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(NOTE: Annotations have been excerpted from the book jacket unless otherwise noted.)

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**Adams, James L. 1979. *Conceptual Blockbusting: A Guide to Better Ideas*. Stanford, CA: W.W. Norton & Company.**

“Few people like problems,” observes the author of this literally-mind expanding book. “Hence the natural tendency in problem solving is to pick the first solution that comes to mind and run with it. The disadvantage of this approach is that one may run either off a cliff or into a worse problem that one started with. A better strategy in solving problems is to select the most attractive path from many ideas, or concepts. This book is concerned with the cultivation of idea-having and problem-solving abilities.”

**Adams, Maurianne, Lee Anne Bell, and Pat Griffin. 1997. *Teaching for Diversity and Social Justice*. New York, NY: Routledge.**

*Teaching for Diversity and Social Justice* addresses this need to facilitate communication and understanding between members of diverse and unequal social groups. Using an integrated approach to oppression and social justice, this much-needed sourcebook presents theoretical foundations and frameworks for social justice teaching practice. This sourcebook is written for both novice and experienced faculty and trainers in higher education, adult formal and non-formal education, and workplace diversity and staff development programs.

**Adams, Maurianne, Warren J. Blumenfield, Rosie Castaneda, Heather W. Hackman, Madiline L. Peters, and Ximena Zuniga. 2002. *Readings for Diversity and Social Justice: An Anthology of Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism*. New York, NY: Routledge.**

*Readings for Diversity and Social Justice* is the first anthology to cover the scope of social oppressions from a social justice standpoint. By emphasizing the interactions among racism, sexism, classism, anti-Semitism, heterosexism, and ableism, the anthology shows the interconnections among oppressions in everyday life. Each thematic section is divided into Contexts, Personal Voices, and Next Steps and Action. By including both theoretical essays and personal reflections, the anthology stresses critical thinking while providing vivid portraits of the meaning of diversity and the realities of oppression. The Next Steps and Action sections are designed to challenge the reader to take action to end oppressive behavior and to affirm diversity and social justice.

The anthology includes over ninety selections from some of the foremost scholars in the field, including Gloria Anzaldua, Kate Bornstein, Patricia Hill Collins, Joe Feagin, bell hooks, Judith Lorber, Michael Omi, Richard Rodrigez, Gloria Steinem, Ronald Takaki, Beverly Daniel Tatum, Cornel West and Iris Marion Young.

**Allen, Deborah E., and Barbara J. Dutch. 1998. *Thinking Toward Solutions: Problem-Based Learning Activates for General Biology*. Sterling, V.A: Stylus Publishing.**

This is an innovative book of problem-solving activities that uses real-world problems to engage students in a selection of topics in biology. The book presents 25 problems covering all aspects of the general biology curriculum, including social, economic, and personal issues as a variety of levels of difficulty to challenge students.

**Alstete, Jeffery W. 2004. *Accreditation Matters: Achieving Academic Recognition and Renewal*. ASHE Publishing.**

Accreditation is the primary way of ensuring the quality of higher education to its many constituencies. This self-regulating system of institutional peer review is surely better than direct government oversight, but the critics say the current system is a compromise between accreditors and college presidents, rather than a rigorous set of common standards. This book focuses on contemporary accreditation, why it matters, and how it can be done effectively. The author covers historical background, getting started on your campus, strategies for achieving accreditation, and visions for future academic success, with plenty of specific examples and case studies.

**Anderson, Chalon E, Amy T. Carrell, and Jimmy L. Widdfield Jr. 2004. *APA and MLA Writing Formats*. Pearson Publishing.**

APA and MLA Writing Formats is a must for any student involved in research writing, whether for composition classes or graduate level courses. This concise workbook offers grammar review and concise explanations of both the APA and MLA formats, as well as numerous and helpful exercises.

**Anson, Chris M. 2002. *The WAC Casebook: Scenes for Faculty Reflection and Program Development*. New York, NY: Oxford University Press.**

*The WAC Casebook: Scenes for Faculty Reflection and Program Development* is an invaluable resource for instructors in any discipline who want to incorporate writing effectively into their courses and curriculum. The book covers such key topics as writing to learn; designing effective writing assignments; responding to and evaluating student writing; coaching writing; writing and new technologies; apprenticeship and the role of graduate students; and program development. Also addressed is the issue of working across disciplines with faculty who may share different views of writing and how it is best taught or learned. A list of Web-based resources is included in an appendix.

**Astin, Alexander W. 1993. *What Matters in College: Four Critical Years Revisited*. San Francisco, C.A: Jossey Bass.**

The *Journal of Higher Education* has called Alexander Astin's book *Four Critical Years* the most frequently cited work in the higher education literature. In *What Matters in College*, Astin presents a completely new expanded study of how students change and develop in college –and reveals how colleges can enhance that development. Based on a study of more than 20,000 students, 25,000 faculty members, and 200 institutions, the book shows how academic programs, faculty, student peer groups, and other variables

affect students' college experiences, and how these factors can shape students' personalities and behavior; values and beliefs; and academic, cognitive, and career development.

**Axelrod, Joseph. 1973. *The University Teacher as Artist*. San Francisco, CA: Jossey Bass.**

The focus of this new book is on the art of university teaching. Its aim is to help professors develop their own aesthetics of teaching and raise their daily classroom practice to the level of art. The thesis of the book is that every professor is reliving the Daedalus myth. Imprisoned in the labyrinthine structures that he himself helped to redesign, the university professor must discover there is no escape except by turning to art within the private domain of his own classroom and thus making his flight to freedom. Axelrod concludes that both the didactic teacher and the university lecturer (even those who are artists at lecturing) will have become obsolete by the year 2000 and that only the teacher-artist will survive.

**Bailey, Susan M. 2002. *Gender in Education*. San Francisco, CA: Jossey Bass.**

Is biology destiny? Are schools shortchanging girls or boys? If so, what can educators do to ensure that both succeed? These are among the questions confronting teachers of students of all ages. The *Jossey Bass Reader on Gender in Education* is a comprehensive anthology that explores the varied terrain of gender landscape—offering a thought-provoking view of the educational paths taken by girls and boys. The book includes the most groundbreaking and controversial pieces on gender while examining key developmental, learning, and cultural theories underlying the gender debates. Topics covered include the nature/nurture debate, gender achievement gaps, testing and teaching bias, the cultural context of gender, and sexual harassment.

**Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.**

In this new book, Ken Bain outlines his discoveries from the formal (and systematic) study of precisely what I have been informally studying myself for years. Namely, what are the conditions of teaching that make the greatest and most lasting impact on student learning. His discoveries will delight and possibly shock you. The great teachers in Ken Bain's book aren't defined by their own performance but by their students' performances. This is a delightful, thoughtful, and lighthearted book that is easy to read and would be great fun to discuss. (DME)

**Baiocco, Sharon A., and Jamie N. DeWaters. 1998. *Successful College Teaching: Problem Solving Strategies of Distinguished Professors*. Needham Heights, MA: Allyn and Bacon.**

The challenge is enormous. Today college professors are teaching to a wider and more diverse student body than ever before. Budgets are under fire, and financial "solutions"

range from cutting back on sabbaticals to increasing class sizes. Yet at scores of campuses throughout the country, distinguished professors are winning awards for teaching excellence—often repeating. How do they do it? And how can others learn to do it too? Open this book and you'll enter the classrooms of reward-winning faculty. Drawing upon interviews with 30 professors who have received awards for teaching excellence, Baiocco and DeWaters highlight the common characteristics, philosophies, methods, and behaviors that have helped these professors win teaching awards on their campuses.

**Banner, James M., and Harold C. Cannon. 1999. *The Elements of Learning*. 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. Written by the authors of the acclaimed *Elements of Teaching*, it is designed to help students of all ages—particularly high school and college students—attain their full potential for success in any area of study.

