

TALE Library Annotated Book List
Books Journal Articles available in the TALE Library
Keywords to Search TALE Library Annotated Book List
Or Search by Author or Title

0-9/A-B

Academic Integrity
 Academic Leadership
 Active Learning
 Apprentice Teaching
 Archaic Thinking
 Assessment
 Assessing for Learning
 Assignment
 Backward Design
 Behavior
 Big Questions
 Blended Learning

C

Character Development
 Cheating
 Citizenship
 Civic Engagement
 Class Size
 Classroom Dynamics
 Classroom Management
 Cognitive Styles
 Cognitive Development
 Collaboration
 Collaborative Learning
 College-School
 Collegiality
 Cooperation
 College Study Skills

Communication
 Communicative Disorders
 Conceptual Thinking
 Conflict Resolution
 Cooperative Learning
 Counseling
 Course Design
 Course Development
 Course-Embedded
 Assessment
 Creative Thinking
 Critical Thinking
 Curriculum

D

Department Chair
 Design (i.e. courses)
 Designing Effective
 Assessment
 Dialogue Education
 Digital Reading
 Discipline
 Discussion
 Distance Education
 Diversity
 Diversity Issues
 Diversity & Motivation
 Diversity Training
 Dynamic Thinking

E

Education
 Effective Instruction for
 STEM Disciplines
 Effective Teaching
 E-Learning
 Emotion
 Emotional Intelligence
 Engaging
 E-Portfolios
 Ethics
 Evaluation
 Excellent Online Instruction

F

Faculty Development
 Faculty Learning
 Communities
 Facilitation
 Faculty Observation
 Faculty-Student Relations
 Field-Based Studies
 First Day
 First Generation College
 Students
 Flexible Learning
 Freshmen

G

Good Work
 Grades
 Grading
 Graduate School
 Graduate Student
 Assistants
 Graduate Student Training
 Group Work
 Guide (College)

H-K

Inclusion
 Inclusivity
 Idea-Based Learning
 Inexperience
 Inquiry-Based Learning
 Integration
 Integrative Learning
 Interpersonal Skills
 Introverts
 Instruction
 Instructional Technology
 Interdependence
 Knowledge Maps

L

Language
 Leadership
 Learner-Centered Teaching
 Learning
 Learning Community
 Learning-Focused
 Teaching
 Learning Paradigm College
 Learning Portfolio
 Learning Skills
 Learning Strategies
 Learning Styles
 Lectures

M-O

Memory
 Mental Health
 Mindset
 Modularization
 Morale
 Motivation
 Multiculturalism
 Non-traditional Students
 Organizational Support
 Outcomes Assessment

P

Participation
 Participatory Activity
 Pedagogy
 Peer Instruction
 Peer Observation
 Personalization
 Philosophy
 Portfolios
 Practical Altruism
 Productivity/Happiness

Practical Intelligence
 Preparation
 Problem-Based Learning
 Problem Solving
 Professionalism
 Psychology
 Public Relations

Q-R

Race
Race Talk
Racism
Re-acculturation
Reading
Reflective Teaching
Research
Rubrics

S

Scholarship of Teaching
and Learning
Scientific Research
Search and Screen
Self-Reflection
School-Community
Relations
School improvement
Programs
Self-knowledge
Self-Regulated Learning

Service-Learning
Social Intelligence
Social Constructivism
Standards
Student Learning
Stress
Student Behaviors
Student-Centered Learning
Student Evaluation
Student Expectations
Student Incivility
Study Skills
Syllabus

T

Taboos
Teacher-Student Relations
Teaching Environments
Teaching At Its Best
Teaching Methods
Teaching Philosophy
Teaching Science
Teaching Temporality
Teaching Tools
Teaching Writing
Team-Based Learning
Team Teaching

Team Work
Techniques
Technology
Tenure
Tips
Transformative Learning]
Transformative Teaching
Transparency
Tutoring

U-Z

Underprepared Students
Universal Design
Values
Virtual Learning
Visual Literacy
Web-Based Instruction
Well-Being
Writing
Writing Center

Addy, T., Dube, D., Mitchell, K., and SoRelle, M. *What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching*. Sterling, VA: Stylus Publications, 2019.

Keywords: Design; Inclusivity; Teaching Philosophy

"This book uniquely offers the distilled wisdom of scores of instructors across ranks, disciplines and institution types, whose contributions are organized into a thematic framework that progressively introduces the reader to the key dispositions, principles and practices for creating the inclusive classroom environments (in person and online) that will help their students succeed.

"The authors asked the hundreds of instructors whom they surveyed as part of a national study to define what inclusive teaching meant to them and what inclusive teaching approaches they implemented in their courses.

"The instructors' voices ring loudly as the authors draw on their responses, building on their experiences and expertise to frame the conversation about what inclusive teachers do. The authors in addition describe their own insights and practices, integrating and discussing current literature relevant to inclusive teaching to ensure a research-supported approach.

"Inclusive teaching is no longer an option but a vital teaching competency as our classrooms fill with racially diverse, first generation, and low income and working class students who need a sense of belonging and recognition to thrive and contribute to the construction of knowledge.

"The book unfolds as an informal journey that allows the reader to see into other teachers' practices. With questions for reflection embedded throughout the book, the authors provide the reader with an inviting and thoughtful guide to develop their own inclusive teaching practices.

"By utilizing the concepts and principles in this book readers will be able to take steps to transform their courses into spaces that are equitable and welcoming, and adopt practical strategies to address the various inclusion issues that can arise."

Afloayan, Johnson A. "The Implication of Cultural Diversity in American Schools." *To Improve the Academy* 13 (1994):135-146.

Keywords: Multiculturalism

"The purpose of this article is to analyze the major factors responsible of the cultural diversity in America and their implications for professional educators. These factors include immigration, communication, linguistic diversity, cultural values, and desegregation. While some educators look to the demographics of the new student population, others consider historical clues as a method of understanding American diversity. Statistics about school achievement and dropout and graduation rates show the disparity among the ethnic groups. The new immigrants and ethnic groups may experience conflict as a result of cultural attitudes of teachers and peers. Individuals cannot be understood unless they are seen against the cultural history from which they have come and in terms of situation in which they currently live. Because of diversity in the American population, educators need to be sensitive to the cultural elements that may affect students' performance and self-esteem."

Aitken, N. and Sorcinelli, M. "Academic Leaders and Faculty Developers: Creating an Institutional Culture That Values Teaching." *To Improve the Academy* 13 (1994): 63-77.

Keywords: Leadership

"In recent years, a great deal has been said and written about the need to improve teaching in the academy, especially in large research universities. College presidents, national associations representing higher education, private foundations, and individual faculty scholars all have challenged faculty, chairs, deans, campus administrators, and faculty developers to work together to improve support for undergraduate teaching and learning (Bok, 1986; Bowen & Schuster, 1986; Boyer,

1987; Carnegie Foundation for the Advancement of Teaching, 1989; Diamond & Adam, 1993; Seldin & Associates, 1990). Despite such calls for collaborative efforts to improve undergraduate education, faculty developers still often feel alone in a milieu that does not value teaching and frequently perceive a lack of support from academic leaders, particularly the central administration. Administrators, on the other hand, often recognize the need to improve institutional support for teaching, but are at a loss as to how to effectively intervene to change the environment.”

Akerlind, G. and Quinlan, K. “Strengthening Collegiality to Enhance Teaching, Research, and Scholarly Practice: An Untapped Resource for Faculty Development.” *To Improve the Academy* 19 (2001): 306-322.

Keywords: Research; Teaching Techniques

“Collegiality lies at the intersection of various aspects of academic practice, including teaching as well as research. As such, assisting junior faculty in learning to build their own collegial networks becomes a powerful point of intervention for faculty developers, even for those who focus on teaching development. Data from interviews with faculty engaged in both teaching and research, plus our experiences in conducting a series of career building initiatives are analyzed to identify junior faculty perceptions of the role of collegiality and barriers to establishing collegial ties. Two main barriers are identified: 1) knowing that collegiality and networking is important, and 2) knowing how to go about establishing oneself as a colleague. Recommendations are then offered to faculty developers for working with junior faculty to help address each of those barriers, drawing on the authors’ experiments with various workshops and forums.”

Albrecht, Karl. *Practical Intelligence: The Art and Science of Common Sense*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Archaic Thinking; Dynamic Thinking; Emotional Intelligence; Language; Practical Altruism; Practical Intelligence; Problem Solving; Social Intelligence; Thinking Styles

“Karl Albrecht’s bestselling *Social Intelligence* showed us how dealing with people and social situations can determine success both at work and in life. Now, in this groundbreaking book *Practical Intelligence*, Albrecht takes the next step and explains how practical intelligence (PI) qualifies as one of the key life skills and offers a conceptual structure for defining and describing common sense.

“Throughout *Practical Intelligence*, Albrecht explains that people with practical intelligence can employ language skills, make better decisions, think in terms of options and possibilities, embrace ambiguity and complexity, articulate problems clearly and work through to solutions, have original ideas, and influence the ideas of others. Albrecht shows that everyone’s PI skills can be improved with proper education and training and challenges all of us—from parents and teachers to executives and managers—to upgrade our own skills and help others develop their own PI abilities.” (Jossey-Bass.com)

Allen, Jeanie K., Bracken, Susan J., Dean, Diane R. *Women in Academic Leadership: Professional Strategies, Personal Choices*. Sterling, Virginia: Stylus Publishing, LLC, 2009.

Keywords: Leadership; Department Chairs; Women

“Colleges and universities benefit from diversity in their leadership roles and profess to value diversity—of thought, of experience, of person. Yet why do women remain under-represented in top academic leadership positions and in key positions along the academic career ladder? Why don’t they advance at a rate proportional to that of

their male peers? How do internal and external environmental contexts still influence who enters academic leadership and who survives and thrives in those roles? *Women in Academic Leadership* complements its companion volumes in the *Women in Academe* series, provoking readers to think critically about the gendered nature of academic leadership across the spectrum of institutional types. It argues that leadership, the academy, and the nexus of academic leadership, remain gendered structures steeped in male-oriented norms and mores. Blending research and reflection, it explores the barriers and dilemmas that these structures present and the professional strategies and the personal choices women make in order to successfully surmount them. The authors pose questions about how women leaders negotiate between their public and private selves. They consider how women develop a vital sense of self-efficacy along with the essential skills and knowledge they need in order to lead effectively; how they cultivate opportunity; and how they gain legitimacy and maintain authenticity in a male-gendered arena. For those who seek to create an institutional environment conducive to equity and opportunity, this book offers insight into the pervasive barriers facing women of all colors and evidence of the need for a more complex, multi-dimensional view of leadership. For women in academe who seek to reach their professional potential and maintain authenticity, it offers encouragement and a myriad of strategies for their growth and development.” (from wiley.com)

Ambrose, A. S., Bridges, W. M., DiPietro, M., Lovett, C. M., and Norman, K. M. *How Learning Works*. San Francisco, CA: Wiley Publications, 2010.

Keywords: Research, Learning Principles

“Distilling the research literature and translating the scientific approach into language relevant to a college or university teacher, this book introduces seven general principles of how students learn. The authors have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; organizational behavior) to identify a set of key principles underlying learning, from how effective organization enhances retrieval and use of information to what impacts motivation. Integrating theory with real-classroom examples in practice, this book helps faculty to apply cognitive science advances to improve their own teaching.” (Back Cover)

American Society for Engineering Education. *How Do You Measure Success?: Designing Effective Processes for Assessing Engineering in Education*. Washington D.C.: ASEE Books, 1998.

Keywords: Assessment; Engineering Education

Anderson, M. and Baldwin, V. “Are They Really Teachers? Problem-Based Learning and Information Professionals.” *Improving the Academy* 21 (2003): 273-287.

Keywords: Problem-based Learning

“Traditionally, working with teaching faculty is the primary consulting role for faculty development professionals. The boundaries, however, are not always clear regarding instructional assistance that is provided to other personnel. This chapter demonstrates how collaboration among faculty consultants and information specialists can result in enhanced library utilization and better research-related instruction. Our model uses problem-based learning (PBL) as a vehicle for teaching research and retrieval skills in either a single class experience or in multiple classroom visits with an engineering librarian.”

Angelo, T.A. and Cross, K.P. *Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass Publishers, 1993.

Keywords: Assessment

Updated: 10 May 2022-LMSB

"This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels how-to advise on classroom assessment, including:

- What classroom assignment entails and how it works.
- How to plan, implement, and analyze assessment projects.
- Twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects.
- Fifty classroom assessment techniques
- Step-by-step procedures for administering the techniques
- Practical advice on how to analyze your data" (Jossey-Bass.com)

Angelo, Thomas A. "Doing Faculty Development as if We Value Learning Most: Transformative Guidelines from Research to Practice." *To Improve the Academy* 19 (2001): 97-112.

Keywords: Faculty Development

"If producing high-quality student learning is American higher education's defining goal, how can faculty development best contribute to its realization? In response to that question, this essay synthesizes theories, findings, and strategies from a variety of literatures into seven transformative ideas which, taken together, have the potential to make our mental models of and approaches to faculty development more effective. It also offers seven guidelines based on these ideas, as well as related, practical strategies for doing faculty development as if student learning matters most."

Armstrong, P., Felten, P., Johnston, J., and Pingree, A. "Practicing What We Preach: Transforming the TA Orientation." *Improving the Academy* 24 (2006): 231-247.

Keywords: Faculty Development

"Brookfield (1995), Schön (1983), and others articulate the necessity and complexity of being critically reflective in our work. Indeed, the value of critical reflection is inherent to educational development as a field in that we frequently encourage such thinking in our consultations with instructors. But practicing what we preach can be difficult. This chapter reflects on an experiment in the transformation of a teaching assistant orientation, a central event of our teaching center. We not only describe and assess the process of revising this orientation, but we also reflect on the implications of this case for broader programming issues in faculty and teaching assistant development."

Arnett, Ronald C. *Dialogic Education: Conversation about Ideas and Between Persons*. Carbondale: Southern Illinois University Press, 1992.

Keywords: Communication in Education; Teacher-Student Relations

"Examining undergraduate education from the point of view of a philosopher of communication, Ronald C. Arnett takes a positive view of higher education during a time when education is being assailed as seldom before. Arnett responds to this criticism with convincing support of the academy reinforced by his personal experiences as well as those of others scholars and teachers.

"Arnett's book is an invitation to converse about higher education as well as a reminder of the potential for dialogue between teacher and student, dialogue that the author defines as a "willingness to enter conversation about ideas," to maintain relationships through differences, and to ask value questions. Arnett see education as more than the dispensing of information. He emphasizes the importance of character development as well as the development of relationships between students and teachers. Arnett stresses the importance of honesty and integrity in students, teachers, and administrators, and he insists that education should focus more on the good of the entire school than on the individual. Arnett does not offer this book as *the* truth about education nor as a "how to teach" manual. Rather, he

regards it as an attempt to understand education from a communication perspective and as a reminder of the positive and constructive aspects of teaching. The book is based on Arnett's belief that educators who care about ideas and people not only improve education but also benefit the community." (Library of Congress)

Arreola, Raoul A. "Monster at the Foot of the Bed: Surviving the Challenge of Marketplace Forces on Higher Education. *To Improve the Academy* 24 (2006): 15-28.

Keywords: Technology

"The impact of technology on society has caused a paradigm shift in the basic support for higher education. Where higher education was traditionally supported as a function of government, the knowledge explosion and global economy resulting from the impact of computer and other technologies is moving the underlying support of higher education to the marketplace. There is evidence that traditional academic strategies and practices that were successful under the old paradigm may no longer be working. Twelve suggestions are offered for revolutionary changes that the academy must make in order to survive, even thrive, in the new paradigm."

Ashcroft, K. and Foreman-Peck, L. *Managing Teaching and Learning in Further and Higher Education*. Washington, DC: The Falmer Press, 1994.

Keywords: Learning; Self-knowledge; Tutoring

"The book is based on a model of the tutor as a reflective practitioner. Unusually, the notion of reflective practice is also applied to student learning. The role of the tutor is presented as that of a manager of teaching and learning, rather than as a transmitter of specialist knowledge. Whilst not pretending there are easy solutions to the dilemmas that tutors face, the authors deal head on with sensitive and controversial ideas as well as the more traditional skills of teaching.

"Essentially this is a practical book. Enquiry tasks are included in the text. These invite the reader to explore issues introduced in each chapter in the context of their own institution. An annotated reading list at the end of each chapter enables the reader to take their particular interests further. The combination of these with the reflective diary entry, makes the book an excellent staff development text." (Back Cover)

Atkins, S., Brinko, K., Butts, J., Claxton, C., and Hubbard, G. "Faculty Quality of Life." *To Improve the Academy* 19 (2001): 323-345.

Keywords: Faculty Development; Learning Community; Teacher-Student Relations

"An interdisciplinary research team conducted a formal assessment of campus culture and faculty quality of life at Appalachian State University. Interviews with a stratified random sample of full-time, tenure-track faculty revealed five themes: 1) the importance of human relationships, 2) the deep commitment of faculty to student learning, 3) general satisfaction with academic life, 4) the personal sacrifice of faculty members for their work, and 5) perceptions of incongruence between institutional rhetoric and action. Recommendations are offered for readers to apply to their own universities to help faculty, staff, students, and administrators work together toward becoming an institution that is a true community of learners."

Awbrey, S. and Scott, D. "Knowledge Into Wisdom: Incorporating Values and Beliefs to Construct a Wise University." *To Improve the Academy* 13 (1994): 161-176.

Keywords: Scholarship of Teaching and Learning

"Philosopher Nicholas Maxwell argues that universities today are founded on a philosophy of knowledge that is too narrowly focused on solving the technical problems of specialized academic disciplines. Maxwell believes that the foundation for the university should be a new type of inquiry that would have as its aim the

improvement of not only knowledge but personal and global wisdom—a type of inquiry that would help us address the larger, complex problems that threaten our society. The authors agree with Maxwell but submit that the university has already begun a transformation to the philosophy of wisdom. As evidence of this organizational transition, current debates within the academy which relate to the components of wisdom are analyzed. A model for the development of wisdom is presented and its stages compared to the historical development of the university. The authors argue that universities should both exemplify and foster wisdom. Instructional implications of the philosophy of wisdom are explored.”

Bach, D., Barnett, M., Fuentes, J., and Frey, S. “Promoting Intellectual Community and Professional Growth for a Diverse Faculty.” *Improving the Academy* 24 (2006): 166-182.

Keywords: Diversity; Faculty Development; Tenure

“Minority faculty retention is a key to increasing faculty diversity at most colleges and universities. Because retention depends on individual faculty choice and administrative tenure decisions, institutions need to help junior faculty develop a tenurable profile and enhance their desire to remain at their institution. This chapter examines a fellows program that supports beginning faculty in developing successful long-term careers, taking into account research on helping diverse faculty members thrive. It also presents strategies for establishing viable peer support networks and partnerships with senior consultants and for creating programming that ensures new faculty successfully transition into teaching, research, and the university community.”

Badran, Stacie. “Investigating Indicators of the Scholarship of Teaching: Teaching Awards in Research Universities.” *To Improve the Academy* 26 (2008): 22-36.

Keywords: Research; Scholarship of Teaching

“Results from a nationwide study of teaching awards programs in mathematics departments of U.S. research universities show that only a small percentage even offers such awards. Those that do either use ad hoc procedures and criteria for making awards or prioritize curricular contributions over instructional and pedagogical knowledge in selecting award winners. In addition, mathematics faculty reserve the term scholarship for research in the discipline rather than research on teaching of the discipline.”

Bagin, D., Gallagher, D., and Kindred, L. *The School and Community Relations*. Needham Heights, MA: Simon & Schuster, Inc., 1994.

Keywords: Effective Communication; Public Relations; School-Community Relations; Student Learning

“Well researched and applied, this best-seller enables school officials to communicate effectively with their staff and the community to improve school quality and student learning.

The authors continue to teach research and work extensively with school administrators. This book not only tells “why” but “how” to communicate to create a supportive environment where students learn better. Focusing on every audience a school administrator will encounter, this book offers sound advice that is field tested and successful. For anyone interested in school public relations and school-community relations.” (Amazon.com Editorial Reviews)

Bahls, Steven C. *Shared Governance in Times of Change: A Practical Guide for Universities and Colleges*. Washington D.C.: AGB Press and the Association of Governing Boards of Universities and Colleges, 2014.

Keywords: Shared Governance; Faculty

"Today's challenging higher education environment demands a new way of making decisions. Changing business models and methodologies for delivering academic programs present new opportunities (as well as risks) and call for innovative responses. This publication aims to "reboot" dialogues among boards, presidents, and faculties. It creates a roadmap to navigate the complicated new terrain to a better state of shared governance and stakeholder engagement.

Author Steven C. Bahls discusses three traditional (but inadequate) perspectives on shared governance and then advocates for a better way. Pulling on his own extensive experience including his current role as president of Augustana College, Bahls explains why what is really needed is a new perspective of shared governance including a system that better aligns priorities, creating a shared set of metrics to measure success. Key take-away advice includes how to:

- Consistently and publicly remind all constituencies about the importance and value of shared governance;
- Periodically assess the state of shared governance at the institution; then develop an action plan to improve it;
- Support programs to strengthen faculty self-governance;
- Maintain a steadfast commitment to three-way transparency and frequent communication; and
- Respect traditional rules of faculty engagement." (from the publisher)

Bahls, Patrick. *Student Writing in the Quantitative Disciplines: A Guide for College Faculty*. San Francisco, California: John Wiley & Sons, 2012.

Keywords: Mathematical; writing; Learner-centered.

"The book introduces readers in the often-overlooked math-related fields to the ideas of writing-to-learn (WTL) and writing in the disciplines (WID). It offers a guide to the pedagogy of writing in the mathematical sciences, and gives theoretically grounded means by which writing can be used to help undergraduate students to understand mathematical concepts at all levels of study. The author equips instructors with the practical skills necessary to guide their students in writing well in math-based courses at all levels of the college curriculum, addressing various genres of mathematical writing (research articles, expository articles, abstracts, literature reviews, pedagogical writing), and provides the criteria for assessment." (Amazon)

Bain, Ken. *What the Best College Teachers Do*. Massachusetts: The Harvard University, 2004.

Keywords: Classroom Management; Student Evaluation; Student Expectations; Student Learning; Teaching Preparation

"What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators. The short answer is—it's not what teachers do, it's what they understand. Lesson plans and lecture notes matter less than the special way teachers comprehend the subject and value human learning. Whether historians or physicists, in El Paso or St. Paul, the best teachers know their subject in and out—but they also know how to engage and challenge students to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and students can learn. In stories both humorous and touching, Ken Bain describes examples of ingenuity and compassion, of students' discoveries of new ideas and the depth of their own potential. *What the Best College Teachers Do* is a treasure trove of insight and inspiration for first-year teachers and seasoned educators alike." (Book Jacket)

Bain, Ken. *Super Courses: The Future of Teaching and Learning*. Princeton, New Jersey: Princeton University Press, 2021.

Keywords: Design; Motivation; Mindset; Big Questions; Diversity; Peer Instruction; Grades
 “Decades of research have produced profound insights into how student learning and motivation can be unleashed—and it’s not through technology or even the best of lectures. In *Super Courses*, education expert and bestselling author Ken Bain tells the fascinating story of enterprising college, graduate school, and high school teachers who are using evidence-based approaches to spark deeper levels of learning, critical thinking, and creativity—whether teaching online, in class, or in the field.”

Banta, Trudy W. *Assessing Student Achievement in General Education*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Assessment; Student Learning
 “Standardized tests have been cyclically resurrected as assessment tools and repeatedly found wanting. This new issue looks at the broad range of skills; effective writing, information literacy, critical/analytical thinking, moral awareness, general communication ability, and more; desired in college graduates and explores the difficulties in designing successful measures of general education learning outcomes that satisfy all stakeholders.” (Jossey-Bass.com)

Banta, T.W., Black, K.E., Lund, J.P., and Oblander, F.W. *Assessment in Practice: Putting Principles to Work on College Campus*. San Francisco: Jossey-Bass, 1996.

Keywords: Assessment; Outcomes Assessment
 “Brings together in one volume the best current knowledge of what assessment methods work best and how their principles should be incorporated into all effective assessment efforts, whether at institutional, program, or department levels. Drawing from 165 actual cases and reporting 86 of them in their entirety the authors illustrate methods and techniques of assessment covering a wide range of objectives in diverse types of institutions.” (Jossey-Bass.com)

Banta, Trudy W. *Hallmarks of Effective Outcomes Assessment*. Indianapolis, IN: Jossey-Bass, 2004.

Keywords: Assessment; Outcomes Assessment
 “Even though there is no single, step-by-step approach for getting started in assessment, there is a good solid guidance that pioneers and experienced practitioners have assembled over the years. Now, for the first time, much of this important guidance is available in a concise, easy-to-use booklet. *Hallmarks of Effective Outcomes Assessment* brings together the best guidance and practices that have appeared in the award-winning newsletter *Assessment Update* to illustrate time-tested principles for all aspects of assessment from planning and implementing to sustaining and improving assessment efforts over time.
 “The booklet details the specific hallmarks that are required for the success of any assessment program- from leadership and staff development to the assessment of processes as well as outcomes, ongoing communication among constituents, and more. It presents a range of articles that reveal what these hallmarks look like in action and that provide examples of institution- wide approaches as well as specific strategies that have been used to ensure success and ongoing improvement. For the reader who is new to assessment, this is an excellent and easy-to-use tool for getting a good understanding of what quality assessment looks like. For those with more experience, this booklet provides a wealth of specific strategies for improving existing programs or introducing new ones. Also included is a matrix of hallmarks

and articles, to help readers better match the articles to the hallmarks they illustrate.”
(Back cover)

Banta, W. T., Jones, A. E., Black, E. K. *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco, CA: John Wiley & Sons, 2009.

Keywords: Strategies in Assessment.

“Fifteen years ago Trudy Banta and her colleagues surveyed the national landscape for the campus examples that were published in the classic work *Assessment in Practice*. Since then, significant advances have occurred, including the use of technology to organize and manage the assessment process and increased reliance on assessment findings to make key decisions aimed at enhancing student learning. Trudy Banta, Elizabeth Jones, and Karen Black offer 49 detailed current examples of good practice in planning, implementing, and sustaining assessment that are practical and ready to apply in new settings. This important resource can help educators put in place an effective process for determining what works and which improvements will have the most impact in improving curriculum, methods of instruction, and student services on college and university campuses.” (Back Cover)

Barber, Benjamin. *An Aristocracy of Everyone: The Politics of Education and the Future of America*. New York: Ballantine Books., 1992.

Keywords: Multiculturalism; Teaching Temporality

“Until now, the current crisis in education has been defined by controversy over what should be taught, who should be taught, and, increasingly, who should pay for it. What is less discussed is what these questions mean for the future of our country, our society, and our very value system, the basis of which is democracy. In this brilliant, controversial, and profoundly original book, Benjamin R. Barber fundamentally alters the terms of the current debate over value of opportunity in American education, politics, and culture.

“In *An Aristocracy of Everyone*, Barber argues that the fashionable rallying cries of cultural literacy and political correctness completely miss the point of what is wrong with our society. While we fret about the “closing of the American mind” we utterly ignore the closing of American schools. While we worry about being edged out by Japanese technology, we fail to tap the more fundamental ideological resources on which our country was founded. As Barber argues, the future of America lies not in competition but in education. Education in America can and must embrace both democracy and excellence.

“But how can this goal be achieved? Barber explores the notion that the so-called canon of accepted history and literacy texts is a monolithic structure and demonstrates persuasively that our national story has always comprised an intermingling of diverse, contradictory, often subversive voices. Multiculturalism has, from the very start, defined America. From his gripping portrait of America poised on the brink of unprecedented change, Barber offers a daringly original program for effecting change: for teaching democracy depends not only on the preeminence of education but on a resurgence of true community service.

“A ringing challenge to the complacency, cynicism, and muddled thinking of our time, *An Aristocracy of Everyone* will stand as a watershed volume in American intellectual history. It will change the way you feel about being an American citizen.”
(Book Jacket)

Barber, James P. *Facilitating the Integration of learning*. Stylus Publishing, 2020.

Keywords: Design; Integration; Integrative Learning

“Students’ ability to integrate learning across contexts is a critical outcome for higher education. Often the most powerful learning experiences that students report from their college years are those that prompt integration of learning, yet it remains an outcome that few educators explicitly work towards or specify as a course objective. Given that students will be more successful in

college (and in life) if they can integrate their learning, James Barber offers a guide for college educators on how to promote students' integration of learning, and help them connect knowledge and insights across contexts, whether in-class or out-of-class, in co-curricular activities, or across courses and disciplinary boundaries."

Barkley, Elizabeth F., Cross, Patricia K., Major Claire H. *Collaborative Learning Technique*. San Francisco, CA: Jossey-Bass, 2005, 2014. (TALE has 1st and 2nd editions)

Keywords: Collaborative learning; active learning; engagement; team-based learning

"Engaging students in active learning is a predominant theme in today's classrooms. To promote active learning, teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching. *Collaborative Learning Techniques* is a scholarly and well-written handbook that guides teachers through all aspects of group work, providing solid information on what to do, how to do it, and why it is important to student learning. Synthesizing the relevant research and good practice literature, the authors present detailed procedures for thirty collaborative learning techniques (CoLTs) and offer practical suggestions on a wide range of topics, including how to form groups, assign roles, build team spirit, solve problems, and evaluate and grade student participation."

Barkley, Elizabeth F., and Claire Howell Major. *Engaged Teaching: A Handbook for College Faculty*. K. Patricia Cross Academy, 2022.

Keywords: Active Learning; Design; Teaching Activities

From the publisher: "...simultaneously offers a comprehensive but concise survey of theory, research, and practical strategies necessary for improving teaching and learning in higher education. In particular, this text provides instructors with a deeper understanding of the foundations of college teaching, course design, the classroom learning environment, instructional methods, and teaching improvement."

Barkley, Elizabeth F., and Claire Howell Major. *Interactive Lecturing: A Handbook for College Faculty*. San Francisco: Jossey-Bass, 2018.

Keywords: Active Learning; Lectures

"*Interactive Lecturing* is designed to help faculty members more effectively lecture. This practical resource addresses such pertinent questions as, "How can lecture presentations be more engaging?" "How can we help students learn actively during lecture instead of just sitting and passively listening the entire time?" Renowned authors Elizabeth F. Barkley and Claire H. Major provide practical tips on creating and delivering engaging lectures as well as concrete techniques to help teachers ensure students are active and fully engaged participants in the learning process before, during, and after lecture presentations."

Barkley, Elizabeth F., and Major, Claire H. *Learning Assessment Techniques: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass, 2016.

Keywords: Course-Embedded Assessment

Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities. Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the

Learning Assessment Techniques planning and implementation cycle. College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching, learning, and assessment.

Barkley, Elizabeth F. *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco, CA: John Wiley & Sons, 2010.

Keywords: Active learning; engagement; collaborative learning

"Keeping students involved, motivated, and actively learning is challenging educators across the country, yet good advice on how to accomplish this has not been readily available. Student Engagement Techniques is a comprehensive resource that offers college teachers a dynamic model for engaging students and includes over one hundred tips, strategies, and techniques that have been proven to help teachers from a wide variety of disciplines and institutions motivate and connect with their students. The ready-to-use format shows how to apply each of the book's techniques in the classroom and includes purpose, preparation, procedures, examples, online implementation, variations and extensions, observations and advice, and key resources."

Barnett, Robert and Blumner Jacob. *The Allyn and Bacon Guide to Writing Center Theory and Practice*. MA: A Pearson Education Company, 2001.

Keywords: Writing Center, Tips

"The Allyn & Bacon Guide to Writing Center Theory and Practice offers, in unparalleled breadth and depth, the major scholarship on writing centers. This up-to-date resource for students, instructors, and scholars anthologizes essays on all major areas of interest to writing center theorists and practitioners. Seven sections provide a comprehensive view of writing centers: history, progress, theorizing the writing center, defining the writing center's place, writing-across-the curriculum, the practice of tutoring, cultural issues, and technology. For writing tutors, educators, or anyone affiliated with writing centers."

Baron, Leora. "The Advantages of a Reciprocal Relationship Between Faculty Development and Organizational Development in Higher Education." *Improving the Academy* 24 (2006): 29-43.

Keywords: Faculty Development

"No campus organization exists in a vacuum, nor can it afford to be an island unto itself. Thus, the functions of faculty development need to be viewed in the context of the entire institution. The effectiveness of faculty development, and sometimes its very survival, are dependent to a large extent on its ability to influence and participate in organizational development outside of its own confines. This chapter suggests practical ways in which faculty development can contribute to, and indeed benefit from, a reciprocal relationship with institutional organizational development."

Barth, Roland. *Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference*. San Francisco: Jossey-Bass, 1990.

Keywords: College-School Cooperation; Learning Community; School Improvement Programs

"A humane blueprint for school reform that – instead of starting with a 'deficiency' model of what teachers can't do and giving them 'in-service' workshops and infinitum—would build on the educational staff's existing strengths." – *The New York Times Book Review*

"Barth shows how communication, collegiality, and risk-taking among adults can create an atmosphere of learning and leadership for all." (Jossey-Bass.com)

Bateson, Mary. *Peripheral Visions: Learning Along the Way*. New York, NY: Harpercollins, 1994.

Keywords: Active Learning

"Mary Catherine Bateson, author of *Composing a Life*, is our guide on a fascinating intellectual exploration of lifetime learning from experience and encountering the unfamiliar. *Peripheral Visions* begins with a sacrifice in a Persian garden, moving on to a Philippine village and then to the Sinai desert, and concludes with a description of a tour bus full of Tibetan monks. Bateson's reflections bring these narratives home, proposing surprising new vision of our own diverse and changing society and offering us the courage to participate even as we are still learning." (Harpercollins.com)

Beach, A., Henderson, C., and Famiano, M. "Co-Teaching as a Faculty Development Model." *To Improve the Academy* 26 (2008): 199-216.

Keywords: Faculty Development; Research

"Co-teaching is a promising and cost-effective approach to promoting fundamental research-based instructional change. In this chapter, we discuss the theoretical underpinnings of co-teaching and describe our initial experience with it. A new instructor (MF) co-taught with an instructor experienced in physics education research-based reforms (CH). An outsider (AB) conducted separate interviews with each instructor and observed several class sessions. Results include immediate use of research-based instructional practices by the new instructor and a significant change in teaching beliefs over time. Recommendations are made for implementing co-teaching as part of a faculty development program."

Bean, John. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.

Keywords: Active Learning; Critical Thinking

"Critical thinking- and indeed all significant learning- originates in the learner's grappling with problems. Consequently, designing interesting problems is one of the teacher's chief tasks. In this book, John C. Bean integrates the critical thinking movement with the writing-across-the-curriculum movement to create a practical nuts-and-bolts guide to designing interest-provoking writing and critical thinking activities. He shows how teachers from any discipline can incorporate these activities into their courses in a way that encourages inquiry, exploration, discussion, and debate.

"The book presents a wide variety of strategies for stimulating active learning and for coaching writing and critical thinking, offering teachers concrete advice on how to design courses, structure assignments, use class time, critique student performance, and model critical thinking themselves. Treating writing assignments as only one of many ways to present critical thinking problems to students, *Engaging Ideas* also shows how writing can easily be integrated with such other critical thinking activities as inquiry discussions, simulation games, classroom debates, and interactive lectures. Throughout the book, Bean shows how these and other activities can transform students from passive to active learners. Deepening their understanding of the subject matter while helping them learn the thinking processes of the discipline." (Back cover)

Beck, Brian. *Teaching Thinking*. WI: Wonderside Productions, 2007.

Keywords: Teaching and Learning

“Thinking=’confronting content conceptually”-handling crucial challenging concerns... Examples: Evaluate Abortion, Describe Bureaucracy, Explain Crime (or Teach Cooking), Clarify Demography, Survey Energy or Environment, Orient about Finance, Assess Globalization...

Let the successful Graduate, adventure down the thinking path-or playing-field. On one’s own in the real world, to actively confront issues armed now with thinking skills”

Bender, Tisha. *Discussion-Based Online Teaching to Enhance Student Learning*. Sterling, VA: Stylus Publications, 2012.

Keywords: Design; Discussion; Online

“The new edition of what is now considered a classic on online learning has been expanded to reflect new opportunities offered by social media and new insights and ideas derived from the author’s teaching in eight years since she wrote the first edition, as well as from extensive research in the latest literature.”

“This accessible and comprehensive book offers an engaging and practical approach to online teaching that is rooted in the author’s experience and enthusiasm for creating a virtual environment that engages students and fosters their deep learning.”

Brookfield, S and Hess, M. *Becoming A White Antiracist*. Sterling, VA: Stylus Publications, 2021.

Keywords: Inclusivity; Racism; Race Talk; Training; Diversity Training

“In this book the authors explore what it means for whites to move from becoming aware of the extent of their unwriting collusion in racism white identity. The book will be useful to anyone trying to create conversations around race, teach about white supremacy, arrange workshops on racism, and help colleagues explore how to create an antiracist culture or environment. Essentially, if you have an interest in helping the whites you interact with become antiracist, then this book is written specifically for you.”

Belanoff, P. and Dickinson, M. (Eds) *Portfolios: Process and Product*. Portsmouth, NH: Baynton/Cook, 1991.

Keywords: Portfolios; Assessment

“Writing portfolios used for a variety of purposes have been with us for many years, but only recently has their value in assessment of student work been realized and implemented in innovative and practical ways. Pat Belanoff and Peter Elbow designed the first college-level portfolio assessment program at SUNY Stony Brook. Marcia Dickinson who worked with them went on to set up her own program at The Ohio State University at Marion. She also directs a high school portfolio assessment project by the Ohio Board of Regents.

“This book, the first to focus exclusively on portfolio assessment, is both practical and theoretical, broad in scope, offering places to start rather than claiming to be definitive. The articles, all by teachers with considerable experience in using portfolio grading, are free of jargon, making sound composition and assessment theory available to every reader, regardless of what level of writing taught. Because the book covers the most recent developments, readers can expect a thorough introduction to portfolio practice and many suggestions for implementing a portfolio program. The diversity of the projects described will allow readers to compose systems ideally suited to their own situations.

“The book will be particularly useful for college-level teachers, English departments developing exit or proficiency examinations, writing program directors, and high school personnel responsible for assessment programs. For such planners, several articles describe pitfalls, offer suggestions for avoiding them, and discuss the political issues that writing assessment raises.” (Back Cover)

Bellows, L. and Weissinger, E. "Assessing the Academic and Professional Development Needs of Graduate Students." *To Improve the Academy* 23 (2005): 267-283.

Keywords: Assessment; Graduate Student Training

"This chapter will describe the results of a survey that assessed the self-perceived career goals and academic and professional development needs of master's and doctoral-level graduate students at the University of Nebraska—Lincoln. Both graduate students (n= 440) and graduate program coordinators (n= 23) were surveyed to provide an empirical basis for developing a strategic plan for graduate student academic and professional development activities. Results suggested that doctoral students' needs differed at different stages of their academic career. Implications for practice inherent in the survey findings are discussed, and the benefits of broadening the definition of graduate student training and development are examined."

Bellows, L. and Danos, J. R. "Transforming Instructional Development: Online Workshops for Faculty." *Improving the Academy* 21 (2003): 160-175.

Keywords: Faculty Development; Technology

"Two vastly different institutions, the University of Nebraska, Lincoln and Delgado Community College, cooperated in the delivery of online faculty development workshops in syllabus construction. This chapter describes the experience of a flagship university and an urban community college in employing electronic delivery of the same workshop content to their respective faculty members. It shares successful and unsuccessful strategies, nuts and bolts, and the discovery of an unexpected, pleasant irony: The technology that can separate and isolate us has the potential to bring us together, as though we were on electronic legs in a virtual Athenian agora."

Bens, Ingrid. *Facilitation at a Glance!* Salem, NH: GOAL/QPC, 1999.

Keywords: Tools, and Techniques

"Facilitation skills are crucial to the success of groups and teams. Facilitators guide and direct the process, therefore resulting in more effective and efficient projects. Considering all the meetings that project managers and leaders hold, it's easy to see why facilitation is fast becoming recognized as an essential core skill! Not only do project managers need to know how to run highly effective meetings, they also need strategies for creating buy-in, overcoming resistance and building true consensus.

After more than 12 years as a best seller, *Facilitation at a Glance!* is now in its third edition packed with even more resources, exciting tools, and a new concise look! Ingrid Bens, a nationally known consultant and trainer, continues to enlighten us with a comprehensive overview of the role of the facilitator and the essential core practices that are always in play. Included is a compendium of strategies for gaining buy-in, ensuring participation, overcoming resistance, building consensus and creating a positive team climate. The book retains all the tools that made the first two editions so popular: the summary pages, checklists and tip sheets. Existing sections about what to do at the start, middle and end of facilitated sessions have been greatly expanded. Decision-making methods have been revamped to include more strategies about when to use each approach. New bonus material has been added to the conflict management chapter related to ineffective behaviors. By user demand, we have additional process tools and more about facilitating distance meetings. The most notable update is an entirely new chapter about how leaders can balance the facilitator role with their other duties, since most facilitation is actually done by leaders and not neutral outsiders. We are confident that this NEW and improved version of *Facilitation at a Glance!* will become an indispensable part of your toolkit!"

Bergquist, William. "Unconscious Values within Four Academic Cultures: An Address Given At The 1994 POD Annual Conference." *To Improve the Academy* 13 (1994):349-372.

Updated: 10 May 2022-LMSB

Keywords: Faculty Development

Bernstein, Jeffery, et al. "The Citizenship Imperative and the Role of Faculty Development." *To Improve the Academy* 30 (2011): 54-69.

Keywords: Faculty Development

"By teaching the capacity for citizenship across the curriculum, colleges and universities can better serve their role as socially responsive institutions. We argue that citizenship themes can be more central to a wide variety of classes, including some in disciplines not considered traditional homes for civic education. Faculty development centers can play a critical role in helping faculty integrate citizenship into the curriculum and evaluate the learning that occurs in their citizenship-oriented classes. We offer guidelines for how learning communities can best serve these purposes."

Beveridge, W.I.B. *The Art of Scientific Investigation*. New York, NY: Vintage Books, 1964.

Keywords: Scientific Research

"In *The Art of Scientific Investigation*, originally published in 1950, W.I.B. Beveridge explores the development of the intuitive side in scientists. The author's object is to show how the minds of humans can best be harnessed to the processes of scientific discovery. This book therefore centers on the "human factor"; the individual scientist. The book reveals the basic principles and mental techniques that are common to most types of investigation. Professor Beveridge discusses great discoveries and quotes the experiences of numerous scientists. "The virtue of Mr. Beveridge's book is that it is not dogmatic. A free and universal mind looks at scientific investigation as a creative art. . . ."

Bhavsar, V. and Skinner, S. "Marketing Plans for Faculty Development: Student and Faculty Development Center Collaboration for Mutual Benefit." *To Improve the Academy* 26 (2008): 145-157.

Keywords: Faculty Development; Teacher-Student Relations

"Our faculty development center engaged senior-level business students as consultants to help us inform instructors about our resources. The students argued that organizational and marketing tasks are critical to our pedagogical work as they create opportunities for the pedagogical work to occur. This chapter describes the collaboration, the students' recommendations, and the center's response. Engaging students, our ultimate clients, in setting priorities for our center was a powerful learning experience for both us and them. Other centers may wish to use out experiences as impetus to collaborative with students on their campuses."

Black, Beverly. "Using the SGID Method for a Variety of Purposes." *To Improve the Academy* 17 (1998): 245-262.

Keywords: Evaluation; Student Evaluation

"The Small Group Instructional Diagnosis (SGID) process (Redmond & Clark, 1892) has been used for consultation purposes at the Center for Research on Learning and Teaching at the University of Michigan since 1990. Since then it has become a multi-purpose roll with far-reaching results. This article describes a variety of ways we have used this process: to provide feedback to individual faculty and teaching assistants on their teaching, to inform coordinators of large multi-sectioned courses on how the course is working as a whole, to inform coordinators of TA training on the effectiveness of their programs, to advocate for better classroom design, and to get feedback and inform changes in curriculum design."

Bligh, Donald. *What's the Use of Lectures?* San Francisco: Jossey-Bass, 2000.

Keywords: Lectures; Teaching Techniques

"In this first American edition of a best-selling classic, Donald Bligh draws from decades of research and hands-on experience to help college and university teachers develop and use lectures effectively. *What's the Use of Lectures?* is an indispensable guide for anyone who aspires to be a skilled lecturer and teacher. It 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. Bligh builds on this information to share strategies for creating organized, thoughtful, and effective lectures. Topics include taking notes, using handouts, practicing different formats and styles, obtaining feedback, overcoming difficulties, evaluating the lecture, and testing alternative methods when lecturing is not adequate. Also included are tables and diagrams to illustrate different approaches to lecturing." (Jossey-Bass.com)

Blumberg, P. and Everett, J. "Achieving a Campus Consensus on Learning-Centered Teaching: Process and Outcomes." *To Improve the Academy* 23 (2005): 191-210.

