

SUGGESTED READINGS ON ENCOURAGING FACULTY ENGAGEMENT IN ASSESSMENT

- Angelo, T. A. (2000). A vision worth working toward: Assessment in support of learning communities. *Assessment Update*, 12 (2), 3, 5.
- Banta, T. W. (2005, September/October). How much have we learned? *BizEd*. 35-38. Available online at: <http://www.aacsb.edu/publications/Archives/SepOct05/p34-39.pdf>
- Banta, T. W. (2005, November/December). Leaders' views on engaging stakeholders in assessment. *Assessment Update*, 17 (6).
- Banta, T. W., & Lefebvre, L. A. (2001). *Effective practices for academic leaders: Leading change through assessment*. Sterling, VA: Stylus.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
- Brown, K. (2001). Community college strategies: Why aren't faculty jumping on the assessment bandwagon—and what can be done to encourage their involvement? *Assessment Update*, 13(2), 8-9, 16.
- Brown, F. W., & Moshavi, D. (2002). Herding academic cats: Faculty reactions to transformational and contingent reward leadership by department chairs. *Journal of Leadership Studies*, 8(3), 79-93.
- Burke, J. C. (1999). The assessment anomaly: If everyone's doing it, why isn't more getting done? *Assessment Update*, 11(4), 3, 14-15.
- Cross, K. P., & Steadman, M. H. (1996). *Classroom research: Implementing the scholarship of teaching*. San Francisco, CA: Jossey-Bass.
- Eckel, P., Green, M., & Hill, B. (2001). *On change: Riding the waves of change: Insights from transforming institutions*. Washington: American Council on Education
- Gray, P. J. (1997). Viewing assessment as an innovation: Leadership and the change process. In Gray, P. J., & Banta, T. R. (Eds.), *The campus-level impact of assessment: Progress, problems, and possibilities* (pp. 5-16) (New Directions in Higher Education, Vol. 100).
- Grunwald, H., & Peterson, M. W. (2003). Factors that promote faculty involvement in and satisfaction with institutional and classroom student assessment. *Research in Higher Education*, 44(2), 173-204.
- Huba, M. E., & Freed, J. E. (2000). Shifting the paradigm: Individual and organizational implications. In *Learning-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn & Bacon.
- Hutchings, P., & Shulman, L. S. (1999) The scholarship of teaching: New elaborations, new developments. *Change*, 31(5), 11-15.
- Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59-68.
- Leviton, L. C. (2003). Commentary: Engaging the community in evaluation: Bumpy, time consuming, and important. *American Journal of Evaluation*, 24(1), 85-90.
- Loacker, G., & Mentkowski, M. (1993). Creating a culture where assessment improves learning. In T. W. Banta & Associates (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco, CA: Jossey-Bass.
- Palomba, C. A., & Banta, T. W. (1999). Encouraging involvement in assessment. In *Assessment essentials: Putting principles to work on college campuses* (pp. 53-84). San Francisco, CA: Jossey-Bass.
- Peterson, M. W., & Augustine, C. H. (2000). Organizational practices enhancing the influence of student assessment information in academic decisions. *Research in Higher Education*, 41(1), 21-52.
- Schneider, C. G., & Shoenberg, R. (1999). Habits hard to break: How persistent features of campus life frustrate curricular reform. *Change*, 31(2), 30-35.
- Stufflebeam, D. L. (2002, July 15). *Institutionalizing evaluation checklist*. Kalamazoo, MI: Western Michigan University, The Evaluation Center. Available online at <http://www.wmich.edu/evalctr/checklists/institutionalizingeval.htm>
- Suskie, L. (2004). Promoting an assessment culture. In *Assessing student learning: A common sense guide* (pp. 34-48). San Francisco: Jossey-Bass Anker Series.
- Suskie, L. (2003). Assessment at Towson University: Lessons learned on keeping assessment thriving. *Assessment Update*, 15(3), 8-9.
- Wergin, J. (2003). *Departments that work: Creating and sustaining cultures of excellence in academic programs*. San Francisco: Jossey-Bass Anker Series.
- Young, C. C., & Knight, M. E. (1993). Providing leadership for organizational change. In T. W. Banta & Associates (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco, CA: Jossey-Bass.

Compiled by Linda Suskie, Middle States Commission on Higher Education, March 25, 2009