

## **Good Print Resources**

Collected by Richard Sherry, Bethel College

Faculty development resources are tremendously varied, and more appear with every journal. This listing will be updated at least monthly during 2001. While some of these topics will not be of interest, the resources provided here have been of use to many faculty developers.

The following categories of resources are provided in this document:

- Good General Guides
- Department Chairs
- Improving Courses, Curriculum and General Education
- Organizational Behavior and Theory
- Teaching Behaviors
- Faculty Development Programs
- Diversity
- Innovative Teaching Approaches
- Preparing Future Teachers
- Teaching Improvement
- Assessment and Classroom Assessment
- Faculty Evaluation
- Learning Communities
- Scholarly Productivity and Writing
- Teaching Portfolio
- Adult Education
- Faculty Life
- Learning Theory
- Scholarship of Teaching
- Teaching with Technology
- Career Stages
- Higher Education and Public Life
- Mentoring
- Student Developmental Theory
- (Past) Visions of the Future

## **Good General Guides**

Davis, B. G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass.

Dill, D. D. & Associates. (1990). *What teachers need to know: the knowledge, skills, and values essential to good teaching*. San Francisco: Jossey-Bass Publishers.

Duffy, D. K., & Jones, J. W. (1995). *Teaching within the rhythms of the semester*. San Francisco, CA: Jossey-Bass.

- Eble, K. E. (1988). *The craft of teaching: A guide to mastering the professor's art*. (2nd ed.) San Francisco: Jossey-Bass.
- Feldman, K. A. & Paulsen, P.B. (1994). *Taking teaching seriously*. Washington: ASHE-ERIC.
- Fuhrman, B., & Grasha, T. (1983). *A practical handbook for college teachers*. Boston, MA: Little, Brown.
- Gagne, R. M. (1974). *Essentials of learning for instruction*. Hinsdale, IL: Dryden.
- Halpern D. F. and Assoc.. (1994). *Changing college classrooms: new teaching and learning strategies for an increasingly complex world*. San Francisco: Jossey-Bass Publishers.
- Hativa, N. (2000). *Teaching for effective learning in higher education*. Dordrecht, Holland: Kluwer Academic Publishers.
- Lowman, J. (1995). *Mastering the techniques of teaching*. San Francisco, CA: Jossey-Bass.
- McKeachie, W. J. (1999). *Teaching tips: Strategies, research, and theory for college and university teachers* (10th ed.). Boston, MA: Houghton Mifflin.
- Menges, R.J. & Weimer, M. (1996). *Teaching on solid ground: using scholarship to improve practice*. San Francisco: Jossey-Bass Publishers.
- Paulsen, M. B. & Feldman, K. A. (1995a). *Taking teaching seriously: Meeting the challenges of instructional improvement*. ASHE-ERIC Higher Education Report No. 2. Washington, DC: The George Washington University, School of Education and Human Development.
- Ramsden, P. (1992). *Learning to teach in higher education*. London, England: Routledge.
- Schon, D .A. (1987). *Educating the reflective practitioner: a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass Publishers.
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Wadsworth, E., Hilsen, L., & Shea, M. A. (Eds.). (1988). *A handbook for new practitioners*. Stillwater, OK: New Forums Press.
- Weimer, M. (1987). Theories of teaching. *The Teaching Professor*, 1 (3), 1-2.

Weimer, M. (1991). *Improving College Teaching*. San Francisco: Jossey-Bass Publishers.

## **Department Chairs**

Atkins, S. S., & Hageseth, J. A. (1991). The academic chairperson: Leading faculty is like herding cats. *Journal of Staff, Program, and Organizational Development*, 9 (1), 29-35.

Bennett, J. (1983). *Managing the academic department*. Phoenix, AZ: Oryx.

Gmelch, W. H., & Miskin, V. D. (1993). *Leadership skills for department chairs*. Bolton, MA: Anker.