**Banner, James M., and Harold C. Cannon. 1997. *The Elements of Teaching*. Yale University Press.**

What are the characteristics of a great teacher? What qualities of mind and spirit are necessary to help others acquire the knowledge through which they can understand and live a good life? Neither a how-to-book nor a consideration of the philosophy, methods, or activities of teaching; this book, more precisely, assesses what it takes to teach. It encourages teachers to consider how they might strengthen their own level of professional performance.

**Banta, Trudy W., Jon P. Lund, Karen E. Black, and Frances W. Oblander. 1996. *Assessment in Practice: Putting Principles to Work on College Campus*. San Francisco, CA: Jossey Bass.**

Good practice in assessment is taking place on hundreds of campuses across the country, yet much of this work goes unreported. Now, *Assessment in Practice* brings together in one volume the best current knowledge of assessment methods that work and principles that should be incorporated into all effective assessment efforts—whether at institutional, program, or departmental levels. Drawing from 165 actual cases—and reporting 86 of them in their entirety, in the words of those who developed them—the authors illustrate methods and techniques covering a wide range of assessment objectives in diverse types of institutions. A helpful cross-referencing system that enables readers to access cases by assessment objective, institutional type, and measurement method is included.

**Barkley, Elizabeth F., K. Patricia Cross, and Claire Howell Major. 2005. *Collaborative Learning Techniques*. San Francisco, C.A: Jossey Bass.**

*Collaborative Learning Techniques* 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 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.

**Baxter Magolda, Marcia B. 1999. *Creating Contexts for Learning and Self-Authorship: Constructive-Developmental Pedagogy*. Nashville, TN: Vanderbilt University Press.**

Unlike most of the literature on the subject, this book takes abstract pedagogical principles and translates them into practical approaches. By observing semester-length college courses in mathematics, human development, and education and intensively interviewing students and their instructors, Baxter Magolda provides much-needed, concrete principles that will lead to valuable improvements in the classroom environment.

**Baxter Magolda, Marcia B. 2001. *Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-Development*. Sterling, VA: Stylus Publishing.**

“Provides long-awaited answers to critical questions regarding how college impacts students’ lives. Through an accomplished interview technique, the author provides us with an inside tour of the lives and minds of hundreds of college graduates. The longitudinal design allows us to comprehend more fully the lifelong impact of higher education. The author weaves these stories into a highly usable framework for educational improvement. Her concrete suggestions help the reader transform insights gained from the interviews into current college curricular and co-curricular practices. This book will be immediately useful for anyone connected to the college experience.”  
- AAHE Bulletin

**Becker, William E., and Moya L. Andrews. 2004. *The Scholarship of Teaching and Learning in Higher Education*. Bloomington, IN: Indiana University Press.**

This book is an anthology of the best of the papers presented at three conferences held by the Scholarship of Teaching and Learning program at Indiana University Bloomington. The SOTL program is a systematic research and research-based activity aimed at deepening and broadening the foundation of teaching practice and giving rise to new forms of knowledge through new forms of research—forms that often focus on IU’s own pedagogical practices.

**Bensimon, Estella Mara, Kelly Ward and Karla Sanders. 2000. *Department Chair's Role in Developing New Faculty into Teachers and Scholars*. Bolton, MA: Anker Publishing Company, Inc.**

*The Department Chair's Role in Developing New Faculty into Teachers and Scholars* is designed to help chairs with three important stages of junior faculty socialization: 1) recruitment and hiring; 2) the critical first year; and 3) evaluating the performance of new faculty. To accomplish this, the authors have translated research into concrete advice and activities; made extensive use of real-life situations; and provided examples of letters, checklists, and orientations that can be readily adapted to individual contexts.

Experienced chairs will find that the three sections of the book offer fresh ideas and new ways of consisting habits and routines; new chairs and prospective chairs will find a complex process laid out into component parts, each articulated with others so that an idea as abstract as “developing” new faculty can actually seem concrete and practical.

This new book seeks not only to categorize and name the parts of the process, but it offers the tools needed to adapt habit and intuition into effective management practices. Properly understood, these steps can help department chairs achieve the mission and objective of their own units, as well as those of their colleges and campuses.

**Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professorate*. San Francisco, C.A: Jossey Bass.**

In this groundbreaking study, Ernest L. Boyer offers a new paradigm that recognizes the full range of scholarly activity by college and university faculty.

**Bransford, John D., Ann L. Brown, and Rodney R. Cooking, Eds. 2001. *How People Learn: Brain, Mind, Experience and School*. Washington, DC: National Academy Press.**

This book offers exciting new research about the mind, the brain, and the processes of learning that provides answers to these and other questions. New information from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb.

*How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children—and adults—learn. Newly expanded to show how theories and insights can translate into actions and practice. *How People Learn* makes a real connection between classroom activities and learning behavior.

**Brookfield, Stephen D. 1990. *The Skillful Teacher*. San Francisco, CA: Jossey Bass.**

Award-winning author Stephan D. Brookfield offers insight, inspiration, and down to earth advice to new and seasoned teachers, showing how to thrive on the unpredictability

and diversity of classroom life. He draws on decades of professional experience and research on teaching and learning to identify key concerns in the teacher-learner relationship, such as building trust with students and overcoming resistance to learning other instructional techniques. Written for the thoughtful professional, *The Skillful Teacher* is a hands-on survival manual to restoring confidence, effectiveness, and zest to the critical practice of teaching.

**Bruffee, Kenneth A. 1993. *Collaborative Learning: Higher Education, Interdependence and the Authority of Knowledge*. Baltimore, MD: John Hopkins University Press.**

In *Collaborative Learning*, Kenneth Bruffee offers a compelling new model for thinking about how we teach, learn, and do research. Proposing that knowledge is “constructed through negotiation with others” in communities of peers, Bruffee argues that understanding the learning process as an interdependent, collaborative enterprise is essential for today’s college and university educators.

“Bruffee calls for a total revamping of higher education by replacing the traditional—he calls it ‘foundational’—acquisition of knowledge with the concept of education as cultural change.....Anyone who has ever taught will applaud the positive aspects of such revitalization and sensitization to multiculturalism.”

**Buckley, Francis J. 2002. *Team Teaching: What, Why and How?* Thousands Oaks, CA: SAGE.**

Team teaching—a pedagogical technique that shifts the role of instruction from the individual to a team provides students with the opportunity to take a more active role in learning. The book covers the nature, purpose, types, history, and evaluation of team teaching, as well as the resources needed and the roles of teachers, students, and administrators.

**Caplan, Paula J., Mary Crawford, Janet Shibley Hyde, and John T. E. Richardson. 1997. *Gender Differences in Human Cognition*. Oxford, NY: Oxford University Press.**

For years, both psychologists and the general public have been fascinated with the notion that there are gender differences in cognitive abilities. Research studies focus on differences in verbal, mathematical, spatial, and scientific abilities along gender lines, and articles in major news magazines and best-selling books outline the differences in cognitive abilities and how they affect male-female relations.

Why do we search so intently for these differences, and what are the social and cultural implications of such a relentless focus? Have these differences decreased over time? Do biological mechanisms contribute to them? This new volume in the Counterpoints Series answers these and other questions; it not only summarizes research studies, but also assesses their validity and questions the ideology behind them.

**Clark, Christopher M., ed. 2001. *Talking Shop: Authentic Conversation and Teacher Learning*. New York: Teachers College Press.**

Teachers have much to learn from simply talking to one another. This collection of essays argues that ordinary conversation among educators is a powerful resource not only for faculty members just beginning their classroom careers, but also for veteran instructors eager to share their expertise. Mr. Clark says, “For a conversation to have a chance of getting good, the participants must want to be there, must want to cooperate.” Conversations “invite us to become vulnerable by telling our personal-experience stories, taking a position, or expressing opinions, uncertainties, and regrets.” Egos are on the line, “out from behind the mask of everyday talk,” and “participants need to know that exposing their vulnerabilities will not bring judgment, punishment or rejection.” “The common ground that unites teachers across the spectrum from preschool through high school to graduate school are the mysteries of learning, teaching, and life in all its complex relationships.” (Review excerpted from Chronicle Of Higher Education.)