Keywords: Learning-Centered Teaching

"Fifty faculty and staff members attended a consensus conference on learning-centered teaching. Within small groups, participants agreed that 1) this approach develops student responsibility for their own learning; 2) a consistently implemented philosophy yields a culture of learning-centered teaching, and 3) graduates of such programs become lifelong learners, self-directing, self-initiating leaders. Not all participants agreed that they could fully implement this method. They emphasized that support by administrators is a prerequisite to making changes in teaching approaches. However, the conference effectively determined levels of agreement and stimulated discussion. Results were consistent with the literature on learning-centered teaching."

Blumberg, Phyllis. *Assessing and Improving Your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning*. San Francisco: California: John Wiley & Sons, 2014.

Keywords: Student Learning, Faculty Growth

"In order to make appropriate changes to improve your teaching and your students' learning, first you need to know how you're teaching now. Figure it out for yourself and invigorate your teaching on your own terms!

This practical evidence-based guide promotes excellence in teaching and improved student learning through self-reflection and self-assessment of one's teaching. Phyllis Blumberg starts by reviewing the current approaches to instructor evaluation and describes their inadequacies. She then presents a new model of assessing teaching that builds upon a broader base of evidence and sources of support. This new model leads to self-assessment rubrics, which are available for download, and the book will guide you in how to use them. The book includes case studies of completed critical reflection rubrics from a variety of disciplines, including the performing and visual arts and the hard sciences, to show how they can be used in different ways and how to explore the richness of the data you'll uncover." (Publisher Website)

Blumberg, Phyllis. "Documenting the Educational Innovations of Faculty: A Win-Win Situation for Faculty and the Faculty Development Center." *To Improve the Academy* 22 (2004): 41-51.

Keywords: Faculty Development; Scholarship of Teaching and Learning

"Compiling faculty members' teaching innovations into an annual campus-specific publication allows others to learn about these ideas and adapt them. This chapter will describe 1) the process used to develop such a Document of Innovation, 2) the types of innovation abstracted, and 3) this document's impact on an institution. A dissemination process including individuals meetings with campus leaders provides greater visibility for the Teaching and Learning Center and the featured faculty. An analysis of these annual

publications yield comprehensive data about the campus' faculty, their innovative teaching trends, and describes the current teaching climate on the campus."

Boettcher, Judith V., and Rita-Marie Conrad. *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. Second ed., Jossey-Bass, 2016.

Keywords: Design; Design; Discussion; Online; Technology

The Online Teaching Survival Guide provides a robust overview of theory-based techniques for teaching online or technology-enhanced courses. Covering all aspects of online teaching, this book reviews the latest research in cognitive processing and related learning outcomes while retaining a focus on the practical. A simple framework of instructional strategies mapped across a four-phase timeline provides a concrete starting point for both new online teachers and experienced teachers designing or revamping an online course. Essential technologies are explored in their basic and expanded forms, and traditional pedagogy serves as the foundation for tips and practices customized for online learning. The tips cover course management, social presence, community building, integration of new technologies, discussion and questioning techniques, assessment, and debriefing, along with new coverage of intensive or accelerated courses, customizing learning strategies, developing expertise, advanced course design, and assessment techniques exclusive to this new second edition.

Bolker, Joan. *Writing your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. New York: Holt, 1998.

Keywords: Faculty Development

Bolman, L.G. and Deal, T.E. *Leading with Soul: An Uncommon Journey of Spirit*. San Francisco: Jossey-Bass, 2001.

Keywords: Leadership

"Since its original publication in 1995, *Leading with Soul* has inspired thousands of readers. Far ahead of its time, the book bravely revealed the path to leadership to be a very personal journey requiring knowledge of self and a servant-leader mentality. Now, in this new and revised edition, authors Bolman and Deal address such current issues as the changing nature of work, the new face of today's workforce, and the greater need for an infusion of soul in the workplace. They also include real-life stories from readers of the first edition, and answer key questions that those readers raise. As vital as ever, this revised narrative of an executive and his quest for deeper meaning continues to point the way to a more fulfilling work experience." (Jossey-Bass.com)

Bolman, Lee G. and Gallos, Joan V. *Reframing Academic Leadership*. San Francisco, CA: Jossey-Bass, 2011.

Keywords: Leadership; Department Chairs

"--From the Preface In *Reframing Academic Leadership*, Lee G. Bolman and Joan V. Gallos offer higher education leaders a provocative and pragmatic guide for crafting dynamic institutions where the whole is greater than the sum of the parts Creating campus environments that facilitate creativity and commitment Forging alliances and partnerships in service of the mission Building shared vision and campus cultures that unite and inspire Serving the larger goals of the academy and

society Throughout the book, the authors integrate powerful conceptual frameworks with rich and compelling real-world cases to support academic leaders searching for the best in themselves and in their institutions. The book tackles thorny issues such as building institutional clarity and capacity, managing conflict, coping with difficult people, partnering with the boss, and developing leadership resilience.” (from goodreads.com)

Bonilla, J. and Palmerton, P. “A Prophet in Your Own Land? Using Faculty and Student Focus Groups to Address Issues of Race, Ethnicity, and Gender in the Classroom.” *To Improve the Academy* 19 (2001): 49-68.

Keywords: Diversity Issues

“In this study, six focus groups of faculty and students addressed issues of how race, ethnicity, and gender affected their classroom experiences. Consistent themes emerged across all groups, including feeling unsafe and vulnerable, concerns about equity, power, and role modeling. As importantly, the research process itself became a vehicle for growth and change in the community at large, both inside and outside the classroom. Six recommendations are offered for those who seek innovative approaches to addressing race and gender in the classroom.”

Border, L. and Van Note Chism, N. (Eds.). *Teaching for Diversity*. San Francisco: Jossey-Bass, 1992.

Keywords: Multicultural Classroom; Solving Diversity Issues

“In the charged atmosphere of the debate on multicultural issues, higher education professionals must take action, even in the face of incomplete information and complicated arguments and counterarguments, and are often expected to set standards when many assumptions are made in deep-rooted, taken-for-granted institutional practices. This volume of *New Directions for Teaching and Learning* speaks in a practical way to administrators, instructors, faculty/TA developers, and support staff who work in the multicultural classroom and offers valuable information that will serve as a basis for recognizing and solving issues in diversity.” (Back Cover)

Boschmann, E. (Ed.). *Technology Success Stories: Using Technology to Enhance Teaching and Learning at IUPUI*. 2nd ed. Indiana, PA: Center for Teaching and Learning at Indiana University of Pennsylvania, 1997.

Keywords: Technology

Bothell, T. and Henderson, T. “Evaluating the Return on Investment of Faculty Development.” *To Improve the Academy* 22 (2004): 52-70.

Keywords: Faculty Development

“How can the return on investment of faculty development be determined? One way to do this is through the application of a highly replicated and reported return on investment (ROI) process. This chapter reviews briefly an ROI process used by organizations throughout the world, a process that has been the basis for over 100 published studies and is the most validated and reported ROI process used for determining the monetary impact of learning. The process utilizes a five-level framework and a step-by-step ROI process model. These components are reviewed in this chapter and an example of return on investment based on student retention in a Freshman Seminar Program is explained.”

Bowen, Jose A. *Teaching Naked: How Moving Technology of the College Classroom will Improve Student Learning*. San Francisco, CA: Jossey-Bass, 2012.

Keywords: Online Classroom, Student Learning; Instructional Technology

“Introducing a new way to think about higher education, learning, and technology that prioritizes the benefits of the human dimension. José Bowen recognizes that technology is profoundly changing education and that if students are going to continue to pay enormous sums for campus classes, colleges will need to provide more than what can be found online and maximize “naked” face-to-face contact with faculty. Here, he illustrates how technology is most powerfully used outside the classroom, and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments.”

Bowman, Mary Ann. “The New Faculty Developer and the Challenge of Change.” *To Improve the Academy* 12 (1993): 247- 259.

Keywords: Faculty Development

“This article describes how to help novice faculty developers successfully adjust to their new profession and be effective in what they do. These approaches suggest that new developers may be better informed than they think they are, but will need to be prepared to make choices about what they do; deal with the challenge of limited resources; anticipate the unexpected; and recognize that their office may be perceived by faculty members as a safe place. Differences between the roles of faculty member and faculty developer are indicated. Additional suggested strategies include using publications, making the faculty development office visible, keeping higher administrators informed, building strong relationships within the academic community, and taking advantage of such organizations as the Professional and Organizational Development Network in Higher Education (POD) and the Society for Teaching and Learning in Higher Education (STLHE). The author suggests that effectiveness in faculty development can contribute to the building of community in the academy.”

Boyd, Danah. “It’s Complicated: The Social Lives of Networked Teens.” London, Yale University Press, 2014.

Keywords:

“What is new about how teenagers communicate through services such as Facebook, Twitter, and Instagram? Do social media affect the quality of teens’ lives? In this eye-opening book, youth culture and technology expert danah boyd uncovers some of the major myths regarding teens’ use of social media. She explores tropes about identity, privacy, safety, danger, and bullying. Ultimately, boyd argues that society fails young people when paternalism and protectionism hinder teenagers’ ability to become informed, thoughtful, and engaged citizens through their online interactions. Yet despite an environment of rampant fear-mongering, boyd finds that teens often find ways to engage and to develop a sense of identity. Boyd’s conclusions are essential reading not only for parents, teachers, and others who work with teens but also for anyone interested in the impact of emerging technologies on society, culture, and commerce in years to come. Offering insights gleaned from more than a decade of original fieldwork interviewing teenagers across the United States, boyd concludes reassuringly that the kids are all right. At the same time, she acknowledges that coming to terms with life in a networked era is not easy or obvious. In a technologically mediated world, life is bound to be complicated.”

Boye, Allison. “Effecting Change in Limited-Control Classroom Environments: A Case Study.” *To Improve the Academy* 30 (2011): 85-98.

Keywords: team-teaching; curriculum; syllabus

“Many instructors face the dilemma of possessing little control over their own curriculum or even their own pedagogy. This chapter examines three instructors who were teaching the same course over several years, facing the same problematic

issues beyond their control, and describes the role of faculty developers in helping effect practical change for those instructors and for the course. The finds on this study, using longitudinal data derived from student evaluations and qualitative responses from instructor interviews, suggest that faculty developers can help instructors realize change on an individual level as well as at the department and big-picture levels.”

Boye, Allison., Tapp, Suzanne., Winkelmes, Mary-Ann. *Transparent Design in Higher Education Teaching and Leadership*. Stylus Publishing, 2019.

Keywords: Assignments; Design; Learner-Centered; Transparency

“Transparent instruction involves faculty/student discussion about several important aspects of academic work before students undertake that work, making explicit the purpose of the work, the knowledge that will be gained and its utility in students’ lives beyond college; explaining the tasks involved, the expected criteria, and providing multiple examples of real-world work applications of the specific academic discipline. The simple change of making objective and methods explicit – that faculty recognize as consistent with their teaching goals – creates substantial benefits for students and demonstrably increases such predictors of college students’ success as academic confidence, sense of belonging in college, self-awareness of skill development, and persistence.”

Bringle, R., Hatcher, J., and Clayton, P. “The Scholarship of Civic Engagement: Defining, Documenting, and Evaluating Faculty Work.” *To Improve the Academy* 25 (2007): 257-279.

Keywords: Evaluation

“Civic engagement, which is presented as teaching, research, and service in and with the community, presents new challenges for evaluating faculty work as part of the reappointment, promotion, and new tenure process. The nature of service-learning, professional service, and participatory action research are examined as faculty work that can be scholarly (i.e., well informed) and the basis of scholarship (i.e., contributing to a knowledge base). As such, examples of evidence for documenting the work and issues associated with evaluating dossiers are presented.”

Brinko, K., Atkins, S., and Miller, M. “Looking at Ourselves: The Quality of Life of Faculty Development Professionals.” *To Improve the Academy* 23 (2005): 93-110.

Keywords: Faculty Development

“Responses to a questionnaire revealed that faculty development professionals typically juggle several roles—which they find to be energizing—and typically balance multiple challenges and stressors—which they feel they handle well. These faculty developers are enthusiastic about and, in many cases, sustained by their work because they find opportunities for lifelong learning, professional growth, and meaningful work.”

Brookfield, Stephen D. “A Critical Theory Perspective on Faculty Development.” *To Improve the Academy* 25 (2007): 55-69.

Keywords: Faculty Development

“This chapter argues that critical theory implies a number of conceptions and practices of teaching, and it applies a critical theory perspective to conducting faculty development. It speculates on how faculty development might be organized according to some insights drawn from critical theory, and it reviews the chief reasons why teachers resist engaging with this perspective.”

Brookfield, Stephen D. *Teaching Race: How to Help Students Unmask and Challenge Racism*. First edition., First ed., Jossey-Bass, 2019.

Keywords: Equity, Diversity, Inclusion, Race, Racism

"The need to educate students about race and racism is felt acutely across higher education. Yet, in those colleges and universities that are predominantly White little exists in the way of practical guidance on how to go about this task. This book addresses some of the most common questions that teachers raise about how to teach students racial awareness at predominantly White institutions. This book will focus on practical tips, tools and techniques that teachers can use in their own teaching. Faculty members from across the disciplines say they are hungry for ideas on how to implement anti-racist education in their classrooms."

Brookfield, Stephen D. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. 2nd ed. San Francisco: John Wiley & Sons, 2006.

Keywords: Philosophy; Lecturing; Discussion; Evaluations; Resistance; Diversity; Students

"A comprehensive guide that shows how to thrive on the unpredictability and diversity of classroom life and includes insights developed from the hundreds of workshops conducted by the author. This new edition also reflects the many changes that have come about in the decade since the book was first published and includes new chapters that deal with emerging topics such as classroom diversity and teaching in online learning environments.

"The *Skillful Teacher* explores the assumption that skillful teaching is grounded in constant research into how students experience learning. The book explores the three R's of skillful teaching: respect, research, and responsiveness. Brookfield offers practical guidance on aspects of the teaching experience that range from lecturing creatively to giving helpful evaluations. The book also lays out a plan for constantly renewing one's engagement in teaching.

"Brookfield draws on decades of professional experience and research on teaching and learning to identify key concerns in the teacher-learner relationship, such as building trust with students and overcoming resistance to learning. Readers will also find practical advice on lecturing, discussions, role-playing, simulation, and other instructional techniques. Written for the thoughtful professional, *The Skillful Teacher* is a hands-on survival manual for restoring confidence, effectiveness, and vigor to the critical practice of teaching."

Brookfield, S. D. and Preskill, S. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass, 1999.

Keywords: Discussion

"Thoroughly revised and updated, the second edition of the landmark book *Discussion as a Way of Teaching* shows how to plan, conduct, and assess classroom discussions. Stephen D. Brookfield and Stephen Preskill suggest exercises for starting discussions, strategies for maintaining their momentum, and ways to elicit diverse views and voices. The book also includes new exercises and material on the intersections between discussion and the encouragement of democracy in the classroom. This revised edition expands on the original and contains information on adapting discussion methods in online teaching, on using discussion to enhance democratic participation, and on the theoretical foundations for the discussion exercises described in the book.

"Throughout the book, Brookfield and Preskill clearly show how discussion can enliven classrooms, and they outline practical methods for ensuring that students will come to class prepared to discuss a topic. They also explain how to balance the voices of students and teachers, while still preserving the moral, political, and pedagogic integrity of discussion." (Jossey-Bass.com)

Brookfield, S. and Preskill, S. "Getting Lecturers to Take Discussion Seriously." *To Improve the Academy* 18 (2000): 232-253.

Keywords: Discussion; Lecture

"In this chapter we examine how faculty resistant to experimenting with discussion methods can be encouraged to take them seriously. We begin by acknowledging and addressing publicly the objection to using discussion most frequently raised by skeptical faculty. We then turn to proposing what we believe are the most common reasons why attempts to use discussion sometimes fail: that teachers have unrealistic expectations of the method, that students are unprepared, that reward systems in the classroom are askew, and that teachers have not modeled their own participation in, and commitment to, discussion methods. For each of these reasons we suggest a number of responses and strategies."

Brookfield, Stephen D. *Teaching for Critical Thinking: Tools and Techniques to Help Students Question their Assumptions*. San Francisco: Jossey Bass, 2011.

Keywords: Techniques; Teaching Tools; Critical thinking

"In *Teaching for Critical Thinking*, Stephen Brookfield builds on his last three decades of experience running workshops and teaching courses on critical thinking to explore how student learn to think this way, and what teachers can do to help students develop this capacity. He outlines a basic protocol of critical thinking as a learning process that focuses on uncovering and checking assumptions, exploring alternative perspectives, and taking informed actions as a result. Written to address the broad range of disciplines, this book fosters a shared understanding of critical thinking and helps to various constituencies adapt general principles to specific disciplinary contexts."

Brookfield, Stephen D. *Powerful Techniques for Teaching Adults*. San Francisco: Jossey Bass, 2013.

Keywords: Teaching Adults; Discussion; Active Learning; Power Dynamics

"This book is designed as a practical resource that reviews some of the most helpful approaches and exercises that teachers use when working with adult learners. Written in an accessible style, with numerous examples of practical applications scattered throughout the text, the book does not assume any prior experience with adult learning theory or adult educational history and philosophy on the reader's part. The book invites the reader into a conversation about some of the major challenges and problems involved in teaching adults, a conversation which draws on the author's long history of working with adult learners to describe how to understand and respond to these same challenges and problems."

Brown, Peter C., Roediger, Henry L. III, & Mark A. McDaniel. *Make It Stick: The Science of Successful Learning*. London: The Belknap Press of Harvard University Press, 2014.

Keywords: cognition; learning; cognitive psychology; learner-centered; motivation

"To most of us, learning something 'the hard way' implies wasted time and effort. Good teaching, we believe, should be creatively tailored to the different learning styles of students and should use strategies that make learning easier. *Make it Stick* turns fashionable ideas like these on their head. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.

"Memory plays a central role in our ability to carry out complex cognitive tasks, such as applying knowledge to problems never before encountered and drawing inference from facts already known. New insights into how memory is encoded, consolidated, and later retrieved have led to a better understanding of how we learn. Grappling with the impediments that make learning challenging leads both to more complex mastery and to better retention of what was learned.

"Many common study habits and practice routines turn out to be counterproductive. Underlining and highlighting, rereading, cramming, and single-minded repetition of new skills create the illusion of mastery, but gains fade quickly. More complex and durable learning comes from self-

testing, introducing certain difficulties in practice, waiting to re-study new material until a little forgetting has set in, and interleaving the practice of one skill or topic with another. Speaking most urgently to students, teachers, trainers, and athletes, *Make it Stick* will appeal to all those interested in the challenge of lifelong learning and self-improvement.” (Book Jacket)

Bruff, Derek. *Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching*. United States of America: West Virginia University Press, 2019.

Keywords: Technology; Instructional Technology; Design

Chalkboards and projectors are familiar tools for most college faculty, but when new technologies become available, instructors aren't always sure how to integrate them into their teaching in meaningful ways. For faculty interested in supporting student learning, determining what's possible and what's useful can be challenging in the changing landscape of technology.

Arguing that teaching and learning goals should drive instructors' technology use, not the other way around, *Intentional Tech* explores seven research-based principles for matching technology to pedagogy. Through stories of instructors who creatively and effectively use educational technology, author Derek Bruff approaches technology not by asking “How to?” but by posing a more fundamental question: “Why?” (from the publisher)

Bruffee, Kenneth. *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. Baltimore: The Johns Hopkins University Press, 1993.

Keywords: Collaborative Learning; Interdependence; Re-acculturation

“Knowledge has traditionally been understood as cognitive- we gain it by examining the world and taking in the facts. Kenneth Bruffee offers a different model, one that accounts for new new ways of thinking about how we learn and do research. He proposes knowledge is “constructed through negotiation with others” in communities of knowledgeable peers, arguing that this new understanding of learning as an interdependent, collaborative enterprise is a central issue for college and university learning today.

“*Collaborative Learning* is a book about fundamental change. Bruffee's premise- that learning occurs among persons, not between persons and things- overturns traditional notions about the authority of knowledge, the authority of teachers, and the very nature and authority of colleges and universities. Bruffee begins by discussing the place of collaborative learning in higher education, explaining what it is, how it works, and why. He then examines the implications of the “Kuhnian” understanding of knowledge on which collaborative learning is based, explaining how “nonfoundational social constructionist thought” changes our understanding of education in general.

“Bruffee argues that changing college and university education depends first on changing how teachers think about knowledge, teaching, and learning. He describes the practical value of the activities encouraged by a collaborative approach- students working in consensus groups and research teams, tutoring and revision. He concludes that this organized practice in working together on intellectual tasks is the best possible preparation for the real world, as students look beyond the authority of teachers, practice the craft of interdependence, and construct knowledge in the very way that academic disciplines and the professors do.” (Book Jacket)

Buller, Jeffrey L. *Best Practices in Faculty Evaluation: A Practical Guide for Academic Leaders*. San Francisco, California: Jossey-Bass, 2012.

Keywords: Evaluation; Teaching; Leadership; Department Chairs

"Jeffrey Buller, a leading and respected voice in higher education, has written a truly practical and highly useful book on the increasingly important topic of faculty evaluation. This highly readable book is a 'must have/must read' book for every dean, chair, and faculty member in all institutions of higher education." —Robert E. Cipriano, author, *Facilitating a Collegial Department in Higher Education: Strategies for Success*; former chair of Southern Connecticut State University's Recreation and Leisure Studies Department

"Buller has done it again. This latest book meets a never-ending need of all colleges and universities. It's the best treatment I've ever found of the critical dynamics of faculty evaluations—the associated history and philosophy, but especially how to get it right when conducting pre-tenure, tenure, and post-tenure reviews. Every P&T committee, every chair, every dean will welcome a copy." —R. Kent Crookston, author, *Working with Problem Faculty: A Six-Step Guide for Department Chairs*; director of the Academic Administrative Support Program at the Brigham Young University Faculty Center

"Finally, a comprehensive volume replete with practical ideas and seasoned advice about how to effectively handle faculty performance evaluations. This author really understands the lack of preparation and confidence that most academic administrators feel when asked to function as both judge and coach. If you need concrete strategies for dealing with all aspects of the evaluation process, this book won't disappoint you. The content and case studies are right on the money." —Christine Licata, author, *Post-Tenure Faculty Review and Renewal*; senior associate provost, Rochester Institute of Technology." (from wiley.com)

Buller, Jeffrey L. and Cipriano, Robert E. *A Toolkit for Department Chairs*. Lanham, Maryland: Rowman & Littlefield, 2015.

Keywords: Department Chair; Leadership

"A Toolkit for Department Chairs is designed to give academic administrators the skills they need in order to do their jobs more effectively. Combining case studies, scenarios, practical advice, and problem-solving activities, the book offers chairs a valuable resource for negotiating the real-life challenges they face as academic leaders. Many of the case studies and scenarios included in this book have been field tested by the co-authors in over thirty years of administrative training workshops. Current and aspiring department chairs will discover many new tools that they can include in their administrative toolkits from this practical, accessible book. A Toolkit for Department Chairs works well as a personal resource as well as a training manual for leadership programs and textbook for pre- and in-service education for department chairs. Some additional key features of this book include: Practicality in that it offers specific strategies to address the many challenges faced by department chairs. Adaptability for use as an individual study guide, textbook for leadership programs, or discussion guide for groups of academic administrators. Utility in that it fills a demonstrated need in the field of higher education since 96-97% of current department chairs have received no formal training in their administrative responsibilities. Easy of use through short, sometimes humorous scenarios and case studies that cause readers to reflect on their own administrative approaches." (from vitalsource.com)

Buller, Jeffrey L. and Gmelch, Walter H. *Building Academic Leadership Capacity: A Guide to Best Practices*. San Francisco, CA: Jossey-Bass, 2015.

Keywords: Leadership; Department Chairs

"A clear, systematic road map to effective campus leadership development Building Academic Leadership Capacity gives institutions the knowledge they need to invest in the next generation of academic leaders. With a clear, generalizable, systematic approach, this book provides insight into the elements of successful academic leadership and the training that makes it effective. Readers will explore original research that facilitates systematic, continuous program development, augmented by the authors' own insight drawn from experience

establishing such programs. Numerous examples of current campus programs illustrate the concepts in action, and reflection questions lead readers to assess how they can apply these concepts to their own programs." (from overdrive.com)

Buller, Jeffrey L. *Positive Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference*. San Francisco, CA: Jossey-Bass, 2013.

Keywords: Leadership; Department Chair

"Buller has produced a book that every academic leader should read and put into practice. Positive Academic Leadership pulls together an amazing array of scientific findings and practical guidelines that will be invaluable for academic leaders looking to improve themselves and their institutions." -- Kim Cameron, associate dean, William Russell Professor of Management and Organizations, Ross School of Business; professor of higher education, School of Education, University of Michigan

"If I had a magic wand and could make one wish for all of higher education, it would be that we had better institutional leadership. Whether one is a chair, dean, provost, president, or on the Board of Trustees, this book can make a world of difference in your ability to provide that leadership!" -- L. Dee Fink, author, *Creating Significant Learning Experiences*; former president, Professional and Organizational Development Network in Higher Education

"Buller's book brings hope for leadership in higher education by emphasizing the importance of a positive approach that empowers and inspires others. Positive Academic Leadership has the potential to transform higher education for the benefit of students, faculty, and ultimately our communities and our world." -- Kina S. Mallard, provost and vice president of academic affairs, Carson-Newman University

"Academic leaders who find themselves engulfed in negative thinking and considering only damage control scenarios for pressing issues will want to read this book. Employing what Jeffrey Buller calls 'positive academic leadership' is, I believe, essential to transforming feelings of despair into constructive leadership." -- Mary Lou Higgerson, vice president for academic affairs, emerita, Baldwin Wallace University

"I can't recall reading any book on leadership that is more applicable to the work of faculty development. Every academic leader--faculty member, chair, dean, or campus administrator--will benefit from Jeffrey Buller's evidence-based model and practices of positive academic leadership." -- Mary Deane Sorcinelli, associate provost for faculty development, University of Massachusetts Amherst (from goodreads.com and back cover)

Buller, Jeffrey L. *The Essential Department Chair: A Comprehensive Desk Reference*. San Francisco, CA: Jossey-Bass, 2012.

Keywords: Department Chair; Leadership

"This second edition of the informative and influential *The Essential Department Chair* offers academic chairs and department heads the information they need to excel in their roles. This book is about the "how" of academic administration: for instance, how do you cultivate a potential donor for much-needed departmental resources? How do you persuade your department members to work together more harmoniously? How do you keep the people who report to you motivated and capable of seeing the big picture? Thoroughly revised, updated, and expanded, this classic resource covers a broad spectrum of timely topics and is now truly more than a guide—it's a much-needed desk reference that tells you "everything you need to know to be a department chair." *The Essential Department Chair* contains information on topics such as essentials of creating a strategic plan, developing and overseeing a budget, key elements of fundraising, preparing for the role of chair, meeting the challenges of mentoring to increase productivity, and creating a more collegial atmosphere. The book also explores the chair's role in the search process, shows how to conduct a successful interview and what to do when it's time to let someone go. And the author includes suggestions for the best practices to adopt when doing an evaluation or assessment. *The Essential Department Chair, Second Edition*, contains a wealth

of new, realistic case studies to equip leaders in this pivotal position to excel in departmental and institutional life.” (from wiley.com)

Bullock, Richard. *The St. Martin's Manual for Writing in the Disciplines*. New York: St. Martin's Press, 1994.

Keywords: Writing

“A brief, handy reference guide for faculty across the disciplines, with ideas for ways they can integrate writing into their courses.” (Bedfordstmartins.com)

Burgstahler, Sheryl. “Accommodating Students with Disabilities: Professional Development Needs of Faculty.” *Improving the Academy* 21 (2003): 179-195.

Keywords: Distance Learning; Faculty Development

“Faculty members play an important role in making academic programs accessible to postsecondary students with disabilities. However, instructors do not always possess the knowledge, experiences, and attitudes that result in the most inclusive environment for these students. A literature review was conducted to explore what faculty members need to know about accommodating students with disabilities in their courses and how they can best gain this knowledge. These results were used to develop a comprehensive set of training options that can be used with postsecondary instructors nationwide. The content of these option focuses on legal issue, accommodation strategies, and resource. Modes of instruction include on-site training, printed materials, distance learning, web-based self-paced instruction, and video presentations.”

Busch, L., Maid, B., and Roen, D. “A Matrix for Reconsidering, Reassessing, and Shaping E-Learning Pedagogy and Curriculum.” *Improving the Academy* 21 (2003): 302-318.

Keywords: Curriculum; E-Learning

“Educational stakeholders are increasingly engaged in discussions about the effective design, distribution, and evaluation of e-learning. We invite educators to build on already existing scholarship as they make future e-learning decisions. Specifically, we combine four categories of academic scholarship from Boyer (1990) with six assessment criteria from Glassick, Huber, and Maeroff (1997) to construct a matrix that may be applied to any post-secondary learning or teaching context. We argue that while each medium in which faculty might find themselves teaching differs from others, the teaching itself, and effective teaching in general, is definable and, therefore, can be evaluated using the matrix.”

Butler, Johnnella E. “A Report Card for Diversity.” *To Improve the Academy* 13 (1994): 147-160.

Keywords: Curriculum; Diversity Issues

“This article was originally for and presented as the keynote address for the 1993 POD conference. As an assessment of where we are and need to go intellectually in efforts to incorporate diversity into the liberal arts curriculum, it argues for the recognition of the multiple, connected stories in our national story, in order to allow for transformation in our teaching, our curricula, and in the structure of colleges and universities that move us to an individualism defined and supported by collective, shared memory, thereby promoting the generative learning necessary to the evolution of a just, plural society.”

Butler, S. M. and McMunn, N. D. *A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Classroom Assessment; Evaluations; Learning Styles; Student Learning

"A Teacher's Guide to Classroom Assessment is a comprehensive guide that shows step-by-step how to effectively integrate assessment into the classroom. Written for both new and seasoned teachers, this important book offers a practical aid for developing assessment skills and strategies, building assessment literacy, and ultimately improving student learning.

"Based on extensive research, this book is filled with illustrative, down-to-earth examples of how classroom assessment works in classrooms where assessment drives the instruction. The authors present the Classroom Assessment Cycle- Clarifying learning targets, Collecting assessment data- that demonstrates how one assessment action must flow into the next to be effective. Each chapter details the kinds of assessment evidence that are the most useful for determining student achievement and provides instruction in the analysis of assessment data." (Jossey-Bass.com)

Cain, Susan. *Quiet: The Power of Introverts in a World That Can't Stop Talking*. New York: Broadway Books, 2012, 2013.

Keywords: Discussion; Participation; Introvert

"At least one-third of the people we know are introverts. They are the ones who prefer listening to speaking; who innovate and create but dislike self-promotion; who favor working on their own over working in teams. It is to introverts – Rosa Parks, Chopin, Dr. Seuss, Steve Wozniak – that we owe many of the great contributions to society.

In *Quiet*, Susan Cain argues that we dramatically undervalue introverts and shows how much we lose in doing so. She charts the rise of the Extrovert Ideal throughout the twentieth century and explores how deeply it has come to permeate our culture. She also introduces us to successful introverts – from a witty, high-octane public speaker who recharges in solitude after his talks, to a record-breaking salesman who quietly taps into the power of questions. Passionately argued, superbly researched, and filled with indelible stories of real people, *Quiet* has the power to permanently change how we see introverts and, equally important, how they see themselves."

Calkins, S. and Light, G. "Promoting Learning-Focused Teaching Through a Project-Based Faculty Development Program." *To Improve the Academy* 26 (2008): 217-229.

Keywords: Faculty Development; Learning-Focused Teaching; Project Based Learning

"This chapter describes how we incorporated project-based learning into a yearlong faculty development program at a research-intensive private university located in the Midwest. This inquiry-based approach fosters critical reflection on teaching and promotes learner-focused teaching in a manner that encourages deeper student approaches to learning. We use case studies, drawn from critical accounts of faculty projects, to illustrate a model that depicts how faculty understand improvement in their teaching and to identify key program elements that facilitated the adoption of learning-focused teaching practices by our participants."

Cambridge, Barbara L. "Fostering the Scholarship of Teaching and Learning: Communities of Practice." *To Improve the Academy* 19 (2001): 3-16.

Keywords: Scholarship of Teaching and Learning

"As part of the scholarship of teaching and learning, faculty members study the ways in which they teach and students learn in their disciplines, and how campuses foster this scholarship at an institutional level. A national initiative called the Carnegie Academy for the Scholarship of Teaching and Learning constitutes these programs to engage and support individuals, campuses, and disciplinary associations in this form of scholarly work. In *To Improve the Academy* (Volume 18) this program was discussed. The article this year offers examples of individual faculty and campus initiatives centered on the scholarship of teaching and learning."

Cambridge, Barbara L. "The Scholarship of Teaching and Learning: A National Initiative." *To Improve the Academy* 18 (2000): 55-68.

Keywords: Scholarship of Teaching and Learning

"As part of the scholarship of teaching and learning, faculty members study the ways in which they teach and students learn in their disciplines, and campuses foster this scholarship at the institutional level. A national initiative called the Carnegie Academy for the Scholarship of Teaching and Learning constitutes three programs to engage and support individuals, campuses, and disciplinary associations in this form of scholarly work. This article describes the Pew Scholars Fellowship Program, the Campus Program, and the Work with Scholarly Societies and invites participation of campuses in this exciting initiative."

Cambridge, Darren. *Eportfolios for Lifelong Learning and Assessment*. San Francisco, CA: Wiley Publications, 2010.

Keywords: Developing ePortfolios, Resources

"This book clearly articulates the foundations of an educational vision that is distinctively supported by eportfolio use, drawing on work in philosophy, sociology, higher and adult education, and elearning research. It is academically rigorous and accessible not only to scholars in a range of disciplines who might study or use eportfolios. It surveys the state-of-the-art of international eportfolio practice and suggests future directions for higher educational institutions in terms of curriculum, assessment, and technology. This resource is written for scholars, support staff, instructional technologists, academic administrators, and policy makers." (Back Cover)

Campbell, W.E. and Smith, K.A. (Eds.). *New Paradigms for College Teaching*. Eding, MN: Interaction Book Company, 1997.

Keywords: Combating Teaching Taboos; Cooperative Learning; Knowledge Maps

Chapters include: Parker J. Palmer, "The Renewal of Community in Higher Education;" Nel Noddings, "The Use of Stories in Teaching;" Wendy Bishop and Toby Fulwiler, "The Braiding of Classroom Voices: Learning to Write by Learning to Learn;" Craig Nelson, "Tools for Tampering with Teaching's Taboos;" Terrence Collins, "For Openers... An Inclusive Course Syllabus;" Edward B. Nuhfer, "Student Management Teams—The Heretic's Path to Teaching Success;" Donald F. Danserau and Dianna Newbern, "Using Knowledge Maps to Enhance Excellence;" Tom Creed, "Extending the Classroom Walls Electronically;" Karl A. Smith and Alisha A. Waller, "Cooperative Learning for New Teachers;" David W. Johnson and Roger T. Johnson, "Academic Controversy: Increase Intellectual Conflict and Increase the Quality of Learning;" Valerie Ann Bystrom, "Getting it Together: Learning Communities". (Table of Contents)

Carbone, Elisa. *Teaching Large Classes: Tools and Strategies*. Thousand Oaks: Sage Publications, 1998.

Keywords: Active Learning; Assessment and Feedback

"You have finished your Ph.D. and landed your first academic job. Scanning the fine print, you realize the introductory class you have been assigned to teach is being held in an auditorium. A really big auditorium. Panic begins to set in...In this handy and practical book, Elisa Carbone offers a wealth of sound advice on how to deal with a large class, from the first day to end-of-semester evaluations. Full of examples taken from many different disciplines, *Teaching Large Classes* will be an ideal companion for any teacher facing the challenge of the large introductory class." (Back Cover)

Carbone, E. and Greenburg, J. "Teaching Large Classes: Unpacking the Problem and Responding Creatively." *To Improve the Academy* 17 (1998): 311-326.

Keywords: Class Size

“Teaching large classes well is a continuing challenge for many universities. This article looks at one university’s systematic approach to the problem. It describes how faculty and administrators from all over campus were involved in a Continuous Quality Improvement (CQI) process, how the problems were clearly defined and recommendations made, and how the solutions that emerged also involved faculty from across the curriculum.”

Carlson-Dakes, C. and Pawley, A. “Expeditionary Learning: A Low-Risk, Low-Cost, High-Impact Professional Development Model.” *Improving the Academy* 24 (2006): 259-276.

Keywords: Diversity Issues; Faculty Development

“We describe a low-risk, low-cost, high-impact professional development program to help faculty, instructional staff, postdoctoral fellows, and graduate students create space in their lives to explore the diversity of their campus community and reflect on beliefs about teaching and learning in higher education. Along with small group discussions, participants have “expeditions” onto campus to explore learning situations and academic life in ways that they have never before experienced. We describe our theoretical model, programmatic and evaluation structure, and some participants’ insights into why they participated and what they learned from our first implementation.”

Cavanagh, Sarah R. *The Spark of Learning: Energizing the College Classroom with the Science of Emotion*. United States of America: West Virginia University Press, 2016.

Keywords: Motivation; Learning

Historically we have constructed our classrooms with the assumption that learning is a dry, staid affair best conducted in quiet tones and ruled by an unemotional consideration of the facts. The field of education, however, is beginning to awaken to the potential power of emotions to fuel learning, informed by contributions from psychology and neuroscience. In friendly, readable prose, Sarah Rose Cavanagh argues that if you as an educator want to capture your students’ attention, harness their working memory, bolster their long-term retention, and enhance their motivation, you should consider the emotional impact of your teaching style and course design. To make this argument, she brings to bear a wide range of evidence from the study of education, psychology, and neuroscience, and she provides practical examples of successful classroom activities from a variety of disciplines in secondary and higher education. (from the publisher)

Chen, X. M., Lawler, E. M., and Venso, E. A. “Improving Teaching and Learning: Students’ Perspectives.” *Improving the Academy* 21 (2003): 238-254.

Keywords: Student Evaluation; Student-Teacher Relations

“Despite much debate among educators over methods to improve the climate and effectiveness of teaching and learning, very limited effort has been directed toward seeking input from students. In this study, a survey of students’ opinions regarding college teaching and learning was given in six courses with 163 students completing the survey. This chapter analyzed the survey results and proposed specific strategies that professors can use to make teaching engaging as well as informative, and thus, to enhance student learning.”

Chesler, Mark A. "Planning Multicultural Audits in Higher Education*" *To Improve the Academy* 17 (1998): 171-201.

Keywords: Assessment; Diversity Issues; Multiculturalism

"Colleges and universities are struggling with issues of diversity and multiculturalism—in classrooms, social interactions, staff relations, admissions and hiring processes, and overall campus climate. As part of organizational change efforts, many institutions are calling on faculty development offices to help plan, staff, and implements cultural audits or assessments. This article suggests tested procedures for designing and carrying out such audits, with examples of specific data-gathering techniques (and in some cases evidence) from various institutions. Cultural audits will be most successful, accurate, and useful when these procedures are considered carefully and built into the audit design at the beginning."

Chu, Don. *The Department Chair Primer: What Chairs Need to Know and Do to Make a Difference*. San Francisco, CA: Jossey-Bass, 2006, 2012.

Keywords: Department Chair; Leadership

"In this second edition of his classic resource, Don Chu outlines the proven ideas and strategies new department chairs need in order to do their jobs well. Thoroughly revised and updated, *The Department Chair Primer* contains information that addresses the current pressures and challenges in higher education and offers practical suggestions for responding to them. Filled with illustrative examples, the book gets straight to the heart of challenges and issues. Each chapter details a particular problem, includes a brief introduction to the topic, and provides tips on how to deal with the situation. Covering a wealth of topics, *The Department Chair Primer*. Explores the chair's role as department leader, Offers suggestions for handling stress and conflict, includes information on budgeting, resource management, and development, contains strategies for professional development, people management, and working with challenging personnel, presents ideas for handling department communications, student development, and strategic positioning, & written in a concise and accessible manner, *The Department Chair Primer* is an ideal resource for the busy new department chair." (from wiley.com)

Cipriano, Robert E. and Buller, Jeffrey L. *Facilitating a Collegial Department in Higher Education: Strategies for Success*. San Francisco, CA: Jossey-Bass, 2012.

Keywords: Department Chair; Leadership; Collegiality

"Written for department chairs and deans, this well-researched resource offers a practical reference for how to create and sustain a more civil and harmonious departmental culture. Filled with useful information, including relevant case law, the book gives readers what they need to know to enhance the climate, culture, and collegiality in an academic department, as well as the university." (from wiley.com)

Clarke, Cathy Bishop. and Uhler-Dietz, B. *Engaging in the Scholarship of Teaching and Learning: A Guide to the Process, and How to Develop a Project from Start to Finish*. Sterling, VA: Stylus Publications, 2012.

Keywords: Guide book, Strategies, Tools and Resources; SoTL

"This is a book for anyone who has ever considered engaging in the scholarship of teaching and learning – known familiarly as SoTL – and needs a better understanding of what it is, and how to engage in it. The authors describe how to create a SoTL project, its implications for promotion

and tenure, and how it fosters:

- * Increased satisfaction and fulfillment in teaching
- * Improved student learning
- * Increased productivity of scholarly publication
- * Collaboration with colleagues across disciplines
- * Contributing to a growing and important body of literature

Clarke, H. and Bishop, P. "Faculty Competency by Design: A Model for Institutional Transformation." *Improving the Academy* 24 (2006):291-311.

Keywords: Faculty Development; Tenure

"For a decade, Valencia Community College has striven for a faculty development program with direct impact on student learning. The college succeeded by designing faculty learning with the same logic we apply to student learning. Valencia's program for new tenure-track faculty focuses on significant faculty learning outcomes, a learning-centered pedagogy, high standards of scholarship, and continuous program assessment. The college's Teaching/Learning Academy and a coordinated tenure process have cultivated new learning leaders and created a fresh partnership among deans and faculty members. This developing process of new-hire faculty development has been pivotal to Valencia's learning-centered transformation."

Cohn, Jenae. *Skim, Dive, Surface: Teaching Digital Reading*. West Virginia University Press, 2018.

Keywords: Digital Reading; Reading

"Smartphones, laptops, tablets: college students are reading on-screen all the time, and digital devices shape students' understanding of and experiences with reading. In higher education, however, teachers rarely consider how digital reading experiences may have an impact on learning abilities, unless they're lamenting students' attention spans or the distractions available to students when they're learning online.

"*Skim, Dive, Surface* offers a corrective to these conversations—an invitation to focus not on losses to student learning but on the spectrum of affordances available within digital learning environments. It is designed to help college instructors across the curriculum teach digital reading in their classes, whether they teach face-to-face, fully online, or somewhere in between. Placing research from cognitive psychology, neuroscience, learning science, and composition in dialogue with insight from the scholarship of teaching and learning, Jenae Cohn shows how teachers can better frame, scaffold, and implement effective digital reading assignments. She positions digital reading as part of a cluster of literacies that students should develop in order to communicate effectively in a digital environment."

Comeaux, Patricia. (Ed.) *Assessing Online Learning*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Assessment of Online Learning; Collaborative Learning; Computer-Mediated Communication; Virtual Learning Modules; Web-Based Instruction

"Students in traditional as well as online classrooms need more than grades from their instructors- they also need meaningful feedback to help bridge their academic knowledge and skills with their daily lives. With the increasing number of online learning classrooms, the question of how to consistently assess online learning has become increasingly pressing. However, providing such feedback through distance education presents complex challenges that instructors must understand in order to successfully teach and dialog with their students.

"*Assessing Online Learning* focuses on assessment as an integral part of learning. Building upon the paradigms and constructivist learning model established in *Communication and Collaboration in the Online Classroom: Examples and Applications* (2002), this collection offers an assortment of tools and strategies for evaluation learning and instructional design in online classrooms. Both conceptual and practical, this book addresses the salient issues of assessment and offers a

variety of assessment tools and strategies for online classrooms and programs, such as self-assessment tools for students to evaluate their progress toward their final products, instruments in which teams can evaluate their progress and contributions, and specific tools and strategies for assessing students' critical thinking and writing skills in electronic discussion boards and in similar reflective writing environments.

"Written for Faculty, administrators, scholars, and researchers in higher education, this book will be a valuable resource to anyone with a particular interest in the topic of assessment and online learning." (Jossey-Bass.com)

Cook, C., Wright, Mary., and O'Neal, C. "Action Research for Instructional Improvement: Using Data to Enhance Student Learning at Your Institution." *To Improve the Academy* 25 (2007): 123-138.