Hativa, N. (1995). The department-wide approach to improving faculty instruction in higher education: A qualitative evaluation. *Research in Higher Education*, 36 (4), 377-413.

Hecht, I. W. D. (1999, Fall). Transitions from faculty member to department chair. *The Department Chair: A Newsletter for Academic Administrators*, 10 (2), p. 5.

Hutchings, P. (1996). *Making teaching community property: A menu for peer collaboration and peer review*. Washington, DC: American Association for Higher Education.

Lucas, A. F. (1994). *Strengthening departmental leadership: A team-building guide for chairs in colleges and universities*. San Francisco, CA: Jossey-Bass.

## **Improving Courses, Curriculum and General Education**

Altman H., & Cashin, W. C. (1992, September). *Writing a syllabus*. Manhattan, KS: Kansas State University, Center for Faculty Evaluation and Development.

Barak, R. J. & Breier, B.E. (1990). *Successful program review*. San Francisco: Jossey-Bass Publishers.

Birdsall, M. (1989). *Writing, designing, and using a course syllabus*. Boston, MA: Northeastern University, Office for Effective Teaching.

Diamond, R. M. (1989). *Designing and improving courses and curricula in higher education: A systematic approach*. San Francisco, CA: Jossey-Bass.

Diamond, R.M. (1998). *Designing and assessing courses and curricula: A practical guide*. San Francisco, CA: Jossey-Bass.

Gaff, J. (1983). *General education today: A critical analysis of controversies, practices, and reforms*. San Francisco, CA: Jossey-Bass.

Gaff, J. G. (1991). *New life for the college curriculum: Assessing achievements and furthering progress in the reform of general education*. San Francisco, CA: Jossey-Bass.

Gaff, J.G. & Ratcliff, J. L. & Associates. (1996). *Handbook of the undergraduate curriculum*. San Francisco: Jossey-Bass Publishers.

Gardiner, L. (1994). *Redesigning higher education: Producing dramatic gains in student learning*. ASHE-ERIC Higher Education Report 7. Washington, DC: George Washington University.

Gardiner, L. F. (1992). *Designing a college curriculum: Overview, planning aids, and selected resources*. Professional Resource No. 4 (copyright by Gardiner).

Gronlund, N.E. (1985). *Stating objectives for classroom instruction*. New York: Macmillan.

Grunert, J. (1997). *The course syllabus: A learning-centered approach*. Bolton, MA: Anker.

Jackson, K. (Ed). (1994). *Redesigning curricula*. Providence, RI: Campus Compact.

Kanter, S., Gamson, Z., & London, H. (1997) *Revitalizing general education in a time of scarcity: a navigational chart for administrators and faculty*. Needham Heights, MA: Allyn & Bacon.

Pregent, R. (1994). *Charting your course: how to prepare to teach more effectively*. Madison: Magna Publications.

Rubin, S. (1985, August). Professors, students, and the syllabus. *Chronicle of Higher Education*, 7, p. 56.

Stark, J. S. & Lattuca, L. R. (1997). *Shaping the college curriculum: Academic plans in action*. Needham Heights, MA: Allyn & Bacon.

Stark, J. S., Shaw, K. M., & Lowther, M. A. (1989). *Student goals for college and courses*. Report No. 6. Washington, DC: School of Education and Human Development, The George Washington University.

Stritter, E T., Tresolini, C. P., & Reeb, K. G. (1994). The Delphi technique in curriculum development. *Teaching and Learning in Medicine*, 6 (2), 136-141.

## **Organizational Behavior and Theory**

Austin, A., Rice, K. E., Splete A. & Associates (1991). *A good place to work: a source book for the academic workplace*. Washington: Council of Independent Colleges.

Bergquist, W. H. (1992). *The four cultures of the academy*. San Francisco: Jossey-Bass

Bolman, L. & Deal, T. (1991). *Reframing organizations*. San Francisco: Jossey-Bass Publishers.

