

Building Your Teaching Library*
Baron Perlman
University of Wisconsin Oshkosh
Perlman@uwosh.edu
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Administration

1982 Idea Handbook for Colleges and Universities. Tickton, Sidney G.
New York: Academy for Educational Development, 1982.

Attracting and retaining highly qualified young faculty members at colleges and universities. A compendium of innovative approaches, practical ideas, and notable programs.

Achieving Educational Excellence. Astin, Alexander W.

San Francisco: Jossey-Bass, 1985.

Astin proposes the talent development approach to achieving excellence in education and discusses how we might go about implementing this alternative approach. Includes an overview of the American higher education system and the traditional concepts of excellence as well as practical steps for institutions that wish to implement his alternative view.

Administrative Commitment to Teaching. Cochran, Leslie H.

Cape Girardeau, MO: STEP UP, Inc., 1989.

This book is directed at the fundamental problem of commitment to teaching as well as concerns over quality and accountability in teaching. It provides tangible, research-based insights on how to make a stronger commitment to teaching, segments the issue, and presents hundreds of examples and illustrations on how improvements can be made.

Art of Administration: A Guide for Academic Administrators, The. Eble, Kenneth E.

San Francisco: Jossey-Bass, 1978.

Eble examines the requirements for effective academic administration, focuses on how administrators deal with their day-to-day tasks, and discusses the administrative skills, attitudes, and qualities that can make the difference between an effective educational environment and one that is demoralized and adrift.

Department Chairperson's Role in Enhancing College Teaching. The. New Directions for Teaching and Learning. Lucas, Ann F. San Francisco: Jossey-Bass, 1989.

The author argues that the academic department and the department chairperson are key agents for maintaining and enhancing the quality of undergraduate education. This sourcebook has been designed to offer insights and resources to help administrators become effective agents for improving teaching.

Four Critical Years Astin, Alexander W.

San Francisco: Jossey-Bass, 1983.

This book presents major findings from a ten year study of entering freshman at four-year colleges and universities regarding their family backgrounds, secondary school achievements, and educational aspirations. Astin looks at what these findings suggest about policy in higher education.

Diversity and MultiCulturalism

Achieving Quality and Diversity: Universities in a Multicultural Society. Richardson, Richard and Skinner, Elizabeth. Phoenix, AZ: Oryx, 1996.

Comprehensive model for institutions to adapt programs and services to improve success rates for under represented African American, Hispanic, and American Indian students while maintaining standards. The focus is on state policy environments and organizational practices related to positive outcomes for diversity and student achievement.

College Teaching Abroad: A Handbook of Strategies for Successful Cross-Cultural Exchanges. George, Pamela Gale. Boston: Allyn and Bacon, 1995.

This book is a road map that helps the visiting professor read the signals, as well as provide encouragement to develop new strategies to reach a new audience.

Coloring the Halls of Ivy. Davis, Josephine, D.

Bolton, MA: Anker Publishing, 1994.

An honest personal look at the experiences of minority administrators at predominantly white academic institutions. The 11 contributors are academic administrators representing people of color who have faced challenges, crises, and triumphs as leaders in their institutions.

Confronting Diversity Issues on Campus. Survival Skills for Scholars. Vol. 16.

Bowser, Benjamin, Auletta, Gale, and Jones, Terry. Newbury Park: CA, Sage, 1993.

The authors' objective is to focus on principles, to model opening discussions on a variety of key topics and to arm European-American and faculty members of color alike with some basic instruments for navigating in the multicultural college community.

Dialogues for Diversity. Kramer, Martin and Weiner, Stephen.

Phoenix, AZ: Oryx Press, 1994.

Materials intended to help groups of individuals on campus work toward focused discussions of the role of ethnic diversity in the daily life of colleges and universities. The aim is to help such groups to find their own common ground.

Minorities In Higher Education. Justiz, Manuel J., Wilson, Reginald, and Bjork, Lars G.

Phoenix, AZ: Oryx Press, 1994.

A discussion of the issues associated with the transformation of American society and minority participation in higher education. The book examines how to expand minority participation in higher education and in the social, economic, and political life of the nation.

Multicultural Teaching and Learning: Strategies for Change in Higher Education. Bensimon, Estelle Mara. University Park, PA: NCPTLA, 1994.

The author is well published in this area. A good book for an overview on the topic.

Multicultural Teaching in the University. Schoem, David and Frankel, Linda.

Greenwood Publishing: Westport, CN.: 1993.

This book serves as a guide to multicultural education. The book covers: the meaning of multicultural teaching, intergroup relations, racism, sexism, diversity, giving attention to diversity, teacher training and nonformal education, roundtable discussions, and questions and responses on multicultural teaching and conflicts in the classroom.

Teaching Minority Students. New Directions for Teaching and Learning. Cones, James H.

San Francisco: Jossey-Bass, 1983.

Discusses how college can educate all students to their potential; how colleges can undo the impact of racism on faculty and students; and how we can prepare students to live and work effectively in a multiracial society.

Transforming Knowledge. Minnich, Elizabeth Kamarck.

Philadelphia, PA: Temple University Press, 1990.

This book deals with the issues of diversity and women's studies, women's concerns being integrated into the university curriculum.

Faculty Professional Development and Renewal

Developing Senior Faculty as Teachers. Finkelstein, Martin J. and LaCelle-Peterson, Mark W. (Eds.).

New Directions for Teaching and Learning, Fall, No. 55. San Francisco: Jossey-Bass. (1993).

This book contains some valuable observations about senior faculty, their teaching, and institutional effects both positively and negatively on them. The emphasis is on senior faculty as an untapped resource and how to sustain and development them.

Enhancing Faculty Careers: Strategies for Development and Renewal. Schuster, Jack, Wheeler, Daniel,

W., et al. (Eds.). San Francisco: Jossey-Bass. 1990.

The book presents a variety of ideas for faculty on how to develop and enhance their academic careers with emphasis on its renewal.

Expanding Faculty Options: Career Development Projects at Colleges and Universities. Baldwin, Roger

J. Washington, DC: American Association for Higher Learning, 1981.

This report is the product of two conferences and a study of what colleges are doing to facilitate the creation of new career options. The report charts the range of practices that seem to be current and raises some of the questions that need to be taken into account by those interested in developing their own projects and programs.

Handbook for Faculty Development, A. Vol. 2. Bergquist, William H. and Phillips, Steven R. Washington,

DC: The Council for Advancement of Small Colleges, 1977.

This volume contains many practical tools for promoting faculty development in teaching. It also expands on concepts and practices like course design, life planning values clarification, and portfolio and program evaluation.

Handbook for Faculty Development, A. Vol. 3. Bergquist, William H. and Phillips, Steven R. Washington,

DC: The Council for Advancement of Small Colleges, 1981.

In this third volume, the authors direct their optimism into a deeper appreciation of the linkage between faculty development and the career development of individual faculty and the long-term planning and institutional research initiatives of colleges and universities.

How Administrators Can Improve Teaching. Seldin, Peter & Assoc.

San Francisco: Jossey-Bass, 1990.

Thirteen nationally prominent educators spell out the roles college administrators must play in fostering genuine instructional improvement. The authors present administrators with practical, ready-to-use information for developing institutional policies and practices that support good teaching and give it a higher priority in undergraduate education.

Improve the Academy, To. The Professional and Organizational Development Network in Higher Education. Stillwater, OK: New Forums Press.

Published since the early 1980s each volume contains articles on a variety of subjects related to higher education. Many of the articles address the future of faculty and instructional development, demographic trends, new, innovative approaches and programs, and improving teaching and learning.

Improving Undergraduate Education Through Faculty Development. Eble, Kenneth E. and McKeachie,

W. J. San Francisco: Jossey-Bass, 1985.

The authors describe and analyze a wide variety of faculty development programs in many different institutions -- large and small, public and private, well-endowed and financially troubled. They cover the nature, trends, purposes, and results of these programs.

Revitalizing Teaching Through Faculty Development. New Directions for Teaching and Learning.

Lacey, Paul A., San Francisco: Jossey-Bass, 1983.

The authors describe how they developed new courses, worked through the intellectual problems of identifying course goals and objectives, specified and organized content, and orchestrated assignments and experiences so that students built up both their skills and their understanding of content.

Toward Faculty Renewal. Gaff, Jerry G.

San Francisco: Jossey-Bass, 1975.

The purpose of this book is to provide a comprehensive analysis of various efforts to improve instruction. Its goals are to identify current college and university programs to improve the quality of teaching and learning; to describe the range and variety of these programs; and to place the programs in the context of trends in higher education in the 70s.

Vitality of Senior Faculty Members: Snow on the Roof – Fire in the Furnace, The. Bland, Carole J., and Bergquist, William H. ASHE-ERIC Higher Education Report No. 7.

Washington, DC: The George Washington University Graduate School of Education and Human Development, 1997.

This book is most supportive of senior faculty, their commitment and desire to teach, and presents information on what influences senior faculty vitality and how such faculty can lead their institutions. The emphasis is on continual self-renewal for senior faculty and their importance to their institutions and higher education in general.

Faculty and Institutional Performance and Its Evaluation: Successful Personnel Decisions: Promotion, Tenure, etc.

Changing Practices in Faculty Evaluation: A Critical Assessment and Recommendations for Improvement. Seldin, Peter. San Francisco: Jossey-Bass, 1984.

Intended for administrators and faculty, this book distills the literature and the author's personal experience in the improvement of faculty evaluation programs. It reveals changes and emerging trends from the third nationwide study Seldin has conducted of policies and practices in assessing faculty performance.

Determining Faculty Effectiveness: Assessing Teaching, Research, and Service for Personnel Decisions and Improvement. Centra, John A.

San Francisco: Jossey-Bass. 1982.

A research-based guide to determining faculty effectiveness including classroom teaching. Traditional evaluation methods are critiqued. The book concludes with a comprehensive plan for evaluating instruction on any campus.

Evaluating Faculty for Promotion and Tenure. Miller, Richard I.

San Francisco: Jossey-Bass, 1988.

Miller discusses the weaknesses of today's promotion and tenure methods and suggests a framework for developing faculty evaluation systems, as well as basic criteria for evaluating professional performance in teaching, scholarship and service. He also suggests alternatives to the tenure process, and includes many useful resources

Evaluating Teaching Effectiveness. Braskamp, Larry A., et al.

Beverly Hills, CA: Sage Publications, Inc., 1984.

