recovering from mistakes, dealing with racial tensions, and using humor.

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.

Moore, E., Penick-Parks, M.W., & Michael, A. (2015). ***Everyday White People Confront Racial and Social Injustice*****. Sterling, VA.: Stylus Publishing.**

This book fills that gap by vividly presenting – in their own words – the personal stories, experiences and reflections of fifteen prominent White anti-racists. They recount the circumstances that led them to undertake this work, describe key moments and insights along their journeys, and frankly admit their continuing lapses and mistakes. They make it clear that confronting oppression (including their own prejudices) – whether about race, sexual orientation, ability or other differences – is a lifelong process of learning.

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

In the third edition of the award-winning book, Managing Diversity: Toward a Globally Inclusive Workplace, Michàlle E. Mor Barak argues that exclusion is among the most critical and pressing problems faced by today's heterogeneous workforce. Using an original model for creating a globally inclusive workplace coupled with engaging real-

world case studies, she outlines unique strategies for unleashing the embedded potential in a multicultural and diverse global workforce.

Morris-Jones, D. (2016). ***The power of difference: From conflict to collaboration in five steps.*** **Scarborough, ME: The Delphi Group.**

The Power of Difference provides a comprehensive roadmap for anyone who works in an organization and struggles with the frustration of unresolved conflict that is often the source of work disruption and disengagement. The pragmatic five-step model the book is based on draws on more than forty years of knowledge and experience in organization development, social psychology, and conflict resolution, and brings together both time-tested and relatively new theoretical bases for processes to resolve organizational differences constructively.

Morrison, D., Annamma, S.A., & Jackson, D.D. (2017). ***Critical race spatial analysis: Mapping to understand and address educational inequality.*** **Sterling, VA: Stylus Publishing.**

This book explores the use of critical spatial analysis to uncover the dimensions of entrenched and systemic racial inequities in educational settings and identify ways to redress them.

The contributors to this book – some of whom are pioneering scholars of critical race spatial analysis theory and methodology – demonstrate the application of the theory and tools applied to specific locales, and in doing so illustrate how this spatial and temporal lens enriches traditional approaches to research.

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.

Newkirk, P. (2000). ***Within the veil*****. New York, NY: New York University Press.**

In Within the Veil, Pamela Newkirk unmasks the ways in which race continues to influence reportage, both overtly and covertly. Newkirk charts a series of race-related conflicts at news organizations across the country, illustrating how African American journalists have influenced and been denied influence to the content, presentation, and very nature of news. Through anecdotes culled from interviews with over 100 broadcast and print journalists, Newkirk exposes the trials and triumphs of African American

journalists as they struggle in pursuit of more equitable coverage of racial minorities. She illuminates the agonizing dilemmas they face when writing stories critical of blacks, stories which force them to choose between journalistic integrity, their own advancement, and the almost certain enmity of the black community. Within the Veil is a gripping front-line report on the continuing battle to integrate America's newsrooms and news coverage.

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

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

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

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

Pasque, P., Ortega, N., Burkhardt, J., & Ting, M. (2016). ***Transforming understandings of diversity in higher education: Demography, democracy, & discourse.*** **Sterling, VA: Stylus.**

A distinguished group of diversity scholars explore the latest discourse on diversity and how it is reflected in research and practice. The chapters trace how the discourse on diversity is newly shaped after many of the 20th century concepts of race, ethnicity, gender and class have lost authority. In the academic disciplines and in public discourse, perspectives about diversity have been rapidly shifting in recent years. This is especially true in the United States where demographic changes and political attitudes have prompted new observations—some which will clash with traditional frameworks.

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.

Quina, K. & Bronstein, P. (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.

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

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

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

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

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

This practical handbook will introduce readers to social justice education, providing tools for developing "critical social justice literacy" and for taking action towards a more just society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice

education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy.

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

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

Steele, C. M. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do* (Reprint.). New York, NY: W. W. Norton & Company.

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

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

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

Tatum, B.D. (2003). "*Why are a;; the black kids sitting together in the cafeteria*?" New York, NY: Basic Books.

Walk into any racially mixed high school and you will see Black, White, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly acrimonious.

This fully revised edition is essential reading for anyone seeking to understand the dynamics of race in America.

Thompson, A., & Cuseo, J. (2012). ***Infusing Diversity & Cultural Competence into Teacher Education.*** **Dubuque, IA: Kendall Hunt.**

This book provides educators with pathways for enhancing their cultural competency within the classroom. The tools in this book will assist teachers in making gains in closing achievement gaps, building opportunity for all students, building strong pedagogical skills and enhancing their curriculum for their diverse students.

Tuitt, F., Haynes, C., Stewart, S. (2016) ***Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education.*** **Sterling, VA: Stylus Publishing, LLC.**

This book addresses the growing awareness of, and need to address, the systemic practices and barriers that contribute to inequitable educational outcomes for racially and ethnically diverse students. This volume illuminates the global relevance of critical and inclusive pedagogies and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among all students but especially racially minoritized students.

Vaccaro, A. & Cambra-Kelsay, M.J. (2016). ***Centering Women of Color in Academic Counterspaces*****. London, UK: Lexington Books.**

Centering Women of Color in Academic Counterspaces offers a rich critical race feminist analysis of teaching, learning, and classroom dynamics among diverse students in a classroom counterspace centered on women of color. Annemarie Vaccaro and Melissa J. Camba-Kelsay focus on an undergraduate course called Sister Stories, which used counter-storytelling to explore the historical and contemporary experiences of women of color in the United States. Rich student narratives offer insight into the *process* and *products* of transformational learning about complex social justice topics such as: oppression, microaggressions, identity, intersectionality, tokenism, objectification, inclusive leadership, aesthetic standards, and diversity dialogues.

Verschelden, C. (2017). ***Bandwidth Recovery*****. Sterling, VA: Sylus Publishing.**

This book argues that the cognitive resources for learning of over half our young people have been diminished by the negative effects of economic insecurity, discrimination and hostility against non-majority groups based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference. Recognizing that these students are no different than their peers in terms of cognitive capacity, this book offers a set of strategies and interventions to rebuild the available cognitive resources necessary to succeed in college and reach their full potential.

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

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

Wing Sue, D. (2015). *Race Talk and the Conspiracy of Silence*. Hoboken, NJ: John Wiley & Sons.

If you believe that talking about race is impolite, or that "colorblindness" is the preferred approach, you must read this book. *Race Talk and the Conspiracy of Silence* debunks the most pervasive myths using evidence, easy-to-understand examples, and practical tools.