Boyer Commission on Educating Undergraduates in the Research University. (1998). *Reinventing undergraduate education: A blueprint for America's research universities*. Lawrenceville, NJ: The Carnegie Foundation for the Advancement of Teaching.

Donald, J. G. (1997). *Improving the environment for learning*. San Francisco, CA: Jossey-Bass.

Eckel, P., Kezar, A., & Lieberman, D. (1999, November). Learning for organizing: Institutional reading groups as a strategy for change. *AAHE Bulletin*, 52 (3), 6-8.

Ewell, P. T. (1997). Organizing for learning: A new imperative. *AAHE Bulletin*, 50 (4), 10-12.

O'Banion, T. (1997). *A learning college for the 21st century*. Phoenix, AZ: American Council on Education & the Oryx Press.

Ozmon, H., & Graver, S. (1998). *Philosophical foundations of education* (6th ed.) New York: Prentice Hall.

Seldin, P. (1990). *How administrators can improve teaching*. San Francisco: Jossey-Bass Publishers.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

Tinto, V. (1997). Universities as learning organizations. *About Campus*, 1 (6), 2-4.

Trow, M., & Clark, P. (1994). *Managerialism and the academic profession: Quality and control*. Higher Education Report No. 2. London, England: Open University, Quality Support Centre.

## **Teaching Behaviors**

Andrews, J. D.W. (1980). The verbal structure of teacher questions: Its impact on class discussion. *POD Quarterly*, 2 (3&4), 129-163.

Murray, H. G. (1983). Low-inference classroom teaching behaviors and student ratings of college teaching effectiveness. *Journal of Educational Psychology*, 75 (1), 138-149.

Murray, H. G. (1985). Classroom teaching behaviors related to college teaching effectiveness. In J. G. Donald & Sullivan (Eds.), *Using teaching to improve* (pp. 21-34). New Directions for Teaching and Learning, No. 23. San Francisco, CA: Jossey-Bass.

Murray, H. G. (1997). Effective teaching behaviors in the college classroom. In R. P. Perry & J. C. Smart (Eds.), *Effective teaching in higher education: Research and practice* (pp. 171-203). New York, NY: Agathon.

Paulsen, M. B., & Gentry, J. A. (1995). Motivation, learning strategies, and academic performance: A study of the college finance classroom. *Financial Practice and Education*, 5 (1), 78-89.

## **Faculty Development Programs**

Austin, A. A., Brocato, J. J., & Rohrer, J. D. (1997). Institutional missions, multiple faculty roles: Implications for faculty development. In D. Dezure & M. Kaplan (Eds.), *To improve the academy*, 16, 3-20. Stillwater, OK: New Forums.

Bergquist, W. H., & Phillips, S.R. (1975). Components of an effective faculty development program. *Journal of Higher Education* (46), 177-211.

Bergquist, W. H., & Phillips, S.R. (1981). *A handbook for faculty development*. (vols. 1, 2, 3) Washington: Council of Independent Colleges.

Boice, R. (1987). Is released time an effective component of faculty development programs? *Research in Higher Education*, 26 (3), 311-326.

Candy, P. (1991). *Self direction for lifelong learning*. San Francisco, CA: Jossey-Bass.

Candy, P. C. (1996). Promoting lifelong learning: Faculty developers and the university as a learning organization. *The International Journal for Faculty Development*, 1 (1), 7-18.

Chism, N. V. N. (1998). The role of educational developers in institutional change: From basement office to front office. *To improve the academy*, 17, 141-154. Stillwater, OK: New Forums.

Cranton, P. (1994). *Understanding and promoting transformative learning*. San Francisco, CA: Jossey-Bass.

Cranton, P. (1996). *Professional development as transformative learning*. San Francisco, CA: Jossey-Bass.

Diamond, R. M. (1988). Faculty development, instructional development, and organizational development: Options and choices. In E. C. Wadsworth (Ed.), *A handbook for new practitioners* (pp. 9-11). Stillwater, OK: New Forums Press.