A practical guide intended to assist faculty and administrators critique, design, and implement evaluation of teaching on their campuses. It is written from the perspective that the evaluation of teaching should be assessed from a variety of perspectives and that the purpose of the evaluation needs to be taken into account when evaluating.

Getting Tenure. Survival Skills for Scholars. Vol. 8. Whicker, Marcia Lynn, Kronenfeld, Jennie Jacobs, and Strickland. Ruth Ann. Newbury Park, CA: Sage, 1993.

This volume looks at all aspects of tenure: what tenure is, what the process for getting tenure is, what the research, teaching, and service criterion are and how to meet them.

Guide to Evaluating Teaching for Promotion and Tenure, A. Diamond, Robert M., Centra, John, and Gray, Peter J. Acton, MA: Copley Publishing, 1990.

The title is self explanatory. Useful for those both evaluating and those seeking tenure and promotion. The book shows how to be fair, comprehensive, and sensitive to the particular type of teaching involved.

Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook. Nichols, James O. New York: Agathon Press, 1989.

This handbook is intended to provide the practical guidance needed for an institutional effectiveness or outcomes assessment implementation plan that meets specific criteria. The book also gives specific examples of that implementation.

Mentor In A Manual. (2d ed.). Schoenfeld, Clay A. and Magnan, Robert. Madison, WI: Magna Pub., 1994.

A guidebook on how to climb the academic ladder to tenure. The authors present the essentials of acquiring a professorial state of mind and also frankly deal with the pragmatic "politics" of assimilation into the academic department. Includes chapters on student-focused teaching strategies, research, service, and getting published.

Practices That Improve Teaching Evaluation. New Directions for Teaching and Learning. French-Lazovik, Grace. San Francisco: Jossey-Bass, 1982.

This volume deals with the roles and responsibilities of those involved in the evaluative process: administrators, department chairpersons, evaluation directors, and faculty peer committees. A second theme emphasizes policies that encourage faculty trust in evaluation procedures. The final chapter summarizes benchmarks for summative evaluation.

Preparing for Promotion and Tenure Review: A Faculty Guide. Diamond, Robert M. Bolton, MA: Anker Publishing, 1995.

This book prepares candidates for the process of promotion and tenure review. It enumerates important questions to ask, lists factors to consider, and offers suggestions to concerning materials to submit.

Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness. Centra, John. San Francisco: Jossey-Bass, 1993.

Based on an extensive review of the literature, this book summarizes various approaches for evaluating & improving teaching, including the proper use of self-reports and portfolios and better ways to involve colleagues and students in evaluating. Centra includes guidelines, time-tested principles, and new research insights.

Junior Faculty Development : A Handbook. Jarvis, Donald K. New York: Modern Language Association of America, 1991.

This book is intended to encourage and assist senior faculty members in establishing both institutional and informal development programs for junior professors.

Key Resources on Teaching, Learning, Curriculum, and Faculty Development : A Guide to Higher Education Literature. Menges, Robert, J. and Mathis, B. Claude. San Francisco: Jossey-Bass, 1988.

This book is a comprehensive guide to over 600 books and articles on teaching, learning, curriculum, and faculty development in colleges and universities. It offer a critical evaluation of the most significant theory and research on these four essential topics, revealing the role each has had in shaping theory and practice in higher education.

Fiction

Moo by Jane Smiley. New York: A. A. Knopf, 1995.

Imagine a university such as Wisconsin State University with the chancellor's secretary running the institution and a pig as one of the novel's protagonists. Sounds like academe, doesn't it.

Straight Man by Richard Russo. New York: Vintage Books, 1998, (paperback).

An English department chair in a poor eastern state university. The best depiction of middle age for men ever! Who will be department chair, will the budget ever come? The best fiction ever written about academe!

The Dean's List by Jon Hassler. New York: Ballantine Books, 1997.

An out of the way Minnesota state university known for hockey and its inept chancellor. The second in command is protagonist, his overbearing mother couldn't be real, could she? Love and loss, poetry and fishing in this extremely well written and interesting book.

Higher Education Writings and Observations

***Academic Life, The: Small Worlds, Different Worlds.* Clark, Burton, R.**
 Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, Princeton University Press, 1987.
 A classic book and a must read. The last time faculty have spoken in their own voices about the world of the faculty member. This book captures the academic profession better than any other I know.

***Academic Paths: Career Decisions and Experience of Psychologists.* Keller, Peter A. (Ed.).**
 Hillsdale, NJ: Erlbaum, 1994.
 A book useful for understanding the career paths and decisions of academicians who just happen to be psychologists.

***Academic Strategy: The Management Revolution in American Higher Education.* Keller, George.**
 Baltimore, MD: The John Hopkins University Press, 1983.
 An inside look at how colleges and universities are shifting to new styles of management, the strategic plans underneath the changes, and an agenda for the future of education. As current today as when it was written. A classic in the field.

***Academic Workplace: New Demands, Heighten Tensions.* Austin, Anne E. and Gamson, Zelda F.**
 Washington, DC: The George Washington University Press, 1983.
 This book examines how the quality of life of those who work in higher education is being affected by outside pressures and how this in turn may affect the quality and productivity of institutions

***Academic's Handbook, The.* Deneef, A. Leigh and Goodwin Craufurd D. (Eds.).**
 Durham, NC: Duke University Press, 1995.
 An excellent edited book with content on the academy and the academic, issues in the academy today, academic employment, teaching and advising, funding academic research, and publishing research.

***American Professors: A National Resource Imperiled.* Bowen, Howard R., and Schuster, Jack H.**
 New York: Oxford University Press, 1986.
 A good look at the professorate and the pressures pushing on them. Gives a good overview to what is happening to faculty nationally and puts the "local" perspective each faculty is most familiar with in perspective.

***Beyond the Cultural Wars.* Graff, Gerald.**
 New York: W.W. Norton & Co., 1992.
 In this book, Graff argues that the "cultural wars" now being fought over multiculturalism and political correctness are actually a sign of the intellectual vitality of American education-but they need to be used creatively, made part of the educational process itself.

***Closing of the American Mind, The.* Bloom, Allan.**
 New York: Simon & Schuster, 1987.
 A critique by a political philosopher and professor of social thought of the intellectual and moral confusions of our age, which Bloom partially attributes to universities not providing students with the knowledge of the great tradition of philosophy and literature.

***Compleat Academic, The: A Practical Guide for the Beginning Social Scientist.* Zanna, Mark P. and**

Darley, John M. (Eds.). Hillsdale, NJ: Lawrence Erlbaum Associates, 1987.

A compendium of information about a host of problems and concerns that beset the work and life of the beginning social scientist. It covers the period from graduate school through the assistant professor's first years.

Core Curriculum and Cultural Pluralism. Schmitz, Betty.

Golden: CO: Association of American Colleges, 1992.

This book reports on two remarkable aspects of the current wave of general education reform: the creation or revival of common or "core" courses within general education curricula and the emergence of cultural complexity and multiplicity as organizing themes in these new core programs.

Creating Community on College Campuses. Spitzberg, Irving J., Jr. and Thorndike, Virginia.

Albany, NY: State University of New York Press, 1992.

This book addresses the most critical and difficult issues facing higher education in the 90's, that is, improving the quality of teaching and learning, raising academic standards, protecting freedom of expression, and simultaneously enhancing community of the whole and community of the parts.

Ernest L. Boyer: Selected Speeches, 1979-1995.

Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1997.

Ernest L. Boyer was President of the Carnegie Foundation for the Advancement of Teaching from 1979 until his death in 1995. This book is a selected collection of 12 of his speeches during that time period.

Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support.

Menges, Robert J. and Associates. San Francisco: Jossey-Bass, 1999.

Based on a study of faculty in their first three years of teaching at five different types of institutions this book complements Boice's work on new faculty. It contains wonderful chapters on mentoring, faculty of color, recruitment, and stress. The book raises a series of questions invaluable to anyone involved with improving the quality of recruiting and retaining good young faculty, and in building a quality institution.

Fall of the Ivory Tower, The. Roche, George.

Washington, DC: Regnery Publishing, 1994.

The author has written a critique of American higher education institutions. It explains how the nationwide financial crisis threatens to put institutions out of business.

Gone for Good: Tales of University Life after the Golden Age. Rojstaczer, Stuart.

New York: Oxford University Press, 1999.

The book presents the influences and changes in higher education do primarily, according to the author, to a decrease in federal funds for university faculty research. A nice presentation of the present context for teaching, the book covers undergraduate life, research and graduate education, and campus politics.

In the Company of Scholars: The Struggle for the Soul of Higher Education. Getman, Julius.

Austin, TX: University of Texas Press. 1992.

One of several books written about this time on what was happening in higher education and the various constituencies fighting for "control" of how faculty work and universities would develop in the future.

Invisible Tapestry, The. Kuh, George D. and Whett, Elizabeth J.

Washington, DC: American Association for Higher Education, 1988.

The purpose of this report is to identify and discuss the properties of institutional culture and examine how cultural perspectives have been used to describe life in college and universities.

Killing The Spirit. Smith, Page.

New York: Penguin Books, 1990.

Smith makes the case that the decline of America's colleges and universities is directly related to the trend toward research and away from teaching. Through historical narrative, anecdote and argument, he offers an in-depth examination of higher education in America and reveals some disturbing and provocative truths.

Learning from Change: Landmarks in Teaching and Learning in Higher Education from Change Magazine 1969-999. DeZure, Deborah (Ed).

Washington, DC: American Association of Higher Education, 2000.

Landmark articles on teaching and learning in higher education published in *Change* allow the reader to follow the controversies, reception of innovations, and trace the threads of continuity of the past 30 years. The book presents a set of perspectives and is a resource of models and practices.

Moral and Spiritual Crisis in Education : A Curriculum for Justice and Compassion in Education, The.

Purpel, David E. New York: Bergin & Garvey, 1989.

Purpel eloquently relates the moral and spiritual crisis in education. Drawing from the great moral traditions and teachers, he shows how we can forge a cultural myth that allows us to commit ourselves to a common vision of justice, love, community, and joy, without losing intellectual freedom or cultural divergence.

New Academic Generation: A Profession in Transformation, The. Finkelstein, Martin. J., Seal, Robert. K., & Schuster, Jack H. Baltimore, MD: Johns Hopkins University Press, 1998.