Keywords: Research

"Action research is a powerful tool that can be used by teaching centers to improve teaching and learning. This chapter describes an action research project conducted at the Center for Research on Learning and Teaching at the University of Michigan. The project concerns retention and attrition in service gateway courses, with particular attention given to the role of teaching assistant. This chapter concludes with a discussion of six principles for teaching center staff who wish to conduct their own action research projects."

Cook, Constance Ewing. "The Role of a Teaching Center in Curricular Reform." *To Improve the Academy* 19 (2001): 217-231.

Keywords: Curriculum

"Instruction consultants can play a crucial role in curricular reform. They gather evaluation and assessment data about the current curriculum so that faculty decisions about improvements are based on empirical evidence. They organize and facilitate meetings and retreats at which faculty make curricular decisions, and they provide pedagogical expertise and resources to help with course design and enhancement. They also provide ongoing data for formative evaluation of the new curriculum. Examples from the University of Michigan's Center for Research on Learning and Teaching illustrate instructional consultants' contributions to the curricular reform process."

Cooper, J. E. and Chattergy, V. "Developing Faculty Multicultural Awareness: An Examination of Life Roles and Their Cultural Components" *Improving the Academy* 12 (1993): 81-95.

Keywords: Multiculturalism

"This article describes the use of narrative to develop multicultural awareness. Faculty were asked to examine their own "internal multiculturalism": how their various roles and statuses reflect differing and sometimes conflicting cultural imperatives. Findings explore points of connection and conflict experienced by faculty within the university culture and foster the negotiation and understanding of various cultures in all member of the academy."

Cottell Jr., P., Hansen, S., and Ronald, K. "From Transparency toward Expertise: Writing-Across-the-Curriculum as a Site for New Collaborations in Organizational, Faculty, and Instructional Development." *To Improve the Academy* 18 (2000): 164-180.

Keywords: Collaborative Learning

"This paper will inform readers about a comprehensive approach to collaborative efforts between faculty developers, discipline specific faculty, and writing specialists. Miami's University's Richard T. Farmer School of Business Administration has begun to support a team of writing specialists, led by a faculty developer. This team has worked with business faculty to build a model of collaboration for using Writing-

Across-the-Curriculum that addresses some of the shortcomings of earlier models. This paper recounts the successful use of this new model in one accounting class.”

Cottell Jr., P. and Millis, B. “Complex Cooperative Learning Structures for College and University Courses.” *To Improve the Academy* 13 (1994):285-307.

Keywords: Cooperative Learning

“Instructors who have succeeded with cooperative learning in their classrooms may wish to move beyond the basics of structured small group work to more complex techniques which enable them to simultaneously meet multiple teaching objectives. This paper describes cooperative learning structures which not only help students learn course material but also enhance their learning skills. Instructors who use complex cooperative learning structures prompt their students to teach, to question, and to evaluate the learning of their peers.”

Courtney, Sean. “Technology and the Culture of Teaching and Learning.” *To Improve the Academy* 19 (2001): 232-249.

Keywords: Faculty Development; Technology

“Faculty development professionals in postsecondary institutions face many challenges helping faculty adapt to the new forms of information technology. Chief among them is understanding how technology is forcing us to rethink current classroom practices. To aid this effort, this essay identifies and analyzes six key dimensions of traditional cultures of teaching and learning and attempts to show how technology, particularly computer-mediated forms, is transforming their meaning and potential impact.”

Cox, Milton. (Ed.) *Building Faculty Learning Communities: New Directions for Teaching and Learning*, No. 97. San Francisco: Jossey-Bass, 2004.

Keywords: Faculty Learning Communities

“Changing our colleges and universities into learning institutions has become increasingly important at the same time it has become more difficult. Faculty learning communities have proven to be effective for addressing institutional challenges, from preparing the faculty of the future and reinvigorating senior faculty, to implementing new courses, curricula, and campus initiatives on diversity and technology. The results of faculty learning community programs parallel for faculty members the results of student learning communities for students, such as retention, deeper learning, respect for other cultures, and greater civic participation.

“The chapters in this issue of **New Directions for Teaching and Learning** describe from a practitioner’s perspective the history, development, implementation, and results of faculty learning communities across a wide range of institutions and purposes. Institutions are invited to use this volume to initiate faculty learning communities on their campuses.

This is the 97th issue of the quarterly journal **New Directions for Teaching and Learning.**” (Jossey-Bass.com)

Cox, Milton D. “Faculty Learning Communities: Change Agents for Transforming Institutions into Learning Organizations.” *To Improve the Academy* 19 (2001): 69- 93.

Keywords: Faculty Development; Learning Community

“In my 20 years of faculty development, I have found faculty learning communities to be the most effective programs for achieving faculty learning and development. In addition, these communities build communication across disciplines, increase faculty interest in teaching and learning, initiate excursions into the scholarship of teaching, and foster civic responsibility. They provide a multifaceted, flexible, and holistic approach to faculty development. They change individuals, and over time, they

change institutional culture. Faculty learning communities and their “graduates” are change agents who can enable an institution to become a learning organization. In this article I introduce faculty learning communities and discuss ways that they can transform our colleges and universities.”

Cox, Milton D. “Proven Faculty Development Tools That Foster the Scholarship of Teaching in Faculty Learning Communities.” *Improving the Academy* 21 (2003): 109-142.

Keywords: Faculty Development; Scholarship of Teaching and Learning

“Faculty learning communities have played a key role in the development of the scholarship of teaching and learning at Miami University for over 20 years. This chapter describes a sequence of developmental steps, evidence of success, and supporting documents and artifacts that can guide faculty developers in a community approach to the development of this scholarship.”

Cox, Milton D. “Reclaiming Teaching Excellence: Miami University’s Teaching Scholars Program.” *To Improve the Academy* 13 (1994): 79-96.

Keywords: Faculty Development

“The 1994 Hesburgh Award-winning Teaching Scholars Program for junior faculty at Miami University is described, implementation and program strategies are discussed, and the effectiveness and impact of the Program are assessed.”

Cox, M. and Sorenson D. “Student Collaboration in Faculty Development: Connecting Directly to the Learning Revolution.” *To Improve the Academy* 18 (2000): 97-127.

Keywords: Faculty Development

“Although faculty developers have worked successfully with faculty to focus on ways to enhance learning and listen to student voices, developers have rarely formed partnerships with students. This chapter reviews established practices involving students directly in faculty development, such as student observer/consultant programs. It also describes the nature, dynamics, and outcomes of some interesting new programs involving students in teaching development activities, thereby empowering students to join developers as change agents of campus culture. Finally, this chapter raises issues for faculty developers to reflect on as they consider establishing direct connections—partnerships—with students.”

Cranton, Patricia. “Not Making or Shaping: Finding Authenticity in Faculty Development.” *Improving the Academy* 24 (2006): 70-85.

Keywords: Faculty Development

“Authenticity is defined as a multifaceted concept that includes self-awareness, awareness of others, genuine relationships, awareness of contextual constraints, and living a critical life. Authenticity develops over time and with experience; a developmental continuum for authenticity is discussed. Drawing on a three-year research project on authenticity in teaching in higher education, this chapter suggests ways in which faculty developers can help foster authentic practice.”

Cress, C. and Hart, J. “The Hue and Cry of Campus Climate: Faculty Strategies for Creating Equitable Work Environments.” *To Improve the Academy* 23 (2005): 111-129.

Keywords: Diversity Issues; Research

“Quantitative and qualitative data from faculty at large public research university provide contrasting work life experiences for faculty of color and white faculty. Significant differences are evident regarding teaching and research, institutional priorities, individual goals, job satisfaction, and sources of stress. Specific faculty strategies for creating equitable environments are highlighted.”

Cross, Patricia K. *Classroom Research: Implementing the Scholarship of Teaching*. San Francisco: Jossey-Bass. 1996.

Keywords: Classroom Research; Learning Issues; Learning Goals; Learning Strategies
 “*Classroom Research* is designed for use in faculty discussion groups, workshops, and seminars to prepare discipline-oriented faculty for the Scholarship of Teaching and Learning. The book’s real-life case studies illustrate basic principles of learning and provide provocative materials for discussion along with practical suggestions for research that can be conducted by faculty from all disciplines in their own classrooms.” (Jossey-Bass.com)

Cutright, Marc. “A Different Way to Approach the Future: Using Chaos Theory to Improve Planning.” *Improving the Academy* 24 (2006): 44-61.

Keywords: Teaching Techniques
 “Strategic planning is a good idea that gets a bad name from dubious efforts carrying the title. Much of this rap comes from half-hearted exercises, but some of it comes from efforts that founder due to faulty or limited conceptions of how the future “works”. Chaos theory is an alternative approach and metaphor with potential to let us see the future and its dynamics in new ways. Cognizance of chaos’s nature and underlying structure might help us do planning in new, non-intuitive, and more successful ways.”

Cuyjet, Michael J. *African American Men in College*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Communication Skills; Leadership Skills
 “*African American Men in College* is a much-needed resource that includes examples of real-world programs and activities to enhance academic success in the college environment for African American men. The examples are collected from a variety of institutions across the country. With contributions from leading practitioners and scholars in the field, *African American Men in College* explores the factors that promote a climate of academic success. The book shows how participation in extracurricular activities can create a positive social climate and examines the advantages of developing communication and leadership skills. It shows how fostering relationships with administrators and community leaders can promote academic success. The book also describes a proven mentoring program and examines the role spirituality and religion can play in bolstering successful college experiences.” (Jossey-Bass.com)

Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996, 2007.

Keywords: Portfolio; Professional Practice
 “The framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service. This framework identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Those responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities. Although the components are distinct, they are also related to one another: A teacher’s planning and preparation affect instruction, and all these are affected by the reflection on practice that accompanies a unit and lesson.

"The framework of professional practice is designed to meet the needs of novice teachers, who are concerned with day-to-day survival; experienced teachers, who want to improve their effectiveness and help their colleagues do so as well; and highly accomplished teachers, who want to move toward advanced certification and serve as a resource to less-experienced colleagues." (Back Cover)

Darby, Flower, and Lang, James M. *Small Teaching Online: Applying Learning Science in Online Classes*. John Wiley & Sons, Incorporated, 2019.

Keywords: Active Learning; Design; Feedback; Motivation; Mindset

"The concept of small teaching is simple: small and strategic changes have enormous power to improve student learning. Instructors face unique and specific challenges when teaching an online course. This book offers small teaching strategies that will positively impact the online classroom. This book outlines practical and feasible applications of theoretical principles to help your online students learn. It includes current best practices around educational technologies, strategies to build community and collaboration, and minor changes you can make in your online teaching practice, small but impactful adjustments that result in significant learning gains."

Davis, Barbara G. *Tools for Teaching*. 2nd ed. San Francisco: CA: John Wiley & Sons, Inc, 2009.

Keywords: Teaching Tools; Active Learning; Group Work

"This thoroughly revised and updated edition of Barbara Gross Davis's classic book *Tools for Teaching* presents the very latest in ideas and strategies for college teaching: hundreds of tools, tips, and methods, all grounded in research and best practices of faculty. Topics from the bestselling first edition have been extensively updated, and new sections have been added to reflect recent developments in classroom and online technology.

Davis, Dannielle, et al. "Writing Groups for Work-Life Balance: Faculty Writing Group Leaders Share Their Stories." *To Improve the Academy* 30 (2011): 31-42.

Keywords: Research; writing; productivity/happiness

"Faculty writing groups can promote both the work-life balance and productivity of members of the professoriate. The benefits of such development initiatives expand beyond productivity to include retention, promotion, and improved teaching. Through the development of writing group, faculty developers can empower faculty to meet research obligations, establish equilibrium in their work practices, and maintain work life balance."

Davis, James R. *Better Teaching, More Learning: Strategies for Success in Postsecondary Settings*. American Council on Education: Oryx Press, 1993.

Keywords: Student Learning

"In *Better Teaching, More Learning*, James Davis argues that postsecondary instructors have to improve their performance in the classroom not only by better understanding how teachers teach, but also how learners learn.

"Most postsecondary teachers are well trained in their disciplines and are eager to communicate this knowledge to their students. Unfortunately, even the best teachers feel hindered by the lack of a conceptual framework for thinking and talking about their profession. Few educators receive formal training in how to teach or acquire an understanding of how learning occurs. Left without guidance, most teachers find and

become comfortable with only one teaching strategy and confine themselves solely to it.

"The majority of today's students do not fit any stereotypical profile; their ages, backgrounds, and educational needs are diverse. The postsecondary institutions these students are attending and the subjects they are studying mirror this diversity while seeking to respond to it. Because of these changing circumstances, college teachers who teach in only one way are seriously shortchanging both their students and themselves.

"Rather than focus on technique as other writers on teaching improvement have done, Dr. Davis makes a dramatic departure by putting student *learning* at the center of his discussion. He does this by translating 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.

"Dr. Davis begins with an examination of the perspectives at work in any teaching situation subject, setting, and students. Then the author explores the relationship of learning to teaching as it applies to specific strategies, such as-

- Training and Coaching
- Lecturing and Explaining
- Inquiry and Discovery
- Groups and Teams
- Experience and Reflection

"*Better Teaching, More Learning* offers a deeper discussion of the relationship of teaching and learning than is found in other books on this subject." (Book Jacket)

Davis, James R. "Deepening and Broadening the Dialogue about Teaching." *To Improve the Academy* 13 (1994): 39-49.

Keywords: Faculty Development

"Although there has been a resurgence of interest in college teaching in recent years, it is important to deepen and broaden that interest. The dialogue can be deepened by reflecting more on learning, particularly the fundamental learning paradigms which provide the basis for alternative teaching strategies: training and coaching, lecturing and explaining, inquiry and discovery, and groups and teams. The dialogue can be broadened by reconnecting the discussion to major issues in curriculum planning and assessment."

Davis, James R. & Arend, Bridget D. *Facilitating Seven Ways of Learning*. Stylus Publishing, 2013.

Keywords: Teaching Strategies; Course Design

"For teachers in higher education who haven't been able to catch up with developments in teaching and learning, James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence-based strategies. The underlying rationale is to provide a framework to match teaching goals to distinct ways of learning, based on well-established theories of learning. The authors present approaches that readers can readily and safely experiment with to achieve desired learning outcomes, and build confidence in changing their methods of teaching.

Research on learning clearly demonstrates that learning is not one thing, but many. The learning associated with developing a skill is different from the learning associated with understanding and remembering information, which in turn is different from thinking critically and creatively, solving problems, making decisions, or change paradigms in the light of evidence. Differing outcomes involve different ways of learning and teaching strategies.

The authors provide the reader with a conceptual approach for selecting appropriate teaching strategies for different types of content, and for achieving specific learning objectives. They demonstrate through examples how a focused and purposeful

selection of activities improves student performance, and in the process makes for a more effective and satisfying teaching experience.

The core of the book presents a chapter on each of the seven ways of learning. Each chapter offers a full description of the process, illustrates its application with examples from different academic fields and types of institutions, clearly describes the teacher's facilitation role, and covers assessment and online use.

The seven ways of learning are: Behavioral Learning; Cognitive Learning; Learning through Inquiry; Learning with Mental Models; Learning through Groups and Teams; Learning through Virtual Realities; and Experiential Learning.

Along the way, the authors provide the reader with a basis for evaluating other approaches to teaching and other learning methodologies so that she or he can confidently go beyond the "seven ways" to adapt or adopt further strategies.

This is the ideal companion for teachers who are beginning to explore new ways of teaching, and want to do some serious independent thinking about learning. The book can also be used to prepare graduate students for teaching, and will be welcomed by centers for teaching and learning to help continuing faculty re-examine a particular aspect of their teaching."

Dawkins, P., Beach, A., and Rozman, S. "Perceptions of Faculty Developers About the Present and Future of Faculty Development at Historically Black Colleges and Universities." *Improving the Academy* 24 (2006): 104-120.

Keywords: Diversity Issues, Faculty Development

"The development of faculty at Historically Black Colleges and Universities (HBCU's) has been a challenge and commitment since their inception before and after the civil war. Historically, faculty have assumed many roles, but they primarily sought to address the needs of black students. The HBCU Faculty Development Network, founded in 1994, has been instrumental in providing a platform to showcase accomplishments and challenges in education at this unique group of colleges and universities. To address future needs, we surveyed the membership to explore current program goals and influences, practices, and new directions. The results are compared with data for the Professional and Organizational Development Network in Higher Education, with some significant differences discovered."

DeZure, Deborah. "Internationalizing American Higher Education: A Call to Thought and Action." *Improving the Academy* 21 (2003): 40-55.

Keywords: Faculty Development

"In the wake of the World Trade Center disaster, many faculty developers are asking themselves what they do to promote international peace and understanding. But even before these events, there has been an indication that there was a pressing need to focus on global competencies as an important part of higher education for the 21st century. The purpose of this essay is threefold: 1) to summarize the research on the status of internationalization on American campuses, 2) to make the case for the active involvement of faculty developers in internationalizing higher education, and 3) to offer strategies with which we can begin or expand our efforts."

Diamond, Miriam Rosalyn. "How Do You Handle This Situation? Responses by Faculty in Great Britain and the United States to Workshops on the Ethics of Teaching." *To Improve the Academy* 25 (2007):189-206.

Keywords: Standards

"Faculty in the United States and Great Britain took part in workshops exploring educational ethics. Participants articulated concerns about balancing approachability with fairness, cross-cultural communication, conveying standards to students, and academic integrity. Responses to the session were positive, and both groups

indicated an interest in continuing discourse on the topic. The groups differed on specific issues of interest, as well as feedback on the session. Some of these appear to be culturally influenced. Overall, This workshop presents a model for providing faculty with the opportunity to examine and formulate direction when dealing with ethical issues related to teaching.”

Diamond, Robert M. “The Institutional Change Agency: The expanding Role of Academic Support Centers.” *To Improve the Academy* 23 (2005): 24-46.

Keywords: Faculty Development

“Higher education is going through significant changes stimulated by the rapid growth of the internet, the increasing globalization of higher education, and the ever-pressing question of institutional quality. New modes of educational delivery through virtual networks are breaking the traditional mode of instructional provision. New players, new pedagogies, and new paradigms are redefining higher education. The rules are changing, and there is increased pressure on institutions of higher education to evolve, adapt, or desist.”

DiAngelo, Robin. *White Fragility: Why It’s So Hard for White People to Talk About Racism*. Boston: Beacon Press, 2018.

Keywords: Racism; anti-Racism

“In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’” (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.”

DiPietro, Michele. “The Day After: Faculty Behavior in Post-September 11, 2001, Classes.” *Improving the Academy* 21 (2003): 21-39.

Keywords: Faculty Development; Teaching Techniques

“What is the best thing to do in the classroom in the face of a tragedy like the terrorist attacks of September 11, 2001? What should instructors do to help students, if anything? This article describes the results for a faculty survey at Carnegie Mellon University. Faculty reported what actions they took in the classroom to help their students (or their rationales for not mentioning the attacks), and their degree of confidence on the effectiveness of their behaviors. Statistical techniques are used to assess the significance of some trends, and implications for faculty developers are discussed in light of cognitive, motivational, and developmental theories.”

Downey, James. “An Adventure on POD’s High Cs: Culture, Creativity, and Communication in the Academy: A Humanist Perspective.” *To Improve the Academy* 24 (2006): 1-11.

Keywords: Faculty Development

James Downey’s speech at the November 2004 Professional and Organizational Development on the conference theme: Culture, Creativity, and Communication. “James Downey has been president of three Canadian universities: Carleton University, the University of New Brunswick, and the University of Waterloo. He is currently professor of English and director of the Waterloo Center for the Advancement of Co-operative Education at the University of Waterloo.”

Doyle, Terry. *Helping Students Learn in a Learner-Centered Environment*. Sterling, VA: Stylus Publications, 2008.

Keywords: freshmen; learner-centered; active learning; motivation

"Before entering higher education, most students' learning experiences have been traditional and teacher-centered. Their teachers have typically controlled their learning, with students having had little say about what and how to learn. For many students, encountering a learner-centered environment will be new, possibly unsettling, and may even engender resistance and hostility. Taking as his starting point students' attitudes toward, and unfamiliarity with, learner-centered classrooms, Terry Doyle explains that motivating students to engage with this practice first of all requires explaining its underlying rationale, and then providing guidance on how to learn in this environment. This book is about how to help students acquire the new skills and knowledge they need to take on unfamiliar roles and responsibilities. It is informed by the author's extensive experience in managing learner-centered classes, and by his consultation work with faculty. The first four chapters focus on the importance of imparting to students the evidence and underlying philosophy that is driving higher education to move from a teacher-centered to a learner-centered practice, and what this means for students in terms of having control over, and making important choices about, their learning. The final eight chapters focus on how to impart the skills that students need to learn or hone if they are to be effective learners in an environment that is new to them. The book covers such practices as learning on one's own; creating meaningful learning when collaborating with others; peer teaching; making presentations; developing life-long learning skills; self and peer evaluation; and give meaningful feedback. This book provides a rich and informative answer to the fundamental question: how do I help my students adjust to a learner-centered practice?

Doyle, Terry. *Learner-Centered Teaching: Putting the Research on Learning Into Practice*. Sterling, VA: Stylus Publications, 2011.

Keywords: Optimize Student Learning, Research

"This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen. LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimizing student learning. Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques. The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response from an equal number of regional, national and international conferences at which he has presented on topics related to LCT."

Doyle, Terry & Zakrajsek, Todd. *The New Science of Learning: How to Learn in Harmony with Your Brain*. 2nd Ed. Sterling, VA: Stylus Publishing, 2019.

Keywords: cognition; metacognition; students; teaching freshmen

"Advances in brain science show that most students' learning strategies are highly inefficient, ineffective, or just plain wrong. While all learning requires effort, better learning does not require more effort, but rather effectively aligning how the brain naturally learns with the demands of your studies. This book shows you what is involved in learning new material, how the human brain processes new information, and what it takes for that information to stick with you even after the test.

"Did you now neuroscientists have shown that memories are made while you sleep, and by studying right before sleeping you can make stronger memories for your information? In this book the authors explain the role that sleep, exercise, and your senses play in learning; how memory works and what makes the brain pay attention; why pattern recognition and your mindset toward learning matter; and describe new breakthroughs in brain science that can enhance your ability to learn new information and make later recall (for tests or everyday life) easier.

"This book will put you on the path to reaching your full learning potential." (Back of Book)

Drops, George. "Integrating Part-Time Faculty into the Academic Community" *Improving the Academy* 12 (1993): 27-37.

Keywords: Faculty Development

"This article presents seven ideas on how to integrate part-time faculty into the academic community and help them deal with their feelings of isolation and loneliness. The key role of faculty development program directors is identified as well as specific strategies for working with part-time faculty. These ideas are based upon the author's experience as both a part-time and full-time faculty member, as well as a director of faculty development programs, and upon several surveys conducted among part-time faculty."

Duckworth, Angela. *Grit: The Power of Passion and Perseverance*. New York: Scribner, 2016.

Keywords: Learning; Motivation; Cognitive Development

"Drawing on her own powerful story as the daughter of a scientist who frequently noted her lack of "genius," Duckworth, now a celebrated researcher and professor, describes her early eye-opening stints in teaching, business consulting, and neuroscience, which led to the hypothesis that what really drives success is not "genius" but a unique combination of passion and long-term perseverance."

Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books, 2006

Keywords: Learning; Motivation; Cognitive Development

"World-renowned Stanford University psychologist Carol Dweck, in decades of research on achievement and success, has discovered a truly groundbreaking idea – the power of our mindset.

Dweck explains why it's not just our abilities and talent that bring us success – but whether we approach our goals with a fixed or growth mindset. She makes clear why praising our children's intelligence and ability doesn't foster self-esteem and lead to accomplishment but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to improve in school, as well as reach our own goals, personal and professional. Dweck reveals what all great parents, teachers, CEOs, and athletes already know, and shows how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area."

Ehrlich, Thomas. "Education for Responsible Citizenship: A Challenge for Faculty Developers." *To Improve the Academy* 19 (2001): 32-48.

Keywords: Service-Learning

"Higher education professionals need clearer, stronger frameworks for the integration of both civic and moral learning and the more common cognitive learning that occurs in traditional classrooms. This article addresses when and why this author chose to focus on community service-learning as a way to reengage in direct work with students and other civic responsibilities. His discussion focuses on student acquisition of academic knowledge and skills through service-learning and the study of ethical dilemmas facing professionals in different fields. He proffers in-depth discussion on service-learning programs championed by the Carnegie Foundation and address how these programs working with faculty across the country ground their philosophy in moral and civic responsibility. Finally, and in some ways most importantly, he discusses how all of us in higher education need clearer, stronger frameworks for the integration of both civic and moral learning and the more common cognitive learning that occurs in traditional classrooms."

Ellerston, S. and Schuh, J. "Faculty Development in Student Learning Communities: Exploring the Vitality of Mid-Career Faculty Participants." *To Improve the Academy* 25 (2007):298-314.

Keywords: Faculty Development; Learning Community

"Student learning communities result in numerous benefits for students and institutions, but less is known about the influence of learning community participation on faculty renewal and development. This qualitative study examines mid-career faculty members' involvement in student learning communities to explore the degree to which the construct of vitality appropriately describes and illuminates their experiences. Findings suggest that learning communities foster vitality by serving as a boundary-spanning activity where faculty can merge various work interests, allowing them to engage in purposeful production and providing them with experiences that help generate feelings of energy, excitement, and engagement with their work."

Eison, J. and Vanderford, M. "Enhancing GTA Training in Academic Departments: Some Self-Assessment Guidelines" *Improving the Academy* 12 (1993): 53-68.

Keywords: Faculty Development

"Faculty developers can assist supervisors of graduate teaching assistants (GTAs) and department chairpersons in examining the quality and comprehensiveness of their GTA training program. Five general guidelines and a series of 30 specific self-assessment questions are described to assist in this process. In addition, the use of these self-study procedures by a Department of Communication at a large urban university is illustrated."

Enerson, D.M. and Plank, K. M. (Eds.). *The Penn State Teacher: A Collection of Readings and Practical Advice for Beginning Teachers*. University Park, PA: The Instructional Development Program at Penn State University, 1993.

Keywords: Classroom Management; Course Development; Curriculum; Grading; Teaching Methods
Provides useful information on a range of teaching topics. "Preparing to Teach" discusses large lecture courses, the first day of class and syllabus development. "Teaching Methods" explores lectures, discussion methods, providing useful explanations to students, and teaching through problem-solving. "Classroom Management" offers tips for faculty and graduate assistants. "Grades" discusses how to set standards, write exams, grade short answers, problem-solving and essay exams, and how to create teaching moments with our grading. "Becoming a Better Teacher" includes a discussion of whether or not teachers are "born or made", how to improve upon getting feedback, and the importance of self-reflection.

Enerson, D.M., Johnson, R.N., Milner, S., and Plank, K.M. (Eds.). *The Penn State Teacher II: Learning to Teach, Teaching to Learn*. University Park, PA: The Penn State University Center for Teaching and Learning, 1997.

Keywords: Curriculum; Discussion; Diversity; Group Work; Lecture; Motivation; Problem-Solving
Provides numerous suggestions on teaching university classes from beginning to end. Chapter titles include: "Designing a Class that Motivates Learning;" Matching Methods to Objectives;" Teaching to Scale;" "Measuring and Evaluating Student learning;" Collecting Feedback to Improve Teaching and Learning;" and "Teaching to Learn."

Evans, L. and Chauvin, S. "Faculty Developers as Change Facilitators: The Concerns-Based Adoption Model." *To Improve the Academy* 12 (1993): 165-178.

Keywords: Faculty Development

"Faculty members involved in efforts to improve their teaching, as well as the faculty developers who work with them, progress through natural, predictable stages of concern which, if understood, can form the basis of appropriate interventions. In this article the authors examine a framework that faculty developers and leaders of change efforts can use in their roles as change facilitators. This framework for understanding and planning educational change is part of the Concerns-Based Adoption Model (CBAM) developed by Hall, Hord, and others at the University of Texas at Austin Research and Development Center."

Eyler, Joshua. *How Humans Learn: The Science and Stories Behind Effective College Teaching*. First ed., West Virginia University Press, 2018.

Keywords: Design; Emotion; Social Constructivism; Motivation; Metacognition

"Even on good days, teaching is a challenging profession. One way to make the job of college instructors easier, however, is to know more about the ways students learn. *How Humans Learn* aims to do just that by peering behind the curtain and surveying research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience for insight into the science behind learning.

"The result is a story that ranges from investigations of the evolutionary record to studies of infants discovering the world for the first time, and from a look into how our brains respond to fear to a reckoning with the importance of gestures and language. Joshua R. Eyler identifies five broad themes running through recent scientific inquiry—curiosity, sociality, emotion, authenticity, and failure—devoting a chapter to each and providing practical takeaways for busy teachers. He also interviews and observes college instructors across the country, placing theoretical insight in dialogue with classroom experience."

Farber, Barry A. *Crisis in Education: Stress and Burnout in the American Teacher*. San Francisco: Jossey-Bass, 1991.

Keywords: Teaching Environments

"With just 59 percent of teachers lasting more than four years on the job, America's education is in grave jeopardy. *Crisis in Education* shows that unless the problems of teacher stress and burnout are understood and addressed, current efforts to restructure American education cannot succeed.

"Drawing on the results from his own extensive study of New York public school teachers, and using data taken from research, public surveys, and critical reviews of the literature, Farber reveals the contradictions at the root of America's attitude toward the teaching profession. He shows how our ambivalence, coupled with increasing public criticism and low pay, often make the job of teaching untenable.

"Farber looks at the burnout problem from both a social and a historical angle and shows how events of the past thirty years- teacher strikes, the civil rights movement, the women's movement, and changing demographic patterns- have indelibly altered the image of teachers and intensified stress and burnout on the job. He describes the three most common ways these frustrations manifest- in worn-out, frenetic, and under challenged teachers. Most important, he uses the voices of teacher themselves to show how burnout happens.

"There are no easy solutions, but Farber offers alternatives to combat teacher burnout, including such individual coping strategies as stress management, and school-based solutions, like workshops and teacher centers. He also reviews and critiques the major school reform reports, revealing how many of the suggestions, made without teacher input, have diminished teacher autonomy and power.

"Our best hope, Farber concludes, lies in recognizing that the needs of teachers are as important as the needs of the students they teach." (Book Jacket)

Fayne, H. and Ortquist-Ahrens, L. "Learning Communities for First-Year Faculty: Transition, Acculturation, and Transformation." *Improving the Academy* 24 (2006): 277- 290.

Keywords: Faculty Learning Communities

"To enhance new faculty members' chances for teaching and career success, Otterbein College piloted a yearlong learning community program and encouraged first-year faculty to participate. Four new faculty members took part in opportunities designed to enhance their teaching, to orient them more fully to a new institution and student body, to foster collegial community, to encourage reflective practice, and to introduce them to the scholarship of teaching and learning. This qualitative case study tracks their developmental trajectory, which led them from an initial concern with self and survival to an eventual focus on student learning."

Felten, P., Little, D., and Pingree, A. "Foucault and the Practice of Educational Development: Power and Surveillance in Individual Consultations." *To Improve the Academy* 22 (2004): 173-188.

Keywords: Evaluation; Faculty Observation

"A common goal of educational development is to create a neutral, "safe" place for clients in individual consultations. Such an approach, while well intentioned, obscures the multifaceted web of power threading through and around our work. Using Michel Foucault's theories of sovereign and disciplinary power, we trace the forms that power can take in specific types of consultations (small group instructional diagnosis, course evaluations, and videotape). While power is always "dangerous," it is likely to be damaging if we are conscious of its presence and impact—and of our own participation in its complexity."

Felten, P., Kalish, A., Pingree, A., and Plank, K. "Toward a Scholarship of Teaching and Learning in Educational Development." *To Improve the Academy* 25 (2007): 93-108.

Keywords: Scholarship of Teaching and Learning

"Educational development traditionally has been a practice-based field. We propose that as a profession we adopt the methods of the scholarship of teaching and learning (SoTL), so often shared with our clients, in order to look through a scholarly lens at the outcomes of our own practice. Using SoTL approaches in our work would deepen the research literature in our field and improve the effectiveness of decisions we make about where to spend limited time and resources. In this chapter, we explore what it might mean for individual developers, and for our professional community, to apply SoTL methods to our practice."

Felten, Peter. And Lambert, M. Leo. *Relationship-Rich Education. How Human Connections Drive Success in College*. John Hopkins University Press, 2020.

Keywords: Emotion; Motivation; Social Constructivism

"In Relationship-Rich Education, Felten and Lambert demonstrate that for relationships to be central in undergraduate education, colleges and universities do not require immense resources, privileged students, or specially qualified faculty and staff. All students learn best in an environment characterized by high expectation and high support, and all faculty and staff can learn to teach and work in ways that enable relationship-based education. Emphasizing the centrality of the classroom experience to fostering quality relationships, Felten and Lambert focus on students' influence in shaping the learning environment for their peers, as well as the key difference a single, well-timed conversation can make in a student's life. They also stress that relationship-rich education is particularly important for first-generation college students, who bring significant capacities to college but often face long-standing inequities and barriers to attaining their educational aspirations."

Ferren, A. A. and Geller, W. W. "Faculty Development's Role in Promoting an Inclusive Community: Addressing Sexual Orientation." *Improving the Academy* 12 (1993): 97-108.

Keywords: Diversity Issues; Faculty Development

"Faculty development programs have been at the forefront for the last decade in confronting new issues related to teaching and learning. These collective efforts have encouraged faculty to engage more directly and more deeply with students and ideas. Central to each of these efforts has been self-reflection and thoughtful analysis of the issues. Sexual orientation has not been a significant part of that personal study or dialogue. For those of us committed to strengthening our academic communities, recognizing this exclusion of the gay, lesbian, and bisexual community demands that we work to reduce the barriers. This will mean a renewed commitment to faculty development efforts that enhance the teaching and learning environment for all. While the issue is complex and the questions are difficult, there are a number of beginning strategies that faculty development specialists can use in taking a proactive role."

Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass, 2003; 2013.

Keywords: Curriculum; Course Design

"Dee Fink poses a fundamental question for all teachers: "How can I create courses that will provide significant learning experiences for my students?" In the process of addressing this question, he urges teachers to shift from a content-centered approach to a learning-centered approach that asks "What kinds of learning will be significant for students, and how can I create a course that will result in that kind of learning?"

"Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction. He takes important existing ideas in the literature on college teaching (active learning, educative assessment), adds some new ideas (a taxonomy of significant learning, the concept of a teaching strategy), and shows how to systematically combine these in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses for significant learning in a variety of situations." (Jossey-Bass.com)

Fink, L. Dee. "Evaluating Teaching: A New Approach to an Old Problem." *To Improve the Academy* 26 (2008): 3-21.

Keywords: Evaluation

"The approach to evaluating the quality of teaching described in this chapter starts by developing a Model of Good Teaching. This model is then used to create a set of

evaluation procedures based on four key dimensions of teaching: design of learning experiences, quality of teacher/student interactions, extent and quality of student learning, and teacher's effort to improve over time. The challenges and benefits of using these procedures are discussed."

Fink, L. Dee. "Higher-Level Learning: The First-Step toward More Significant Learning." *To Improve the Academy* 19 (2001): 113-130.

Keywords: Learning; Teaching Techniques

"In order to design significant learning experiences for students, teachers first need to be able to formulate powerful and challenging goals for their courses. This essay describes a taxonomy of higher-level learning that consists of six kinds of learning: foundational knowledge, application, integration, the human dimension, motivation, and learning how to learn. The argument is made that this taxonomy goes beyond the familiar taxonomy of Benjamin Bloom and encompasses a wide range of goals that are currently advocated by many national organizations and scholars in higher education. The taxonomy can be used to design better courses, choose among alternative teaching strategies, and evaluate teaching."

Finazzo, Denise. *All for the Children*. Albany, New York: Delmar Publishers, 1997.

Keywords: Children's Literature; Curriculum; Multiculturalism

"This innovative text addresses the most current issues in children's literature, particularly cultural diversity and multiculturalism. It seeks to define, compare, contrast, and apply various genres as they can be integrated within a regular elementary curriculum setting. The emergence of children's literature is clearly explained while connections to theories of child development are made. Also included are various curricular applications of multicultural literature--in lesson plan format, which are activity based and student-centered.

Key Features:

- written in clear, concise, and easy-to-comprehend format, an excellent reference source for future teachers, teachers in practice, and parents
- multiple activities that can be integrated within the classroom or at home
- references, key terms, definitions, and questions located at the end of each chapter" (Back Cover)

Fleming, Neil. *Teaching and Learning Styles: VARK Strategies*. New Zealand: Neil Fleming, 2001.

Keywords: Cognitive Styles; Learning Differences; Learning Preferences; Learning Styles

"This is a book written to support teachers, trainers and coaches who are using or intending to use VARK. The book backgrounds the development of the VARK questionnaire and the strategies that should be used by trainers, tutors, teachers and coaches to cope with the differences in learning among their students. Successful strategies are documented and there are case studies and techniques to explain how to match the students' needs for variety in presentations. Teachers, trainers and students will benefit from chapters on the differences between V, A, R and K and there are descriptions of research projects that are useful for those who are interested in the field of learning preferences. The book has ample illustrations and practices what it preaches." (www.vark-learn.com)

Foyle, Harvey Charles. (Ed.). *Interactive Learning in the Higher Education Classroom: Cooperative, Collaborative, and Active Learning Strategies*. Washington, DC: National Education Association, 1995.

Keywords: Active Learning; Assessment; Cooperative Learning; Problem-Based Learning

"*Interactive Learning in the Higher Education Classroom* reflects the shift from a professor-centered to a student-centered learning environment. Describes interactive learning approaches to stimulate student thinking, motivate student

involvement, enhance student learning and problem-solving skills, and prepare students to work in groups and teams.” (Back cover)

France, Kenneth. “Problem-based Service-Learning: Rewards and Challenges with Undergraduates.” *To Improve the Academy* 22 (2004): 239-250.

Keywords: Problem-Based Learning

“Students in three Abnormal Psychology sections participated in problem-based service learning (PBSL). Desired learning outcomes included humanizing persons diagnosed with mental health disorders and more fully appreciating challenges experienced by such individuals. Students completing the PBSL projects evidenced decreased negative feelings and increased positive feelings toward consumers of mental health services. According to the community partners, students made valuable contributions to both the organizations and the mental health consumers served by those organizations. Students saw the activity as being challenging and rewarding.”

Frantz, A., Beebe, S., Horvath, V., Canales, J., and Swee, D. “The Roles of Teaching and Learning Centers.” *To Improve the Academy* 23 (2005): 72-90.

Keywords: Assessment; Learning Community

“This chapter shares findings from a survey of teaching and learning centers on college and university campuses in the United States. Topics addressed include organizational infrastructure, assessment and accountability, factors/challenges contributing to successful implementation, and a list of functions and program offerings found in teaching and learning centers across the country.”

Frederick, P. and James, M. ““Heritage Rocks”: Principles and Best Practices of Effective Intercultural Teaching and Learning.” *To Improve the Academy* 25 (2007): 172-188.

Keywords: Multiculturalism

“This portrayal of the intercultural teaching/learning culture and classroom stories at one full multicultural institution. Heritage University, itself reflecting many diverse “heritages,” provides a glimpse into the faces of the future of higher education in America. We offer several examples and a synthesis of the principles and best practices of effective intercultural teaching and learning, with the intention of helping other institutions move intercultural education from the margins to the “center,” thereby preparing both teachers and learners for effective intercultural learning and living in the 21st century.”

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 1994.

Keywords: Citizenship; Diversity; Multiculturalism

“Years before Paulo Freire was “invited” by the Brazilian government to leave his homeland after the military coup of 1964, he had begun devoting his life to the advancement of the fortunes of the impoverished people of Brazil. After his twenty-year exile he moved first to Chile, then emigrated to the United States before returning to Brazil. In the course of his work and travels in the Third World, and as a result of his studies in philosophy of education, he evolved a theory for the education of people who are illiterate, especially adults, based on the conviction that every human being, no matter how “ignorant” or submerged in the “culture of silence,” is capable of looking critically at the world in a dialogical encounter with others. Provided with the proper tools for such an encounter, the individual can gradually perceive his or her personal and social reality, and deal critically with it. “When an illiterate peasant participates in this sort of educational experience he or she comes to a new awareness of self, a new sense of dignity. “I now realize I am a person, an educated person.” “We were blind, now our eyes have been opened.”

"Before this, words meant nothing to me; now they speak to me and I can make them speak." "I work, and working I transform the world." As the illiterate person learns and is able to make such statements, the world becomes radically transformed and he or she is no longer willing to be a mere object responding to uncontrollable change.

"This radical self-awareness is not only the task of workers in the Third World, but of people in this country as well, including those who in our advanced technological society have been or are being programmed into conformity and thus are essentially part of the "culture of silence.

"This twentieth-anniversary edition has been newly typeset. The translation has been modified to reflect the interrelationship of liberation and inclusive language. It thus represents a fresh expression of a work that will continue to stimulate the thought of educators and good citizens everywhere." (Back Cover)

Friedrich, K., Sellers, S., and Burstyn, J. "Thawing the Chilly Climate: Inclusive Teaching Resources for Science, Technology, Engineering, and Math." *To Improve the Academy* 26 (2008): 133-141.

Keywords: Curriculum; Faculty Development; Teaching Techniques

"Although universities are aware of the need to promote diversity in science, technology, engineering, and mathematics (STEM), this awareness has not translated into significant changes in classroom environments. Many STEM instructors would like to offer equal opportunities for success to all of their students, but they are not sure where to begin. We describe an effective group of teaching tools that can empower STEM faculty and graduate students to modify their courses to address diversity at their own pace. These resources extend from awareness exercises to recommendations for action and have been useful tools for course design, teaching assistant training, and faculty development."

Fulton, C. and Licklider, B. "Supporting Faculty Development in an Era of Change." *To Improve the Academy* 17 (1998): 51-66.

Keywords: Faculty Development

"A paradigm shift is underway in higher education. Realizing the hoped-for gains of new student-centered approaches will require significantly different approaches to faculty development. This paper describes one such approach to faculty development and how it is currently being used to improve the learning and teaching experience in the College of Engineering at a land grant institution in the Midwest. Considerations for the widespread application of this approach are also offered."

Gabriel, Kathleen F. *Teaching Underprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, Virginia: Stylus, 2008.

Keywords: Freshmen, Underprepared, At-Risk Students, Study Skills, Motivation

"As societal expectations about attending college have grown, professors report increasing numbers of students who are unprepared for the rigors of postsecondary education not just more students with learning disabilities (whose numbers have more than tripled), but students (with and without special admission status) who are academically at-risk because of inadequate reading, writing and study skills. This book provides professors and their graduate teaching assistants those at the front line of interactions with students with techniques and approaches they can use in class to help at-risk students raise their skills so that they can successfully complete their studies. The author shares proven practices that will not only engage all students in a class, but also create the conditions while maintaining high standards and high expectations to enable at-risk and under-prepared students to develop academically and graduate with good grades. The author also explains how to work effectively with academic support units on campus. Within the framework of identifying those students who need help, establishing a rapport with them, adopting inclusive teaching strategies, and offering appropriate guidance, the book presents the theory

teachers will need, and effective classroom strategies. The author covers teaching philosophy and goals; issues of discipline and behavior; motivation and making expectations explicit; classroom climate and learning styles; developing time management and study skills; as well as the application of 'universal design' strategies. The ideas presented here that the author has successfully employed over many years can be easily integrated into any class."

Gaff, J.G, Pruitt-Logan, A.S., and Weibel, R.A. *Building the Faculty We Need: Colleges and Universities Working Together*. Association of American Colleges and Universities, 2000.

Keywords: Faculty Development

"This monograph discusses the Preparing Future Faculty (PFF) program, a new vision of doctoral education that seeks to broaden the traditional preparation of students who become faculty members. Chapter 1 reviews the four phases of the program, beginning with phase 1 (1993-96) to phase 4 (1999-2002). The program involves a group of cooperating colleges and universities that prepare faculty not only for research but also for teaching and service to the department and the campus. Chapter 2 details three critical elements of the programs: formation of clusters of new institutional partnerships; new forms of mentoring; and the centrality of faculty, both at the doctoral university and at partner institutions. Chapter 3 describes graduate student experiences with PFF programs, and offers results of surveys and reports from alumni on the effectiveness of the programs in the job market. Problems of participation in the programs, chiefly with time required and logistics, are also covered. Chapter 4 discusses future challenges, including sustaining the clusters, promoting inclusiveness, and changing the culture of faculty preparation. Chapter 5 suggests the program as a strategy for organizational change and offers some action recommendations. Appended are lists of participating institutions, as well as related readings and resources." (Education Resources Information Center)

Gale, Richard A. "Point Without Limits: Individual Inquiry, Collaborative Investigation, And Collective Scholarship." *To Improve the Academy* 26 (2008): 39-52.

