

CFD Library

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Course Design	147 Practical Tips for Synchronous and Blended Technology Teaching and Learning		Rosemary M. Lehman, Richard A. Berg	2007	Distance education today offers more than teaching and learning online. The growing sophistication and flexibility of synchronous technologies, plus continuing advances and familiarity with their uses, has opened up new opportunities for engaging students and relating with them in a myriad of ways. Honed through years of experience and grounded in distance education research, the tips selected for this book are placed in the respected framework of the instructional design process: pre-planning, planning, developing, implementing, evaluating. You will find here a quick tip that can inspire you as you plan a new course. You will also find ideas that can inform and expand your usage of the exciting options available.	104
Inclusive & Ethical Teaching Environment	147 Practical Tips for Teaching Diversity		William M. Timpson	2005	Diversity is vitally important to today's classroom, but many college teachers remain uncertain as to how to handle this sensitive subject. Compiled from the real-life experiences of over a dozen professors and experts, 147 Practical Tips for Teaching Diversity tackles this question head on. Taking you from the classroom to the committee meeting to the community at large, this book offers hands-on advice for improving diversity discussions all through the semester. Some of what you'll find inside: Safe space: How to create a safe and welcoming learning environment Prejudice: How both you and your students can work together to unlearn stereotypes Challenges: How to address taboo subjects and handle conflicts preemptively	112
Course Design	147 Practical Tips for Teaching Online Groups	Essentials of Web-based Education	Donald E. Hanna, Michelle Glowacki-Dudka, Simone Conceição-Runlee	2000	From experienced distance educators comes this comprehensive collection of strategies for teaching effectively online. Beginning with pre-instruction preparation and progressing through actual online teaching, 147 Practical Tips for Teaching Online Groups will help you feel more comfortable and competent heading into an online course, whether you're a new instructor or an experienced professor. The authors dispel popular myths in online education and anticipate the potential problems you might face teaching in the online medium. They also advise you on how to set up and implement your online course, and make the course discussions as interactive as those you have in the traditional face-to-face classroom setting. If you're involved in web-based education -- or if you're about to be -- 147 Practical Tips for Teaching Online Groups will become one of your most trusted resources.	74
Teaching General	147 Practical Tips for Teaching Professors		Robert Magnan	1990	Whether you're new to teaching or an experienced veteran, this is a book you'll want to keep handy. From pre-term activities right through final exams, grading, and evaluation, 147 Practical Tips covers all the important phases of the teaching process. Educators use 147 Practical Tips for a quick idea to spice up a class. Teaching and learning centers keep shelf copies as a reference for faculty and teaching assistants. And Chairs and Deans give the book to their faculty during orientation. Take advantage of the special pricing to the right so your colleagues can share these teaching tips.	63
Teaching Topics	147 Practical Tips for Teaching Sustainability	Connecting the Environment, the Economy, and Society	William M. Timpson	2006	"We are the first generation capable of determining the habitability of the planet for humans and other species," writes Anthony Cortese in the Foreword. "Teachers at every level can play an important role in helping us find a sustainable path." All who work with sustainability issues realize that it is a community project. We must decide collectively about the earth and its future. As a community -- be it a geographic, social, academic, or professional community -- we need to know where to begin, how to collaboratively work, and where to find resources. Most of us belong to communities that are concerned about sustainability issues, but do not have that as their primary mandate, such as a business, a history class, or a civic group. These groups have a tremendous opportunity to incorporate sustainability awareness into their activities. And this volume will help find those opportunities and make the best use of group resources.	122
Learning Activities	147 Practical Tips for Using Icebreakers with College Students		Robert Magnan	2005	Building a sense of community in the classroom is key to fostering a safe and supportive environment for learning. Icebreakers are designed specifically for this purpose to create that sense of a community of learners, working together. If you are considering using icebreakers for the first time, these tips offer convincing reasons for using them and suggest specific icebreakers for specific situations. If you already use icebreakers, these tips will expand your repertoire and provide thought-provoking insights into other situations in which you could include community-building activities.  You'll find tips and icebreakers that will:  Help your students feel more comfortable, Introduce yourself, Get a sense of your students in general, Make it easier for your students to know each other, Encourage your students to share and explore differences, Generate interest in your course, Encourage your students to be interested in each other, Bring out students' feelings about the subject and the course, and Foster confidence and comfort in a virtual community.	92
Inclusive & Ethical Teaching Environment	33 Simple Strategies for Faculty	A Week-by-week Resource for Teaching First-year and First-generation Students	Lisa M. Nunn	2018	Many students struggle with the transition from high school to university life. This is especially true of first-generation college students, who are often unfamiliar with the norms and expectations of academia. College professors usually want to help, but many feel overwhelmed by the prospect of making extra time in their already hectic schedules to meet with these struggling students. 33 Simple Strategies for Faculty is a guidebook filled with practical solutions to this problem. It gives college faculty concrete exercises and tools they can use both inside and outside of the classroom to effectively bolster the academic success and wellbeing of their students. To devise these strategies, educational sociologist Lisa M. Nunn talked with a variety of first-year college students, learning what they find baffling and frustrating about their classes, as well as what they love about their professors' teaching. Combining student perspectives with the latest research on bridging the academic achievement gap, she shows how professors can make a difference by spending as little as fifteen minutes a week helping their students acculturate to college life. Whether you are a new faculty member or a tenured professor, you are sure to find 33 Simple Strategies for Faculty to be an invaluable resource.	144

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Learning Activities	50 Strategies to Boost Cognitive Engagement	Creating a Thinking Culture in the Classroom	Rebecca Stobaugh	2019	Transform your classroom culture from one of passive knowledge consumption to one of active learning and student engagement. In this well-researched book, author Rebecca Stobaugh shares how to build a culture of thinking that emphasizes essential 21st century skills -- from critical thinking and problem-solving to teamwork and creativity. Gain 50 teacher-tested instructional and student engagement strategies for nurturing students' cognitive development and utilize the book's Take Action activities to help you put the student engagement strategies to work in your classroom. <b>Use these teaching strategies to foster student engagement and cognitive skills:</b> *Gain an understanding of the concepts of critical thinking and cognitive engagement, as well as the relationship between the two. *Study Bloom's revised taxonomy, the cognitive processes associated with its various levels, and how they relate to cognitive engagement in the classroom. *Access 50 teaching strategies for classroom engagement that will encourage the cognitive development of students and grow their critical thinking skills. *Learn about three important aspects for sustaining classroom engagement -- movement, collaboration, and media literacy -- and how these connect with the 50 teaching strategies. *Utilize effective teaching strategies and new knowledge of critical thinking and cognitive skills to build a culture of thinking in the classroom.	176
Learning Activities	75 e-Learning Activities	Making Online Learning Interactive	Ryan Watkins	2005	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.	352
Teaching Evaluation & Development	99 Tips for Creating Simple and Sustainable Educational Videos	A guide for online Teachers and Flipped classes	Karen Costa	2020	The research is clear: online learning works best when faculty build regular, positive, and interactive relationships with students. A strategy that helps forge such a relationship is the use of videos. Student satisfaction and course engagement levels also increase with the use of instructor-generated videos -- the subject of this book. Beginning by outlining the different types of videos you can create, and what the research says about their effectiveness, Karen Costa explains how they can be designed to reinforce learning, to align with and promote course outcomes, and to save you time across your courses. She then describes how to create successful videos with commonly available technologies such as your smartphone, and without a major investment of time, demonstrating the simple steps she took to develop her bank of videos and build her confidence to deliver short, straightforward learning aids that are effective and personal	183
Service	A Guide for Leaders in Higher Education	Core Concepts, Competencies, and Tools	Brent D. Ruben, Richard De Lisi, Ralph A. Gigliotti	2017	At a time when higher education faces the unprecedented challenges of declining revenues and increased scrutiny, questions about access, cost, and the value of degrees, and the imperative to educate a more diverse student body, there is an urgent need for leadership that is conversant with, and able to deploy, the competencies, management tools, and strategic skills that go beyond the technical or disciplinary preparation and "on the job" training that most leaders have received. This book is intended as a practical resource for academic and administrative leaders in higher education who seek guidance in dealing with today's complexity, opportunities, and demands. It is also addressed to those who aspire to hold positions of leadership, and to the many faculty and staff members who serve in informal leadership roles within their departments, disciplines, or institutions. Additionally, the book serves as a guide and resource for those responsible for the design and implementation of leadership development programs in higher education. While recognizing the differences in mission and circumstance across institutional types, the authors begin by offering a foundational understanding of higher education as a sector, the political, social, and economic climate in which it operates, and the potential opportunities ahead. Subsequent sections of the book cover leadership concepts and competencies, along with a series of applied tools for leadership and organizational effectiveness. Each chapter concludes with related case studies and guiding questions for further reflection. <del>The final section highlights models for developing institutional leadership programs that progressively meet the needs of leaders along their careers. The content and format of</del>	463
Learning Activities	A Guide to Teaching in the Active Learning Classroom	History, Research, and Practice	Paul Michel Baepler, J. D. Walker, D. Christopher Brooks, Kem Saichaie, Christina I. Petersen	2016	While Active Learning Classrooms, or ALCs, offer rich new environments for learning, they present many new challenges to faculty because, among other things, they eliminate the room's central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed. The importance of learning how to use these classrooms well and to capitalize on their special features is paramount. The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls. This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively. Among the questions this book addresses are: * How can instructors mitigate the apparent lack of a central focal point in the space? * What types of learning activities work well in the ALCs and take advantage of the affordances of the room? * How can teachers address familiar classroom-management challenges in these unfamiliar spaces? * If assessment and rapid feedback are critical in active learning, how do they work in a room filled with circular tables and no central focus point? * How do instructors balance group learning with the needs of the larger class? * How can students be held accountable when many will necessarily have their backs facing the instructor? * How can instructors evaluate the effectiveness of their teaching in these spaces? This book is intended for faculty preparing to teach in or already working in this new classroom environment; for administrators planning to create ALCs or experimenting with provisionally designed rooms; and for faculty developers helping teachers transition to using these new spaces.	269

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Career Development	A Leadership Guide for Women in Higher Education		Marjorie Hass	2021	Women face unique challenges as they move into senior leadership roles at colleges and universities. This guide provides them with the frank, supportive advice they need to advance their careers and lead with excellence. For years, Marjorie Hass, now the president of Rhodes College, was approached by women in higher education looking for advice and support as they took on leadership roles and navigated challenging career paths. Eventually, she began offering online seminars so she could meet in small groups to answer questions and encourage women to develop mutually supportive relationships. In <i>A Leadership Guide for Women in Higher Education</i> , Hass draws on her sixteen years of senior leadership experience, her work with national higher education organizations, and her mentorship work with dozens of women to address fundamental issues women face when they lead in higher education. Aiming to level the playing field by giving women the insightful, supportive advice they need to advance in their careers and to lead with excellence, Hass combines practical information with career coaching. In this frank guide to launching, building, and advancing your academic career, Hass addresses a wide range of topics, including • deciding whether academic leadership is for you • developing a personal leadership style • becoming comfortable with power, ambition, and personal voice • navigating patriarchal assumptions • finding joy in leadership work • gaining experience with budget management, revenue generation, personnel management, and fund-raising—no matter your current job title • effectively managing conflict • aligning personal and career values and goals • winning your next job • and much more. Women at any stage of their academic leadership career will find this guide insightful, useful, and empowering, as will anyone interested in supporting women leaders and diversifying leadership in higher education.	168
Teaching General	A Training Guide for College Tutors and Peer Educations		Sally A. Lipsky	2011	<i>A Training Guide for College Tutors and Peer Educators</i> presents relevant and research-based methods for successful academic support sessions for tutors and peer educator trainees in an adaptable, user-friendly, and interactive format. By mirroring appropriate methods for organizing and presenting material in an academic support session, it allows the reader to experience for themselves the practices and strategies they will apply as future tutors and peer educators. Based on solid learning theory, the activities, assessments, examples and features included in this flexible and engaging text simulate recommended peer educator practices and emphasize guiding college students to become active, self-monitoring and independent learners. While teaching readers the key, research-based elements of quality peer assistance, this first-edition guide also incorporates a comprehensive list of topics represented in certification programs. Peppered with practical examples and interactive problem-solving scenarios that readers can immediately apply in their positions, trainees will learn how to plan for sessions, how to assess students’ learning, how to create collaborative activities, how to integrate college learning strategies, and how to approach common issues faced on the job.	144
Learning Activities	Active Learning	Creating Excitement in the Classroom	Charles C. Bonwell, James A. Eison	1991	Presents active learning as a teaching method that results in greater student involvement and knowledge retention. Includes modifications to traditional lectures, alternative lecture formats, challenges in active learning, practical strategies, and more.	104
Inclusive & Ethical Teaching Environment	Addressing Faculty and Student Classroom Improprieties		John M. Braxton, Alan E. Bayer	2004	Early discussions of classroom incivility have focused primarily on student behavior that rises to the level of incivility. This issue adds another perspective by looking at the impact of faculty and student behaviors on one another, recognizing that the teaching/learning relationship is a two-way street. This is the 99th issue of the Jossey-Bass quarterly higher education report <i>New Directions for Teaching and Learning</i> .	110
Inclusive & Ethical Teaching Environment	Adults as Learners		K. Patricia Cross	1981	A superb, substantive book and one that should cause us to think about the learning society and how we are going to plan for it now and in the future.	299
New Faculty	Advice for New Faculty Members	Nihil Nimus	Robert Boice	2000	Advice for New Faculty Members: Nihil Nimus is a unique and essential guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and publishability through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring. Each rule in <i>Advice for New Faculty Members</i> has been tested on hundreds of new faculty and proven effective over the long run -- even in attaining permanent appointment. It is the first guidebook to move beyond anecdotes and surmises for its directives, based on the author's extensive experience and solid research in the areas of staff and faculty development for new teachers.	319
Career Development	American Accounting Association Teaching and Curriculum Section	A Framework for Encouraging Effective Teaching	Thomas G. Calderon, Alexander L. Gabbin, Brian Patrick Green	1996	A number of forces have combined recently to engender a renewed interest in promoting effective teaching, particularly in those disciplines (such as accountancy) where a close tie with the profession exists.	214
Inclusive & Ethical Teaching Environment	An Inclusive Academy	Achieving Diversity & Excellence	Abigail J. Stewart & Virginia Valian	2018	How colleges and universities can live up to their ideals of diversity, and why inclusivity and excellence go hand in hand. Most colleges and universities embrace the ideals of diversity and inclusion, but many fall short, especially in the hiring, retention, and advancement of faculty who would more fully represent our diverse world—in particular women and people of color. In this book, Abigail Stewart and Virginia Valian argue that diversity and excellence go hand in hand and provide guidance for achieving both. Stewart and Valian, themselves senior academics, support their argument with comprehensive data from a range of disciplines. They show why merit is often overlooked; they offer statistics and examples of individual experiences of exclusion, such as being left out of crucial meetings; and they outline institutional practices that keep exclusion invisible, including reliance on proxies for excellence, such as prestige, that disadvantage outstanding candidates who are not members of the white male majority. Perhaps most important, Stewart and Valian provide practical advice for overcoming obstacles to inclusion. This advice is based on their experiences at their own universities, their consultations with faculty and administrators at many other institutions, and data on institutional change. Stewart and Valian offer recommendations for changing structures and practices so that people become successful in ways that benefit everyone. They describe better ways of searching for job candidates; evaluating candidates for hiring, tenure, and promotion; helping faculty succeed; and broadening rewards and recognition.	528

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Measuring Student Learning	Assessing Online Learning		Patricia Comeaux	2005	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 evaluating 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.	175
Measuring Student Learning	Assessing Student Learning	A Common Sense Guide	Linda Suskie	2009	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.	384
Service	Assessment Essentials	Planning, Implementing, and Improving Assessment in Higher Education	Trudy W. Banta, Catherine A. Palomba	2014	A comprehensive expansion to the essential higher education assessment text This second edition of Assessment Essentials updates the bestselling first edition, the go-to resource on outcomes assessment in higher education. In this thoroughly revised edition, you will find, in a familiar framework, nearly all new material, examples from more than 100 campuses, and indispensable descriptions of direct and indirect assessment methods that have helped to educate faculty, staff, and students about assessment. Outcomes assessment is of increasing importance in higher education, especially as new technologies and policy proposals spotlight performance-based success measures. Leading authorities Trudy Banta and Catherine Palomba draw on research, standards, and best practices to address the timeless and timeliest issues in higher education accountability. New topics include: Using electronic portfolios in assessment Rubrics and course-embedded assessment Assessment in student affairs Assessing institutional effectiveness As always, the step-by-step approach of Assessment Essentials will guide you through the process of developing an assessment program, from the research and planning phase to implementation and beyond, with more than 100 examples along the way. Assessment data are increasingly being used to guide everything from funding to hiring to curriculum decisions, and all faculty and staff will need to know how to use them effectively. Perfect for anyone new to the assessment process, as well as for the growing number of assessment professionals, this expanded edition of Assessment Essentials will be an essential resource on every college campus.	368
Research	At the Helm	Leading Your Laboratory	Kathy Barker	2010	Since 2002, the first edition of this best-selling book has helped thousands of newly appointed principal investigators successfully transition to running their own labs. But changes in technology continue to transform the way science is done, affecting ways in which labs communicate and collaborate, organize data and supplies, and keep current on the latest developments. The culture of science has also evolved, as more scientists explore non-academic career paths, seek new ways to communicate information and ideas, and acquire skills and knowledge outside of their field. In the second edition of this book, Kathy Barker has substantially revised the text, offering PIs advice on adapting to the changes and challenges that the years have brought. New topics include collaboration contracts, performance evaluations, communicating with non-scientists, tips for succeeding on the tenure track, and professional development. With this book as a guide, any new or aspiring PI will be well-equipped to manage personnel, time, and institutional responsibilities with confidence. Related Titles from the Publishers: Lab Dynamics: Management Skills for Scientists (Paperback). At the Bench: A Laboratory Navigator, Updated Edition [Concealed wire binding]	372
Teaching Evaluation & Development	Authenticity in Teaching	New Directions for Adult and Continuing Education, Number 111	Patricia Cranton	2006	Becoming an authentic teacher appears to be a developmental process that relies on experience, maturity, self-exploration, and reflection. It is the purpose of this volume to explore a variety of ways of thinking about authenticity in teaching, from the perspective of both scholars and practitioners. This volume addresses five overlapping and interrelated aspects of teaching that impact a teacher's authenticity: self-awareness and self-exploration awareness of others (especially students)relationships with students awareness of cultural, social, and educational contexts and their influence on practice critical self-reflection on teaching Authenticity is one of those concepts, like soul, spirit, or imagination, that are easier to define in terms of what they are not than what they are. We can fairly easily say that someone who lies to students or pretends to know or who deliberately dons a teaching persona is not authentic. But do the opposite behaviors guarantee authentic teaching? Not necessarily...This is the 111th volume of the quarterly journal, New Directions for Adult and Continuing Education. Click here to access an entire list of issues for this journal.	96
Research	Balancing Acts	The Scholarship of Teaching and Learning in Academic Careers	Mary Taylor Huber	2004	Drawing on interviews with Dan Bernstein (psychology, University of Nebraska), Brian Coppola (chemistry, University of Michigan), Sheri Sheppard (mechanical engineering, Stanford University), Randy Bass (American literature, Georgetown University), and colleagues within and outside their institutions and fields, the author looks at the routes these pathfinders have traveled through the scholarship of teaching and learning and at the consequences that this unusual work has had for the advancement of their careers, especially tenure and promotion. In collaboration with the Carnegie Foundation for the Advancement of Teaching	250