Based on a 1993 National Study of Post-secondary Faculty conducted by the U.S. Department of Education's National Center for Education Statistics, the book describes the new faculty members (7 years or less of full-time teaching experience) and compares them with their senior colleagues. Institutions for higher education are at the edge of a remarkable transformation and the demographic profile of faculty is changing the face of academe. The challenges posed for this new academic generation will define issues for American colleges and universities for years to come.

Poisoning the Ivy: The Seven Deadly Sins and Other Vices of Higher Education in America. Lewis, Michael. New York: M. E. Sharpe, 1997.

The author chronicles current problems in higher education, placing "blame" on the professoriate, not external factors. The book is primarily the author's account of personal dissatisfaction of the current state of the academy. Calls for reform are made.

Profscam: Professors and the Demise of Higher Education. Sykes, Charles J.

Washington, DC: Regnery Gateway, 1988.

Sykes examines the academic culture of the American professorate and finds it lacking in redeeming traits. He argues that professors are trying to turn American universities into professorial clubs where there can be no deviation from the party line, benefits are top priority, and those paying the bills are treated with contempt.

Promotion and Tenure: Community and Socialization in Academe. Tierney, William. G., and Bensimon, Estele Mara. Albany, NY: State University of New York Press, 1996.***Psychologist's Guide to an Academic Career, The.*** Rheingold, Harriet, L.

Washington, DC: American Psychological Association, 1994.

The book presents information on preparing for an attractive profession, the years of arriving, developing one's career, and the years of influence. It contains a great deal of useful information.

Saints and Scamps: Ethics in Academia. Cahn, Steven M.

Totowa, NJ: Rowman & Littlefield, 1986.

Cahn takes a searching look at all aspects of a college professor's job -- including teaching, scholarship, service on committees, tenure review, professional recruiting, publication, and dismissal procedures. Dr. Cahn provides realistic ethical guidelines for teaching, scholarship, and personnel decisions.

Scholarship Assessed: Evaluation of the Professoriate. Glassick, Charles, Huber, Mary Taylor, and Maeroff, Gene I. San Francisco: Jossey-Bass, 1997.

This book expands on the ideas of Boyer's *Scholarship Reconsidered* and details how pedagogical scholarship can be assessed. It 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. It gives information and focus to the debate of institutional standards of rigor and quality.

Scholarship Reconsidered: Priorities of the Professoriate. Boyer, Ernest L.

Princeton, NJ: Carnegie Foundation, 1990.

The term scholarship typically refers to research, but this author suggests an expanded definition of scholarship to include the scholarship of teaching. He describes the dependence of collegiate instruction on scholarship in a manner that appreciates the strengths of American higher education and shows how to use these strengths to improve it.

Social Worlds of Higher Education, The. Pescosolido, Bernice A. and Aminzade, Ronald.

Thousand Oaks, CA: Pine Forge Press, 1999.

Large scale changes challenge higher education and a views of the diverse "social worlds" inside colleges and universities and offers a way to tackle them.

State of the Nation and the Agenda for Higher Education, The.

Bowen, Howard R. San Francisco: Jossey-Bass. 1982.

Although someone dated in publication the book's content is still relevant today. Helps the reader obtain a sense of the influences on higher education at a national level.

Strategies for Change. Lindquist, Jack.

Berkeley, CA: Pacific Soundings Press, 1978.

Basing his book on a three-year study of change processes in higher education, Lindquist reviews existing theories of change and knowledge utilization, then examines and tests these theories through case histories of the seven colleges and universities in the study in their attempts to bring about major curricular, administrative or instructional reform.

Three Thousand Futures: The Next Twenty-Five years for Higher Education. Clark, Burton R.

San Francisco: Jossey-Bass, 1982.

A report that looks at what is likely to happen in the next twenty years in higher education. The report also puts forth its own view of what the future holds and gives courses of action which may reduce some of the fears and give realization to more of the hopes. Particular attention is paid to enrollment.

Undergraduate Experience in America, The. Boyer, Ernest. L.

New York: Harper & Row, 1987.

A must read for any faculty who teaches undergraduates this book provides a wealth of insights into the quality, content, and nature of undergraduate learning and life.

Journals and Newsletters

Journal on Excellence in College Teaching. Cox, Milton, Editor.
Miami, FL: Miami University.

National Teaching and Learning Forum, The. Rheem, J., Editor.
The newsletter written for educators by educators. Published six times throughout the year, The Forum is dedicated to the phenomenon of effective teaching and learning. It celebrates the fact that when educators of all disciplines get together to share their ideas, everyone benefits.

Teaching of Psychology. Smith, Randy, Editor, Erlbaum.

Portfolios, Self Assessment of Teaching, and Faculty Working With Faculty in Peer Review

Changing College Classrooms. Halpern, Diane F.

San Francisco: Jossey Bass, 1994.

This book combines a range of promising instructional strategies with helpful guidelines for assessing the effectiveness of instruction. It will help faculty and administrators equip students with necessary creative, critical, technological, and problem-solving skills, as well as a coherent sense of multicultural awareness.

Collaborative Peer Review: The Role of Faculty in Improving College Teaching.

ASHE-ERIC Higher Education Report No. 2. Keig, Larry and Waggoner, Michael D.

Washington, DC: The George Washington University, School of Education & Human Development, 1994.

This report looks at the rationale for peer review, the roles peers play in the review process, methods peers can use to improve their colleagues' teaching, programs involving peer review, potential short-comings of peer review, along with other aspects of the peer review process.

Course Portfolio, The: How Faculty Can Examine Their Teaching to Advance Practice and Improve Student Learning. Hutchings, Patricia (Ed.). Washington, DC: American Association for Higher Education. 1998.

A superb small book describing the purpose, organization, and process of writing a course portfolio.

Improving A College/University Teaching Evaluation System: A Comprehensive, Developmental Curriculum for Faculty & Administrators. Richlin, Laurie and Manning, Brenda. Pittsburgh, PA: Alliance Publishers, 1995.

Putting together a course portfolio.

Inspired Teaching. Roth, John K. (Ed.). Bolton, MA: Anker Publishing, 1997.

A collection of essays written by recent Carnegie professors of the year (since 1981 the Carnegie Foundation and the Council for the Advancement and Support of Education review nominations for this award). The book's chapters offer snapshots of outstanding teachers at work in their classrooms. One chapter is on improving teaching using teaching portfolios.

Instructing and Evaluating in Higher Education: A Guidebook for Planning Learning Outcomes.

McBeath, Ron J., Ed. Englewood Cliffs, NJ: Educational Technology, 1992.

A collection of self-appraisal forms and instructional modules. The self-appraisal forms are to help instructors identify professional areas he/she would like to further develop. The instructional modules incorporate the principles of active learning with examples and exercises included for each new concept.

Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review. Hutchings, Patricia. Washington, DC: American Association for Higher Education. 1996.

A classic book with the ideas underlying faculty collaboration and the teaching enhancement work which has become so accepted in higher education. A must read.

Peer Review of Teaching: A Sourcebook. Chism, Nancy. Bolton, MA: Anker Publishing, 1999.

The best book on peer review yet written. Excellent treatment of the process with a variety of forms and ideas in the appendices to add structure and reliability to the process. Highly recommended.

Recruiting Good College Faculty: Practical Advice for a Successful Search. Perlman, Baron and McCann, Lee I. Bolton, MA: Anker Publishing, 1996.

This book is a complete practical guide for the recruitment of new faculty with an emphasis on their teaching. The book provides an educational/environmental context for recruiting, describes good teaching and scholarship, and has an extended description and advice on the search itself. Chapter 6 emphasizes the teaching portfolio, with a description of its uses and major areas of content.

Successful Faculty Development and Evaluation: The Complete Teaching Portfolio. Murray, John P. Washington D.C: The George Washington University, 1997.

Delves into the misconceptions that teaching involves only the time spent in the classroom and that professors spend very little time teaching. Educators must demonstrate that the hours spent in the classroom are only part of the real work of teaching. One means to this end is a teaching portfolio, which can provide professors with a vehicle to document the quality and quantity of their teaching.

Successful Use of Teaching Portfolios. Seldin, Peter & Assoc. Bolton, MA: Anker Publishing, 1993.

This book offers hands-on information required to foster the most effective use of portfolios.

Teaching Improvement Practices: Successful Strategies for Higher Education. Wright, W. Alan and Associates. Bolton, MA: Anker Publishing, 1995.

A nice book with ideas on how to improve one's teaching. The book has a wide ranging array of content. Chapters range from understanding student learning to improving laboratory teaching. Chapter 9, authored by Seldin, Annis, and Zubzarreta is titled, Using the Teaching Portfolio to Improve Instruction.

Teaching Portfolio, The: A Practical Guide to Improved Performance and Promotion/Tenure Decisions (2nd ed.). Seldin, Peter. Bolton, MA: Anker Publishing, 1997.

A hands-on look at the why, what, and how of preparing and successfully using the portfolio. It includes the differences between portfolios for personnel decisions and portfolios for teaching improvement, as well as descriptions of how ten different institutions use portfolios.

Teaching Portfolio, The: Capturing the Scholarship in Teaching. Edgerton, Russell, Hutchings, Patricia and Quinlan, Kathleen. Washington, DC: American Association for Higher Ed, 1991.

A monograph that sets forth the case for using portfolios, advances a point of view about the important issues of design, and offers a range of illustrations of what portfolio entries might look like. The focus is on portfolios as a way of evaluating teaching, but broader uses of the portfolio, such as evaluating service and research, are also considered.

UNC Intercampus Dialogues on Peer Review of Teaching, Results and Recommendations. Bowser, Beth. 1998. World Wide WEB. <http://cte.uncwil.edu/et/prevl.htm>

Excellent materials on peer review to read and download.

Recognizing and Rewarding Faculty

Incentives for Faculty Vitality. New Directions for Teaching and Learning. Baldwin, Roger J. San Francisco: Jossey-Bass, September 1985.

This sourcebook examines the range of incentives higher education institutions can employ to support faculty vitality, and studies the issue of incentives to enhance faculty vitality from several useful perspectives. The chapters discuss the psychological and sociological foundations of effective incentives, as well as what works, what does not work, and why.

Recognizing Faculty Contribution. Bortz, Richard F. Carbondale, IL: So. Ill. Univ. Training Systems Designers, 1986.

This handbook provides a plan for developing and implementing a performance-based system for recognizing faculty contribution. The book rationalizes and articulates the steps of this process that is designed to meet the professional growth and development needs of the faculty and insure the progress of the department.

Recognizing Faculty Work: Reward Systems for the Year 2000. New Directions for Teaching and Learning. Diamond, Robert M. and Adam, Browyn E. San Francisco: Jossey-Bass, Spring 1993.

