



Book Series

# *Research, Theory, and Practice Within Academic Affairs*

Series Editors

Antione D. Tomlin, *Anne Arundel Community College*; Sherella Cupid, *Louisiana State University*

The mission of the Research, Theory, and Practice Within Academic Affairs seeks to explore current trends, practices, and challenges within academic affairs.

This book series will include a plethora of topics with particular attention to the personal and live experiences of individuals who work in higher education academic affairs spaces in various colleges and universities. The intended audience is academic affairs administrators, leaders, educators, policymakers, researchers, and others interested in learning more about the experiences of academic affairs professionals.

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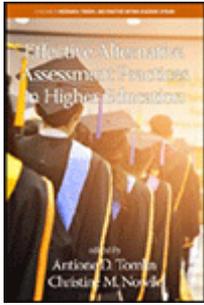
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## Effective Alternative Assessment Practices in Higher Education

Antione D. Tomlin, Anne Arundel Community College; Christine M. Nowik, Central Pennsylvania's Community College

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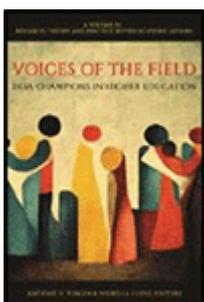
COVID-19 and increased attention to how institutions of higher education (IHEs) serve an increasingly diverse student population have brought conversations about “standard” practices from the margins to the center as faculty explore how to improve learning and student success for all students.

Historically, IHEs were built by a privileged class for a privileged class, a system, and structure built on specific epistemologies, practices, and habits of mind and language that replicate privilege and leave many students underserved in their academic pursuits.

One way faculty have increased equity in their college classrooms is through the use of alternative assessment (alt-assessment) practices. This volume aims to share the experiences of faculty who have leveraged “non-traditional” grading paradigms for the sake of increasing student learning, a sense of belonging, and equity in their classrooms. Meant to orient faculty who are considering how to implement alt-assessment in their own classes as well as those who are already employing various grading frameworks, this volume will celebrate new and innovative approaches, share lessons learned, and invite a broader coalition of faculty into the stream of conversation about pedagogical innovation.

Faculty, educators, and practitioners share their approaches to alternate assessment in this volume, as well as the critiques, lessons, and outcomes associated with their pedagogical decisions. Written by practitioners for practitioners, we hope the book will provide theoretical and practical guidance for alternative assessment practices such as ungrading, contract grading, standards-based grading, and labor-based grading across various disciplines and within different academic contexts.

**CONTENTS:** Introduction, *Christine M. Nowik*. **PART I.** The Journey to Equitable Grading Practices in Higher Education, *Rebecca D. Brown and Kirsten R. Robbins*. Looking Backward, Looking Forward: Reflection as Embedded, Iterative Practice at New College of Florida, *Carrie Beneš, Elizabeth Leininger, and Jennifer Wells*. Stumbling Into the Right Grading System, *Brittany N. Avila*. Small Steps to Ungrading the Language Classroom, *Lori Mesrobian*. Rediscovering a Joy for Teaching Through Alternative Assessment: Completion-Based Grading and Peer Review, *Kimberly M. Baker*. Let Them Set the Course: Supporting Student Agency Through Ungrading and Emergent Outcomes, *Andrew M. Zinck*. Three Techniques to Increase Engagement and Learning, *Julie K. Ambrose*. **PART II.** Strategies for Teaching From the Tabletop: A Role-Playing Gamer's Approach to Class Planning, *Nick Cialini*. Learning to Take Chances: Ungrading, Experimentation, and Cura Personalis in History Courses, *Elizabeth A. Drummond*. Democratizing Language and Assessment Practice in the Writing Classroom, *Matt Greene*. Specifications Grading Meets Computer Science: Implementations in Skill- and Project-Based Courses, *David L. Largent*. Labor-Based Grading: An Equitable and Revitalizing Assessment Method in Writing Classrooms, *Anthony Lince*. Using UNgrading Assessment Practices to Enhance Immersive Learning Experiences in Student-Led, Community-Engaged Courses, *Lynne M. Stallings and David L. Largent*. Engagement-Based Ungrading Practices, *Keith W. Mathias*. **PART III.** Ungrading Without Burnout: Methods for Relationship-Centered Online Teaching, *Rachel A. Zimmerman*. Building Community Through Alternative Assessment in an Online Course, *Leah K. Clarke*. Ungrading ESL Teacher Education, *Nigel A. Caplan*. Community-Engaged Learning and Alternative Assessment: A Natural Partnership, *Tai Munro and Lauren McMullen*. Ungrading the MA Classroom, *Rita Shah*. Using Oral Exams to Assess Conceptual Understanding in Proof Writing Courses, *Amanda Harsy*. About the Editors. About the Contributors.