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Teaching Evaluation & Development	Becoming a Critically Reflective Teacher		Stephen Brookfield	1995	1996 Winner of the Cyril O. Houle World Award for Literature in Adult Education. "[Brookfield] gently demystifies critically reflective learning and teaching with dozens of practical examples from the classroom in different scholarly fields. Lucid, wise, jargon-free, personal and fluently written. Required reading for educators of adults everywhere and for all faculty development programs." -- Jack Mezirow, emeritus professor of adult education, Teachers College, Columbia University Building on the insights of his highly acclaimed earlier work, <i>The Skillful Teacher</i> , and applying the principles of adult learning, Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching, confronting the contradictions involved in creating democratic classrooms, and using critical reflection as a tool for ongoing personal and professional development.	296
Higher Education - General	Becoming a Student-Ready College	A New Culture of Leadership for Student Success	Tia Brown McNair, Susan Albertine, Nicole McDonald	2022	<b>Reimagining the Culture of Leadership for Student Success.</b> A revision to the practical and popular guide, this book asks the crucial question within today's environment, "What's a student-ready college?" Higher education leaders are responsible for preparing their institutions to serve the students they admit in the best way possible. By asking ourselves how we can transform our institutions into student-ready colleges to create a new culture of leadership that is responsive to current challenges and focuses on understanding and utilizing student assets and social capital to achieve shared goals for student success. <i>Becoming a Student-Ready College</i> shows you how. Conversations in higher education tend to focus on defining college readiness for students. Too often, we forget to ask the question from the other side, and we miss important opportunities to develop institutions in ways that can help students thrive. Higher education leaders and educators can better serve today's college students through responsive and redesigned practices and policies. This updated edition features revisions and new material that speak to the social realities of today's incoming students and cover the latest strategies and techniques for connecting with learners to foster equity and success. *Leverage existing resources to the benefit of students and deliver the right support at the right time to achieve equity in student outcomes and build on students' assets *Design eco-systemic partnerships and support programs that nurture the relationship between the student and the institution *Strengthen institutional capacity-building for achieving defined student-ready goals *Build shared governance to promote agency and to foster change and collaboration. <i>Becoming a Student-Ready College</i> explores leaders' shared responsibilities in advancing student success and provides practical recommendations for educators at all levels.	240
Research	Becoming an Academic Writing	50 Exercised for Paced, Productive, and Powerful Writing	Patricia Goodson	2016	With its friendly, step-by-step format, <i>Becoming an Academic Writer</i> by Patricia Goodson helps writers improve their writing by engaging in deep and deliberate practice—a type of practice adopted by expert performers in areas such as sports or music. Featuring 50 exercises, this practical, self-paced guide is flexibly organized so readers can either work their way through all of the exercises in order or focus on the specific areas where they need additional practice building their skills. The Second Edition is enhanced by a new appendix on literature review, new feature boxes, and new chapter summaries.	296
Inclusive & Ethical Teaching Environment	Becoming Hispanic-Serving Institutions	Opportunities for Colleges and Universities	Gina Ann Garcia	2019	Hispanic-Serving Institutions (HSIs) “not-for-profit, degree-granting colleges and universities that enroll at least 25% or more Latinx students are among the fastest-growing higher education segments in the United States. As of fall 2016, they represented 15% of all postsecondary institutions in the United States and enrolled 65% of all Latinx college students. As they increase in number, these questions bear consideration: What does it mean to serve Latinx students? What special needs does this student demographic have? And what opportunities and challenges develop when a college or university becomes an HSI? In <i>Becoming Hispanic-Serving Institutions</i> , Gina Ann Garcia explores how institutions are serving Latinx students, both through traditional and innovative approaches. Drawing on empirical data collected over two years at three HSIs, Garcia adopts a counter narrative approach to highlight the ways that HSIs are reframing what it means to serve Latinx college students. She questions the extent to which they have been successful in doing this while exploring how those institutions grapple with the tensions that emerge from confronting traditional standards and measures of success for postsecondary institutions. Laying out what it means for these three extremely different HSIs, Garcia also highlights the differences in the way each approaches its role in serving Latinxs. Incorporating the voices of faculty, staff, and students, <i>Becoming Hispanic-Serving Institutions</i> asserts that HSIs are undervalued, yet reveals that they serve an important role in the larger landscape of postsecondary institutions.	176
Instructional Technology	Big Bot on Campus	The perils and potential of ChaptGPT and other AI	Carolyn Mooney (Editor)	2023	The rise of ChatGPT has alarmed -- and excited -- academics about the future of artificial intelligence. How should professors evaluate student writing and protect against cheating? What jobs will be lost? What efficiencies will be gained? And ChatGPT is only the beginning. This collection contains many of The Chronicle's best and latest reads on how AI is changing higher education. Read on and hang on — it’s going to be a fascinating ride. Section 1: How Will Artificial Intelligence Change Higher Ed? Section 2: ChatGPT's Influence on Classrooms and Careers	59
Career Development	Black Faculty in the Academy	Narratives for Negotiating Identity and Achieving Career Success	Fred A. Bonner II, aretha faye marbley, Frank Tuitt, Petra A. Robinson, Rosa M. Banda, and Robin L. Hughes	2014	Through candid discussions and personal counter-narrative stories, <i>Black Faculty in the Academy</i> explores the experiences and challenges faced by faculty of color in academe. Black faculty in predominantly White college and university settings must negotiate multiple and competing identities while struggling with issues of marginality, otherness, and invisible barriers. This important book illuminates how faculty can develop a professional identity that leads to success in academe, while at the same time remaining true to cultural and personal identities. Through rich narratives, chapter authors situate race-related encounters at the center of their experience in an effort to deconstruct and challenge commonly held assumptions about life in academe. They also provide key recommendations and strategies to help faculty of color ensure their continued professional success. Framed by critical race theory, these stories show how faculty can successfully maneuver through all stages of a career in academe, including tenure and promotion, publication, mentoring, networking, teaching, and dealing with institutional climate issues. This valuable book is for faculty and administrators seeking to create an environment that nurtures professional growth and fosters success among Black faculty.	172

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Service	Budgets and Financial Management in Higher Education		Margaret J. Barr, George S. McClellan	2011	In today's challenging economic climate, college and university administrators need reliable financial advice for helping their institutions thrive. Thoroughly revised and updated, this book is designed to help new administrators understand and become more proficient in their financial management role within the institution. Written in an accessible style, so that the book's guidance to immediate use, the book is grounded in the latest knowledge and filled with illustrative examples from across all types of institutions. This is an ideal resource for courses in graduate programs in higher education leadership and administration.	224
Service	Building Academic Leadership Capacity	A Guide to Best Practices	Walter H. Gmelch, Jeffrey L. Buller	2015	<p>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. The academic leader is the least studied and most misunderstood management position in America. Demands for accountability and the complexities of higher education leadership are increasing, and institutions need ways to shape leaders at the department chair, dean, and executive levels of all functions and responsibilities. This book provides a road map to an effective development program, whether the goal is to revamp an existing program or build one from the ground up. Readers will learn to: Develop campus leadership programs in a more systematic manner Examine approaches that have been proven effective at other institutions Consider how these approaches could be applied to your institution Give leaders the skills they need to overcome any challenge The field of higher education offers limited opportunity to develop leaders, so institutions must invest in and grow campus leaders themselves. All development programs are not created equal, so it's important to have the most effective methods in place from day one. For the institution seeking a better way to invest in the next generation of campus leaders, Building Academic Leadership Capacity is a valuable resource.</p>	256
Learning Activities	Building Online Learning Communities	Effective Strategies for the Virtual Classroom	Rena M. Palloff, Keith Pratt	2007	<p>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.</p>	320
Career Development	Challenges of the Faculty Career for Women	Success and Sacrifice	Maike Ingrid Philipsen, Timothy Bostic	2008	<p>Based on interviews with female faculty members at various stages in their careers, this compelling resource examines how women faculty members juggle the extraordinary demands of their personal lives with the pressures of their academic careers. Challenges of the Faculty Career for Women explores and offers recommendations about such commonplace issues as choosing between and balancing work and family, defining identity and priorities, facing elder-care issues, and working in a historically male-dominated environment.</p>	341
Service	Changing Practices in Evaluating Teaching	A Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions	Peter Seldin	1999	<p>Over recent decades, the evaluation of teaching has undergone dramatic change. In accessible language and supportive detail, Changing Practices in Evaluating Teaching provides not only a cogent overview of these changes but also reflects on current developments to present several useful strategies for implementing new tools and methods in the evaluation of teaching. The authors are all prominent educators who have performed seminal work in the improvement of teaching evaluation. Written for university and college administrators as well as faculty, this book is a complete guidebook that supplies a wealth of case studies, examples, tables, Web sites, and exhibits that further enhance its utility. It explains how to gain genuine faculty and administrative support Avoid common weaknesses in teaching evaluation by students, peers, and self Evaluate teaching by examining student learning Successfully combine disparate sources of data Establish a climate conducive to evaluation How to structure and use classroom visits, rating forms, electronic classroom assessment, and teaching portfolios Changing Practices in Evaluating Teaching makes evident the compelling reasons why colleges and universities must institute fair teaching evaluation systems, and explains how to do so. With a notable focus on improving student learning, this book offers readers the kind of research-based and ready-to-use information required to foster truly effective and equitable teaching evaluation at their institutions.</p>	304
Course Design	Charting Your Course	How to Prepare to Teach More Effectively	Richard Pregent	2000	<p>Good teaching begins with good preparation. But many instructors and teaching assistants are unsure about how to plan their courses in order to teach more effectively. Charting Your Course is a systematic approach to course planning that applies to all disciplines and course types. Pregent stresses analysis, planning, critical thinking, and careful evaluation and provides step-by-step examples of how actual new courses were designed and prepared. Whatever type of course you teach, use Charting Your Course to complement your current planning.</p>	229
Teaching Topics	Citizenship Across the Curriculum		Michael B. Smith, Rebecca S. Nowacek, Jeffrey Bernstein	2010	<p>Citizenship Across the Curriculum advocates the teaching of civic engagement at the college level, in a wide range of disciplines and courses. Using "writing across the curriculum" programs as a model, the contributors propose a similar approach to civic education. In case studies drawn from political science and history as well as mathematics, the natural sciences, rhetoric, and communication studies, the contributors provide models for incorporating civic learning and evaluating pedagogical effectiveness. By encouraging faculty to gather evidence and reflect on their teaching practice and their students' learning, this volume contributes to the growing field of the scholarship of teaching and learning.</p>	219

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Measuring Student Learning	Classroom Assessment Techniques	a handbook for college teachers	Thomas A. Angelo, Kathryn Patricia Cross	1993	How well are college student learning? How effectively are faculty teaching? Teachers themselves are the closest observers of learning as it takes place in their classrooms--and thus have the opportunity to become the most effective assessors and improvers of their own teaching. But in order for teaching to improve, teachers must first be able to discover when they are off course, how far off they are, and how to get back on the right track. In "Classroom Assessment Techniques, " Thomas A. Angelo and K. Patricia Cross provide a practical handbook to help college faculty--and teachers in other settings--develop a better understanding of the learning process in their own classrooms and assess the impact of their teaching upon it. This revised and greatly expanded edition of their 1988 handbook now includes a self-contained self-assessment device--the Teaching Goals Inventory--for identifying and clarifying instructional goals. And the book offers teachers at all levels of experience detailed, how-to advice on Classroom Assessment--from what it is and how it works to how to plan, implement, and analyze assessment projects. The authors illustrate their approach through numerous case studies and examples that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects. The book features fifty valuable Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for adapting and administering the technique, practical advice on how to analyze the data, pros, cons, caveats, and other useful information. These fifty Classroom Assessment Techniques are cross-indexed so that teachers can easily locate the appropriate techniques for assessing their particular teaching goals in their academic disciplines. Techniques are also indexed for their usefulness in assessing content knowledge, higher-order thinking skills, course-related attitudes and values, and students' reactions to the course.	427
Learning Activities	Classroom Communication	Collected Readings for Effective Discussion and Questioning	Rose Ann Neff, Maryellen Weimer	2003	Are you dismayed by the lack of discussion and questioning in your classroom? Good two-way communication can be difficult. Classroom Communication explains how effective strategies can get students out of the "tell me, show me" attitude and into lively participation. This book offers ideas on how to start and facilitate discussion, utilize group dynamics, and in-corporate discussion participation into grading. Each section ends with questions and suggestions for individual reflection, moving concepts from the page into the classroom.	92
Research	Classroom research	implementing the scholarship of teaching	Kathryn Patricia Cross, Mimi Harris Steadman	1996	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.	264
Career Development	Classroom Without Fears	A Journey to Rediscover the Joy of Teaching	Thomas A. Marino	2001	Here is one teacher’s story of how new technologies, rising education costs, and personal, inward changes forced a reexamination of his teaching methods. "As I have spoken around the country, many have told me that they appreciate hearing this message from a scientist," notes the author. "Other teachers often tell me that what I talk about rings very true to what they are feeling and they need to hear others in the academy who are going through the same difficult journey." Through technology and awareness, the author hopes to replace his students’ fear of the classroom with a renewed passion for learning.	142
Service	Collaborating	finding common ground for multiparty problems	Barbara Gray	1989	Veteran mediator Barbara Gray presents an innovative approach to successfully mediating multi-party disputes. A superb resource for managers, public officials and others working to solve complex problems such as labor disputes, disposal of toxic wastes, racial integration, and the use of biotechnology.	329
Learning Activities	Collaborative Learning	Teaching and Learning in the Arts, Sciences, and Professional Schools	Sharon J. Hamilton	1997	Resources for Faculty Published by the IUPUI Center for Teaching and Learning	345
Learning Activities	Collaborative Learning	A sourcebook for Higher Education	Anne Goodsell, Michelle Maher, Vincent Tinto	1992	The National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA) aims to be better understand the factors that facilitate student learning. Its four research programs and longitudinal panel study all focus on three policy issues: 1) the experiences and learning outcomes of underrepresented groups, 2) the educational impacts of different kinds of institutions, and 3) the need for credible means of assessing student learning, educational progress, and institutional effectiveness. Existing research identifies a complex web of influences that affect student learning. To date, most of those influences have been studies in isolation, which oversimplifies our understanding of how college affects students. NCTLA intends for its research and dissemination efforts to provide a more comprehensive and integrated view of teaching, learning, and assessment processes.	118
Learning Activities	Collaborative Learning	A sourcebook for Higher Education, Vol. II	Stephanie Kadel, Julia Keehner	1994	The National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA) aims to be better understand the factors that facilitate student learning. Its four research programs and longitudinal panel study all focus on three policy issues: 1) the experiences and learning outcomes of underrepresented groups, 2) the educational impacts of different kinds of institutions, and 3) the need for credible means of assessing student learning, educational progress, and institutional effectiveness. Existing research identifies a complex web of influences that affect student learning. To date, most of those influences have been studies in isolation, which oversimplifies our understanding of how college affects students. NCTLA intends for its research and dissemination efforts to provide a more comprehensive and integrated view of teaching, learning, and assessment processes.	192