Keywords: Scholarship of Teaching and Learning

"This chapter proposes that a scholarship of teaching and learning focused on collaborative and collective inquiry can be more effective and have greater impact on student learning and the advancement of knowledge than investigations accomplished by individual faculty and students working in isolation. This conclusion is arrived at as a result of examining the work of Carnegie Scholars and the Carnegie Academy for the Scholarship of Teaching and Learning Campus Program participants since 1998."

Gandolfo, Anita. "Assessment and Values: A New Religion?" *To Improve the Academy* 13 (1994): 51-62.

Keywords: Assessment

"Since the mid-1980s, outcomes assessment has been mandated for most institutions of higher education by governing boards, state legislatures, and accrediting bodies. As the movement has progressed, there has been a shift from summative assessment, primarily useful for purposes of accountability, to formative assessment that has a better potential to improve teaching and learning. Nevertheless, the issue of accountability focuses attention on the summative model, creating a danger that units responsible for curriculum and faculty development will not discover the value of assessment for their work. Perhaps the least known aspect of outcomes assessment is its importance as a vehicle for unveiling inherent institutional values and invigorating values inquiry. In both content and process, outcomes assessment is central to values in higher education."

Gannon, K. M. *Radical hope: a teaching manifesto*. West Virginia University Press, 2020

Keywords:

“Higher education has seen better days. Harsh budget cuts, the precarious nature of employment in college teaching, and political hostility to the entire enterprise of education have made for an increasingly fraught landscape. *Radical Hope* is an ambitious response to this state of affairs, at once political and practical—the work of an activist, teacher, and public intellectual grappling with some of the most pressing topics at the intersection of higher education and social justice. Kevin Gannon asks that the contemporary university’s manifold problems be approached as opportunities for critical engagement, arguing that, when done effectively, teaching is by definition emancipatory and hopeful. Considering individual pedagogical practice, the students who are the primary audience and beneficiaries of teaching, and the institutions and systems within which teaching occurs, *Radical Hope* surveys the field, tackling everything from impostor syndrome to cell phones in class to allegations of a campus “free speech crisis.” Throughout, Gannon translates ideals into tangible strategies and practices (including key takeaways at the conclusion of each chapter), with the goal of reclaiming teachers’ essential role in the discourse of higher education.”

Gardiner, Lion F. “Transforming the Environment for Learning: A Crisis of Quality.” *To Improve the Academy* 23 (2005): 3-23.

Keywords: Academic Leadership

“This chapter addresses academic leaders and summarizes research findings on the conditions needed to produce learning and student development in higher education at the level required by society, and our relative success in doing this. It attempts to make clear the urgency for change that exists in the way in which we conduct our educational affairs. It describes the causes of less-than-optimal learning, outlines 10 key elements for effectively managing learning in complex institutions, presents eight steps required to lead a successful transformation in an institution or unit, and provides resources with detailed information and guidance.”

Gardner, Howard. *Five Minds for the Future*. Boston, Massachusetts: Harvard Business Press, 2008.

Keywords: Character Development; Citizenship; Professional Ethics ; Psychology; Values

“To prepare students for the future, educators need to cultivate both academic skills and character. In his new book, *Five Minds for the Future*, HGSE professor Howard Gardner describes five kinds of minds, or ways of thinking and acting. Three are related to intellect: the disciplined, synthesizing and creative minds; two emphasize character: the respectful and ethical minds. In a recent Burton and Inglis lecture at HGSE, Gardner describes what it means for citizens and workers to exhibit these types of minds.”

Gardner, H., Csikszentmihalyi, M, and Damon, W. *Good Work: When Excellence and Ethics Meet*. New York, NY: Basic Books, 2001.

Keywords: Professional Ethics

“What does it mean to carry out “good work”? What strategies allow people to maintain moral and ethical standards at a time when market forces have unprecedented power, and work life is being radically altered by technological innovation? These are the questions at the heart of this groundbreaking book. Enlivened with stories of real people facing hard decisions, *Good Work* offers powerful insight into one of the most important issues of our time and, indeed, into the future course of science, technology, and communication.” (Back Cover)

Gardner, Howard. *Responsibility at Work: How Leading Professionals Act (or Don’t Act) Responsibly*. San Francisco: Jossey-Bass, 2007.

Keywords: Ethics; Leadership; Responsibility

"Filled with original essays by Howard Gardner, William Damon, Mihaly Csikszentmihalyi, and Jeanne Nakamura and based on a large-scale research project, the GoodWork® Project, *Responsibility at Work* reflects the information gleaned from in-depth interviews with more than 1,200 people from nine different professions—journalism, genetics, theatre, higher education, philanthropy, law, medicine, business, and pre-collegiate education. The book reveals how motivation, culture, and professional norms can intersect to produce work that is personally, socially, and economically beneficial. At the heart of the study is the revelation that the key to good work is responsibility—taking ownership for one's work and its wider impact." (Jossey-Bass.com)

Garrison, R. and Vaughan, N. D. *Blending Learning in Higher Education: Framework, Principles and Guidelines*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Blended Learning; Web-Based Learning

"This groundbreaking book offers a down-to-earth resource for the practical application of blended learning in higher education as well as a comprehensive examination of the topic. Well-grounded in research, *Blended Learning in Higher Education* clearly demonstrates how the blended learning approach embraces the traditional values of face-to-face teaching and integrates the best practices of online learning. This approach has proven to both enhance and expand the effectiveness and efficiency of teaching and learning in higher education across disciplines.

"In this much-needed book, authors D. Randy Garrison and Norman D. Vaughan present the foundational research, theoretical framework, scenarios, principles, and practical guidelines for the redesign and transformation of the higher education curriculum." (Jossey-Bass.com)

Gibbs, Graham. "Developments in Initial Training and Certification of University Teachers in the UK: Implications for the US." *To Improve the Academy* 17 (1998): 69-84.

Keywords: Tenure

"Initial training of university teachers is developing in a different direction in the UK than in the US. It concentrates on tenure-track faculty rather than on TAs, on course design rather than on classroom practice, and is much more extensive. This paper contrasts UK and US faculty development practices and their implications. It describes two recent developments in the UK: the establishment of national course for new faculty to help institutions meet the requirements of certification. The potential for similar mechanisms operating in the US is explored."

Gifford, Jessica. *The Resiliency Skills Training Workbook*. Well Student: Northampton, Massachusetts, 2020

Keywords: Mental Health; Well-Being

"The Resiliency Skills Training Workbook offers a careful selection of exercises-backed by research-to improve your health and happiness. Completing these exercises has been shown to significantly reduce symptoms of stress, anxiety, and depression, improve health, strengthen relationships, and help people cope with challenges. The activities are simple and enjoyable, and only take 10-minutes each. Readers are guided to clarify what matters most to them, and then choose from a range of activities in the areas of goal-setting, emotional skills, social connection, health, meaning, and positive self-talk."

Gillespie, P. and Lerner, N. *The Allyn and Bacon Guide to Peer Tutoring*. New York: Pearson Longman, 2004.

Keywords: Tutoring; Writing Center Theory

"Grounded in current writing center theory and practice, *The Allyn and Bacon Guide to Peer Tutoring* provides students with a comprehensive introduction to effective tutoring. Throughout the text, readers hear the voices of tutors and writers in first-person peer-tutor accounts, reflective essays, and transcripts from actual sessions. Within each chapter, techniques, models, and exercises provide instruction appropriate for any level of tutoring." (Back Cover)

Gillespie, Kay Herr. "The Challenge and Test of Our Values: An Essay of Collective Experience." *To Improve the Academy* 18 (2000): 27-37.

Keywords: Self-reflection

"Departing from a specific experience at the 1998 POD conference, the values of the organization—most specifically and directly the "valuing of people"—were challenged and put to the test of whether or not we genuinely and sincerely strive to actualize our values. This situation is generalizable to our daily professional and personal lives, and the essay invites readers' reflection through an examination of our values in combination with the story. The challenge continues, and the test is not finished."

Ginsburg, B., M. and Wlodkowski, J., R. *Diversity & Motivation*. San Francisco, CA: Wiley Publications, 2009.

Keywords: Diversity, Motivated Learning

"This revised and updated second edition of *Diversity and Motivation* offers a comprehensive understanding of teaching methods that promote respect, relevance, engagement, and academic success. Margery B. Ginsberg and Raymond J. Wlodkowski base their insights and concrete suggestions on their experiences and research as college faculty. The book defines norms, illustrates practices, and provides tools to develop four foundational conditions for intrinsically motivated learning: establishing inclusion, developing a positive attitude, enhancing meaning, and engendering competence. The authors provide perspectives on the social justice implications of each condition. *Diversity and Motivation* includes resources to help educators create a supportive community of learners, facilitate equitable discussions in linguistically diverse classrooms, design engaging lessons, and assess students fairly. The ideas in this book apply across disciplines and include teaching practices that can be easily adapted to a range of postsecondary settings. In addition, the authors include a cohesive approach to syllabus construction, lesson design, and faculty development. This new edition also contains a framework for motivating students outside traditional classroom settings." (Back Cover)

Golden, John. *Reading in the Dark: Using Film as a Tool in the English Classroom*. Urbana: National Council of Teachers of English, 2001.

Keywords: Film

"Some parents and teachers fear that students increasing affinity for visual media comes at the expense of their reading and analytical abilities. Harness the students interest in film to help them engage critically with a range of media including visual and printed texts." (Back Cover)

Golden, John. *Reading in the Reel World: Teaching Documentaries and Other Nonfiction Texts*. Urbana: National Council of Teachers of English, 2006.

Keywords: Strategies in teaching English, Film in educational setting

"In this follow-up to his successful *Reading in the Dark: Using Film as a Tool in the English Classroom*, John Golden offers strategies for teaching nonfiction by demonstrating that teaching students to "read" documentary films can help them identify and practice the skills that good readers need when they encounter other nonfiction texts." (Back Cover)

Goodyear, G. and Allchin, D. "Statements of Teaching Philosophy." *To Improve the Academy* 17 (1998): 103-121.

Keywords: Academic Leadership; Philosophy

"Well-defined teaching philosophy is essential to creating and maintaining a campus culture supportive of teaching. Presented in this paper are reasons for statements of teaching philosophy as well as descriptions of how the statements are beneficial to students, faculty, and university administrators. Described are ways of creating a statement of teaching philosophy and dimensions that may be included in such statements. This article begins a discussion of roles, composition, and evaluation of statements of teaching philosophy."

Gordon, George. "New Trends in Assuring and Assessing the Quality of Educational Provision in British Universities." *To Improve the Academy* 12 (1993): 207-216.

Keywords: Assessment

"This article describes recent initiatives designed to audit and assess the quality of education in British universities. Such concerns are not new and have been addressed in various ways, including the accreditation of programs by professional bodies and of programs and institutions by regional accreditation/validation bodies. In essence these initiatives, old and new, seek to provide assurance, to the academy and to the public, that standards are appropriate, satisfactory, compatible with objectives, and broadly comparable between similar programs or institutions. At present, there is a gathering international movement toward requiring universities to produce evidence about their systems of quality assurance and control. Paradoxically, while these requirements place additional demands upon the academy, they offer new opportunities for faculty developers."

Gottschalk, Katherine and Hjortshoj, Keith. *The Elements of Teaching Writing: A Resource for Instructors in All Disciplines*. Boston, Massachusetts: Bedford/St. Martin's, 2004.

Keywords: Teaching Writing, Writing Assignments

"Drawing on their extensive experience training instructors in all disciplines to incorporate writing in their courses, Gottschalk and Hjortshoj provide time-saving strategies and practical guidance in this brief, well-written reference. Accommodating a wide range of teaching styles and class sizes, *Elements* offers reliable advice about how to design effective writing assignments and how to respond to and evaluate student writing in any course."

Graff, Gerald. *Clueless in Academe: How Schooling Obscures the Life of the Mind*. New Haven, CT: Yale University Press, 2003.

Keywords: Communicative Disorders; Social Aspects

"In an essential book for teachers and others interested in education, an eminent scholar looks at the academic world from a much-overlooked perspective: that of students who don't get it. Gerald Graff argues that our schools and colleges make the intellectual life seem more opaque, specialized, and beyond normal learning capacities than it is or needs to be. Left clueless in the academic world, many

students view the life of the mind as a secret society for which only an elite few qualify.

"In a refreshing departure from standard diatribes against academia, Graff shows how academic unintelligibility is unwittingly reinforced not only by jargon and obscure writing, but by the disconnection of the curriculum and the failure to exploit the many connections between academia and popular culture. Finally, Graff offers a wealth of practical suggestions for making the culture of ideas and arguments more accessible, showing how students and the wider public can enter the debates that permeate their lives." (Book Jacket)

Graff, G. & Birkenstein, C. *They Say I Say*. 4th ed. New York: W. W. Norton & Company, Inc, 2018.

Keywords: Writing; Teaching Writing

"*They Say / I Say with Readings* shows that writing well means mastering some key rhetorical moves, the most important of which is to summarize what others have said ("they say") in order to set up one's own argument ("I say"). Templates help students make these moves in their own writing, and 50 readings demonstrate the moves and prompt students to think—and write."

Grant, Mary Rose. "Faculty Development in Community Colleges: A model for Part-Time Faculty." *To Improve the Academy* 23 (2005):284-298.

Keywords: Faculty Development

"Historically, part-time faculty have not received the same development opportunities as full-time faculty. This study surveyed current practices in faculty development for both full-time and part-time faculty in 232 public two-year colleges throughout the United States. Over 90% reported that they had a formal faculty development program for both faculty cohorts, funded with 1%-5% of their operating budgets. About one half of the colleges designated a faculty development coordinator, used needs assessment to determine program content, and evaluated program outcomes. Results of this study were used to design a generic model for part-time faculty development."

Grasha, Anthony. *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding*. Pittsburgh, PA: Alliance, 1996.

Keywords: Learning Styles; Self-Reflection; Teaching Styles

"Practical: Grasha never strays from showing readers how the content applies to them and their teaching.

"Comprehensive: The book takes the reader on a journey that includes an understanding of the elements of teaching and learning styles; the need for discovering *who am I as a teacher?* And *What do I want to become?*; personal change processes in teaching; exploring one's philosophy of teaching; and an integrative model for selecting instructional processes that are keyed to different blends of the *Expert, Formal Authority, Personal Model, Facilitator, and Delegator* styles of teaching and the *Independent, Avoidant, Collaborative, Dependent, Competitive, and Participant* learning styles.

"Creative: Written to integrate the involvement of a workshop with the information of a text, *Teaching with Style* captures and holds your attention. Throughout each of the eight chapters, a variety of self-reflection activities- including the *Teaching Styles Inventory, Grasha-Riechmann Student Learning Style Scales, Metaphors We Teach By Questionnaire*, inventories of *Psychological Type, Theoretical and Historical Assumptions about Teaching* and numerous checklists- help faculty motivate learners, promote critical thinking, encourage active learning and retention, and develop self-directed learners." (Back Cover)

Gray, T. and Birch, J. "Publish, Don't Perish: A Program to Help Scholars Flourish." *To Improve the Academy* 19 (2001): 268-284.

Keywords: Faculty Development

"Faculty often believe that if they do not publish, they will perish. Faculty developers can respond to this need by helping faculty increase their scholarly productivity. Research shows that faculty are more productive if they write for 15-30 minutes daily, organize their writing around key sentences, and get extensive feedback on drafts. This article evaluates a program hosted in two campuses that aimed supporting 115 faculty achieve these goals. Throughout the program, participants kept records of time they spent writing and the number of pages they wrote and at the end of the program, they were surveyed. These data reveal that if participants continued to write and revise prose at the rate they did during the program, they would produce 75 polished pages per year. According to survey results, 83% of participants would participate in the program again, and 95% would recommend it to their colleagues."

Gray, T. and Birch, A. "Team Mentoring: An Alternative Way to Mentor New Faculty." *To Improve the Academy* 26 (2008): 230-241.

Keywords: Faculty Development

"Traditional mentoring programs usually have no mechanisms for protégés to learn from each other, and they often match protégés with mentors sight unseen. Team mentoring is a less hierarchical program in which protégés mentor each other in a group while searching for more permanent and personal mentors. In this program, protégés and mentors are arguably better matched because mentors are chosen by the protégé. In addition, protégés benefit by tapping into the wisdom of their peers. As a result, team mentoring is a viable alternative to traditional mentoring programs."

Greenstein, Jack. *What Children Taught Me: The Experience Of The Educator In The Public Schools*. Chicago & London: The University of Chicago Press, 1983.

Keywords: Discipline; Instruction; Integration

"In his twenty-three years as a Chicago teacher and principal, Jack Greenstein coped with gangs, vandalism, delinquency, racial tensions, and more. He emerged with his sense of humor, his humanity, and his affection for children intact. In this beguiling memoir, Greenstein recounts the delightful stories of the children he taught, and who taught him. Along the way, he offers his own candid, often controversial views on such topics as reading instruction, integration, and discipline. Teachers, parents, and students alike will recognize the "real world" of school in this personal account of survival on the teaching trenches." (Back Cover)

Grieve, Donald. *A Handbook for Adjunct & Part-Time Faculty & Teachers of Adults*. Library of Congress, 2001.

Keywords: Learning Styles; Professional Ethics; Student-Centered Learning; Technology

"This is more than just a teacher's manual! This little powerhouse helps adjuncts tackle the day-to-day problems associated with teaching part-time. From course planning to teaching adult students, this book offers practical suggestions, strategies and advice.

Topics include:

- Contemporary Practices
- Technology in the Classroom
- Electronic Communications
- Professional Ethics
- Establishing a Teaching Environment
- Student-Centered Learning
- Characteristics of Good Teaching

- Surviving the First Class
- Teaching/Learning Styles

"An excellent resource for any adjunct or part-time college-level instructor regardless of type of institution or course curriculum." (Amazon.com Editorial Reviews)

Growney, JoAnne. *Intersections: Poems*. Bloomsburg, PA: Kadet Press, 1993.

Keywords: Assessment; Critical Thinking; Multiculturalism; Problem Solving

Groccia, James E. and Cruz, Laura, ed. *To Improve the Academy*. San Francisco, California: John Wiley & Sons, 2012.

Keywords: Enhancing Teaching, Organizational Development

"The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. This annual volume offers examples and resources for the enrichment of all educational developers." (Publisher website)

Groccia, James E. and Cruz, Laura, ed. *To Improve the Academy*. San Francisco, California: John Wiley & Sons, 2013.

Keywords: Enhancing Teaching, Organizational Development

"The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. This annual volume offers examples and resources for the enrichment of all educational developers." (Publisher's website)

Grogan, Margaret and Shakeshaft, Charol. *Women and Educational Leadership*. San Francisco, CA: Jossey-Bass, 2011.

Keywords: Leadership; Department Chair

"This groundbreaking book shows how the qualities that characterize women's approaches to leadership differ from traditional approaches—whether the traditional leader is a woman or a man. The authors reveal that women leaders tend to bring an instructional focus to leadership, include spiritual dimensions in their work, and strive for balance between the personal and professional. In addition, women leaders are more collaborative by nature and demonstrate a commitment to social justice. The authors include illustrative examples of leaders who have brought together diverse groups to work toward a common goal. This book will help the next generation fulfill the promise of a new tradition of leadership." (from the back cover)

Hacker, D., Sommers, N. *A Writer's Reference: with Writing in the Disciplines*. New York, NY: Bedford/St. Martin's, 2010.

Keywords: Reference Book, English Composition

"*A Writer's Reference* is the most widely adopted college handbook ever published, so you know you can count on it for advice that's relevant, easy to find, and easy to understand. Millions of students and instructors across the country endorse *A Writer's Reference* because it has the comprehensive coverage, concrete examples, and trusted models students need for writing, grammar, and research in composition courses and beyond." (Back Cover)

Haden, N. Karl and Jenkins, Rob. *The 9 Virtues of Exceptional Leaders: Unlocking Your Leadership Potential*. Atlanta, Georgia: Deeds Publishing, 2015.

Keywords: Leadership; Department Chair

"Everyone has the inborn capacity to lead—it is only a matter of unlocking that potential. This book enables you to do just that, building on your natural ability and nurturing your leadership habits through specific behaviors. Throughout the book, the authors examine these habits and behaviors in detail and align them with The Nine Virtues: Humility, Honesty, Courage, Perseverance, Hope, Charity, Balance, Wisdom, and Justice. In addition, "homework exercises" at the end of each chapter—practical suggestions for developing the virtues—show you how to unlock your leadership potential. Effective leaders are not simply people who know a lot about good leadership; they are people who practice it every day. With the guidance in this book, you too can become the leader you were meant to be." (from goodreads.com)

Halpern, Diane. *Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World*. San Francisco: Jossey-Bass, 1994.

Keywords: Active Learning; Multicultural Perspectives; Technology

"Providing college students with the knowledge, skills, and abilities that will prepare them for today's complex world demands a major transformation in college classrooms- from passive to active learning, from traditional textbooks to hands-on use of technology, from restrictive ways of thinking to diverse multicultural perspectives. 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 the creative, critical, technological, and problem-solving skills, - as well as a coherent sense of multicultural awareness- necessary to thrive in a rapidly changing society." (Book Jacket)

Hampton, S., Morrow, C., Bechtel, A., and Carroll, M. "A Systematic, Hands-On, Reflective, and Effective (SHORE) Approach to Faculty Development for New and Seasoned Faculty." *To Improve the Academy* 22 (2004): 156-172.

Keywords: Faculty Development

"The purpose of the faculty development program for teaching Introduction to Psychology in this study is to further develop skills for new and seasoned faculty to enable them to teach and inspire students more effectively. This Systematic, Hands-On, Reflective, and Effective (SHORE) approach provides a forum to practice teaching skills, gain familiarity with course material, incorporate classroom management techniques, evaluate teaching effectiveness, and build a cohesive teaching team. Evaluative feedback indicates the approach positively affects both the faculty and 1,100 students annually. Implications for faculty development programs and research are also discussed."

Hansen, J. Edmund. *Idea-Based Learning: A Course Design Process to Promote Conceptual Understanding*. Sterling, VA: Stylus Publishing, 2011.

Keywords: Course design, Blueprint, Teaching methods

"Synthesizing the best current thinking about learning, course design, and promoting student achievement, this is a guide to developing college instruction that has clear purpose, is well integrated into the curriculum, and improves student learning in predictable and measurable ways. The process involves developing a transparent course blueprint, focused on a limited number of key concepts and ideas, related tasks, and corresponding performance criteria; as well as on frequent practice opportunities, and early identification of potential learning barriers. *Idea-based Learning* takes as its point of departure the big conceptual ideas of a discipline that give structure and unity to a course and even to the curriculum, as opposed to a focus on content that can lead to teaching sequences of loosely-related topics; and aligns with notions of student-centered and outcomes-based learning environments."

Harrington, Christine. *Keeping Us Engaged: Students' Perspectives (and Research-Based Strategies) on What Works and Why*. Sterling, VA: Stylus Publishing, 2021.

Keywords: Design; Emotion; Motivation

"This book offers practical strategies to engage students that are grounded in research and endorsed by students themselves. Through student stories, a signature feature of this book, readers will discover why professors' actions result in changed attitudes, stronger connections to others and the course material, and increased learning."

Harrington, C., and Zakrajsek, T. *Dynamic Lecturing: Research Strategies to Enhance Lecture Effectiveness*. Sterling, VA: Stylus Publishing, 2017.

Keywords: Assessment; Design; Lecture;

"Is the lecture an outmoded teaching method that inhibits active learning or is it a potentially powerful tool that is an essential part of every teacher's repertoire?"

"This book presents up-to-date research on the different types of lecture, on what constitutes effective lecturing, and on the impact of lecturing when done appropriately and well. It fills the void in professional development resources on how to lecture, validating the practice when it's aligned with the educational mission of creating engaged learning environments."

"Christine Harrington and Todd Zakrajsek demonstrate that, rather than lecture and active learning being mutually exclusive or either-or propositions, the effectiveness of the former can be greatly enhanced when combined with active learning techniques through what they define as dynamic lecturing; and provide context about the need to balance these approaches to meet the needs of students as they progress from novice to advanced learners."

"They present a range of strategies that enhance student learning during lectures. They open each chapter with the evidence behind each lecturing strategy they describe, and conclude with practical suggestions for quick application in the classroom. They offer readers the lecture planning and evaluation tools for reworking their lectures in ways that provide high-level engagement and achievement for their students."

Hativa, Nira. "Clarity in Teaching in Higher Education: Dimensions and Classroom Strategies. *To Improve the Academy* 19 (2001): 131-148.

Keywords: Teaching Techniques

"This essay presents research knowledge regarding the main dimensions of effective teaching in higher education, concentrating on clarity in teaching and its components—classroom behaviors and strategies that promote clear teaching. On this basis, I suggest arranging all dimensions and classroom strategies of effective teaching within a logical structure of interconnected teaching behaviors whose contribution to student learning is based on theory and research. The model organizes all dimensions and strategies of effective teaching in three hierarchical levels and is illustrated by successively breaking down clarity in teaching into intermediate dimensions and classroom behaviors and strategies. The model may help faculty understand how classroom strategies work—how they contribute to the higher dimensions of effective teaching, and eventually to student learning. In this way, understanding the model may promote faculty knowledge of and motivation for adopting and using effective strategies in teaching, and their perception of teaching as a scientific activity rather than a disorganized and random collection of isolated techniques with no scientific rationale and structure."

Haughes, Natasha, Holmgren, Hoag, & Springborg, Martin. *Meaningful Grading: A Guide for Faculty in the Arts*. United States of America: West Virginia University Press, 2018.

Keywords: Grading

College and university faculty in the arts (visual, studio, language, music, design, and others) regularly grade and assess undergraduate student work but often with little guidance or support. As a result, many arts faculty, especially new faculty, adjunct faculty, and graduate student instructors, feel bewildered and must “reinvent the wheel” when grappling with the challenges and responsibilities of grading and assessing student work.

Meaningful Grading: A Guide for Faculty in the Arts enables faculty to create and implement effective assessment methodologies—research based and field tested—in traditional and online classrooms. In doing so, the book reveals how the daunting challenges of grading in the arts can be turned into opportunities for deeper student learning, increased student engagement, and an enlivened pedagogy. (from the publisher)

Heath, C. & Heath, D. *Made to Stick: Why Some Ideas Survive and Others Die*. New York: Random House, 2007, 2008

Keywords: learning; psychology; cognition

“Mark Twain once observed, ‘A lie can get halfway around the world before the truth can even get its boots on.’ His observation rings true: Urban legends, conspiracy theories, and bogus public-health scares circulate effortlessly. Meanwhile, people with important ideas – businesspeople, teachers, politicians, journalists, and others – struggle to make their ideas ‘stick’.

“Why do some ideas thrive while others die? And how do we improve the chances of worthy ideas? In *Made to Stick*, accomplished educators and idea collectors Chip and Dan Heath tackle head-on these vexing questions. Inside, the brothers Heath reveal the anatomy of ideas that stick and explain ways to make ideas stickier, such as applying the ‘human scale principle’ using the ‘Velcro Theory of Memory’ and creating ‘curiosity gaps.’

“In this indispensable guide, we discover that sticky messages of all kinds – from the infamous ‘kidney-theft ring’ hoax to a coach’s lessons on sportsmanship to a vision for a new product at Sony – draw their power from the same six traits.

“*Made to Stick* is a book that will transform the way you communicate ideas. It’s a fast-paced tour of success stories (and failures): the Nobel Prize – winning scientist who drank a glass of bacteria to prove a point about stomach ulcers; the charities who make use of the ‘Mother Teresa Effect’; the elementary-school teacher whose simulation actually prevented racial prejudice. Proactive, eye-opening, and often surprising funny, *Made to Stick* shows us the vital principles of winning ideas – and tells us how we can apply these rules to making our own messages stick.” (Book Jacket)

Hecht, Irene W.D. “Transitions and Transformations: The Making of Department Chairs.” *To Improve the Academy* 19 (2001): 17-31.

Keywords: Leadership

“When we talk about a need for leadership in higher education, we are in fact demanding that chairs be leaders. Is there then another level of transition that is required today of those who become chairs? Is task mastery a guarantee of being a leader? If there are other adaptations needed, what might they be? That is the focus of this exploration. This chapter examines the theory behind leadership and applies to its models that are aligned with the leadership skills needed for successful chair leadership. This article specifically addresses the role of faculty developers in supporting department chairs in their roles as institutional leaders and visionaries.”

Heifetz, Ronald A. *Leadership without Easy Answers*. Cambridge, MA: Harvard University Press, 1994.

Keywords: Leadership

"The economy uncertain, education in decline, cities under siege, crime and poverty spiraling upward, international relations rolling: we look to leaders for solutions, and when they don't deliver, we simply add their failure to our list of woes. In doing so, we do them and ourselves a grave disservice. We are indeed facing an unprecedented crisis of leadership, Ronald Heifetz avows, but it stems as much from any leader's inability to meet them. His book gets at both of these problems, offering a practical approach to leadership for those who lead as well as those who look to them for answers. Fitting the theory and practice of leadership to our extraordinary times, the book promotes a new social contract, a revitalization of our civic life just when we most desperately need it.

"Drawing on a dozen years of research among managers, officers, and politicians in the public realm and the private sector, among the nonprofits, and in teaching, Heifetz presents clear, concrete prescriptions for anyone who needs to take the lead in almost any situation, under almost any organizational conditions, no matter who's in charge. His strategy of leadership applies not only to people at the top but also to those who must lead without authority- activists as well as presidents, managers as well as workers on the front line. Here are Lyndon Johnson, Martin Luther King Jr., and Mahatma Gandhi, in triumph and in tragedy. Here too are military officers and soldiers, doctors and patients, college students, and local civic groups. Sketched with precision, touched by empathy, and unfailingly interesting, this cast of characters brings Heifetz's theory to life, demonstrating what a practitioner can do- or avoid doing- to assume leadership in an age without easy answers." (Book Jacket)

Hellyer, S. and Boschmann, E. "Faculty Development Programs: A Perspective." *To Improve the Academy* 12 (1993): 217-224.

Keywords: Faculty Development

"This article describes a study which reviewed information on faculty development programs gathered from 94 institutions of higher learning. The authors collected information to identify common practices of faculty development programs. Elements reportedly used most frequently by institutions include workshops, individual consultations, and resource centers. The authors conclude by mentioning some innovative approaches to faculty development, as well as some new initiatives undertaken at their own institution as a result of their findings."

Heppner, Frank. *Teaching the Large College Class: A Guidebook for Instructors with Multitudes*. Indianapolis, IN: Jossey Bass, 2007.

Keywords: Classroom Management; Large Class Size

"Teaching large classes is a fact of life for professors at many institutions. In addition to pedagogy, instructors of these courses must also be concerned with legal, ethical, financial, technological, personnel, and management issues. Virtually all introductory courses are large ones, as are the popular intermediate courses at large institutions. Typically, little or no training or instruction is provided to new professors about how to manage large classes successfully. This book is a valuable resource for any college teacher, adjunct or full-time, facing a large class. It will also be useful for college administrators who might want to issue it to teachers, especially adjuncts, assigned to large classes for the first time. A distillation of years of experience by the author who started his college teaching career in 1969 in teaching large classes and in coaching other professors to do the same, this guide is concise and user-friendly. It employs teaching-as-acting as a common theme, with many practical examples covering all of the major aspects of organizing, managing, and teaching a large lecture course in any field." (Jossey-Bass.com)

Hetrick, Judi. "Junior Faculty Participation in Curricular Change." *To Improve the Academy* 23 (2005): 254-266.

Keywords: Curriculum

"Participation in curriculum change can be both a necessity and a professional landmine for junior faculty members. They do not, however, have to choose between sitting on the sidelines or sacrificing young careers by working for large-scale change. This chapter presents the elements of successful curriculum change, roles junior faculty can play, and roles they should avoid—or accept with caution."

Hilsen, L. and Petersen-Perlman, D. "Leveling the Playing Field." *To Improve the Academy* 13 (1994): 221-233.

Keywords: Active Learning

"To promote equity in education the authors contend that teachers must: 1) hear all the voices in their classrooms, 2) distribute power so students can vocalize, 3) establish ground rules with students on how to interact in the classroom, and 4) use active teaching and learning strategies in their classrooms. By employing each of these four strategies, the authors believe the educational playing field will become level, enabling all to participate equitably in attaining educations."

Higgerson, Mary Lou. *Communication Strategies for Managing Conflict: A Guide for Academic Leaders*. San Francisco, CA: Jossey-Bass, 2016.

Keywords: Conflict Resolution; Department Chair; Leadership

"The conflict management guide academic leaders have been searching for *Communication Strategies for Managing Conflict* gives academic leaders the tools and insight they need to effectively manage conflict affiliated with leading change and problematic faculty performance. Using case studies that bring typical issues to light, this book guides you through difficult situations with strategies and analyses of key issues, variables, and options. The real-life examples show you effective conflict management at work, and provide direct application to your own tricky leadership situations. You'll learn how to deal with difficult people, how to have difficult conversations, and how to successfully manage change in the face of departmental resistance. Written by an experienced academic leader, consultant, and writer, this practical guide provides the leadership training academics wish they already had. Successful conflict management is essential not just to departments, but to the entire institution. Senior leaders, faculty, and students all rely on you to smooth the change process and keep the department running smoothly.

This book gives you a foundation in the critical skills for managing conflict when leading change and managing problem performance, and the insight to apply them appropriately. * Communicate more effectively with students, parents, and faculty * Navigate difficult conversations with tenured faculty more successfully * Lead change more effectively * Mentor and manage problem performance more effectively * Keep faculty performing well and focused on the right priorities Most academic leaders come into their position reluctantly, with little or no preparation for the role, receive very little training or coaching, and are thus not equipped to manage conflict when it arises. *Communication Strategies for Managing Conflict* is a lively, readable, and practical guide that will prove useful in the most difficult and common departmental situations." (from booksdepository.com)

Hodges, Linda C. "Preparing Faculty for Pedagogical Change: Helping Faculty Deal With Fear." *Improving the Academy* 24 (2006): 121-134.

Keywords: Faculty Development

“How receptive faculty are to changing their pedagogical approach is a complex issue, but one factor that impedes change is the fear of taking a risk. Underlying this fear may be the fear of loss, fear of embarrassment, or fear of failure. Addressing these issues can empower faculty to be more innovative in their teaching. Drawing on research literature, personal teacher narratives, and my own work in faculty development, I discuss some of these underlying fears. I then offer concrete strategies for working with faculty to enable them to overcome these emotional barriers and embrace change.”

Hoffman, Darlene. “Metaphors of Teaching: Uncovering Hidden Instructional Values.” *To Improve the Academy* 13 (1994): 109-120.

Keywords: Problem-Based Learning

“This paper describes how metaphors of teaching can be used to assist faculty in understanding the assumptions that underlie their teaching behaviors. A problem-based and a values-based model are described. In the problem-based model, the metaphors are seen as filters through which all efforts to improve teaching must pass. By understanding these values agendas, faculty consultants will have more success in facilitating teaching effectiveness.”

Holmgren, Richard A. “Teaching Partners: Improving Teaching and Learning by Cultivating a Community of Practice.” *To Improve the Academy* 23 (2005): 211-219.

Keywords: Faculty Development

“The Teaching Partners Program and its follow-up activities demonstrate that a carefully designed faculty development program can shift a campus culture to derive significant, measureable benefits for faculty and students. The program seeks to transform the institutional culture from one in which teaching is sequestered behind closed doors to one that supports substantive conversations about both the learning-teaching process and the methods by which that process might best be facilitated. Following Shulman’s (1993) lead, the program opens the doors of the classroom, revisions teaching as community property, and nurtures informed and sustaining discussion of teaching.”

Hooks, B. and Robertson, D. “Living Engagement.” *To Improve the Academy* 25 (2007): 18-38.

Keywords: Faculty Development

“In this “talking chapter” bell hooks, reveals, through dialogue about her thoughts and experiences related to college teaching and learning, a profound and robust perspective on what could be called “deep” faculty development. Topics include engaged pedagogy, therapeutic conversations, spiritual practice, difference, conflict, and love.”

Hubbard, G., Atkins, S., and Brinko, K. “Holistic Faculty Development: Supporting Personal, Professional, and Organizational Well-Being.” *To Improve the Academy* 17 (1998): 35-49.

Keywords: Faculty Development

“In recent years, higher education has begun to realize the great influence that faculty quality of life has had on student learning and on overall institutional effectiveness. This article examines the interactive effect of personal, professional, and organizational well-being and describes a center that integrates four kinds of services—faculty development, employee assistance, health promotion, and organizational development—that work both separately and collaboratively. The result is a synergistic organization that is able to tackle complex institutional problems that could not be addressed by any one program alone.”

Hunt, Penelope C. and Lippincott, John. *Development for Academic Leaders: A Practical Guide for Fundraising Success*. San Francisco, CA: Jossey-Bass, 2012.

Keywords: Department Chair; Leadership; Fundraising

"In addition to their other duties, academic leaders are expected to network with potential donors and to be productive and enthusiastic fundraisers. More often than not, however, academic leaders are given little or no training on how to be savvy fundraisers for their institutions. *Development for Academic Leaders* is a much-needed resource that offers a concise yet comprehensive guide to fundraising for those who are new to the process. The book clarifies roles, responsibilities, programs, activities, politics, and funding sources as well as offering a review of the overall process. Written by Penelope C. Hunt, a successful practitioner of and noted expert in academic fundraising, the book includes information on attracting and retaining effective development officers and contains suggestions for deans (and other campus leaders) for working effectively with these valued members of their institutions. Hunt introduces novice fundraisers to the cycle of giving (identification, qualification, cultivation, solicitation, and stewardship) and provides information on how and when to take part in the fundraising process. She defines the various types of funding including annual gifts, major gifts, planned gifts, and principal gifts and reveals why ascertaining which type of gift will be most appealing to a donor is an important part of planning for a successful solicitation. *Development for Academic Leaders* also contains suggestions for overcoming reluctance on the part of leaders to ask potential donors for a gift. Hunt explains that donors do not give merely because our programs need and deserve support. They give because of their own desires, passions, and aspirations. *Development for Academic Leaders* also reveals the importance of participating in your institution's overall development communications efforts and offers a general overview of campaign and event principles and how you can use these funding strategies to the advantage of your college. For any academic leader who participates in their program's fundraising efforts, this important resource offers a wealth of information for becoming a creative, skilled, and successful part of the fundraising team." (from wiley.com)

Huston, Therese. *Teaching What you Don't Know*. Massachusetts, CA: Harvard University Press, 2009. Note: There is a 2012 edition; an electronic copy of 2009 is available through BU's Andrus Library

Keywords: Background, Challenges, Inexperience.

"Your graduate work was on bacterial evolution, but now you're lecturing to 200 freshmen on primate social life. You've taught Kant for twenty years, but now you're team-teaching a new course on "Ethics and the Internet." The personality theorist retired and wasn't replaced, so now you, the neuroscientist, have to teach the "Sexual Identity" course. Everyone in academia knows it and no one likes to admit it: faculty often have to teach courses in areas they don't know very well. The challenges are even greater when students don't share your cultural background, lifestyle, or assumptions about how to behave in a classroom. In this practical and funny book, an experienced teaching consultant offers many creative strategies for dealing with typical problems. How can you prepare most efficiently for a new course in a new area? How do you look credible? And what do you do when you don't have a clue how to answer a question? Encouraging faculty to think of themselves as learners rather than as experts, Therese Huston points out that authority in the classroom doesn't come only, or even mostly, from perfect knowledge. She offers tips for introducing new topics in a lively style, for gauging students' understanding, for reaching unresponsive students, for maintaining discussions when they seem to stop dead, and -yes- for dealing with those impossible questions. Original, useful, and hopeful, this book reminds you that teaching what you don't know, to students whom you may not understand, is not just a job. It's an adventure."

Huston, T. and DiPietro, M. "In the Eye of the Storm: Students' Perceptions of Helpful Faculty Actions Following a Collective Tragedy." *To Improve the Academy* 25 (2007): 207-224.

Keywords: Faculty Development; Psychology

"On occasion, our campus communities are shaken by national tragedies such as Hurricane Katrina and the terrorist attacks of September 11, 2001, or by local unusual circumstances, faculty are often initially confused about how to respond, and later have little or no sense of how effective their actions have been (DiPietro, 2003). This chapter investigates the most common instructor responses following a tragedy and which of those responses students find most helpful. Implications for faculty and faculty developers are discussed."

Hutchings, P., Huber T. M., and Ciccone, A. *Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*. San Francisco, CA: Jossey-Bass, 2011.

Keywords: Scholarship of Teaching and Learning, Methods to improve learning

"Drawing on the experience with the individuals, campuses, and professional associations associated with the Carnegie Academy for the Scholarship of Teaching and Learning and the Institutional Leadership Program, this important resource examines four critical areas where engagement with the scholarship of teaching and learning can have a significant effect. This book is intended for a broad audience of campus leaders, faculty, and people in foundations and other education associations with an interest in supporting new directions in teaching and learning." (Back Cover)

Idliby, Ranya, Suzanne Oliver, and Priscilla Warner. *The Faith Club: A Muslim, A Christian, a Jew – Three Women Search for Understanding*. New York: Free Press, 2006.

Keywords: Inclusion; Diversity

Intrator, Sam M. *Stories of the Courage to Teach: Honoring the Teacher's Heart*. San Francisco: Jossey-Bass, 2002.

Keywords: Faculty Development; Teaching Philosophy

"WISE STORIES TO HONOR AND ENCOURAGE THE HEARTS OF TEACHERS

"A heartwarming collection of essays about the doubts, passions, insecurities, and life-changing moments of teachers." -American School Board Journal

"Our history books are filled with examples of the efforts of committed education employees who helped to make this country what it is today. *Stories of the Courage to Teach* challenges today's teachers to see themselves not only as school employees, dedicated to serving children, but as leaders in their schools and communities." -Bob Chase, president, National Education Association

"It's the worst-kept secret in education: the passionate and talented teacher makes more of a difference than any school policy. Yet for all the ink spilled over school reform, little gets written about what makes a great teacher tick. *Stories of the Courage to Teach* . . . [by Sam Intrator] bucks this trend by looking into the hearts of twenty-five effective teachers, knitting together their first-person narratives with his own ideas about great teaching." -New York Times" (Jossey-Bass.com)

Jenkins, R.R. and Romer, K.T. *Who Teaches? Who Learns?* Providence, RI: IVY Publishers, 1998.

Keywords: Learning Community

Jensen, Eric. *Enriching the Brain: How to Maximize Every Learner's Potential*. San Francisco, CA: Jossey-Bass, 2006.

Keywords: Behavior; Educational Psychology; Learning; Memory

"Eric Jensen—a leading expert in the translation of brain research into education, argues in *Enriching the Brain* that we greatly underestimate students' achievement capacity. Drawing from a wide range of neuroscience research as well as related studies, Jensen reveals that the human brain is far more dynamic and malleable than we earlier believed. He offers us a powerful new understanding of how the

brain can be “enriched,” across the board to maximize learning, memory, behavior and overall function. The bottom line is *we have far more to do with how our children’s brains turn out than we previously thought*. *Enriching the Brain* shows that lasting brain enrichment doesn’t occur randomly through routine or ordinary learning. It requires a specific, and persistent experiences that amount to a “formula” for maximizing brain potential. Parents, teachers and policy-makers would do well to memorize this formula. In fact, the lifelong potential of all school age kids depends on whether or not we use it. Offering an inspiring and innovative set of practices for promoting enrichment in the home, the school, and the classroom, this book is a clarion call. All of us, from teachers to parents to policymakers must take their role as ‘brain shapers’ much more seriously and this book gives the tools with which to do it.” (Jossey-Bass.com)

Johnson, Brian. *We’ve Scene It All Before: Using Film Clips in Diversity Awareness Training*. Rotterdam: Sense Publications, 2009.

Keywords: Films in educational setting; strategies; best practices.

“A revolutionary tool for corporate and academic trainers, *We’ve Scene It All Before*, harnesses the power of mainstream Hollywood film to enhance educational sessions about diversity and social justice. This resource manual offers practical guidance on how to effectively use the concept of difference as a starting point towards true inclusion. Seasoned and novice trainers will appreciate the suggested strategies and best practices on facilitating diversity dialogues, which are coupled with a set of twenty-five definitions that introduce and raise awareness of the personal and systemic nature of difference, discrimination, and power. Workshops on human relations and workplace diversity must move beyond the superficial “celebration” of diversity to the dismantling of systems of privilege and oppression that create environments where members of the organization are disenfranchised and disempowered. Using clips from a variety of genres of mainstream film allows the trainer to make intercultural concepts visible and offers a way for us to challenge our own values and assumptions. Participants will enjoy the presentations more as they view some of their favorite films in a whole new way; using this familiar medium creates a common basis for entering the discussions all the while giving us the permission to talk about serious and often controversial subjects. *We’ve Scene It All Before: Using Film Clips in Diversity Awareness Training* is a learning tool which will be tremendously useful in reducing resistance and increasing thoughtful cross-cultural dialogue.” (Back Cover)

Johnson, C. B., and Blanchard C. S. *Reel Diversity: A Teacher’s Sourcebook*. New York, NY: Lang Publishing, 2008.