Offers assistance to those engaged in the review of faculty reward systems. Chapters address major issues relating to promotion, tenure, and merit pay, and outline practical models for change that have been developed by institutions engaged in the process of clarifying their institutional missions and modifying their faculty reward structures.

Student Learning

Accent on Learning. Cross, K. Patricia.

Jossey-Bass: San Francisco: 1984.

A sequel to Cross's book *Beyond the Open Door*, this book goes further in examining over 1,000 studies on teaching, learning, and student development and distilling, summarizing, and evaluating this information to show how it can be used to help new and traditional students achieve success in college.

Adults as Learners. Cross, K. Patricia.

San Francisco: Jossey-Bass, 1984.

Based on her review of over 1,000 books, articles, and reports, Cross has combined their insights to provide comprehensive information on adult learners. She explains who they are and where they come from, how they learn, why they participate in various kinds of learning, what skills and subjects they learn, and what they want to learn.

Becoming Reflective Students and Teaching With Portfolios and Authentic Assessment. Paris, Scott, G. and Ayres, Linda, R. Washington, DC: APA, 1994.

The book details how teachers can encourage students to assess their own academic progress and develop critical thinking and study skills in the process. It explores how students and faculty can become reflective and what it means to teachers to become reflective models of life-long learning. The book includes ideas and suggestions for activities that provide both learning and assessment opportunities.

Better Teaching, More Learning: Strategies for Success in Postsecondary Settings. Davis, James R.

Phoenix, AZ: Oryx, 1993.

Putting student learning at the center of his discussion, Davis translates recent research on learning into a form useful for college teachers. He then integrates it with current thinking on teaching to construct a framework or model for effective classroom communication.

Cognitive Structure and Conceptual Change. West, Leo H. T.

Orlando, FL: Academic Press, 1985.

This book discusses qualitative methods of research and the application of these methodologies to student learning. The book is divided into two major parts: the first deals with attempts to elucidate cognitive structure; the second moves toward describing ways of changing cognitive structure. The book is aimed at all educators.

Collaborative Learning: A Sourcebook for Higher Education. Goodsell, Anne Maher and Michelle, Tinto, Vincent University Park, PA: National Center on Postsecondary Teaching and Learning, 1992.

The intent of this sourcebook is to provide those interested in facilitating student learning with a place to start learning about collaborative, or cooperative, learning. Each section focuses on a particular set of information that answers questions about collaborative learning and provides steps for implementation.

Cooperative Learning: Increasing College Faculty Instructional Productivity. Johnson, David W.,

Johnson, Roger T., and Smith, Karl A.

Washington, DC: The George Washington University Press, 1991.

This volume discusses how college faculty can ensure that students actively create their knowledge rather than passively listening to the professor's. It describes how to structure learning situations cooperatively so that students work together to achieve shared goals.

Cooperative Learning for Higher Education Faculty. Millis, Barbara J., & Cottell, Phillip G. Jr.
Phoenix, AZ: Oryx Press, 1998.

This book emphasizes creation of learning communities with the classroom and "deep" student learning through highly structured assignments. .

Helping Adults Learn How to Learn. New Directions for Teaching and Learning. Smith, Robert M.
San Francisco: Jossey-Bass, 1983.

This sourcebook is concerned with an important aspect of education that is variously termed teaching students to learn, learning about learning, or learning how to learn. The concept goes beyond study skills or basic learning skills. It involves acquiring knowledge and skill to learn effectively in whatever learning situation one encounters.

Helping Adults Learn. Knox, Alan B.
San Francisco: Jossey-Bass, 1986.

Knox provides a comprehensive overview of specific procedures for helping adults learn in various settings. It covers continuing higher education as well as human resource development programs provided by employers. Various other settings are also considered.

Improving Student Achievement Through Mastery Learning Programs. Levine, Daniel and Associates.
San Francisco: Jossey-Bass, 1985.

This book explains how teachers, administrators, etc., can develop and use mastery learning techniques (the method of using frequent feedback and reinforcement to help students systematically master units of material) to improve classroom morale, promote self-confidence, and achieve scholastic competence in all students.

Improving Student Learning in College Classrooms. Guskey, Thomas R.
Springfield, IL: Charles C. Thomas, 1988.

An overview of how to improve student learning, focusing on the role of the college teacher and what makes a teacher effective. It includes different methods of learning and evaluation, as well as ideas on motivation and student involvement. There are also sections on student support services and staff development.

Learning Styles: Implications for Improving Education Practice.

ASHE-ERIC Higher Education Report No. 4. Claxton, Charles S. and Murrell., Patricia H.
Washington, DC: Association for the Study of Higher Education, 1987

An examination of the importance of the concept of learning style in the movement to improve teaching and learning in higher education. The authors view learning style as important not only in informing teaching practices, but also in encouraging administrators to think more deeply about their roles in the organizational culture.

Peer Teaching: To Teach is to Learn Twice. ASHE-ERIC (Report 4)

Whitman, Neal A. Washington, DC: Association for the Study of Higher Education, 1988.

This report describes efforts in higher education to use students as teachers. Includes the psychological basis for the benefits of peer teaching, different types of peer teaching, and strategies on how to recruit, select, and train, and use peer teachers. Educators have found that the students who do the teaching benefit from their own learning gains.

Promoting Active Learning: Strategies for the College Classroom. Meyers, Chet and Jones, Thomas
San Francisco: Jossey-Bass, 1993.

This book offers a practical guide to successful strategies for active learning. It presents a wide range of teaching tools that ask students to apply what they are learning. The book draws on the classroom experiences and tips of teachers from a variety of disciplines.

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. Gardiner, Lion F.
Washington, DC: The George Washington University, 1996.

Within the context of contemporary theory on student development (women, people of colors, part-time and older students), the book examines the growing body of knowledge about student learning, college outcomes and the effectiveness of various options for instruction and assessment as the basis for identifying an empirically grounded set of practices that we know lead to better learning for students.

Student Voices: Obtaining Feedback From Students and Communicating With Them

Classroom Assessment Techniques: A Handbook for College Teachers (2nd ed.). Angelo, Thomas A. and Cross, K. Patricia. San Francisco: Jossey-Bass. 1993.

This handbook describes a process called *classroom research* in which teachers are involved in the formal study of teaching and learning through observation, collection of data on student learning, and the design of experiments. The goal is to learn more about how students learn and how students respond to particular teaching approaches.

Classroom Research: Early Lessons from Success. New Directions for Teaching and Learning.

Angelo, Thomas. San Francisco: Jossey Bass, 1991.

Based on K. Patricia Cross's Classroom Research method of a learner-centered, teacher-directed approach aimed at understanding and improving student learning, this volume is a collection of examples illustrating a range of ways Classroom Research can be used in a variety of disciplines and settings.

Communicating in College Classrooms. New Directions for Teaching and Learning. Civikly, Jean M. San Francisco: Jossey-Bass, June 1986.

This volume addresses prominent classroom communication issues. The chapters deal with teachers and students as they communicate and form unique relationships with each other.

How Am I Teaching?: Forms and Activities for Acquiring Instructional Input. Weimer, Maryellen. Madison, WI: Magna Publishers, 1988.

This catalog of forms and activities introduces instructors to a variety of possibilities for better ways of using data from students, others, and even oneself to positively affect instructional quality.

Quality Professor: Implementing TQM in the Classroom, The. Cornesky, Robert. Madison, WI: Magna, 1993.

This book applies a business philosophy, TQM, to instructor/student communication. TQM is processes and procedures for improving performance, and the text maps out how to implement TQM in the classroom to improve classroom effectiveness.

Teaching Across the Curriculum: Active Learning, Critical Thinking, Writing

Art of Thinking: A Guide to Critical and Creative Thought, The. Ruggiero, Vincent R.

New York: Harper & Row, 1988.

This book is designed for both existing courses in thinking and for those that are being instituted in various departments. It introduces students to the principles of creative thinking, emphasizes what to do rather than what not to do, teaches students how to critique their ideas and the ideas of others, and teaches students how to persuade others.

Critical Thinking: Theory, Research, Practice and Possibilities.

ASHE-ERIC Higher Education Report No. 2. Kurfiss, Joanne G.

Washington, DC: Association for the Study of Higher Education, 1988.

This report surveys theory, research, teaching practice, and institutional programs pertinent to the questions of what critical thinking is; how it develops; what role knowledge plays in critical thinking; and whether or not educational practices affect the ability to think critically.

Developing Critical Thinkers. Brookfield, Stephen D.

San Francisco: Jossey-Bass, 1988.

Focus is on learners in non-academic settings. Part one introduces the concept of critical thinking, sets out its chief components, and indicates how it might be recognized. Part two addresses ways in which people can be helped to become critical thinkers. The last part reviews opportunities for developing critical thinking in the workplace.

Developing Reflective Judgment. King, Patricia M. and Kitchener, Karen Strohm.

San Francisco: Jossey Bass, 1994.

Drawing on extensive research, the authors detail a series of stages that lay the foundation for reflective thinking and trace the development of reflective judgment through adolescence and adulthood. This model of reflective judgment is designed to enhance both research and practice in critical thinking, intellectual development, and education.

Engaging Ideas. Bean, John, C.

San Francisco: Jossey-Bass, 1996.

The book is a guide to integrating writing, critical thinking, and active learning in the classroom. It helps

Teaching Students to Think Critically. Meyers, Chet.

San Francisco: Jossey-Bass, 1986.

This book aims to help in bridging the gap between theory and practice in the teaching of critical thinking. It is written by a college teacher and addresses practical teaching concerns. It offers specific models for student assignments and exercises and also suggests a framework that can help teachers clarify their own understanding of critical thinking.

Teaching Writing in the Content Areas: College Level. Tchudi, Stephen N.

Washington, DC: National Education Association, 1986.

Tchudi discusses writing in the content areas (the possibility that writing can be taught through subject-matter courses as well as in English classes), and writing across the curriculum (implies that faculty coordination of teaching writing must be a college wide concern).

Teaching Assessing Students and Grades

Art and Science of Classroom Assessment, The: The Missing Part of Pedagogy.

Brookhart, Susan M. Washington DC: The George Washington University, 1999.

This monograph presents information in a concise, well-organized manner. This is a valuable resource for college faculty who want a clear and concise overview of the latest information about classroom assessment and grading.

Assessing Student Learning in Higher Education.