**Coffin, Caroline, Mary Jane Curry, Sharon Goodman, Ann Hewings, Theresa M. Lillis, and Joan Swann. 2003. *Teaching Academic Writing: A Toolkit for Higher Education*. New York: Routledge.**

In the sciences, “new knowledge is accepted on the basis of quantifiable experimental proof,” the authors note. Subjects in the humanities, however, are not so quantitative in nature. There, new knowledge is accepted or rejected on the basis of how well a particular thesis or idea is argued. Students need to be aware of the differences among the scholarly traditions, research methods, and forms of text materials valued in individual disciplines. For example, understanding why one method of persuasion might work better in a history essay than in a case study for a business course, they say, not only can improve a student’s writing performance and chances for a better grade, but also can enhance the overall experience of a college education. (Review excerpted from Chronicle Of Higher Education.)

**Colby, Anne, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens. 2003. *Educating Citizens*. San Francisco, CA: Jossey Bass.**

Throughout a grand tour of American higher education, *Educating Citizens* shows how institutions can equip students with the understanding, motivation, and skills of responsible and effective citizenship. The book includes rich examples from a wide range of effective programs and approaches on other campuses. The authors’ guidelines for implementing these programs can be applied in the full range of higher education institutions.

**Cross, Patricia K., and Mimi Harris Steadwin. 1996. *Classroom Research: Implementing the Scholarship of Teaching*. San Francisco, CA: Jossey Bass.**

Designed to be used by faculty members in groups and in workshops, *Classroom Research's* case method approach illustrates ways to think about a variety of common learning issues. The cases show students in the process of learning, clearly illustrate their problems and perceptions, and focus on long-term issues such as memory, deep and critical thinking. The authors designed the discussion questions to provoke a lively exchange of ideas and interpretations, and they show how faculty can acquire the critical knowledge—from research and literature as well as from students themselves—to determine some possible solutions.

**Cuban, Larry. 1999. *How Scholars Trumped Teachers: Change Without Reform in University Curriculum, Teaching and Research. 1890-1990.* Teachers College Press.**

Examining a century of university history, Larry Cuban tackles the age-old question: What is more important, teaching or research? Using two departments (history and medicine) at Stanford University as a case study, Cuban shows how universities have organizationally and politically subordinated teaching to research for over one hundred years. He explains how university reforms, decade after decade, not only failed to dislodge the primacy of research but actually served to strengthen it. He examines the academic university structures and processes, including curricular reform. Can the dilemma of scholars vs. teachers ever be fully reconciled? This fascinating historical journey is a must read for all university administrators, faculty, researchers, and anyone concerned with educational reform.

**Davis, James R. 1993. *Better Teaching, More Learning.* Phoenix, AZ: The Oryz Press.**

In *Better Teaching, More Learning*, James Davis argues the postsecondary instructors have to improve their performance in the classroom not only by better understanding how teachers teach, but also how learners learn.

Dr. Davis begins with an examination of the perspectives at work in any teaching situation: subject, setting, and students. Then the author explores the relationship of learning to teaching as it applies to specific strategies, such as:

- Training & Coaching
- Lecturing & Explaining
- Inquiry & Discovery
- Groups & Teams
- Experience & Reflection

**Diamond, Robert M. 1998. *Designing & Assessing Courses & Curricula: A Practical Guide.* San Francisco, CA: Jossey Bass Publishers.**

Many institutions, departments, and instructors recognize significant problems in the content and design of curricula or courses. But their efforts toward change are often hampered by uncertainty about where to begin, the questions to ask, the options to

explore, what outcomes to target, and what roles faculty, curriculum committees, and administrators should play.

*Designing and Assessing Courses and Curricula* provides a model for this change. Written with the faculty member in mind, it responds to the questions of faculty that see the need for change, but are unsure of how to reach their goals. Tested and refined through long-term use and study, the model presented in this book shows how to move from concept to actualization, from theory to practice.

Robert M. Diamond answers the call for clear, imaginative planning with faculty, administrators, and students working together toward change. He provides an effective model for designing, implementing, and evaluating courses and curricula, as well as flexible design options that are suited to diverse student needs.

**Donald, Janet Gail. 2002. *Learning to Think: Disciplinary Perspectives*. San Francisco, CA: Jossey Bass.**

This book presents a model for 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. The author discusses how learning occurs in different academic disciplines and reveals how educators can improve the teaching and learning process in their classrooms and programs.

**Drago-Severson, Eleanor. 2004. *Becoming Adult Learners: Principles and Practices for Effective Development*. New York, NY: Teachers College Press.**

This book offers a new and promising way to support adults in Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL) programs specifically and learners in adult education in general. Applying renowned Harvard University psychologist Robert Kegan’s constructive-developmental theory, Drago-Severson depicts an in-depth investigation into how and why adults develop “ways of knowing” to better prepare them for their work in the 21<sup>st</sup> century. This book provides practical suggestions for applying Kegan’s theory in adult education classrooms that will enable teachers, curriculum developers, program designers, and policymakers to better respond to adult learner’s strengths and learning needs.

**Eble, Kenneth, and Robert E. Young. 1998. *College Teaching and Learning: Preparing for New Commitments*. San Francisco, CA: Jossey Bass.**

College teaching and learning are at important crossroads. New clientele, new possibilities, and new obstacles have focused new and serious attention on the nature and success of postsecondary education. This sourcebook provides a timely look at the prospects for the future of college teaching and learning. The volume offers provocative

and practical ideas about the undergraduate curriculum, teaching strategies, the evaluation of teaching, student learning, and faculty

**Erickson, Bette LaSere, and Diane Weltner Strommer. 1991. *Teaching College Freshmen*. San Francisco, CA: Jossey Bass.**

In this book, Bette Erickson and Diane Strommer offer practical guidance to new and veteran faculty on how to most effectively teach and create academic support systems for college students in their first, most crucial year. Drawing on freshman learning research, the authors examine today's first-year college students to reveal the reasons why teaching freshmen can be difficult and challenging—including student's diverse educational backgrounds and learning styles, their expectations about learning, and their educational goals and values.

**Feldman, Kenneth A., and Michael B. Paulsen. 1995. *Taking Teaching Seriously: Meeting the Challenge for Instructional Improvement*. Washington, DC: George Washington University Publishing.**

“Taking Teaching Seriously” is drawn from a celebrated address by K. Patricia Cross at the 1986 AAHE National Conference on Higher Education in Washington, D.C. In her address, Cross emphasized the importance of efforts to increase the quality of college teaching. This report uses a model that views various strategies for improving instruction as helping motivate individual faculty members to improve their teaching by changing (and maintaining) certain of their instructional attitudes and practices (through the process of unfreezing, changing, and refreezing certain attitudes and behaviors). This model focuses on the varieties of informative feedback—from such sources as colleagues and consultants, chairs, students, and oneself—that are facilitated by a supportive teaching culture and that drive the process of instructional improvement.

**Fink, L. Dee. 2003. *Creating Significant Learning Experiences*. San Francisco, CA: Jossey Bass.**

Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction. He takes important existing ideas in the literature on college teaching, adds some new ideas, and shows how to systematically combine these in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses for significant learning in a variety of situations.

**Finkel, Donald L. 2002. *Teaching with Your Mouth Shut*. Portsmouth, NH: Boynton/Cook Publishers.**

Our traditional “Great Teacher” teaches by telling, inspiring students through eloquent, passionate oration. For Donald Finkel, this view is destructively narrow; it takes for granted that teachers teach, fundamentally and centrally, telling students what they are

supposed to know. In *Teaching with Your Mouth Shut*, Finkel proposes an alternative vision of teaching—one that is deeply democratic in its implications.