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Learning Activities	Collaborative Learning Techniques	A Handbook for College Faculty	Elizabeth F. Barkley, Claire H. Major, K. Patricia Cross	2014	A guide to thirty-five creative assignments for pairs and groups Collaborative Learning Techniques is the bestseller that college and university faculty around the world have used to help them make the most of small group learning. A mountain of evidence shows that students who learn in small groups together exhibit higher academic achievement, motivation, and satisfaction than those who don't. Collaborative learning puts into practice the major conclusion from learning theory: that students must be actively engaged in building their own minds. In this book, the authors synthesize the relevant research and theory to support thirty-five collaborative learning activities for use in both traditional and online classrooms. This second edition reflects the changed world of higher education. New technologies have opened up endless possibilities for college teaching, but it's not always easy to use these technologies effectively. Updated to address the challenges of today's new teaching environments, including online, "flipped," and large lectures, Collaborative Learning Techniques is a wonderful reference for educators who want to make the most of any course environment. This revised and expanded edition includes: Additional techniques, with an all-new chapter on using games to provide exciting, current, technologically-sophisticated curricula A section on effective online implementation for each of the thirty-five techniques Significantly expanded pedagogical rationale and updates on the latest research showing how and why collaborative learning works Examples for implementing collaborative learning techniques in a variety of learning environments, including large lecture classes and "flipped" classes Expanded guidance on how to solve common problems associated with group work The authors guide instructors through all aspects of group work, providing a solid grounding in what to do, how to do it, and why it is important for student learning. The detailed procedures in Collaborative Learning Techniques will help teachers make sure group activities go smoothly, no matter the size or delivery method of their classes. With practical advice on how to form student groups, assign roles, build team spirit, address unexpected problems, and evaluate and grade student participation, this new edition of the international classic makes incorporating effective group work easy.	448
Learning Activities	Collaborative Learning: Underlying Processes and Effective Techniques	New Directions for Teaching and Learning, Number 59	Kris Bosworth, Sharon J. Hamilton	1994	The demographic makeup of the student population in higher education has changed in dramatic ways over the past decade. These changes have motivated questions about what constitutes knowledge and about how we learn and understand new concepts, processes, and skills. Working from the premise that knowledge is not a quantifiable mass of information to be transmitted but rather a socially constituted process of making meaning within constantly changing and interacting contexts, the authors of this volume seek to define and extend current understanding of collaborative learning in higher education. Each chapter blends theory and practice as it explores a particular aspect of the processes underlying collaborative learning. Case studies from three universities demonstrate collaborative learning in action, its potential and its challenges. This volume uses information about current developments in collaborative learning across the country to extend our understanding of its possibilities and offer guidance to faculty who wish to establish effective collaborative learning classrooms. This is the 59th issue of the quarterly journal New Directions for Teaching and Learning.	128
Career Development	Collaborative Peer Review: The Role of Faculty in Improving College Teaching	ASHE-ERIC Higher Education Report Series	Larry Keig, Michael D. Waggoner	1994	Attempts to establish a rationale for formative evaluation and peer review for instructional improvement. Discusses the potential roles of peers, popular methods, actual programs, and the benefits to students, faculty, and the institution.	100
Instructional Technology	Communication and Collaboration in the Online Classroom	Examples and Applications	Patricia Comeaux	2002	What is the appropriate role of technology in teaching and learning environments? In this collection of essays, technology is described as an enabler. The contributing authors explain and analyze the ways in which they have incorporated interactive technologies into their instructional practices and curriculum. A Each of these case studies provides readers with a frame for understanding the relationships between technology and the processes of communicating and learning in instructional settings. This book provides readers with a comprehensive understanding of the human communication issues that must be addressed in higher education as interactive technologies evolve and continue to impact instructional design and practice. It is organized into three sections: the first, Program Development for Distance Education, presents the authors' efforts to adapt and develop graduate degree programs for distance education; the second, Professional Collaborative Endeavors: Teaching Across the Distance, examines courses taught in audio/video environments as well as online team-taught courses; the third, Creating Online Learning Communities: A Focus on Communication and Student-Centered Learning in Virtual Classrooms, describes the tools and objective involved in creating online learning communities. Written for faculty, administrators, graduate students, and scholars in higher education, this book is a useful guide for anyone with a particular interest in communication and collaborative learning in the online environment.	281
Teaching General	Concepts and Choices for Teaching	meeting the challenges in higher education	William M. Timpson, Paul Bendel-Simso	1996	Offers the best of what is available in the realm of teaching and learning. Part one gives a broad, informal overview of the theoretical underpinnings of teaching and learning in higher education from a variety of perspectives--education, psychological, developmental, and social. Part two presents a collection of practical teaching formats and models, from lecture to discussion, from process- driven to outcome-driven teaching, and from student work-groups to individualized computer lessons.	164
Learning Sciences	Contemporary Theories and Practice in Education		Yves Bertrand	2003	Newly revised and expanded, this ever-popular title serves equally well as a course text or as a professional development tool. Integrating new material, Bertrand has updated and reorganized the text for a more interrelated and functional format. Theories of education and theories of learning abound. Making sense of these theories and comparing them to one another is an important but difficult task. Here, Bertrand has developed a model for program planning and sound pedagogy which is informed by a deep understanding of the myriad approaches available today. This book will help you analyze your practice and/or assist your students in developing a coherent theoretical foundation of their own.	464
Learning Activities	Cooperative Learning	Increasing College Faculty Instructional Productivity	David W Johnson, Roger T Johnson, Karl A Smith	1991	Explains cooperative learning, its success as a learning tool, and techniques for its most effective use. Topics includes the cooperative lecture, base groups, and cooperation among faculty.	172
Learning Activities	Cooperative Learning and College Teaching	Volumes 1 through 3	Jim Cooper	1993	The newsletter you'll depend on for innovative concepts in teaching!	90

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Service	Creating Campus Community	In Search of Ernest Boyer's Legacy	William M. McDonald	2002	"We have at our disposal one of the greatest vehicles for...community-building known to humankind--the one called education." --from the foreword by Parker Palmer "Connecting authentically and deeply with others across all dimensions of life enriches the human spirit. The sense of community resulting from such connections is a hallmark of a supportive campus environment, which we know is an important factor in enhancing student learning. The contributions to this book offer a vision we can work toward and provide instructive examples from different types of institutions to point the way." --George D. Kuh, chancellor's professor and director, National Survey of Student Engagement, Indiana University "Ernie Boyer was a giant in higher education. This book, a resource guide, focuses on one of his great loves--campus community. The book examines his contributions and offers a compelling agenda for action." --Arthur Levine, president, Teachers College, Columbia University "This well-written and timely book draws on the lessons learned from five very different institutions as they attempted to address a major challenge to higher education-building effective campus communities. Practitioners will find this to be an invaluable resource and guide as they attempt to bring Ernie Boyer's vision to life on their campuses. A great tribute to one of America's leading educators!" --Charles C. Schroeder, professor of higher education, University of Missouri-Columbia "There is no topic more important in higher education today than creating campus community. McDonald and his associates have indeed lived up to Ernest Boyer's legacy by presenting us with a remarkable set of campus models for us to admire. . . and emulate." --Yolanda T. Moses, president, American Association for Higher Education "This book comes at an auspicious time of educational transformation. Like the Boyer Center, this book's fundamental priority in meeting today's challenging new realities is the discovery and creation of new forms of community." --Glen R. Bucher, executive director, the Boyer Center	240
Course Design	Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses		L. Dee Fink	2013	"Dee Fink challenges our conventional assumptions and practices and offers an insightful approach to expanding our learning goals, making higher education more meaningful. This is a gem of a book that every college teacher should read." Ken Bain, author, What the Best College Students Do Since the original publication of L. Dee Fink's Creating Significant Learning Experiences, higher education has continued to move in two opposite directions: more institutions encourage faculty to focus on research, obtaining grants, and publishing, while accreditation agencies, policy-makers, and students themselves emphasize the need for greater attention to the quality of teaching and learning. Now the author has updated his bestselling classic, providing busy faculty with invaluable conceptual and procedural tools for instructional design. Step by step, Fink shows how to use a taxonomy of significant learning and systematically combine the best research-based practices for learning-centered teaching with a teaching strategy in a way that results in powerful learning experiences. This edition addresses new research on how people learn, active learning, and student engagement; includes illustrative examples from online teaching; and reports on the effectiveness of Fink's time-tested model. Fink also explores recent changes in higher education nationally and internationally and offers more proven strategies for dealing with student resistance to innovative teaching. Tapping into the knowledge, tools, and strategies in Creating Significant Learning Experiences empowers educators to creatively design courses that will result in significant learning for their students. "As thought-provoking and inspiring today as it was when it was first published, it is a 'must' for anyone serious about creating courses that challenge students to learn deeply." Elizabeth F. Barkley, author, Student Engagement Techniques	352
Inclusive & Ethical Teaching Environment	Creating the Path to Success in the Classroom	Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students	Kathleen F. Gabriel	2018	This is a book for all faculty who are concerned with promoting the persistence of all students whom they teach. Most recognize that faculty play a major role in student retention and success because they typically have more direct contact with students than others on campus. However, little attention has been paid to role of the faculty in this specific mission or to the corresponding characteristics of teaching, teacher-student interactions, and connection to student affairs activities that lead to students' long-term engagement, to their academic success, and ultimately to graduation. At a time when the numbers of underrepresented students - working adults, minority, first-generation, low-income, and international students - is increasing, this book, a companion to her earlier <i>Teaching Underprepared Students</i> , addresses that lack of specific guidance by providing faculty with additional evidence-based instructional practices geared toward reaching all the students in their classrooms, including those from groups that traditionally have been the least successful, while maintaining high standards and expectations. Recognizing that there are no easy answers, Kathleen Gabriel offers faculty ideas that can be incorporated in, or modified to align with, faculty's existing teaching methods. She covers topics such as creating a positive and inclusive course climate, fostering a community of learners, increasing engagement and students' interactions, activating connections with culturally relevant material, reinforcing self-efficacy with growth mindset and mental toughness techniques, improving lectures by building in meaningful educational activities, designing reading and writing assignments for stimulating deep learning and critical thinking, and making grade and assessment choices that can promote learning.	190
Teaching Topics	Critical Thinking	Theory, Research, Practice, and Possibilities	Joanne G. Kurfiss	1988	Shows faculty how to make critical thinking an integral part of learning. Includes theory, research, and practice from key programs. Also probes informal logic, cognitive processes, and developmental foundations	148
Inclusive & Ethical Teaching Environment	Culturally Proficient Instruction	A Guide for People Who Teach	Kikanza J. Nuri-Robins, Delores B. Lindsey, Randall B. Lindsey, Raymond D. Terrell	2011	Are you doing all you can to improve teaching and learning? Culturally proficient instruction is the result of an inside-out journey during which you explore your values and behaviors while evaluating practices of your workplace. In the newest version of their best-selling book, the authors invite you to reflect on how you engage with your students and your colleagues as a community of learners. The third edition includes: An updated discussion of standards-based education guidelines, a conceptual framework for the tools of cultural proficiency, new language for understanding the microaggressions of dominant cultures, an integrated guide for use with study groups	224

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Service	Developing a Comprehensive Faculty Evaluation System	A Guide to Designing, Building, and Operating Large-Scale Faculty Evaluation Systems	Raoul A. Arreola	2006	<p>This handbook provides a systematic, proven approach for developing a fair and consistent faculty evaluation system that can be adapted to the unique values, needs, missions, traditions, and overall culture of any institution. Based on thirty-six years of research and experience building and operating large-scale faculty evaluation systems and consulting to thousands of college and university personnel, the author has established an eight-step process for building a comprehensive evaluation system. These steps include</p> <p>Determining the faculty role model Determining the faculty role model parameter values Determining roles in the faculty role model Determining role component weights Determining appropriate sources of information Determining the source impact weights Determining how information should be gathered Completing the system by selecting or designing forms, protocols, and rating scales</p> <p>In this third edition, each step, including the definitions of the various roles to be evaluated, has been expanded and enhanced based on the experiences of many institutions that have followed the procedure outlined in the book. The third edition also features a new introduction; fresh research in the field; updated forms and procedures; a new, detailed case study of an institution that developed a Web-enabled, computer-supported system based on the eight-step process; and a new body of work that defines the professoriate as a meta-profession with a rubric for defining more than twenty faculty skill sets. Readers will learn how to generate and use an overall composite rating in promotion, tenure, merit pay, and post-tenure review decisions; they will also discover the issues in designing or finding, using and cataloging student rating forms. Sample forms, worksheets, models, and sample faculty evaluation manuals round out this practical, user-friendly handbook for anyone developing a faculty evaluation system.</p>	288
Teaching Topics	Developing Attitude Toward Learning		Robert F. Mager	1968	<p>This book is designed to aid teachers in sending students away from their instruction with a positive, rather than negative, attitude toward a subject or toward learning in general--an attitude which is essential if students are to use what they have learned and continue to learn more. The three-part book deals with the relationship between favorable attitudes, approach tendencies, and the inclination to use that which has been learned; the ways teachers can recognize behaviors which indicate favorable attitudes and can help students to develop and demonstrate them; and ways of measuring success in this area and of improving upon it. Special attention is given (1) to the role of three factors in determining the approach or avoidance responses of students to instructional activities (the conditions under which the activity takes place, the consequences of the activity, and the example provided by the teacher), and (2) to four factors which a teacher should analyze in determining how to improve his attitude-oriented instruction (instructor, instructional materials and devices, physical environment, and administrative rules or policies). A variety of concrete materials and illustrations are included to make the book readily adaptable to the practical needs of the classroom teacher. (JES)</p>	104
Teaching Topics	Developing Critical Thinkers	Challenging Adults to Explore Alternative Ways of Thinking and Acting	Stephen B. Brookfield	1987	<p>This award-winning book offers a practical, straightforward guide to helping adults develop their critical thinking skills in four key arenas of adult life: in their personal relationships, in their workplaces, in their political involvements, and in their responses to the media.</p>	293
Career Development	Developing Faculty Mentoring Programs: A Comprehensive Handbook		David Kiel	2019	<p>A well-defined mentoring program is essential to faculty productivity and success. As institutions seek increase faculty diversity, adopt increased standards for faculty productivity, and become more aware of the benefits of extending mentoring beyond early-career, it's crucial to bring rigor and definition to your department's mentoring efforts. David Kiel, who worked with faculty leaders to design mentoring programs for all of UNC-Chapel Hill's professional schools and the College of Arts and Sciences, draws on years of research and experience to bring you this uniquely comprehensive handbook. This book includes practical strategies from a wide range of institutions, from community colleges to research universities. This nearly 600-page handbook covers not only what works but how to do it: Get a comprehensive primer for launching or improving mentoring programs for early-career, mid-career, and late-career faculty. And get 200+ pages of worksheets, checklists, templates, and assessments to help you refine your mentoring services. "Mentoring programs for faculty have long proven to be one of the most effective strategies colleges and universities have to promote career development, increase engagement, improve the level of student success, and foster innovative research. In Developing Faculty Mentoring Programs: A Comprehensive Handbook, David Kiel provides an in-depth look at best practices in how to design, develop, and maintain a systematic approach to faculty mentoring and answers every question about how to ensure the effectiveness of these programs. Based on practice experience and exhaustive research, this book is the blueprint that everyone interested in successful faculty mentoring should follow." - Jeffrey L. Buller, Senior Partner, ATLAS Leadership Training</p> <p>"Developing Faculty Mentoring Programs by David Kiel delivers fully on the promise of its sub-title to provide a Comprehensive Handbook on this important and productive practice in supporting the success of academics throughout their careers. This is a welcome addition to the literature on mentoring and will serve both faculty and administrators in their efforts to provide high quality and effective mentoring programs for their colleagues." - Deborah DeZure, Ph.D., Assistant Provost for Faculty and Organizational Development Emerita, Michigan State University</p>	582
Measuring Student Learning	Developing Outcomes-based Assessment for Learner-centered Education	A Faculty Introduction	Amy Driscoll, Swarup Wood	2007	<p>The authors--a once-skeptical chemistry professor and a director of assessment sensitive to the concerns of her teacher colleagues--use a personal voice to describe the basics of outcomes-based assessment. The purpose of the book is to empower faculty to develop and maintain ownership of assessment by articulating the learning outcomes and evidence of learning that are appropriate for their courses and programs. The authors offer readers a guide to the not always tidy process of articulating expectations, defining criteria and standards, and aligning course content consistently with desired outcomes. The wealth of examples and stories, including accounts of successes and false starts, provide a realistic and honest guide to what's involved in the institutionalization of assessment.</p>	275
Career Development	Dilemmas in Teaching	Cases for Collaborative Faculty Reflection	Chris M. Anson, Lesley K. Cafarelli, Carol Rutz, Michelle R. Weis	1998	<p>Designed to spark reflection and lively dialogue in college and university departments and faculty development programs, Dilemmas in Teaching is a collection of short, insightful cases that will strike a chord with experienced faculty and help prepare newer faculty and teaching assistants for the complexities of their chosen profession. Written by faculty as part of a six-year project sponsored by The Collaboration for the advancement of College Teaching &amp; Learning, the twenty-nine cases are grouped in three sections, each with an introduction, focusing on the classroom, departments and institutions, and the changing culture in higher education. Features include a listing of case abstracts, discussions questions, essays about using cases in faculty development, and a bibliography. This collection is a useful resource for college, department, and faculty development center libraries.</p>	161

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Research	Disciplinary Styles in the Scholarship of Teaching and Learning	Exploring Common Ground	Mary Taylor Huber, Sherwyn P. Morreale	2002	Ten sets of disciplinary scholars respond to an orienting essay that raises questions about the history of discourse about teaching and learning in the disciplines, the ways in which disciplinary "styles" influence inquiry into teaching and learning, and the nature and roles of interdisciplinary exchange. The authors hope to "contribute to a common language for trading ideas, enlarging our pedagogical imaginations, and strengthening our scholarly work." Disciplines represented: chemistry; communication studies, engineering, English studies, history, management sciences, mathematics, psychology, and sociology.	256
Learning Activities	Distance Learners in Higher Education	Institutional Responses for Quality Outcomes	Chere Campbell Gibson	1998	Well-credentialed authors collaborate in Distance Learners in Higher Education, designed to give faculty unique perspectives on a variety of issues in higher education today. Edited by Chere Campbell Gibson, Associate Professor and Chair of the Department of Continuing and Vocational Education at the University of Wisconsin-Madison, this volume encompasses the full realm of teaching and learning at a distance from both an administrative and faculty viewpoint. Connecting the demographics of the distance learner, cultural considerations, academic self-concept and support, and learning strategies, Distance Learners is of interest to faculty and administrators in higher education. This book focuses on the learner and the conditions for learning, and is essential for those who need to stay current in this rapidly changing area.	156
Inclusive & Ethical Teaching Environment	Diversity in the Workplace	Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, & Bias	Bäri A. Williams, Esq.	2020	Contemporary and compassionate teachings for building true workplace diversity. In order to create an inclusive working environment, it is important for companies to understand the experiences that diverse employees face in the workplace. Diversity in the Workplace is a guided tour of what it means to be a minority in today’s labor force. Containing 25 real-life interviews, including stories of trailblazers fighting inequality, you’ll be exposed to a slice of life you may not have been privy to. This book explores real world issues in a modern workday dynamic for members of marginalized communities and managers looking to equalize an imbalance.  Diversity in the Workplace includes: <ul style="list-style-type: none"><li>•Exploring intersectionality—Learn about the diversity identities shaping disparity at work: Race, Gender, LGBTQ+, Age &amp; Ability, and Religion &amp; Culture.<ul style="list-style-type: none"><li>•Key takeaways—Each section is followed by summaries that encourage reflection and action.</li></ul></li><li>•Deep dive—Learn tips on how to have progressive conversations with colleagues, and build awareness with key terms such as “unconscious bias.”</li></ul> Move toward a more fair and bias-conscious future with Diversity in the Workplace.	128
Learning Activities	Dynamic Lecturing	Research-based Strategies to Enhance Lecture Effectiveness	Christine Harrington, Todd Zakrajsek	2017	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. The opening section of the book explores the benefits of lecturing and describes the different modalities of lecture, with an assessment of the advantages and disadvantages of each. The second section focuses on educational strategies to enhance the lecture, including, among others, activating prior knowledge, emphasizing important points, effectively using multi-media, making concepts meaningful via examples, and the importance of retrieval practice. Each covers the underlying theory and research, and advice on how to align the engagement techniques with instructional goals. The book concludes with guidance on effective planning for lecturing and helping chairs, administrators, or peers engage in effective evaluation of the lecture. This is a dynamic resource for all faculty interested in revitalizing their teaching. The strategies are succinct, easy to incorporate into lectures and, done well, will have immediate impact and increase student mastery of course content.	181
Teaching Topics	Educating for Democracy	Preparing Undergraduates for Responsible Political Engagement (JB-Carnegie Foundation for the Advancement of Teaching)	Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, Josh Corngold	2007	Educating for Democracy reports the results of the Political Engagement Project, a study of educational practices at the college level that prepare students for responsible democratic participation. In this book, coauthors Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, and Josh Corngold show that education for political development can increase students’ political understanding, skill, motivation, and involvement while contributing to many aspects of general academic learning.	384
Learning Activities	Education for Judgment	The Artistry of Discussion Leadership	David A. Garvin, Ann Sweet	1991	Discussion teaching - the foundation of the Harvard Business School's renowned case method of instruction - is a powerful tool for developing skills as well as conveying knowledge. The contributors maintain that the elements of teaching can be identified and consciously practiced. The essays describe the building blocks of group leadership, negotiating a "contract" governing the conduct of the group, orchestrating a constructive process of questioning, listening and responding, ways of encouraging independent thinking, and guiding participants towards useful roles in the interaction with one another. Other chapters in the volume take a broader, more philosophical view of discussion leadership. They cover the ethical considerations of discussion teaching, the special challenges of teaching technical material using this method and a participative mode of medical education.	312