Keywords: Diversity, Social justice, Example Lessons

“*Reel Diversity: A Teacher’s Sourcebook* is a resource manual for teachers who want to infuse the concepts of diversity and social justice into their secondary and college courses. Lectures and workshop presenters will also appreciate the text for its practical uses.

Johnson, D.W., Johnson, R.T., and Smith, K.A. *Active Learning: Cooperation in the College Classroom*. Edina, MN: Interaction Book Company, 1991.

Keywords: Cooperative Learning

“This book explains how college faculty can use cooperative learning to increase student achievement, create positive relationships among students, and promote healthy student psychological adjustment to college. The book contains practical strategies toward these ends and presents the conceptual framework needed to create a cooperative learning community.” (Education Resources Information Center)

Johnson, J., Dupuis, V., Musial, D., Hall, G., and Gollnick, D. *Essentials of American Education*. Pearson Education, 2003.

Keywords: Assessment; Standards

"This exciting new text offers solid coverage of the most relevant introduction to teaching and foundations topics in education today. From the authors of the best selling *Introduction to the Foundations of American Education, Twelfth Edition*, comes this brief, new text created to meet the needs of tomorrow's teachers. This new text provides a broad introduction to teaching and foundations based on interesting, current discussions of important theory and practice. *Essentials of American Education* offers a thorough overview of the teaching profession, standards, assessment and the historical, social and philosophical aspects of American Education. Each chapter is written by one of the five main authors, all respected authorities in their fields, with each author giving his or her unique perspective on the topic. Various viewpoints help readers build a multifaceted foundation for succeeding as educators." (Back Cover)

Johnston, Mary Anne. "Increasing Sensitivity to Diversity: Empowering Students." *To Improve the Academy* 13 (1994): 213-220.

Keywords: Diversity Issues; Learning Environment

"This paper describes a model program for increasing sensitivity to diversity in an academic environment. To improve the learning environment for all students, faculty developers provide educational programs that enhance the faculty's understanding of differences related to gender, race, ethnicity, culture, religion, sexual orientation, and physical abilities. This report highlights the process of working closely with students to design and implement an orientation program for first-year students to increase an awareness of the influence of diversity on their learning and working together."

Jones, Libby Falk. "Exploring the Inner Landscape of Teaching: A Program for Faculty Renewal." *To Improve the Academy* 23 (2005): 130-143.

Keywords: Faculty Development

"To improve the quality of faculty life, Berea College developed a yearlong program exploring teaching as a vocation. Sixteen faculty from different departments participated in the series of seven experiential, dialogic sessions. Participants reported experiencing increased empathy and patience, deeper engagement with their work, a stronger sense of community, and encouragement to meet the challenges of being educators."

Jones, Thomas. *The Missing Professor: An Academic Mystery*. Virginia: Stylus Publishing, 2006.

Keywords: Assessment; Peer Observation; Student Incivility; Teacher Evaluations; Tenure Standards

"Fresh out of graduate school and desperate to pay off her student loans, Nicole Adams joins the faculty at Higher State U, a small university with a dubious past located in the middle of the Midwest.

"On her second day of classes as a new assistant professor of philosophy, still flustered and disoriented, Nicole is plunged into a campus-wide mystery. Someone has ransacked the office she shares with the ill-tempered R. Reynolds Raskin, the department's senior professor, and he has since disappeared.

"Two weeks later, with Raskin still missing, Nicole receives a threatening phone call

...

"Read one way, this is an entertaining parody of an academic mystery and a humorous take on academic life. Turning the book upside down reveals another purpose. Each chapter is constructed as an informal case study/discussion story, as is made manifest by a series of discussion questions intended for faculty development, new faculty orientation, and conversations among faculty, administrators, and academic staff.

"As the mystery unfolds, each chapter finds Nicole encountering challenging

situations—such as, the first day of class, student incivility, teaching evaluations, peer observation, academic assessment, the scholarship of teaching and learning, faculty and student rights and responsibilities, core curricula, and tenure standards. “This little book can be read and used both ways: as pure entertainment and as a series of informal case studies, spiced with humor, to help break down academic barriers and promote spirited discussions.” (Amazon.com Editorial Reviews)

Jossey-Bass. *The Jossey-Bass Reader on the Brain and Learning*. San Francisco: Jossey-Bass, 2008.

Keywords: Student Learning

“This comprehensive reader presents an accessible overview of recent brain research and contains valuable insights into how students learn and how we should teach them. It includes articles from the top thinkers in both the brain science and K-12 education fields, such as Joseph LeDoux, Howard Gardner, Sally Shaywitz, and John Bransford. This rich and varied volume offers myriad perspectives on the brain, mind, and education, and features twenty-six chapters in seven primary areas of interest:

- An overview of the brain
- The brain-based learning debate
- Memory, cognition, and intelligence
- Emotional and social foundations
- The arts
- When the brain works differently” (Jossey-Bass.com)

Junn, E., Kottler, E., Coffman, J., Oliver, P., and Ramirez, F. “Approaching Faculty Development Support From the Grassroots: Establishment of an Innovative, Formal, Untenured Faculty Organization.” *To Improve the Academy* 22 (2004): 189-205.

Keywords: Faculty Development

“This chapter describes an innovative faculty support program designed for untenured faculty and full-time lecturers. Working closely with members of the administration, untenured faculty and full-time lecturers established and created a voluntary, formal, cross-departmental faculty organization called the ULO (Untenured Faculty and Full-Time Lecturer Organization). The ULO has formal bylaws, elected officers, and a mission that initiated activities all designed to support junior faculty and full-time lecturers within the college. Even within its initial year, this organization offered a significant variety of meaningful support activities with positive outcomes. The activities include formation of a Research Writing Workgroup, workshops on the tenure and promotion process, teaching brown bags, greater opportunities for leadership development and service, reduced sense of faculty isolation (Fullan, 1993) and stress, and enhanced collegial social opportunities. Discussed here are activities, current accomplishments, strengths, challenges, caveats and recommendations.”

Kahn, Susan. “Better Teaching Through Better Evaluation: A Guide for Faculty and Institutions” *Improving the Academy* 12 (1993): 111-126.

Keywords: Evaluation

“This paper surveys current literature and thinking on teaching evaluation in higher education. It is intended to help faculty, administrators, departments and institutions think through the main issues that need to be considered in developing a teaching evaluation plan. It is organized around these issues, which include definitions of good teaching, formative and summative evaluation of teaching, sources of evaluation information, use of evaluation to improve teaching, and features of effective evaluation programs. Along with discussion of these issues, it provides examples and models of successful evaluation approaches and includes a list of

suggested readings for readers interested in learning more about particular aspects of teaching evaluation.”

Kalivoda, P., Broder, J., and Jackson, W. K. “Establishing a Teaching Academy: Cultivation of Teaching at a Research University Campus.” *Improving the Academy* 21 (2003): 79-92.

Keywords: Faculty Development

“The University of Georgia (UGA) has worked hard over the last 22 years to increase the respect and reward for teaching through the faculty development programs of the office of instructional support and development and through the establishment of two campus-wide teaching awards. Looking for a means to extend a celebration of teaching beyond one-time recognition or one-time participation, the university established a campus-wide teaching academy. The purpose of this chapter is to chronicle the evolution of the teaching academy that was founded at the University of Georgia in 1999. The mission, goals membership, funding, and programs and activities of the teaching academy will be described, as well as the faculty development programs and teaching awards that laid the foundation for the teaching academy.”

Kaplan, M., Meizlish, D., O’Neal, C. and Wright, M. “A Research-Based Rubric for Developing Statements of Teaching Philosophy.” *To Improve the Academy* 26 (2008): 242-262.

Keywords: Assessment; Grading

“Despite its ubiquity as the way that instructors represent their views on teaching and learning, the statement of teaching philosophy can be a frustrating document to write and the results are often uneven. This chapter describes a rubric created as the University of Michigan’s Center for Research on Learning and Teaching to help faculty and graduate students craft teaching statements. We describe the research that informed the creation of the rubric, talk about how we use the rubric in our consultations and workshops, and present an assessment that validates the use of the rubric to improve instructors’ teaching statements.”

Kapp, Karl. *Gadgets, Games, and Gizmos for Learning: Tools and Techniques for Transferring Know-How from Boomers to Gamers*. San Francisco: Pfeiffer, 2007. (Currently missing from the TALE library.)

Keywords: Active Learning; Technology

“Gadgets, Games, and Gizmos is an innovative book that provides practical and original solutions to the impending boomer/gamer knowledge and skills transfer gap. The book outlines how gamer values such as the use of cheat codes, the love of gadgets, the need to play games, and the desire to be constantly connected can be used as methods for moving information from the heads of the boomers to the fingertips and gadgets of the gamers. As organizations begin to think strategically about how to attract, retain, and train new talent, this book, written by Karl Kapp, named one of 2007’s Top 20 Most Influential Training Professionals by Training Industry, Inc., will be an invaluable resource.” (Library of Congress)

Karasik, Rona J. “Whispers and Sighs: The Unwritten Challenges of Service-Learning.” *To Improve the Academy* 23 (2005): 236- 253.

Keywords: Learning

“Documentation of the benefits of service-learning abound, and published case studies of successful service-learning programs may be found for a variety of disciplines. Faculty new to service-learning, however, are likely to find themselves facing a variety of unexpected challenges. While these challenges are neither insurmountable nor unknown to experienced service-learning practitioners, they can make starting a service-learning program remarkably time-consuming and

unnecessarily frustrating. Unfortunately, pitfalls and program flops are rarely published. This chapter forewarns some of the challenges associated with service-learning and offers realistic approaches to dealing with them successfully."

Kardia, Diana. "Becoming a Multicultural Faculty Developer: Reflections from the Field." *To Improve the Academy* 17 (1998): 15-33.

Keywords: Multiculturalism

"There has been a significant amount of activity in the area of multicultural faculty development; yet, this is an area where our profession continues to require growth and attention. Many faculty development practitioners are in a unique position to work with multicultural issues but need additional knowledge, strategies, and skills to do this work well. By attending to the specific challenges and areas of expansion needed for faculty developers to work with diverse institutions, we can increase the effectiveness of our work while continuing to actualize the potential of our profession."

Kecskes, K., Gelman, S. and Spring, A. "Creating Engaged Departments: A Program for Organizational and Faculty Development." *Improving the Academy* 24 (2006): 147-165.

Keywords: Faculty Development

"Portland State University encourages faculty participation in service-learning by providing faculty with individual incentives to support and reward them. Now, in recognition of this central role of the department in higher education, administrators interested in creating sustained civic engagement initiatives on campus are looking to the department as a strategic leverage point for change. This chapter investigates a yearlong engaged department initiative and finds that a collective approach can (re)connect individual faculty to their initial motivations for engaging in the profession, to a community of scholars, to their students, and also to their surrounding community."

Kecskes, K., Spring, A., and Lieberman, D. "The Hesburgh Certificate and Portland State University's Faculty Development Approach to Supporting Service Learning and Community-University Partnerships." *To Improve the Academy* 22 (2004): 287-287-301.

Keywords: Faculty Development; Learning

"Service learning now has a prominent home in hundreds of diverse campuses across the nation. Developing service-learning expertise and other community-campus partnership enhancement strategies for faculty requires innovation. Recently, Portland State University's Center for Academic Excellence received the Theodore M. Hesburgh Certificate of Excellence for Community-University Partnerships. This chapter outlines the center's three-tiered approach to supporting and sustaining civic engagement practices that are sensitive to individual needs on campus and in the community, while also working toward ongoing departmental and institutional transformation."

Kegan, R. and Lahey, L.L. *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation*. San Francisco: Jossey-Bass, 2001.

Keywords: Language

"Why is the gap so great between our hopes, our intentions, even our decisions-and what we are actually able to bring about? Even when we are able to make important changes-in our own lives or the groups we lead at work- why are the changes so frequently short-lived and we are soon back to business as usual? What can we do to transform this troubling reality?"

"In this intensely practical book, Harvard Psychologists Robert Kegan and Lisa Laskow Lahey take us on a carefully guided journey designed to help us answer

these very questions. And not just generally, or in the abstract. They help each of us arrive at our own particular answers that can solve the puzzling gap between what we intend and what we are able to accomplish. *How the Way We Talk Can Change the Way We Work* provides you with the tools to create a powerful new build-it-yourself mental technology.” (Jossey-Bass.com)

Kelly, K. and Teahen, R. “An O.P.E.N. Approach to Learning.” *To Improve the Academy* 17 (1998): 327-347.

Keywords: Learning

“O.P.E.N. Learning, an open-entry, open-exit delivery system that is supported by a computerized instructional management system and an extensive learning team, is a fundamental restructuring of the eliminating the traditional calendar by framing an educational system around a performance-based approach.”

Kelly, Kevin. and Zakrajsek, Todd. *Advancing Online Teaching. Creating Equity-Based Digital Learning Environments*. Stylus Publishing, 2021.

Keywords: Design; Equity; Inclusivity; Online; Universal Design

“The goal of teaching online is fundamentally the same as teaching face-to-face: facilitating the learning of all students to the greatest extent possible. This book differs from other books on online teaching in that, in the process of offering guidance on course design and planning, developing outcomes and appropriate engaging activities, managing the workload and assessment, the authors pay explicit attention throughout to the distinct and diverse needs of students and offer effective strategies to accommodate them in a comprehensive and inclusive way by using the principles of Universal Design for Learning.”

Keller, George. “The New Demand for Heterogeneity in College Teaching.” *Improving the Academy* 24 (2006): 62-69.

Keywords: Academic Leadership; Faculty Development

“The past half century has brought an astounding increase in U.S. colleges and university enrollments. The rapid rise of mass higher education has forced major changes at every institution and is reshaping the U.S. higher education enterprise. Each college needs to ask itself what the huge expansion for future faculty hires, programs, and modes of teaching.”

Kendi, Ibram X. *How to Be an Antiracist*. New York: One World, 2019.

Keywords: Anti-Racism; Equity; Inclusivity

“Ibram X. Kendi’s concept of antiracism reenergizes and reshapes the conversation about racial justice in America—but even more fundamentally, points us toward liberating new ways of thinking about ourselves and each other. Instead of working with the policies and system we have in place, Kendi asks us to think about what an antiracist society might look like, and how we can play an active role in building it.”

Kent Crookston, R. *Working with Problem Faculty: a 6-Step Guide for Department Chairs*. San Francisco, California: Jossey-Bass, 2012.

Keywords: Department Chair; Conflict Resolution; Leadership

“When asked to name their number one concern and problem, department leaders overwhelmingly said that it was dealing with difficult people. Now R. Kent Crookston draws on the wisdom of seasoned department chairs, the academic literature, and his own experience as a department head and dean to shed new light on this perennial problem. Working with Problem Faculty outlines a practical six-step process that aims at improving an entire department and

charts a clear course for dealing with problem faculty by clarifying values and expectations
Following policy Building trust with colleagues Evaluating yourself and your perceptions Listening
Taking appropriate action by following these six steps, department chairs are able to challenge
problem faculty with consideration, confidence, and effectiveness.” (from wiley.com)

Kernahan, Cyndi. *Teaching About Race and Racism in the College Classroom: Notes from a White Professor*. United States of America: West Virginia University Press, 2019.

Keywords: Race; Inclusion

“Teaching about race and racism can be a difficult business. Students and instructors alike often struggle with strong emotions, and many people have robust preexisting beliefs about race. At the same time, this is a moment that demands a clear understanding of racism. It is important for students to learn how we got here and how racism is more than just individual acts of meanness. Students also need to understand that colorblindness is not an effective anti-racism strategy. “In this book, Cyndi Kernahan argues that you can be honest and unflinching in your teaching about racism while also providing a compassionate learning environment that allows for mistakes and avoids shaming students. She provides evidence for how learning works with respect to race and racism along with practical teaching strategies rooted in that evidence to help instructors feel more confident. She also differentiates between how white students and students of color are likely to experience the classroom, helping instructors provide a more effective learning experience for all students.” (from the publisher)

Kerwin, M. A. and Rhoads, J. “The Teaching Consultants’ Workshop” *Improving the Academy* 12 (1993): 69-77.

Keywords: Teaching Techniques

“This paper describes the Teaching Consultants’ Workshop offered in the Teaching Consultation Program in the University of Kentucky Community College System. Faculty members from different campuses, who have been recognized by their colleagues as outstanding teachers and who have attended a training workshop, serve as consultants. The consultants attend the workshop after completing the information collection phase in work with individual clients. Consultants present their clients to each other through collected data and videotape, and discuss alternative teaching strategies that might be used in each case.”

King, P.M. and Kitchener, K.S. *Developing Reflective Judgment*. San Francisco: Jossey-Bass, 1994.

Keywords: Assessment; Character Development; Critical Thinking

“How do students learn to reason and think about complex issues? This book fills a critical gap in our understanding of a long-neglected facet of the critical thinking process: reflective judgment. Drawing on extensive cross-sectional and longitudinal research, King and Kitchener detail the series of stages that lay the foundation for reflective thinking, and they trace the development of reflective judgment through adolescence and adulthood.

“The authors also describe the implications of the Reflective Judgment Model for working with students in the classroom and beyond--encouraging educators to think differently about interactions with their students and to create ways of more effectively promoting the ability to make reflective judgments.” (Jossey-Bass.com)

Kitano, M., Dodge, B., Harrison, P., and Lewis, R. “Faculty Development in Technology Applications to University Instruction: An Evaluation.” *To Improve the Academy* 17 (1998): 263-290.

Keywords: Faculty Development; Technology

"Progress in integrating new technologies into higher education classrooms has been slow despite emerging evidence on benefits for students when technologies are applied in ways that support teaching and learning. This article describes a program used by a college of education to support faculty applications of technology in instruction and report results of a formal evaluation following the first year of implementation. The program provided intensive training and follow-up support to a heterogeneous cohort of 14 faculty members and was designed to enhance their ability to integrate technology into their teaching, use a new "smart: classroom facility, and/or develop products for instruction. Evaluation data were collected from program participants, their students, and the general faculty as a comparison group. Purposes of the evaluation were to determine the extent and quality of participants' applications of technology in their courses, other effects on their professional development, and students' perceptions of impact. Results demonstrate the program's efficacy for increasing participants' integration of technology in instruction. Students reported that these instructors' applications of technology enhanced students' learning and confidence in using technology."

Knipp, D. and Nuhfer, E. "The Knowledge Survey: A Tool for All Reasons." *Improving the Academy* 21 (2003): 59-78.

Keywords: Teaching Techniques

"Knowledge surveys provide a means to assess changes in specific content learning and intellectual development. More important, they promote student learning by improving course organization and planning. For instructors, the tool establishes a high degree of instructional alignment, and, if properly used, can ensure employment of all seven best practices during the enactment of the course. Beyond increasing success of individual courses, knowledge surveys inform curriculum development to better achieve, improve, document program success."

Knowles, T., Medearis, C., and Snell, A. "Putting Empowerment to Work in the Classroom." *To Improve the Academy* 13 (1994): 203-211.

Keywords: Curriculum; Teaching Techniques

"At Sinte Gleska University, a tribal college on the Rosebud Sioux Reservation, we are empowering students through our teaching methods and curricular choices. Three areas have been identified as important ingredients in empowering students: validating culture, teaching to learning styles, and utilizing teaching strategies resulting in self-directed learning.

"These three elements of empowerment can open up avenues of knowledge that have been previously closed to students on the Rosebud Reservation. As students discover that knowledge is powerful, they begin to learn because they want to.

"Change in the fundamental ways we view ourselves as teachers is necessary in order to empower students. In addition, changes in the way we teach, assess, and interact can have a profound impact on our students."

Knowlton, S. and Border, L. "Preparing Future Faculty for Careers in Academic Librarianship: A Paradigm Shift for Collaboration in Higher Education." *To Improve the Academy* 25 (2007): 345-358.

Keywords: Faculty Development; Graduate School

"Nationwide, the number of available faculty positions represents only a fraction of the master's and doctoral degrees granted each year. Fortunately, faculty positions are available in academic librarianship, which is experiencing a decline in qualified applicants. A pioneering collaboration between a graduate student professional development program and an academic library has created a fellowship program that allows masters and doctoral students to consider careers in academic librarianship through mentored fellowships. Initial results show that participants

intend to pursue librarianship as an academic career in which to use and expand their advanced subject and/or language expertise.”

Kreber, Carolin. “Designing Teaching Portfolios Based on a Formal Model of the Scholarship of Teaching.” *To Improve the Academy* 19 (2001): 285-305.

Keywords: Portfolios; Scholarship of Teaching

“Many universities now encourage, and some even require, faculty to submit a teaching portfolio as part of their tenure application package. How to evaluate these portfolios, however, remains an unresolved issue, particularly if the task is to make a judgment about whether what is demonstrated in the portfolio reflects engagement in the scholarship of teaching. The thesis of this chapter is that judgments regarding the validity and truthfulness of a teaching portfolio can be made by assessing the extent to which the author has attended to an agreed-upon process of knowledge construction and validation in teaching. A model of the scholarship of teaching is proposed that could guide the design and evaluation of portfolios and an illustration of the process given.”

Kreber, Carolin. “Embracing a Philosophy of Lifelong Learning in Higher Education: Starting with Faculty Beliefs about Their Role as Educators.” *Improving the Academy* 21 (2003): 288-301.

Keywords: Diversity Issues; Faculty Development

“Recent events on the international political scene point to a need to teach course content and learning skills that focus on issues of equity and diversity, understanding of the local culture and differences among cultures; learning for ethics, citizenship, and democracy, interpersonal skills; and an ability to make informed and responsible value judgments. These, among others, are important aspects of lifelong learning. To embrace a philosophy of lifelong learning in higher education it seems paramount to focus on faculty beliefs about teaching to encourage a critical interrogation of course and program goals. The chapter concludes with several suggestions for the practice of faculty development”

Kreber, Carolin. *Exploring Research Based Teaching: New Directions for Teaching and Learning No.107*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Inquiry-Based Learning; Research-Based Teaching

“The purpose of this volume is to illustrate the wide scope of possibilities in interpreting and promoting research-teaching synergies. At the same time it is a goal to look more explicitly at what institutions can do to promote two distinct forms of research-based teaching.

“The first perspective construes research-based teaching as student-focused, inquiry-based learning. According to this perspective, students are not simply taught the discipline-based content knowledge that has been generated through research, nor are they simply taught the processes of knowledge construction within the discipline or subject; instead, they themselves become generators of this knowledge.

“The second perspective shifts the lens to those who are doing the teaching and construes research-based teaching as teaching that is characterized by discipline-specific inquiry into the process of teaching itself.” (Jossey-Bass.com)

Kreber, C. and Cranton, P. “Fragmentation Versus Integration of Faculty Work.” *To Improve the Academy* 18 (2000): 217- 231.

Keywords: Faculty Development

“Present faculty development practice encourages new faculty to integrate teaching, research, and other aspects of academic work early in their careers. By drawing on both the cognitive and the developmental psychology literature, we propose

integration as an advanced stage of adult development that comes about as a result of extensive experience and expertise. We argue that faculty should be advised to focus on either research or teaching at different times during their early years and that integration of professorial roles should only be expected at a later stage. We discuss the implications of such an approach for faculty development.”

Kristensen, E.W., and Moulton, D. R. “Challenges for Faculty Developers and Department Chairs: When Faculty Arrive from Professional Settings” *Improving the Academy* 12 (1993): 39-52.

Keywords: Faculty Development

“This paper discusses problems encountered by new faculty coming from professional backgrounds to teach in subjects areas that have no academic traditions. Using the case of Bill, the paper describes difficulties these faculty members encounter and intervention techniques appropriate to them. Finally, the paper discusses how these problems are related to similar problems faced by all faculty.”

Krupar, Karen R. “Making Adjunct Faculty Part of the Academic Community.” *To Improve the Academy* 22 (2004): 305-319.

Keywords: Faculty Development

“Hundreds of adjunct faculty in four-year colleges and universities teach over 45% of the courses, especially in the general education programs, but few institutions have chosen to construct adjunct faculty development programs that integrate these faculty into the instructional community. Metropolitan State College of Denver, recipient of a Title III grant to build an adjunct development program received a TIAA-CREF Hesburgh Award of Excellence in 2001 for its innovative adjunct support activities. This chapter articulates the features of this successful program and its effect on the adjunct faculty cohort at the college.”

Lamber, J., Ardizzone, T., Dworkin, T., Guskin, S., Olsen, D., Parnell, P., and Thelen, D. “A “Community of Scholars?”: Conversations Among Mid-career Faculty at a Public Research University.” *To Improve the Academy* 12 (1993): 13-26.

Keywords: Faculty Development; Morale

“This article reports on a study of issues of faculty isolation and morale in mid-career faculty. Interview questions probed the dynamic of individual careers and asked about the quality of work life in the department and university, and changes in work life over the course of careers. Findings suggest that a majority of faculty, regardless of professional interests or scholarly prestige, would like greater interaction with departmental colleagues, more recognition from their department and university, a reward system based less on outside offers, and more fluid communications with upper-level administrators. Faculty comments clearly illustrate the advantages of an academic career: the autonomy and freedom to pursue one’s own interests and set one’s own priorities; the ability to have several “careers” in the course of a single faculty career. Findings suggest that faculty needs vary substantially with career stage and that effective faculty development programs will be responsive to this variation.”

Lang, James M. *Distracted: Why Students Can’t Focus and What You Can Do About It*. New York: Basic Books, 2020.

Keywords: Design; Digital; Teaching; Technology

“Why is it so hard to get students to pay attention? Conventional wisdom blames iPhones, insisting that access to technology has ruined students’ ability to focus. The logical response is to ban electronics in class. But acclaimed educator James M. Lang argues that this solution

obscures a deeper problem: how we teach is often at odds with how students learn. Classrooms are designed to force students into long periods of intense focus, but emerging science reveals that the brain is wired for distraction. We learn best when able to actively seek and synthesize new information.”

Lang, James M. *Small Teaching: Everyday Lessons from the Science of Learning*. San Francisco: Jossey-Bass, 2016.

Keywords: Motivation; learning; Science of Learning; Interleaving; Cognition

“Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.”

Lang, James M. “Surviving to Tenure.” *To Improve the Academy* 25 (2007): 39-51.

Keywords: Tenure

“For most new faculty, anxiousness about the tenure application begins from the first day on the job. Surviving the six intervening years on the tenure track requires a range of time- and career-management skills that new faculty may only learn piecemeal along the way. New faculty need help in five specific areas in order to survive their path down the tenure track: 1) developing teaching strategies that will fit their personalities and reach as many students as possible, 2) managing their time to allow for research and publications, 3) determining what and how many service commitments to make, 4) existing peacefully and productively with their colleagues, and 5) preparing documentation for their tenure cases from the start of their careers.”

Langley, D., O'Connor, T., and Welkener, M. “A Transforming Model for Designing Professional Development Activities.” *To Improve the Academy* 22 (2004): 145-155.

Keywords: Faculty Development; Self-Reflection

“A new model for professional and organizational development is presented based on concepts derived from Wilber (2000) and Astin (2001). The model consists of an individual/public dimension and a reflection/performance dimension. Four quadrants that result from connecting these dimensions are formed: 1) individual reflection, 2) public reflection, 3) individual performance, and 4) public performance. We believe this model offers faculty developers a framework for designing thoughtful programs to aid faculty in meeting the wide range of internal and external demands that confront higher education institutions.”

Laycock, Mike. “QILT: An Approach to Faculty Development and Institutional Self-Improvement. *To Improve the Academy* 18 (2000): 69-82.

Keywords: Faculty Development

“In a climate of increasing emphasis on quality assurance and extra-institutional quality scrutiny, the author argues that faculty developers have a role in encouraging an enhancement-led culture. Faculty ownership of, and responsibility for, continuous quality improvement can help to provide an engagement with teaching and learning issues and may help to overcome resistance and mistrust. At the University of East London, UK, an enabling, whole-institutional framework called QILT (Quality Improvement in Learning and Teaching), whereby faculty create and implement funded improvement plans, has helped to generate this culture.”

Leamnsn, Robert. *Thinking about Teaching and Learning: Developing Habits of Learning with First Year College and University Students*. Sterling, Virginia: Stylus, 1999.

Keywords: Freshmen; Learning; Teaching Philosophy; Writing; Pedagogy

“Building on the insights offered by recent discoveries about the biological basis of learning, and on his own thought-provoking definitions of teaching, learning and education, Robert Leamnsn proceeds to the practical details of instruction that teachers are most interested in – the things that make or break teaching.

“Always practical and thoughtful, the author provides teachers with a map to develop their own teaching philosophy, and effective nuts-and-bolts advice. His approach is particularly useful for those facing a cohort of first-year students less prepared for college and university. He is concerned to develop in his students habits and skills that will equip them for a lifetime of learning. This guide will appeal to college teachers in all disciplines.” Robert Leamnsn is Professor of Biology and Director of Multidisciplinary Studies at the University of Massachusetts, Dartmouth.

Lee, Christopher D. *Search Committees: A Comprehensive Guide to Successful Faculty, Staff, and Administrative Searches*. Sterling, Virginia: Stylus Publishing, 2014.

Keywords: Search and Screen; Department Chair; Leadership

- “Finding the right candidate for administrative, professional and faculty positions is one of the most important tasks that any institution or enterprise undertakes. However, few higher education professionals receive training on the search committee process, but are expected to serve on or lead committees.
- “This book provides advice, training, and a step-by-step guide for conducting a rigorous, thorough search. Following the expert model presented in this book will virtually guarantee successful searches. This guide furthermore provides advanced diversity selection techniques that are not commonly found in many resources inside or outside of higher education, and that have become institutional priorities in the context of demographic changes and globalization that require that higher education serve more diverse populations and compete internationally.
- “This guide covers the complete cycle of hiring, starting with defining the position and forming and briefing the committee, through cultivating a rich and diverse pool of candidates and screening and evaluating candidates, to making the selection, successfully completing the search successfully, and welcoming colleagues to campus.
- “This volume includes over 30 templates that are designed to be copied and used as training handouts or as handy reference and resource materials that provide guidance at various stages of the search process. The over two dozen vignettes included can be used as training case studies or as expert advice that illuminates key concepts that are helpful with improving the quality of the search process.” (from booksamillion.com)

Lee, Virginia S. “The Influence of Disciplinary Differences on Consultations with Faculty.” *To Improve the Academy* 18 (2000): 278-290.

Keywords: Evaluation; Faculty Observations

“In recent years researchers have begun to investigate the nature of disciplinary differences in higher education and their implications for teaching and learning. While researchers have studied several aspects of disciplinary differences, they have given comparatively little attention to the significance of these differences for faculty development. After reviewing selective, representative studies from the literature on disciplinary differences, this paper develops a general framework for determining how the characteristics of a discipline influence the dynamics of the consulting relationship using the example of the hard sciences. It explores what kinds of discipline-specific knowledge will be important for consultants and under what circumstances and the implications for effective consulting strategies. The paper concludes with recommendations for future research in this area.”

Lenicioni, Patrick. *The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues*. Hoboken, New Jersey: Jossey-Bass, 2016.

Keywords: Department Chair; Leadership

"In his classic, best-selling book, *The Five Dysfunctions of a Team*, Patrick Lencioni laid out a groundbreaking new approach for attacking the dangerous group behaviors that destroy teamwork. Here, he turns his focus to the individual member of a team, revealing the three indispensable virtues that make some people better team players than others. *The Ideal Team Player* presents a powerful framework and easy-to-use tools for identifying, hiring and developing ideal team players in any kind of organization. Whether you're a leader striving to create a culture of teamwork, a human resources professional looking to hire real team players or an employee wanting to make yourself an invaluable team member, this book will prove to be as practical as it is compelling." (from the tablegroup.com)

Leonard, Enid. *College Success Simplified: Managing Stress, Developing Concentration, Active Listening and Notetaking, Reading Textbooks, Writing Effectively, Preparing for a Career, Managing Your Money, Well-being and Relationships*. New York: Pearson Education, 2008.

Keywords: Active Learning

"*College Success Simplified* was designed to provide you with tools that you'll need for success in college. Reaching your creative potential can be achieved by accepting the challenge of college. Become an active learner- mark up the text, practice the techniques, and do the activities at the end of each chapter. Most importantly, enjoy the journey and have a rewarding experience." (Author's Note)

Leonard, Enid. *Study Skills Simplified: Communicating in the Classroom, Confidence Building and Goal Setting, Test Taking, Managing Stress, Developing Concentration, Active Listening and Notetaking, Reading Textbooks, Writing Effectively*. New York: Pearson/Longman, 2005.

Keywords: College Study Skills

"*College Success Simplified* was designed to provide you with tools that you'll need for success in college. Reaching your creative potential can be achieved by accepting the challenge of college. Become an active learner- mark up the text, practice the techniques, and do the activities at the end of each chapter. Most importantly, enjoy the journey and have a rewarding experience." (Author's Note)

Levesque, C., Sell, G. R., and Zimmerman, J. "A Theory-Based Integrative Model for Learning and Motivation in Higher Education." *Improving the Academy* 24 (2006): 86-103.

Keywords: Learning

"The shared mission of higher education institutions is to develop educated persons who are able to make connections and build on knowledge acquired across disciplines and fields and through various life experiences. This chapter offers a theory-based model that can be used by researchers and practitioners to enhance academic learning and motivation. Educators can create learning environments that move students from external regulation to self-determined forms of motivation. This model is used to describe conditions that enhance/restrict learning. It also has the potential to be used to interpret research on teaching and learning in higher education."

Lewis, Edith A. "Diversity and Its Discontents: Rays of Light in the Faculty Development Movement for Faculty of Color." *To Improve the Academy* 18 (2000): 3-26.

Keywords: Diversity Issues; Faculty Development

“Two faculty development conferences held within a six-day period during October 1998 yielded important experiences and lessons for faculty and professionals interested in working with faculty of color. This paper, written from the standpoint of a faculty member of color, outlines the strengths and challenges of working on these issues in higher education institutions.”

Lieberman, D. A. and Guskin, A. E. “The Essential Role of Faculty Development in New Higher Education Models.” *Improving the Academy* 21 (2003): 257-272.

Keywords: Faculty Development

“There is a growing interest and active discussion about new educational environments, which shift the emphasis of education from faculty and their teaching to students and their learning. This shift enables us to view the education of students in multiple educational environments beyond the traditional model of faculty teaching students in a classroom. Combining both different instructional role and educational settings into new higher education models of undergraduate education will demand that faculty learn new roles. It also holds out the hope that reducing the demands on faculty time and increasing the availability of other institutional resource will enhance the quality of faculty work life. To successfully address factors like financial constraints and accountability while creating, implementing and sustaining new higher education models will require the commitment of a number of significant groups in the institution. Among the most important will be the work of faculty development professionals and the centers they lead.”

Lieberman, D. A. and Wehlburg, C. *To Improve the Academy*, Bolton, MA: Anker Publishing, 2002.

Keywords: Improving higher education

“An annual publication of the Professional and Organizational Development (POD) Network in Higher Education, volume 20 of *To Improve the Academy* is a collection of articles that reflects on elements of change within institutions of higher education. Combining theory and application, the authors offer useful suggestions and incorporate case studies that highlight the importance of understanding the role of the instructor in the student learning environment. Inviting readers to submit their opinions and inquiries, each chapter ends with the contact information of its author.”

Liesveld, R. and Miller, J. *Teach with Your Strengths: How Great Teachers Inspire Their Students*. New York, NY: Gallup press, 2005.

Keywords: Effective Teaching; Problem Solving

“What do great teachers do differently? As an educator, you may ask yourself this question all the time. Or you may know the answer but are struggling in an environment that just doesn’t appreciate great teaching.

“Whatever the case, educators- and American society in general- have long worried about the lack of great teaching. That is why for decades, Gallup has directed the leading thinkers in education and psychology to uncover what makes a teacher truly great.

“Mountains of research point this remarkable fact: While their styles and approaches may differ, all great teachers make the most of their natural talents. Here’s something else: Great teachers don’t strive to be well-rounded. They know that “fixing their weaknesses” doesn’t work- it only produces mediocrity. Worse, it diverts time and attention from what they naturally do well.

“In *Teach with Your Strengths*, you’ll hear from great teachers, many of whom reveal their unorthodox- and sure to be controversial- approaches. You’ll gain key insights gleaned from 40 years of research into great teaching. And, you’ll take an online assessment that reveals your Signature Themes of talent.

"As you read this groundbreaking book, you'll discover your own innate talents as a teacher. And you'll learn how to liberate those talents to inspire the next generation of students." (Book Jacket)

Light, P. T., Chen L. H., Ittelson, C. J. *Documenting Learning with ePortfolios: A Guide for College Instructors*. San Francisco, CA: Wiley Publications, 2012.

Keywords: Guide for ePortfolios

"E-portfolios perform many functions in higher education at both an institutional and student level. This book offers online instructors guidance in creating and implementing e-portfolios with their students. It helps them assess the needs of their students then design and implement a strategic, comprehensive e-portfolio program tailored to these needs. Further, it lets instructors see how such programs can be used as an example of their own personal and professional academic development. This is an essential resource for any online instructor or student wishing to use e-portfolios as a tool." (Back Cover)

Linder, Kathryn. "Graduate Student Internships as a Pathway to the Profession of Educational Development." *To Improve the Academy* 30 (2011): 3-16.

Keywords: Internship, Graduate Students

"Educational developers can help create a cadre of well-prepared new professionals by mentoring them during graduate study. Through an educational development intern position, we created a mentorship opportunity for graduate students interested in the field of educational development as a career opportunity. Teaching center staff, participating graduate student interns, and the field of educational development benefited from the model."

Love, Jane. "Meeting the Challenges of Integrative Learning: The Nexia Concept." *To Improve the Academy* 26 (2008): 263-274.

Keywords: Curriculum; Faculty Development; Learning

"Integrative learning challenges faculty developers to facilitate integrative and connective experiences not only for students, but for faculty as well. For many faculty, curricular requirements impede connective teaching, and the widespread assumption that connectivity must be taught on the course level also limits their ability to enrich students' learning through diverse perspectives and interactions. Nexia is an approach to this problem based on the concept of ad hoc connectivity, or small-scale, focused, short-term connections that allow students from two or more courses to interact around points of interest to both classes. By releasing connective teaching from expensive curricular constraints, the Nexia approach enables faculty and students to share interdisciplinary, integrative learning experiences within existing curricula."

Lowman, Joseph. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1995.

Keywords: Classroom Dynamics; Interpersonal Skills; Teaching Styles; Teaching Techniques

"Since the publication of the first edition of *Mastering the Techniques of Teaching* in 1984, national interest in promoting effective college teaching has risen to an all-time high. While Joseph Lowman's revised second edition of this widely praised work retains the vision of exemplary teaching presented in the original, it has been completely updated to reflect the results of a wealth of additional research and practice.

"Lowman presents for the first time 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. He expands his earlier model of effective teaching to place more emphasis on motivational skill and commitment to teaching. And he presents still more options on how to organize classes and use group work to promote learning.

"This second edition also includes an expanded checklist to help college teachers analyze their classroom performance on videotape, detailed instructions on how to use videotape analysis to improve teaching, and a new approach to evaluating college teaching based on Lowman's expanded model of exemplary teaching."
(Book Jacket)

Lucas, Bonnie, et al. "Enhancing Out-of-Class Communication: Students' Perspectives." *To Improve the Academy* 30 (2011): 71-85.

Keywords: advisement; communication

"Out-of-class communication between faculty and students is linked to student learning, engagement, and success. As the source for mentoring, advising, and supplemental instruction, out-of-class communication and its barriers require explicit attention. Using a faculty-student collaborative research approach, we interviewed a diverse group of thirty-three undergraduates regarding behaviors, statements, and practices that contributed to or discouraged out-of-class communication. We found that in-class communication sets the stage for whether students approach faculty outside class and that faculty misbehaviors and disconfirming communication in class almost inevitably lead to out-of-class avoidance."

Magnan, Robert. (Ed.). *147 Practical Tips for Teaching Professors*. Madison, WI: Magna Publications, Inc., 1990.

Keywords: Large Class Size; Teaching Techniques

"From the issues of *The Teaching Professor* comes this collection of tried and tested tips for new and experienced professors.

"Starting with pre-term activities, and moving through the term to examinations, grading, and evaluation, *147 Tips* covers all the important phases of the teaching process.

Some of what you'll find inside:

- Physicality: use classroom space to make your lessons more effective.
- Large lectures: turn the forbidding size and format to your pedagogical advantage.
- Discussions: create structure and direction while allowing your students to control content.
- Evaluations: find out from your students how well you're teaching, using criteria that can actually make a difference.

"Whether you lecture to mega-classes or lead small discussions, *147 Tips* will help you improve your teaching effectiveness." (Back Cover)

Maki, Peggy. *Assessing for Learning*, Sterling, VA: Stylus Publications, 2010.

Keywords: Strategies, Student Learning, Assessment methods.

"Recognizing that assessment is not initially a linear process, and recognizing that institutions develop processes appropriate for their mission and culture, this book does not take a prescriptive or formulaic approach to building this commitment. What it does present is a framework with examples of processes and strategies, to assist faculty, staff, administrators, and campus leaders to develop a sustainable and shattered core institutional process that deepens inquiry into what and how students learn.

This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators, and students to develop evidence of student's abilities to integrate, apply, and transfer learning, as well as to construct their own meaning." (Back Cover)

Mastascusa, J., Edward. *Effective Instruction for STEM Disciplines: From Learning Theory to College Teaching*, San Francisco, CA: John Wiley & Sons, 2011.

Keywords: Student Learning, Methods, Neurological ways brain processes knowledge.

"This groundbreaking book offers information on the most effective ways that students process material, store it in their long-term memories, and how that affects learning for long-term retention. It reveals how achieving different levels is important for "transfer" which refers to the learner's ability to use what is learned in different situations and to problems that might not be directly related to the problems used to help the student learn. Filled with proven tools, techniques, and approaches, this book explores how to apply these approaches to improve teaching." (Back Cover)

McBride, Leslie, et al. "Reflecting Together About Tenure and Promotion." *To Improve the Academy* 30 (2011): 43-54.

Keywords: Tenure; Promotion; Portfolios

"What happens when faculty representing various disciplines and career stages reflect together on the tenure and promotion process? How does the learning community they form facilitate development of their academic portfolios, and what insights into various forms of scholarship does it provide? This chapter addresses these questions. It describes the learning community over a five-month period, explains how academic portfolio development was used as a common reference point for addressing tenure and promotion issues, and summarizes insights and perspectives shared among faculty members as they tried to understand the value of diverse forms of scholarships."

McCabe, Donald L., Kenneth D. Butterfield, and Linda K. Treviño. *Cheating in College: Why Students Do It and What Educators Can Do About It*. Baltimore: Johns Hopkins University Press, 2012.

Keywords: Cheating; Academic Integrity

Drawing upon published and unpublished research spanning twenty years, "the authors investigate trends over time, including internet-based cheating. They consider personal and situational explanations, such as the culture of groups in which dishonesty is more common (such as business majors) and social settings that support cheating (such as fraternities and sororities)." In addition, discusses several strategies to resolve the problem.

McGinnis, K. and Maeckelbergh, K. "Do You See What I See?" *To Improve the Academy* 13 (1994): 191-201.

Keywords: Visual Literacy

"This paper explores the role of visual perception as a value-laden, learned behavior. Through example, including visual conventions, it describes the relationships between perception, culture, and experience as well as the impact visual imagery has in the academic community. Methods for developing critical visual inquiry (visual literacy) are included."

McGlynn, Angela. *Successful Beginnings for College Teaching*. Madison, WI: Atwood Publishing, 2001.

Keywords: Motivation; under-prepared students; first day; freshmen; syllabus

"Laying the groundwork for a successful semester starts with the first day of class. Author Angela Provitera McGlynn tells that the first day is not the day to pass out a syllabus and let everyone go. Rather, it's the day to set the context for the rest of the semester. The author stresses the need for developing an atmosphere of respect for

diversity while simultaneously providing a safe and exciting place to explore differences. Included are a whole variety of ice breakers and other exercises to keep students engaged and interacting. In addition, such vital issues as classroom dynamics, motivating students, and dealing with incivility are addressed with suggestions for promoting positive interactions."

McGrory, Kathleen. "An Outsider's View of POD Values—and of POD's Value to the Academy." *To Improve the Academy* 13 (1994): 373-388.

Keywords: Faculty Development

1993 Professional and Organizational Development Capstone Address.

McGuire, Sandra Yancy & Stephanie McGuire. *Teach Students How to Learn: Strategies You Can Incorporate into any Course to Improve Student Metacognition, Study Skills, and Motivation.* Sterling, Virginia: Stylus, 2015.

Keywords: Learning Strategies; Underprepared Students; Motivation

Intended for faculty to help students learn how to learn. Includes PPT slide content and many other supports to help faculty adopt McGuire's successful practices.