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

**Fox, Helen. 2001. *When Race Breaks Out: Conversation About Race and Racism in College Classrooms*. New York: Peter Lang Publishing.**

This book challenges professors to take up the cause of promoting honest and informed talk about race and racism in their classrooms. By relating what she's learned about race, about teaching, and about herself, the author, a lecturer in the department of English Language and Literature at the University of Michigan at Ann Arbor, brings a multicultural America into focus not only for her students, but for other instructors wishing to follow her footsteps.

Professors may be apprehensive about what will happen when students' long-held attitudes and often-suppressed feelings about race emerge in the classroom. While Ms. Fox attempts to ally such fears by offering ideas about confronting race-charged subjects like poverty, drugs, and immigration, she maintains that her book is not a "how-to" guide. "There is no 'right ways' to have these conversations," she says, "and not much consensus about where we want students to go or how we should help them get there." (Review excerpted from the Chronicle Of Higher Education.)

**Freire, Paulo. 1993. *Pedagogy of the City*. New York, NY: The Continuum Publishing Company.**

This book is primarily comprised of interviews that took place between the first months of Paulo Freire assuming leadership of the Bureau of Education in Sao Paulo, and the beginnings of his second year—including his farewell to the Bureau upon his retirement. The highly provocative observations herein confirm a central imperative, namely, that public education must play a decisive role in the continuing reformation of a democratic society. Though written from the viewpoint of an authority in another culture, the implications of Paulo Freire's dialogues reach all the way to our own inner-city schools. *Pedagogy of the City* offers a plan of action for the transformation of schooling; the creation of schools that truly represent.

**Friedman, Ellen G., Wendy K. Kolmar, Charley B. Flint, and Paula Rothenberg. 1996. *Creating an Inclusive College Curriculum*. New York, NY: Teachers College Press.**

Since 1986, the New Jersey Project has been pioneering the statewide transformation of the college curriculum away from the traditional andocentric/Eurocentric canon and

toward an inclusive, nonsexist, nonracist, multicultural one. Gathered here in a single volume are over 40 innovative syllabi and teaching resources for both two-year and four-year colleges and universities. Reflective essays rethinking pedagogy and course content feminism, and affirmative action. Educational leaders, curriculum experts, policy planners, and faculty in the humanities, social sciences, nursing, business, law, technology, math, and through the complex process of initiating, sustaining, and renewing curriculum transformation projects, and faculty experts detail their syllabi: course content, weekly outlines, reading lists, discussion topics, all ready for immediate classroom use.

**Friedman, Thomas L. 2005. *The World is Flat: A Brief History of the Twenty-First Century*. Farrar, Stratus and Giroux Publishing.**

In his brilliant new book, the award-winning New York Times columnist Thomas L. Friedman demystifies the brave new world for readers, allowing them to make sense of the often bewildering global scene unfolding before their eyes. With his inimitable ability to translate complex foreign policy and economic issues, Friedman explains how the flattening of the world happened at the dawn of the twenty-first century; what it means to countries, companies, communities, and individuals; and how governments and societies can, and must, adapt. *The World is Flat* is a timely and essential update on globalization, its successes and discontents, powerfully illuminated by one of your most respected journalist.

**Ginsberg, Margery B., and Raymond J. Wlodkowski. 1995. *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco, CA: Jossey Bass.**

This book provides teachers and trainers with sensitive and practical help in working effectively with groups of culturally diverse learners. Raymond J. Wlodkowski and Margery B. Ginsberg combine their respective expertise in motivation and multiculturalism to go beyond the usual rhetoric on prompting diversity, offering real-world guidance and suggestions for successful teaching in today's changing classroom environment.

**Glassick, Charles E., Mary Taylor Huber, and Giene L. Maeroff. 1997. *Scholarship Assessed: Evaluation of the Professorate*. San Francisco, CA: Jossey Bass.**

Now, *Scholarship Assessed* begins where *Scholarship Reconsidered* left off. Begun under the oversight of Ernest L. Boyer and completed by authors Glassick Huber, and Maeroff, *Scholarship Assessed* examines the changing nature of scholarships in today's colleges and universities. It proposes new standards for assessing scholarship and evaluating faculty with special emphasis on methods for documenting effective scholarship.

**Gmelch, Walter H., and John H. Schulh. 2004. *The Life Circle of a Department Chair*. San Francisco, CA: Jossey Bass.**

One of the most important academic administrators at virtually any college or university is the department chair, who is responsible for leading the fundamental academic unit of the institution. But in most cases, the person who serves as chair has virtually no academic preparation for this position and probably did not decide on a career in higher education with the idea of becoming a chair.

This volume identifies, examines, and analyzes selected issues related to the career development of the department chair, with a special focus on how colleges and universities can assist faculty in preparing themselves for this difficult role and how chairs can be supported during their term of service to their department and their institution. The volume also examines how chairs can continue to develop their skills while serving in this leadership role and how they can prepare themselves for academic life after they conclude their administrative duties as chair.

**Graff, Gerald. 2003. *Clueless in Academe: How Schooling Obscures the Life of the Mind*. Yale University Press.**

Our schools and colleges often make the intellectual life seem more impenetrable, narrowly specialized, and inaccessible than it is or needs to be, argues the eminent scholar and educator Gerald Graff, whose provocative book offers a wealth of practical suggestions for making the culture of ideas and arguments more readily understandable.

**Greive, Donald E. 2002. *Handbook II: Advanced Teaching Strategies for Adjunct and Part Time Faculty*. Ann Arbor, MI: The Adjunct Advocate, Inc.**

Higher education expert Donald Greive takes you beyond his best-selling *Handbook for Adjunct/Part-Time Faculty and Teachers of Adults* to *Handbook II: Advanced Teaching Strategies for Adjunct and Part-Time Faculty* where adjuncts and their managers offer their own insights into a variety of topics.

**Halpern, Diane F., and Associates. 1994. *Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World*. San Francisco, CA: Jossey Bass.**

“*Changing College Classrooms* 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”

**Hayes, Elizabeth, Daniele D. Flannery, Ann K. Brooks, Elizabeth J. Tisdell, and Jane M. Hugo. 2002. *Women as Learners: The Significance of Gender in Adult Learning*. San Francisco, CA: Jossey Bass.**

Drawing from comprehensive review of research and scholarship, as well as from personal stories, *Women as Learners* reveals the numerous ways in which women experience the learning process. It explains, for example, how women often become personally connected to the object and process of learning. The authors explore these

different experiences to show education and training professionals how they can better design and conduct programs for women. They also offer specific recommendations to improve all types of formal and informal adult educational programs, including literacy education, counseling and support groups, workplace training, and professional development activities.

**Haynes, Carolyn. 2002. *Innovations in Interdisciplinary Teaching*. Westport, CT: The Oryx Press.**

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.

**Hickson, III, Mark, and Don W. Stacks. 1992. *Effective Communication for Academic Chairs*. State University of New York Press.**

“This book should be in the library of every department head or aspiring department head. It treats the most vexing problems of a departmental administrator completely and competently”. — *Don Richardson*

This handbook examines the communication aspects of the management position in academia. Most academic department chairs are not trained in management skills, including communication strategies. While previous works have dealt with personnel and time management issues, this book illustrates how to communicate with faculty, students, consultation teams, and other administrators in ways that improve the workings of a department while decreasing the workload and tension that often accompany the appointment.

“There is precious little of value that talks about the process of chairing an academic department, and with the frequency of the chair turnover there is a need for material that can help new chairs to adjust to the job and anticipate what they may have to contend with over the span of a day, week, or semester”—*William F. Eadie, California State University, Northridge*

**Holland, Dorothy, William Lachicotte, Jr., Debra Skinner, and Carole Cain. 1998. *Identity and Agency in Cultural Worlds*. Cambridge, MA: Harvard University Press.**

This landmark book addresses the central problem in anthropological theory today: the paradox that humans are products of social discipline yet producers of remarkable improvisation. Synthesizing theoretical contributions by Vygotsky, Bakhtin, and Bourdieu, Dorothy Holland and her coauthors develop a theory of self-formation in which identities become the pivot between discipline and agency, from experiencing one’s scripted social positions to making one’s way into cultural worlds as a knowledgeable and committed participant. Ultimately, *Identity and Agency in Cultural*

*Worlds* shows how people, across the limits of cultural traditions, improvise and find spaces to re-describe themselves, creating their cultural worlds anew.