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Learning Activities	Educational Innovation in Economics and Business Administration:	The Case of Problem-Based Learning	W. Gijsselaers, Wim H. Gijsselaers, Dirk T. Tempelaar, Piet K. Keizer, Jos M. Blommaert, Eugene M. Bernard, Hans Kasper	1995	During the last few years economics and business education have emerged as one of the largest fields of study in higher education. At the same time, the pressing concern for improving the quality of higher education has led to a definite need for more knowledge about effective instruction and innovation in economics and business education. The book brings together many examples of reform in economics and business education. Special attention is paid to the problem-based learning approach, which over the past ten years, has developed as a very important innovation in higher education. The book contains contributions from a variety of institutions on the necessity of curriculum reform, the choice of instructional methods, assessment and testing, and management of change. It is of interest for teachers in higher education, educational psychologists, and any person interested in educational innovation in economics and business administration.	468
Measuring Student Learning	Effective grading	a tool for learning and assessment	Barbara E. Fassler Walvoord, Virginia Johnson Anderson	1998	Effective Grading is written for the faculty member who believes the grading process is a valuable measure of student learning. This hands-on guide for evaluating student work offers an in-depth examination of the linkage between teaching and grading. It uses grades not as isolated artifacts, but as part of a process that, when integrated with course objectives, provides rich information about student learning. The authors reveal how the grading process can also be used for broader assessment objectives, such as curriculum and institutional assessment. As practical as it is informative, Effective Grading contains a wealth of special materials, including AAHE's Principles of Good Practice for Assessing Student Learning, types of assignments and tests, and a plan for a faculty workshop on grading and assessment. In addition, the book provides background to the principles of the grading process as well as a wealth of illustrative examples, offering faculty both a sound basis in assessment theory and the practical tools they need to put it to work.	250
Teaching Evaluation & Development	Effective Teaching Styles		Elisabeth Hayes	1989	Sourcebook -New Direction for Continuing Education	100
Instructional Technology	Effective teaching with technology in higher education	foundations for success	Tony Bates	2003	Effective Teaching with Technology in Higher Education draws on current research and best practice to show how to integrate technology into teaching in higher education. This book provides a comprehensive theoretical and pedagogical foundation for helping instructors make critical decisions about the use of technology within the college curriculum. This practical and much needed resource discusses the relationship between knowledge, learning, teaching, and the nature of media, and shows how this information should inform the use of technology in a teaching environment. The authors introduce a decision model that is based on key criteria for selecting appropriate technologies for teaching in higher education. They also provide guidance for developing and delivering a course using electronic technology and discuss the organizational and technical support structures that are needed to back up instructors using technology.	306
Instructional Technology	E-learning and the science of instruction	proven guidelines for consumers and designers of multimedia learning	Ruth Colvin Clark	2008	In this thoroughly revised edition of the bestselling e-Learning and the Science of Instruction authors Ruth Colvin Clark and Richard E. Mayer— internationally-recognized experts in the field of e-learning—offer essential information and guidelines for selecting, designing, and developing asynchronous and synchronous e-learning courses that build knowledge and skills for workers learning in corporate, government, and academic settings. In addition to updating research in all chapters, two new chapters and a CD with multimedia examples are included.	476
Learning Activities	Empowering Online Learning	100+ Activities for Reading, Reflecting, Displaying, and Doing	Curtis J. Bonk, Ke Zhang	2008	This is an essential resource for anyone designing or facilitating online learning. It introduces an easy, practical model (R2D2: read, reflect, display, and do) that will show online educators how to deliver content in ways that benefit all types of learners (visual, auditory, observational, and kinesthetic) from a wide variety of backgrounds and skill levels. With a solid theoretical foundation and concrete guidance and examples, this book can be used as a handy reference, a professional guidebook, or a course text. The authors intend for it to help online instructors and instructional designers as well as those contemplating such positions design, develop, and deliver learner-centered online instruction. Empowering Online Learning has 25 unique activities for each phase of the R2D2 model as well as summary tables helping you pick and choose what to use whenever you need it. Each activity lists a description, skills addressed, advice, variations, cost, risk, and time index, and much more. This title is loaded with current information about emerging technologies (e.g., simulations, podcasts, wikis, blogs) and the Web 2.0. With a useful model, more than 100 online activities, the latest information on emerging technologies, hundreds of quickly accessible Web resources, and relevance to all types and ages of learners--Empowering Online Learning is a book whose time has come.	320
Service	Empowering the faculty	mentoring redirected and renewed	Gaye Luna, Deborah L. Cullen, ERIC Clearinghouse on Higher Education, Association for the Study of Higher Education	1995	This report views the intellectual, social, and emotional divides from a broader and more inclusive perspective which recognizes that student learning can and should be integrated in additional ways.	112

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Learning Activities	Energize Your Audience!	75 Quick Activities That Get Them Started . . . and Keep Them Going	Lorraine L. Ukens	2000	Get 'em started and keep 'em going ? quick! Choose from the 75 hands-on activities in this book to: Raise the comfort level of your participants Jumpstart a training session Energize a presentation Stimulate group discussion The key word here is quick! While there are tons of books containing icebreakers and energizers, many of the activities are too involved for the limited time available. This book solves that problem. "A great way to get your session off to an active start is by adding Energize Your Audience! to your bookshelf. Lorraine Ukens has that special knack of writing exercises that immediately capture and energize your audience. And, isn't that what you want in an icebreaker?" Steve Sugar, coauthor, Games That Teach Teams "Energize your audience. Easy to say and hard to do. This is a great resource to help deliver your message by capturing participants' attention so you can be heard." Ed Rose, author, 50 Ways To Teach Your Learner and Presenting and Training with Magic "Energize Your Audience! is a treasure trove of energizing, creative, and easy-to-facilitate activities. Guaranteed to delight, motivate, and engage any training group, this collection is a 'must-have' on every trainer's bookshelf." Karen Lawson, CSP, Lawson Consulting Group, Inc. All of these exercises are reproducible and can be easily facilitated in 15 minutes or less, leaving most of your valuable time to focus on the topic of the training session. Keep your participants alert and actively engaged in the learning process with the help of this invaluable resource!	224
Higher Education - General	Engaging Higher Education	Purpose, Platforms, and Programs for Community Engagement	Marshall Welch	2016	Co-published with Campus Compact. For directors of campus centers that have received the Carnegie Classification for Community Engagement, this book offers research and models to further advance their work. For directors starting out, or preparing for application for the Carnegie Classification, it provides guidance on setting up and structuring centers as well as practical insights into the process of application and the criteria they will need to meet. Building on the findings of the research undertaken by the author and John Saltmarsh on the infrastructure of campus centers for engagement that have received the Carnegie Classification for Community, this book responds to the expressed needs of the participating center directors for models and practices they could share and use with faculty, and mid-level and upper-level administrators to more fully embed engagement into institutional culture and practice. This book is organized around the purpose (the "why"), platforms (the "how"), and programs (the "what") that drive and frame community engagement in higher education, offering practitioners valuable information on trends of current practice based on Carnegie Classification criteria. It will also serve the needs of graduate students aspiring to become the future professoriate as engaged scholars, or considering preparation for new administrative positions being created at centers.	291
Teaching Topics	Engaging ideas	the professor's guide to integrating writing, critical thinking, and active learning in the classroom	John C. Bean	1996	"Engaging Ideas surprised me. I didn't expect to like it, but I really did. I didn't expect to find so much in it that would cause me to pause and reflect on my own practices as a teacher, but this is exactly what happened repeatedly. I didn't expect to find the writing so sprightly an attention-holding, but it was. And I didn't expect that I would decide to change the nature of the writing assignments I give students as a result of this book, but I have....An excellent resource for faculty across all disciplines who long for ways of improving student writing and thinking skills." --Howard B. Altman, director, Linguistics Program, University of Louisville Engaging Ideas is a practical nuts-and-bolts guide for teachers from any discipline who want to design interest-provoking writing and critical thinking activities and incorporate them into their courses in a way that encourages inquiry, exploration, discussion, and debate. The book also shows how writing can easily be integrated with such other critical thinking activities as inquiry discussions, simulation games, classroom debates, interactive lectures, and more--helping transform students from passive to active learners.	282
Research	Engaging in the Scholarship of Teaching and Learning	A Guide to the Process, and How to Develop a Project from Start to Finish	Cathy Bishop-Clark, Beth Dietz-Uhler	2012	"Bishop-Clark and Dietz-Uhler have made a unique contribution in the present volume. It is an exceptionally fine, straight-forward and brief guide for faculty looking at their first SOTL project. For most such readers, it will probably seem to be the most helpful of the [available] guides. And, although it is written with the novice in mind, many of us with more experience also will benefit from reading through it. I anticipate that this book will lead many more faculty members to see their teaching as an opportunity to engage in SOTL. And, even though it is clearly an effective guide for individual thinking, it will be even more effective when used as the focus of a Faculty Learning Community or by a less formal group of faculty working together. Indeed, the core structure and especially the worksheets will help groups to stay focused and productive. However used, it will help teachers use SOTL as a way to improve their students' learning and to foster more advanced learning outcomes while simultaneously enhancing the faculty members' own professional development and careers. I hope you find it as interesting and helpful as I did."--Craig E. Nelson , Emeritus Professor of Biology, Indiana University, and Founding President, International Society for the Scholarship of Teaching and Learning "Cathy Bishop-Clark and Beth Dietz-Uhler bring to this volume their own contagious passion for the scholarship of teaching and learning--but also an ability to translate their journey into steps that those newer to the work can easily follow. The result is both practical and inspiring."--Pat Hutchings, Consulting Scholar, The Carnegie Foundation for the Advancement of Teaching, and Scholar in Residence, Gonzaga University 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 This guide provides prospective SoTL scholars with the necessary background information, foundational theory, tools, resources, and methodology to develop their own SoTL projects, taking the reader through the five stages of the process: generating a research question; designing the study; collecting the data; analyzing the data; and presenting and publishing your SoTL project. Each stage is illustrated by examples of actual SoTL studies and is accompanied by worksheets to help the reader refine ideas and map out his or her next steps. The process and worksheets are the fruit of the successful SoTL workshops the authors have offered at their institution for many years.	160

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Learning Activities	Engaging the Online Learner	Activities and Resources for Creative Instruction	Rita-Marie Conrad, J. Ana Donaldson	2004	Engaging the Online Learners includes an innovative framework-the Phases of Engagemen-that helps instructors become more involved as knowledge generators and co-facilitators of a course. The book also provides specific ideas for tested activities (collected from experienced online instructors across the nation) that can go a long way to improving online learning. Engaging the Online Learner offers the tools and information needed to: Convert classroom activities to an online environment and use online activities in a classroom-based course Assess the learning that occurs as a result of collaborative activities Phase-in activities that promote engagement among online learners Help online learners use online tools Build peer interaction through peer partnerships and team activities Create authentic activities Implement games and simulations.	144
Research	Enhancing learning through the scholarship of teaching and learning	the challenges and joys of juggling	Kathleen McKinney	2007	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.	201
Research	Enhancing Scholarly Work on Teaching and Learning	Professional Literature that Makes a Difference	Maryellen Weimer	2006	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. Â 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.	272
Course Design	Essential Elements	Prepare, Design, and Teach Your Online Course	Bonnie Elbaum, Cynthia McIntyre, Alese Smith	2002	Based on the Concord Consortium e-Learning Model, this easy-to-follow handbook provides a rich working overview of online teaching and reveals the 17 essential elements of successful online teaching. A must-have for every new or seasoned online instructor to be successful and engaging in an online educational environment."	112
Teaching General	Essentials of College and University Teaching	A Practical Guide	Eleanor Boyle, Harley Rothstein	2003	On campuses today, there is not only increased interest in effective teaching, but increased expectations from administrators, other faculty, and students, that instructors will teach well. Essentials of College and University Teaching meets this growing need by providing a comprehensive but succinct handbook on all important aspects of post-secondary teaching. The book is intended for instructors, professors, and graduate students at colleges and universities. It will be especially helpful both to new and experienced faculty. It will appeal to individuals in all disciplines; the authors'ideas apply to the instruction of any topic from philosophy to engineering. Boyle and Rothstein have employed examples from a wide range of disciplines, to make this point and to appeal to a broad readership.	218
Measuring Student Learning	Essentials of Creativity Assessment		James C. Kaufman, Jonathan A. Plucker, John Baer	2008	Discover practical, step-by-step instructions for accurately and effectively assessing creativity with Essentials of Creativity Assessment, a guide that provides useful information about using solid theoretical and research-based evidence for creativity assessment. Quickly acquire the knowledge and skills you need to effectively assess creativity, a popular measure of cognitive ability correlated with intelligence. Receive an overview of the wide variety of assessments that can be used to gauge creativity, enabling you to select the creativity assessment method that best fits the situations, groups of people, and programs that are involved.	221
Research	Ethics of Inquiry	Issues in the Scholarship of Teaching and Learning	Pat Hutchings	2002	This collection contains seven case studies about ethical issues faced by scholars of teaching and learning, each with commentary from individuals who bring different perspectives to bear on the issues. This case-plus-commentaries format enacts a central theme of the volume, which is that there is no single right way to resolve the ethical dilemmas that arise when investigating classroom practice. The cases are: (1) "The Ethics of Comparison: A Statistician Wrestles with the Orthodoxy of a Control Group" (John P. Holcomb, with commentary by Roberto L. Corrada, Joan B. Garfield, and Caroline Hodges Powell); (2) "Using Student Work as Evidence" (David Takacs, with commentary by Amy Driscoll, Kevin Miller, and Cynthia Scheinberg); (3) "Refining Questions and Renegotiating Consent" (Suzanne Burgoyne, with commentary by Richard Gal, Peter J. Markjle, and Helen A. Neville); (4) "Balancing Pedagogic Needs with the Needs of a Classroom Experiment" (Charles McDowell, with commentary by Peter Alexander, Heather E. Bullock, and Eileen M. Tanner); (5) "Too Close for Comfort and/or Validity" (Tomas Galguera, with commentary by Camille Calica, David M. Donahue, and Judith Haymore Sandholtz); (6) "From Private to Public Classrooms: 'Inadequate' Student Texts in the Scholarship of Teaching and Learning" (James E. Seitz, with commentary by Christie Raney, Mariolina Rizzi Salvatore); and (7) "Giving Public Students' Work: The Movie" (Sherry Linkon, with commentary by Randy Bass, Thomas Hatch, and John Stern). A discussion of "Questions To Shape Practice" makes up the eighth chapter. An annotated bibliography of 52 items is attached, titled "Research Ethics and the Scholarship of Teaching and Learning" by James Bequette and Chris Bjork. (SLD).	97