Brown, George, Bull, Joanna, and Pendlebury, Malcolm. London: Routledge, 1997.

The book contains guidelines and suggestions for choosing and implementing methods of assessment of student learning within the context of efficiency, effectiveness, and enablement. These three themes reflect the time-consuming nature of assessment, validity of assessment, and establishment of a foundation for life-long learning.

Changing the Way We Grade Student Performance: Classroom Assessment and the New Learning Paradigm. New Directions for Teaching and Learning. Anderson, Rebecca, S. and Speck, Bruce, W. (Eds.). San Francisco: Jossey-Bass, Summer, 1998.

The book offers alternative approaches to assessing student performance including using portfolios, integrating peer and self-assessment, and assigning grades, and discusses the advantages and disadvantages of each.

Developing and Using Tests Effectively: A Guide for Faculty. Jacobs, Lucy Cheser and Chase, Clinton I. San Francisco: Jossey-Bass, 1992.

This book offers specific how-to advice on every stage of the testing process. The authors examine the strength and weaknesses of many types of tests and show how faculty members can write tests that are fairer, more valid, and that do a better job of measuring what students learn.

Effective Grading: A Tool for Learning and Assessment. Walvoord, Barbara E. and Anderson, Virginia Johnson. San Francisco: Jossey-Bass, 1998.

The book examines the link between teaching and grading. It uses grades as part of the process that provides rich information about student learning.

Making Sense of College Grades. Milton, Ohmer, Pollio, Howard R., and Eison, James A. San Francisco: Jossey-Bass, 1986.

The purpose of this book is to examine, in a scholarly fashion and through several perspectives, what grades mean both for the society in which they are given and for the students to whom they are given. This book is based on the authors' conviction that grades are central to student learning because they determine explicitly how and what students learn.

Tips for Improving Testing and Grading. Survival Skills for Scholars. Ory, John C. and Ryan, Katherine E. Newbury Park, CA: Sage, 1993.

The authors combine their training materials with their experience working with faculty to provide a resource for developing, using, and grading classroom exams.

Teaching Course and Curriculum Design and Assessment

Charting Your Course: How to Prepare to Teach More Effectively. Pregent, R.
Madison, WI: Magna Publications, (1994).

This book has some good ideas on analyzing the background and conditions of a course, formulating course objectives, choosing teaching methods and materials, and detailed course planning.

Course Design for College Teachers. Lovell-Troy, Larry and Eickmann, Paul.
Englewood Cliffs, NJ: Educational Technology Publications, 1992.

This book takes you through the process of designing a college course. It starts with the information gathering process and goes through all of the various steps in design. An excellent feature of the book is the evaluation section at the end of the book.

Designing and Assessing Courses & Curricula: A Practical Guide. Diamond, Robert M.
San Francisco: Jossey-Bass, 1997.

Diamond provides a practical, step-by-step guide to systematically enhancing college courses and curricula -- offering a proven, cost effective approach for analyzing and improving existing programs as well as developing, implementing, and evaluating new ones. He presents detailed case studies to show how this approach can be successfully used.

Transforming the Curriculum. Butler, Johnella and Walter, John (Eds.).
New York: State University of New York Press, 1991.

Universities are being pressured by ethnic groups and women to revise their curricula to reflect ethnic and gender contexts. This book provides many insights and resources that can be used to help universities to accurately depict the experiences of ethnic groups and women.

Teaching The Course Syllabus

Course Syllabus: A Learning-Centered Approach, The. Grunert, Judith.
Bolton, MA: Anker Publishing, 1997.

This guide frames the process of developing a comprehensive syllabus as a reflective exercise that leads to course improvement. This book reflects on the implications of a focus on learning for you and your students, offers some helpful examples drawn from existing course syllabi and course manuals and, includes an annotated list of suggested readings that you should find useful for further exploration of issues raised in the guide.

Preparing Course Syllabi for Improved Communication. Lowthe, Malcolm A.
Ann Arbor, MI: University of Michigan, 1989.

This guide was developed in response to faculty inquiries about how to prepare more effective syllabi. Its content was derived from several sources: discussions with faculty about course planning procedures, interviews with students, reviews of workshops and other literature, and analysis of a large number of syllabi from different disciplines.

Teaching In The Classroom

101 Ways to make Training Active. Silberman, Mel.

San Francisco: Jossey-Bass, 1995.

The most extensive collection of active-learning techniques ever published. This book offers specific suggestions on how to organize and conduct lively training sessions that can be used to teach any subject.

Acting Lessons for Teachers: Using Performance Skills in the Classroom. Tauber, Robert T. and Mester, Cathy, Sargent. Westport, CN: Preger, 1994.

Teachers find themselves competing with high-powered media to win the attention and interest of students. Many are adopting a variety of performance skills to reach and hold students attention and convey the necessary information. The book has lessons on developing the use of props, classroom humor, etc.

Active Learning: Cooperation in the College Classroom. Johnson, David W., Johnson, Roger T., and Smith, Karl A. Edina, MN: Interaction, 1991.

This book discusses how college faculty can use cooperative learning to increase student achievement, create positive relationships among students, and promote healthy student psychological adjustment to college. It includes how to structure learning situations cooperatively so that students work together to achieve shared goals.

Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report No. 1.

Bonwell, Charles C. and Eison, James A.

Washington, DC: The George Washington University, School of Education and Human Development, 1991.

An examination of the nature of active learning, the empirical research on its use, the common obstacles and barriers that give rise to faculty members' resistance to interactive instructional techniques, and how faculty, faculty developers, administrators, and educational researchers can make real the promise of active learning.

Creating Learning Centered Classrooms: What Does Learning Theory Have to Say? Stage, Francis K. et al. Washington DC: The George Washington University, 1998.

The authors of this book focus on the underemphasized part of the teaching/learning equation, carefully examining the frameworks that have been established for the college classroom, and reviewing the research and theories that relate to students' learning.

Strategies for Active Teaching and Learning in University Classrooms. Schomberg, Steven.

Minneapolis, MN: University of Minnesota, 1986.

The strategies in this handbook describe how to structure a course so as to lead students out of a passive note-taking role into an active thinking role. The articles are written from the point of view of practice.

What's the Use of Lectures? Bligh, Donald, A.

San Francisco: Jossey-Bass, 2000.

A guide for anyone who aspires to be a skilled lecturer and teacher. The book examines the nature of teaching and learning in a classroom lecture, describing how students learn, how much knowledge they retain, and how to enhance their attention and motivation.

Teaching General Content on Teaching

147 Practical Tips for Teaching Professors. Magnan, Bob.

Madison, WI: Magna Publications, 1989.

Most of the ideas and techniques in this book of tips came from *The Teaching Professor*, and others come from classroom experiences of other teachers. Some are straightforward suggestions and others are accompanied by commentaries.

A Professor's Duties: Ethical Issues in College Teaching. Markie, Peter J.

Lanham, MD: Rowman & Littlefield, 1994.

Part one of this book addresses the responsibilities of individual teachers in terms of what it means to be a professor and what and how to teach. Part two is a collection of previously published articles and book chapters by other writers addressing the ethical dimensions of teaching.

A View From the Academy: Liberal Arts Professors on Excellent Teaching.

Warren, Thomas. (Ed.). Lanham, MD: University Press of America, 1992.

This book contains 21 essays, each of which reflects what the author considers most important about his or her teaching. The faculty are from a variety of disciplines and different liberal arts colleges.

Aims of College Teaching, The Eble, Kenneth.

San Francisco: Jossey-Bass, 1983.

The focus of this book is not so much on what one does as teacher as on what one is and what one becomes. Much in this book has to do with teaching as it relates to scholarship, the relationship between knowing and making what one knows have consequence for others and for society.

Art and Craft of Teaching, The. Gullette, Margaret M.

Cambridge, MA: Harvard University Press, 1983.

The authors of the eight essays were all colleagues in the Harvard-Danforth Center/Harvard Business School teaching seminar. They give advice directly related to what they have experienced in the classroom, and each essay includes the sometimes divergent points of view of the group as well as the individual author's opinion.

Becoming a Critically Reflective Teacher. Brookfield, Stephen, D.

San Francisco: Jossey-Bass, 1995.

Anything this author writes is worth reading. An informed and perceptive book on how teachers need to be reflective practitioners of what it is they value and do.

Charting Your Course: How to Prepare to Teach More Effectively. Pregent, Richard.

Madison, WI: Magna Publications, 1994.

The author uses his experience as a consultant in higher education to propose a systematic approach to course preparation. It is related to the classic approach to problem-solving, and the author proposes concrete and flexible recommendations, methods, and instruments, simple scenarios and practical suggestions that apply to all disciplines.

Concepts and Choices for Teaching. Timpson, William M. and Bendel-Simso, Paul.

Madison, WI: Magna Publications, 1996.

The book provides an overview of many concepts that researchers from a range of disciplines use to make sense of what teachers do when they work with students. It also provides teachers with choices that need to be confronted if they are to improve and succeed as instructors. It is an offering of the best of what is available in the realm of teaching and learning, both theoretical and practical, current and historical. It is a diverse collection of ideas and strategies that have proven useful over time and in various settings.

***Courage to Teach, The.* Palmer, Parker J.
San Francisco: Jossey-Bass, 1998.**

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. Palmer guides us through the work of teaching to help us create communities of learning, calling on educational institutions to support teachers in this work.

***Craft of Teaching: A Guide to Mastering the Professor's Art, The.* Eble, Kenneth E.
San Francisco: Jossey-Bass, 1984.**

Part one looks at the assumptions teachers make and at the attitudes and skills they do well to develop. Part two deals with teaching inside and outside the classroom. Part three addresses the problems and predictable crises of day-to-day teaching. The final part discusses better ways of preparing teachers in graduate school.

***Dilemmas in Teaching: Cases for Collaborative Faculty Reflection.* Anson, Chris, M., Cafarelli, Lesley, K., Rutz, Carol, & Weis Michelle, (Eds.).
Madison, WI: Mendota Press. 1998.**

A collection of short, insightful cases written to apply to new and experienced teachers alike. Written by faculty the cases are grouped in three sections: the classroom, departments and institutions, and the changing culture in higher education. Discussion questions, essays about using cases, and a bibliography are included.

***Distinguished Teachers on Effective Teaching. New Directions for Teaching and Learning.* Beidler, Peter G. San Francisco: Jossey-Bass, Winter, 1986.**

A selection of writings from finalists in the Council for Advancement and Support of Education's (CASE) Professor of the Year Award. This sourcebook is designed to give some good teachers a chance to say something about important subjects they know and care about: college teaching and the way students learn.