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

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

Dialogue and Discussion

Brookfield, S., & Preskill, S. (2016). *The discussion book: 50 great ways to get people talking.* San Francisco, CA: Jossey-Bass.

The fifty easily applied techniques in this timely manual spur creativity, stimulate energy, keep groups focused, and increase participation. Whether you're teaching classes, facilitating employee training, leading organizational or community meetings, furthering staff and professional development, guiding town halls, or working with congregations, *The Discussion Book* is your go-to guide for improving any group process.

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

Dialogue Across Difference presents a persuasive practical, theoretical and empirical account of the benefits of intergroup dialogue. The data and research presented in this volume offer a useful model for improving relations among different groups not just in the college setting but in the United States as well.

Faculty Development

Baume, D. & Kahn, P. (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.

Beach, Andrea L. (2016) ***Faculty Development in the Age of Evidence: Current Practices, Future Imperatives.*** **Sterling, VA: Stylus Publishing.**

This volume provides the field with an important snapshot of faculty development structures, priorities and practices in a period of change, and uses the collective wisdom of those engaged with teaching, learning, and faculty development centers and programs to identify important new directions for practice.

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

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

Boice, R. (2000). ***Advice for New Faculty Members.*** **Needham Heights, MA: Allyn & Bacon.**

Advice for New Faculty Members: Nihil Nimus is a unique and essential guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and publishability

through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring. Each rule in Advice for New Faculty Members has been tested on hundreds of new faculty and proven effective over the long run -- even in attaining permanent appointment.

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

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

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

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

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

The imperative to write and to publish is a relatively new development in the history of academia, yet it is now a significant factor in the culture of higher education. *Working with Faculty Writers* takes a broad view of faculty writing support, advocating its value for tenure-track professors, adjuncts, senior scholars, and graduate students. The authors in this volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes, as well as the development of fresh ideas about student writing. Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future, reveal the range of locations and models of support for faculty writers, explore the ways these might be delivered and assessed, and consider the theoretical, philosophical, political, and pedagogical approaches to faculty writing support, as well as its relationship to student writing support. With the pressure on faculty to be productive researchers and writers greater than ever, this is a must-read volume for administrators, faculty, and others involved in developing models of faculty writing support.

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.

Kezar, Adrianna & Maxey, Daniel (2016). *Envisioning the faculty for the 21st century.* New Brunswick, NJ: Rutgers University Press.

Envisioning the Faculty for the Twenty-First Century weighs the concerns of university administrators, professors, adjuncts, and students in order to critically assess emerging faculty models and offer informed policy recommendations.

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

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

Phillips, S.L. & Dennison, S.T. (2015). *Faculty Mentoring.* Sterling, VA.: Stylus Publishing.

The book provides step-by-step guidelines for setting up, planning, and facilitating mentoring programs for new faculty members, whether one-on-one, or using a successful group model developed and refined over twenty-five years by the authors. While it offers detailed guidance on instituting such programs at the departmental level, it also makes the case for establishing school or institutional level programs, and delineates the considerable benefits and economies of scale these can achieve.

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

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

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

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

Rockquemore, K.A., & Laszloffy, T. (2008). *The black academic's guide to winning tenure – without losing your soul.* London, UK: Lynn Reiner Publisher.

For an African American scholar, who may be the lone minority in a department, navigating the tenure minefield can be a particularly harrowing process. Kerry Ann Rockquemore and Tracey Laszloffy go beyond standard professional resources to serve up practical advice for black faculty intent on playing and winning the tenure game.

Addressing head-on how power and the thorny politics of race converge in the academy, The Black Academic s Guide is full of invaluable tips and hard-earned wisdom. It is an essential handbook that will help black faculty survive and thrive in academia without losing their voices, or their integrity.

Schroeder, C. (2010). *Coming in from the margins: Faculty development's emerging organizational development role in institutional change*. Stylus Publishing.

Recognizing that a necessary and significant role change is underway in faculty

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

Way, D.G. (2016) ***Handbook for higher education faculty: A framework and principles for success in teaching.*** **Stillwater, OK: New Forums Press Inc.**

This book has been written and organized to prepare critically reflective teachers to take their place in society and to do that with the knowledge, personal framework and tools to be successful.

Learning/Learner-Centered Teaching

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.

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

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

Carey, B. (2015). ***How we learn: The surprising truth about when, where, and why it happens.*** **New York, NY: Penguin Random House LLC.**

In *How We Learn,* award-winning science reporter Benedict Carey sifts through decades of education research and landmark studies to uncover the truth about how our brains absorb and retain information. What he discovers is that, from the moment we are born, we are all learning quickly, efficiently, and automatically; but in our zeal to systematize the process we have ignored valuable, naturally enjoyable learning tools like forgetting,

sleeping, and daydreaming. Is a dedicated desk in a quiet room really the best way to study? Can altering your routine improve your recall? Are there times when distraction is good? Is repetition necessary? Carey's search for answers to these questions yields a wealth of strategies that make learning more a part of our everyday lives—and less of a chore.

Cavanagh, S.R. (2016). ***The Spark of Learning: Energizing the College Classroom with the Science of Emotion.*** **Morgantown, WV: West Virginia University Press.**

This book argues that if you as an educator want to capture your students' attention, harness their working memory, bolster their long-term retention, and enhance their motivation, you should consider the emotional impact of your teaching style and course design. To make this argument, the author brings to bear a wide range of evidence from the study of education, psychology, and neuroscience, and she provides practical examples of successful classroom activities from a variety of disciplines in secondary and higher education.

Cohen, Judith B. (2016). ***Transformative learning and adult higher education.*** **Danvers, MA: Wiley Periodicals Inc.**

This book presents current trends in transformative learning and adult higher education. The practices explored by these authors illuminate Transformative Learning by showing a vivid picture of a theory in action.

Crux, S. (1991). ***Learning strategies for adults : compensations for learning disabilities*****. Toronto: Wall & Emerson.**

An invaluable handbook of concise and detailed learning strategies intended both for teachers of adults and for adult or young adult students to help achieve more effective instruction and/or learning. Of special interest is HELP (Holistic Educational Literacy Process), an informal assessment tool designed to improve ability to diagnose and program for problems. Whether you are a lecturer in a college or university, a trainer in a factory, a manager of an office, or a teacher of general interest classes, the learning strategies outlined in this book will improve your practice. Techniques are provided to improve skills in diagnosis and programming, goal setting, time management, reading comprehension and fluency, note taking, written language, and library and study skills.