Eble, K. E. & McKeachie, W. J. (1985). *Improving undergraduate education through faculty development*. San Francisco: Jossey-Bass.

Fulton, C., & Licklider, B. L. (1998). Supporting faculty development in an era of change. *To improve the academy, 19*, 51-66. Stillwater, OK: New Forums.

Gaff, J.G. & Simpson, R.D. (1993) Faculty Development in the United States. *Innovative Higher Education*, Vol. 18, No. 3.

Hubbard, G. T., & Atkins, S. S. (1995). The professor as a person: The role of faculty well-being in faculty development. *Innovative Higher Education, 20*, 117-128.

Hubbard, G. T., Atkins, S. S., & Brinko, K. T (1998). Holistic faculty development: Supporting personal, professional, and organizational well-being. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy, 17*, 35-49. Stillwater, OK: New Forums Press.

Katz, J., & Henry, M. (1993). *Turning professors into teachers: A new approach to faculty development and student learning*. Phoenix, AZ: Oryx.

Kurfiss, J., & Boice, R. (1990). Current and desired faculty development practices among POD members. *To improve the academy, 9*, 73-82. Stillwater, OK: New Forums.

Lewis, K. (Ed.) (1988). *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers*. Stillwater, OK: New Forums Press.

Menges, R.J., & Mathis, B. C. (1988). *Key resources for teaching, learning, curriculum, and faculty development*. San Francisco: Jossey-Bass Publishers.

Middendorf, J. K. (1998) A case study in getting faculty to change. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy, 17*, 203-224. Stillwater, OK: New Forums Press.

Middendorf, J. K. (2000). Finding key faculty to influence change. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy, 18*, 83-93. Bolton, MA: Anker.

Millis, B.J. (1994) Faculty development in the 1990s: what it is and why we can't wait. *Journal of Counseling & Development*. Vol. 72.

Patrick, S. K., & Fletcher, J. J. (1998). Faculty developers as change agents: Transforming colleges and universities into learning organizations. *To improve the academy, 17*, 155-170. Stillwater, OK: New Forums.

Povlacs Lunde, J. & Meier Healy, M. (1991). *Doing faculty development by committee*. Ames, Iowa: POD Network.

van der Bogert, V., Brinko, K. T., Atkins, S. S., & Arnold, E. L. (1990). Transformational faculty development: integrating the feminine and the masculine. In L. Hilsen. (Ed.), *To improve the academy*, 9, 89-98. Stillwater, OK: New Forums Press.

Zahorski, K.J. (1994). *The sabbatical mentor: a practical guide to successful sabbaticals*. Bolton, MA: Anker.

## **Diversity**

Adams, A., Bell, L., & Griffin, P. (Eds.). (1997). *Teaching for diversity and social justice: A sourcebook*. New York, NY: Routledge.

Baxter Magolda, M. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco, CA: Jossey-Bass.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York, NY: Basic Books.

Border, L. B. & Chism, N.V.N. (1992). *Teaching for diversity*. New Directions for Teaching and Learning, No. 49. San Francisco, CA: Jossey-Bass.

Brownlie, F., & Feniak, C. (1998). Student diversity: Addressing the needs.

Cook, C. E. & Sorcinelli, M. D. (1999). Building multiculturalism into teaching development programs. *AAHE Bulletin*, 51 (7), 3-6.

Davis, J. D. (Ed.) (1994). *Coloring the halls of ivy: leadership and diversity in the academy*. Bolton, MA: Anker.

Gallos, J. V., Ramsey, V. & Associates. (1996). *Teaching diversity: listening to the soul, speaking from the heart*. San Francisco: Jossey-Bass Publishers.

Kardia, D. (1998). Becoming a multicultural faculty developer: Reflections from the field. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy*, 17, 15-34. Bolton, MA: Anker.

Morey, A., & Kitano, M. (Eds.). (1997). *Multicultural course transformation in higher education: A broader truth*. Boston, MA: Allyn & Bacon.

