
Introduction: Being True to Our Section Title

We are pleased to introduce another excellent selection of Book & Resource Reviews. True to the title of this section, the authors in this volume review not only the traditional printed book but other media, in this case, radio segments. Many of us seek inspiration for our teaching practices from a wide range of sources, including cartoons, songs, poems, paintings, short stories, graphic novels, computer simulations, and movies. Moreover, many of us make use of the Internet to locate sources. We encourage more nontraditional reviews. For example, do you have a favorite web portal that helps you identify artwork that you use in class? Is there a professional organization newsletter or website that aggregates articles and videos so you can efficiently find “what’s new and useful?” Reviews of these less traditional sources can serve as inspiration for instructors to broaden the types of materials they use in the classroom, which may relieve boredom on the part of the instructor as well as the student. A quick glance through past issues of *Academy of Management Learning & Education* reveals examples, such as Ferris and Fanelli’s (2002) review of Champoux’s books on film, Robertson’s (2005) review of agent-based modeling software, and Murphy’s (2006) review of a classroom simulation.

In addition to including a nontraditional resource review, this volume includes book reviews covering a variety of topics—ethics, classroom practices, rubrics, and the careers of women academics. In addition to the ideas each review offers, when we juxtapose them, we find our minds awash with even more ideas. For example, reading the challenges of women’s academic careers and on teaching ethics in close succession raises questions about academic administrators’ ethical responsibilities to faculty. If we know that academic women are so challenged by the burden of raising children, then do administrators have an ethical obligation to alter promotion and tenure procedures? If this is true, what should we be doing in our doctoral programs to prepare the next generation of academic leaders? Similarly, reading about effective classroom practices and rubrics raises the question of how the best teachers grade. Just as important, how do the best teachers use assessment in an ongoing fashion to determine how much (or how little) their students are learning? In the next paragraphs, we provide a short overview

of each review, highlighting just some of the useful ideas offered in each.

Thomas Hawk writes our first offering: a comparative review of two books on the use of rubrics for grading and learning assessment. These books, *Scoring Rubrics in the Classroom* (written by Judith Arter and Jay McTighe) and *Introduction to Rubrics* (written by Dannelle Stevens and Antonia Levi), cover a considerable amount of ground. Hawk notes that each book provides rich and practical guidance on developing and effectively using rubrics, which may also be useful in helping business schools navigate the new assurance of learning standards advanced by AACSB International. Hawk goes one step further by linking Bloom’s Taxonomy categories to selected-response assessments and constructed-response assessments, respectively, and includes additional references on theory about feedback-seeking and practical advice on how to provide useful formative and summative feedback to students. We strongly recommend this review to all readers, as grading is often both the most frustrating part of our jobs and the part we are least well prepared to do effectively.

Maria Nathan, in the second review of this issue, examines a book entitled *Challenges for the Faculty Career of Women: Success & Sacrifice* (written by Maike Ingrid Philipsen). In her review, Nathan explains the methods underlying the life span study on which the book is based. The book’s chapters, mirroring the different career stages of academics, examine in depth women’s experiences, shedding light on their coping strategies, reported enablers, and ideas for institutional and cultural reform. She points to the author’s conclusion that there remains “an unequivocal realization of continuing male privilege” with the continuing underrepresentation of women in higher academic ranks being attributed to a “failure to support a sustainable balance between professional and personal obligations.” This review should be of interest to all faculty, and of particular interest to those interested in academic careers as their area of research.

Third, the edited volume *Advancing Business Ethics Education* (edited by Diane Swanson and Dann Fisher) is reviewed by Craig Seal. Seal provides a thorough overview of this eclectic and far-reaching compilation, ending with a call for further empirical evidence on ethics education. He points to the book’s articulation of the moral dilemma facing business schools today; namely,

"are business schools complicit in the corporate crimes committed by their graduates?" Despite the clear case the book makes for moving beyond a focus on economic utility alone and being aware of and accountable for our own ethical behavior, Seal notes the book also highlights the political barriers faced in establishing business ethics as a legitimate field in of itself. We agree that, despite some special issues on teaching business ethics (e.g., Beggs, Dean, Gillespie, & Weiner, 2006), research on how to teach business ethics is lacking. We hope that Seal's review will serve as a call for further examinations of what works and does not work for teaching ethics.

In our last selection, Hamid Akbari reviewed a series of National Public Radio segments on popular college courses. Although the courses do not include any business selections, they do offer some insight into what engaging teachers do in their classrooms. Akbari induces some general lessons from these segments that include, among other things, striking a balance between enjoyment and challenge. This theme is reminiscent of themes raised by Ken Bain in his book, *What the Best College Teachers Do* (reviewed for *AMLE* by Hawk, 2008). Drawing on the instructor profiles, Akbari more specifically notes the importance of instructor competencies in imposing relevant critical and central questions; fostering originality, independence, and creativity; developing students' ability to manage their performance quality, consistency, and competitiveness under intense

pressure; helping students learn how to be reflective and master themselves; and injecting humor and fun into their classes.

Taken together, these reviews cover topics central to our lives as faculty. We hope that you will find something here that stimulates your thinking and leads you to positive changes. So onward to happy, thought-provoking, and ultimately productive reading.

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Kenneth G. Brown
University of Iowa
Kenneth-g-brown@uiowa.edu

Charmine E. J. Härtel
Monash University
Charmine.hartel@buseco.monash.edu.au

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