"Sandra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement. First, she demonstrates how introducing students to metacognition and Bloom's Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth. Next, she presents a specific study system that can quickly empower students to maximize their learning. Then, she addresses the importance of dealing with emotion, attitudes, and motivation by suggesting ways to change students' mindsets about ability and by providing a range of strategies to boost motivation and learning; finally, she offers guidance to faculty on partnering with campus learning centers." (from goodreads.com)

McGuire, Sandra Yancy & Stephanie McGuire. *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level.* Sterling, Virginia: Stylus, 2012.

Keywords: Learning Strategies; Underprepared Students; Motivation

After writing a manual for faculty, McGuire then wrote a book to help students. It could be helpful to read both books. In this volume, McGuire summarizes the most effective study skills for students to easily understand. "McGuire hits it out of the park with this book written for students. She easily connects to them through her conversational style, empathy, case studies and a strong belief in their power to succeed. She shares strategies for learning through graphics and activities that ensure their active engagement. She fully understands the importance of readability as she fills the text with questions. This book explodes with energy and passion and should be on every student's bookshelf." (from the publisher)

McKeachie, Wilbert J. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers.* Boston, MA: Houghton, 2002.

Keywords: Active Learning; Assessment; Class Size; Cooperative Learning; Ethics; Lectures

"This best-selling, practical handbook is an invaluable tool for all college instructors and for courses in instruction, workshops, and training seminars. *McKeachie's Teaching Tips* reflects the commitment and care the author brings to his teaching and to this text." (Back Cover)

McKinney, Kathleen. *Enhancing Learning through the Scholarship of Teaching and Learning: The Challenges and Joys of Juggling.* Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Effective Teaching

"The Challenges and Joys of Juggling there has been growing demand for workshops and materials to help those in higher education conduct and use the scholarship of teaching and learning. This book offers advice on how to do, share, and apply SoTL work to improve student learning and development. Written for college-level faculty members as well as faculty developers, administrators, academic staff, and graduate students, this book will also help undergraduate students collaborating with faculty on SoTL projects. Though targeted at those new to the field of SoTL, more seasoned SoTL researchers and those attempting to support SoTL efforts will find the book valuable. It can be used as an individual reading, a shared reading in SoTL writing circles, a resource in workshops on SoTL, and a text in seminars on teaching.

Contents include:

- Defining SoTL
 - The Functions, value, rewards, and standards for SoTL work
 - Working with colleagues, involving students, writing grants, integrating SoTL into your professional life, and finding useful resources
 - Practical and ethical issues associated with SoTL work
 - Making your SoTL public and documenting your work
 - The status of SoTL in disciplinary and institutional contexts
 - Applying the goals of SoTL to enhance student learning and development"
- (Jossey-Bass.com)

McKinney, Kathleen. "The Scholarship of Teaching and Learning: Past Lessons, Current Challenges and Future Visions." *To Improve the Academy* 22 (2004): 3-19.

Keywords: The Scholarship of Teaching and Learning

"This chapter reviews the complex history of the scholarship of teaching and learning (SoTL) including SoTL as a social movement and various conceptualizations of the term. Based on extant work, I also discuss past lessons, current challenges, and future directions for SoTL. Additional theorizing and research are needed in many areas. Suggestions related to faculty and organizational development and change are imbedded in this discussion."

Menges, R.J. and Weimer, M. *Teaching on Solid Ground: Using Scholarship to Improve Practice*. San Francisco: Jossey-Bass, 1996.

Keywords: Assessment; Collaborative Learning; Developing Effective Courses

"An excellent book for faculty who regard teaching as more than a set of techniques. Menges and Weimer focus on connecting teaching with student learning, and they help faculty develop a systematic inquiry into teaching strategies, as well as showing them how to better utilize students assessment in the classroom. -Larry Braskamp, dean of the College of Education, University of Illinois, Chicago" (Jossey-Bass.com)

Meyers, C. and Jones, T.B. *Promoting Active Learning: Strategies for the College Classroom*. San Francisco: Jossey-Bass, 1993.

Keywords: Active Learning; Teaching Techniques

"Gives an abundance of practical advice on how active learning techniques can be used by teachers across the disciplines. Using real-life examples, the authors discuss how various small-group exercises, simulations, and case studies can be blended with the technological and human resources available outside the classroom. The book is engagingly written for all classroom teachers. --Stephen Brookfield, distinguished professor of education, University of St. Thomas, St. Paul, Minnesota" (Jossey-Bass.com)

Mezeske, R. J. and Mezeske, B. A. *Beyond Tests and Quizzes: Creative Assessments in the College Classroom*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Creative Assessments

"Because the drive toward external assessment speaks almost exclusively in terms of standardized testing, we need to be reminded of the internal purposes of assessment: measuring learning for both student and teacher so that instruction can be adjusted and improved. This book is written for college instructors who are striving to creatively change assessment practice to better reflect learner-centered teaching. It is intended to consider not only the multiple ways in which individuals learn content, but also the multiple avenues to assessment the variety of learning style demands.

"Creative assessment is defined here as assessments that spin, twist, and reform what might be a standard kind of assessment in an ordinary classroom. Instructors should use these examples of creative assessment as starting points, and as the beginnings of an internal discussion on what matters in the courses they teach: What components of each course count the most for solving a range of problems in the discipline? If facts are important, and they usually are, how can they be used to support a flexible approach to thinking, solving, considering options, and gathering and interpreting evidence? What are the facts not telling us?" (Jossey-Bass.com)

Michaels, Walter. *The Trouble With Diversity: How We Learned to Love Identity and Ignore Inequality*. New York: Metropolitan Books, 2006.

Keywords: Diversity Training

"A brilliant and contrarian assault on our obsession with every indifference except the one that really matters- the difference between rich and poor. If there's one thing Americans agree on, it's the value of diversity. Our corporations vie for slots in the Diversity Top 50, our universities brag about minority recruiting, and every month is Somebody's History Month. But in this provocative new book, Walter Benn Michaels argues that our enthusiastic celebration of "difference" masks and even contributes to our neglect of America's vast and growing economic divide. Affirmative action in schools has not made them more open, it's just guaranteed that the rich kids come in appropriate colors. Diversity training in the workplace has not raised anybody's salary (except maybe the diversity trainers'), but it has guaranteed that when our job is outsourced, your culture will be treated with respect.

"With lacerating prose and exhilarating wit, Michaels takes on the many manifestations of our devotion to diversity, from companies apologizing for slavery, to a college president explaining why there aren't more women math professors, to the codes of conduct in the new "humane corporations." Our commitment to diversity is so complete, he argues, that we're no longer willing to take a stand against people with opposite religious or political beliefs, preferring to think of them as innocuously different rather than plain wrong. Looking at the books we read, the TV shows we watch, and the lawsuits we bring, Michaels shows that diversity has become everyone's sacred cow precisely because it offers a false vision of social justice, one that conveniently costs us nothing. The issues we love to fight over- affirmative action, sexism, and the preservation of English as our national language- mislead us about the real problems and distract us from the real solutions. Describing the left and right more as collaborators than opponents, *The Trouble with Diversity* calls for us to pay less attention to the illusory differences of culture and more attention to the not-so-illusory differences of class and wealth. It's not just that class matters more than race, Michaels asserts, but that the logic of diversity encourages the acceptance of inequality.

Sharply reasoned and bracingly controversial, *The Trouble with Diversity* is a daring break with contemporary pieties." (Book Jacket)

Michaelsen, L.K., Knight, A.B., and Fink, L.D. (Eds.). *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*. Westport, CT: Greenwood Publishing Group, Inc., 2002.

Keywords: Effective Assignments; Team-Based Learning

"This book describes team-based learning (TBL), an unusually powerful and versatile teaching strategy that enables teachers to take small-group learning to a new level of effectiveness. It is the only pedagogical use of small groups that is based on recognition of the critical difference between "groups" and "teams," and intentionally employs specific procedures to transform newly formed groups into high-performance learning teams.

"This is a complete guide to implementing TBL in a way that will promote the deep learning all teachers strive for: critical thinking, collaboration, mastery of discipline knowledge, and the ability to apply it." (Back Cover)

Michaelsen, L. K., Firestone Jones, C., and Watson, W. E. "Beyond Groups and Cooperation: Building High Performance Learning Teams" *Improving the Academy* 12 (1993): 127-145.

Keywords: Learning

"This article examines potential parallels between using teams in the workplace and in the classroom and is based on the assumption that educators may be able to learn a great deal from industry's successes using high-performing teams. This article (1) outlines the key attributes of groups affecting their ability to engage in productive work, (2) identifies management practices that have consistently resulted in high performance teams in the workplace, (3) compares these practices with the prescriptions of three widely used but different instructional approaches to group-based learning: incorporating a group assignment as a supplement to a predominantly lecture-based course, Cooperative Learning and Team Learning, and (4) discusses the implications for using small group-based instructional strategies in higher education."

Michaelsen, L. and McCord, M. "Teaching Business by Doing Business: An Interdisciplinary Faculty-Friendly Approach." *To Improve the Academy* 25 (2007): 238-253.

Keywords: Active Learning; Service Learning

"This chapter describes the implementation of an interdisciplinary undergraduate curricular innovation in two different university settings. The Integrative Business Experience (IBE) requires students to enroll concurrently in three required core business courses and a practicum course in which they develop and operate a startup business (based on a real-money loan of up to \$5,000) and carry out a hands-on community service project. This chapter also reports outcomes for students (including data from an assessment), examines the variables that minimize the difficulty of achieving cross-disciplinary integration in IBE, and suggests keys to enabling faculty-friendly integrative course designs in other settings."

Middendorf, Joan K. "A Case Study in Getting Faculty to Change." *To Improve the Academy* 17 (1998): 203-224.

Keywords: Faculty Development

"Academic support professional have a lot to share with faculty, but it is our special challenge that faculty do not always welcome our help. We can achieve greater success and suffer less frustration by understanding some principles about the process of change. This article offers four principles of implementing change and illustrates their application to a project. If academic support professionals prepare to offset resistance, model a vision of success, involve key people, and match

strategies to the stages faculty move through in accepting a change, we can enhance adoption new approaches.”

Middendorf, J. and Pace, D. “Easing Entry into the Scholarship of Teaching and Learning Through Focused Assessments: The “Decoding the Disciplines” Approach.” *To Improve the Academy* 26 (2008): 53-67.

Keywords: Scholarship of Teaching and Learning

“Students’ difficulty in mastering material can motivate faculty toward the scholarship of teaching and learning (SoTL) if instructors’ frustration can be framed as a researchable question, and they have practical models for assessing learning outcomes. The “decoding the disciplines” approach supports this shift from reflective teaching to SoTL. By focusing on narrowly defined bottlenecks to learning, faculty define researchable questions convincing to their disciplines. The specificity of these inquiries makes the assessment of learning much easier through the application of existing tools, such as those provided in Angelo and Cross’s *Classroom Assessment Techniques* (1993). Example of specific assessments are provided.”

Midendorf, Joan K. “Finding Key Faculty to Influence Change.” *To Improve the Academy* 18 (2000): 83-93.

Keywords: Faculty Development; Teaching Techniques

“To succeed in getting faculty to accept new teaching approaches, academic support professionals can benefit from the literature on planned change. By understanding the different rates at which faculty accept change, we can also identify the faculty most likely to lead their colleagues to accepting new approaches. Opinion leaders can offer insight into faculty reactions to new approaches; their involvement in project planning can influence acceptance. Innovators, when selected carefully, can demonstrate and test new teaching approaches. Knowledge of when and how to involve these two kinds of faculty can reduce frustration and enhance efforts to spread new ideas about teaching and learning.”

Middendorf, Joan. “Getting Administrative Support for Your Project.” *To Improve the Academy* 19 (2001): 346-359.

Keywords: Faculty Development

“For faculty development professionals to succeed with projects, we need the help of key administrators. More than anyone else, they can link our efforts to campus priorities, help us understand the decision-making system, and facilitate our efforts. This essay describes six steps for gaining and maintaining administrative support for projects. The steps entail 1) knowing administrator needs, 2) identifying likely supporters, 3) maintaining good working relationships, 4) involving the sponsors, 5) evaluating the sponsors’ commitment, and 6) recognizing the support of sponsors. Collaboration with administrators and application of the stages is illustrated with a case study of Indiana University’s Freshman Learning Project.”

Miller, Michelle D. *Minds Online: Teaching Effectively with Technology*. Harvard University Press, 2014.

Keywords: Design; Online

From wired campuses to smart classrooms to massive open online courses (MOOCs), digital technology is now firmly embedded in higher education. But the dizzying pace of innovation, combined with a dearth of evidence on the effectiveness of new tools and programs, challenges educators to articulate how technology can best fit into the learning experience. *Minds Online* is a concise, nontechnical guide for academic leaders and instructors who seek to advance learning in this changing environment, through a sound scientific understanding of

how the human brain assimilates knowledge. Drawing on the latest findings from neuroscience and cognitive psychology, Michelle Miller explores how attention, memory, and higher thought processes such as critical thinking and analytical reasoning can be enhanced through technology-aided approaches. The techniques she describes promote retention of course material through frequent low-stakes testing and practice, and help prevent counterproductive cramming by encouraging better spacing of study. Online activities also help students become more adept with cognitive aids, such as analogies, that allow them to apply learning across situations and disciplines. Miller guides instructors through the process of creating a syllabus for a cognitively optimized, fully online course. She presents innovative ideas for how to use multimedia effectively, how to take advantage of learners' existing knowledge, and how to motivate students to do their best work and complete the course. For a generation born into the Internet age, educational technology designed with the brain in mind offers a natural pathway to the pleasures and rewards of deep learning.

Miller, Michelle D. *Remembering and Forgetting in the Age of Technology*. West Virginia University Press, 2022.

Keywords: Cognition; Design; Learning; Memory; Metacognition; Reading; Technology
 "Human minds are made of memories, and today those memories have competition. Biological memory capacities are being supplanted, or at least supplemented, by digital ones, as we rely on recording—phone cameras, digital video, speech-to-text—to capture information we'll need in the future and then rely on those stored recordings to know what happened in the past. Search engines have taken over not only traditional reference materials but also the knowledge base that used to be encoded in our own brains. Google remembers, so we don't have to. And when we don't have to, we no longer can. Or can we?"
 "*Remembering and Forgetting in the Age of Technology* offers concise, nontechnical explanations of major principles of memory and attention—concepts that all teachers should know and that can inform how technology is used in their classes. Teachers will come away with a new appreciation of the importance of memory for learning, useful ideas for handling and discussing technology with their students, and an understanding of how memory is changing in our technology-saturated world."

Millis, Barbara J. "A Versatile Interactive Focus Group Protocol for Qualitative Assessments." *To Improve the Academy* 22 (2004): 125-141.

Keywords: Assessment
 "A highly flexible focus group protocol captures efficiently and economically useful data for immediate and longitudinal course and program assessment. Special features include an index card activity that deals with satisfactions levels and a Roundtable/Ranking activity that allows participant-generated judgments about the most positive and the most negative features of a course or program. These latter activities, with data displayed in an Excel histogram and in a color-coded Word table. Can be used for what is called a "Quick Course Diagnosis" (QCD)."

Millis, Barbara J. "Conducting Cooperative Cases." *To Improve the Academy* 13 (1994): 309-328.

Keywords: Cooperative Learning
 "The power of case studies has been well-documented. Most facilitators use the widely known whole-group Harvard discussion model. However, a cooperative case approach serves as an effective alternative or supplementary approach. This article, which uses—appropriately—the example of a cooperative learning case study, provides a detailed look at the cooperative case study method, including its rationale and value, creative group formations, and facilitation guidelines."

Millis, Barbara. *Cooperative Learning in Higher Education*. Stylus: Stylus Publishing Company, 2010. (Currently missing from the TALE Library; we are seeking a replacement.)

Keywords: Strategies, Pedagogies.

"If you've been interested in cooperative learning, but wondered how it would work in your discipline, this book provides the necessary theory, and a wide range of concrete examples.

Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college, and graduate courses in history and the sciences, and how it works in small and large classes, as well as in hybrid and online environments. The authors describe the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and graduate levels." (Back Cover)

Millis, Barbara. "Creating a "TQM" Classroom through Cooperative Learning." *To Improve the Academy* 12 (1993): 147-161.

Keywords: Cooperative Learning

"Two important trends in higher education—Total Quality Management and Cooperative Learning—happily result in compatible and creative classroom approaches. In fact, much of the TQM theory is predicated on the noncompetitive teamwork that forms the heart of the cooperative learning movement. This paper discusses how instructors using cooperative learning activities simultaneously create a TQM classroom."

Millis, Barbara J. "Helping Faculty Learn to Teach Better and "Smarter" Through "Sequenced Activities." *Improving the Academy* 24 (2006): 216-230.

Keywords: Assessment; Cooperative Learning

"Faculty developers can help faculty learn to intentionally sequence assignments and activities to promote greater learning when they understand the convergent research—with its practical implication for teaching—on how people learn, on deep learning, and on cooperative learning. Such a sequence includes a motivating out-of-class assignment (homework), in-class "processing" that includes active learning and student interactions, and feedback and assessment, often given in multiple ways. This approach is modeled through two examples using graphic organizers."

Millis, Barbara J. "Structuring Complex Cooperative Learning Activities in 50-Minute Classes." *To Improve the Academy* 25 (2007): 153-171.

Keywords: Cooperative Learning

"Given the power of learning-centered teaching, faculty can be coached to structure cooperative activities wisely and well, even within 50-minute class periods where there is a perception that complex group work is difficult. In addition to giving some basic advice on team formation and classroom management, this chapter provides examples of five complex cooperative learning structures---Jigsaw, Send-a-Problem, Cooperative Debates, Guided Reciprocal Peer Questioning, and Bingo—that can be conducted within 50-minute classes. The specific literature-based examples are complemented by examples in a variety of other disciplines, making them seem doable to more faculty."

Millis, Barbara J. "Using Cooperative Games for Faculty Development." *Improving the Academy* 21 (2003): 93-108.

Keywords: Faculty Development; Teaching Techniques

Updated: 10 May 2022-LMSB

"Learning through games has been going on for centuries. Faculty developers, however, are only now realizing the impact of well-structured and well-planned games. They not only "educate" engaged faculty members, but they can also motivate them. This chapter discusses the educational value of games, reveals their key underlying principles, and offers two examples of successful faculty development games (scavenger hunt and Bingo) that can be replicated on any campus."

Milloy, P. and Brooke, C. "Beyond Bean Counting: Making Faculty Development Needs Assessment More Meaningful." *To Improve the Academy* 22 (2004): 71-92.

Keywords: Assessment; Faculty Development

"Faculty development centers face many challenges including shrinking resources while providing an increasing array of programs and services to enhance learning. Needs assessment can be seen as a valuable tool to help centers focus efforts to meet the most salient needs relevant to the institutional mission. This chapter describes a faculty development needs assessment project that was implemented at a large public institution. Data collected was used to focus programming and guide decision-making. Based upon a presentation at the 2002 POD conference, selected needs assessment findings and their programmatic implications for the center are presented."

Mintz, Jacqueline. "Challenging Values: Conflict, Contradiction, and Pedagogy." *To Improve the Academy* 13 (1994): 177-190.

Keywords: Academic Leadership; Pedagogy

"The current crises of economics, demographics, retention, and disgruntled faculty, along with the neglect of the national mission to educate our citizenry for a democratic society, offer an opportunity on the cusp of the millennium to reflect about our values and the values of traditional American education. The literature of travel and cultural studies provides new lenses to help us and our institutions expose deeply held beliefs, assumptions, and the actions that have been taken in their names. Uncovering these beliefs can enable us as educators to reconstruct a common mission through developing a dynamic pedagogy for today's students, bolstered by the energies and informed by the voices, experiences, and values of all our citizens."

Moody, Joann. *Faculty Diversity: Removing the Barriers*. New York, New York & Abington, Oxon: Routledge, 2012.

Keywords: Diversity; Inclusion; Search and Screen; Leadership; Department Chair

"Why do we see so little progress in diversifying faculty at America's colleges, universities, and professional schools? This book explores this important question and provides steps for hastening faculty diversity. Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields, Dr. Moody provides practical and feasible ways to improve faculty recruitment, retention, and mentorship, especially of under-represented women in science-related fields and non-immigrant minorities in all fields. The second edition of *Faculty Diversity* offers new insights, strategies, and caveats to the current state of faculty diversity. This revised edition includes:

- New strategies to prevent unintended cognitive bias and errors that damage faculty recruitment and retention
- Expanded discussion on the importance of different cultural contexts, political, and historical experiences inhabited and inherited by non-immigrant faculty and students
- Increased testimonials and on-the-ground reflections from faculty, administrators, and leaders in higher education, with new attention to medical and other professional schools

- Updated Appendix with Discussion Scenarios and Practice Exercises useful to search and evaluation committees, department chairs, deans, faculty senates, and diversity councils
- Expanded chapter on mentoring that dispels myths about informal mentoring and underlines essential components for formal programs.
- Moody provides an essential, reliable, and eye-opening guide for colleges, medical, and other professional schools that are frustrated in their efforts to diversify their faculty.” (from wiley.com)

Mooney, K., Fordham, T., and Lehr, V. “A Faculty Development Program to Promote Engaged Classroom Dialogue: The Oral Communication Institute.” *To Improve the Academy* 23 (2005): 220-235.

Keywords: Faculty Development

“The St. Lawrence faculty development program in oral communication promotes and enhances teaching strategies and philosophies for productive and civil classroom discourse. Started in January 2002, the Oral Communication Institute (OCI) provides a sustained forum in which faculty explore the relationship among oral communication, critical thinking, and deep learning. In addition to creating discourse communities, the OCI affords participants opportunities to develop strategies for interactive, reflective student learning. This chapter addresses the essential components for developing an oral communication institute: clear teaching and learning goals, a deliberate format and curriculum, experiential pedagogy, and opportunities for faculty dialogue and reflection.”

Mooney, K. and Reder, M. “Faculty Development at Small and Liberal Arts Colleges.” *To Improve the Academy* 26 (2008): 158-172.

Keywords: Faculty Development

“The notable growth of faculty development programs and centers at small institutions warrants attention before their next stages of growth. We aim to capture and convey the central issues coalescing around the professionalization of teaching and learning activities and the work of faculty developers at small colleges. While this descriptive review draws direct comparisons to other types of institutions, particularly large research and comprehensive universities that serve as the norm for our profession’s faculty development practices, its main purpose is to address the distinctive characteristics of professional development at small colleges in general and liberal arts colleges in particular. Towards this end, we identify and explore four key issues: the characteristics and traditions related to teaching and learning in these institutional settings; the models and structures for teaching and learning programs at such colleges; the distinctive components of successful faculty development work at such institutions; and the broad applications that small college programs have for other institutional types and the future of our profession.”

Mullen, L. and Yssel, Nina. (Eds.). *The Teacher Educator*. Muncie, IN: Ball State University, 2003.

Keywords: Teacher Education; Technology

“In this special issue on technology and teacher education, we present the experiences of university-based teacher educators integrating computer technology requirements in the curriculum. The articles in this issue address practical ideas as well as the theoretical and unforeseen aspects of this integration process. In a time when teacher educators view learning to teach as complex, social, and political, we hope these articles move us toward fully understanding the interactive effects of learning about computer technologies on learning to teach.

“Whereas many teacher education programs have abandoned required technology courses to jump start National Educational Technology Standards- based competence, Britten, Stuve, and Mullen argue that advanced courses in educational technology for teacher education majors are still necessary for curricular integration with technology. In “Program Reflections on the Role of Longitudinal Digital

Portfolios in the Development of Technology Competence,” the authors discuss the nature and level of technology competence in relation to portfolio development and make recommendations for how programs might pursue similar models....” (Excerpt from Editor’s Comments)

Mullinix, Bonnie B. “Building It for Them: Faculty-Centered Program Development and eManagement.” *Improving the Academy* 24 (2006): 183-200.

Keywords: Faculty Development; Web-based Instruction

“This chapter documents the effectiveness of a responsive, multilevel, web-based system for identifying and responding to faculty interest and needs for training and development. A case-based description illustrates the advantages of using a web-facilitated approach to schedule sessions according to faculty interest and availability. From needs assessment survey, to session design and scheduling, to registration, communication, and monitoring of participation, to evaluation and feedback, this integrated system has proven effective in engaging faculty. Data collected over two years of program implementation is shared and implications for the design, facilitation and evaluation of such approaches are considered.”

Mullinix, Bonnie. “Credibility and Effectiveness in Context: An Exploration of the Importance of Faculty Status for Faculty Developers.” *To Improve the Academy* 26 (2008): 173-195.

Keywords: Faculty Development

“This study documents an emerging profile of the faculty status of faculty developers as solicited, compiled, and interactively interpreted with faculty developer practitioners. It used integrated (mixed) methodology and participatory research strategies to gather data and it shares descriptive statistical information on the various positions held by faculty developer respondents; qualitatively analyzed impressions of the importance of faculty status to their credibility and effectiveness as faculty developers; and information regarding respondents’ institutional contexts. Findings are further disaggregated across institutional contexts and sex to explore trends, differential perceptions, and other emergent issues as identified by participant researchers.”

Nathan, Rebekah. *My Freshman Year: What a Professor Learned by Becoming a Student*. Ithaca and London: Cornell University Press, 2005.

Keywords: Faculty-Student Relations; Student Behaviors; Values

“After more than fifteen years of teaching, Rebekah Nathan, a professor of anthropology at a large state university, realized that she no longer understood the behavior and attitudes of her students. Fewer and fewer participated in class discussion, tackled the assigned reading, or came to discuss problems during office hours. And she realized from the conversations with her colleagues that they, too, were perplexed: Why were students today so different and so hard to teach? Were they, in fact, more likely to cheat, ruder, and less motivated? Did they care at all about their education, besides their grades?

“Nathan decided to put her wealth of experience in overseas ethnographic fieldwork to use closer to home and applied to her own university. Accepted on strength of her high school transcript, she took a sabbatical and enrolled as a freshman for the academic year. She immersed herself in student life, moving into the dorms and taking on a full course load. She ate in the student cafeteria, joined student clubs, and played regular pick-up games of volleyball and tag football (sports at which the athletic fifty-something-year-old could hold her own). Nathan had resolved that, if asked, she would not lie about her identity; she found that her classmates, if they were curious about why she was attending college at her age, never questioned her about her personal life.

"Based on her interviews and conversations with fellow classmates, her interactions with professors and with other university employees and offices, and her careful day-to-day observations, *My Freshman Year* provides a compelling account of college life that should be read by students, parents, professors, university administrators, and anyone else concerned about the state of higher education in America today. Placing her own experiences and those of her classmates into a broader context drawn from national surveys of college life, Nathan finds that today's students face new challenges to which academic institutions have not adapted. At the end of her freshman year. She has an affection and respect for students as a whole that she had previously reserved only for certain individuals. Being a student, she discovers *is* hard work. But she also identifies fundamental misperceptions, misunderstandings, and mistakes on both sides of the educational divide that negatively affect the college experience.

"By focusing on the actual experiences of students, *My Freshman Year* offers a refreshing alternative to the frequently divisive debates surrounding the political, economic, and cultural significance of higher education- as well as a novel perspective from which to look at the achievements and difficulties confronting America's colleges and universities in the twenty-first century." (Book Jacket)

Neff, R.A. and Weimer, M. *Classroom Communication: Collected Readings for Effective Discussion and Questioning*. Madison, WI: Magna Publications, Inc., 1989.

Keywords: Classroom Communication

"Is discussion on of your teaching strategies? Do you try to encourage active learning by involving students in classroom dialogue? Do you aim to cultivate critical thinking by asking thought-provoking questions? Do your discussion and questioning strategies work as well as you wish?

"Most faculty find the first three questions easy; it's the last one that causes us to sigh, hesitate, and then admit we have trouble getting students to participate in classroom interactions.

"That is why Rose Ann Neff and Maryellen Weimer drew upon their training and experience in instructional development to select 10 of the best articles about asking questions and conducting discussions.

"They reviewed scores of articles, the selected 10 that most effectively address problems in classroom communication- and do so succinctly. "(Back Cover)

Neff, R.A. and Weimer, M. (Eds.). *Teaching College: Collected Readings for the New Instructor*. Madison, WI: Magna Publications, Inc., 1990.

Keywords: Assessment; Effective Lecturing Techniques; Participation

"If you have very little teaching experience (or want to give thoughtful assistance to a new instructor), look for support in this useful collection of ideas, information, and advice. Gain self-assurance from its focus on the "essentials" of teaching, in articles that cover the most important challenges that confront new instructors as they assume responsibility in the classroom. Topics covered include planning, teaching, and evaluating the results of your teaching. *Teaching College* covers techniques, strategies, and ideas that can help make early teaching experiences positive.

"*Teaching College* has a brand new look to facilitate readers and enhance the material." (Atwoodpublishing.com)

Nellis, P., Clarke, H., DiMartino, J., and Hosman, D. "Preparing Today's Faculty for Tomorrow's Students: One College's Faculty Development Solution." *To Improve the Academy* 19 (2001): 149-168.

Keywords: Faculty Development

"Valencia Community College in Orlando, Florida, has created a faculty development program underwritten for the past five years by a US Department of

Education Title III Strengthening Institution Grant. Our program rose from a deliberate desire to build active, collaborative faculty teams that would, in turn, build active, collaborative classrooms; our results demonstrate that faculty development programs based on observable and measureable outcomes can positively affect student academic performance and persistence. This essay details this faculty development project.”

Neuhaus, Jessamyn. *Geeky Pedagogy: A Guideline for Intellectuals, Introverts, and Nerd Who Want to Be Effective Teachers*. United States of America: West Virginia University Press, 2019.

Keywords: Learning; Introverts

Geeky Pedagogy is a funny, evidence-based, multidisciplinary, pragmatic, highly readable guide to the process of learning and relearning how to be an effective college teacher. It is the first college teaching guide that encourages faculty to embrace their inner nerd, inviting readers to view themselves and their teaching work in light of contemporary discourse that celebrates increasingly diverse geek culture and explores stereotypes about super-smart introverts.

Geeky Pedagogy avoids the excessive jargon, humorlessness, and endless proscriptions that plague much published advice about teaching. Neuhaus is aware of how embodied identity and employment status shape one's teaching context, and she eschews formulaic depictions of idealized exemplar teaching, instead inviting readers to join her in an engaging, critically reflective conversation about the vicissitudes of teaching and learning in higher education as a geek, introvert, or nerd. Written for the wonks and eggheads who want to translate their vast scholarly expertise into authentic student learning, Geeky Pedagogy is packed with practical advice and encouragement for increasing readers' pedagogical knowledge. (from the publisher)

Nichols, R., Amick, B., and Healy, M. “The Value of Classroom Humor.” *To Improve the Academy* 13 (1994): 329-346.

Keywords: Faculty Development; Teaching Techniques

“This article provides a model workshop which faculty developers can present to make the case for faculty to use humor as an aid to student learning. The uses of humor, the potential for it to be harmful, the benefits of humor when effectively used, and guidelines for classroom use are addressed.”

Nilson, Linda B. *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*. Sterling, Va. Stylus Publishing, 2013.

Keywords: metacognition; motivation; active learning; learner-centered; psychology

“Most of our students neither know how learning works nor what they have to do to ensure it, to the detriment both of their studies and their development as lifelong learners.

“The point of departure for this book is the literature on self-regulated learning that tells us that deep, lasting, independent learning requires learners to bring into play a range of cognitive skills, affective attitudes, and even physical activities – about which most students are wholly unaware; and that self-regulation, which has little to do with measured intelligence, can be developed by just about anyone and is a fundamental prerequisite of academic success.

“Linda Nilson provides the theoretical background to student self-regulation, the evidence that it enhances achievement, and the strategies to help students develop it. She presents an array of tested activities and assignments through which students can progressively reflect on, monitor and improve their learning skills; describes how they can be integrated with different course components and on various schedules; and elucidates how to intentionally and seamlessly

incorporate them into course design to effectively meet disciplinary and student development objectives. Recognizing that most faculty are unfamiliar with these strategies, she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them.

"The book concludes with descriptions of courses from different fields to offer models and ideas for implementation.

"At a time of so much concern about what our students are learning in college and how well prepared they are for the challenges of tomorrow's economy and society, self-regulated learning provides a reassuring solution, particularly as studies indicate that struggling students benefit the most from practicing it.

Nilson, Linda B. *Teaching at its Best: A Research-Based Resource for College Educators*. Indianapolis, IN: Jossey-Bass, 2010. Now in 4th Edition, 2016.

Keywords: Classroom Management; Learning Styles; Portfolios; Problem Solving; Teaching Techniques; Technology

"This expanded and updated edition of the best-selling handbook is an essential toolbox, full of hundreds of practical teaching techniques, classroom activities and exercises, for the new or experienced college instructor. This new edition includes updated information on the Millennial student, more research from cognitive psychology, a focus on outcomes maps, the latest legal options on copyright issues, and more. It will also include entirely new chapters on matching teaching methods with learning outcomes, inquiry-guide learning, and using visuals to teach, as well as section on the Socratic method, SCALE-UP classrooms, and more." (Back Cover)

Nilson, Linda B. *The Graphic Syllabus and the Outcomes Map: Communicating Your Course*. San Francisco, CA: Jossey-Bass, 2007.

Keywords: Technology

"This book shows college instructors how to communicate their course organization to students in a graphic syllabus—a one-page diagram, flowchart, or concept map of the topical organization—and an outcomes map—a one-page flowchart of the sequence of student learning objectives and outcomes from the foundational through the mediating to the ultimate. It also documents the positive impact that graphics have on student learning and cautions readers about common errors in designing graphic syllabi." (Jossey-Bass.com)

Nilson, Linda B. *Specifications Grading*. Stylus Publishing, 2015

Keywords: Grading

"In her latest book Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for. "She argues that the grading system most commonly in use now is unwieldy, imprecise and unnecessarily complex, involving too many rating levels for too many individual assignments and tests, and based on a hairsplitting point structure that obscures the underlying criteria and encourages students to challenge their grades.

"This new specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process – all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals.

"Among the unique characteristics of the schema, all of which simplify faculty decision making, are the elimination of partial credit, the reliance on a one-level grading rubric and the "bundling" of assignments and tests around learning outcomes. Successfully completing more challenging

bundles (or modules) earns a student a higher course grade. Specs grading works equally well in small and large class settings and encourages “authentic assessment.” Used consistently over time, it can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve.

“This book features many examples of courses that faculty have adapted to spec grading and lays out the surprisingly simple transition process. It is intended for all members of higher education who teach, whatever the discipline and regardless of rank, as well as those who oversee, train, and advise those who teach.”

Nilson, Linda B. *To Improve the Academy*, Indianapolis, IN: Jossey-Bass, 2010.

Keywords: Instructional, Organizational Development, Improving Higher Education

“An annual publication of the Professional and Organizational Development in Higher Education (POD), *To Improve the Academy* offers a resource for improvement in higher education to faculty and instructional development staff, department chairs, deans, student services staff, chief academic officers, and educational consultants.” (Back Cover)

Nilson, Linda B., and Ludwika A. Godson. *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research*. San Francisco: Jossey-Bass, 2018.

Keywords: Online Teaching; Distance Education

“provides practical, real-world advice grounded in educational science to help online instructors, instructional designers, and administrators deliver an exceptional learning experience.

- Adopt new pedagogical techniques designed specifically for online learning environments
- Ensure strong course alignment and effective student learning for online classes
- Increase student retention, build necessary support structures, and train faculty more effectively
- Integrate research-based course design and cognitive psychology into graduate or undergraduate programs”

Nilson, L. B., and B. E. Weaver. *Enhancing Learning with Laptops in the Classroom*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Technology

“This issue is the first major publication on teaching with laptops in the classroom. Its primary purpose is to show that university instructors make pedagogically productive and novel use of laptops in the classroom. As the chapters illustrate, laptops indeed offer rich new opportunities to make classes more student-active, thereby enhancing student engagement and learning. Moreover, these benefits can accrue without compromising the quality of student-instructor interaction or increasing the student workload.

“The issue also has a timely secondary purpose: to advise institutional leaders on how to make a laptop mandate successful at their university. Clemson University's mandate has met with tremendous and documented success. Their Laptop Faculty Development Program ensures that faculty interested in teaching with laptops receive extensive pedagogical as well as technical training before they take on a laptop course. Some of the more creative and effective laptop faculty are showcased in this volume.” (Jossey-Bass.com)

Nolinske, Terrie. “Minimizing Error When Developing Questionnaires.” *To Improve the Academy* 17 (1998): 291-310.

Keywords: Faculty Development

“Questionnaires are used by faculty developers, administrators, faculty, and students in higher education to assess need, conduct research, and evaluate teaching or learning. While used often, questionnaires may be the most misused method of collecting information, due to the potential for sampling error and

nonsampling error, which includes questionnaire design, sample selection, nonresponse, wording, social desirability, recall, format, order, and context effects. This article offers methods and strategies to minimize these errors during questionnaire development, discusses the importance of pilot-testing questionnaires, and underscores the importance of an ethical approach to the process. Examples relevant to higher education illustrate key points."

Noll, James. *Taking Sides: Clashing Views on Controversial Educational Issues*. Guilford, CT: McGraw-Hill, CO., 2004.

Keywords: Critical Thinking

"*Taking Sides: Clashing Views on Controversial Educational Issues*, 12th edition, is a debate-style reader designed to introduce students to controversies in education. The readings, which represent the arguments of leading educators and social commentators, reflect a variety of viewpoints and have been selected for their liveliness and substance and because of their value in a debate framework. "For each issue, the editor provides a concise introduction and postscript summary. The introduction sets the stage for the debate as it is argued in the "yes" and "no" readings, and the postscript briefly reviews the opposing views and suggests additional readings on the controversial issue under discussion. "By requiring students to analyzing opposing viewpoints and reach considered judgments, *Taking Sides* actively develops students' critical thinking skills. Is this development of critical thinking skills that is the ultimate purpose of each of the volumes in the widely acclaimed Taking Sides program." (Back Cover)

Notre Dame Faculty. *Changing the Process of Teaching & Learning*. University of Notre Dame, 1994.

Keywords: Classroom Interactivity; Communication

"This book contains only a few of the Notre Dame faculty and student success stories from 1992 to 1994: success in the use of advanced educational technologies; success in redoubling of enthusiasm; success in improved classroom interactivity; success in reaching beyond the classroom to open new highways of communication; success in multimedia courseware development; success in preparing students to achieve in groups and teams as well as individually. We wish to thank the faculty, staff, and students who have helped bring about such rapid, coherent change."

Nuhfer, Edward. "The ABCs of Fractal Thinking in Higher Education." *To Improve the Academy* 25 (2007): 70-89.

Keywords: Fractal Thinking

"All learning establishes and often stabilizes neural networks in the brain. These carry both cognitive and affective attributes and have fractal form. Fractal networks produce many actions and products that exhibit fractal qualities. Awareness of such qualities provides a unifying key to understanding and applying educational knowledge. It represents a marked shift in perception that differs from thinking customarily employed in considering information as a specialist. This alternate perspective helps professionals in higher education draw on diverse information from specialty research and apply it more effectively."

Oakley, B., Rogowosky, B., And Sejnowski, T. *Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn*. Penguin Group, 2014.

Keywords: Design; Learning; Universal Design

"Neuroscientists and cognitive scientists have made enormous strides in understanding the brain and how we learn, but little of that insight has filtered into the way teachers teach. *Uncommon Sense Teaching* applies this research to the

classroom for teachers, parents, and anyone interested in improving education.

Topics include:

- Keeping students motivated and engaged, especially with online learning
- Helping students remember information long-term
- Teaching inclusively in a diverse classroom where students have a wide range of abilities

Conceição Simone C. O, and Howles, Les L. *Designing the Online Learning Experience: Evidence-Based Principles and Strategies*. Stylus, 2021.

Keywords: Design; Online; Student-Centered

“This book provides instructors with a holistic way of thinking about learners, learning, and online course design. The distinctive strategies derived from an integrated framework for designing the online learning experience help create an experience that is more personalized, engaging, and meaningful for online learners. The focus of this book is on the learners and the design of their online learning experiences. The authors refer to learning design instead of instructional design – which focuses on instruction and places the instructor at the center stage of the process. Therefore, the focus is on approaching a learner’s online course experience as a journey consisting of a combination of learning interactions with content, instructor, and other learners.”

O’Donovan, K. and Simmons, S. “Making Meaning of a Life in Teaching: A Memoir-Writing Project for Seasoned Faculty.” *To Improve the Academy* 25 (2007): 315-326.

Keywords: Faculty Development

“The University of Minnesota’s faculty development project, “Making Meaning of a Life in Teaching,” promotes collegiality and enhances self-reflection for those who are experienced classroom instructors. Started in October 2003, this project provides a forum that invites participants to examine specific memories from their teaching lives and to transform those recollections into a written memoir. This chapter explores the use of memoir as an effective tool for faculty development, describes the project’s structure and components, and presents both co-facilitator and participant perspectives on the process and the memoir product.”

O’Neal, C. and Karlin, J. “Graduate Student Mentors: Meeting the Challenges of the Ongoing Development of Graduate Student Instructors.” *To Improve the Academy* 22 (2004): 320-320-332.

Keywords: Graduate Student Assistants

“Training and mentoring Graduate Student Instructors (GS Instructors) at large institutions presents three challenges to instructional developers: 1) training numerous GS instructors from multiple departments, 2) the vast array of duties GS Instructors need training in, and 3) the continual sophistication of GS Instructors. Here we describe how the College of Engineering at the University of Michigan has met these challenges through the use of Graduate Student Mentors (GS Mentors). GS Mentors are experienced GS Instructors who are trained to mentor and advise their peers. E discuss how the GS Mentors are selected, trained, and supervised, and how they have helped to meet the challenges outlined above.”

Olsen, D. and Simmons, A. “Faculty Perceptions of Undergraduate Teaching.” *To Improve the Academy* 13 (1994): 237-254.

Keywords: Faculty Development

“The purpose of this study was to construct an accurate depiction of the undergraduate teaching portion of the faculty role at a large, public research

university, drawing from interviews conducted with 114 faculty. The interview schedule investigated teaching load, course goals, perceptions of undergraduate students, modes of evaluating student learning, office hours and advising, professional role interests and time allocation, feedback about teaching performance, strategies for improving teaching, and satisfaction with teaching. The findings of the current study reveal that faculty are highly committed to intellectual development. Results also suggest how complex college and motivation students bring to the classroom; the difficulties inherent in creating an active, engaging learning environment in large lecture courses, and the competition faculty face from other professional demands upon them. Despite an interest in their undergraduate teaching role, faculty remain perplexed by students' lack of interest in a subject matter faculty find compelling, by new technologies and techniques that take time and resources to master, and by escalating external demands to teach more and teach better, without a clear understanding of what this means or how it is to be accomplished. Nevertheless, in the face of significant challenges, the majority of faculty find satisfaction in teaching and interacting with undergraduate students."

Oleson, Kathryn C. *Promoting Inclusive Classroom Dynamics in Higher Education: A Research-Based Pedagogical Guide for Faculty*. Stylus Publishing, 2021.

Keywords:

"This powerful, practical resource helps faculty create an inclusive dynamic in their classrooms, so that all students are set up to succeed. Grounded in research and theory (including educational psychology, scholarship of teaching and learning, intergroup dialogue, and social justice theory), this book provides practical solutions to help faculty create an inclusive learning environment in which all students can thrive."

Osborne, R., Browne, W., Shapiro, S., and Wagor, W. "Transforming Introductory Psychology: Trading Ownership for Student Success." *To Improve the Academy* 18 (2000): 128-150.

Keywords: Psychology

"As colleges struggle to maintain enrollments, many have shifted from a primary focus on recruitment of new students to an increased focus on retaining students once they begin attending the college or university. An examination of introductory courses on our campus, however, revealed significant differences between family perceptions of student skills and the actual skills students brought into the classroom. This prompted shifts in the manner in which we teach introductory psychology on our campus in order to enhance the skills necessary for success in survey courses and to provide a foundation of learning and thinking skills that would translate to other courses. These changes have resulted in enhanced consistency between sections of the course, increased cooperation between faculty teaching the course, and enhanced performance on the success measures we outlined for this project. This systematic transformation of the course and immediate and long-term outcome data are fully explored in this paper."

Ouellett, M. and Stanley, C. "Fostering Diversity in a Faculty Development Organization." *To Improve the Academy* 22 (2004): 206-225.

Keywords: Faculty Development

"Since 1994, the Professional and Organizational Development Network in Higher Education (POD) has articulated a goal of becoming a more multicultural organization. In support of this goal, POD sponsors two key initiatives; travel and internship grants. This chapter offers an historical overview of the first nine years of these programs, selected perspectives from participants on the individual and organizational benefits of these initiatives, and a context within which to explore how

POD is evolving as a multicultural organization and how it may benefit from increased attention to diversity related issues in the future.”

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 1998.