**Howe, Neil, and William Strauss. 2002. *Millennial Rising: The Next Great Generation*. New York: Random House.**

A decade ago, in *Generations*, Howe and Strauss predicted many of the youth trends we are beginning to see today. Now, in this remarkable new book—one that is certain to spark a heated national debate about the next generation—the authors provide startling proof for how today’s Millennial teens are defying conventional wisdom about youth.

**Huba, Mary E., and Jann E. Freed. 2002. *Learner-Centered Assessment on College Campuses: Shifting the Focus From Teaching to Learning*. Neddham Heights, MA: Allyn and Bacon.**

This resource is a well-constructed introduction to learner-centered assessment, complete with practical, ready-to-implement assessment techniques. Designed to bring up to speed quickly, the book is grounded in the principles of constructivist learning theory and continuous improvement. It helps you to connect with what you already know about assessment, integrate that knowledge with new information, and try new approaches to enhance your students’ learning. You see clearly what it means to shift from teacher-centered paradigm of instruction to a learner-centered paradigm.

**Kornhauser, Arthur W., Revised by Diane M. Enerson. 1993. *How to Study: Suggestions for High School & College Students*. Chicago: The University of Chicago Press.**

*How to Study* has helped generations of students throughout the country improve their skills in learning quickly and effectively. Its no-nonsense plan of action is filled with techniques, strategies, exercises and advice.

**Lambert, Nadine M., and Barbara L. McCombs. 2000. *How Students Learn: Reforming Schools Through Learner-Centered Education*. American Psychological Association.**

In *How Students Learn: Reforming Schools Through Learner-Centered Education*, leaders in the psychological and education communities suggest that successful school reform must not only uphold standards but also must recognize students’ differences and unique learning styles. The volume examines current research on how students learn and present the theoretical perspectives and research findings of leading authors in educational psychology. The chapters reflect the work of these distinguished educators and psychologists in developing and articulating the psychological knowledge base that is most relevant to education.

**Langer, Ellen J. 1997. *The Power of Mindful Learning*. Addison-Wesley Publishing Company.**

Radical in its implications, this original and important work may change forever the views we hold about the nature of learning. 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.

**Leamson, Robert. 1999. *Thinking About Teaching and Learning*. Sterling, VA: Stylus Publishing.**

Here is a compelling read for all teaching in higher education who want to refresh or reexamine their 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, Robert Leamson proceeds to the practical details of instruction that teachers are most interested in—the things that make or break teaching.

**Lemann, Nicholas. 1999. *The Big Test: The Secret History of American Meritocracy*. New York, NY: Farrar, Straus and Giroux.**

This brilliant book shows us for the first time ideas, the people, and the politics behind the fifty-year old system that determines the course of Americans' lives. *The Big Test* is superb social history and analysis that not only explains the origins of the inadequate system we are all living with but asks profound moral and political questions about what makes for a good society, and what condition the United States is in today.

**Light, Richard J. 2001. *Making the Most of College: Students Speak their Minds*. Cambridge, MA: Harvard University Press.**

Why do some students make the most of college, while others struggle and look back on years of missed deadlines and missed opportunities? What choices can students make, and what can teachers and university leaders do, to improve more students' experiences and help them achieve the most from their time and money? Most important, how is the increasing diversity on campus—cultural, racial, and religious—affecting education? What can students and faculty do to benefit from differences, and even learn from the inevitable moments of misunderstanding and awkwardness? From his ten years of interviews with Harvard seniors, Richard Light distills encouraging—and surprisingly practical—answers to fundamental questions. How can you choose classes wisely? What's the best way to study? Why do some professors inspire and others leave you cold? How can you connect what you discover in class to all you're learning in the rest of life? Light suggests, for instance, that

- studying in pairs of groups can be more productive than studying alone
- the first and most important skill to learn is time management
- supervised independent research projects and working internships offer the most learning and the greatest challenges

- encounters with students of different religions can be simultaneously the most taxing and most illuminating of all the experiences with a diverse student body.

**Lipsen, Charles. 2004. *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. University of Chicago Press.**

Refreshingly entertaining, non-preachy, and practical: it gives students useful strategies for citing both published and Web-based work correctly, and should be of real value for students from all fields.”

**Lucas, Ann F. 1994. *Strengthening Departmental Leadership: A Team Building Guide for Chairs in Colleges and Universities*. San Francisco, CA: Jossey Bass.**

Drawing on her experience in working with more than six thousand department chairs at more than 125 campuses in the United States and abroad, Ann F. Lucas presents specific practical techniques for overcoming the most common problems that chairs must struggle with, including:

- engaging in team building with members of the department
- creating a supportive communication climate
- facilitating faculty development
- motivating faculty—particularly difficult colleagues, poor teachers, and mid-career faculty
- handling faculty evaluation and making feedback interviews meaningful
- managing conflict
- developing an effective relationship with the dean
- developing coping mechanisms to ensure their own survival.

**Lucas, Ann F., and Associates. 2000. *Leading Academic Change: Essential Roles for Department Chairs*. San Francisco, CA: Jossey Bass.**

Demands for change in higher education are both powerful and compelling. However, in order for change to have any meaningful and lasting effect, academic department members must work as a cohesive team in leading transition and innovation. For the 80,000 department chairs working on campus across the nation, the visionary yet practical book shows how to manage academic change at the department level. It provides useful ideas and strategies on handling resistance to change, transforming departments into productive learning communities, and improving educational quality for students. Readers will also find concrete guidelines for developing structure and policy that will shape the way departments view themselves and set priorities. For new faculty members, a well-crafted promotion and tenure statement can not only communicate the department’s priorities but promote conduct that will contribute to long-term personal growth and productivity.

In twelve incisive chapters, top academic scholars, authors, and consultants address topics and trends as diverse as service learning, technological change, curriculum renewal, faculty reward systems, and post-tenure review. They offer effective models to

help department chairs and administrators work through the change process, including recommendations based on real-world experiences. They also integrate the latest research with examples of best practices into a readable, accessible format. Whether you are a department chair, administrator, or a faculty member aspiring to improve your department, *Leading Academic Change* is the expert's guide to mobilizing faculty energy towards academic success.

**Maki, Peggy L. 2004. *Assessment for Learning: Building a Sustainable Commitment Across the Institution*. Sterling, VA: Stylus Publishing.**

This book offers colleges and universities a framework and tools to design an effective and collaborative assessment process appropriate for their culture and institution. It encapsulates the approach that Peggy Maki has developed and refined through the hundreds of successful workshops she has presented nationally and internationally. Peggy Maki starts with a definition of assessment as a process that enables us to determine the fit between what we expect our students to understand and be able to do, and what they actually demonstrate at points along their educational careers. This book presents inquiry into student learning as a core process of institutional learning—a way of knowing about our work—to improve educational practices. Becoming learning organizations themselves, higher educational institutions deepen understanding of their educational effectiveness by examining the various ways in which students make their learning visible. Here is a process that any campus can adapt to and use to engage all its constituencies—institutional leaders, faculty, staff, administrators, students, and everyone involved in governance—in constructive dialogue to forge a vision about, and commitment to, a culture of evidence.

**Mc Donald, William M., and Associates. 2002. *Creating Campus Community*. San Francisco, CA: A Walley Company, Jossey Bass.**

“Ernie Boyer was a giant in higher education. This book, a resource guide, focuses on one of his great loves—campus community. The book examines his contributions and—offers a compelling agenda for action.”