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

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

and safely experiment with to achieve desired learning outcomes, and build confidence in changing their methods of teaching.

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

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

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

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

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

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

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

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

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: A holistic approach.* London and NewYork: Routledge and Taylor & Francis Inc.

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

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

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

Kaplan, M., Silver, N., Lavaque-Manty, D., & Meizlish, D. (2013). *Using Reflection and Metacognition to improve Student Learning.* Sterling, VA: Stylus Publishing.

Research has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit, and indeed demonstrates that metacognitive teaching strategies greatly improve student engagement with course material. This book -- by presenting principles that teachers in higher education can put into practice in their own classrooms -- explains how to lay the ground for this engagement, and help students become self-regulated learners actively employing metacognitive and reflective strategies in their education.

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

This book focuses on the most actual and central phenomena, which are discussed from an interdisciplinary point of view in five sections: formation, organization, consolidation, control, and adaptive specialization of memories. The reader will acquire a broad and

integrated perspective of human learning and memory based on current approaches in this domain.

Lang, J. (2016). *Small Teaching.* San Francisco, CA: Jossey-Bass.

In *Small Teaching,* James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques.

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

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

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

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

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.

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

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

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

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

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

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

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

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

Silberman, M. (1996). ***Active learning: 101 strategies to teach any subject.*** **Boston, MA: Pearson.**

101 activities include ice-breakers for the beginning of class, strategies for the middle of a lesson, and concluding exercises to foster student reflection and future application. In addition, these activities are designed to enliven learning, deepen understanding, and promote retention. Designed for the preservice and inservice teacher, this book is

effective for anyone teaching in middle schools, high schools, colleges, and centers for adult education.

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.

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.

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

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

Online Learning

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

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

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

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

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

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

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

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

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

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

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

A continuation of Conrad and Donaldson's bestselling work *Engaging the Online Learner*, this book introduces a new, definitive phase to their proven model, the Phases of Engagement, and addresses a wide range of online and hybrid learning environments, technology tools, and social networking. This book gives a foundation for engaged learning and its design, assessment, and management in online and blended learning

environments. With over 50 new examples of activities to engage the online learner, this book is helpful for practitioners hoping to utilize the realm of online learning.

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

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

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

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

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

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

Junco, R. (2014). ***Engaging Students through Social Media.*** **San Francisco, CA: John Wiley & Sons, Inc.**
This book bridges the gap between a desire to use social media and the process knowledge needed to actually implement and assess effective social media interventions, providing a research-based understanding of how students use social media and the ways it can be used to enhance student learning.

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

How can faculty create a strong e presence for their online classes? This volume highlights the need for creating a presence in the online environment. The authors explore the emotional, psychological, and social aspects from both the instructor and student perspective. It provides an instructional design framework and shows how a strong

presence contributes to effective teaching and learning. Filled with illustrative examples and based on research and experience, the book contains methods, case scenarios, and activities for creating, maintaining, and evaluating presence throughout the cycle of an online course.

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

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

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

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

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

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

Novak, K. & Thibodeau, T. (2016). ***UDL in the cloud: How to design and deliver online education using universal design for learning.*** **Wakefield, MA: CAST Professional Publishing.**

UDL in the Cloud helps educators design and deliver more accessible, engaging, and effective online learning experiences. Drawing on years of experience in K-12 and postsecondary settings, authors Katie Novak and Tom Thibodeau offer a highly practical

approach to developing e-courses, virtual snow days, flipped classes, and blended learning experiences that meet the needs of diverse learners.

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

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

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

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

Other

Aoun, J.E. (2017). ***Robot proof.*** **Cambridge, MA: MIT Press.**

A "robot-proof" education, Aoun argues, is not concerned solely with topping up students' minds with high-octane facts. Rather, it calibrates them with a creative mindset and the mental elasticity to invent, discover, or create something valuable to society -- a scientific proof, a hip-hop recording, a web comic, a cure for cancer. Aoun lays out the framework for a new discipline, humanics, which builds on our innate strengths and prepares students to compete in a labor market in which smart machines work alongside human professionals. The new literacies of Aoun's humanics are *data literacy*, *technological literacy,* and *human literacy*. Students will need data literacy to

manage the flow of big data, and technological literacy to know how their machines work, but human literacy -- the humanities, communication, and design -- to function as a human being. Life-long learning opportunities will support their ability to adapt to change. The only certainty about the future is change. Higher education based on the new literacies of humanics can equip students for living and working through change.

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

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

Astin, A. (2016). ***Are you Smart Enough?*** **. Sterling, VA: Stylus Publishing.**

This book explores the many ways in which the obsession with “being smart” distorts the life of a typical college or university, and how this obsession leads to a higher education that shortchanges the majority of students, and by extension, our society’s need for an educated population. Astin calls on his colleagues in higher education to return the focus to the true mission of developing the potential of each student.

Bain, K. (2012). ***What the best college students do.*** **Cambridge, MA: Belknap Press.**

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.

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

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

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

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

Bloom, B. (1956). ***Taxonomy of educational objectives; the classification of educational goals*****. New York: Longmans, Green.**

The success of *Handbook I: The Cognitive Domain* has spurred out work on the *Affective Domain*. The reader will find that Part 1 describes the nature of the affective domain and the classification structure prepared for it. Part 2 give the classification structure in detail and describes the evaluation of affective objectives at each level of the structure.

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.

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

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

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.

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

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

Cranton, P. (2016). ***Understanding and Promoting Transformative Learning: A Guide to Theory and Practice.*** **(3rd ed.) Sterling, VA: Stylus Publishing.**

The third edition of Patricia Cranton's *Understanding and Promoting Transformative Learning* brings a wealth of new insight from the tremendous growth in the field during the decade since the previous edition. As in the previous editions, the book helps adult educators understand what transformative learning is, distinguish it from other forms of learning, and foster it in their practice. The first part of the book is dedicated to clarifying transformative learning theory and relating it to other theoretical frameworks. In the second half of the book, the focus is squarely on strategies for promoting transformative learning in a wide variety of adult and higher education contexts.

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

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

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

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

Duhigg, C. (2016). *Smarter faster better: The secrets of being productive in life and business.* New York, NY: Random House.

