

## CELT Library: New Arrivals 2013–14

**Buller, Jeffrey L. *Academic Leadership Day by Day: Small Steps That Lead to Great Success*. San Francisco, CA: Jossey-Bass, 2011. Print.**

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.

**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.

**Dede, C., Richards, J., eds. (2012). *Digital Teaching Platforms: Customizing Classroom Learning for Each Student*. 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.

**Diamond, Robert M., and Bronwyn E. Adam. *Field Guide to Academic Leadership*. San Francisco: Jossey-Bass, 2002. Print.**

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.

**Ouelett, Matthew L. *Teaching Inclusively: Resources for Course, Department & Institutional Change in Higher Education*. Stillwater, OK: New Forums, 2005. Print.**

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.