Keywords: Faculty Development; Reflective Teaching

“For many years, Parker Palmer has worked on behalf of teachers and others who choose their vocations for reasons of the heart but may lose heart because of the troubled, sometimes toxic systems in which they work. Hundreds of thousands of readers have benefited from his approach in *THE COURAGE TO TEACH*, which takes teachers on an inner journey toward reconnecting with themselves, their students, their colleagues, and their vocations, and reclaiming their passion for one of the most challenging and important of human endeavors.

“This book builds on a simple premise: good teaching cannot be reduced to technique but is rooted in the identity and integrity of the teacher. Good teaching takes myriad forms but good teachers share one trait: they are authentically present in the classroom, in community with their students and their subject. They possess “a capacity for connectedness” and are able to weave a complex web of connections between themselves, their subjects, and their students, helping their students weave a world for themselves. The connections made by good teachers are held not in their methods but in their hearts — the place where intellect, emotion, spirit, and will converge in the human self — supported by the community that emerges among us when we choose to live authentic lives.” (Jossey-Bass.com)

Palomba, C.A. and Banta, T.W. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Jossey-Bass, 1999.

Keywords: Assessment

“This step-by-step guide provides the most current practices for developing assessment programs on college and university campuses. *Assessment Essentials* outlines the assessment process from the first to the last step and is filled with illustrative examples to show how assessment is accomplished on today's academic campuses. It is especially useful for faculty members and others who may be new to the assessment process. In clear, accessible language, Palomba and Banta describe effective assessment programs and offer a thorough review of the most up-to-date practices in the field.

“Each chapter of the book addresses a specific aspect of assessment and is designed to walk users through various steps of the assessment process. This comprehensive resource shows how to:

- * Develop plans and goals that are right for the needs of an individual campus
- * Encourage involvement and support from students, faculty, alumni, and employees
- * Select useful methods and approaches
- * Use the most advantageous performance measures
- * Develop tests and classroom assignments
- * Choose appropriate surveys and focus groups
- * Accurately assess general education, campus environments, and student experiences
- * Effectively analyze, report, and use the assessment results” (Jossey-Bass.com)

Palloff, R. M. and Pratt, K. *The Excellent Online Instructor*. Indianapolis, IN: Jossey-Bass, 2011.

Keywords: Strategies, Professional Development, Online Classes

“*The Excellent Online Instructor* is a guide for new and seasoned faculty who teach online, those responsible for training and developing online instructors, and administrators who must evaluate online faculty performance. This comprehensive resource describes the qualities of and explains how one can become an excellent online instructor.” (Back Cover)

Pallof, R. M. and Pratt, K. *Building Online Learning Communities: Effective Strategies for the Virtual Classroom*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Collaborative Learning; Online Learning; Transformative Learning

“Building Online Learning Communities further explores the development of virtual classroom environments that foster a sense of community and empower students to take charge of their learning to successfully achieve learning outcomes. This is the second edition of the groundbreaking book by Rena Palloff and Keith Pratt and has been completely updated and expanded to include the most current information on effective online course development and delivery. A practical, hands-on guide, this resource is filled with illustrative case studies, vignettes, and examples from a wide variety of successful online courses. The authors offer proven strategies for handling challenges that include:

- Engaging students in the formation of an online learning community.
- Establishing a sense of presence online
- Maximizing participation
- Developing effective courses that include collaboration and reflection
- Assessing student performance

“Written for faculty in any distance learning environment, this revised edition is based on the authors many years of work in faculty development for online teaching as well as their extensive personal experience as faculty in online distance education. Rena M. Palloff and Keith Pratt share insights designed to guide readers through the steps of online course design and delivery.” (Jossey-Bass.com)

Palsole, Sunay, et al. “The Digital Academy: Preparing Faculty for Digital Course Development.” *To Improve the Academy* 30 (2011): 17-30.

Keywords: online; distance education

“New Generations of learners necessitate new ways of teaching, and hybrid courses can help institutions leverage technologies to improve teaching and learning. The adoption of a new instructional paradigm, however, requires attention to the faculty’s ability to create and deliver effective courses. The University of Texas at El Paso has developed the Digital Academy to help faculty interweave online elements with face-to-face teaching. The model is pliable and portable in its application to other universities.”

Pascarella, E.T. and Terenzini, P.T. *How College Affects Students*. San Francisco: Jossey-Bass, 1991.

Keywords: Education; Student Expectations

*“Not since Feldman and Newcomb’s 1969 landmark book, *The Impact of College on Students* has there been such a comprehensive resource available on what is known about the effect of college on students. In this book, Pascarella and Terenzini take up where Feldman and Newcomb left off, synthesizing twenty more years of empirical research and over 2,600 studies, distilling what is known about how students change and benefit as a consequence of attending college.” (Jossey-Bass.com)*

Patrick, S. and Fletcher, J. “Faculty Developers as Change Agents: Transforming Colleges and Universities into Learning Organizations.” *To Improve the Academy* 17 (1998): 155-169.

Keywords: Faculty Development

“In the face of demands for institutional restructuring and competition from new internet-based degree programs, the authors argue that campus-based colleges and universities may continue to serve their students well by becoming effective learning organizations. They argue, further, that faculty developers are in the best position to help their institutions become learning organizations. After describing the features of

learning organizations as articulated in the work of Peter Senge, the authors reinterpret Senge's theory to make specific application to academic settings. Concrete suggestions are provided for faculty developers to assist in transforming their institutions."

Paulsen, Michael, B. "After Twelve Years of Teaching the College-Teaching Course." *To Improve the Academy* 19 (2001): 169-192.

Keywords: Scholarship of Teaching

"This essay provides a detailed presentation of the perspectives, approaches, activities, materials, and evaluative information that characterize and distinguish a formal, credit-earning, semester-long graduate course in college teaching. This report is based on the author's experiences and reflections drawn from, and expressed after, 12 years of teaching the college-teaching course. Based on an intensive study of advances in theory and research related to teaching, learning, learners, and diversity; students engage in 1) actual teaching, in which they integrate learning theory and other pedagogical knowledge with the content knowledge of their own subject-matter areas; 2) extensive theory and research informed observation and analysis of the teaching of others; 3) the giving and receiving of detailed, theory and research informed feedback about the teaching and learning that they have practiced and observed; and 4) the creation of pedagogical content knowledge essential to advancement of the scholarship of teaching."

Peters, D., Schodt, D., and Walczak, M. "Supporting the Scholarship of Teaching and Learning at Liberal Arts Colleges." *To Improve the Academy* 26 (2008): 68- 85.

Keywords: Scholarship of Teaching and Learning

"Although the liberal arts college, with its traditional focus on teaching, may seem like a natural environment for the scholarship of teaching and learning (SoTL), few such institutions participate in national SoTL initiatives. Our associates' experience since 2001 suggests a model for supporting SoTL in teaching-intensive contexts based on faculty ownership, a focus on general education, and some emerging rules of engagement. Because faculty reward systems must validate SoTL if it is to become part of the institutional culture, we also describe on department's efforts to reform its review in order to define scholarly activity broadly."

Peterson, Cathie J. "Is the Thrill Gone? An Investigation of Faculty Vitality Within the Context of the Community College." *To Improve the Academy* 23 (2005): 144-161.

Keywords: Teaching Environments

"This single institutional case study investigated faculty vitality within the context of the community college by answering the following research questions: What are the characteristics of vital faculty within the community college? What effect does the environment have on faculty vitality? What does the vital faculty do to maintain their vitality? Qualitative research methods were employed to study the lives of the faculty within their naturalistic setting, thereby giving voice to the vital community college faculty."

Pierce, Gloria. "Developing New Faculty: An Evolving Program." *To Improve the Academy* 19 (2001): 253-267.

Keywords: Faculty Development

"This essay describes the evolution of a program for the development of new faculty at a public teaching university. The year-long process of orienting the newest professors to the campus and assisting them with their scholarship and teaching results in additional (albeit unplanned and unexpected) benefits, such as professional renewal of senior faculty who serve as advisors and enhanced

functioning of the university itself. Vital to the programs' success is the productive involvement of key campus constituencies and responsiveness to feedback."

Pink, Daniel H. *Drive*. New York, New York: Riverhead Books, 2009.

Keywords: Motivation

"Most of us believe that the best way to motivate ourselves and others is with external rewards like money. That's a mistake, says Daniel H. Pink. The secret to performance and satisfactions – at work, at school, and at home – is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.

Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does – and how that affects every aspect of life. In *Drive*, he examines the three elements of true motivation – autonomy, mastery, and purpose – and offers smart and surprising techniques for putting these into action. Bursting with big ideas, *Drive* is the rare book that will change how you think and transform how you live." (Back Cover)

Plank, Kathryn. *Team Teaching: Across the Disciplines, Across the Academy*. Sterling, VA: Stylus Publication, 2011.

Keywords: Practices in teaching higher education

"For those considering adopting team teaching, or interested in reviewing their own practice, this book offers an over-view of this pedagogy, its challenges and rewards, and a rich range of examples in which teachers present and reflect upon their approaches.

The interaction of two teachers—both the intellectual interaction involved in the design of the course, and the pedagogical interaction in the teaching of the course—creates a dynamic environment that reflects the way scholars make meaning of the world. The process naturally breaks down the teacher-centered classroom by creating a scholarly community in which teachers and students work together to understand important ideas, and where students don't just learn content, but begin to understand how knowledge is constructed, grasp the connections between disciplines as well as their different perspectives, see greater coherence in the curriculum, and appreciate how having more than one teacher in the classroom leads naturally to dialogue and active learning. This book provides insight into the impact of team teaching on student learning and on faculty development. It also addresses the challenges, both pedagogical and administrative, that need to be addressed for team teaching to be effective." (Back Cover)

Plank, K., Kalish, A., Rohdieck, S., and Harper, K. "A Vision Beyond Measurement: Creating an Integrated Data System for Teaching Centers. *To Improve the Academy* 23 (2005): 173-190.

Keywords: Assessment

"Assessing the work of teaching and learning centers is crucial to maintain the support of our institutions: however, collecting and interpreting the right data can be a challenge. This chapter explores practical strategies for integrating assessment into daily work flow in order to generate information that accurately measures our impact, helps others understand and value our work, and enables us to improve what we do, without creating a major "add-on" task. We discuss ways to measure, track, and report work, and share means to use data for both summative and formative purposes that we hope will make the work of faculty developers easier, better, and appreciated."

Polich, Susan. "Assessment of a Faculty Learning Community Program: Do Faculty Members Really Change? *To Improve the Academy* 26 (2008): 106-118.

Keywords: Teaching Techniques

"In this study participants in a faculty learning community (FLC) program were followed to see if they had really changed their epistemological beliefs and teaching methods. Of the 39 FLC participants, 87% reported a change in their epistemological beliefs and 79% reported a change in their teaching methods.

Seven participants were followed in-depth to determine if their reported changes actually occurred. Observations suggest that none of the seven appeared to have changed epistemological beliefs although all changed teaching methods. More importantly, the participants adopted their new pedagogy only when the pedagogy was aligned with their beliefs."

Porter, E., Lewis, K., Kristensen, E., Stanley, C., and Weiss, C. "Applying For a Faculty Development Position: What Can Our Colleagues Tell Us?" *To Improve the Academy* 12 (1993):261-272.

Keywords: Faculty Development

"Faculty Development is an emerging field for institutions of higher education; therefore, the procedure for recruiting center directors and faculty developers has not been carefully examined or published. Constructing or reviewing resumes, curriculum vitae, or application portfolios is still an uncharted area in our profession. Information about these procedures is currently available only in the experiences of employers and potential employees for positions in faculty development. The objective of this article is to begin the process of accumulating useful criteria for employees and employers to find the right match of needs and qualifications. As a unique field in the academic setting, faculty development demands more specific guidelines for the job application process."

Prenger, Suzanne. *Teaching for Inclusion: A Resource Book for NU Faculty*. Lincoln: University of Nebraska, 1999.

Keywords: Diversity Issues; Multiculturalism

Provides diversity inclusion practices for university classrooms.

Preston, Marlene M. "Color-Coded Course Design: Educating and Engaging Faculty to Educate and Engage Students." *To Improve the Academy* 22 (2004): 95-109.

Keywords: Active Learning

"In a weeklong seminar, "Course Design to Foster Student Engagement and Learning," faculty created course charts to reflect their various plans for an upcoming semester. With colorful Post-it Notes, they applied theoretical principles of course design. Participating in the kind of active environment they might want to create for students, faculty constructed their charts, rearranged the components to achieve balance across the semester, and discussed the plans with their colleagues. This case study includes the rationale for and description of "Color-Coded Course Design," a process that allows faculty to recognize and experience the power of an active classroom."

Qualters, D., Sheahan, T., and Isaacs, J. "An Electronic Advice Column to Foster Teaching Culture Change." *Improving the Academy* 24 (2006): 201-215.

Keywords: Faculty Learning Communities

"First-year engineering students receive most of their teaching from instructors outside of engineering. As a result, these instructors are typically not a teaching community with a shared commitment to engineering student learning. Retention of engineering students is strongly tied to the quality of teaching, thus addressing collective teaching quality is important. This chapter describes the development of a carefully crafted, electronically distributed advice column on teaching developed by an interdisciplinary editorial team, written under the pseudonym Jonas Chalk. Surveys of Chalk Talk readers indicate that this is an effective means to promote teaching culture change."

Rallis, Helen. “Creating Teaching and Learning Partnerships with Students: Helping Faculty Listen to Student Voices.” *To Improve the Academy* 13 (1994): 255-268.

Keywords: Faculty Development; Teaching Techniques

“Teaching effectively involves developing a partnership with our students based on mutual respect and trust. The first part of this paper provides a way in which we can initiate or further develop this partnership by inviting our students to tell us about themselves. Readers are shown how to become more aware of the diverse ways in which students learn and, hence, how to expand both teaching methods and content. The second part of the paper presents suggestions for facilitating a faculty development workshop on this topic. It shows how—by engaging in discussion with other faculty about our students’ concerns—we can learn from each other and improve our teaching in ways that are stimulating and empowering for all involved and that take into account the changing needs of students, and the larger society.”

Rath, Tom. *Strengths Finder 2.0: A New and Upgraded Edition of the Online Test from Gallup’s Now, Discover Your Strengths*. New York, NY: Gallup Press, 2007.

Keywords: Online Assessment

“Do you have the opportunity to do what you do best *every day*? Chances are, you don’t. All too often, our natural talents go untapped. From the cradle to the cubicle, we devote time to fixing our shortcomings than to developing our strengths.

“To help people uncover their talents, Gallup introduced the first version of its online assessment, StrengthsFinder, in the 2001 management book *Now, Discover Your Strengths*. The book spent more than five years on the bestseller lists and ignited a global conversation, while StrengthsFinder helped millions to discover their Top 5 talents.

“In *StrengthsFinder 2.0*, Gallup unveils the *new and improved* version of its popular assessment, language of 34 themes, and much more. While you can read this book in one sitting, you’ll use it as a reference for decades. Loaded with hundreds of strategies for applying your strengths, this new book and accompanying website will change the way you look at yourself- and the world around you- forever.” (Book Jacket)

Reder, M. and Gallagher, E. “Transforming a Teaching Culture Through Peer Mentoring: Connecticut College’s Johnson Teaching Seminar for Incoming Faculty.” *To Improve the Academy* 25 (2007): 327-344.

Keywords: Scholarship of Teaching and Learning; Tenure

“This chapter describes a yearlong seminar focused on teaching that is offered to all incoming tenure-track faculty at Connecticut College, a small residential liberal arts college. This seminar is distinctive because of it is facilitated by second- and third-year faculty. We argue that this peer-mentoring model has three distinct benefits. First, it avoids many of the pitfalls identified with traditional one-on-one mentoring. Second, it addresses the distinctive challenges that faculty face at small colleges. Third, it provides a strong base for faculty to pursue the scholarship of teaching and learning (SoTL). We believe that our peer-mentoring model may well be adaptable to different types of institutions. As evidence of our faculty’s newfound engagement in SoTL, where previously little or no critical attention was paid to teaching, program participants have made presentations and run workshops on our own campus and at regional and national conferences, have begun to serve on teaching committees within their disciplinary organizations, and have gone on to publish their pedagogical work in a variety of national publications, both disciplinary and teaching focused.”

Reuter, Shelley Z. “Sustaining the Undergraduate Seminar: On the Importance of Modeling and Giving Guidelines.” *To Improve the Academy* 25 (2007): 225-237.

Keywords: Discussion

“Student-led discussion is a valuable means of involving students in the collaborative creation of knowledge. This activity becomes especially important in the seminar course where, either individually or in small groups, students lead their peers through a set of readings. Unfortunately, student-led discussion often focus more on summary than critical analysis, largely because seminar leaders, lead one effectively. This chapter demonstrates that undergraduates can learn seminar leadership when provided with guidelines and opportunities to see the skill modeled.”

Reynolds, Candyce. “Undergraduate Students as Collaborators in Building Student Learning Communities.” *Improving the Academy* 21 (2003): 229-237.

Keywords: Student-Centered Learning

“Colleges and universities have recently used the concept of learning communities as a strategy to improve undergraduate student learning. This chapter describes a learning community approach where upper-division undergraduates serve as mentors for freshman and sophomore students and develop and sustain learning communities with faculty partners. The impact of this program is described and implications are discussed.”

Rice, Eugene R. “It All Started in the Sixties: Movements for Change Across the Decades—A Personal Journey.” *To Improve the Academy* 25 (2007): 3-17.

Keywords: Faculty Development

“A combination of memoir and social commentary, this chapter explores changes in higher education throughout the five decades—1960s: utopian quest for learning communities; 1970s: faculty development movement; 1980s: focus on the academic workplace; 1990s: broadening the understanding of scholarship; and 2000s: new pathways and engaged campus. This chapter provides a context for the careers and work of faculty, academic administrators, and faculty development specialists (both new and experienced) as well as for POD.”

Robertson, Douglas. “Integrity in Learner-Centered Teaching.” *Improving the Academy* 21 (2003): 196-212.

Keywords: Teaching Techniques

“Learner-centered teaching challenges teachers with inherent conflicts and can be viewed as a conflicted educational helping relationship. This chapter explores fundamental conflicts in learner-centered teaching as well as ways to handle them constructively. Learner-centered teacher integrity is seen as the degree to which contradictory demands on the teacher (e.g., facilitating learning as well as evaluating it) are brought into synergistic relationship. A process for enhancing these synergies is suggested. This discussion emerges from a line of work that attempts to further develop the learner-centered teaching role in higher education (Robertson, 1996, 1997, 1999a, 1999b, 2000a, 2000b, 2000c, 2001).”

Robertson, R. R. and Nilson, L. B. (Eds.) *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Collective Scholarship; Faculty Development; Faculty Learning Community; Learning-Focused Teaching

“An annual publication of the Professional and Organizational Development Network in Higher Education (POD), *To Improve the Academy* offers a resource for improvement in higher education to faculty and instructional development staff,

department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants.” (Jossey-Bass.com)

Robison, Susan. *The Peak Performing Professor: A Practical guide to Productivity and Happiness*. San Francisco, California: John Wiley & Sons, 2013.

Keywords: Mental Health; Productivity and Happiness; Well-Being

“Grounded in research on neuroscience, faculty development, work productivity, positive psychology, and resilience, this faculty development guide is filled with the techniques and strategies that go beyond a discussion of work-life balance and teaching tips to offer practical tools for managing the life of the professor while maximizing his or her potential. Faculty who complete the book’s exercises are able to anchor their work, roles, and use of time in their most deeply held values, to integrate their personal and professional lives into a seamless garment, and to create a legacy of a life well-lived.” (Publisher Website)

Rocheleau, J. and Speck, B. W. *Rights and Wrongs in the College Classroom: Ethical Issues in Postsecondary Education*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Ethics; Evaluation; Faculty-Student Relationships

“The ethics of the teaching profession have been given little systematic analysis than those of other professions. While the ethics of medicine, business, and journalism receive more instruction and attention and are widely analyzed and debated, there is a shortage of literature and examination of the ethics of higher education, particularly in the classroom. What is considered fair evaluation? How does one respond to an offensive student? When may faculty date a former student?

“Written for faculty throughout higher education, this book puts forth a set of principles for college teaching, and concludes with practical analyses of the ethical dilemmas facing professors in the classroom today. Topic-by-topic, this book covers

- Academic ethics: sources, principles, and responses to objections
- Teaching advocacy and indoctrination
- Conflicts of interest
- The ethics of classroom grading
- Offensive speech and behavior
- Faculty-student relationships

“*Rights and Wrongs in the College Classroom* develops an ethic that integrates concerns for student rights, social goals, and academic freedom and helps faculty to understand what values are at stake and how to make better decisions when confronted with moral dilemmas. There is a need for both institutional and faculty support of such a code of ethics, whose cultivation and observance has intrinsic rewards for faculty as individuals and professionals.” (Jossey-Bass.com)

Rodabaugh, Rita Cobb. “College Students’ Perceptions of Unfairness in the Classroom.” *To Improve the Academy* 13 (1994): 269-282.

Keywords: Standards

“The importance of creating an atmosphere of fairness in the college classroom is discussed. Using psychological equity theory concepts of interactional and procedural fairness as the basis of study, a survey was conducted with 300 university students who were asked to rate the seriousness of 18 faculty misbehaviors. Misbehaviors related to interactional fairness (showing partiality to some students, using profanity and being angry or mean, embarrassing students in class) and misbehaviors related to procedural fairness (unfair in grading; changing policies during the semester, using unfair tests, trick questions) were considered by students to be much more serious than giving excessive work or giving dull, boring lectures. This paper gives a model for consideration of the relative importance of fairness in the college classroom and offers recommendations for faculty.”

Ross, R., Schwaller, A., and Helmin, J. "Creating a Culture of Formative Assessment: The Teaching Excellence and Assessment Partnership Project." *To Improve the Academy* 18 (2000): 195-214.

Keywords: Assessment

"In a year-long, grant-supported collaborative effort, St. Cloud State University's Assessment Office and Faculty Center for Teaching Excellence created a Classroom Assessment Techniques (CATs) faculty development project. This project was targeted at departments across campus at St. Cloud University, with the intent of creating a university climate of formative assessment while improving teaching and learning. This article describes the purposes, stages of implementation, and results of the project as measured by a pre-test and post-test survey. The pre- and post-test surveys indicate that the project was highly effective in impacting the use of the CATs among participants and their departmental colleagues."

Rothwell, W. J., Butler, M. N., Hunt, D. L., Li, J., Maldonado, C., Peters, K., and King Stern, D. J. *The Handbook of Training Technologies: An Introductory Guide to Facilitating Learning with Technology-from Planning Through Evaluation*. Indianapolis, IN: Jossey-Bass, 2006.

Keywords: Computer-Based Training; E-Learning; Interactive Learning Activities; Knowledge Management Systems; Technology

"This important resource offers an understanding of the basic principles that underlie training methods and the use of technology training in the workplace. The authors provide a primer for the four pervading and more advanced technologies used in business training—the Internet, computer-based training, knowledge management systems, and decision support tools. Appropriate for those who have little or no formal training in educational technology, this book addresses such topics as the decision to use, the pros and cons for using, and presentation strategies for media as varied as the Internet, teleconferencing, videoconferencing, satellite distance learning, and electronic performance support systems. "(Jossey-Bass.com)

Russell, David. *Writing in the Academic Disciplines: A Curricular History*. Illinois: The Board of Trustees, Southern Illinois University, 1991, 2002.

Keywords: Writing; Teaching Writing

"To understand the ways students learn to write, we must go beyond the small and all too often marginalized component of the curriculum that treats writing explicitly and look at the broader, though largely tacit traditions students encounter in the whole curriculum," explains David R. Russell, in the introduction to this singular study. The updated edition provides a comprehensive history of writing instruction outside general composition courses in American secondary and higher education, from the founding public secondary schools and research universities in the 1870s, through the spread of the writing-across-the-curriculum movement in the 1980s, through the WAC efforts in contemporary curriculums."

Schmier, Louis. *Random Thoughts: The Humanity of Teaching*. Madison, WI: Magna Publications, Inc., 1995.

Keywords: Faculty Development; Reflective Teaching

"In *Random Thoughts: The Humanity of Teaching*, Louis Schmier brings you along on his reflective morning walks, invites you into his unusual class sessions at Valdosta State University, allows you to lean over his shoulder as he talks with students and colleagues, and opens his heart and soul to tell you about the tragedies and triumphs that have shaped his teaching.

"This book brings together, in journal form, the inspiring, thought-provoking "Random Thoughts" that Louis has been sharing on the Internet for more than two years. He calls attention to the "too often lacking but needed *human* dimension" of education, showing that the heart of teaching is to care about each student as a unique, sacred human being with unique feelings, needs, and potential." (Back Cover)

Scholtes, Peter. *The Team HandBook*. Madison, WI: Oriel Publishing., 1996.

Keywords: Team Work; Leadership

"This updated best-selling, comprehensive resource book provides everything you need to create high performing teams. In addition, book purchasers will be able to download electronic versions of forms and templates found in the book for use within their organization! The third edition provides information on the context teams need to be successful. Organizations using teams to improve efficiency and better serve customers will find information on how to start quality initiatives such as Six Sigma or Lean. New information on different types of teams, and new tools and strategies for leading change are covered as well. Several new tools have been added to help teams work well together: affinity diagrams, prioritization matrixes, effort/impact grids, new planning tools, and additional information on effective presentations. The Team Handbook Third Edition contains a brief description of the Six Sigma improvement method DMAIC, and highlights the methods and strategies that are useful in Lean. Also included is a new strategy for using designed experiments to identify and control sources of process variation. The book includes tools and techniques that go beyond the basics such as creativity tools, force-field analysis, and information to help leaders manage project pipelines."

Schoenfeld, A.C. and Magnan, R. *Mentor in a Manual: Climbing the Academic Ladder to Tenure*. Madison, WI: Atwood Publishing, 1994.

Keywords: Challenges within Teaching; Tenure

"For assistant professors envisioning tenure, this completely revised publication is about as close to being a mentor as a book can be! Using a representative institution and a prototype assistant professor, *Mentor in a Manual* provides invaluable counsel for those on the tenure track. Twelve chapters take the new hire through each step with advice on making it through the mazes."
(Atwoodpublishing.com)

Schönwetter, Dieter J. "The Teaching Resource Portfolio: A Tool Kit for Future Professoriate and a Resource Guide for Current Teachers." *To Improve the Academy* 26 (2008): 275-289.

Keywords: Portfolios

"Extensive annotated bibliographies have guided academic researchers over several years and in various disciplines, providing key resources to assist in the development of new ideas. However, less common are published annotated bibliographies on effective teaching resources, both general to teaching across various disciplines as well as specific to each discipline that guide the academic in the teaching enterprise. This chapter focuses on a tool, the teaching resource portfolio, that helps the graduate student preparing for an academic career including teaching, the new faculty member desiring additional teaching resources, the academic wishing to have resources that support discipline-specific scholarship of teaching and learning initiatives, and the educational developer needing references to support his or her clients in teaching."

Schroeder, Connie M. "Evidence of the Transformational Dimensions of the Scholarship of Teaching and Learning: Faculty Development Through the Eyes of SoTL Scholars." *To Improve the Academy* 23 (2005): 47-71.

Keywords: Scholarship of Teaching and Learning

"This analysis began from two unlikely starting points: a favorite Marcel Proust quote below that has nothing to do with faculty development, but could, and Pat Hutchings (2000) descriptive quote, "The scholarship of teaching and learning [SoTL] is characterized by a transformational agenda" (p.8). Do SoTL faculty development programs foster transformation? Is there evidence of a transformational process and transformative learning? The project summaries of eight SoTL scholars were analyzed for evidence of transformation. The evidence for transformation of landscapes of learning, teaching, scholarship, and are self explored from SoTL scholars' perspectives in a faculty development program, providing insight into and support for transformational faculty development."

Schwarz, Roger. *The Skilled Facilitator*. California, SF: Jossey-Bass Publishers, 1994.

Keywords: Facilitation

"When it was published in 1994, Roger Schwarz's *The Skilled Facilitator* earned widespread critical acclaim and became a landmark in the field. The book is a classic work for consultants, facilitators, managers, leaders, trainers, and coaches-- anyone whose role is to facilitate and guide groups toward realizing their creative and problem-solving potential. This thoroughly revised edition provides the essential materials for anyone that works within the field of facilitation and includes simple but effective ground rules for group interaction. Filled with illustrative examples, the book contains proven techniques for starting meetings on the right foot and ending them positively and decisively. This important resource also offers practical methods for handling emotions when they arise in a group and offers a diagnostic approach for identifying and solving problems that can undermine the group process."

Seldin, Peter. "Tailoring Faculty Development Programs to Faculty Career Stages." *Improving the Academy* 24 (2006): 137-146.

Keywords: Faculty Development

"College faculty progress through a series of sequential career stages. Each is characterized by different motivations and professional development needs. Yet, too often, faculty developers rely on hunches rather than empirical data to guide programming decisions. This chapter describes the important research findings of a just completed national study to determine the different programming interests and needs of more than 500, beginning, mid-career, and senior-level faculty in the United States."

Sharkin, Bruce. *College Students in Distress: A Resource Guide for Faculty, Staff and Campus Community*. New York: The Haworth Press, 2006.

Keywords: Counseling; Mental Health Issues

"*College Students in Distress* provides college personnel with invaluable information on how to identify and refer emotionally troubled students for professional counseling. Dr. Bruce S. Sharkin, a staff psychologist at Kutztown University in Pennsylvania, addresses general warning signs of student distress, symptoms of specific psychological problems such as anxiety and depression, guidelines for intervention, and methods of making a referral for counseling. This book also examines current mental health issues for college students and provides an overview of common campus policies and procedures, such as psychological emergencies, withdrawal and readmission, and mandatory counseling." (Back Cover)

Shackelford, Ray. "Teaching the Technology of Teaching: A Faculty Development Program for New Faculty." *To Improve the Academy* 12 (1993): 189-206.

Keywords: Faculty Development

“The primary function of institutions of higher education is to facilitate learning. New faculty are hired yearly with the expectation that they will match student needs with effective learning experiences. But many incoming faculty, although knowledgeable in their fields, enter higher education with limited preparation or experience in teaching. This can reduce the effectiveness of the teaching/learning process. The question is: “How can faculty with limited teaching experience be helped to strengthen their teaching effectiveness?” To examine this question, this article will describe the development, innovative faculty development program entitled “Teaching the Technology of Teaching” (TTT).”

Shih, M. and Sorcinelli, M. “TEACHnology: Linking Teaching and Technology in Faculty Development.” *To Improve the Academy* 18 (2000): 151-163.

Keywords: Faculty Development

“As a coordinator of teaching technologies and director of a center for teaching in a large research university, we have worked collaboratively over the last year to achieve a common goal: to implement and refine several faculty development initiatives that create linkages among the domains of teaching, learning, and technology. In this case study, we will describe the kinds of programs we’ve developed and summarize lessons we’ve learned. We hope that faculty developers on other campuses who are grappling with how to define their mission related to technology and how to work with faculty to integrate teaching and technology can adapt of what has worked well for us.”

Sibley, Jim, and Peter Ostafichuk, et al. *Getting Started with Team-Based Learning*. Sterling, Virginia: Stylus, 2014.

Keywords: Collaborative Learning; Team-Based Learning

Written in collaboration with several individuals with experience in team-based learning, this book introduces readers to the defining characteristics and offers step-by-step guidelines on how to implement.

Silberman, Mel. *Active Learning: 101 Strategies to Teaching Any Subject*. Boston: Allyn and Bacon, 1996.

Keywords: Active Learning; Collaborative Learning; Team Building; Discussion; Self-Assessment

“*Active Learning* contains the most comprehensive collection of active learning techniques ever published. Each strategy is described with clear, step-by-step instructions. If you are committed to making learning active, but occasionally run out of steam, this is the book to get you back on track with fresh ideas and innovative strategies. And if you are just starting off, this book is the perfect introduction.”

Silberman, Mel. *Teaching Actively: Eight Steps and 32 Strategies to Spark Learning in any Classroom*. Boston: Pearson, 2006.

Keywords: Active Learning; Collaborative Learning; Team Building; Discussion; Self-Assessment

“*Teaching Actively* is the long-awaited follow-up to Mel Silberman’s best-selling book *Active Learning*. Where *Active Learning* is the ultimate book of recipes for improving classroom teaching, *Teaching Actively* shows you how to become an exceptional chef. From engaging students to presenting brain-friendly instruction, *Teaching Actively* is an approach to teaching that you can use to dramatically improve learning in your classroom.

“*Teaching Actively* offers a comprehensive eight-step plan that you can follow to inspire active learning. It is applicable for all levels of education and contains ready-to-use ideas for bolstering your students’ involvement in their education.”

Simkins, Scott and Mark, H. Maier. *Just-in-Time Teaching*. Stylus: Stylus Publishing, 2010.

Keywords: Strategies; Pedagogies

"Just-in-Time Teaching (JiTT) is a pedagogical approach that requires students to answer questions related to an upcoming class a few hours beforehand, using an online course management system. While the phrase "just in time" may evoke shades of slap-dash work and cut corners, JiTT pedagogy is just the opposite. It helps students to view learning as a process that takes time, introspection, and persistence." (Back Cover)

Simpson, N., Layne, J., Gunersel, A. Godkin, B., and Froyd, J. "Faculty Development Through Student Learning Initiatives: Lessons Learned." *To Improve the Academy* 25 (2007): 109-122.

Keywords: Faculty Development

"A project aimed at improving student learning while facilitating the professional development of faculty participants in the area of teaching has yielded a rich collection of data. In addition to providing critical information about how faculty members think, the project had broadened our thinking regarding the link between student learning initiatives and faculty development. The project has also increased our understanding of the interests of faculty members who are not typically clients of faculty development centers and motivated thinking on how to serve the professional development goals of this group."

Smith, Brenda. "Adopting a Strategic Approach to Managing Change in Learning and Teaching." *To Improve the Academy* 17 (1998): 225-242.

Keywords: Faculty Development; Scholarship of Teaching and Learning

"Universities are having to become more accountable for the quality of the student learning experience. This is taking place in a climate of expanding student numbers, a greater diversity of students, and reduced resources. How then do we motivate faculty, take on board new initiatives, reflect on current practice, and at the same time provide an organizational structure that is supportive and visionary? This article illustrates how a major externally funded project on peer observation led to a change in university culture and facilitated a major structural change to the organization that supports the ongoing development and enhancement of learning and teaching."

Smith, K. and Kalivoda, P. "Academic Morphing: Teaching Assistant to Faculty Member." *To Improve the Academy* 17 (1998): 85-101.

Keywords: Faculty Development

"This paper discusses the process by which graduate teaching assistants (TAs), participating in a longitudinal study, used their graduate TA experience to successfully survive the transition from being a teaching assistant to becoming a faculty member. A theoretical framework is presented that describes how individual characteristics of the TAs worked together with disciplinary, institutional, and departmental forces to shape a set of professional values. These professional values helped to form strategies for success: one set used for securing the first faculty position and the other set used to balance professional roles during the first year as a faculty member. These strategies for success contributed to the socialization process of the TAs in the first year of their faculty positions. The results of this study may help institutions broaden opportunities for graduate student support."

Smith, Kathleen S. "Assessing and Reinvigorating a Teaching Assistant Support Program: The Intersections of Institutional, Regional, and National Needs for Preparing Future Faculty." *Improving the Academy* 21 (2003): 143-159.

Keywords: Faculty Development

"This chapter discusses an assessments of an 11-year old teaching assistant (TA) support program at a Research I institution. The TA support program was developed

on the premise that professional preparation of teachers includes fundamental teaching competencies or skills that can be identified, developed, and evaluated (Simpson & Smith, 1993; Smith & Simpson, 1995). The purpose of this longitudinal study was to identify and enhance the institutional enabling factors that help graduate teaching and laboratory assistants in performing their duties and in using their graduate experience to prepare for careers at a variety of academic institutions."

Smith, Kathleen S. "Faculty Development that Transforms the Undergraduate Experience at a Research University." *To Improve the Academy* 19 (2001): 193-204.

Keywords: Faculty Development

"Rethinking the undergraduate experience at research universities is a necessary goal for the new millennium according to the Boyer Commission on Educating Undergraduates (1998). Faculty development efforts provide a starting place for a transformation of the traditional teaching-learning model. This essay describes the faculty development support structure included in a FIPSE sponsored program to promote learning by inquiry. The Center for Undergraduate Research so that undergraduate students become participants in the strengths of a research university by becoming part of a community of learners."

Smith, R. (Ed.). *Journal of Outcome Measurement: Dedicated to Health, Education, and Social Science*. Wheaton, IL: Rehabilitation Foundation, Inc., 1998.

Keywords: Outcomes Assessment

"*Journal of Outcome Measurement* publishes refereed scholarly work from all academic disciplines relative to outcome measurement. Outcome measurement being defined as the measurement of the result of any intervention designed to alter the physical or mental state of an individual. The *Journal of Outcome Measurement* will consider both theoretical and applied articles that relate to measurement models, scale development, applications, and demonstrations. Given the multi-disciplinary nature of the journal, two broad-based editorial boards have been developed to consider articles falling into the general fields of Health Sciences and Social Sciences." (Contribution Information in *Journal of Outcome Measurement: Dedicated to Health, Education, and Social Science*)

Snooks, M., Neeley, S., and Williamson, K. "From SGID and GIFT to BBQ: Streamlining Midterm Student Evaluations to Improve Teaching and Learning." *To Improve the Academy* 22 (2004): 110-124.

Keywords: Mid-semester Evaluations; Teaching Techniques

"Faculty members want feedback about ways to improve learning. Midterm assessments are more useful than end-of-term student evaluations. Not all institutions provide faculty development consultants. This chapter presents an innovative process appropriate for institutions currently without teaching enhancement centers. The Bare Bones Questions (BBQ) process consists of emphatic trained colleagues facilitating students' evaluative discussions. Students and faculty members are overwhelmingly positive about the process piloted for the past three years. Students' suggestions can include simple changes in classroom environment or enhanced sensitivity to cultural diversity. BBQ may build intra-institutional collegiality by reducing the isolation of teaching."

Sommers, N. *Responding to Student Writers*. Boston, MA: Bedford/St. Martin's, 2013.

Keywords: Grading; Teaching Writing; Assessment

"Written from one teacher to another, Nancy Sommers' *Responding to Student Writers* offers a model for thinking about response as a dialogue between students and teachers — and for

thinking about the benefits of responding to *writers* as well as to their writing. Braddock Award-winning Nancy Sommers has taught composition and run composition programs for more than three decades; she currently teaches writing and mentors future teachers in Harvard's Graduate School of Education. In this resource, which is based on her research and her travels to two- and four-year colleges and universities, she focuses on the roles that teacher feedback plays in writers' development and offers strategies for moving away from responding as correcting."

Sorcinelli, M., Shih, M., Ouellett, M., and Stewart, M. "How Post-Tenure Review Can Support the Teaching Development of Senior Faculty." *To Improve the Academy* 25 (2007): 280-297.

Keywords: Faculty Development

"A key question that campuses face as they develop and implement post-tenure review policies is how to blend the concepts of accountability and renewal. This chapter examines a faculty development initiative linked to a post-tenure review policy at a research-intensive university. It describes the goals, processes, and outcomes of a five-year study of the program, extending research on the post-tenure review and its potential for positive faculty development."

Sorenson, D. and Bothell, T. "Triangulating Faculty Needs for the Assessment of Student Learning." *To Improve the Academy* 22 (2004): 23-40.

Keywords: Assessment; Faculty Development

"To enhance assessment of student learning, the Brigham Young University (BYU) Faculty Center under took a needs assessment to guide new initiatives. Researchers reviewed results from the National Survey of Student Engagement and an earlier BYU faculty survey. In addition, they conducted a qualitative study with faculty and administrators. The qualitative study can serve as a model for other faculty developers considering new initiatives. The findings raised thought-provoking issues for faculty development, particularly faculty readiness. As a result of this research, the center bolstered current services and developed new ones to support the assessment of student learning."

Sorenson, D Lynn. "Valuing the Student Voice: Student Observer/Consultant Programs." *To Improve the Academy* 13 (1994): 97-108.

Keywords: Faculty Development

"This article discusses student observer/consultant programs which train important students who are invited to give feedback to faculty participants on their teaching. These programs are one way to value the student voice in faculty development. An overview and brief analysts of student observer/consultant programs and evaluations by participants are provided."

Stanley, C.A. and Porter, M.E. (Eds.). *Engaging Large Classes: Strategies and Techniques for College Faculty*. Bolton, MA: Anker Publishing Company, Inc., 2002.

Keywords: Assessment; Active Participation; Classroom Technology; Creative Teaching; Large Class Instruction; Large Class Sizes

"Large classes are a fact of life in higher education. With 100 or more students in fixed seating, how does a faculty member structure the class to promote student learning? How does one manage the logistics of such a class? Are there alternatives to the lecture format? Are there actually advantages to the large class? *Engaging Large Classes* addresses these and many other questions.

Includes contributions by:

- Judith Grunert O'Brien, *Course Design for Large Classes: A Learning-Centered Approach* (Ch.1)

- Lynda G. Cleveland, *That's Not a Large Class; It's a Small Town: How Do I Manage* (Ch.2)
- Michael Theall and Raoul A. Arreola, *Planning and Assessing Large Classes* (Ch.3)
- Mary Deane Sorcinelli, *Promoting Civility in Large Classes* (Ch.4)
- Peter J. Frederick, *Engaging Students Actively in Large Lecture Settings*, (Ch.5)
- Larry K. Michaelsen, *Team Learning in Large Classes* (Ch. 6)
- Michael Smilowitz and Anne S. Gabbard-Alley, *Learning in the Dark: Applying Classroom Technology to Large Lecture Formats* (Ch. 7)
- Mathew L. Ouellett, *Teaching for Inclusion* (Ch. 8)
- Jean Civiky-Powell and Donald H. Wulff, *Working with Teaching Assistants and Undergraduate Peer Facilitators to Address the Challenges of Teaching Large Classes* (Ch.9)
- Leta F. Deithloff, *Maintaining Intimacy: Strategies for the Effective Management of TA's in Innovative Large Classes* (Ch.10)
- J. Douglas Andrews, *Teaching the Large Class: An Administrator's Perspective* (Ch. 11)
- Christine A. Stanley and M. Erin Porter, *Teaching Large Classes: A Brief Review of the Research* (Ch. 12)

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“Experienced teachers of large classes across a wide range of disciplines and institutions offer instructional strategies and advice for both new and experienced faculty members. What many of the contributors have learned is that large classes can be just as simulating and rewarding as small ones, and that the large size can yield surprisingly positive opportunities.” (Back Cover)

Stanley, C. and Ouellett, M. “On the Path: POD as a Multicultural Organization.” *To Improve the Academy* 18 (2000): 38-54.

Keywords: Multiculturalism

“Since 1993, the Professional and Organizational Development Network (POD) has made an increasingly stronger commitment to becoming a multicultural organization. Poised at the entrance to a new century, it seems useful to examine the current standing of this goal in the context of the overall growth and development of POD. In this article the authors take stock of the organization’s history related to multiculturalism, discuss POD’s current organizational development, and offer suggestions for further progress on the path to becoming a multicultural organization.”

Starfield, A.M., Smith, K.A., and Bleloch, A.L. *How to Model It: Problem Solving for the Computer Age*. Edina, MN: Burgess Publishing, 1994.

Keywords: Apprentice Teaching; Problem Solving

“Modeling is a method used in disciplines as diverse as microbiology and macroeconomics. In fact modeling is an integral part of problem solving in *any* discipline. This book is concerned with helping you learn how to model.

“Modeling is more like a craft than a science, and the process of learning should therefore be more like an apprenticeship than a course of study. Our objective in this book is to guide you through a modeling apprenticeship.” (Introduction in *How to Model It: Problem Solving for the Computer Age*)

Stassen, Martha L.A. “‘It’s Hard Work!’: Faculty Development in a Program for First-Year Students.” *To Improve the Academy* 18 (2000): 254-277.

Keywords: Faculty Development

“Academic programs designed specifically for the first-year students provide an important opportunity for faculty growth. This chapter contributes to the limited literature on this topic through a qualitative analysis of interviews with faculty members who taught in an experimental living-learning community for first-year students at a Research I Public University. The analysis suggests at least four dimensions of faculty growth as a result of their involvement in first-year programs. In addition to outlining the types of impact this experience has on the faculty involved, the article suggests that implications of these findings for faculty development.”

Stevens, Dannelle D. and Levi, Antonia J. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, Virginia: Stylus, 2005.

Keywords: Assessment; Grading; Rubrics

“Research shows that rubrics save professors’ time while conveying meaningful and timely feedback for students, and promoting self-regulated and independent learning. The reason rubrics are little used in higher education is that few faculty members have been exposed to their use. At its most basic a rubric is a scoring tool that divides an assignment into its component parts and objectives, and provides a detailed description of what constitutes acceptable and

unacceptable levels of performance for each part. Rubrics can be used to grade any assignment or task: research papers, book reviews, participation in discussions, laboratory work, portfolios, oral presentations, group work, and more.” The authors define rubrics, how to create rubrics, how to grade with them, and provide many examples.