At the core of *Smarter Faster Better* are eight key productivity concepts—from motivation and goal setting to focus and decision making—that explain why some people and companies get so much done. Drawing on the latest findings in neuroscience, psychology, and behavioral economics—as well as the experiences of CEOs, educational reformers, four-star generals, FBI agents, airplane pilots, and Broadway songwriters—this painstakingly researched book explains that the most productive people, companies, and organizations don't merely act differently. They view the world, and their choices, in profoundly different ways.

Farrell, T. (2004). *Reflective practice in action : 80 reflection breaks for busy teachers*. Thousand Oaks, Calif: Corwin Press.

Use 80 reflection breaks as individual discussion starters or as part of a comprehensive professional growth plan that is perfect for teachers at all levels.

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

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

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

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

Gardner, H., & Davis, K. (2013). *The app generation: How today's youth navigate*

***identity, intimacy, and imagination in a digital world*. Grand Rapids, Michigan: Yale University Press.**

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

Good, T.L. & Warshauer, L.B. (1999). *In our own voice: Graduate students teach writing.* London, UK: Longman.

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

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

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

Hodgson, J.L., Pelzer, J.M. (2017). *Veterinary Medical Education*. Hoboken, NJ: John Wiley & Sons.

Veterinary Medical Education: A Practical Guide offers a complete resource to fundamental information on key areas of veterinary education. The guide provides a practical guide to the key principles of veterinary medical education and takes a real-world approach, with concrete guidance for teaching veterinary skills and knowledge. The authors cover all aspects of designing and implementing a veterinary curriculum and emphasize key points and helpful tips. This veterinary-specific book is a great resource for any veterinary educator worldwide.

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

This in-depth book explores the image of the Millennials – the generation born after 1982. The authors argue that over time, the perception of the Millennial will transform

from unmotivated to engaged, which will have a profound effect on America. Through data, polls, and interviews with kids, parents, and teachers, Howe and Strauss present a remarkable study of the Millennials that is insightful for educators, counselors, parents, and business professionals.

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

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

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

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

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

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

Knox, E. (2017) ***Trigger warnings: History, theory, context.*** **Lanham, MD: Rowman and Littlefield.**

With "triggered" as Google's most searched word of 2016, trigger warnings have become a prevalent yet controversial concept in American higher education and society. As the

debate over the value and place of triggering material continues, *Trigger Warnings: History, Theory, Context* provides the historical context and theoretical analysis of the use of trigger and content warnings in academia. This important edited collection examines the history, theories, and ethics of trigger warnings and presents case studies from instructors and students describing instances when trigger warnings were and were not used. By exploring the issue through several scholarly lenses and providing examples of when trigger warnings may or may not be used effectively, *Trigger Warnings* provides rigorous analysis of the controversy.

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

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

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

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

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

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

Levine, P. (2013). *We Are The Ones We Have Been Waiting for.* (2013). New York, NY: Oxford University Press.

Peter Levine's *We Are the Ones We Have Been Waiting For* is a primer for anyone motivated to help revive our fragile civic life and restore citizens' public role. After offering a novel theory of active citizenship, a diagnosis of its decline, and a searing critique of our political institutions, Levine-one of America's most influential civic

engagement activists-argues that American citizens must address our most challenging issues. People can change the norms and structures of their own communities through deliberative civic action.

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.

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

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

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

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

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

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

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

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

Nash, R., & Murray, M. (2010). ***Helping College Students Find Purpose.*** **San Francisco, CA: John Wiley & Sons, Inc.**

The book provides philosophical explanation for the importance of including meaning-making in undergraduate education, as well as useful pedagogical examples of how to facilitate coursework and, in my opinion, advising conversations to support such "deep-meaning learning." Nash and Murray outline how narrative therapy, through the use of storytelling and story construction, can help students grasp what really matters to them.

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

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

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

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

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.

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

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

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.

Post, M., Ward, E., Longo, N., & Saltmarsh, J. (2016). ***Publicly engaged scholars: Next-generation engagement and the future of higher education.*** **Sterling, VA: Stylus.**

This book presents the voices of a new generation of scholars, educators, and practitioners who are committed to civic renewal and the public purposes of higher education. They question existing policies, structures, and practices, and put forward new forms of engagement that can help to shape and transform higher education to align it with societal needs.

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

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

Renn, K., & Reason, R. (2013). *College Students in the United States: Characteristics, Experiences, and Outcomes.* San Francisco, CA: John Wiley & Sons, Inc.

College Students in the United States accounts for contemporary and anticipated student demographics and enrollment patterns, a wide variety of campus environments and a range of outcomes including learning, development, and achievement. Throughout the book, the differing experiences, needs, and outcome of students across the range of "traditional" (18-24 years old, full-time students) and non-traditional (for example, adult and returning learners, veterans, recent immigrants) are highlighted.

Rice, G.T. (2018). *Hitting pause: 65 lecture breaks to refresh and reinforce learning*. Sterling, VA.: Stylus Publishing.

Pauses constitute a simple technique for enlivening and enhancing the effectiveness of lectures, or indeed of any form of instruction, whether a presentation or in an experiential setting. This book presents the evidence and rationale for breaking up lectures into shorter segments by using pauses to focus attention, reinforce key points, and review learning. It also provides 65 adaptable pause ideas to use at the opening of class, mid-way through, or as closers. Starting with brain science research on attention span and cognitive load, Rice bases her book on two fundamental principles: shorter segments of instruction are better than longer ones, and learners who actively participate in instruction learn better than those who don't.

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.

Rockmore, D. (2017). *What are the arts and sciences?: A guide for the curious.* Lebanon, NH: Dartmouth College Press.

What constitutes the study of philosophy or physics? What exactly does an anthropologist do, or a geologist or historian? In short, what are the arts and sciences? While many of us have been to college and many aspire to go, we may still wonder just what the various disciplines represent and how they interact. What are their origins, methods, applications, and unique challenges? What kind of people elect to go into each of these fields, and what are the big issues that motivate them? Curious to explore these questions himself, Dartmouth College professor and mathematician Dan Rockmore asked his colleagues to explain their fields and what it is that they do. The result is an accessible, entertaining, and enlightening survey of the ideas and subjects that contribute to a liberal education. The book offers a doorway to the arts and sciences for anyone intrigued by the vast world of ideas.

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.

Seemiller, C., & Grace, M. (2016). ***Generation Z Goes to College.*** **San Francisco, CA: John Wiley & Sons, Inc.**

Generation Z is rapidly replacing Millennials on college campuses. Those born from 1995 through 2010 have different motivations, learning styles, characteristics, skill sets, and social concerns than previous generations. Unlike Millennials, Generation Z students grew up in a recession and are under no illusions about their prospects for employment after college. While skeptical about the cost and value of higher education, they are also entrepreneurial, innovative, and independent learners concerned with effecting social change. Understanding Generation Z's mindset and goals is paramount to supporting, developing, and educating them through 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.