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Service	Evaluating Faculty Performance	A Practical Guide to Assessing Teaching, Research, and Service	Peter Seldin	2006	Written by experts in teaching and administration, this guide offers practical, research-based information for faculty members and administrators in search of new approaches for assessing and improving faculty potential. By recognizing that faculty evaluation can be a difficult, time-consuming, and costly process, the authors of Evaluating Faculty Performance have distilled existing evaluation practices into useful recommendations for strengthening the overall system. Offering numerous suggestions for improving evaluation methods, assessing program weaknesses, and avoiding common problems, the book Examines compelling reasons for developing effective and systematic faculty assessment processes Discusses how to create a climate for positive change by favoring performance counseling over performance evaluation Identifies the essential elements and best practices in assessment, while also revealing what not to do in evaluating performance Explains the value of the professional portfolio in assessment teaching, and offers advice on how to complete a portfolio Outlines key issues, dangers, and benchmarks for success in straightforward language Included are field-tested forms and checklists that can be used to measure faculty performance in teaching, research, and service. The suggestions for improving faculty assessment are clear and practicable-sensible advice for strengthening a process that is of increasing importance in higher education.	288
Service	Evaluating Online Teaching	Implementing Best Practices	Thomas J. Tobin, B. Jean Mandernach, Ann H. Taylor	2015	Create a more effective system for evaluating online faculty 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. Evaluation methods designed for face-to-face classrooms, from student surveys to administrative observations, are often applied to the online teaching environment, leaving reviewers and instructors with an ill-fitted and incomplete analysis. Evaluating Online Teaching shows how strategies for evaluating online teaching differ from those used in traditional classrooms and vary as a function of the nature, purpose, and focus of the evaluation. This book guides faculty members and administrators in crafting an evaluation process specifically suited to online teaching and learning, for more accurate feedback and better results. Readers will: Learn how to evaluate online teaching performance Examine best practices for student ratings of online teaching Discover methods and tools for gathering informal feedback Understand the online teaching evaluation life cycle The book concludes with an examination of strategies for fostering change across campus, as well as structures for creating a climate of assessment that includes online teaching as a component. Evaluating Online Teaching helps institutions rethink the evaluation process for online teaching, with the end goal of improving teaching and learning, student success, and institutional results.	304
Learning Activities	Experiential learning in higher education	linking classroom and community	Jeffrey A. Cantor, ERIC Clearinghouse on Higher Education, Association for the Study of Higher Education	1997	This report reviews the literature and research on the use of experiential learning in higher education, focusing on classroom-community linkages. It defines experiential learning and reviews the current employment of experiential learning in higher education. An introductory section explains the politics and policy issues of experiential learning at the higher education level and describes predominant forms of experiential education, current levels of participation, a conceptual framework, and administrative issues and concerns. The next two sections discuss the issues in programs using experiential learning in the arts and humanities, social sciences, health care, social work, science and engineering, business education, and technology programs. The fourth section focuses on experiential learning in the context of service learning with emphasis on the linking of theory and practice and cross disciplinary pedagogical and instructional issues. The fifth section reviews cooperative education initiatives which link classroom and community for benefits for faculty, community, students, and businesses. The final section provides a synthesis of successful practices. This section stresses the importance of a systematic approach to designing experiential learning activities, program administration, and evaluation.	137
Learning Activities	Facilitating Online Learning	Effective Strategies for Moderators	George Collison, Bonnie Elbaum, Sarah Haavind, Robert Tinker	2000	Instructors new to the online teaching and training environment, as well as experienced online educators, will discover the groundbreaking skills and techniques needed to be a successful online instructor. Discover how to effectively facilitate dialogue and build a community of learners as well as hurdle common roadblocks. Learn how to create a learning community where the instructor moves from center stage to a collaborative learning environment.	216
Service	Facilitating with Ease!	A Step-by-Step Guidebook with Customizable Worksheets on CD-ROM	Ingrid Bens	2000	If you need to facilitate productive, effective meetings with skill and authority, then this package is definitely for you. Based on fifteen years of in-the-field experience, it contains the same easy-to-follow instructions, techniques, and hands-on tools the author has used to teach thousands of team leaders, consultants, supervisors, and beginning managers how to facilitate with ease. Complete with worksheets on CD-ROM that can be customized to fit your personal needs, it's a complete facilitation workshop in take-home form.	224
Career Development	Faculty as Teachers	Taking Stock of What We Know	Maryellen Weimer	1993	National Center on Postsecondary Teaching, Learning, and Assessment, c1993. Collection of papers presented at a conference at the ETS Chauncy Conference Center, Princeton, N.J. Feb. 26-28, 1993.--cf. p. 1. Contents: Responsive faculty or responding to student needs -- Emerging lesson on how faculty develop as teachers -- The evolving career of the vital college teacher -- The development of culturally responsive faculty -- Sow's ears and silk purses: can teachers be made if they're not born to the task? -- Faculty at work -- Variables influencing teaching effectiveness -- How faculty develop teaching expertise -- Classroom assessment -- Shared or solitary labors? Overcoming the individualistic culture of academe -- Lessons learned working with faculty -- Supporting the development of community college teachers -- The power of "colleagues" and "campuses" in promoting faculty development as teachers -- Faculty stories: conversations for collegiality -- Lessons from AAHE's teaching initiative -- How do faculty develop as teachers? Ask a teacher -- Faculty issues at the University of Minnesota -- Moving teaching to the top of individual and institutional agendas -- Lessons I have learned in training college teachers -- A study of newly hired postsecondary faculty -- Summative evaluation and faculty development -- The development of faculty as teachers -- Mastery and helplessness in the college classroom : the challenge for teaching -- Redefining the faculty role -- Creating effective learning environments --The environment for faculty and their development as teachers -- Partners in learning: collaboration around teaching -- Developing faculty as college teachers : embracing the paradoxes -- The content is and isn't everything in teaching -- How faculty develop: themes in variation.	131

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Research	Faculty Collaboration	Enhancing the Quality of Scholarship and Teaching	Ann E. Austin, Roger G. Baldwin	1991	Synthesizes the research and literature on collaboration in academic life. Reviews collaboration trends and practices in higher education and other sectors such as business and industry. Recognizes the distinctive nature of various modes of collaboration.	140
Teaching Evaluation & Development	Faculty Development and Student Learning	Assessing the Connections	William Condon, Gudrun Willett	2016	Colleges and universities across the US have created special initiatives to promote faculty development, but to date there has been little research to determine whether such programs have an impact on students' learning. Faculty Development and Student Learning reports the results of a multi-year study undertaken by faculty at Carleton College and Washington State University to assess how students' learning is affected by faculty members' efforts to become better teachers. Extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, the authors show that faculty participation in professional development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university.	156
Career Development	Faculty development in the age of evidence : current practices, future imperatives	Current practices, future imperatives	Andrea L. Beach	2016	The first decade of the 21st century brought major challenges to higher education, all of which have implications for and impact the future of faculty professional development. This volume provides the field with an important snapshot of faculty development structures, priorities and practices in a period of change, and uses the collective wisdom of those engaged with teaching, learning, and faculty development centers and programs to identify important new directions for practice. This book describes how these faculty development and institutional needs and priorities are being addressed through linkages, collaborations, and networks across institutional units; and highlights the increasing role of faculty development professionals as organizational “change agents” at the department and institutional levels, serving as experts on the needs of faculty in larger organizational discussions.	194
Career Development	Faculty Success through Mentoring	A Guide for Mentors, Mentees, and Leaders	Carole J. Bland	2012	Few things are more essential to the success of an academic institution than vital faculty members. This book is a rich combination of findings from the literature and practical tools, which together assist academic leaders and faculty in implementing and participating in a successful formal mentoring program that can be used as a strategy for maintaining the vitality of a diverse faculty across all stages of an academic career. In <i>Faculty Success through Mentoring</i> , the authors describe the tangible benefits of formal, traditional mentoring programs, in which mentor-mentee interactions are deliberate, structured, and goal-oriented. They outline the characteristics of effective mentors, mentees, and mentoring programs, and cover other models of mentoring programs, such as group and peer mentoring, which are particularly suited for senior and mid-career faculty. Also included are tools that institutions, mentors, and mentees can use to navigate successfully through the phases of a mentoring relationship. One of the unique features of this book is its explicit attention to the challenges to effective mentoring across genders, ethnicities, and generations. No matter what role one plays in mentoring, this book is an invaluable resource.	230
Teaching General	First Steps to Excellence in College Teaching		Glenn R. Johnson	1995	Media attention focused on the instructional quality in colleges and universities reflects a higher education system that must do a better job of preparing instructors. First Steps is written just for that purpose - to help new instructors and teaching assistants set and meet standards of excellence. Glenn Ross Johnson provides the basics of instruction, from preparation through evaluation, step-by-step. He focuses on what new instructors need most, covering the essentials such as: <ul style="list-style-type: none"><li>• Determining your course objectives</li><li>• Selecting textbooks</li><li>• Involving your students more actively</li><li>• What can be learned about your teaching through the Cognitive Interaction Analysis System (CIAS)</li><li>• Evaluating your students</li></ul>	153
Higher Education - General	Five Dimensions of Quality	A Common Sense Guide to Accreditation and Accountability	Linda Suskie	2014	Meet calls for increased quality and understand accreditation expectations Author Linda Suskie is internationally recognized for her work in higher education assessment, and she is a former vice president of a major regional accreditor. In Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability in Higher Education she provides a simple, straightforward model for understanding and meeting the calls for increased quality in higher education ever-present in today's culture. Whether your institution is seeking accreditation or not, the five dimensions she outlines will help you to identify ways to improve institutional quality and demonstrate that quality to constituents. For those wading through the accreditation process, which has become more difficult in recent years due to increasing regulation and pressure for greater accountability, Suskie offers expert guidance on understanding the underlying principles of the expectations of accrediting bodies. Using the model presented here, which is much easier to understand than the sometimes complex resources provided by individual accrediting bodies, American colleges and universities can understand what they need to do to earn and maintain their regional accreditation as well as improve overall institutional quality for their students. You'll be able to: Identify ways to improve institutional quality Demonstrate the quality of your institution to internal and external constituents Avoid wasting time and energy on misguided institutional processes to comply with accreditation requirements By focusing on why colleges and universities should take particular actions rather than only on what those actions should be, Five Dimensions of Quality gives them the knowledge and strategies to prepare for a successful review. It is an ideal resource for leaders, accreditation committee members, and everyone on campus.	320

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Learning Activities	Flipped Learning	A Guide for Higher Education Faculty	Robert Talbert	2017	Flipped learning is an approach to the design and instruction of classes through which, with appropriate guidance, students gain their first exposure to new concepts and material prior to class, thus freeing up time during class for the activities where students typically need the most help, such as applications of the basic material and engaging in deeper discussions and creative work with it. While flipped learning has generated a great deal of excitement, given the evidence demonstrating its potential to transform students' learning, engagement and metacognitive skills, there has up to now been no comprehensive guide to using this teaching approach in higher education. Robert Talbert, who has close to a decade's experience using flipped learning for majors in his discipline, in general education courses, in large and small sections, as well as online courses - and is a frequent workshop presenter and speaker on the topic - offers faculty a practical, step-by-step, "how-to" to this powerful teaching method. He addresses readers who want to explore this approach to teaching, those who have recently embarked on it, as well as experienced practitioners, balancing an account of research on flipped learning and its theoretical bases, with course design concepts to guide them set up courses to use flipped learning effectively, tips and case studies of actual classes across various disciplines, and practical considerations such as obtaining buy-in from students, and getting students to do the pre-class activities. This book is for anyone seeking ways to get students to better learn the content of their course, take more responsibility for their work, become more self-regulated as learners, work harder and smarter during class time, and engage positively with course material. As a teaching method, flipped learning becomes demonstrably more powerful when adopted across departments. It is an idea that offers the promise of transforming teaching in higher education.	241
Inclusive & Ethical Teaching Environment	Fostering Critical Reflection in Adulthood	A Guide to Transformative and Emancipatory Learning	Jack Mezirow and Associates	1990	This book presents successful programs, techniques, and strategies for helping adult learners tap into their rich and diverse life experiences as a basis for growth and lifelong learning.	387
Career Development	Freedom to Learn For the 80s		Carl Rogers	1983	This is the text that championed a revolutionary approach to education that changed the way we teach our children. Now, in the Third Edition, it's challenging the status quo with twenty years of evidence that defies current thinking. Five exciting new chapters focus on issues of importance now and in the future – learning from children who love school; researching person-centered issues in education; developing the administrator's role as a facilitator; building discipline and classroom management with the learner; and person-centered views of transforming schools. Freedom to Learn is written in the first person, with two goals in mind – to aid the development of the minds of children and young persons, and to encourage the kinds of adventurous enterprises being carried out daily by dedicated, caring teachers in creative classrooms and supportive schools throughout the nation. *Use of a first-person narrative-a technique pioneered by Carl Rogers in the first edition of Freedom to Learn-personalizes text coverage, and gives prospective teachers a real feel of communicating with an expert about what is really needed in the classroom.	312
Service	FYI for Your Improvement	Competencies Development Guide	Korn Ferry	2014	FYI® for your improvement is an easy-to-use competencies development guide based on the Korn Ferry Leadership Architect™ Global Competency Framework. Each chapter is dedicated to one of the 38 Korn Ferry Leadership Architect™ Competencies, as well as chapters on 10 Career Stallers and Stoppers. In these chapters you'll find: Competency definitions, Stallers and Stoppers definitions, (CARS) – skilled, less skilled, talented, and overused skill content, Possible causes of lower skill, Tips to develop each competency, Job assignments, Suggested readings and deep dive learning links and recommended search terms	608
Research	Grant Seeking in Higher Education	Strategies and Tools for College Faculty	Mary Licklider	2012	May be available at a lower price from other sellers, potentially without free Prime shipping. Written for anyone in higher education who is responsible for submitting and running a grant-funded project, Grant Seeking in Higher Education offers a hands-on resource for developing and managing the grant process from start to finish. Step by step, the authors will help you to identify and sort through potential sponsors, tap into campus support that is already in place, and prepare to write a targeted grant proposal that can generate results. Once you have completed the research, the book outlines the keys to writing a winning proposal, including an effective proposal narrative, thorough budget, and readable proposal package. To give grant seekers an extra edge, the book contains a toolkit of tested materials. These proven tools—templates, examples, and cheat sheets—are designed to help you approach your project as a grants professional would. Grant Seeking in Higher Education also spotlights the need for academic leaders to create a campuswide culture that fosters efficient and effective grant seeking. Praise for Grant Seeking in Higher Education "This book realistically provides great advice on proposal development and grants management. Additionally, readers receive a bonus as the authors have included some very helpful tools and templates that have assisted them in their grant endeavors." —Gail Vertz, chief executive officer, Grant Professionals Association "This book is well researched, especially with regard to issues of collaboration, helpfully organized, and chock-full of practical advice—a must-have for any research development professional's bookcase!" —Holly Falk-Krzesinski, founding president, National Organization of Research Development Professionals (NORDP)	336
Inclusive & Ethical Teaching Environment	Guiding Students from Cheating and Plagiarism to Honesty and Integrity	Strategies for Change	Ann Lathrop, Kathleen E. Foss, Kathleen Foss	2005	In the past, it was the struggling student who was more likely to cheat just to get by. Today, above-average college -bound students are just as likely to do so. This sequel to the eye-opening Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call (2000) is a call to arms for students, teachers, administrators, librarians, and parents to transpose school culture from one that ignores or tolerates cheating into one where every effort is made to value, encourage, and support honesty. First person accounts lend credence to a cornucopia of practical ideas and actions. No home, school, or library should be without at least one copy. Cheating continues to be a national epidemic. Here, Lathrop and Foss have produced a sequel to their 2000 eye-opener Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call. But where the first volume focused on honor codes and careful monitoring of student tests and written assignments, their latest work is a call to arms: students, teachers, administrators, librarians, and parents must make a concerted effort to change school culture from one that ignores or tolerates cheating into one where every effort is made to value, encourage, and support honesty. Each chapter offers quick and easy access to practical ideas and actions that can be taken off the page and into the classroom or home situation. Among these, first-person accounts dominate, with such compelling themes as Why I Didn't Cheat, Policies That Support Honest Students, and Student Whistleblowers. It is a myth that the struggling students are the ones who are more likely to cheat just to get by. The above-average, college-bound students are just as likely to do so as they compete for scholarships and college admission. No home, school, or library should be without at least one copy of this book.	264

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Teaching General	Handbook of the Teaching of Psychology		William Buskist, Stephen F. Davis	2005	The Handbook of the Teaching of Psychology is a state-of-the-art volume that provides readers with comprehensive coverage and analysis of current trends and issues, basic mechanics, and important contextual variables related to effective teaching in psychology. Uses concise and targeted chapters, written by leading scholars in the field, to explore a myriad of challenges in the teaching of psychology. Employs a prescriptive approach to offer strategies and solutions to frequently occurring dilemmas. Covers the gamut of current topics of interest to all current and future teachers of psychology.	376
Instructional Technology	Harnessing Innovative Technology in Higher Education	Access, Equity, Policy, and Instruction	Kathleen P. King, Joan Krejci Griggs	2006	Technology insinuated itself into higher education swiftly and permanently. Suddenly, the potential uses for the new technology seemed endless. Academic institutions responded quickly--each trying to meet individual needs and creating varied uses. However, as the trend matured, institutions found that they were each reinventing systems that someone had already created and the cost of working this way was high. In response to these factors, the Fund for the Improvement of Postsecondary Education (FIPSE) created a visionary grant program which encouraged creativity and collaboration. The funded projects were innovative and have had a tremendous impact on the distance learning. This book reports on some of those programs, along with an analysis and synthesis of what worked and why. Kathleen King and Susan Biro write in the conclusion: Innovative technology in higher education provides the opportunity to identify needs among our communities and learners, envision solutions, and identify the technology, resources, partnerships, and programs to make it happen. In the process, we learn that the pathway is not linear, and that as we are learning about technology along the way, we are also learning about our learners, our organizations, and ourselves. Working with innovative technologies to provide distance education in higher education is a dynamic and intensive process of envisioning, shaping, and discovering the future of teaching and learning and technology all at once. Readers will find though-provoking discussions and resources for harnessing the technology to do the work of the future.	240
Instructional Technology	High-Impact Practices In Online Education	research and best practices	Kathryn E. Linder, Chrysanthemum Mattison Hayes	2018	This volume offers the first comprehensive guide to how high-impact practices (HIPs) are being implemented in online environments and how they can be adjusted to meet the needs of online learners. This multi-disciplinary approach will assist faculty and administrators to effectively implement HIPs in distance education courses and online programs. With a chapter devoted to each of the eleven HIPs, this collection offers guidance that takes into account the differences between e-learners and traditional on-campus students. A primary goal of High-Impact Practices Online is to share the ways in which HIPs may need to be amended to meet the needs of online learners. Through specific examples and practical suggestions in each chapter, readers are introduced to concrete strategies for transitioning HIPs to the online environment that can be utilized across a range of disciplines and institution types. Each chapter of High-Impact Practices Online also references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful. The book provides guidance on how best to implement HIPs to increase retention and completion for online learners.	248
Inclusive & Ethical Teaching Environment	Hood Feminism	Notes from the women that a movement forgot	Mikki Kendall	2020	Today's feminist movement has a glaring blind spot, and paradoxically, it is women. Mainstream feminists rarely talk about meeting basic needs as a feminist issue, argues Mikki Kendall, but food insecurity, access to quality education, safe neighborhoods, a living wage, and medical care are all feminist issues. All too often, however, the focus is not on basic survival for the many, but on increasing privilege for the few. That feminists refuse to prioritize these issues has only exacerbated the age-old problem of both internecine discord, and women who rebuff at carrying the title. Moreover, prominent white feminists broadly suffer from their own myopia with regard to how things like race, class, sexual orientation, and ability intersect with gender. How can we stand in solidarity as a movement, Kendall asks, when there is the distinct likelihood that some women are oppressing others?	267
Career Development	How Am I Teaching?	Forms and Activities for Acquiring Instructional Input	Maryellen Weimer, Joan L. Parrett, Mary-Margaret Kerns	2002	If you're like most instructors, this is a question that you've asked yourself many times. That's why Weimer, Parrett, and Kerns have compiled this guide-so it's easier to get the answers that you need to this crucial question. How Am I Teaching? contains nine forms and activities that allow you to gather information about what you're doing and how well you're doing it. The authors begin with a simple diagnostic matrix to guide you to the form or activity which best suits your needs. Then they summarize each of the nine tools, highlighting the value and limitations. Make copies of whichever tool(s) you've selected and you're on your way to better teaching!	111
Learning Sciences	How Humans Learn	The Science and Stories Behind Effective College Teaching	Joshua R.. Eyler	2019	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.	293