-Arthur Levine, President, Teachers College, Columbia University

**Mc Keachie, William J. 2002. *Teaching Tips*. Boston, MA: Houghton Mifflin Company.**

*Teaching Tips* is a true classic that offers an excellent overview of college teaching, which is both practical as well as scholarly. As a highly respected psychologist with considerable classroom experience, McKeachie is able to rigorously summarize much of the relevant research about teaching while still providing a sensible grasp of a teacher's priorities. The result is a gold mine of ideas and practical advice.

**Mc Mann, John, and Barbara Leigh Smith. 2001. *Reinventing Ourselves: Interdisciplinary Education, Collaborative Learning and Experimentation in Higher Education*. Bolton, MA: Anker Publishing Company.**

*Reinventing Ourselves* examines the experiences of and lessons learned from a variety of institutions that pioneered new approaches for more effective teaching and learning. Many of the colleges included in this volume began as both educational and social experiments, representing new ways of thinking about educational goals, curricular organization, institutional governance, and faculty roles and rewards. With new calls for both boundaries within institutions and between disciplines, this book offers a rich store of ideas from which to draw.

**Menges, Robert J., and Associates. 1999. *Faculty in New Jobs: A Guide to Settling In, Becoming Established and Building Institutional Support*. San Francisco, CA: Jossey Bass.**

Drawing on a study conducted by researchers at the National Center on Postsecondary Teaching, Learning, and Assessment, *Faculty in New Jobs* offers practical, real-world advice covering all phases of the faculty career—from the difficult early process of settling in, to becoming socially and academically established, to ultimately building the institutional supports necessary for a successful career.

**Menand, Louis. 2001. *The Metaphysical Club: A Story of Ideas in America*. New York: Farrar, Straus and Giroux.**

“*The Metaphysical Club* is a compellingly vital account on how the cluster of ideas that came to be called pragmatism was forged from the searing experiences of its progenitors’ lives. Here are Oliver Wendell Holmes, Jr., Charles Sanders Peirce, William James, John Dewey, all of them giants of American thought made colloquially accessible both as human beings and as intellects. Menand’s book is an extraordinary collective biography, at once erudite and enthralling.”

-Daniel Kevles, Yale University

**Michaelsen, Larry K., Arletta Bauman Knight, and L. Dee Fink. 2004. *Team Based Learning: A Transformative Use of Small Groups in College Teaching*. Sterling, VA: Stylus Publishing.**

This book describes team-based learning (TBL), an unusually powerful and versatile teaching strategy that enables teachers to take small-group learning to a new level of effectiveness. It is the only pedagogical use of small groups that is based on a recognition of the critical difference between “groups” and “teams”, and intentionally employs specific procedures to transform newly formed groups into high-performance learning teams.

This is a complete guide to implementing TBL in a way that will promote the deep learning all teachers strive for: critical thinking, collaboration, mastery of discipline knowledge, and the ability to apply it.

**Nafisi, Azar. 2004. *Reading Lolita in Tehran*. New York: Random House.**

Every Thursday morning for two years in the Islamic Republic of Iran, a bold and inspired teacher named Azar Nafisi secretly gathered seven of her most committed female students to read forbidden Western classics. As Islamic morality squads staged arbitrary raids in Tehran, fundamentalists seized hold of the universities, and a blind censor stifled artistic expression, the girls in Azar Nafisi's living room risked removing their veils and immersed themselves in the worlds of Jane Austen, F. Scott Fitzgerald, Henry James and Vladimir Nabokov. In this extraordinary memoir, their stories become intertwined with the ones they are reading. *Reading Lolita in Tehran* is a remarkable exploration of resilience in the face of tyranny and a celebration of the liberating power of literature.

**Oppenheimer, Todd. 2003. *The Flickering Mind: The False Promise of Technology in the Classroom and How Learning can be Saved*. New York: Random House.**

Based on an in depth exploration of the issues and concerns expressed in this 1997 Atlantic Monthly award winning article (<http://www.theatlantic.com/issues/97jul/computer.htm>), this book tells the story of what Oppenheimer discovers when he investigates the ways in which computers are being used in their schools. When and how are they working, and why? And, more importantly, when and how have they failed? His is a cautionary take worthy of critical reflection and discussion, especially during times of limited resources. (DME)

**Palmer, Parker J. 1998. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey Bass.**

Teachers choose their vocation for reasons of the heart, because they care deeply about their students and about their subject. But the demands of teaching cause too many educators to lose heart. Is it possible to take heart in teaching once more so that we can continue to do what good teachers always do—give heart to your students?

In *The Courage to Teach*, Parker Palmer takes teachers on an inner journey toward reconnecting with their vocation and their students—and recovering their passion for one of the most difficult and important of human endeavors. “ This book builds on a simple premise: good teaching cannot be reduced to technique, good teaching comes from the identity and integrity of the teacher.”

**Palomba, Catherine A., and Trudy W. Banta. 1999. *Assessment Essentials: Planning Implementing and Improving Assessment in Higher Education*. San Francisco, CA: Jossey Bass.**

Experts in the field of assessment offer this comprehensive, step-by-step guide to the most current practices for developing assessment programs on college and university campuses. *Assessment Essentials* outlines the assessment process from the first to the last step and is filled with a wealth of illustrative examples to show how assessment is accomplished on today's academic campuses. It is especially useful for faculty members and others who may be new to the assessment process. In clear, accessible language, Catherine A. Palomba and Trudy W. Banta describes effective assessment programs and offer a thorough review of the most up-to-date practices in the field.

**Pascarella, Ernest T., and Patrick T. Terenzini. 1991. *How College Affects Students (Volume I)*. San Francisco, CA: Jossey Bass.**

Not since Feldman and Newcomb's 1969 landmark book, *The Impact of College Students*, has there been such a comprehensive resource available on what is known about the effects of college on students. In this book, Pascarella and Terenzini take up where Feldman and Newcomb left off, synthesizing twenty more years of empirical research and over 2,600 studies, distilling what is known about how students change and benefit as a consequence of attending college.

**Pascarella, Ernest T., and Patrick T. Terenzini. 2005. *How College Affects Students (Volume II)*. San Francisco, CA: Jossey Bass.**

This is a 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 findings and then synthesize what has been learned since 1990 about college's influences on students. The book also discusses the implications of the findings of research, practice, and public policy. This authoritative and comprehensive analysis of the literature on college impact is required reading for anyone interested in higher education practice, policy, and promise—faculty, administrators, researchers, policy analysts, and decision makers at every level.

**Postman, Neil. 1995. *The End of Education*. New York, NY: Random House, Inc.**

In this brilliantly challenging response to the educational crisis, Neil Postman, author of *Teaching as a Subversive Activity*, returns to the subject that established his reputation as one of our most insightful social critics. Starting from his belief that schooling, is now too often a trivial pursuit, a mechanical exercise, he argues with stunning clarity that we have lost sight of the inherent value and substance of learning, and sets out to restore it for our time. Postman's *The End of Education* heralds a new beginning. It seeks to provide solutions while provoking debate. Postman offers a redefinition of the end of education—the essential first step before we rethink and freshly determine the means.

**Pruitt-Logan, Anne S., Jerry G. Gaff, and Joyce E. Jentoft. 2002. *Preparing Future Faculty in the Sciences and Mathematics: A Guide for Change*. Washington, DC: Council of Graduate School and the Association of American Colleges and Universities.**

At a time when academic careers seems to be ever more demanding and uncertain, this publication offers a new vision for the preparation of college and university faculty in the sciences and mathematics. This new vision, *Preparing Future Faculty* (PFF), identifies teaching, research, and service as the three expectations for faculty at most institutions of higher learning and asserts that graduate students planning to join the faculty should begin learning about each of these elements of the academic profession.