Ouellett, M. L. & Sorcinelli, M. D. (1998). TA training: Strategies for responding to diversity in the classroom. In M. Marincovich, H. Prostko, & F. Stout (Eds.), *The professional development of graduate teaching assistants*. Bolton, MA: Anker.

Schoem, D., Frankel, L., Zuniga, X., & Lewis, E. (Eds.). (1995). *Multicultural teaching in the university*. Westport, CT: Praeger.

Stevens, M. P., & Cox, M. D. (1999, October). *Faculty development and the inclusion of diversity in the classroom: A faculty learning community approach*. Paper presented at the 24th annual Conference of the Professional and Organizational Development Network in Higher Education, Lake Harmony, PA.

Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York, NY: Basic Books.

Wlodkowski, R. J. & Crinsberg, M.B. (1995). *Diversity and motivation: culturally responsive teaching*. San Francisco: Jossey-Bass Publishers.

## **Innovative Teaching Approaches**

Barber, B., & Battistoni, R. (1993). A season of service: Introducing service-learning into the liberal arts curriculum. *PS: Political Science and Politics* 26 (pp.235-262). Dubuque, IA: Kendall/Hunt.

Barnes, L., C., Christensen, & Hansen, A. (1994). *Teaching and the case method*. (3rd edition). Boston: Harvard University Press.

Barr, R. B. (1998, September-October). Obstacles to implementing the learning paradigm. *About Campus*, 3 (4), 18-25.

Barr, R. B., & Tagg, J. (1995, November/December). From teaching to learning--A new paradigm for undergraduate education. *Change*, 27 (6), 13-25.

Bateman, W.L. (1990). *Open to question: the art of teaching and learning by inquiry*. San Francisco: Jossey-Bass Publishers.

Bean, J.C. (1996). *Engaging ideas: the professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass Publishers.

Bonwell, C. C., & Eison, J.A. (1991). Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Report 1. Washington, DC: George Washington University.

Bosworth, K., & Hamilton, S. J. (Eds.). (1994). *Collaborative learning: Underlying processes and effective techniques*. New Directions for Teaching and Learning, No. 59. San Francisco, CA: Jossey-Bass.

Bruffee, K.A. (1993). *Collaborative learning: Higher education, interdependence, and the authority of knowledge*. Baltimore: Johns Hopkins University Press.

Christensen, R. C. & Hansen, A. J. (1986). *Teaching and the Case Method*. Boston: Harvard Business School.

Christensen, R. C., Garvin, D.A. and Sweet, A. (Eds.). (1991). *Education for Judgment: the artistry of discussion leadership*. Boston: Harvard Business School.

Goldman, S.V. (1996). Mediating micro worlds: Collaboration on high school science activities. In T. Koschman (Ed.), *CSCL: Theory and practice of an emerging paradigm* (pp. 45-92). Hillsdale, NJ: Lawrence Erlbaum.

Hill, W. F. (1977). *Learning through discussion*. Beverly Hills, CA: Sage Publications.

Jacoby, B. & Associates. (1996). *Service learning in higher education*. San Francisco: Jossey-Bass Publishers.

Johnson D.W., Johnson R. T., & Smith K.A. (1990). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company.

Kolb, D. (1984). *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.

Matthews, R. (1996). Collaborative learning: Creating knowledge with students. In R. Menges & M. Weimer (Eds.), *Teaching on solid ground* (pp. 101-124). San Francisco, CA: Jossey-Bass.

Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco, CA: Jossey-Bass.

Meyers, C. & Jones T.B. (1993). *Promoting active learning: strategies for the college classroom*. San Francisco: Jossey-Bass Publishers.

Millis, B.J. & Cottell, P.G. (1998). *Cooperative learning for higher education faculty*. Phoenix, AZ: Oryx.

Rothman, M. (Ed.). (1998). *Service matters*. Providence, RI: Campus Compact.