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Learning Sciences	How Learning Works	Seven Research-Based Principles for Smart Teaching	Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman	2010	Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning	336
Inclusive & Ethical Teaching Environment	How Minority Students Experience College	Implications for Planning and Policy	Lemuel Warren Watson	2002	"I feel like they act like they're so diverse and multicultural. This is not a representation of how it is for people who go here. "I know of several occasions, if it weren't for several faculty of color, I don't know how I would have made it from one day to the next." -- from student interviews Have three decades of integration and multicultural initiatives in higher education delivered a better education to all students? Are majority and minority students reaping similar benefits, specifically in predominantly white colleges? Do we know what a multicultural campus should look like, and how to design one that is welcoming to all students and promotes a learning environment? Through a unique qualitative study involving seven colleges and universities considered national models of commitment to diversity, this book presents the views and voices of minority students on what has been achieved and what remains to be done. The direct quotations that form the core of this book give voice to Black, Hispanic, Asian, Native American and bi-racial students. They offer in their own words their perceptions of their campus cultures and practices, the tensions they encounter and what works for them. Rather than elaborating or recommending specific models or solutions, this book aims to provide insights that will enable the reader better to understand and articulate the issues that need to be addressed to achieve a well-adapted multicultural campus. Presidents, academic affairs professionals, student affairs personnel and faculty concerned with equity and diversity will find this book helpful and enlightening.	132
Inclusive & Ethical Teaching Environment	How to be an Antiracist		Ibram X. Kendi	2019	Antiracism is a transformative concept that reorients and reenergizes the conversation about racism—and, even more fundamentally, points us toward liberating new ways of thinking about ourselves and each other. At its core, racism is a powerful system that creates false hierarchies of human value; its warped logic extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types. Racism intersects with class and culture and geography and even changes the way we see and value ourselves. In How to Be an Antiracist, Kendi takes readers through a widening circle of antiracist ideas—from the most basic concepts to visionary possibilities—that will help readers see all forms of racism clearly, understand their poisonous consequences, and work to oppose them in our systems and in ourselves. Kendi weaves an electrifying combination of ethics, history, law, and science with his own personal story of awakening to antiracism. This is an essential work for anyone who wants to go beyond the awareness of racism to the next step: contributing to the formation of a just and equitable society.	320
Research	How to Conduct Collaborative Action Research		Richard Sagor	1992	Collaborative action research, conducted by teams of practitioners, is a process that enables teachers: (1) to improve student learning, (2) to improve their own practice, (3) to contribute to the development of their own profession, and (4) to overcome the isolation commonly experienced by classroom teachers. By promoting collegial relationships among practitioners, collaborative action research fosters professionalism in teaching. The process of collaborative action research has five sequential steps: problem formulation, data collection, data analysis, reporting of results, and action planning. Three techniques that facilitate effective problem formulation are reflective interviewing, analytic discourse, and graphic representation. Categories of data sources available to action researchers include existing sources (e.g., student work, archival evidence), tools for capturing everyday life (e.g., journals, logs, videos, observation checklists), and tools for questioning (e.g., interviews, written surveys, tests). The data analysis process involves identifying themes in the data collected and, then, using a scientific codification process to "interrogate" the data. Results are reported to break teacher isolation, contribute to the knowledge base, gain a voice in quality control, and foster a school culture that promotes learning for all. Four basic strategies can be used to implement an action plan based on data from action research: simple presentation of the data, establishing a pilot program, establishing a competing pilot program, and using the research as educational specifications. (Contains 30 references.) (IAH)	79

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Course Design	How to design and teach a hybrid course	achieving student-centered learning through blended classroom, online, and experiential activities	Jay Caulfield	2011	<p>“I feel comfortable in saying that the book you now hold in your hands is well worth your time: it’s a book that I believe to be basic to any instructor’s appreciation of the full value of blended teaching and learning.”— Alan Aycock, Professor of Anthropology and Acting Director , University of Wisconsin- Milwaukee’s Learning Technology Center</p> <p>This is practical handbook for designing and teaching hybrid or blended courses focuses on outcomes-based practice. It reflects the author’s experience of having taught over 70 hybrid courses, and having worked for three years in the Learning Technology Center at the University of Wisconsin-Milwaukee, a center that is recognized as a leader in the field of hybrid course design.</p> <p>Jay Caulfield defines hybrid courses as ones where, not only is face time replaced to varying degrees by online learning, but also by experiential learning that takes place in the community or within an organization, with or without the presence of a teacher; and as a pedagogy that places the primary responsibility of learning on the learner, with the teacher’s primary role being to create opportunities and environments that foster independent and collaborative student learning.</p> <p>Starting with a brief review of the relevant theory – such as andragogy, inquiry-based learning, experiential learning and theories that specifically relate to distance education – she addresses the practicalities of planning a hybrid course, taking into account class characteristics such as size, demographics, subject matter, learning outcomes, and time available. She offers criteria for determining the appropriate mix of face-to-face, online, and experiential components for a course, and guidance on creating social presence online.</p>	251
Inclusive & Ethical Teaching Environment	How to Talk About Hot Topics on Campus	From Polarization to Moral Conversation	Robert J. Nash, DeMethra LaSha Bradley, Arthur W. Chickering	2008	<p>How to Talk About Hot Topics on fills a gap in the literature by providing a resource that shows how to construct and carry out difficult conversations from various vantage points in the academy. It offers a theory-to-practice model of conversation for the entire college campus that will enable all constituencies to engage in productive and civil dialogue on the most difficult and controversial social, religious, political, and cultural topics. How to Talk About Hot Topics on Campus covers teaching highly controversial, potentially provocative subject matter as well as creating an institutional culture that welcomes and nourishes difficult conversations throughout campus life. The book speaks to faculty, student affairs staff, administrators, and students in all campus venues. Based on their experiences both in and out of classroom settings, Robert J. Nash, DeMethra LaSha Bradley, and Arthur W. Chickering outline a proven process they call moral conversation. Using concrete frameworks, ground rules, and examples, the authors clearly demonstrate how to put moral conversation into action. They map out how to justify, compose, launch, and facilitate respectful and engaging conversations about even the most controversial topics.</p>	288
Learning Activities	How to Use Problem-based Learning in the Classroom		Robert Delisle, Association for Supervision and Curriculum Development	1997	<p>Problem-based learning (PBL) is a teaching technique that educates by presenting students with a situation that leads to a problem for them to solve. Rather than finding a single correct answer, students interpret the question, gather additional information, create possible solutions, evaluate options, and present conclusions. This book shows classroom instructors how to challenge students by providing them with a structured opportunity to share information, prove their knowledge, and engage in independent learning. Chapter 1 defines PBL, discussing its origins and its place in the school improvement movement. Chapter 2 offers reasons for using PBL in the classroom, including more active student engagement in learning, promotion of an interdisciplinary approach, and greater student choice. Chapter 3 discusses the teacher's role in PBL as curriculum designer, guide, and evaluator. Chapter 4 describes how to develop a problem for study, and chapter 5 describes the PBL process. Chapter 6 discusses evaluating PBL in the classroom. Chapters 7-11 offer specific examples of problem-based learning in the classroom. The examples include: 11th and 12th grade chemistry; 3rd grade social studies; 7th grade mathematics; 9th grade biology; and an interdisciplinary 5th grade PBL-based curriculum. Chapter 12 offers suggestions for creating an environment that encourages problem-based learning and concludes by outlining the essential elements of problem-based learning. (TJQ)</p>	107
Research	How to Write a Lot	A Practical Guide to Productive Academic Writing	Paul J. Silvia	2007	<p>All students and professors need to write, and many struggle to finish their stalled dissertations, journal articles, book chapters, or grant proposals. Writing is hard work and can be difficult to wedge into a frenetic academic schedule. In this practical, light-hearted, and encouraging book, Paul Silvia explains that writing productively does not require innate skills or special traits but specific tactics and actions. Drawing examples from his own field of psychology, he shows readers how to overcome motivational roadblocks and become prolific without sacrificing evenings, weekends, and vacations. After describing strategies for writing productively, the author gives detailed advice from the trenches on how to write, submit, revise, and resubmit articles, how to improve writing quality, and how to write and publish academic work.</p>	149

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Learning Sciences	How We Learn	The Surprising Truth about When, Where, and why it Happens	Benedict Carey	2015	<p>In the tradition of The Power of Habit and Thinking, Fast and Slow comes a practical, playful, and endlessly fascinating guide to what we really know about learning and memory today--and how we can apply it to our own lives. From an early age, it is drilled into our heads: Restlessness, distraction, and ignorance are the enemies of success. We're told that learning is all self-discipline, that we must confine ourselves to designated study areas, turn off the music, and maintain a strict ritual if we want to ace that test, memorize that presentation, or nail that piano recital. But what if almost everything we were told about learning is wrong? And what if there was a way to achieve more with less effort? In How We Learn, award-winning science reporter Benedict Carey sifts through decades of education research and landmark studies to uncover the truth about how our brains absorb and retain information. What he discovers is that, from the moment we are born, we are all learning quickly, efficiently, and automatically; but in our zeal to systematize the process we have ignored valuable, naturally enjoyable learning tools like forgetting, sleeping, and daydreaming. Is a dedicated desk in a quiet room really the best way to study? Can altering your routine improve your recall? Are there times when distraction is good? Is repetition necessary? Carey's search for answers to these questions yields a wealth of strategies that make learning more a part of our everyday lives--and less of a chore. By road testing many of the counterintuitive techniques described in this book, Carey shows how we can flex the neural muscles that make deep learning possible. Along the way he reveals why teachers should give final exams on the first day of class, why it's wise to interleave subjects and concepts when learning any new skill, and when it's smarter to stay up late prepping for that presentation than to rise early for one last cram session. And if this requires some suspension of disbelief, that's because the research defies what we've been told, throughout our lives, about how best to learn. The brain is not like a muscle, at least not in any straightforward sense. It is something else altogether, sensitive to mood, to timing, to circadian rhythms, as well as to location and environment. It doesn't take orders well, to put it mildly. If the brain is a learning machine, then it is an eccentric one. In How We Learn, Benedict Carey shows us how to exploit its quirks to our advantage.</p>	272
Learning Activities	Igniting Student Involvement, Peer Interaction, and Teamwork	A Taxonomy of Specific cooperative Learning Structures and Collaborative Learning Strategies	Joseph B Cuseo	2002	<p>The student-centered pedagogical practices of cooperative learning, collaborative learning, and team learning can be united and defined inclusively as two or more learners who work interdependently toward a common goal, on a common task, that culminates with a consensual decision or creation of a common product. The purpose of this monograph is to provide a description and rationale for a taxonomy designed to delineate and categorize itself is included as a separate unit, with the intention that it may serve as a stand-alone "user's manual" or "procedural index file" containing specific, step-by-step practices that can be accessed conveniently and implemented expeditiously.</p>	60
Learning Activities	Implementing problem based learning in leadership development		Edwin M. Bridges, Philip Hallinger, ERIC Clearinghouse on Educational Management	1995	<p>Messy, real-life problems provide the starting point for learning in a radically transformed instructional environment. In problem-based learning (PBL), students in educational administration classes--aspiring and current principals--jointly decide how to deal with the problems and learn leadership skills by facilitating collaboration and building consensus. This book seeks to convey how PBL can become a vehicle for building meaningful connections among research, theory, and practice in the classroom. Chapter 1 elaborates the model, illustrates how it has been used to prepare school leaders, and contrasts PBL with the case method. Chapters 2 through 4 offer strategies for developing PBL instructional materials, describe the instructor's role in implementing PBL in the classroom, and provide suggestions for developing multiple approaches to student assessment. The fifth chapter explores how PBL can be integrated in Ed.D. research, and how PBL can help doctoral students appropriately apply research, theory, and knowledge to problems that arise from educational policy and practice. The final chapter discusses instructional and curricular issues that arise during the implementation process. Appendices contain a sample PBL project, notes of project writing, a sample course syllabus, a project planning form, and a sample evaluation of a student project. One figure and three tables are included.</p>	194
Inclusive & Ethical Teaching Environment	Inclusive Teaching	Strategies for Promoting Equity in the College Classroom	Kelly A Hogan, Viji Sathy	2022	<p>In a book written by and for college teachers, Kelly Hogan and Viji Sathy provide tips and advice on how to make all students feel welcome and included. They begin with a framework describing why explicit attention to structure enhances inclusiveness in both course design and interactions with and between students. <i>Inclusive Teaching</i> then provides practical ways to include more voices in a series of contexts: when giving instructions for group work and class activities, holding office hours, communicating with students, and more. The authors finish with an opportunity for the reader to reflect on what evidence to include in a teaching dossier that demonstrates inclusive practices. The work of two highly regarded specialists who have delivered over a hundred workshops on inclusive pedagogy and who contribute frequently to public conversations on the topic, <i>Inclusive Teaching</i> distills state-of-the-art guidance on addressing privilege and implicit bias in the college classroom. It seeks to provide a framework for individuals and communities to ask, Who is being left behind and what can teachers do to add more structure?</p>	272
Research	Inquiry into the college classroom	a journey toward scholarly teaching	Paul Savory, Amy Nelson Burnett, Amy M. Goodburn	2007	<p>An essential companion for university faculty interested in conducting scholarly inquiry into their classroom teaching, this practical guide presents a formal model for making visible the careful, difficult, and intentional scholarly work entailed in exploring a teaching question. As a how-to guide, this is an invaluable resource for planning and conducting classroom research-formulating questions and hypotheses, defining a data collection methodology, collecting data, measuring the impact, and documenting the results. Inquiry Into the College Classroom is filled with richly illustrative examples that highlight how university faculty from a range of academic disciplines have performed scholarly inquiries into their teaching and leads faculty on a journey that includes: Developing a formal model for structuring the exploration of a classroom inquiry question Providing a practical and useful guide for faculty interested in exploring teaching and learning challenges Detailing faculty experiences in measuring specific changes in student learning or perspectives Demonstrating how to document classroom inquiry in a form to be shared, used, and reviewed by other faculty Sharing useful and practical suggestions for getting started with a classroom inquiry Highlighting different models for disseminating classroom inquiry work Linking classroom inquiry to larger conversations about the scholarship of teaching and learning.</p>	194

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Career Development	Inspiring Teaching	Carnegie Professors of the Year Speak	John K. Roth	1997	In a time when society and student bodies are growing increasingly diverse, and new information technologies continue to be introduced to higher education, teaching and learning has become ever more challenging and important. A fascinating collection of essays written by 19 Carnegie Professors of the Year from colleges and universities across the United States and Canada, Inspiring Teaching affirms the scholarship of teaching by recognizing and encouraging excellence in teaching. The 20 chapters in this book range from the pragmatic to the philosophical, including discussions of active learning, classroom atmosphere, learning communities, honors programs, large-class discussions, teaching portfolios, and community service. The book is divided into four parts: Part One, Teaching Characteristics, explores what good teaching is, the type of classroom atmosphere that supports it, and the nature of fruitful teacher-student relationships. Part Two, Teaching Practices, discusses improving teaching through curriculum, classroom discussions, and teaching portfolios. Part Three, Teaching Philosophies, considers teaching in relation to civic engagement. Part Four, Teaching Teachers: Two Postscripts, summarizes the successful models for teaching used by the Carnegie Professors of the Year Designed to stimulate discussion of teaching among scholars, Inspiring Teaching analyzes what underlies and inspires good teaching and learning.	236
Learning Activities	Interactive Lecturing	A Handbook for College Faculty	Elizabeth F. Barkley, Claire H. Major	2018	Tips and techniques to build interactive learning into lecture classes Have you ever looked out across your students only to find them staring at their computers or smartphones rather than listening attentively to you? Have you ever wondered what you could do to encourage students to resist distractions and focus on the information you are presenting? Have you ever wished you could help students become active learners as they listen to you lecture? 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. Research shows that most college faculty still rely predominantly on traditional lectures as their preferred teaching technique. However, research also underscores the fact that more students fail lecture-based courses than classes with active learning components. Interactive Lecturing combines engaging presentation tips with active learning techniques specifically chosen to help students learn as they listen to a lecture. It is a proven teaching and learning strategy that can be readily incorporated into every teacher's methods. In addition to providing a synthesis of relevant, contemporary research and theory on lecturing as it relates to teaching and learning, this book features 53 tips on how to deliver engaging presentations and 32 techniques you can assign students to do to support their learning during your lecture. The tips and techniques can be used across instructional methods and academic disciplines both onsite (including small lectures and large lecture halls) as well as in online courses. This book is a focused, up-to-date resource that draws on collective wisdom from scholarship and practice. It will become a well-used and welcome addition for everyone dedicated to effective teaching in higher education.	408
Inclusive & Ethical Teaching Environment	Intersectional Pedagogy	complicating identity and social justice	Kim Case	2017	Intersectional Pedagogy explores best practices for effective teaching and learning about intersections of identity as informed by intersectional theory. Formatted in three easy-to-follow sections, this collection explores the pedagogy of intersectionality to address lived experiences that result from privileged and oppressed identities. After an initial overview of intersectional foundations and theory, the collection offers classroom strategies and approaches for teaching and learning about intersectionality and social justice. With contributions from scholars in education, psychology, sociology and women's studies, Intersectional Pedagogy include a range of disciplinary perspectives and evidence-based pedagogy.	243
Teaching General	It works for me	shared tips for teaching	Hal Blythe	1998	A collection of practical teaching tips dreawn from the real-life experience of some outstanding college teachers in many disciplines, meant as an aid for any instructor who feels the need for a little something extra from time to time to enrich the classroom experience.	94
Teaching General	It works for me, Too!	More Shared Tips for Effective Teaching	Hal Blythe, Charlie Sweet	2002	It Works For Me, Too! is our contribution to the Renaissance in College Pedagogy, our attempt to fuel this brightening interest in effective teaching. Like its predecessor, this book is a compilation of tips from workers in the collegiate trenches, but this time our contributors (some volunteers, some drafted) reflect the national interest in this subject and come from all around the country. We begin with a few theoretical approaches, but the major focus of IWFMT (not exactly a memorable acronym) is that average day in the classroom and what momentary magic some instructor has injected into the mix to make the experience much more than average.	96