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.

Sullivan, W. (2016). ***The Power of Integrated Learning.*** **Sterling, VA: Stylus Publishing.**

In his latest book, William Sullivan offers a model of higher education that answers all these questions in the affirmative, through the power of integrated learning. Drawing on examples from the 25 members of the New American Colleges & Universities (NAC&U)

consortium, the book makes the case for an approach that combines the strengths of the liberal arts, professional studies, and civic responsibility in order to give students the combination of skills and experience that will prepare them for success in all aspects of life after graduation.

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

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

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.

Weissglass, J. (1998). ***Ripples of hope: Building relationships for educational change.*** **Santa Barbara, CA: Center for Educational Change in Mathematics and Science.**

Ripple of Hope sets clear goals for making schools and learning work better; it is filled with quotes and examples of successful teaching and learning. The twenty-seven chapters outline the problems teachers face, offer tools for change that anyone can put to use, and focuses on the people and their relationships including students, teachers, administrators and parents who make up the school community. Much like thorough strategic planning exercises, the book begins with a vision, develops that vision to daily tasks and the resources needed to carry them out, and concludes with a strategy to take individual improvements into the wider community.

Zemsky, R. (2013). ***Checklist for Change: Making American Higher Education a Sustainable Enterprise.*** **New Brunswick, NJ: Rutgers University Press.**

In his book, *Checklist for Change,* Robert Zemsky describes the principal changes that must occur including a fundamental recasting of federal financial aid; new mechanisms

for better channeling the competition among colleges and universities; recasting the undergraduate curriculum; and a stronger, more collective faculty voice in governance that defines not why, but how the enterprise must change.

Pedagogy

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

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

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

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

Barbezat, D., & Bush, M. (2014). *Contemplative Practices in High Education.* San Francisco, CA: John Wiley & Sons, Inc.
This book presents background information and ideas for the practical application of contemplative practices across the academic curriculum from the physical sciences to the humanities and arts. Examples of contemplative techniques included in the book are mindfulness, meditation, yoga, deep listening, contemplative reading and writing, and pilgrimage, including site visits and field trips.

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.

Berger, W. (2016). ***A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas.*** **New York, NY: Bloomsbury.**

Berger emphasizes the power of inquiry as he challenges us to see things with a fresh eye. He concentrates on game-changing questions, those that can result in actions that lead to real results. The author focuses on innovation and invention stories, explaining that in business, questions challenge authority and disrupt established structures, processes, and systems, forcing people to at least consider something different.

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.

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

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

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

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

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.

Carnes, Mark C. (2014). ***Mind on fire: How role-immersion games transform college.*** **Cambridge, MA: Harvard University Press.**

This book shows how role-immersion games channel students' competitive (and sometimes mischievous) impulses into transformative learning experiences. It is a provocative critique of educational reformers who deplored role-playing pedagogies, from Plato to Dewey to Erikson.

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

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

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.

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

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

Christensen, C.R., Barnes, L.B., & 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.

Cooper, D.J.L. (2011). *Small group learning in higher education: Research and practice*. (D. P. Robinson, Ed.). Stillwater, OK: New Forums Press.

This volume contains material on research based teaching techniques for use in higher education. The focus is on small group learning procedures. None of this material has previously appeared in book form. Twenty of the articles first appeared in the Cooperative Learning and College Teaching newsletter that Jim Cooper and Pamela Robinson edited from 1990 to 1999. These articles address applications of small group learning within a variety of academic disciplines.

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.

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

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

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

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

expectations explicit, developing time management and study skills, classroom climate, and much more.

Gurung, R.A.R., Chick, N.L., & Haynie, A. (2009). Exploring Signature Pedagogies. Sterling, VA: Stylus Publishing.

How do individual disciplines foster deep learning, and get students to think like disciplinary experts? With contributions from the sciences, humanities, and the arts, this book critically explores how to best foster student learning within and across the disciplines. This book represents a major advance in the Scholarship of Teaching and Learning (SoTL) by moving beyond individual case studies, best practices, and the work of individual scholars, to focus on the unique content and characteristic pedagogies of major disciplines.

Henricksen, B. & Morgan. (1990). *Reorientations : critical theories and pedagogies*. Urbana: University of Illinois Press.

The practice of teaching English is undergoing continual change and crucial questioning. This book suggests ways in which the social and theoretical concerns of our time can enter university composition and literature classrooms. The ultimate goal is to recover the classroom as a site of cultural criticism.

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

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

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

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

Langer, E. (2016). *The Power of Mindful Learning.* (*2nd ed.)* Boston, MA: Merloyd Lawerence Book by De Capo Press.

In *The Power of Mindful Learning,* Ellen Langer uses her innovative theory of mindfulness, introduced in her influential earlier book, to dramatically enhance the way we learn. Mindful learning takes place with awareness of context and of the ever-changing nature of information. Learning without this awareness, as Langer shows convincingly, has severely limited uses and often sets on up for failure. With stunning applications to skills as diverse as paying attention, CPR, investment analysis, psychotherapy, or playing a musical instrument, *The Power of Mindful Learning* is for all who are curious and intellectually adventurous.

Lipmanowicz, H. & McCandless, K. (2014). *The surprising power of liberating structures: Simple rules to unleash a culture of innovation.* Liberating Structures Press.

Smart leaders know that they would greatly increase productivity and innovation if only they could get everyone fully engaged. So do professors, facilitators and all changemakers. The challenge is how. Liberating Structures are novel, practical and no-nonsense methods to help you accomplish this goal with groups of any size.

Prepare to be surprised by how simple and easy they are for anyone to use. This book shows you how with detailed descriptions for putting them into practice plus tips on how to get started and traps to avoid. It takes the design and facilitation methods experts use and puts them within reach of anyone in any organization or initiative, from the frontline to the C-suite.

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.

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

Since little attention has been paid to the *who* and *how* of mindfulness pedagogy, this guide provides the first in-depth treatment of the person and skills of the mindfulness teacher. *Teaching Mindfulness* intends to help practitioners with an interest in mindfulness-based interventions to develop both the personal authenticity and the

practical know-how that can make teaching mindfulness a highly rewarding and effective way of working with others. Complete with evidence from classrooms and individual sessions, this volume also includes:

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

McDonald, J.P. (2007). ***The power of protocols: An educator's guide to better practice (2nd Ed.)*** **New York, NY: Teachers College Press.**

This teaching and professional development tool is essential for anyone working with collaborative groups of teachers on everything from school improvement to curriculum development to teacher education at all levels.