Vahala, M. E., & Winston, R. B. (1994). College classroom environments: Disciplinary and institutional-type differences and effects on academic achievement in introductory courses, *Innovative Higher Education*, 19 (2), 99-122.

## **Preparing Future Teachers**

Smith, K. S., & Klaper R. D. (1999). Graduate assistant involvement in transforming the undergraduate experience at research universities. *The Journal of Graduate Teaching Assistant Development*, 6 (2), 95-102.

Wright, W. A., & O'Neil, M. C. (1995). Teaching improvement practices: International perspectives. In W. A. Wright & Associates (Eds.), *Teaching improvement practices: Successful strategies for higher education* (pp. 1-57). Bolton, MA: Anker.

## **Teaching Improvement**

Bess, J.L. (1997). *Teaching well and liking it: motivating faculty to teach effectively*. Baltimore: Johns Hopkins University Press.

Bess, J.L. (2000). *Teaching Alone/Teaching Together: Transforming the Structure of Teams for Teaching*. San Francisco, CA: Jossey-Bass.

Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research and Development*, 18 (1), 55-76.

Billson, J., & Tiberius, R. (1991). Effective social arrangements for teaching and learning. In R. Menges & M. Svinicki (Eds.), *College teaching: From theory to practice*. (pp. 87-110). New Directions for Teaching and Learning, No. 45. San Francisco, CA: Jossey-Bass.

Black, B. (1998). Using the SGID method for a variety of purposes. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy*, 17, 245-262. Bolton, MA: Anker.

Border, L. L. (1993). The graduate teacher certification program: Description and assessment after two years. In K. Lewis (Ed.), *The TA experience: Preparing for multiple roles*. (pp. 113-121). Stillwater, OK: New Forums.

Brookfield, S. D. (1990). *The skillful teacher*. San Francisco, CA: Jossey-Bass.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership*, 45 (2), 41-48.

Bush, A. J., Kennedy, J. J., & Cruickshank, D. R. (1977). An empirical investigation of teacher clarity. *Journal of Teacher Education*, 28 (2), 53-58.

Cruickshank, D. R., & Kennedy, J. J. (1986). Teacher Clarity. *Teaching and Teacher Education*, 2 (1), 43-67.

Cruickshank, D. R., Kennedy, J. J., Bush, A. J., & Meyers, B. (1979). Clear teaching: What is it? *British Journal of Teacher Education*, 5 (1), 27-33.

Diamond, N., Sharp, G., & Ory, J. (1983). *Improving your lecturing*. Urbana, IL: Office of Instructional Resources, University of Illinois at Urbana-Champaign.

Glazer, J. S. (1993). *A teaching doctorate: The doctor of arts degree, then and now*. Washington, DC: American Association for Higher Education.

Hativa, N. (1998). Lack of clarity in university teaching: A case study. *Higher Education*, 36 (3), 353-381.

Hines, C. V., Cruickshank, D., & Kennedy, J.J. (1985). Teacher clarity and its relationship to student achievement and satisfaction. *American Educational Research Journal*, 22 (1), 87-99.

Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional investigations into the nature of teacher clarity. *Journal of Educational Research*, 72 (2), 3-10.

Lambert, L. M. & Lane Tice, S. (1993). *Preparing graduate students to teach*. Washington: American Association for Higher Education.

Lambert, L. M. (1993). Beyond TA orientations: Reconceptualizing the Ph.D. degree in terms of preparation for teaching. In K. G. Lewis (Ed.), *The TA experience: Preparing for multiple roles*. (pp. 107-112). Stillwater, OK: New Forums.

## **Assessment and Classroom Assessment**

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass.

Banta, T. W. (1993). *Making a difference: outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass Publishers, Inc.

Banta, T.W. (1996). *Assessment in practice: putting principles to work on college campuses*. San Francisco: Jossey-Bass Publishers, Inc.