***Effective Practices For Improving Teaching. New Directions for Teaching and Learning.* Theall, Michael and Franklin, Jennifer. (Eds.). San Francisco: Jossey-Bass. Winter, 1991.**

As is true of all of the books in this series an excellent discussion by the authors on ways to improve one's teaching.

***Effective Teaching in Higher Education.* Brown, George and Atkins, Madeline.
New York: Methuen, 1988.**

The authors discuss the relationship between teachers and students and what one must invest in becoming a good teacher or student. Lecturing, small group teaching, laboratory teaching, and research supervision are described in detail.

***Elements of Teaching, The.* Banner, James M., Jr. and Cannon Harold C.
New Haven, CT: Yale University Press, 1997.**

The authors conceptualize teaching as an art, therefore, to understand teaching, one needs to know something about the personal qualities of artists. The book examines ways in which qualities such as imagination, compassion, and patience influence teaching.

***Essence of Good Teaching, The.* Ericksen, S. C.
San Francisco: Jossey-Bass, 1984.**

An excellent book on the core principles and ideas behind good teaching.

Ethics of Teaching, The: A Casebook. Keith-Spiegel, Patricia, Wittig, Arno F., Perkins, David V., Balogh, Deborah, Ware, & Whitley Jr., Bernard, E. Muncie, IN: Ball State University, 1993.

This book has content and cases on many aspects of the ethics of teaching including in-class issues, lessons and evaluations, outside the classroom, relationships in academia, and cases unique to Psychology Departments. Cases provide interesting reading and clarity.

Faculty as Teachers: Taking Stock of What We Know. Weimer, Maryellen. (Ed.).

University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment, 1993.

A group of academicians gathered at a conference to take stock and focus on the development of faculty as teachers. Each brief chapter explores this theme. The concluding chapter summarizes the themes found throughout the book: collegiality, development, learning, and optimism.

First Steps to Excellence in College Teaching. Johnson, Glenn Ross.

Madison, WI: Magna Publications, 1990.

This book serves as a tool for beginning teachers to help them discover their strengths and weaknesses in teaching. It serves as means of increasing and honing their teaching skills, and encourages beginning teachers to seek advice from experienced instructors.

First-Order Principles for College Teachers. Boice, Robert.

Bolton, MA: Anker Publishing, 1996.

First-order principles are uncomplicated and essential but traditionally overlooked. They are an effective way to begin finding comfort and competence as a teacher. The book aims at impart usually untaught and unwritten concepts gradually and somewhat repetitiously.

Fostering Academic Excellence Through Honors Programs. New Directions for Teaching and Learning.

Friedman, Paul G. San Francisco: Jossey-Bass, 1986.

Deals with how a college professor or administrator can best provide the learning experiences that permit students with the greatest ability to utilize their full potential. Presents operating principles and pragmatic options for honors education .

Good Start: A Guidebook for New Faculty in Liberal Arts Colleges. Gibson, Gerald W.

Bolton, MA: Anker Publishing, 1992.

This book is a guide for graduate students and new faculty who have chosen to teach at a liberal arts college. It is filled with practical information and useful data, and deals with all of the principal duties of a faculty member.

Handbook of College Teaching: Theory and Applications. Pritchard, Keith W. and Sawyer, R. M. (Eds.).

Westport, CT: Greenwood Press, 1991.

Emphasis is on the practical application of theory in the classroom. Five major subdivisions include (1) Psychological Foundations of Teaching and Learning, (2) Methods of College Instruction, (3) Teaching Specific Academic Areas, (4) Special Problems that Confront the Undergraduate Faculty Member, and (5) The Job of Being a College Instructor.

Handbook on College Teaching. Meagher, Linda D. and Devine, Thomas G.

Durango, CO: Hollowbrook, 1993.

This book offers practical advice relevant to the day-to-day decisions made in teaching (e.g., organizing the course, selecting a text, and the lecture). It also emphasizes student learning (e.g., study techniques, notetaking, writing, test performance).

Honoring Exemplary Teaching. New Directions for Teaching and Learning. Svinicki, Marilla D. and

Menges, Robert J. San Francisco: Jossey-Bass, 1996.

This book looks at the promises and pitfalls of programs colleges and universities have implemented to honor exemplary teaching. It describes programs in a variety of settings and with varying purposes.

Improvement of Teaching, The. Bok, Derek.

New York: American Council of Learned Societies, 1991.

The proceedings of the main program session of the ACLS Annual Meeting in April, 1991. Bok centers on 16 steps that help young instructors, beginning with teaching assistants, become better teachers.

Improving College Teaching. Weimer, Maryellen.

San Francisco: Jossey-Bass, 1990.

Designed for "anyone responsible for or concerned about instructional quality within a postsecondary institution." Part one deals with removing barriers to teaching improvement, part two addresses key elements of successful instructional development, and part three describes teaching improvement programs at several campuses.

Improving Teaching Styles. New Directions for Teaching and Learning. Eble, Kenneth E.

San Francisco: Jossey-Bass, 1980.

This sourcebook attempts to probe some of the mysteries of style. A number of authors confront the matter of teaching style directly, on how style may be acquired and put to effective use. Other chapters examine more specifically teacher behaviors, particularly in terms of how behaviors may be shaped to best serve the ends of learning.

Improving Your Classroom Teaching. Survival Skills for Scholars. Vol. 1. Weimer, Maryellen.

Newbury Park, CA: Sage, 1993.

This book focus on each of the five research-identified components of effective instruction: enthusiasm, preparation and organization, the ability to stimulate thought and interest, clarity, and knowledge and love of the content. Includes concrete strategies and identification of underlying issues.

Inspiring Teaching: Carnegie Professors of the Year Speak. Roth, John K. (Ed.).

Bolton, MA: Anker, 1997.

This book is a collection of essays written by former winners of the Carnegie "Professor of the Year Award." Three broad issues provide focus: characteristics of good teachers, effective teaching practices, and teaching philosophy. The editor concludes that good teachers are enthusiastic, do not regard research as a distinct activity from teaching, are careful and organized planners, have strong desire to know their students personally, and seek out teaching opportunities in and out of the classroom.

Integrating Liberal Learning and Professional Education. New Directions for Teaching and Learning.

Armour, Robert A. and Fuhrmann, Barbara S. San Francisco: Jossey-Bass, Winter 1989.

This volume proposes that professional education programs should take full advantage of collaboration between their faculties and their liberal arts colleagues. The authors have theorized about the possibilities of integration of the liberal arts into professional education and have looked for practical examples of it across the country.

Lessons Learned: Practical Advice for the Teaching of Psychology. Perlman, Baron, McCann, Lee I., and McFadden, Susan (Eds.).

Washington, DC: American Psychological Society, 1999.

This book contains the *Teaching Tips* columns from 1994 through 1999 that appeared in the *APS Observer*. The 37 columns contain content on steps in a teacher's life, course planning, using technology, in-class skills, themes across psychology courses, writing, and faculty and student integrity.

Mastering the Techniques of Teaching (Second Ed.). Lowman, Joseph.
San Francisco: Jossey-Bass, 1995.

Lowman presents a new learning model that details the relative strength of six sources of influence on what and how much students learn in a college course. This second edition also includes a checklist for analyzing teaching via videotape, instructions on how to use videotape analysis, and a new approach to evaluating college teaching.

Models for Improving College Teaching: A Faculty Resource. Travis, Jon E.
Washington, D.C: The George Washington University, 1995.

By making information on improving college teaching available to every faculty member, developing a culture where the discussion of college teaching becomes a regular part of faculty meetings, and making the improvement of college teaching part of individual faculty development plans, colleges and universities will see significant improvement in the quality of teaching on their campuses.

More Quick Hits: Successful Strategies by Award-Winning Teachers. Stocking, S. Holly, Bender, Eileen, Cookman, Claude, Peterson, J. Vincent, and Votaw, Robert (Eds.).
Bloomington, IN: Indiana University Press. 1998.

More successful ideas and methods for good teaching. The “hits” are brief and easy to read. A great number of useful ideas.

Motivating Professors to Teach Effectively. New Directions for Teaching and Learning.

Bess, James L. San Francisco: Jossey-Bass, June, 1982.

The concern of the authors is the development of conceptual frameworks which will help faculty and administrators to understand the causes of the dilemmas regarding motivating teachers and to develop enlightened policies to improve teaching.

New Faculty Member, The. Boice, Robert.

San Francisco: Jossey-Bass, 1992.

Boice offers a range of proven support strategies designed to help new faculty thrive, identifies the major challenges facing most new faculty, and provides tested solutions for helping new faculty cope.

On Being a Teacher: The Human Dimension. Zehm, Stanley J. and Kottler, Jeffrey A.

Newbury Park, CA: Crown Press, 1993.

This book is different from any books on teaching. It focuses entirely on the personal characteristics of teachers rather than a combination of teaching methods and personality characteristics. The book has chapters on topics such as academic relationships, effective communication, reflective teaching, and “passionate commitment” to the profession.

On College Teaching. Milton, Ohmer.

San Francisco: Jossey-Bass, 1981.

This book provides explanations and critical evaluations of the major teaching practices being used in undergraduate education. The authors discuss both traditional approaches and new approaches with teachers from a variety of disciplines.

On Teaching and Learning in College. Dressel, Paul and Marcus. D.

San Francisco: Jossey-Bass, 1982.

The authors offer concrete answers to the questions of what kind of education fosters both human development and skills development and what kinds of college teachers and teaching are needed to provide such education.

Organizational Context for Teaching and Learning, The: A Review of Research Literature.

Peterson, M., Cameron, K., Mets, L., Jones, P., & Ettington, D.

Ann Arbor, MI: University of Michigan, 1986.

Examines the amount of research evidence that deals with the relationship of organizational characteristics and variables with either our institutions' academic climate or our teaching and learning outcomes.

Practical Handbook for College Teachers, A. Fuhrmann, Barbara and Grasha. Anthony F.

Boston, MA: Little, Brown Co., 1983.

A handbook to help teachers build the repertoire of skills and ideas crucial to successful teaching. Each chapter suggests various planning processes, asks key questions about applications, and demonstrates successful examples of how different concepts were used.

Professors Are From Mars, Students Are From Snickers: How to Write and Deliver Humor in the Classroom and in Professional Presentations. Berk, Ronald, A.

Madison, WI: Mendota Press, 1998.