## Voices of the Field DEIA Champions in Higher Education

Antione D. Tomlin, Anne Arundel Community College; Sherella Cupid, Louisiana State University

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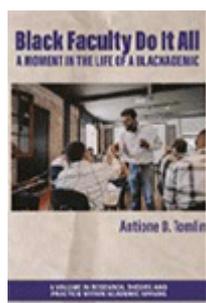
This book, *Voices of the Field: DEIA Champions in Higher Education*, will explore the experiences and stories of Diversity,

Equity, Inclusion, and Anti-racist (DEIA) champions and leaders within higher education. There is no doubt that in response to the United States' current racial climate that higher education institutions have DEIA at the forefront of their operations. Consequently, "as a Black academic or Blackademic educator and DEIA champion, I am not sure I always see institutions and organizations walking the walk and doing the work it takes to live up to those missions, visions, and strategic plans." (Tomlin, 2022, para. 1). From our experience, this is partly because institutions do not know how to support and encourage all higher education professionals, no matter working area, gender, or race to become more DEIA minded. So, this book will share stories of champions of DEIA along with how other higher education professionals jump in.

Like some of our other projects, we approach this book from an asset-based approach where chapter authors are taking more of an anti-deficit approach. So, while each chapter author will explore the challenges and opportunities that come with being a DEIA champion within higher education, we will not focus entirely on what higher education institutions or doing wrong; rather, how the tools, tips, and strategies provided can help support current and potential champions of the work and field. One especially important contribution of this book is that authors come from many different spaces, departments, and divisions within higher education including: admissions, student life, curriculum and instruction, service learning, alumni relations, career services, intercultural affairs and many others. Additionally, chapter authors' demographics make up a wide range of ages, ethnicities, abilities, and expertise. Given the breadth of experiences, each chapter will provide poignant suggestions for DEIA champions across the nation as well as for institutions who are looking to better understand, advocate for, support their own DEIA champions.

The work of DEI practitioners is a work that often goes unnoticed. The long days, nights, exhaustion, and lack of mental capacity due to constant going and potential burnout is the price practitioners pay to fight the fight of creating more equitable spaces. Griffin (2021) noted, "The DEI practitioner is becoming a household name in some industries—like education—an emerging staple." (p. xxv). We agree with Griffin; moreover, these household names are not getting the attention, respect, or resources they need to continue being successful in their roles. Additionally, we add anti-racist to DEI, as being anti-racist is an action. We argue it is the action that brings all the other pieces of the work together. Its demonstration and active practice of fighting against racism that helps to shift and change a culture. This book will aid in showing all higher education professionals some approaches to being more effective DEIA champions while also taking action and moving more toward anti-racism as a mindset and way of being. Thus, *Voices of the Field: DEIA Champions in Higher Education* is positioned to be a must-read for all higher education professionals and institutions who are looking for strategies to support, promote, and encourage the growth and development of DEIA champions.