Black, L., Daiker, D. A., Sommers, J. & Stygall, G. (Eds.) (1994) *New directions in portfolio assessment*. Portsmouth, NH: Heinemann-Boynton/Cook.

Cross, K. P., & Steadman, M. H. (1996). *Classroom research: Implementing the scholarship of teaching*. San Francisco: Jossey-Bass.

Ely, M. (1991). *Doing qualitative research: Circles within circles*. Bristol, PA: Falmer.

Erwin, T.D. (1991). *Assessing student learning and development*. San Francisco: Jossey-Bass Publishers.

Gardiner, L. F., Anderson, C., & Cambridge, B. L. (1997). *Learning through assessment: A resource guide for higher education*. Washington, DC: American Association for Higher Education.

Morgan, D., & Spanish, L. (1984). Focus groups: A new tool for qualitative research. *Qualitative Sociology*, 7, 253-270.

Nichols, J. O. (1995). *A practitioner's handbook for institutional effectiveness and student outcomes assessment implementation*. New York, NY: Agathon.

Rosenshine, B., & Furst, N. (1971). The use of direct observation to study teaching. In R. M. W. Travers (Ed.), *Second handbook of research on teaching* (pp. 122-217). Chicago, IL: Rand McNally.

Tiberius, R. (1997). Small group methods for collecting information from students. In K. T. Brinko & R.J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 53-63). Stillwater, OK: New Forums Press.

Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco, CA: Jossey-Bass.

## **Faculty Evaluation**

Arreola, R.A. (1995). *Developing a comprehensive faculty evaluation system: a handbook for college faculty and administrators on designing and operating a comprehensive faculty evaluation system*. Bolton, Mass.: Anker.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Braskamp, L. A. & Ory, J. C. (1994). *Assessing faculty work. enhancing individual and institutional performance*. San Francisco: Jossey-Bass Publishers.

Cambridge, B. L. (2000). The scholarship of teaching and learning: A national initiative. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy*, 18, 55-68. Bolton, MA: Anker.

Centra, J.A. (1989) Faculty evaluation and faculty development in higher education. In J. Smart (Ed.), *Higher education: a handbook of theory and research*. Vol. 5 (155-179). New York: Agathon Press.

Centra, J.A. (1993). *Reflective faculty evaluation: enhancing teaching and determining faculty effectiveness*. San Francisco: Jossey-Bass Publishers.

Chism, N.V.N. and Szabo, B. (1997) Teaching awards: the problem of assessing their impact. In DeZure, D. (Ed.) *To Improve the Academy*, Vol. 16 (pp.181-200). Stillwater, OK: New Forums Press and the POD Network.

Cosser, M. (1998). Towards the design of a system of peer review of teaching for the advancement of the individual within the university. *Higher Education*, 35, 143-162.  
Diamond, R. M. (1993). Changing priorities and the faculty reward system. In R. M. Diamond & B. E. Adam (Eds.), *Recognizing faculty work: Reward systems for the year 2000*. (pp. 5-12). New Directions for Higher Education, No. 81. San Francisco, CA: Jossey-Bass.

Feldman, K. A. (1989). The association between student ratings of specific instructional dimensions and student achievement: Refining and extending the synthesis of data from multisection validity studies. *Research in Higher Education*, 30 (6), 583-645.

Feldman, K. A. (1998). Identifying exemplary teachers and teaching: Evidence from student ratings. In K. Feldman & M. Paulsen (Eds.), *Teaching and learning in the college classroom* (2nd ed.). (pp. 391-414). Needham Heights, MA: Simon & Schuster.

Glassick, C., Huber, M., & Maeroff, G. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco, CA: Jossey-Bass.

Hativa, N., & Raviv, A. (1996). University instructors' ratings profiles: Stability over time and disciplinary differences. *Research in Higher Education*, 37 (3), 341-365.

Knapper, C. K., McFarlane, B., & Scanlon, J. (1972). Student evaluation: An aspect of teaching effectiveness. *CAUT Bulletin*, 21 (2), 26-34.

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