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

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

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.

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.

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

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

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.

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

In Out of our Minds, Ken Robinson 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. He says what all organizations, including those in education, can do immediately to recover people's creative talents. Robinson also argues for radical changes in how we think about intelligence and human resources and in how we educate people to meet the extraordinary challenges of living and working in the 21st century.

Schein, E.H. (2013). ***Humble inquiry: The gentle art of asking instead of telling.*** **San Francisco, CA: Berrett-Kohler Publishers Inc.**
In this seminal work, Schein contrasts Humble Inquiry with other kinds of inquiry, shows the benefits Humble Inquiry provides in many different settings, and offers advice on overcoming the cultural, organizational, and psychological barriers that keep us from practicing it.

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.

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

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

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.

Thomas, D. & Brown, J. (2011). ***A new culture of learning: Cultivating the imagination for a world of constant change.*** **CreateSpace Independent Publishing Platform.**

In this book, Doug Thomas and John Seely Brown pursue an understanding of how the forces of change, and emerging waves of interest associated with these forces, inspire and invite us to imagine a future of learning that is as powerful as it is optimistic.

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.

Psychology

Covey, S.R. (2013). The 7 habits of highly effective people: Powerful lessons in personal change. New York, NY: Simon and Schuster.

One of the most inspiring and impactful books ever written, *The 7 Habits of Highly Effective People* has captivated readers for 25 years. It has transformed the lives of Presidents and CEOs, educators and parents— in short, millions of people of all ages and occupations.

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

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

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

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

Svinicki, M. (2004). *Learning and motivation in the postsecondary classroom*. Bolton, Mass.: Anker Pub. Co.

While the annals of educational psychology and scholarship of learning theory are vast, this book distills the most important material that the higher education faculty need, translating it into clear language, and rendering from it examples that can be readily applied in the college classroom. Understanding theory can enrich one's own teaching by increasing efficiency and effectiveness of both the instructor and the student, promoting creativity, encouraging self-reflection and professional development, and advancing classroom research. Finally, a good grounding in theory can help faculty navigate when a student is having difficulty. This clearly written book outlines the learning theories: cognitive, concept learning, social learning, and constructivist, as well as the motivation theories: expectancy value, attribution, achievement goal orientation, and self-determination. It then delves deeper into each one, showing how to develop rich, meaningful instruction so that students master basic information and move into deeper levels of learning.

Wilson, T.D. (2015). ***Redirect: Changing the stories we live by.*** **New York, NY: Back Bay Books.**

The world-renowned psychologist Timothy Wilson shows us how to redirect the stories we tell about ourselves and the world around us, with subtle prompts, in ways that lead to lasting change. Fascinating, groundbreaking, and practical, REDIRECT demonstrates the remarkable power small changes can have on the ways we see ourselves and our environment, and how we can use this in our everyday lives.

Zull, J.E. (2002). ***The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning.*** **Sterling, VA: Stylus Publishing.**

James Zull invites teachers in higher education or any other setting to accompany him in his exploration of what scientists can tell us about the brain and to discover how this knowledge can influence the practice of teaching. He describes the brain in clear non-technical language and an engaging conversational tone, highlighting its functions and parts and how they interact, and always relating them to the real world of the classroom and his own evolution as a teacher.

Scholarship of Learning and Teaching

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

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

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

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

Condon, W., Iverson, E., Manduca, C., Rutz,C., & Willett, G. (2016). ***Faculty Development and Student Learning.*** **Bloomington, Ind : Indiana University Press.**

Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, this book shows how faculty participation in professional development activities positively affects classroom

pedagogy, student learning, and the overall culture of teaching and learning in a college or university.

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

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

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

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

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

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

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

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

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

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

Mckinney, K. (2007). ***Enhancing Learning through the Scholarship of Teaching and Learning.*** **San Francisco, CA: Jossy-Bass Publishing.**

This book offers advice on how to do, share, and apply SoTL work to improve student learning and development. Written for college-level faculty members as well as faculty developers, administrators, academic staff, and graduate students, this book will also help undergraduate students collaborating with faculty on SoTL projects.

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

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

Rocco, T., & Hatcher, T. (2011). ***The Handbook of Scholarly Writing and Publishing.*** **San Francisco, CA: John Wiley & Sons, Inc.**

The Handbook of Scholarly Writing and Publishing is a groundbreaking resource that offers emerging and experienced scholars from all disciplines a comprehensive review of the essential elements needed to craft scholarly papers and other writing suitable for submission to academic journals. The authors discuss the components of different types of manuscripts, explain the submission process, and offer readers suggestions for working with editors and coauthors, dealing with rejection, and rewriting and resubmitting their work.

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

The Second Edition of Johnny Saldaña's international bestseller provides an in-depth guide to the multiple approaches available for coding qualitative data. Fully up-to-date, it includes new chapters, more coding techniques and an additional glossary. In total, 32 coding methods are profiled that can be applied to a range of research genres from grounded theory to phenomenology to narrative inquiry. For each approach, Saldaña

discusses the method's origins, a description of the method, practical applications, and a clearly illustrated example with analytic follow-up.

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

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

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.

Science of Learning

Brown, P.C., Roedigger, H.L., McDaniel, M.A. (2014). ***Making it stick: The science of successful learning.*** **Cambridge, MA: Belknap Press.**

To most of us, learning something "the hard way" implies wasted time and effort. Good teaching, we believe, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. *Make It Stick* turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.

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.

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

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

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.)

Kahneman, D. (2013). ***Thinking, fast and slow.*** **New York, NY: Farrar, Straus, and Giroux.**

Engaging the reader in a lively conversation about how we think, Kahneman reveals where we can and cannot trust our intuitions and how we can tap into the benefits of slow thinking. He offers practical and enlightening insights into how choices are made in both our business and our personal lives—and how we can use different techniques to guard against the mental glitches that often get us into trouble.

Ludvik, M (2016). ***The Neuroscience of Learning and Development.*** **Sterling, VA: Stylus Publishing.**

This book harnesses what we have learned from innovations in teaching, from neuroscience, experiential learning, and studies on mindfulness and personal development to transform how we deliver and create new knowledge, and indeed transform our students, developing their capacities for adaptive boundary spanning.