The title of this book describes it accurately.

Professors as Teachers. Eble, Kenneth E.

San Francisco: Jossey-Bass, 1972.

Based on visits to seventy schools all over the country, this book offers a series of proposals designed to improve college instruction, to reward teaching, and to revitalize undergraduate education . Eble's observations, findings and proposals are a practical guide to effective teaching and an analysis of the forces working for and against teaching.

Promotion Civility: A Teaching Challenge. New Directions for Teaching and Learning. Richardson,

Steven M. (Ed.). San Francisco: Jossey-Bass, Spring, 1999.

The book provides creative, thoughtful strategies for promoting civil discourse and resolving conflict in the classroom and in the campus community at-large. The authors discuss effective responses to disruptive behavior, techniques for encouraging open, respectful discussion of sensitive topics; and institutional approaches to alternative dispute resolution.

Promoting Inquiry in Undergraduate Learning. New Directions for Teaching and Learning.

Weaver, Frederick S. San Francisco: Jossey-Bass, 1989.

The purpose of this sourcebook is to present the notion of inquiry education more clearly and tangibly than general discussions have done. All the contributors have taught for years in an inquiry-based curriculum. The chapters describe specific inquiry-oriented courses and teaching strategies.

Quick Hits: Successful Strategies by Award Winning Teachers. Bender, Eileen., Dunn, Millard, Kendall,

Bonnie, Larson, Catherine, and Wilkes, Peggy (Eds.). Bloomington, IN: Indiana University press. 1994.

The content is just what it sounds like. Award winning teachers from across the University of Indiana system provide ideas for how to teach better.

Research to Improve Teaching. New Directions for Teaching and Learning. Donald, Janet.

San Francisco: Jossey-Bass, 1985.

This volume as a sourcebook provides a balance of methodology and theory relevant to university teaching.

Seven Principles in Action, The. Hatfield, Susan Rickey.

Bolton, MA: Anker Publishing, 1995.

Shows how the seven principles for good practice in undergraduate education have been applied in various settings. Principles include student-faculty contact, cooperation among students, active learning, prompt feedback, an emphasis on time on task, communicating high expectations, and respect for diverse talents and ways of learning.

Skillful Teacher, The. Brookfield, Stephen, D.

San Francisco: Jossey-Bass, 1990.

An author with great depth who is in “touch” with what it means to teach. This book explains how teachers can resolve common teaching dilemmas by becoming more responsive to the emotions, tensions, and pace of student learning in order to build trust and overcome resistance to learning.

Studies of College Teaching. Ellner, Carolyn and Barnes, Carol.

Lexington, MA: D. C. Heath, 1983.

Drawing on actual classroom transcripts, the book examines the logic and level of the questions professors ask, the quality of student responses; the cognitive level of classroom discourse; and the effects of various modes of instruction on selected outcomes such as creativity, change in values toward education, and the student's ability to think critically.

Successful College Teaching: Problem-Solving Strategies of Distinguished Professors. Baiocco, Sharon A. and DeWaters, Jamie N. Boston: Allyn and Bacon. 1998,

A wide ranging and useful book which argues for the need to improve teaching, the forces for change versus institutional inertia, needs for reform in faculty preparation and development, excellent teaching and distinguished teachers, and advice from distinguished teachers.

Successful Service-Learning Programs: New Models of Excellent in Higher Education.

Zlotkowski, Edward (Ed.). Bolton, MA: Anker Publishing, 1998.

In this book, experienced leaders share how they have championed successful service-learning programs that have enriched their campuses and renewed their communities. Each chapter is a personal account of how these directors of service-learning projects have gained the acceptance and resources to design programs.

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

The book includes 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.

Teaching and Learning in the College Classroom. McKeachie, Wilbert, J.

Ann Arbor, MI: University of Michigan, 1986.

This report examines what postsecondary teachers can learn from the research on college learning. More specifically, it looks at whether or not research can provide a more precise determination of the limits of generalizations, disproof of faulty maxims, and a better understanding of how and why successful teaching strategies work.

Teaching and the Case Method. Barnes, Louis B., Hansen, Abby J., and Christensen, C., Roland.

Boston, MA: Harvard Business School Press, 1994.

Like its predecessors, this edition celebrates the joys of teaching and learning at their best and emphasizes the reciprocal exchange of wisdom that teachers and students can experience. It is based on the belief that teaching is not purely a matter of inborn talent; excellence in teaching can be analyzed, abstracted, and learned.

Teaching as Though Students Mattered. New Directions for Teaching and Learning.

Katz, Joseph. San Francisco: Jossey-Bass, 1985.

This volume consists of investigations by college teachers of how students learn and of how they might better be helped to learn. The chapters are to be read as samples of ways in which individual faculty have responded to the challenge of finding fresh ways of reaching their students.

Teaching At Its Best: A Research Based Resource for College Instructors. Nilson, Linda B.

Bolton, MA: Anker Publishing, 1998.

This book is a toolbox, a concise compilation of hundreds of teaching techniques, formats, classroom activities and exercises. It is practical in its focus. It is similar to McKeachie and Davis.

Teaching College - Collected Readings for the New Instructor. Weimer, Maryellen and Neff, Rose Ann. Madison, WI: Magna Publications, 1990.

This collection contains ideas, information and advice for instructors teaching a college course for the first time. The contents focus on the essentials of teaching and are organized semi-sequentially.

Teaching College Freshmen. Erickson, Bette LaSere and Stromme Diane Weltner.

San Francisco: Jossey-Bass, 1991.

Part one portrays freshmen and the complexities of their lives. Part two describes teaching practices that both challenge and support freshmen. Part three explores some of the special challenges of teaching freshmen.

Teaching Improvement Practices: Successful Strategies for Higher Education. Wright, W. Alan and Associates. Bolton, MA: Anker Publishing, 1995.

A nice book with ideas on how to improve one's teaching. The book has a wide ranging array of content. Chapters range from understanding student learning to improving laboratory teaching.

Teaching in College. Greive, Donald.

Cleveland, OH: Info-Tec, Inc., 1983.

This book is written for part-time faculty in higher education. It is intended as a source book in areas where specific techniques and pedagogy are discussed and as a professional journal for topics of philosophical or mundane nature.

Teaching Large Classes Well. Weimar, Maryellen (Ed.).

San Francisco: Jossey-Bass, 1987.

This book covers the many facts of teaching large classes.

Teaching On Solid Ground Using Scholarship To Improve Practice. Menges, Robert and Weimer, Maryellen. San Francisco: Jossey-Bass, 1996.

This book shows how critical new findings on teaching and learning can inform and enhance day-to-day practice in the college classroom. It gives practitioners more complete understanding of students and learning.

Teaching Tips: Strategies, Research, and Theory for College and University Teachers (10th ed.).

McKeachie, Wilbert, J. Boston: Houghton Mifflin, 1999.

Strategies, research, and theory for college and university teachers. Issues and techniques most relevant to beginning teachers to methods and issues likely to be of more concern after one has gotten beyond the difficult, immediate problems of the beginning teacher.

Teaching Values and Ethics in College. New Directions for Teaching and Learning.

Collins, Michael, J. San Francisco: Jossey-Bass, 1983.

This volume includes chapters on the teaching of ethics, on the relationship of teaching to the social and intellectual setting in which it is carried out, and on teaching -- namely, whether one can explicitly raise questions of meaning, policy, and values in the classroom and at the same time remain consistent with the goals and methods of the discipline.

Teaching with Style. Grasha, Anthony F.

Pittsburgh, PA: Alliance Publishers. 1996.

This book provides detailed guidelines on how to use teaching and learning styles to select instructional processes. Includes all style inventories. Claims to offer instructional processes that energize students, facilitate critical thinking, active & collaborative learning, and encourages students to assume more initiative and responsibility for their learning.

Teaching Within the Rhythms of the Semester. Duffy, Donna Killian and Jones Janet, Wright.

San Francisco: Jossey-Bass, 1995

The book combines a lively and innovative balance of theory and application with practical techniques for creating successful learning experiences at each stage in a semester. It addresses the prelude to the semester and the tempo of the semester. It is organized around three elements: a vignette of a teaching experience, educational, cognitive and affective theories reflected in the vignette and, examples of specific techniques and materials.

The Teaching Professor

Yearly publication that examines the current issues and trends within the education field.

Thinking and Learning Skills: Relating Instruction to Research. Segal, Judith W.

Hillsdale, NJ: Lawrence Erlbaum Associates, 1985.

Segal attempts to bring theory and practice regarding instruction of cognitive skills into close perspective. Programs that have been implemented in schools are described by their developers, and their diversity offers readers a basis for exploring the advantages and limitations of different approaches to instruction of cognitive skills.

Tools for Teaching. Davis, Barbara Gross

San Francisco: Jossey-Bass, 1993.

The aim of this book is to encourage faculty to become more aware of how they teach and how they might teach more effectively, and to provide them with the tools for doing so. As a reference book, it consists of 49 tools organized into 12 sections representing the key teaching responsibilities and activities of college instructors.

Turning Teaching into Learning. Davis, Todd M. and Murrell, P.

Washington D.C: The George Washington University, 1993.

As colleges have struggled to extend opportunities, an accompanying expectation for students to assume responsibility for their own education often has been lacking. Institutions must work to create an environment in which all students feel welcome and able to fully participate.

University Teacher as Artist, The. Axelrod, Joseph.

San Francisco: Jossey-Bass, 1976.

A detailed study of the dynamics of the college and university class where we can see concretely the various effects on student learning of what the teacher does or does not do. Axelrod uses lots of anecdotes and examples to illustrate models and prototypes and even includes transcripts of actual class sessions

Using Cases to Improve College Teaching: A Guide to More Reflective Practice. Hutchings, Pat.

Washington, DC: American Association for Higher Education, 1993.

The book explores the use of cases about teaching and learning to prompt discussion and reflection about pedagogical issues. It discusses strategies for writing and discussing cases, and provides a resource guide to projects, people, and materials. Seven actual cases are included.

Ways of Teaching. Hyman, Ronald T.

New York: Lippincott Company, 1974.

The aim/purpose of this book is to offer the reader a broad view of many various teaching methods. Each section is preceded by an introduction which offers a rationale for a particular method, followed by examples which illustrate the method in use and serve as models for refining teaching techniques.

Who Teaches? Who Learns?: Authentic Student/Faculty Partners. Jenkins, Robin R and Romer, Karen T.

Providence, RI: IVY Publishers, 1998.