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Course Design	Jump-start your online classroom : mastering five challenges in five days	mastering five challenges in five days	David S. Stein	2017	<p>Every year, more online or technology-enhanced learning experiences are added to the landscape of education, and the number of students taking online courses on residential campuses continues to grow. In addition, new instructional tools are creating environments that are mobile, interactive, and collaborative. These trends present challenges to the online classroom, and this book will help instructors meet those challenges.</p> <p>Jump-Start Your Online Classroom prepares a first-time online instructor to successfully manage the first few weeks of a course, including activities to help instructors plan, manage, and facilitate online instruction; and provides resources helpful during the beginning weeks of class. Each chapter is developed around the immediate challenges instructors face when teaching online. The authors address everyday problems and suggest solutions informed by their extensive research and experience. The five challenges, which are designed to be addressed in five days, are to:</p> <ul style="list-style-type: none"><li>• Make the transition to online teaching</li><li>• Build online spaces for learning</li><li>• Prepare students for online learning</li><li>• Manage and facilitating the online classroom</li><li>• Assess learner outcomes in an online classroom</li></ul> <p>The book is based on the authors’ design and facilitation model that identifies five elements comprising an online learning environment: digital tools, participants, social practices, learning community, and outcomes. The book shows how each of those aspects influences instructional practices and interacts to create an environment for a meaningful online educational experience.</p>	158
Inclusive & Ethical Teaching Environment	Latino Change Agents in Higher Education	Shaping a System that Works for All	Leonard A Valverde	2007	Latino Change Agents in Higher Education offers college and university leaders a practical guide for meeting the challenges of educating the burgeoning population of Latino students. The contributors, a stellar group of experienced leaders in higher education, clearly show that the changes to higher education needed to ensure Latino student success will benefit all students.	258
Service	Leading from the Margins	College Leadership from Unexpected Places	Mary Dana Hinton	2024	<p><b>A guide to why people from marginalized backgrounds may be uniquely qualified to become effective higher education leaders—and how they can get there.</b> Students and faculty in higher education increasingly reflect more diverse backgrounds, but this diversity remains rare in many leadership roles. In <i>Leading from the Margins</i> , Mary Dana Hinton celebrates the unique strengths of marginalized individuals, inviting them to embrace their leadership potential and make a difference. Drawing from Hinton’s own journey to becoming a university president, this book challenges conventional leadership theories and highlights the value of diverse voices. Whether you’re an emerging or established leader, <i>Leading from the Margins</i> will empower you to find your own leadership style and discover strength in unexpected places. Through engaging personal stories and insightful research, Hinton explores the opportunities and challenges faced by leaders from marginalized backgrounds. She sheds light on overlooked identities and emphasizes the need for leadership that reflects the demographics and needs of those being led. This book is a vital resource for people in higher education aspiring to senior leadership positions who feel unheard or unrepresented in traditional leadership roles. Hinton offers a powerful voice to leaders from marginalized groups, providing validation, inspiration, and practical guidance. By recognizing and nurturing their unique leadership styles, she encourages readers to make a meaningful impact and drive positive change in their organizations and communities. <i>Leading from the Margins</i> is an essential read for anyone seeking to foster inclusive and effective leadership, bridging the gap between theory and lived experiences. Embrace your identity and lead from where you are.</p>	216
Service	Leading with Uncommon Sense	Slowing Down, Looking Inward, Taking Action	Wiley C. Davi, Duncan H. Spelman	2021	This book offers alternatives to typical leadership, highlighting new ways of thinking about how individuals can lead effectively. Specifically, it integrates several fields, including neuroscience, behavioral economics, mindfulness, cognitive and social psychology, emotional intelligence, and management decision-making. The authors challenge the “common sense,” mainstream thinking about leadership, arguing that effective leadership depends on a more complicated understanding of the underlying dynamics. When leaders rely on the common sense that they have been taught explicitly or implicitly about leadership, the results are often not effective—for themselves personally, for their followers, for the organizations in which they lead, and for society as a whole. For example, aspiring leaders often believe that the mark of good leaders is their ability to come up with quick answers to problems. Others believe that one’s ability to minimize complexity and uncertainty indicates leadership potential. In addition, despite the literature suggesting the value of engaging in self-reflection, few leaders regularly step back and look inward. Even those who can intellectually discuss emotional intelligence often focus on their ability to influence the emotions of others rather than reflecting on and learning from their own emotions. The book calls for leaders to operate with more humility and greater awareness of the multiple contexts in which they function—approaches that improve life for all organizational members. As leaders become more effective, they will become healthier and more satisfied, less harried, more grounded, and more fulfilled in their lives.	180
Learning Activities	Learner-Centered Teaching	Five Key Changes to Practice	Maryellen Weimer	2002	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.	288

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Learning Activities	Learning from Change	Landmarks in Teaching and Learing in Higher Education from Change Magazine 1969-1999	Deborah DeZure	2000	Since its inception in 1969, Change magazine has been the bellwether of higher education. It has framed the key issues confronting the academy, attracted the best minds, and shaped the debate. In this important collection, Deborah DeZure and a panel of contributing editors have selected landmark articles on teaching and learning in higher education published in Change from its launch to the present. Through the articles and incisive commentaries we follow the controversies, witness the reception of innovations, and trace the threads of continuity of the past thirty years. What emerges is both an indispensable set of perspectives and a rich resource of models and ideas.	460
Learning Activities	Learning in Real Time	Synchronous Teaching and Learning Online	Jonathan Finkelstein	2006	Learning in Real Time is a concise and practical resource for education professionals teaching live and online or those wanting to humanize and improve interaction in their online courses by adding a synchronous learning component. The book offers keen insight into the world of synchronous learning tools, guides instructors in evaluating how and when to use them, and illustrates how educators can develop their own strategies and styles in implementing such tools to improve online learning. A pioneer in the development of synchronous learning theories and platforms, Finkelstein catalogs real-time learning venues, describes good practices for facilitating synchronous learning, and offers examples to demonstrate how real-time techniques can enhance student learning. While each chapter considers the academic context of faculty members looking to incorporate such interaction, the book will also be a valuable resource to instructional designers, trainers, tutors, advising staff, librarians, and anyone involved in professional development, course design, or providing student support services. Learning in Real Time is the fourth book in the Jossey-Bass Guides to Online Teaching and Learning series, which offers concrete and practical resources to help higher education practitioners meet the challenges of the online learning environment. "Good instruction is all about people. Learning in Real Time focuses on people, relationships, and the power of human dialogue. Instructors, learning technologists, and administrators will benefit from Finkelstein's commentary and common sense. Diana G. Oblinger, vice president, EDUCAUSE" Jam-packed with extremely practical strategies and well-crafted activity ideas, Learning in Real Time goes well beyond the tools and deftly focuses on the process of effective live online learning and collaboration. Anyone teaching, presenting, coaching, or collaborating online will end up with a marked-up, highlighted, and dog-eared copy of this book parked next to their computer. Alan Levine, The New Media Consortium (NMC)"Finkelstein's real-world guidance on real-time learning advances the cause of quality instruction“ online and offline. This book represents an important contribution to the field. Deborah L.G. Hutti, associate vice president for educational services, Lake Land College	157
Learning Sciences	Learning Styles	Implications for Improving Educational Practices	Charles S. Claxton, Patricia H. Murrell	1987	Reviews four approaches to examining the learning styles of college students: personality, information processing, social interaction, and instructional methods. Includes techniques for applying your knowledge on learning styles	103
Learning Activities	Learning Thru Discussion	Guide for Leaders and Members of Discussion Groups	WM Fawcett Hill	1977	An innovational teaching method designed to increase the understanding and retention of all types of material, with emphasis on authority in the structure and presentation of the subject materials. Specific recommendations are included to facilitate the correlation of the material being discussed with relevant details of group members’ experience.	64
Inclusive & Ethical Teaching Environment	Learning to Listen, Learning to Teach	The Power of Dialogue in Educating Adults	Jane Vella	1997	In a distinctly personal and highly entertaining style, Jane Vella offers a practical, proven, universally applicable approach to adult education. From a graduate school in New York to the mountains of Nepal to the drought-parched fields of Ethiopia, Vella draws on her rich personal experiences as an adult educator to reveal twelve basic principles of adult learning that transcend cultural differences. The principles include seeing the learner as decision maker in the learning process, building relationships for open communication, inviting participation by learners in goal setting through needs assessment, honoring cultural perspectives, and realizing the accountability of the teacher to the learners. Each of Vella's twelve stories describes a specific problem, analyzes the learners and their perceived needs, details the educational program and process, and examines one particular principle of teaching and learning. Every chapter concludes with a learning challenge, inviting readers to use the principle in some way that is appropriate to their own situation. Vella's stories reveal the courage of individual adult learners under often trying circumstances, and the power of dialogue to enable all to teach and all to learn.	202
Learning Activities	Leaving the Lectern	Cooperative Learning and the Critical First Days of Students Working in Groups	Dean A. McManus	2005	This book records the story of how one professor at a research university used a form of active learning to change the way he taught from traditional lecture and examinations to cooperative learning and student projects. Drawn from teaching notes, conversations with students, student evaluations, and annual reports, readers will learn the kinds of risks, assumptions, and decisions they will face as they change their teaching to emphasize student learning, particularly during the critical first days of change. Engagingly written, Leaving the Lectern offers an honest and insightful look at the challenges and rewards of achieving change in the classroom. This book Motivates faculty and graduate students to visualize what changing their teaching to enhance student learning will be like by illustrating through narration how a professor much like them made the change Provides reflective questions at the end of each chapter to help readers use the information in the chapter Enhances the reader's preparation for the change by citing references to pedagogical precepts, strategies, and tools. Summarizes the seven themes found in the book to help bring about the change: accept risk; use feedback; reflect; adapt and be flexible; establish a partnership; accept that you are teaching in a different world; welcome the joy.	236

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Instructional Technology	Lessons from the Cyberspace Classroom	The Realities of Online Teaching	Rena M. Palloff, Keith Pratt	2001	Authors Rena Palloff and Keith Pratt have written a comprehensive reference for faculty to use to hone their skills as online instructors and for students to use to become more effective online learners. Filled with numerous examples from actual online courses and insights from teachers and students, Lessons from the Cyberspace Classroom covers the entire online teaching process. This essential guide offers helpful suggestions for dealing with such critical issues as evaluating effective courseware, working with online classroom dynamics, addressing the needs of the online student, making the transition to online teaching, and promoting the development of the learning community. "A comprehensive and concise description of key issues faced by every online educator, administrator, and developer. Following the tips provided by Palloff and Pratt will move online instruction beyond being merely electronic correspondence education."--Rita-Marie Conrad, online instructor, Florida State University "Gives comfort and aid to online teachers not by giving easy answers to hard questions, but by raising all the questions and issues that online faculty are concerned with and by showing where the research and national discussion is on these important issues."--Donald B. Hart, assistant director for faculty development, Thomas Edison State College "Will resonate with professional development staff who are seeking guidance in preparing faculty to be effective online teachers and students to be successful online learners. . . .the 'bible' for online course development."--Jessica A. Somers, director, Academic Innovation, Advanced Learning Technologies, University System of Georgia Board of Regents "Very practical and applicable . . . an invaluable tool for any faculty preparing to teach in the virtual world."--Gary A. Girard, director, off-campus programs, University of South Dakota The Authors Rena M. Palloff, Ph.D., and Keith Pratt, Ph.D., are the managing partners of Crossroads Consulting Group, working with educational and training organizations in developing and implementing distance learning programs. They are the authors of the Frandson Award-winning book Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom (Jossey-Bass, 1999).	204
Inclusive & Ethical Teaching Environment	Letters from the Future	Linking Students and Teaching with the Diversity of Everyday Life	Deborah A. Brunson, Brenda Jarmon, Linda L. Lampl	2007	This volume provides insights into the teaching and learning practices and experiences of diversity educators and their students. College-level teachers from such disciplines as biology, social work, sex education, communication, political science, English literature, and criminology share their general philosophy of teaching and the challenges they face in the classroom. This unique book integrates compelling letters from former students within each teacher's chapter. These narratives provide insightful observations about diversity lessons learned while in class-and how classroom experiences have transferred to these former students' professional and personal lives. This book will be useful to college teachers who currently teach courses with a diversity-focused content, or who plan to incorporate diversity content within an existing course. Directors of teaching and learning centers, coordinators of doctoral programs and TA centers will also find helpful information and insights about pedagogy, process, and learning outcomes.	294
Teaching Topics	Listen to Me Now or Listen to Me Later	A Memoir of Academic Success for College Students	William T. Hoston	2012	Listen to Me Now, or Listen to Me Later: A Memoir of Academic Success for College Students provides college students with key strategies and methods for achieving academic success. It gives advice to students on how to approach and handle trials and tribulations, gain self-awareness and become an active learner while in college. The themes of attitude, faith, determination, courage, and perseverance are used throughout the book. This is an important read for students that need motivation to stay the path and complete their college education.	82
Career Development	Making of an Adult Education	An Autobiographical Journey	Malcolm S. Knowles	1989	Malcolm S. Knowles tells the story of his professional career--and provides a personal inside look at how the field of adult education has developed over the last five decades.	211
Teaching General	Mastering the Techniques of Teaching		Joseph Lowman	1991	The author offers all instructors, whether novice or experienced, specific advice on mastering the techniques of good teaching, strengthening their classroom performance, and motivating their class to work, learn and gain satisfaction in the process. Lowman covers a broad spectrum of teaching activities from such major basics as setting objectives and planning course work to the fine-tuning of opening a lecture in a stimulating way, encouraging comments from shy students and promoting rapport with individual students.	243
Course Design	Meaningful Course Revision	Enhancing Academic Engagement Using Student Learning Data	Catherine Wehlburg	2006	Faculty are often motivated to change the activities and design of their courses for reasons not based on data. In Meaningful Course Revision, the author seeks instead to illustrate how the appropriate use of multiple, direct measures of student-learning outcomes can lead to enhanced course development and revision. While providing an outline of methods for creating significant learning experiences, the book also includes practical suggestions for shaping the design of a course to meet student needs. Meaningful Course Revision urges a rethinking of teaching and learning. By making student advancement its focal point, it offers guidance through Data-based decision making Designing course-based assessment activities Using data to enhance innovation in course redesign Rethinking teaching and learning Embedding assessment activities in meaningful ways Planning the course Closing the feedback loop Moving from course-level decision making to departmental curriculum planning Creating a culture of student-learning outcomes assessment Written for faculty seeking advice on how to keep their teaching interesting and effective, Meaningful Course Revision is a practical guide for collecting information about how well students are reaching course goals, learning what impact course changes are having on student learning, and putting courses into a cycle of continual revision and improvement.	170

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Service	Mentor	Guiding the Journey of Adult Learners	Laurent A. Daloz	1999	"This is a wonderful book, deservedly a classic. Daloz has written an evocative analysis of the promises, joys, problems, and contradictions Andemic to mentoring. Packed with recognizable and truthful vignettes, the book is full of helpful advice grounded in a lifetime's experience. Stephen D. Brookfield, Distinguished Professor, University of St. Thomas "Nowhere else are learning, development, and mentoring so vividly and engagingly written about than in Daloz's book.... Already a classic in the field, this second edition updates us all on the awesome power and responsibility inherent in the mentor's role. Sharan B. Merriam, professor, Department of Adult Education, University of Georgia "Essential reading.... This book will help more of us grow into one of the most life-giving relationships we can have with another person, one that will bring deep fulfillment to our own souls. Daloz has given a great gift to all who teach and learn. Parker J. Palmer, author of The Courage to Teach "Daloz's stories help us imagine building the kinds of student-mentor relationships that enable students to cultivate strong, articulate voices, claim the powers of mind, and become more deeply connected citizens of the world. Mary Field Belenky, coauthor of Women's Ways of Knowing and author of A Tradition That Has No Name "This wonderful classic has developed and matured, offering educators across all contexts new insights into how the challenging relationship between teacher and learner can become a source of growth for both partners in the journey. M. Carolyn Clark, associate professor of adult education, Texas A&M University Revised and updated from the award-winning classic, Effective Teaching and Mentoring, this second edition is a practical, engaging exploration of mentoring and its power to transform learning. Filled with inspiring vignettes, Mentor shows how anyone who teaches can become a successful mentor to students.	304
Career Development	Metateaching and the Instructional Map		William M. Timpson	1999	Bill Timpson presents his conception of metateaching. As metacognition is the idea of thinking about thinking, metateaching is the idea of thinking about teaching. Your mind will be infused with new, innovative - yet practical - ways to think about your classroom after reading this book. You will learn about the Instructional Map, a systematic tool to help you organize your classes and visualize the direction, components, and impact of different aspects of teaching. Ideas from the fields of cartography and orienteering will give you a fresh angle from which to view your teaching practice.	106
Teaching General	Models of Teaching		Bruce R. Joyce, Marsha Weil	1996	Covering the rationale and research on the major models of teaching, this work illustrates K-12 classroom use through scenarios and examples of instructional materials. New chapters to this edition include "Concepts, Cognitions, and Constructivism" which connects the book to recent research on student construction of knowledge and metacognition; and "Social Inquiry Models of Teaching", which features an approach to global literacy that has been tested in a number of school systems.	479
Career Development	Ms. Mentor's Impeccable Advice For Women In Academia		Emily Toth	1997	In question-and-answer form, Ms. Mentor advises academic women about issues they daren't discuss openly, such as: How does one really clamber onto the tenure track when the job market is so nasty, brutish, and small? Is there such a thing as the perfectly marketable dissertation topic? How does a meek young woman become a tiger of an authority figure in the classroomand get stupendous teaching evaluations? How does one cope with sexual harassment, grandiosity, and bizarre behavior from entrenched colleagues? Ms. Mentor's readers will find answers to the secret queries they were afraid to ask anyone else. They'll discover what it really takes to get tenure; what to wear to academic occasions; when to snicker, when to hide, what to eat, and when to sue. They'll find out how to get firmly planted in the rich red earth of tenure. Ms. Mentor's wisdom grows out of many a real-life experience: she guarantees that some readers will squirm. She lavishly dispenses witty advice, and valuable information, while despising psychobabble, postcomprehensible jargon, and pontification by anyone other than herself. She also insists that sisterhood is, and must be, powerful. Readers of Ms. Mentor's Impeccable Advice for Women in Academia are in for an unusual treat.	240
Career Development	Ms. Mentor's New and Ever More Impeccable Advice For Women and Men in Academia		Emily Toth	2008	Ms. Mentor, that uniquely brilliant and irascible intellectual, is your all-knowing guide through the jungle that is academia today. In the last decade Ms. Mentor's mailbox has been filled to overflowing with thousands of plaintive epistles, rants, and gossipy screeds. A mere fraction has appeared in her celebrated monthly online and print Q&A columns for the Chronicle of Higher Education; her readers' colorful and rebellious ripostes have gone unpublished—until now. Hearing the call for a follow-up to the wildly successful Ms. Mentor's Impeccable Advice for Women in Academia, Ms. Mentor now broadens her counsel to include academics of the male variety. Ms. Mentor knows all about foraging for jobs, about graduate school stars and serfs, and about mentors and underminers, backbiters and whiners. She answers burning questions: Am I too old, too working class, too perfect, too blonde? When should I reproduce? When do I speak up, laugh, and spill the secrets I've gathered? Do I really have to erase my own blackboard? Does academic sex have to be reptilian? From the ivory tower that affords her an unparalleled view of the academic landscape, Ms. Mentor dispenses her perfect wisdom to the huddled masses of professorial newbies, hardbitten oldies, and anxious midcareerists. She gives etiquette lessons to academic couples and the tough-talking low-down on adjunct positions. She tells you what to wear, how to make yourself popular, and how to decode academic language. She introduces you to characters you must know: Professor Pelvic, Dr. Iron Fist, Mr. Upstart Whelp, Dean Titan, Professor McShameless. In this volume Ms. Mentor once again shares her wide-ranging unexpurgated wisdom, giving tips on bizarre writing rituals, tenure diaries, and time management (Exploding Head Syndrome). She decodes department meetings and teaches you the tricks for getting stellar teaching evaluations. Raw, shocking, precise, clever, absurd—Ms. Mentor has it all.	272