Nation Research Council (2000). ***How people learn: Brain, mind, experience, and school: Expanded edition.*** **Washington, DC: National Academy Press.**

How People Learn examines research findings on learning and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system.

Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). ***The ABCs of how we learn: 26 scientifically proven approaches, how they work and when to use them*****. New York, NY: W.W. Norton & Company.**

An explosive growth in research on how people learn has revealed many ways to improve teaching and catalyze learning at all ages. The purpose of this book is to present this new science of learning so that educators can creatively translate the science into exceptional practice. The book is highly appropriate for the preparation and professional development of teachers and college faculty, but also parents, trainers, instructional designers, psychology students, and simply curious folks interested in improving their own learning.

Tolman, A.O. & Kremling, J. (2017) ***Why students resist learning: A practical model for understanding and helping students.*** **Sterling, VA: Stylus Publishing Inc.**

The purpose of this book is to help faculty develop a coherent and integrated understanding of the various causes of student resistance to learning, providing them with a rationale for responding constructively, and enabling them to create conditions conducive to implementing effective learning strategies. In this book readers will discover an innovative integrated model that accounts for student behaviors and creates a foundation for intentional and informed discussion, evaluation, and the development of effective counter strategies.

Weimer, M. (2017). ***Active learning: a practical guide for college faculty*****. Madison, WI: Magna Publications.**

Interest in active learning on college campuses has grown dramatically in recent years. While no one sees traditional classroom practices ending, active learning has become a sought-after mode of instruction that is reshaping the way students learn and teachers teach. The push behind this change comes from active learning's potential to improve student success. Active learning can help students absorb and retain course material better than passive learning. Fortunately, it's easier than ever to learn from instructors at schools across the country who have integrated active learning into their classes. This collection of authoritative articles is written in clear, accessible language for efficient comprehension. The insights, strategies, and techniques explored in *Active Learning: A Practical Guide for College Faculty* can help you excel with an active learning component in your classroom. It is an essential resource for every educator interested in how active learning can boost the accomplishments of their students.

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.

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

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

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.

Teaching

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.

Baepler, P., Walker, J.D., Books, C., Saicaie, K., & Petersen, C. (2016). *A guide to Teaching in the Active Learning Classroom.* Sterling, VA: Stylus Publishing.

This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively.

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.

Barkley, E.F., Cross, K.P., & Major, C.H. (2005). ***Collaborative learning techniques: A handbook for college faculty.*** **San Francisco, CA: Jossey-Bass.**

This book is a scholarly and well-written handbook that guides teachers through all aspects of group work, providing solid information on what to do, how to do it, and why it is important to student learning. Synthesizing the relevant research and good practice literature, the authors present detailed procedures for thirty collaborative learning techniques (CoLTs) and offer practical suggestions on a wide range of topics, including how to form groups, assign roles, build team spirit, solve problems, and evaluate and grade student participation.

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

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

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

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

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

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

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

This completely rewritten third edition of this bestselling classic instructs all types of teachers on how to become *great* teachers. Throughout this book, Brookfield informs

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

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.

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

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

Cook, C.E. & Kaplan, M. (2011). ***Advancing the Culture of Teaching on Campus*****. Sterling, VA.: Stylus Publishing.**

Written by the director and staff of the first, and one of the largest, teaching centers in American higher education – the University of Michigan's Center for Research on Learning and Teaching (CRLT) – this book offers a unique perspective on the strategies for making a teaching center integral to an institution's educational mission. It presents a comprehensive vision for running a wide range of related programs, and provides faculty developers elsewhere with ideas and material to prompt reflection on the management and practices of their centers – whatever their size – and on how best to create a culture of teaching on their campuses. Given that only about a fifth of all U.S. postsecondary institutions have a teaching center, this book also offers a wealth of ideas and models for those administrators who are considering the development of new centers on their campuses.

Cullen, R., Harris, M., & Hill, R. (2012). *The Learner Centered Curriculum.* San Francisco, CA: John Wiley & Sons, Inc.

This book covers the need for redesigning curriculum, curriculum design in the instructional paradigm, learner-centered design in practice, implementation, program assessment (including a helpful rubric for this), innovating through technology, and learning spaces that support learner-centered curricula.

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: New arrangement for learning. West Port, CT: The Onyx Press.

This work explains the benefits and pitfalls of interdisciplinary, team-taught courses and provides practical information on how to design and conduct them. It also includes a listing of courses, their features, and contact addresses.

Davis, J.R. (2002). Innovations in interdisciplinary teaching. Lanham, MD: Rowman & Littlefield Publishers.

According to this book, interdisciplinary pedagogy is not synonymous with a single process, set of skills, method, or technique. Instead, it 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.

Most faculty members have disciplinary terminal degrees, little preparation for teaching, and previous experience learning and teaching solely in disciplinary classroom settings. This collection 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. The contributors offer many intriguing approaches for achieving the goals of the interdisciplinary pedagogy.

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

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

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

This valuable work suggests one model in which faculty assemble a collection of carefully selected work samples accompanied by reflective commentary about them. Covers the what, why, and how of teaching portfolios, with pointers for getting started and a sampling of current campus practices.

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

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

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

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

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

For almost twenty years, the Harry Potter phenomenon has affected many areas of culture worldwide, especially education. Educators around the world today use the series in all types of disciplines to hold the attention of students. From history to chemistry, the essays within this book discuss the possibilities of J.K. Rowling’s books in all different classroom settings. These essays showcase how the books may help students with

disabilities or young girls believe that they are much more capable than they are. This book is helpful for educators from the elementary school level into institutions of higher learning.

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.

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

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

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

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

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.

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

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

Lowman, J. (1995). ***Mastering the techniques of teaching*****. San Francisco: Jossey-Bass Publishers.**

In this second edition of his classic resource, Joseph Lowman expands on his earlier model of effective teaching to place greater emphasis on motivational skill and commitment to teaching. He presents a practical new learning model that compares six sources of influence on what and how students learn in a college course. All types of teachers and instructors will discover options on how to organize classes and use group work to promote learning. They will also find a checklist for assessing their classroom performance on video, detailed instructions for using video analysis to improve their technique, and an innovative approach to evaluating their overall performance.