A collection of articles which give strong evidence that partnerships between students and faculty are excellent avenues for purposefully changing the institutional paradigm from instruction to learning.

Teaching Psychology

Activities Handbook for the Teaching of Psychology, Volume 1. Benjamin, Ludy, T., and Lowman, Kathleen, D. (Eds.). Washington, DC: APA, 1981.
88 activities for use by introductory psychology course instructors. Grouped in sections on methodology, sensory processes and perception, learning and conditioning, memory and cognition, developmental psychology, social psychology, personality, and miscellaneous activities.

Activities Handbook for the Teaching of Psychology, Volume 2. Makosky, Vivian Parker, Whittemore, Linda Genevieve, and Rogers, Anne M. (Eds.). Washington, DC: APA, 1988.
Second in a continuing series of teaching aid handbooks, this book contains almost 90 activities for use in the subjects of methodology, learning and memory, sensory processes and perception, developmental psychology, personality, use of computers, and statistical concepts.

Activities Handbook for the Teaching of Psychology, Volume 3. Makosky, Vivian Parker, Sileo, Chi Chi, and Whittemore, Linda Genevieve (Eds.). Washington, DC: APA, 1990.
The third in the series, packed with diverse demonstrations.

Activities Handbook for the Teaching of Psychology, Volume 4. Benjamin, Ludy, T., Nodine, Barbara, F., Ernst, Randal, M., & Blair-Broeker, Charles (Eds.). Washington, DC: APA, 1999.
The latest volume on activities for teaching psychology. A wide range of instructive exercise that emphasize active learning. Each exercise is described in a cookbook format that allows the teacher to quickly see the concept underlying the activity, materials needed, and class time required.

Handbook for Enhancing Undergraduate Education in Psychology. McGovern, Thomas V. (Ed.). Washington, DC: APA, 1993.
Based on the 1991 St. Mary's National Conference devoted to undergraduate psychology education the book has a wealth of ideas for the reader.

Teaching Introductory Psychology: Survival Tips From the Experts. Sternberg, Robert J. (Ed.). Washington, DC: APA, 1997.
A practical and easy-to-read survival guide for "intro psych" teachers, written by authors of best-selling introductory textbooks. It contains their own teaching techniques, philosophies, tips and personal recollections. It provides proven teaching activities and offers ideas on how to structure the course, how to choose what material to teach, and how to teach with passion and engage students.

Teaching Technology

Building Learning Communities in Cyberspace. Palloff, Rena M. and Pratt, Keith.

San Francisco: Jossey-Bass, 1999.

This book will help faculty make the transition from the classroom to cyberspace and more fully understand the new approaches and skills they will need in order to be successful. Further, the book shows how to create a virtual classroom environment that helps students excel academically, while fostering a sense of community.

Facilitating Distance Education. Rossman, Mark H. and Rossman, Maxine E.

San Francisco: Jossey-Bass, 1995.

The chapters in this report are designed to help those concerned with facilitating distance education. They reflect the perspectives and concerns of the learner and the facilitator of learning in distance education settings.

Impact of Technology on Faculty Development, Life and Work, The. New Directions for Teaching and Learning. Gillespie, Kay Herr (Ed.). San Francisco: Jossey-Bass. Winter, 1998.

The book explores how to enhance faculty members' technological literacy; incorporate today's technologies into instructional design; and expand professional relationships and activities through on-line communities.

Interactive Learning: Vignettes from America's Most Wired Campuses. Brown, David, G. (Ed.).

Bolton, MA: Anker Publishing, 2000.

This book is a collection of best practices in the use of instructional technology from 36 of America's most wired campuses. In 93 brief, informal, and practical vignettes, professors show how they transformed courses with technology, discuss how the technology affected teaching and learning, and distill important lessons learned.

Strategies To Ensure Interaction In Telecommunicated Distance Learning. Barker, Bruce.

Macomb, IL: Western Illinois University, September 3, 1995.

Defines telecommunicated distance education, teachers' roles in it, and the "forced" interaction that it involves.

Student Learning in the Information Age. Breivak, Patricia S.

Phoenix, AZ: Oryx, 1998.

The author discusses new forms of literacy that are necessary to stay abreast of developments in information technology. Problems at three levels (students, teachers, and institutions) are discussed and strategies presented for keeping pace with the *information explosion*.

Teaching With Technology. David G. Brown (Ed.).

Bolton, MA: Anker Publishing, 2000.

Seventy-five faculty from 8 universities, all part of the Learning Technology Consortium, offer advice on teaching with technology. The book has 3 parts: the concept and practice of teaching with technology, computing environments, and 52 accounts of teaching with technology by teaching faculty.

Teach Yourself Web Publishing with HTML in a Week. Lemay, Laura.

Indianapolis, IN: Sams Publishing, 1995.

Teaching and Learning at a Distance: What It Takes to Effectively Design, Deliver, and Evaluate Programs. New Directions for Teaching and Learning. Cyrs, Thomas, E. (Ed.). San Francisco: Jossey-Bass, Fall, 1997.

The book shows how to develop distance education programs that maximize student learning. The authors review a range of alternative delivery technologies, explaining the benefits, special requirements, and appropriate use of each.

Teaching at a Distance Over Interactive Television. Klivans, Jeffrey D.
New York: McGraw-Hill, 1994.

Pointers and suggestions to prepare for ITV teaching responsibilities.

Teleclass Teaching: A Resource Guide. Cyrs, Thomas and Smith, Frank.
Las Cruces, NM: New Mexico State University, 1990.

Seminars, workshops, presentations, visits, and dialogues dealing with all aspects of television teaching.

Teaching Other

Complete Problem Solver, The. Hayes, John R.

Philadelphia, PA: Franklin Institute Press, 1981.

This book is designed to provide skills for better problem solving, and to give up-to-date information about the psychology of problem solving.

Designing Teaching Improvement Programs. Lindquist, Jack

Berkeley, CA: Pacific Soundings Press, 1978.

This book is intended as a resource tool and should be a stimulating and should be helpful to those concerned with setting up a new teaching center. Although the book is intended to provide insight into the operation of the various types of teaching improvement programs, it is not intended to be a "how to" publication.

Effective Committee Service. Survival Skills for Scholars. Vol. 7 Smelser, Neil J.

Newbury Park, CA: Sage, 1993.

This volume contains both analysis of and advice about committee work, including defining what a committee is and how they should be formed; how committees develop and work; how to serve on or chair a committee; and strategies for writing a committee report.

Expanding Access to Knowledge: Continuing Higher Education. Rohfeld, Rae W.

Washington, D.C.: National University Continuing Education Association, 1990.

This book presents the history of continuing higher education. Tracing adult education movement from its beginnings, this compendium explores the role of continuing higher education and NUCEA in helping Americans adapt to some of the important social, economic, political, and technological changes of this century.

Handbook for Adjunct and Part-Time Faculty and Teachers of Adults, A. Greive, Donald.

Cleveland, OH: InfoTec, Inc., 1990.

This handbook is intended to help part-time faculty develop techniques and strategies necessary for a successful and satisfying teaching experience.

IDEA Paper. Center for Faculty Evaluation and Development,

Division of Continuing Education, Kansas State University. Newsletters.

Each publication explores a topic in evaluation and/or development such as student evaluation of faculty or improving lectures.

Ideal Problem Solver, The. Bransford, John D., et al.

New York: W. H. Freeman & Co., 1984.

This book teaches a sound, methodical approach for resolving problems and strengthening our natural problem-solving abilities. Presents the IDEAL (Identify, Define, Explore, Act, Look) model and suggests new strategies for improving memory, for criticizing ideas and generating alternatives, and for communicating more effectively.

Missing the Boat. Goodwin, Crawford D. and Nacht, Michael.

Cambridge, MA: Cambridge University Press, 1991.

The results of a study on the international experiences of US faculty. Goodwin and Nacht examine the type of faculty who go abroad and their reasons for doing so, the incentives and disincentives for faculty abroad, the attitudes prevalent toward such activities, and the obstacles and risk.

National Study of Research Universities: On the Balance Between Research and Undergraduate Teaching, A. Gray, Peter J., Froh, Robert C., and Diamond, Robert M.

Syracuse, NY: Syracuse University, 1992.

The purpose is to examine the relative importance of research and undergraduate teaching as perceived by faculty, department chairs, deans and central administrators as well as to determine whether these groups agree on the balance that should exist. Finally, it was conducted to compare and contrast the perceptions of these groups across institutions and major academic areas.

Raising Academic Standards: A Guide to Learning Improvement. Keimig, Ruth Talbott.

Washington, DC: American Association for Higher Education. 1983.

After analyzing why many programs to raise or maintain academic standards in higher education have appeared to fail, Keimig develops a model that outlines the steps necessary to integrate learning improvement practices into the regular academic process for long term academic improvement

Recruiting Good College Faculty: Practical Advice for a Successful Search. Perlman, Baron and McCann, Lee I. Bolton, MA: Anker Publishing, 1996.

This book is a complete practical guide for the recruitment of new faculty with an emphasis on their teaching. The book provides an educational/environmental context for recruiting, describes good teaching and scholarship, and has an extended description and advice on the search itself.

Retirement 901: A Comprehensive Seminar for Senior Faculty and Staff. Schoenfeld, Clay .

Madison, WI: Magna Publications, 1993.

In the period 1993 - 2004, more college and university academic staff and faculty members will retire, or think about retiring, than in any other decade in the history of higher education in America.

Strengthening the Teaching Assistant Faculty. Andrews, John D. W. (Ed.).

San Francisco: Jossey-Bass. 1985.

This book explores the multiple roles of the teaching assistant. A primary focus is on TA development programs that aim at improving TA instruction and professional development. The book contains chapters on the relationship between TAs and professors, and contextual factors that influence the success of TA development programs.

Teaching Assistant Training in the 1990's. New Directions for Teaching and Learning. Nyquist, Jody D.

San Francisco: Jossey-Bass, 1989

The authors of this volume have attempted to share their thinking about the issues surrounding TA training: the lack of adequate training, sorting out the complexity of the contexts in which TAs work, and identifying obstacles to adequate TA training.

University Teaching: A Guide for Graduate Students. Lambert, Leo M., Tice, Stacey Lane, and Featherstone, Patricia. (Eds.). Syracuse, NY: Syracuse University Press, 1966.

The book covers graduate students' roles as teachers and young professionals. Included is content on fundamental aspects of teaching and improving one's teaching and enhancing student learning.

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