**CONTENTS:** Introduction, *Antione D. Tomlin, Sherella Cupid, and Monique Saastamoinen*. **SECTION I: THERE IS NO QUICK TECHNICAL FIX.** Dismantling the Master's Tools in the Master's House: Moving Rhetorical DEI to Actionable DEIA, *Erin L Berry-McCrea*. Preparing the Next Generation of DEIA Professionals: Professionalizing the Field Through Professional Education Programs, *Courtney J. Jones Carney*. Trial, Tribulation, and Transformation: Advancing Equity in Higher Education, *Kevin Wright*. African American Student Mentorship, *Darian Senn-Carter and Reynaldo Evangelista*. **SECTION II: RICH AND DIFFICULT DIALOGUES.** DEIA Professionals or Institutionalized "HVAC Practitioners?" Managing Climates at the Expense of Shifting Cultures, *Olajiwon K. McCadney*. Alternative Assessment as a Driver of Equity: Opportunities and Challenges, *Christine M. Nowik*. Centering the Stories of Marginalized Faculty in Academic Medicine, *Skylar Stewart-Clark, Carl A. Frizell, and Monica Miles*. I'm With You Fam: Creating Homeplace Elsewhere, *Atiya McGhee and Cassandra Guzman*. Making Meaning Through Being, *Shawntay Stocks*. Antiracism, Diversity, Equity, Inclusion, and Liberation, *Jennifer Bacon*. **SECTION III: GET INVOLVED.** How to Do DEI Work When DEI Is Not a Part of Your Job Description, *Toyette Sullivan*. Exploring DEIA Outside and Inside the Margins, *Latonia V. Moss*. Between Blackness and Disability, *Capria Berry*. Retaining Through Sustaining: A Reflective Analysis of the Black Grad Space, *Raenece Johnson, Lawrence Young, Mackenzie Millet, VaNessa Thompson, and Tiffany Steele*. From Me to You: The Challenges and Opportunities of DEIA Work at Rural Historically White Institutions, *Curtis L. Spencer*. Mindful Anti-Oppression Pedagogy in Practice: A White DEIA Educator's Lessons Learned Through Praxis in Student Affairs, *Megan Karbley*. About the Authors.



## Black Faculty Do It All A Moment in The Life of a Blackademic

Antione D. Tomlin, Anne Arundel Community College

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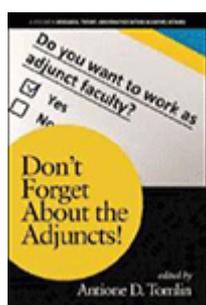
*Black Faculty Do It All: A Moment in The Life of a Blackademic* is a work that creates space for Black academics or Blackademics to share their experiences navigating workspaces within higher education and their experiences as Black

professionals. The primary goal of this book is to provide insight into Black faculty experiences told by Black faculty. While frequently, Black faculty can feel silenced within the academy, this book offers a platform for all Black faculty's voices to be heard loud and clear.

Contributing authors share advantages and challenges they experience as Blackademics and the impact these experiences have on their well-being and career trajectory. Moreover, the authors provide insight and advice on how current and potential Blackademics can succeed and thrive, even with all the barriers or obstacles they face. Contributing Blackademics collective has a wealth of knowledge and disciplines represented, expertise, position full-time and part-time, and years of experience in higher education. Additionally, authors also come from all over the United States. With this range of expertise and knowledge, authors also provide advice, strategies, and ways of being for institutions to support their Black faculty and for Black faculty to support themselves.

Despite all the efforts with diversity, equity, inclusion, and anti-racist initiatives, Black faculty is still not okay (Tomlin, 2022). While many Black faculty have challenges in the profession, we are not suggesting that all Black faculty face the same issues. In fact, "the idea that all Black faculty would share the same experiences is a fallacy, and the insinuation is as dangerous as assuming that all Black people are the same" (Allen & Steward, 2022, p. 2). Moreover, this book serves as a space for contributing authors not to speak for all Black faculty but themselves. As editor and a Blackademic myself, I encouraged and pushed all contributing authors to stand in their Blackness unapologetically. This book is the outcome of Black faculty loving and supporting Black faculty. Higher education institutions, colleagues, and other stakeholders can learn a great deal from the narratives and experiences shared to look at the intentional recruitment, retention, and psychological well-being of Black faculty. Thus, *Black Faculty Do It All: A Moment in The Life of a Blackademic* is positioned to be a must-read for all higher education professionals, institutions, and stakeholders looking for strategies to do right back for Black faculty.