**Richardson, Virginia, ed. 2001. *Handbook of Research on Teaching, Fourth Edition*. Washington, DC: American Educational Research Association.**

In this updated and expanded edition, experts in educational research present a variety of approaches useful to students as well as scholars of teaching in exploring the issues confronting education today. Ms. Richardson says that educational research, whether in policy, administration, instruction, or parenting, should play a key role in informing teaching practices. The research, she says, “should speak to student learning and to student development in the important aspects of human life, including cognitive, moral, physical, emotional, artistic and social. (Review excerpted from the Chronicle Of Higher Education).

**Rogers, Mary F., and C. D. Garrett. 2002. *Who’s Afraid of Women’s Studies? Feminisms in Everyday Life*. Walnut Creek, CA: AltaMira Press.**

Beyond the title, the real question posed by the authors is why feminism and women’s studies programs still generate so much anxiety—on as well as off college campuses. In exploring the subject, they remind their fellow educators not to forget that what is taught about feminism, “came to the academy, not from it,” evolving out of women’s experiences rather than out of books on feminist theory. The authors lay out the philosophy behind what is taught in most women’s studies courses. At its heart, feminist teaching and learning involve connecting the dimensions of women’s lives—family, scholarship, work, politics, spirituality, they write. And knowing that “gender is tangled up with power, knowledge, and a sense of self” is the guiding principle behind a feminist, or women-centered approach to the classroom. (Review excerpted from the Chronicle Of Higher Education.)

**Roth, John. K. 1997. *Inspiring Teaching: Carnegie Professors of the Year Speak*. Bolton, MA: Anker.**

*Inspiring Teaching* is a fascinating and often profound collection of essays written by 19 Carnegie Professors of the Year from a variety of colleges and universities across the U.S. and Canada. The book’s chapters range from the pragmatic to the philosophical attributes that shape what goes on in the classrooms of award winning teachers. *Inspiring*

*Teaching* is a valuable resource for anyone in the higher education community who is interested in analyzing what underlies and inspires good teaching and learning. It is at once a professional guide and a personal companion.

**Roth, Vicki, Ellen Goldstein, and Gretchen Marcus. 2001. *Peer-Led Team Learning: A Handbook for Team Leaders*. Upper Saddle River, NJ: Prentice Hall.**

The Workshop Project is a collaboration of teachers, learning specialists and students that develops and implements a Peer-Led Team Learning model of teaching science. Students who have done well in the course are selected and trained for the leadership roles. These peer leaders guide the work of teams of 6-8 students to solve carefully structured problems in weekly workshop sessions.

**Schilling, Karen Maitland, and Karl L. Schilling. 1998. *Proclaiming and Sustaining Excellence*. Washington, DC: Published by George Washington University.**

*Proclaiming and Sustaining Excellence: Assessment as a Faculty Role* explores the various sources of faculty's resistance to assessment and suggests ways to approach assessment that are more congenial to the traditional faculty role. In addressing administrators and faculty, the authors identify major conceptual, methodological, and policy advances over the past decade that may facilitate the faculty's greater engagement with assessment. Administrators are provided with useful frameworks for understanding the faculty's resistance and suggestions for approaches to assessment that respond to these sources of resistance. Faculty are provided with ways of thinking about assessment that comport more naturally with their traditional understandings of the faculty role in the academy.

**Shapiro, Nancy S., and Jodie H. Levine. 1999. *Creating Learning Communities*. San Francisco, CA: Jossey Bass.**

*Creating Learning Communities* is a practical, insightful guide to the essentials of this rewarding new program area, including how to design, fund, staff, manage, and integrate learning communities into different campuses. Drawing from their own experience, as well as from experiences of campuses around the country, Nancy S. Shapiro and Jodi H. Levine provide both a sound theoretical rationale and nuts-and-bolts advice on the logistical, administrative, financial, and turf-related issues of creating an effective learning community. And perhaps most important, they show how to ensure that such communities embody and fulfill the objectives for which they were established.

Readers will discover a pragmatic blueprint for creating a learning community that can be adapted to almost any campus culture—including specific guidance on who should be planning committees, samples of syllabi for interdisciplinary courses, monthly activity calendars, and other operational program models.

**Smith, Page. 1990. *Killing the Spirit: Higher Education in America*. New York, NY: Penguin Books.**

Noted historian Page Smith makes the case that decline of America's colleges and universities is directly related to the trend toward research and away from teaching. In *Killing the Spirit*, he offers an in-depth examination of higher education in America and reveals some disturbing and provocative truths:

- The “publish or perish” dictum generates useless research and articles, while leading professors away from their students in the pursuit of tenure.
- Academic fundamentalism, the refusal of professors to acknowledge ideas that do not fit their own agenda, is on the rise.
- The misapplication of the scientific method to such fields as literature and history is both limiting and destructive.
- As more and more research grants are awarded by the government and big business, universities are becoming increasingly bound to these organizations.

Filled with fascinating historical narrative and anecdote, as well as passionate argument, *Killing the Spirit* adds an essential voice to the ongoing debate over the future of education in America.

**Stephenson, Fred, ed. 2001. *Extraordinary Teachers: The Essence of Excellent Teaching*. Kansas City: Andrews McMeel Publishing.**

“There are many lessons that I have learned from *Extraordinary Teachers*,” says the book’s editor, “but none is more valuable than understanding that teaching is primarily a “learned profession.” In interviewing the essays for this volume, Mr. Stephenson pinpointed some key characteristics of excellent teachers: they were passionate about their work; they know how and what to teach and when improvement is warranted; they create a classroom environment that is both exciting and challenging; they have the ability to connect, “exceptionally well” with students. In the final analysis, he says, “extraordinary teachers, get extraordinary results” (Review excerpted from the Chronicle Of Higher Education).

**Stevens, Danielle, D., and Antonia J. Levi. 2005. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Sterling, VA: Stylus Publishing.**

At its most basic a rubric is a scoring tool that divides an assignment into its component parts and objectives, and provides a detailed description of what constitutes acceptable and unacceptable levels of performance for each part. This book defines what rubrics are, and how to construct and use them. It provides a complete introduction for anyone starting out to integrate rubrics in their teaching.

**Stoll, Clifford. 1995. *Silicon Snake Oil*. New York, NY: Doubleday.**

Grounded in common sense, *Silicon Snake Oil* is a meditation full of passion but devoid of hysteria. Anyone concerned with computers and our future will find it startling, wholly original, and ultimately wise.

**Vella, Jane. 2002. *Learning to Listen, Learning to Teach: The Powerful Dialogue in Educating Adults*. San Francisco, CA: Jossey Bass.**

In this updated version of her landmark book, *Learning to Listen, Learning to Teach*, celebrated adult educator Jane Vella revisits her twelve principles of dialogue education with a new theoretical perspective gleaned from the discipline of quantum physics. Vella sees the path to learning as a holistic, integrated, spiritual, and energetic process. She uses engaging, personal stories of her work in a variety of adult learning settings, in different countries and with different educational purposes, to show readers how to utilize the twelve principles in their own practice with any type of adult learner anywhere.

**Wholey, Joseph S., Harry P. Harty, and Kathryne E. Newcomer. 2004. *Handbook of Practical Program Evaluation*. San Francisco, CA: Jossey Bass.**

The second best-selling edition of *Handbook of Practical Program Evaluation* offers managers, analysts, consultants, and educators in governments, nonprofit, and private institutions efficient and economical methods for assessing program results and identifying ways to improve program performance.

The *Handbook* has been thoroughly revised. Many new chapters have been prepared for this edition, including chapters on logic modeling and on evaluation applications for small nonprofit organizations.

The *Handbook of Practical Program Evaluation* is a comprehensive resource on evaluation, covering both in-depth program evaluations and performance monitoring. It presents evaluation methods that will be useful at all levels of government and in nonprofit organizations.