Stone, Douglas and Heen, Sheila. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. New York, New York: Penguin Group, 2014.

Keywords: Leadership; Department Chair; Evaluation

“The coauthors of the New York Times–bestselling *Difficult Conversations* take on the toughest topic of all: how we see ourselves. Douglas Stone and Sheila Heen have spent the past fifteen years working with corporations, nonprofits, governments, and families to determine what helps us learn and what gets in our way. In *Thanks for the Feedback*, they explain why receiving feedback is so crucial yet so challenging, offering a simple framework and powerful tools to help us take on life’s blizzard of offhand comments, annual evaluations, and unsolicited input with curiosity and grace. They blend the latest insights from neuroscience and psychology with practical, hard-headed advice. *Thanks for the Feedback* is destined to become a classic in the fields of leadership, organizational behavior, and education.” (from the penguinrandomhouse.com)

Strada, Michael J. “The Case for Sophisticated Course Syllabi.” *To Improve the Academy* 19 (2001): 205-216.

Keywords: Curriculum

“Just as the last thing a fish would notice is water, academics tend to overlook the value of a comprehensive course syllabus. It seems too prosaic for some instructors to take seriously. Despite operating largely in obscurity, a nascent body of literature appreciative of the syllabus’ latent potential is emerging. The distinguishing features of model syllabi are traced here, and their respective benefits analyzed. First and foremost, good syllabi enhance student learning by improving the way courses are taught. But the potential of syllabi can also be tapped by using them more prominently in the faculty evaluation process. Much slower to develop has been an awareness of how exemplary syllabi can forge substantive links among three curricular levels of the academy often proceeding randomly: individual courses, programs of study at the departmental level, and general studies requirements at the institutional level. The assessment movement now sweeping American higher education can broaden its analytical base by recognizing the exemplary syllabus as a rare fulcrum uniting each of the three academic levels pursuing institutional mission statements.”

Streveler, R., Borrego, M., and Smith, K. “Moving from the Scholarship of Teaching and Learning to Educational Research: An Example from Engineering.” *To Improve the Academy* 25 (2007): 139-149.

Keywords: Scholarship of Teaching and Learning

“In “The Advancement of Learning”, Huber and Hutchings (2005) state that the “scholarship of teaching and learning... is about producing knowledge that is available for others to use and build on” (p.27). Can viewing the scholarship of teaching and learning (SoTL) as an educational research activity help make SoTL findings more available and easier to build on? This chapter describes a program that prepared engineering faculty to conduct rigorous research in engineering education. Project evaluation revealed that engineering faculty had difficulty making some of the paradigm shifts that were presented in the project.”

Strouse, Joan. *Exploring Themes of Social Justice in Education*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996.

Keywords: Multiculturalism; Diversity; Inclusion

"The aim of this book is to help teachers become critically informed about the process of teaching and schooling in the United States. This book is designed to actively engage students in the process of developing a personal perspective for themselves of the function of schooling in our society, and of the special responsibilities teachers have to consider the broader implications of the enterprise of formal education as it occurs in this country." (Amazon.com Publisher's Note)

Strouse, Joan. *Exploring Socio-Cultural Themes in Education: Readings in Social Foundations*. Upper Saddle River, NJ: Prentice Hall, Inc., 2001.

Keywords: Multiculturalism

"This book presents a unique opportunity to read many original source materials written by authors representing diverse points of view and a broad spectrum of history in the field of education. It offers a personal philosophical perspective on the work of teaching; the function of schools in our society; and the relationships between education and productivity. Unlike most introductions to the profession, the issues raised in this book bring readers face-to-face with themselves and with the challenging dilemmas they will confront as teachers. It provides exceptional coverage of community and the changing social, cultural, linguistic, and ethnic landscape of our society and its impact on schools, children, and teaching. In addition, the book answers the following questions: What are the relationships between culture, society, and education?, What are the dynamics of daily life in schools as institutions in particular organizational and community contexts?, In what ways are gender, language, culture, race, social class, and the relationship between school and work important to education?, and What orientations and strategies can teachers adopt that will enable them to become more transformative educators? For individuals contemplating a career in teaching." (Amazon.com Editorial Reviews)

Sue, Derald Wing. *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Hoboken: Wiley, 2015.

Keywords: Race; Racism; Diversity; Inclusion

"This significant work answers all your questions about discussing race by covering:

- Characteristics of typical, unproductive conversations on race
- Tacit and explicit social rules related to talking about racial issues
- Race-specific difficulties and misconceptions regarding race talk
- Concrete advice for educators and parents on approaching race in a new way"

Sugar, Steve. *Games That Teach: Experiential Activities for Reinforcing Training*. San Francisco: Jossey Bass, 1998.

Keywords: Active Learning; Motivation

"Games are your answer!

"They don't want to hear you lecture. They don't want to read an instruction guide. So how can you tell them what they need to know? You want bright smiles, not bored sighs. You want them to have fun, but you want them to learn as well. GAMES are your answer!

"Games aren't just for kids. Games can help people learn business ideas: games can teach. Steve Sugar's adaptable designs put an end to tired, scripted business games. Sometimes you have a lot of games, but none of them ever seems to suit the occasion. Sometimes games suit the occasion, but are so rigid that the participants are bored before they've scarcely even begun. With Sugar's help, your games will always be both fitting and new. These aren't your average games. They're frame games, game shells to which you can add your own unique content.

"With this simple book, you'll quickly create perfect games for every setting!

"In this book you'll get:

- * An abundance of unique and playful games. These content-reinforcing designs will increase the smile quotient of even the most hard-to-please audience.
- * A handy selection matrix. This tool helps you choose the games that suit your specific training

needs.

* A simple seven-step game implementation model. This plan shows you how to customize these designs for your own use.

"As a student, Sugar used games to remember his schoolwork; as a teacher, he used games to energize dull lessons; as a trainer, he uses games to excite learners and accelerate learning. And now he offers you this invaluable treasury of his fluid game designs. Bring a bounty of frame game fun to your next training session or presentation!" (Jossey-Bass.com)

Sugar, S. and Willett, C. "The Game of Academic Ethics: The Partnering of a Board Game." *To Improve the Academy* 13 (1994): 121- 132.

Keywords: Standards

"A developer of classroom games agrees to a challenging assignment: to develop a classroom board game on the topic of academic ethics. This paper describes how, in partnership with a content expert, he successfully developed and piloted the game for adjunct faculty at the University of Maryland, University College. The two developers, cited as game writer and content expert, work through a variety of design, substance and logistical obstacles to ultimately pilot the game, A Question of Academic Ethics."

Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*. San Francisco: Jossey Bass, 2009.

Keywords: Assessment; Outcomes Assessment

"The first edition of *Assessing Student Learning* has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making. (Jossey-Bass.com)

Svinicki, Marilla D. "Divining the Future for Faculty Development: Five Hopeful Signs and One Caveat." *To Improve the Academy* 17 (1998): 3-14.

Keywords: Faculty Development

"The fortunes of faculty development centers rise and fall on the waves of change that roll through postsecondary education on a regular basis. These waves can swamp us, or we can ride their crest. This article points out some of the waves the authors sees now and in the immediate future and how we can benefit from them. She ends with a caution about improving our chances of survival through our own efforts rather than waiting for someone else to draw us along."

Svinicki, Marilla D. *Learning and Motivation in the Postsecondary Classroom*. Boston, MA: Anker Publishing Company, Inc, 2004.

Keywords: Motivation

"While there is much available research and theory about learning and motivation, until now there has been no resource that translates esoteric findings into everyday language and examples that can be readily applied in college classrooms. This book brings the findings and theories of educational psychology to classroom faculty, helping them to adopt a scholarly approach to understanding their students' learning problems."

“Nine clearly written chapters demonstrate how learning theories can be successfully adapted to the classroom, and a useful appendix succinctly outlines the theories: cognitive, concept learning, social learning, constructivism, and motivational.

- Chapter 1: presents an overview and purposes of learning and motivation theories for postsecondary settings, and discusses the value of being a reflective practitioner and grounding instructional decisions in research and theory about learning.
- Chapter 2: examines the findings from the cognitive theory of learning and how instruction can be developed to help students’ master basic information.
- Chapter 3: discusses teaching for understanding. To be able to really use information they are learning, students have to understand it at more than a surface level.
- Chapter 4: explores social learning theory to introduce ways of helping students’ master new skills.
- Chapter 5: examines what is known about transfer and how to promote it.
- Chapter 6: discusses self-regulated learning, and presents strategies for students to master in order to become independent learners.
- Chapter 7: introduces some of the wide variety of theories that have been proposed as explanations of learner motivation and synthesizes them into a set of practical strategies for instructors to follow.
- Chapter 8: discusses some practical differences in learners that can inform instructional design more meaningfully.
- Chapter 9: illustrates how the theories can be combined into an instructional design process that is truly based on solid research.”

Svinicki, M., McKeachie, J. W. *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*. Belmont, CA: Wadsworth Cengage Learning, 2011.

Keywords: Strategies, Teaching Tips

“This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a “set of recipes” to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.”
(Back Cover)

Sweet, M., Roberts, R., Walker, J., Walls, S., Kucsera, J., Shaw, S., Riekenberg, J., and Svinicki, M. “Grounded Theory research in Faculty Development: The Basics, a Live Example, and Practical Tips for Faculty Developers.” *To Improve the Academy* 26 (2008):89-105.

Keywords: Faculty Development

“While autobiographical narratives and case study reflections remain vital to faculty development research, we must also make substantive efforts to build theory in our field. Researchers making claims about collective meanings of observed behaviors and the mechanisms that underlie them (i.e., theoretical claims about social behavior) must be disciplined in how they identify and organize the evidence they use to support those claims. Such systematic, inductive theory-building in the social sciences is called “grounded theory” research. This chapter presents the basics of grounded theory research, describes a grounded theory research program currently being executed by faculty developers, and offers practical tips especially for faculty developers.”

Tagg, John. *The Learning Paradigm College*, San Francisco, CA: Anker Publishing, 2003.

Keywords: Learning Paradigm

"In *The Learning Paradigm College*, John Tagg builds on the ground-breaking *Change* magazine article he coauthored with Robert Barr in 1995, "From Teaching to Learning; A New Paradigm for Undergraduate Education." That piece defined a paradigm shift happening in American higher education, placing more importance on learning outcomes and less on the quantity of instruction. As Tagg defines it, "Where the Instruction Paradigm highlights formal processes, the Learning Paradigm emphasizes results or outcomes. Where the Instruction Paradigm attends to classes, the Learning Paradigm attends to students."

Tiberius, R., Smith, R., and Waisman, Z. "Implications of the Nature of "Expertise" for Teaching and Faculty Development." *To Improve the Academy* 17 (1998):123-138.

Keywords: Faculty Development

"Over the last two decades cognitive theorists have learned that the development of expertise goes beyond the accumulation of knowledge and skills: expertise includes they development of pattern recognition and learned procedures that enable practitioners to deal with problems effortlessly or intuitively. Even more recently, theorists are distinguishing experts from experienced non-experts by how they use the bonus time and energy gained from solving problems intuitively. Experts invest it in tackling problems that increase their expertise rather than reduce problems to previously learned routines. Some implications of these different views of expertise for teaching and faculty development are discussed."

Tiberius, R. G., Teshima, J., and Kindler, A. R. "Something More: Moments of Meeting and the Teacher-Learner Relationship." *Improving the Academy* 21 (2003): 213-228.

Keywords: Faculty-Student Relations

"The Boston Group, drawing upon developmental and clinical research, has identified special moments in human interaction that they call "moments of meeting." These moments occur spontaneously within the context of ongoing relational interaction and can effectively restructure relationships. We think of these moments of meeting as pivotal moments because of their potentially pivotal effect on relationships. In this chapter we briefly describe the theory underlying these moments of relational change, using examples from education. Then we suggest strategies that may help teachers participate creatively in such moments. Finally, we explore the implications for this theory for the concept of authenticity."

Timpson, W.M. and Bendel-Simso, P. *Concepts and Choices for Teaching: Meeting the Challenges of Higher Education*. Madison, WI: Magna Publications, Inc., 1996.

Keywords: Active Learning; Conceptual Thinking; Effective Teaching; Preparation

"As the title of this book suggests, instructors in higher education face many choices – and their decisions and actions should be based on certain concepts. Yet many instructors know very little about these concepts and the educational research and theories behind them. *Concepts and Choices for Teaching* offers the most thorough and up-to-date collection of ideas in teaching and learning, both theoretical and practical, current and historical.

Concepts and Choices for Teaching contains several real-life vignettes of teachers demonstrating each concept discussed. These personal narratives mesh the practical with the conceptual to create an arrangement that is functionally organized and easily applicable.

"You'll find a diverse collection of ideas and strategies which have proven useful over time and in a wide variety of settings. Concepts include:

- Classroom Climate

- Mastery Learning
- Inductive Approaches
- Conceptual Thinking
- Discovery Learning

"The authors note in the introduction, "It is our conviction that bringing these concepts and choices to your attention will help you take control of the process of becoming the best teacher possible. . . .Your teaching will be more effective and efficient once you become aware of the conceptual framework around which your personal teaching style is built." (Atwoodpublishing.com)

Timpson, W.M., Burgoyne, S., Jones, C.S., and Jones, W. *Teaching and Performing: Ideas for Energizing Your Classes*. Madison, WI: Magna Publications, Inc., 1997.

Keywords: Performance Theory

"To be or not to be. That is the question. To be a teacher-performer or not to be. Authors Timpson and Burgoyne assert that teachers are inherently performers and as such, techniques from the stage enhance and expand a teacher's ready repertoire of discipline-based content.

While teachers are trained as planners and scholars, very few are trained as performers. Using performance theory, the authors show how an educator can transform ordinary classroom experiences into occasions that attract and engage the students.

In this second edition of *Teaching and Performing*, the authors expand on the possibilities of using warm-up exercises, assuming roles, props, lighting, blocking, energy, concentration, and a variety of other techniques important to good theatre and good teaching." (Atwoodpublishing.com)

Tobin, Thomas J, et al. *Evaluating Online Teaching: Implementing Best Practices*. 1st ed., John Wiley & Sons, 2015.

Keywords: Formative Assessment; Online; Student Evaluations

"*Evaluating Online Teaching* is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching, providing the tools and guidance that faculty members and administrators need. The authors address challenges that colleges and universities face in creating effective online teacher evaluations, including organizational structure, institutional governance, faculty and administrator attitudes, and possible budget constraints. Through the integration of case studies and theory, the text provides practical solutions geared to address challenges and foster effective, efficient evaluations of online teaching. Readers gain access to rubrics, forms, and worksheets that they can customize to fit the needs of their unique institutions."

Tobin, Thomas J. & Behling, Kirsten T. *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*. United States of America: West Virginia University Press, 2018.

Keywords: Universal Design; Inclusion

"Advocates for the rights of people with disabilities have worked hard to make universal design in the built environment "just part of what we do." We no longer see curb cuts, for instance, as accommodations for people with disabilities, but perceive their usefulness every time we ride our bikes or push our strollers through crosswalks.

"This is also a perfect model for Universal Design for Learning (UDL), a framework grounded in the neuroscience of why, what, and how people learn. Tobin and Behling show that, although it is often associated with students with disabilities, UDL can be profitably broadened toward a larger ease-of-use and general diversity framework. Captioned instructional videos, for example, benefit learners with

hearing impairments but also the student who worries about waking her young children at night or those studying on a noisy team bus.

“Reach Everyone, Teach Everyone is aimed at faculty members, faculty-service staff, disability support providers, student-service staff, campus leaders, and graduate students who want to strengthen the engagement, interaction, and performance of all college students. It includes resources for readers who want to become UDL experts and advocates: real-world case studies, active-learning techniques, UDL coaching skills, micro- and macro-level UDL-adoption guidance, and use-them-now resources.”

Tuitt, F. and Reddick, L. “Stereotype Threat and Ten Things We Can Do to Remove the Threat in the Air.” *To Improve the Academy* 26 (2008): 121-132.

Keywords: Diversity Issues

“The purpose of this chapter is to present an overview of the literature related to stereotype threat in an effort to provide faculty members and instructional developers with a better understanding of what the phenomenon is and what can be done about it in college classroom settings. To this end, we reviewed several of the major studies published on the subject between 1995 and 2005 and compiled a list of strategies that reflected both the major empirical findings on stereotype threat and our own research and experiences with faculty and students in college settings. Given the enormity of the subject, we focused heavily on the features of stereotype threat that relate specifically to race but acknowledged that the complexity of the subject required attention to other aspects of identity that may function to lessen, or in some cases increase, the intensity of stereotype threat. The overall findings suggested that there are several ways in which faculty and instructional developers can help to create learning environments that serve to mitigate the impact of stereotype threat, and that more work needs to be done to examine the ways in which faculty and instructional developers can strive to create environments that improve the quality of students’ perceptions and academic performances.”

Twale, D. J. and DeLuca, B. M. *Faculty Incivility: The Rise of the Academic Bully Culture and What to Do About It*. San Francisco, CA: Jossey-Bass, 2008.

Keywords: Academic Etiquette

“This important book addresses the prevalence of faculty incivility, camouflaged aggression, and the rise of an academic bully culture in higher education. The authors show how to recognize a bully culture that may form as a result of institutional norms, organizational structure, academic culture, and systemic changes. Filled with real-life examples, the book offers research-based suggestions for dealing with this disruptive and negative behavior in the academic workplace.”

Uno, Gordon E. *Handbook on Teaching Undergraduate Science Courses: A Survival Training Manual*. Fort Worth, TX: Harcourt Brace & Company, 1999.

Keywords: Teaching Science

Urban, W. and Wagoner, Jr., J. *American Education: A History*. New York, NY: McGraw-Hill, 1996, 2000, 2004.

Keywords: Evolution of Education

“American Education: A History presents the history of American education from pre-colonial times to the present in a comprehensive, engaging manner. Balanced and well written, the text provides an objective overview of historical events alongside thoughtful analysis and integration as it presents each major period in the development of American education against the broader backdrop of national and world events. Each chapter is tightly linked to the preceding and succeeding

chapters so that the story of American education unfolds in a seamless manner. This is the first text to explore Native American traditions (including education) prior to Colonization. It also offers very strong, ongoing coverage of minorities and women; exceptional coverage of education in the nineteenth century in the southern states; and a noteworthy three-chapter cluster (chapters 6, 7, and 8) describing the making of the modern school system before, during, and after the Progressive Era. This edition includes the addition of political cartoons, annotated suggestions for further reading, more comprehensive coverage of John Dewey, and a thoroughly reorganized and updated recent history of education (Chapter 12)." (Amazon.com Editorial Reviews)

Valley, Patricia Hanrahan. "Entertaining Strangers: Providing for the Development Needs of Part-Time Faculty." *To Improve the Academy* 23 (2005): 299-313.

Keywords: Faculty Development

"For institutions of higher education that have increasingly relied upon part-time faculty members to meet the needs of a rapidly changing society, the challenge has been to provide adequate preparation and development opportunities for these instructors, many of whom have never taught before. This study investigated the characteristics of the part-time faculty, the extent to which they believed they had been orientated by the institution to assume their teaching roles, and their reported need for selected professional development activities at Embry-Riddle Aeronautical University's Extended Campus, an institution employing more than 2,800 adjuncts. The data provided by the needs assessment were instrumental in developing programs for part-time faculty development."

Van Note Chism, Nancy. "Playing Well With Others: Academic Development as a Team Sport." *To Improve the Academy* 22 (2004): 226-236.

Keywords: Faculty Development

"An important first step to attacking significant institutional problems is working across the organizational silos that encompass campus units. This chapter draws upon an experience in collaboration through which an academic development center chose to partner with a variety of campus units to address a vexing problem facing many campuses: unacceptable rates of first-year student retention. The chapter then goes beyond the case to identify the kinds of collaborations that can be created to treat other pressing academic issues and highlight characteristics of successful collaborations that academic development centers can initiate or join."

Van Note Chism, Nancy. "Promoting a Sound Process for Teaching Awards Programs: Appropriate Work for Faculty Development Centers." *To Improve the Academy* 23 (2005): 314-330.

Keywords: Faculty Development

"Examination of a sample of teaching awards programs at colleges and universities in the United States shows that the selection process or most is not based on explicit criteria, evidence that matches the criteria, and announced standards for making judgments about the candidates. If teaching awards programs are to be effective on any level, whether serving as a symbol of institutional commitment, affirming good teachers, or inspiring others to teach well, the quality of their selection process must be credible. This chapter provides recommendations for how faculty development centers can help their institutions to craft a selection process that will enhance their existing programs or help shape new ones."

Van Note Chism, Nancy. "The Role of Educational Developers in Institutional Change: From the Basement Office to the Front Office." *To Improve the Academy* 17 (1998): 141-154.

Keywords: Faculty Development

“Educational developers can play a crucial role in helping colleges and universities respond to change. Among the roles they can play are researcher, assessment resource, friendly critic, messenger, translator, and coach. To perform these roles, developers need certain characteristics and special knowledge bases as well as enabling conditions within their environment. The current state of higher education may be calling for a paradigm shift in educational development as well.”

Vella, Jane. *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Dialogue Education

“*On Teaching and Learning* takes the ideas explored in renowned educator Jane Vella’s best-selling book *Learning to Listen, Learning to Teach* to the next level and explores how dialogue education has been applied in educational settings around the world. Throughout the book, she shows how to put the principles and practices of dialogue education into action and uses illustrative stories and examples from her extensive travels. Dialogue education values inquiry, integrity, and commitment to equity—values that are also central to democracy. Learners are treated as beings worthy of respect, recognized for the knowledge and experience they bring to the learning experience. Dialogue education emphasizes the importance of safety and belonging. It is an approach that welcomes one’s certainties and one’s questions.” (Jossey-Bass.com)

Vigil, T. A., Price, G., Shama, U., and Stonely, K. “Helping Faculty Integrate Technology in Research and Teaching: CART at Bridgewater State College.” *To Improve the Academy* 12 (1993): 179-188.

Keywords: Research; Technology

“This article describes Bridgewater State College’s Center for the Advancement of Research and Teaching (CART). CART’s role is to prepare all faculty and librarians to take advantage of the opportunities that the new Center for Technological Applications will make available for the teaching and learning process, not only for students but for faculty. The challenge for CART is to integrate traditional faculty development with technological training as one more tool for the practitioner to enhance teaching and learning. Bridgewater’s program has successfully attracted faculty to educational technology, encouraged teaching and research projects through a summer small grants program, and built a sense of faculty ownership in the Technology Center.”

Wade, W., Hodgkinson, K., Smith, A., and Arfield, J. (Eds.). *Flexible Learning in Higher Education*. Teaching and Learning in Higher Education Series. London: Kogan Page, 1994.

Keywords: Distance Education; Flexible Learning; Modularization

“This book addresses broad issues related to flexible learning in higher education and provides specific examples of how one institution of higher education is implementing more flexible patterns of teaching and learning. The Flexible Learning Initiative, established at Loughborough University of Technology in England, provides an environment which facilitates student involvement and responsibility for the learning process. The book brings together the collective experiences of staff from a variety of departments and subject areas and examines conceptual as well as practical issues in relation to flexible learning.” (Education Resources Information Center)

Walvoord, Barbara E. *Assessment: Clear and Simple*. San Francisco: Jossey-Bass, 2004.

Keywords: Outcomes Assessment

Assessment Clear and Simple is "Assessment 101" in a book—a concise and step-by-step guide written for everyone who participates in the assessment process. This practical book helps to make assessment simple, cost-efficient, and useful to the institution, while at the same time meeting the requirements of accreditation agencies, legislatures, review boards, and others.

Walvoord, B.E. and Anderson, V.J. *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass, 1998.

Keywords: Assessment; Grading

"This guide for college faculty attempts to balance assessment theory and practical advice on grading. Grading is viewed as a complex process that serves multiple roles: evaluation, motivation, communication, and organization, and this work provides examples from classrooms in many disciplines, sample assessment plans for departments and general education programs, and a case study. End-of-chapter activities help readers plan the grading component of a course and are appropriate for a collaborative faculty workshop on grading and assessment." (Education Resources Information Center)

Ward, L., Siegel, J. M., Davenport, Z. *First Generation College Students: Understanding and Improving the Experience from Recruitment to Commencement*. San Francisco, CA: Wiley Publications, 2012.

Keywords: Guide, Student challenges, Practices and Techniques

"As more and more of the college-going population is made up of those who are the first in their families to attend college, institutions need to find ways to help these students succeed if they expect to maintain enrollments. This groundbreaking resource explores the challenges and barriers to first-generation students and offers a wealth of helpful recommendations for helping these students succeed in their academic careers. This book helps leaders in academic and student affairs to understand these special challenges and how best to meet them." (Back Cover)

Warner, John. *Why They Can't Write: Killing the Five-Paragraph Essay and Other Necessities*. Baltimore: Johns Hopkins University Press, 2018.

Keywords: Writing; Teaching Writing; Study Skills; Underprepared Students

"There seems to be widespread agreement that—when it comes to the writing skills of college students—we are in the midst of a crisis. In *Why They Can't Write*, John Warner, who taught writing at the college level for two decades, argues that the problem isn't caused by a lack of rigor, or smartphones, or some generational character defect. Instead, he asserts, we're teaching writing wrong.

Warner blames this on decades of educational reform rooted in standardization, assessments, and accountability. We have done no more, Warner argues, than conditioned students to perform "writing-related simulations," which pass temporary muster but do little to help students develop their writing abilities. This style of teaching has made students passive and disengaged. Worse yet, it hasn't prepared them for writing in the college classroom. Rather than making choices and thinking critically, as writers must, undergraduates simply follow the rules—such as the five-paragraph essay—designed to help them pass these high-stakes assessments.

In *Why They Can't Write*, Warner has crafted both a diagnosis for what ails us and a blueprint for fixing a broken system. Combining current knowledge of what works in teaching and learning with the most enduring philosophies of classical education, this book challenges readers to develop the skills, attitudes, knowledge, and habits of mind of strong writers." (from the publisher)

Watkins, Ayan. *75 e – Learning Activities: Making Online Learning Interactive*. San Francisco, CA: John Wiley & Sons, 2005.

Keywords: Interactive learning, Strategies, Improving Online Courses

"This invaluable resource can help transform online courses into exciting, meaningful, and active e-learning experiences. *75 e-Learning Activities* is filled with scores of e-learning activities and games that offer trainers and instructors a handbook for creating interactive and engaging online courses. Much like the activities and games used in traditional classroom training, these e-learning activities can be used to increase interactivity, engage learners, accomplish learning objectives, develop online relationships, promote active learning, and create learning communities. With many examples available on the CD-ROM for easy online transfer, the activities can help elaborate on course content through the use of online technologies such as chat rooms, email, or discussion boards."

Watras, Joseph. *The Foundations of Educational Curriculum and Diversity*. Boston, MA: Pearson Education, 2002.

Keywords: Multiculturalism

"This book describes school models throughout history that educators hoped would solve social problems associated with multiculturalism in the schools. Multiculturalism is still a current issue, and this book helps to make prospective teachers, administrators, and counselors aware of the benefits and problems resulting from each solution. This book does not promote one single model of school organization; rather, it encourages educators to exercise independent thought and understanding. For pre-service and in-service teachers and administrators." (Back Cover)

Wehlburg, Catherine M. "Using Data to Enhance College Teaching: Course and Departmental Assessment Results as a Faculty Development Tool." *To Improve the Academy* 23 (2005): 165-172.

Keywords: Faculty Development

"This chapter highlights the need for using assessment of student learning outcomes data to guide teaching-related faculty development decision-making. Literature on the topic suggests that using assessment results to inform faculty development discussions makes better use of both the assessment data and the time spent in faculty development. Feedback and consultations regarding feedback seem to be important variables in determining if changes in teaching will occur. Types of assessment data that may especially inform teaching-related conversations are discussed."

Weimer, M. *Enhancing Scholarly Work on Teaching and Learning: Professional Literature that Makes a Difference*. Indianapolis, IN: Jossey-Bass, 2007.

Keywords: Research Methods

"In this book, Maryellen Weimer provides an essential resource for anyone who is engaged in efforts to improve teaching in higher education. This comprehensive book draws on a wide array of sources to help practitioners build on the foundation laid by existing scholarly work on teaching and learning. *Enhancing Scholarly Work on Teaching and Learning* reviews previously published work on teaching and learning to better guide those engaged in pedagogical scholarship and to help develop a literature that meets the needs of faculty.

"*Enhancing Scholarly Work on Teaching and Learning* includes an analysis of the practitioner literature on teaching and learning in two main categories- the wisdom of scholarship and research scholarship. The first category uses the lens of experience to analyze instructional issues, and the second category employs more objective frames to assess instructional issues. The book explores four experiential approaches to teaching and learning (personal accounts of change, recommended-practices reports, recommended-content reports, and personal narratives and includes an analysis of the three most common research methods (quantitative investigation, qualitative studies, and descriptive research). *Enhancing Scholarly*

Work on Teaching and Learning also includes information about other methods in addition to the main approaches.” (Jossey-Bass.com)

Weimer, Maryellen. *Learner-Centered Teaching*. San Francisco, CA: Jossey-Bass, 2013.

Keywords: Teaching; Active Learning; Engagement

“In this much needed resource, Maryellen Weimer—one of the nation's most highly regarded authorities on effective college teaching—offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. *Learner-Centered Teaching* shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.”

Weis, Lois. *Class, Race, and Gender in American Education*. Albany, NY: State University of New York Press, 1988.

Keywords: Culturalists; Structuralists

“Most educators might agree that the hidden agendas on class, race, and gender, to a large extent, condition and determine the form and the content of schooling. But, how much of this situation is due to school factors, and how much to social background factors, is heatedly discussed and debated by scholars working within both the mainstream and critical traditions in the field of education. *Class, Race, and Gender in American Education* represents a groundbreaking overview of current issues and contemporary approaches involved in the areas of class, race, and gender in American education. In this book, the first to combine a consideration of these issues and to investigate the manner in which they connect in the school experience, authors consider the particular situations of males and females of divergent racial and class backgrounds from their earliest childhood experiences through the adult university years. While providing valuable original in-depth ethnographic and statistical analyses, the volume also incorporates some of the important current theoretical debates; the debate between structuralists and culturalists is highlighted, for example.” (Sunypress.edu)

Weisberg, Mark. “Reflecting and Writing About Our Teaching.” *To Improve the Academy* 26 (2008): 290-304.

Keywords: Faculty Development; Reflective Teaching

“Reflecting on what we are doing can help us become better teachers and better people; yet in our increasingly busy and stressful lives, how can we find the space and time? This chapter describes and exemplifies two strategies that can help us and our colleagues become more reflective about our teaching and about our vocation: the Teacher’s Reading Circle, meeting for regular discussions of provocative texts about teaching and learning, and the Teacher’s Writing Circle, using prompts and examples of colleagues’ writing to set participants on an extended course of writing about their own teaching.”

Wheatley, Margaret. *Leadership and the New Science*. California, San Francisco: Berrett-Koehler Publishing, 1994.

Keywords: Learning; Leadership; Organization

"Recent discoveries in quantum physics, chaos theory, and biology have transformed the way we think of the "orderly universe." But did you know that the "New Science" can also be applied to the way we organize work, people, and our lives? Author Margaret J. Wheatley shows us how our new understanding of science and the meaning of life can lead to a powerful new view of the business world. Wheatley believes that, just as our world has become nonlinear and filled with constant transition, we must change many of our outmoded management methods. Her book examines conflicts between order and chaos, autonomy and control, structure and flexibility, and planning and innovation, inviting us to transform our way of thinking and adapt ourselves - and our companies - to the 21st century."

Wheeler, Daniel and Keith, Kent. *Servant Leadership for Higher Education: Principles and Practices*. San Francisco, CA: Jossey-Bass, 2012.

Keywords: Leadership; Department Chair

- "Given the myriad of complex problems facing higher education, it is difficult to imagine that an administrator at any level of the institution could be effective without engaging in servant leadership. Higher education is a service industry and, consequently, this text is a must read for practicing administrators who are committed to effective leadership." –MARY LOU HIGGERSON, Ph.D., vice president for Academic Affairs and dean of the college, Baldwin-Wallace College
- "Finally a thoughtful book on servant leadership with direct application to higher education. Includes many strategies for developing servant leadership in self, others, and organizations." –DR. GARY L. FILAN, executive director, Chair Academy
- "With *Servant Leadership for Higher Education* Dan Wheeler brings the gauzy platitudes sometimes associated with servant leadership down to earth in a set of field-tested principles. I finished the book fantasizing about how much better off our colleges and universities would be if our leaders behaved like this!" – JON WERGIN, professor of educational studies, Ph.D. in Leadership & Change Program, Antioch University
- "This is a must read for anyone thinking about becoming an academic leader. In the academy, it is not about command and control—it's about serving your colleagues. Dan Wheeler's book 'nails it' as nothing is more critical to leaders than success in serving their colleagues." –WALTER GMELCH, dean and professor, School of Education, University of San Francisco (from wiley.com & back of book)

Wilhite, M., Lunde, J., and Latta, G. "Faculty Teaching Partners and Associates: Engaging Faculty as Leaders in Instructional Development." *To Improve the Academy* 18 (2000): 181-194.

Keywords: Faculty Development

"Special interest discussion groups provide opportunities for faculty to address specific instructional issues in a variety of areas including technology, distance learning, general teaching topics, pre-tenure issues, honors teaching, and the like. In 1995, to leverage the Teaching and Learning Center's resources, outstanding classroom teachers were invited to provide leadership for discussion groups by serving as Partners or Associates. This chapter describes how an inexpensive faculty discussion-group leadership program maximizes a teaching improvement center's resources, makes innovative teaching visible, and provides per models for other faculty while helping promote an overall institutional culture that actively supports teaching excellence."

Williams, D., Foster, D., Green, B., Lakey, P., Lakey, R., Mills, F., and Williams, C. "Effective Peer Evaluation in Learning Teams." *To Improve the Academy* 22 (2004): 251-251-267.

Keywords: Student Evaluation

"Evaluating student performance in learning teams is challenging. This chapter reviews the student learning team and peer evaluation literature. The authors share the results of their experience using four rubrics for peer evaluation in student learning teams. Student learning teams involve forming students into teams for the semester to enhance their active learning. A portion of the course grade is dedicated to team quizzes, activities, and projects. The authors conclude that peer evaluation data should be used both formatively and summatively to enhance team cohesion and accountability and provide their preferred rubric for the peer evaluation process. Usage of food differentiation in peer evaluation is discussed. A mathematical formula for calculating the impact of peer evaluations in learning teams on course or team project grades is presented."

Willingham-McLain, L. and Pollack, D. "Exploring the Application of Best Practices to TA Awards: One University's Approach." *Improving the Academy* 24 (2006): 247-258.

Keywords: Faculty Development

"This chapter explores how to adapt best practices from the general literature on teaching awards in higher education to graduate student teaching assistant (TA) awards. Although most criteria apply, they must be fitted to the career stage and aspirations of Teacher's Assistant. The Duquesne University Graduate Student Award for Excellence in Teaching serves as a case study demonstrating how these practices can be modified to both recognize excellent teaching and promote the professional development of graduate student instructors."

Willis, D. and Millis, B. "An International Perspective on Assessing Group Projects." *To Improve the Academy* 22 (2004): 268-286.

Keywords: Assessment

"The value of group work for enhancing learning is well documented. However, to maximize the impact of group work on student learning, faculty should carefully consider course design and assessment. This chapter draws on research, policy, and practice from the US, Canada, Australia, and New Zealand to emphasize the importance of adopting an integrated approach to group work through careful planning. Guidelines emphasize ways to provide for the responsive, responsible assessment of group projects."

Wiseman, D., Cooner, D., and Knight, S. *Becoming a Teacher in a Field-Based Setting*. Belmont, CA: Wadsworth Publishing Company, 1999.

Keywords: Field-Based Studies; Reflection; Self-Assessment; Self-Awareness

"With this brief, low-cost paperback text--the first written specifically for field-based Introduction to Education courses--teacher-candidates have an ideal resource that they can easily carry into schools and use as a notebook in which they can record their observations of teachers and students in action. Special features for use in the field, such as INTASC connected "Field-Based Activities" and "Portfolio Reflections and Exhibits," encourage interaction and thus enhance students' understanding of the material. To increase self-awareness and reflection by future teachers, this text also includes an emphasis on self-assessment." (Amazon.com Editorial Reviews)

Wlodkowski, Raymond J. *Enhancing Adult Motivation to Learn*. San Francisco, CA: Jossey-Bass, 2008.

Keywords: *Non-traditional Students*

"In the more than two decades since its original publication, *Enhancing Adult Motivation to Learn* has become the classic reference for understanding adult motivation in educational and training settings. It has remained a work of enduring value to both practitioners and students of adult learning."

New to this edition is the blending of a neuro-scientific understanding of motivation and learning with an instructional approach responsive to linguistically and culturally different adult learners. Based on the most current educational and biological research, *Enhancing Adult Motivation to Learn* addresses issues that focus on deepening learner motivation and helping adults to want to learn. In the book, Raymond J. Wlodkowski offers a clear framework and sixty practical, research-based strategies that are designed to elicit and encourage learner motivation. In addition, the book is filled with practical examples, guidelines for instructional planning, and cutting-edge ideas for assessment and transfer of learning.

The book explores the conditions that evoke student motivation and shows the ways in which teachers of adults can create learning environments that stimulate and nourish the desire to learn. Wlodkowski illuminates the characteristics of a motivating instructor—expertise, compassion, enthusiasm, cultural responsiveness, and clarity. He also analyzes four major motivating factors—inclusion, attitude, meaning, and competence—and provides suggestions on how to employ them during the instructional process. And to meet the demands of today's adult population, *Enhancing Adult Motivation to Learn* offers information on effectively teaching diverse students including low-income and English language learners.

Enhancing Adult Motivation to Learn takes an interdisciplinary perspective, not only drawing on research from adult development and education but from fields that include cultural and ethnic studies, the biological and neuropsychological sciences, psychology, and literature. As in the previous edition, the ideas and methods advocated in this book are generally applicable to online learning as well as conventional classroom settings."

Wright, Delivee L. "Faculty Development Centers in Research Universities: A Study of Resources and Programs." *To Improve the Academy* 18 (2000): 291-301.

Keywords: Faculty Development

"The purpose of this study was to compile updates information on resources and programs of faculty/instructional development centers in Carnegie classification Research I and Research II universities. It allows centers across the country to see where they stand in regard to a number of specific aspects of center operation. Size of institution, mission, resources, budgets, and staffing vary greatly, while activities and services have a greater degree of similarity. The data reveal a number of questions for further study and discussion."

Wright, W. and O'Neil, M. "Teaching Improvement Practices: New Perspectives." *To Improve the Academy* 13 (1994): 5-37.

Keywords: Faculty Development

"The movement is to improve the quality of teaching and learning in higher education has gained increasing importance over the last several years. Policies and programs aimed at enhancing instruction are becoming commonplace as post-secondary institutions strive to provide a high quality educational experience for students. The impact of different teaching improvement practices varies, and decision-makers in universities and colleges need to know where best to place their efforts and resources. The experience judgment of teaching improvement practitioners can assist others in making these decisions.

"This study examines the results of surveys of key instructional development role players at universities and colleges in the United States and in Canada and compares the responses of the two respondent groups. Respondents rated the potential of 36 practices to improve teaching at their respective institutions. Analysis revealed patterns of agreement and disagreement within and between the U.S. and Canadian respondent groups. The leadership of deans and department heads and employment policies and practices were seen as having the greatest potential to improve teaching. Respondents had the least confidence that summative evaluation of teaching would improve instruction."

Wunsch, Marie A. "From Faculty Developer to Faculty Development Director: Shifting Perspectives and Strategies." *To Improve the Academy* 12 (1993): 273-284.

Keywords: Faculty Development

"Very often faculty development staff, instructional development specialists, or faculty members on development committees are called upon to assume administrative duties as the director of a faculty development program or office. This article suggests strategies for addressing the perspectives and skills that successful faculty developers have that can be adapted, shifted, and enlarged to serve them well in a new role."

Zahorski, Kenneth J. "Taking the Lead: Faculty Development As Institutional Change Agent." *To Improve the Academy* 12 (1993): 227-245.

Keywords: Faculty Development

"This article looks at the nature, role, and functions of faculty development from a particular philosophical perspective, exploring ways in which faculty development professionals might step beyond their traditional institutional role as facilitators to become even more powerful change agents. More specifically, the author (1) identifies areas where change agent strategies may be used, (2) provides some concrete examples of faculty development serving as an effective institutional change agent, and (3) identifies the conditions needed for faculty developers to become successful change agents."

Zhu, Erping. "Breaking Down Barriers to the Use of Technology for Teaching in Higher Education." *To Improve the Academy* 26 (2008): 305-318.

Keywords: Technology

"This chapter examines the most common technologies for teaching on college campuses and the most common barriers to advanced uses of technology tools. Survey results consistently show that the major barriers to incorporating technology into higher education are lack of faculty time, faculty doubts about the relevancy of technology to disciplinary learning, and inadequate technical support for faculty projects and technology uses. This chapter, then, proposes several approaches developed and assessed by the Center for Research on Learning and Teaching at the University of Michigan for removing those barriers to technology uses in higher education. Although providing flexible technology training schedules and formats helps address the problem of time, offering training that combines pedagogy and technology skills clarifies the link between technology and disciplinary knowledge acquisition. Finally, the collaborative approach to technology support enables faculty to enjoy continuous and coordinated technology support for their projects and technology uses in the classroom. This chapter also provides recommendations for supporting faculty in using technology to improve their teaching and student learning."

Zlotkowski, Edward. "September 11, 2001, as a Teachable Moment." *Improving the Academy* 21 (2003): 3-20.

Keywords: Civic Engagement

"The Opening Plenary at the 2001 POD Conference was given by Edward Zlotkowski. Using the reactions to the events of September 11, 2001, as an example, he urged those in higher education to search out opportunities for academically based civic engagement and to focus on Boyer's concept of the scholarship engagement."

Zubizarreta, John. *The Learning Portfolio: Reflective Practice for Improving Student Learning*. San Francisco, CA: Wiley Publications, 2009.

Keywords: Student Learning, Research

"John Zubizarreta understands students, faculty, and teaching and learning. This book will help both novices and senior faculty to use portfolios to increase their own understanding and to enrich their students' learning." —Wilbert McKeachie, author, *McKeachie's Teaching Tips?* "With fourteen new chapters featuring exemplary uses of learning portfolios, this second edition is like a brand new book. But it preserves all the recommendations for implementing learning portfolios that made the first edition so useful to faculty." —Linda B. Nilson, director, Office of Teaching Effectiveness and Innovation, Clemson University, and author, *Teaching at Its Best* and *The Graphic Syllabus and the Outcomes Map.*" (Back Cover)

Zull, James E. *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*. Sterling, VA: Stylus Publishing, 2002.

Keywords: Teaching Practices

"Neuroscience tells us that the products of the mind -- thought, emotions, artistic creation -- are the result of the interactions of the biological brain with our senses and the physical world: in short, that thinking and learning are the products of a biological process.

"This realization, that learning actually alters the brain by changing the number and strength of synapses, offers a powerful foundation for rethinking teaching practice and one's philosophy of teaching.

"James Zull invites teachers in higher education or any other setting to accompany him in his exploration of what scientists can tell us about the brain and to discover how this knowledge can influence the practice of teaching. He describes the brain in clear non-technical language and an engaging conversational tone, highlighting its functions and parts and how they interact, and always relating them to the real world of the classroom and his own evolution as a teacher.

"*The Art of Changing the Brain* is grounded in the practicalities and challenges of creating effective opportunities for deep and lasting learning, and of dealing with students as unique learners." (Styluspub.com)

Zull, James E. *From Brain to Mind: Using Neuroscience to Guide Change in Education*. Sterling, VA: Stylus Publishing, 2001.

Keywords: Cognitive Development

"With his knack for making science intelligible for the layman, and his ability to illuminate scientific concepts through analogy and reference to personal experience, James Zull offers the reader an engrossing and coherent introduction to what neuroscience can tell us about cognitive development through experience, and its implications for education.

Stating that educational change is underway and that the time is ripe to recognize that "the primary objective of education is to understand human learning" and that "all other objectives depend on achieving this understanding", James Zull challenges the reader to focus on this purpose, first for her or himself, and then for those for whose learning they are responsible.

The book is addressed to all learners and educators – to the reader as self-educator embarked on the journey of lifelong learning, to the reader as parent, and to readers who are educators in schools or university settings, as well as mentors and trainers in the workplace.

In this work, James Zull presents cognitive development as a journey taken by the brain, from an organ of organized cells, blood vessels, and chemicals at birth, through its shaping by experience and environment into potentially to the most powerful and exquisite force in the universe, the human mind."