**CONTENTS:** Introduction, *Antione D. Tomlin*. **SECTION I: WE BLACK! #IDENTIFYMERIGHT.** 1st African American Woman to Do It! *Black Faculty Do It All: A Moment in The Life of a Blackademic, Natasha Blake-McDowell*. No, I Don't Have the Key to the Maintenance Closet, *Kimberly Johnson*. Still Going Natural: A Black Academic in This School Called Life, *April Copes*. Whatever You Do, Don't Fuck Up the Count: One Black Male Professor's Reflection on Progressing Toward Tenure, *Amir Asim Gilmore*. The 'Blackface' Within White Supremacy: Exploring the Black Faculty Experience in Higher Education, *Olajiwon K. McCadney*. **SECTION II: CHANGE ME?! NAH! #IAMWHOIAM.** The Prophesied Place: Navigating a Career in Higher Education, *Latonia Valincia Moss*. Put Some 'Respect' on My Name, *Deborah D. Ford*. The Black Academician: How Heroism and Trauma Live in The Same Place, *Nicole Williams*. Big, Black, and In the Academy: The Divestment of Cultural Identity and Authenticity for a Black Male Faculty Member at Historically White Institutions, *Curtis L. Spencer*. Be Bold, Be You: My Blackademic Journey, *Danny E. Malone Jr.* **SECTION III: ALLIES ARE IMPORTANT #YALLHELPTOO!** A Fly Brother In the Buttermilk, *Nathan A. Stephens*. Adjuncting While Black, *Leslie Ekpe*. Adventures Navigating the Academy: Success is the Only Option, *Hiawatha Smith*. The Elephant in the Room, *Alicia Tetteh*. I Am Enough, and I Am Worthy: My Path Toward Recognizing the Importance of Belonging in Academia, *Rhonda C. Hylton*. Crucibles of Black Faculty Engagement, Life, and Presence: A Personal Perspective, *James R. Calvin*. Biographies.



## Don't Forget About the Adjuncts!

Antione D. Tomlin, Anne Arundel Community College

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*Don't Forget About the Adjuncts!* is a work that creates space for adjuncts to share their experiences navigating workspaces within higher education and their experiences as part-time faculty. The primary goal of this book is to allow adjuncts to share their experiences navigating workspaces as frequently undervalued faculty in higher education. While frequently, adjunct faculty can feel unheard within higher education institutions, this book offers a platform for adjunct voices to be heard loud and clear.

Contributing authors share the advantages and challenges they experience as adjuncts and the impact these experiences have on their well-being and career trajectory. Moreover, the authors provide insight and advice on how current and potential adjuncts can succeed and thrive, even with all the barriers or obstacles they face. The adjunct voices in this text have a wealth of knowledge and disciplines represented, expertise, and years of experience in higher education. Additionally, authors also come from all over the United States. With this range of expertise and knowledge, authors also provide advice, strategies, and ways of being for institutions to support their adjunct faculty and for adjuncts to support

themselves.

While many challenges are thrown at adjunct faculty, we are not suggesting that all adjunct faculty face the same issues. Moreover, this book serves as a space for contributing authors not to speak for all adjunct faculty but themselves. As editor and previous adjunct faculty myself, I encouraged and pushed all contributing authors to stand in their truth and take pride in this role. This book is the outcome of adjunct faculty loving and supporting their profession. Higher education institutions, colleagues, and other stakeholders can learn a great deal from the narratives and experiences shared to look at the intentional recruitment, retention, and psychological well-being of adjunct faculty. Thus, *Don't Forget About the Adjuncts!* is positioned to be a must-read for all higher education professionals, institutions, and stakeholders looking for strategies to do right by and for adjunct faculty.

**CONTENTS:** Introduction, *Antione D. Tomlin*. **PART I: MY EXPERIENCE MATTERS.** Working as an Adjunct With DisABILITY, *L. Denise Portis*. What They Won't Tell You: Dos and Don'ts to Adjuncting While in the Academe, *Leslie Ekpe, Ashlee Daniels, and Sylviane Greensword*. Prioritizing Adjuncts: Revisiting the Impact of Part-Time Educators, Leaders, and Entrepreneurs, *Sierra JêCre McKissick*. Be Bold, Be You: My Blackademic Journey, *Danny E. Malone Jr.* **PART II: THE VALUE OF CONTINUOUS IMPROVEMENT.** Improving the Instructional Skills of Adjunct Faculty Through Professional Development, *Ramycia McGhee*. To Be an African Centered Educator in 21st Century Social Work Education, *Senemeht Olatunji*. Ten Commandments for Adjuncts, *Erica Heflin-Queen*. What Adjunct Faculty Need to Be Successful in the Online Classroom? *Lealan M. Zaccone and Sandra C. Hannigan*. The Invisible Educator: Are Adjunct Teachers Undervalued? *Raleta S. Dawkins, Sabrina Hinton, and Saleena Frazier*. **PART III: I TEACH BECAUSE I LOVE IT, NOT TO PAY THE BILLS.** Through the Lens of a "Have-Not": An Adjunct Faculty's View, *Karen Marie Wagner-Clarke*. The Unsung Hero, *Loubert Senatus*. Life on the Bubble, *Shelagh Smith*. About the Editor. About the Contributors.



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