**Wilms, Wellford W., and Deone M. Zell. 2002. *Awakening the Academy: A Time for New Leadership*. Bolton, MA: Anker Publishing Company.**

Higher education institutions face myriad difficulties as they try to adjust to a changing environment. What forces catalyze these changes? What traditions block them? How can institutions align these forces? Does it take a crisis? Putting the microscope to three significant academic units (the Department of Physics and Astronomy, the Business School, and the School of Education) at the University of California, Los Angeles, the authors gained a better understanding of how the university interacts with its environment and how it manages its own processes of change.

**Wise, Martha Stone. 1998. *Teaching for Understanding: Linking Research with Research*. San Francisco, CA: Jossey Bass.**

Most educators agree that students need to acquire and use knowledge in ways that go beyond the rote memorization of facts and figures—to develop a level of understanding that will serve them well throughout their lives. Unfortunately, traditional teaching often falls short of achieving this goal.

This book presents an innovative approach to teaching that develops understanding. Based on a six-year collaborative research project of schoolteachers and researchers from Harvard Graduate School of Education, the book describes what teaching for understanding looks like in the classroom and examines how teachers have learned to design and enact such practices.

**Zachary, Lois J. 2005. *Creating a Mentoring Culture: The Organization's Guide*. San Francisco, CA: Jossey Bass.**

In order to succeed in today's competitive environment, corporate and nonprofit institutions must create a workplace climate that encourages employees to continue to learn and grow. From the author of the best-selling *The Mentors Guide* comes the next-step mentoring resource to ensure all the levels of an organization will teach and learn from each other. Written for anyone who wants to embed mentoring within their organization, *Creating a Mentoring Culture*, is filled with step-by-step guidance, practical advice, engaging stories, and includes a wealth of reproducible forms and tools.

**Zachary, Lois J. 2000. *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco, CA: Jossey Bass.**

Thoughtful and rich with advice, *The Mentor's Guide* explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. It is based on Laurent A. Daloz's popular and widely used concept that mentoring is a learning journey in which the mentor and mentee serve as companions along the way. Now manager's teachers, and leaders from any career, professional, or educational setting can successfully navigate the learning journey by using hands-on worksheets and exercises in this unique resource.

Readers can learn how to:

- Assess their readiness to become a mentor
- Establish the relationship
- Set appropriate goals
- Monitor progress and achievement
- Avoid common pitfalls
- Bring the relationship to a natural conclusion

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## NEW DIRECTIONS FOR TEACHING AND LEARNING

**Aleamoni, Lawrence M. 1987. *New Directions for Teaching and Learning: Techniques for Evaluating and Improving Instruction*. San Francisco, CA: Jossey Bass.**

The interest in and need for evaluating teaching exists at every level of education. A crucial problem of evaluating faculty services in any institution is not only that of identifying and measuring teaching effectiveness but of reaching agreements as to the weight to be placed on various faculty responsibilities. The aim of this volume of *New Directions for Teaching and Learning* is to provide faculty administrators with practical approaches for instructional improvement and evaluation programs.

**Collins, Michael J. 1983. *New Directions for Teaching and Learning: Teaching Values and Ethics in College*. San Francisco, CA: Jossey Bass.**

This volume of *New Directions for Teaching and Learning* includes chapters on the teaching of ethics, on the relationship of teaching to the social and intellectual setting in which teaching is carried out, and on what is the fundamental controversy about values of teaching—namely, whether one can explicitly raise questions of meaning, policy, and values and at the same time remain consistent with the goals and methods of the discipline. The authors discuss this question and their experiences with teaching and values from the perspectives of their own disciplines.

**Daly, William T. 1985. *New Directions for Teaching and Learning: College-School Collaboration: Appraising the Major Approaches*. San Francisco, CA: Jossey Bass.**

This volume of *New Directions for Teaching and Learning* describes collaborations of higher education with elementary and secondary schools that are now taking place nationwide. It is designed as a user's manual for educators who may be considering involvement in a college-school collaborative effort. It is designed to present a realistic overview of the burgeoning national activity in college-school collaboration.

**Halpern, Diane F., and Milton D. Hakel, eds. Spring, 2002. *New Directions for Teaching and Learning: Applying Science of Learning to University Teaching and Beyond*. San Francisco, CA: Jossey Bass.**

It is sadly noted that most of the way we teach and learn is uninformed by laboratory findings in human cognition. Although researchers have made considerable progress in understanding the cognitive and social variables that mediate in the learning process, very little of this basic knowledge has been translated into practice, many research questions that are critically important to directing educational reform remain unanswered, and few in the scientific community have been active participants in the efforts to reform higher education. 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 real-world settings where most of us go about the business of teaching and learning. (Review excerpted from the Chronicle Of Higher Education.)

**Knapper, Christopher, and Patricia Cranton, eds., Number 88, Winter, 2001. *New Directions for Teaching and Learning: Fresh Approaches to the Evaluation of Teaching*. San Francisco, CA: Jossey Bass.**

Although student ratings are the primary means of evaluating teaching in higher education, there is a growing interest in exploring alternatives. In particular, there is recognition that our approach to evaluation needs to be broadened from the focus of the individual teachers to include a look at curricula, departments, and entire institutions. This is partly for reasons of public accountability and partly to provide evidence that might help colleges and universities respond to changing learning needs. The contributors to this issue of *New Directions for Teaching and Learning* describe a number of alternative approaches, including interpretive and critical evaluation, use of teaching portfolios and teaching awards, performance indicators and learning outcomes, technology-mediated evaluation systems and the role of teacher accreditation and teaching scholarship in instructional evaluation. (Review excerpted from Chronicle Of Higher Education.)

**Kreber, Caroline, ed., Summer, 2001. *New Directions for Teaching and Learning: Scholarship Revisited: Perspectives on the Scholarship of Teaching*. San Francisco, CA: Jossey Bass.**

This volume of *New Directions for Teaching and Learning* is the outcome of a Delphi study conducted with an international panel of experts in a field that has experienced considerable ambiguity – the scholarship of teaching. The study was guided by two questions: What are the important features or components of the scholarship of teaching? And what are the important issues surrounding the scholarship of teaching that are still unresolved? Each chapter deals with a specific challenge posed by the survey results and provides new insights into what we know about the scholarship of teaching. The volume both defines the scholarship of teaching and offers creative, innovative, and practical suggestions for how the most pressing unresolved issues the Delphi panel identified can be addressed. (Review excerpted from the Chronicle Of Higher Education.)

**Lewis, Karron G. Fall, 2001. *New Directions for Teaching And Learning: Techniques and Strategies for Interpreting Student Evaluations*. San Francisco, CA: Jossey Bass.**

Every faculty member and administrator who deals with student evaluations has complained that the information is extremely difficult to interpret correctly and equitably. Nevertheless, there are ways to encourage students to provide constructive criticism and ways to interpret what they provide. In this volume of *New Directions for Teaching and Learning*, some of the leaders in this field furnish both the research base behind the use

of student ratings and practical suggestions for interpreting the data from them. This is an extremely important skill, because the careers of many faculty members rest on the proper use or the misuse of these data. (Review excerpted from the Chronicle Of Higher Education).

**Zahorski, Kenneth J., ed. 2002. *Scholarship in the Postmodern Era: New Venues, New Values, New Visions*. San Francisco, CA: Jossey Bass.**

A little more than a decade ago, Ernest Boyer's *Scholarship Reconsidered* burst upon the academic scene, igniting a robust, national conversation that maintains its vitality to this day. This issue of *New Directions for Teaching and Learning* aims at advancing that important conversation. The first section focuses on the new settings and circumstances in which the act of scholarship is being played out; the second identifies and explores the fresh set of values currently informing today's scholarly practices; and the third looks to the future of scholarship, identifying trends, causative factors, and potentialities that promise to shape scholars and their scholarship in the new millennium. One of *Scholarship Reconsidered's* greatest legacies is the advocacy of a more holistic and humane approach to promoting, evaluating, and rewarding scholarship. This issue hopes to help nurture that legacy. (Review excerpted from Chronicle Of Higher Education).

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