McGlynn, A.P. (2001). ***Successful Beginnings for College Teaching.*** **Madison, WI: Atwood Publishing.**

Laying the groundwork for a successful semester starts with the first day of class. Author Angela Provitera McGlynn tells that the first day is not the day to pass out a syllabus and let everyone go. Rather, it's the day to set the context for the rest of the semester. The author stresses the need for developing an atmosphere of respect for diversity while simultaneously providing a safe and exciting place to explore differences.

McKeachie, W.J., Svinicki, M. (2014). ***McKeachie's teaching tips.*** **Belmont, CA: Wadsworth.**

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

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

This annual publication from the Professional and Organizational Development Network in Higher Education (POD) provides a collection of articles that focus on the role of

faculty, instructional, and organizational development in ensuring excellence in education. The authors address the need for granting effective higher education in lieu of major budget cuts. This guide offers suggestions for improvement in higher education for faculty, department chairs, deans, chief academic officers, educational consultants, and more.

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

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

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

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

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

Does good teaching help college students learn? 14 distinguished scholars offer a comprehensive overview of the variety of current research, which abundantly demonstrates that there are a finite number of teaching skills that increase student motivation and scholastic achievement.

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

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

Quirk, Mark E. (1994). *How to learn and teach in medical school.* Springfield, IL: Charles C. Thomas Publisher.

This book can be used by students, faculty, and administrators to enhance the process of medical education. Faculty can use this book to understand the learning process and develop teaching skills, thereby providing a framework for critically assessing how they teach. Administrators can use it to expose inadequacies in the medical education process and to strengthen the teaching and learning environment.

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

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

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

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

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

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

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

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

Schoem, D., Modey, C., St. John, E., & Tatum, B. (2017). *Teaching the whole student: Engaged learning with heart, mind, and spirit.* Sterling, VA: Stylus Publishing.

Teaching the Whole Student is a compendium of engaged teaching approaches by faculty across disciplines. These inspiring authors offer models for instructors who care deeply about their students, respect and recognize students' social identities and lived experiences, and are interested in creating community and environments of openness and trust to foster deep-learning, academic success, and meaning-making.

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.

Troen, V. (2016). *The Power of Teacher Rounds: a guide for facilitators principals, & department chairs*. Thousand Oaks, CA: Corwin.

With teacher rounds, educators benefit from the observant peer learning that's common in other demanding fields. From practical strategies to ready-to-use templates, this invaluable book offers a complete toolkit for leading a thriving teacher rounds program.

Wankat, P.C. (2002). *The Effective, efficient professor*. Boston, MA: Allyn and Bacon.

The Effective, Efficient Professor: Teaching, Scholarship and Service develops methods to improve the proficiency and time management skills of faculty in all areas of their careers. Most faculty are discipline experts but have not studied methods to improve their teaching, scholarship or service. This book applies efficiency and time management methods to academe. Throughout the book, the author shows how student learning and academic productivity can be improved by being aware of effective time management techniques. A variety of efficient and effective teaching methods are explored. Scholarship, service, and working with graduate students are also discussed. This book will help college faculty at all levels of instruction take charge of their careers! For college professors in all disciplines.

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.

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

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

Teaching in the Discipline

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

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

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

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

Felder, R., & Brent, R. (2016). ***Teaching and Learning STEM.*** **San Francisco, CA: John Wiley & Sons, Inc.**
Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching courses and assessing students' learning. 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.

Huttly, S., Sweet, J., Taylor, I., (2002). ***Effective Learning and Teaching in Medical, Dental, and Veterinary Education.*** **London, UK: Kogan Page Limited.**

This book covers all of the key issues concerning the effective teaching in medical, dental and veterinary education. It includes contributions from a wide range of experts in the field, with a broad and international perspective. It includes material on teaching and the support of learning, effectively using learning materials and IT in clinical education, assessment, developing effective learning environments, developing reflective practice, and personal development.

Mastascusa, E. J., Snyder, W. J., Hoyt, B. S., & Weimer, M. (2011). ***Effective instruction for STEM disciplines: From learning theory to college teaching*** **(1 edition.). Jossey-Bass.**

This groundbreaking book offers information on the most effective ways that students process material, store it in their long-term memories, and how that effects learning for long-term retention. It reveals how achieving different levels is important for "transfer" which refers to the learner's ability to use what is learned in different situations and to problems that might not be directly related to the problems used to help the student learn. Filled with proven tools, techniques, and approaches, this book explores how to apply these approaches to improve teaching.

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

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

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.

Teaching with Writing

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

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

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

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

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

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

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

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

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

College and university faculty typically do not have knowledge of the use of writing in the classroom; however, these instructors are increasingly pressured by administrators to include major writing components as part of their courses. This book demonstrates how to integrate writing with course content by blending them to enhance and deepen the higher education learning process. The information will keep students engaged while

helping instructors improve their own writing. This guide is very helpful for those attempting to connect writing in a meaningful way to their areas of expertise.

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

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

Jensen, J. (2017). *Write no matter what*. Chicago, IL: The University of Chicago Press.

With growing academic responsibilities, family commitments, and inboxes, scholars are struggling to fulfill their writing goals. A finished book—or even steady journal articles—may seem like an impossible dream. But, as Joli Jensen proves, it really is possible to write happily and productively in academe.

Sword, H. (2017). *Air & light & time & space : how successful academics write*. Cambridge, Massachusetts: Harvard University Press.

Sword identifies four cornerstones that anchor any successful writing practice: *B*ehavioral habits of discipline and persistence; *A*rtisanal habits of craftsmanship and care; *S*ocial habits of collegiality and collaboration; and *E*motional habits of positivity and pleasure. Building on this "BASE," she illuminates the emotional complexity of the writing process and exposes the lack of writing support typically available to early-career academics. She also lays to rest the myth that academics must produce safe, conventional prose or risk professional failure. The successful writers profiled here tell stories of intellectual passions indulged, disciplinary conventions subverted, and risk-taking rewarded. Grounded in empirical research and focused on sustainable change, *Air & Light & Time & Space* offers a customizable blueprint for refreshing personal habits and creating a collegial environment where all writers can flourish.

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.

Visual Presentation and Storytelling

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

Hoboken, NJ: Wiley.

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

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

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

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.

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

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

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

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

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

When we learn to present naked, we reach our audiences by communicating the essence of the message, stripping away all that is unnecessary and embracing the ideas of simplicity, clarity, honesty, integrity, and passion. If "slideware" is used, the slides never

steal the show or rise above serving a strong but simple supportive role. The ideas in the presentation may or may not be radical, earth shattering, or new, but there is freshness to the approach and content that makes a lasting impression.