



Books of Interest to Department Chairs

The list below represents only a small selection of the books that might be of interest to Department Chairs. The CTL has a library of books that address the scholarship of teaching, research on running effective classes, innovations related to higher education policy, research on supportive environments for faculty, teaching techniques, course and assignment design, and innovative classroom practices. If you have suggestions for books to add to this list, please contact Michael Reder at rededer@conncoll.edu.

Chairing a Department

Bensimon, Mara Estela, Kelly Ward, and Karla Sanders. *The Department Chair's Role in Developing New Faculty into Teachers and Scholars*. Boston: Anker, 2000.

Braskamp, Larry A., and John C. Ory. *Assessing Faculty Work: Enhancing Individual and Institutional Performance*. San Francisco: Jossey-Bass, 1994.

Diamond, R.M. *Serving on Promotion and Tenure Committees: A Faculty Guide*. Bolton: Anker, 1994.

Hecht, Irene W. D., Mary Lou Higgerson, Walter H. Gmelch, and Allan Tucker. *The Department Chair as Academic Leader*. Foreword by Ted Marchese. Phoenix: American Council on Education/Oryx, 1999.

Higgerson, Mary Lou. *Communication Skills for Department Chairs*. Bolton, MA: Anker, 1996.

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

Moody, JoAnn. "Helping Junior Faculty, Especially Non-Majority Newcomers, Thrive." In Moody, below.

continued

Seagren, Alan, T., John T. Creswell & Daniel W. Wheeler. *The Department Chair: New Roles, Responsibilities and Challenges*. ASHE-ERIC Higher Education Report Vol. 22, No. 1 Washington, DC: George Washington U, 1993

Turner, Caroline Sotello Viernes, and Samuel L. Myers, Jr. *Faculty of Color in Academe: Bittersweet Success*. Boston: Allyn and Bacon, 2000.

Wergin, Jon F. *The Collaborative Department: How Five Campuses Are Inching Toward Cultures of Collective Responsibility*. AAHE Forum on Faculty Roles & Rewards. Washington, DC: AAHE, 1994.

Wergin, Jon F., and Judi N. Swingen. *Departmental Assessment: How Some Campuses Are Effectively Evaluating the Collective Work of Faculty*. AAHE Forum on Faculty Roles & Rewards. Washington, DC: AAHE, 2000.

Supporting Faculty Members

Boice, Robert. *Advice For New Faculty Members*. Boston: Allyn & Bacon, 2000.

Coiner, Constance, and Diana Hume George, eds. *The Family Track: Keeping Your Faculties while You Mentor, Nurture, Teach, and Serve*. Urbana and Chicago: U of Illinois P, 1998.

Gibson, Gerald W. *Good Start: A Guidebook for New Faculty in Liberal Arts Colleges*. Forward by Jerry G. Gaff. Bolton, MA: Anker, 1992.

Jarvis, Donald K. *Junior Faculty Development: A Handbook*. New York: MLA, 1991.

Moody, JoAnn. *Demystifying the Profession: Helping Junior Faculty Succeed*. [3 papers.] New Haven: U of New Haven P, 1997.

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

Faculty Careers and Employment: Policy, Ideas, and Innovations

Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass, 1990.

continued

Chait, Richard. *Ideas in Incubation: Three Possible Modifications to Traditional Tenure Policies*. New Pathways: Faculty Careers and Employment for the 21st Century, Inquiry #9. Washington, DC: AAHE, 1998.

Trower, C. Ann. *Employment Practices in the Professions: Fresh Ideas from Inside and Outside the Academy*. New Pathways: Faculty Careers and Employment for the 21st Century, Inquiry #13. Washington, DC: AAHE, 1998.

Rice, R. Eugene. *Making a Place for the New American Scholar*. New Pathways: Faculty Careers and Employment for the 21st Century, Inquiry #1. Washington, DC: AAHE, 1998.

Gappa, Judith M., and Shelley M. MacDermid. *Work, Family, and the Career*. New Pathways: Faculty Careers and Employment for the 21st Century, Inquiry #8. Washington, DC: AAHE, 1998.

Teaching and Learning/Classroom Practice

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

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass Publishers, 1996.

DeZure, Deborah. *Learning from Change: Landmarks in Teaching and Learning in Higher Education from Change Magazine, 1969-1999*. Foreword by Theodore J. Marchese. [Published in association with AAHE.] Sterling, VA: Stylus, 2000.

Diamond, Robert M. *Designing and Assessing Courses and Curricula: A Practical Guide*. Rev. Ed. San Francisco: Jossey-Bass, 1998.

Morey, Ann Intili, and Margie K. Kitano, eds. *Multicultural Course Transformation in Higher Education: A Broader Truth*. Boston: Allyn and Bacon, 1997.

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

Weimer, Maryellen. *Learner-Centered Teaching: Five Key Changes to Practice*. San Francisco: Jossey-Bass, 2002.