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Research	Narrative Inquiry	Experience and Story in Qualitative Research	D. Jean Clandinin, F. Michael Connelly	1999	"The literature on narrative inquiry has been, until now, widely scattered and theoretically incomplete. Clandinin and Connelly have created a major tour de force. This book is lucid, fluid, beautifully argued, and rich in examples. Students will find a wealth of arguments to support their research, and teaching faculty will find everything they need to teach narrative inquiry theory and methods."--Yvonna S. Lincoln, professor, Department of Educational Administration, Texas A&M University Understanding experience as lived and told stories--also known as narrative inquiry--has gained popularity and credence in qualitative research. Unlike more traditional methods, narrative inquiry successfully captures personal and human dimensions that cannot be quantified into dry facts and numerical data. In this definitive guide, Jean Clandinin and Michael Connelly draw from more than twenty years of field experience to show how narrative inquiry can be used in educational and social science research. Tracing the origins of narrative inquiry in the social sciences, they offer new and practical ideas for conducting fieldwork, composing field notes, and conveying research results. Throughout the book, stories and examples reveal a wide range of narrative methods. Engaging and easy to read, Narrative Inquiry is a practical resource from experts who have long pioneered the use of narrative in qualitative research.	240
Learning Activities	New curriculum for new times	a guide to student-centered, problem-based learning	Neal A. Glasgow	1997	Recent research on the learning process indicates that learning is facilitated by identifying and solving problems, when finding multiple approaches to problem-solving and when a problem has a 'real-world' significance. This book guides readers step-by-step through designing problem-based learning across the curriculum, and includes advice on managing and assessing student projects.	169
New Faculty	New faculty : a practical guide for academic beginners	A practical guide for academic beginners	Christopher J. Lucas	2011	A useful compendium of 'survival' advice for the faculty newcomer on a variety of subjects: practical tips on classroom teaching, student performance evaluation, detailed advice on grant-writing, student advising, professional service, and publishing.	293
Career Development	Now, Discover Your Strengths		Marcus Buckingham, Donald O. Clifton	2001	Based on a massive Gallup study of 2 million people, this book shows 1) individuals how to cultivate their own career strengths and strengths, 2) managers how to capitalize the talents of their people, and 3) executives how to build an entire organization around the talents of each employee. By the principal author of the national bestseller First, Break All the Rules. "Most Americans do not know what their strengths are. When you ask them, they look at you with a blank stare, or they respond in terms of subject knowledge, which is the wrong answer." With this remark last year, Peter Drucker captured an enduring and unfortunate truth: most of us fail to build our lives around our strengths and talents. Instead, guided by our parents, by our teachers, by our managers and by psychology's fascination with pathology, we become experts in our weaknesses and spend our lives trying to paper over these cracks. Our talents remain in the background, like sundials in the shade. This book will right our skewed perspective. It will throw light on each person's unique set of strengths and talents and show him how to focus and perfect these strengths.	260
Service	On Becoming a Woman Leader	Learning from the Experiences of University Presidents	Susan R. Madsen	2008	Based on years of research, this book provides an analysis of the data gathered from extensive interviews with university presidents. Each of these women offers candid information about their lifelong journey to becoming a leader. They reveal their childhood and adolescent experiences including facts about their personality, schooling, activities, leadership positions, employment, influential individuals, significant events, opportunities, awards, recognitions, college plans, and goals. The discussion about the leader's college years provides insight into what influenced their leadership development, decisions, and perspectives.	321
Career Development	On Being a Mentor		Johnson W. Bard	2015	<i>On Being a Mentor</i> is the definitive guide to the art and science of engaging students and faculty in effective mentoring relationships in all academic disciplines. Written with pithy clarity and rooted in the latest research on developmental relationships in higher educational settings, this essential primer reviews the strategies, guidelines, and best practices for those who want to excel as mentors. Evidence-based advice on the rules of engagement for mentoring, mentor functions, qualities of good mentors, and methods for forming and managing these relationships are provided. Summaries of mentorship relationship phases and guidance for adhering to ethical principles are reviewed along with guidance about mentoring specific populations and those who differ from the mentor in terms of sex and race. Advice about managing problem mentorships, selecting and training mentors, and measuring mentorship outcomes and recommendations for department chairs and deans on how to foster a culture of excellent mentoring in an academic community is provided. Chalk full of illustrative case-vignettes, this book is the ideal training tool for mentoring workshops. <i>Highlights of the new edition include:</i> * Introduces a new model for conceptualizing mentoring relationships in the context of the various relationships professors typically develop with students and faculty (ch. 2). *Provides guidance for creating a successful mentoring culture and structure within a department or institution (ch. 16). *Now includes questions for reflection and discussion and recommended readings at the end of each chapter for those who wish to delve deeper into the content. * <i>Best Practices</i> sections highlight the key takeaway messages. *The latest research on mentoring in higher education throughout. Part I introduces mentoring in academia and distinguishes mentoring from other types of relationships. The nuts and bolts of good mentoring from the qualities of those who succeed as mentors to the common behaviors of outstanding mentors are the focus of Part II. Guidance in establishing mentorships with students and faculty, the common phases of mentorship, and the ethical principles governing the mentoring enterprise is also provided. Part III addresses the unique issues and answers to successfully mentoring undergraduates, graduate students, and junior faculty members and considers skills required of faculty who mentor across gender and race. Part IV addresses management of dysfunctional mentorships and the documentation of mentorship outcomes. The book concludes with a chapter designed to encourage academic leaders to make high quality mentorship a salient part of the culture in their institutions. Ideal for faculty or career development seminars and teaching and learning centers in colleges and universities, this practical primer is appreciated by professors, department chairs, deans, and graduate students in colleges, universities, and professional schools in all academic fields including the social and behavioral sciences, education, natural sciences, humanities, and business, legal, and medical schools.	332

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
New Faculty	On Course	A Week-by-week Guide to Your First Semester of College Teaching	James M. Lang	2010	You go into teaching with high hopes: to inspire students, to motivate them to learn, to help them love your subject. Then you find yourself facing a crowd of expectant faces on the first day of the first semester, and you think now what do I do? A practical and lively, On Course is full of experience-tested, research-based advice for graduate students and new teaching faculty. It provides a range of innovative and traditional strategies that work well without requiring extensive preparation or long grading sessions when you're trying to meet your own demanding research and service requirements. What do you put on the syllabus? How do you balance lectures with group assignments or discussions and how do you get a dialogue going when the students won't participate? What grading system is fairest and most efficient for your class? Should you post lecture notes on a website? How do you prevent cheating, and what do you do if it occurs? How can you help the student with serious personal problems without becoming overly involved? And what do you do about the student who won't turn off his cell phone? Packed with anecdotes and concrete suggestions, this book will keep both inexperienced and veteran teachers on course as they navigate the calms and storms of classroom life.	319
Instructional Technology	Online Teaching at Its Best	Merging Instructional Design with Teaching and Learning Research	Linda B. Nilson, Ludwika A. Goodson	2017	Bring pedagogy and cognitive science to online learning environments. Online Teaching at Its Best: A Merger of Instructional Design with Teaching and Learning Research is the scholarly resource for online learning that faculty, instructional designers, and administrators have long been awaiting. Over 70 percent of degree-granting institutions offer online classes, and while technical resources abound, the courses often fall short of integrating the best practices in online pedagogy, even if they comply with online course design standards. Typically these standards omit the best practices in teaching and learning and the principles from cognitive science, leaving students struggling to keep the pace, understand the material, and fulfill their true potential as learners. This book fills the gap, providing evidence-based practices for online teaching, online course design, and online student motivation integrated with pedagogical and cognitive science to help you build the distance learning courses and programs your students deserve. As more and more students opt for distance learning, it's up to designers and instructors to rethink traditional methods and learn to work more effectively within the online learning environment, and up to administrators to provide the needed leadership. Online Teaching at Its Best 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. Distance is no barrier to a great education; what do stand in the way are inadequate online course design and implementation and deficient faculty training and support-all of which administrators can mitigate. Online Teaching at Its Best will help you ensure that your online classes measure up to the rigor and quality of excellence in teaching and assessment, build in the personal touch for developing a learning community and equip your students to succeed in the next challenge.	264
Learning Activities	Open to Question	The Art of Teaching and Learning by Inquiry	Walter L. Bateman	1990	Open to Question shows how teachers can structure their classes through inquiry or inductive teaching so that students are not just passively absorbing information but also actively participating in their learning by asking questions, challenging answers, and discovering new approaches to problems.	221
Research	Opening Lines	Approaches to the Scholarship of Teaching and Learning	Pat Hutchings	2000	This Carnegie Foundation publication provides eight case studies using various designs of the Scholarship for Teaching and Learning (SoTL). Sometimes termed Action Research, this type of inquiry explores practical problems that a faculty member faces. There are many routes this may take - a bottleneck in a course, a challenge of team-teaching a course, problems associated with internships, etc., but the unifying factor is that the problem is near and dear to the faculty member and a systematic approach is used to find possible solutions. These case studies show how 8 faculty members have approached SoTL.	106
Higher Education - General	Organizing to Collaborate	A Taxonomy of Higher Education Practices for Promoting Interdependence within the Classroom, Across the Campus, and Beyond College	Joseph B Cuseo	2002	This book focuses on the terms "collaborative learning," "cooperative learning," and "learning community" in which they have been bandied about in American higher education with great frequency and enthusiasm. One primary purpose of this monograph is to provide a more precise delineation of postsecondary practices that are subsumed or assumed to be embraced by the umbrella terms, collaborative learning, cooperative learning, and learning community, and organize these practices into a coherent classification system or taxonomy.	96
Learning Activities	Participatory Literacy Education		Arlene Fingeret, Paul Jurmo	1989	Literacy programs must reach a far larger number of persons than they have been able to reach in the past. However, most of the present programs are constrained by their underlying philosophy, which does not give learners a voice in the conduct of the program. The effectiveness of these programs will be limited because they separate learners from their knowledge and isolate them from their communities. Participatory literacy education, described in this volume of New Directions for Continuing Education, has emerged as an alternative,. The participatory program model shared power among learners and staff; learners have substantial amounts of control, responsibility, and reward substantial amounts of control, responsibility, and reward vis-a-vis program decision making and operations. The students' knowledge skills, and experience are valued and respected and provide the foundation upon which future learning is built. We believe that adoption of this model is essential if we are to make a substantial impact on the basic literacy skills of adults in the United States.	96

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Learning Activities	Pedagogies of praxis	course-based action research in the social sciences	Nila Ginger Hofman, Howard Rosing	2007	Pedagogies of Praxis is about employing course-based action research (CBAR) in building public interest partnerships between institutions of higher education and local community-based organizations. Researchers have linked the use of CBAR to students gaining a greater sense of social responsibility by increasing their level of civic engagement. It motivates them to become passionate about social justice and produce new-and challenge existing-knowledge. Pedagogies of Praxis documents how CBAR, particularly within the social sciences, functions as an effective way of establishing and reinforcing partnerships among students, academic officers, and local communities. It compiles case studies-stories of successes, failures, and implications from such partnerships-from students practicing CBAR in Chicago's corner stores to how the model was applied in Liverpool, England. Students and faculty, guided through CBAR, learn how to develop advocacy strategies for marginalized communities through firsthand exposure to local-level politics and power imbalances in these communities. Contents include Participatory action research and the university classroom in a project on gender-related oppression in a racially diverse urban neighborhood An exploration of an anthropological service-learning program with premed students paired with inner-city youths Youth Take Charge: social action in a university-community partnership Discussion of students' experience with an urban geography project to help protect a predominantly Hispanic neighborhood. Discussion of community-based learning while having to erase the boundaries within a university between traditional and nontraditional students. Action research in a visual anthropology class, Collaborative action research at Interchange: a UK model The outcomes of course-based action research in the community and what we can learn about how to do them well.	178
Career Development	Peer review of teaching	a sourcebook	Nancy Van Note Chism	2007	The new edition of this bestselling book builds on the author’s extensive administrative and consulting experience as well as scholarship on faculty rewards. It includes additional discussion of important foundational issues as well as practical forms and ideas gleaned from disciplinary groups and campuses throughout the nation. Like the first edition of Peer Review of Teaching, this new edition is offered in the hope that providing examples and suggestions will not reduce the important work of peer review to mere forms or rigid procedures, but will empower faculty to articulate criteria and standards, perform the reviews systematically and thoughtfully, and realize that engaging in peer review is an approachable and worthwhile professional task. Updated to reflect the emphasis on student learning as the ultimate goal of college teaching, it incorporates new ideas and references from the literature. The most notable change in this edition is a discussion of peer review within special contexts for teaching, such as clinics, studios, and practice settings. The turn to active engagement in learning has also led to increased use of problem-based learning, the case study method, and other approaches that traditional forms for peer review do not address. Similarly, the explosion of the use of instructional technology calls for an articulation of new approaches to evaluating web-based instruction.	209
Learning Activities	Peer Teaching	To Teach is to Learn Twice	Neal A Whitman	1988	Describes the practice and benefits of using students as teachers. Explores different types of peer teaching, strategies for academic planning, specific peer groups, evaluation studies, and the psychological merits of peer teaching.	88
Career Development	Peers in the Classroom	Case Studies in Adult Higher Education	Regina Lopata Logan, Robert Fromberg	1999	From one student's off hand remark, the idea of a casebook for use in adult education grew into a reality. Regina Lopata Logan and Robert M. Fromberg have collected twenty cases representing various experiences of faculty, students, and administrators which, while not necessarily representing historical facts, are all true. These cases convey a sense of the dynamism and complexity that educators of adults and adult students experience when they return to school in the midst of busy adult roles and responsibilities. This is an ideal workbook for those involved in higher education, especially faculty developers, deans, department chairs, or anyone else who teaches about adults in the classroom.	161
Career Development	Practically Speaking	A Sourcebook for Instructional Consultants	Kathleen T. Brinko, Robert J. Menges	1997	The selections in this sourcebook offer a blend of research-based principles and practical advice to the instructional consultant.	350
Inclusive & Ethical Teaching Environment	Preventing Plagiarism	Tips and Techniques	Laura Hennessey DeSena	2007	Provides strategies for identifying, combating, and preventing plagiarism, such as providing assignments that emphasize original thinking and use primary sources.	117
Inclusive & Ethical Teaching Environment	Prison Pedagogies	Learning and Teaching with Imprisoned Writers	Joe Lockard, Sherry Rankins-Robertson	2018	In a time of increasing mass incarceration, US prisons and jails are becoming a major source of literary production. Prisoners write for themselves, fellow prisoners, family members, and teachers. However, too few write for college credit. In the dearth of well-organized higher education in US prisons, noncredit programs established by colleges and universities have served as a leading means of informal learning in these settings. Thousands of teachers have entered prisons, many teaching writing or relying on writing practices when teaching other subjects. Yet these teachers have few pedagogical resources. This groundbreaking collection of essays provides such a resource and establishes a framework upon which to develop prison writing programs. <i>Prison Pedagogies</i> does not champion any one prescriptive approach to writing education but instead recognizes a wide range of possibilities. Essay subjects include working-class consciousness and prison education; community and literature writing at different security levels in prisons; organized writing classes in jails and juvenile halls; cultural resistance through writing education; prison newspapers and writing archives as pedagogical resources; dialogical approaches to teaching prison writing classes; and more. The contributors within this volume share a belief that writing represents a form of intellectual and expressive self-development in prison, one whose pursuit has transformative potential.	296

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Career Development	Promotion and Tenture Confidential		David D. Perlmutter	2010	"Sitting down with a young and brilliant mathematician, I asked what he thought were his biggest problems in working toward tenure. Instead of describing difficulties with his equations or his software programs, he lamented that (a) his graduate assistant wasn't completing his tasks on time, (b) his department chair didn't seem to care if junior faculty obtained grants, and (c) a senior professor kept glaring at him in faculty meetings. He knew he could handle the intellectual side of being an academic—but what about the people side? 'Why didn't they offer "Being a Professor 101" in graduate school?' he wondered." Promotion and Tenure Confidential provides that course in an astute and practical book, which shows that P&T is not just about research, teaching, and service but also about human relations and political good sense. Drawing on research and extensive interviews with junior and senior faculty across many institutions, David D. Perlmutter provides clear-sighted guidance on planning and managing an academic career, from graduate school to tenure and beyond. Topics include:making the transformation from student and protégé to teacher and mentorseeking out and holding onto lifelong allieshow to manage your online reputation and avoid "death by Google"what to say and what not to say to deans and department chairshow meeting deadlines wins points with everyone in your lifehow, when, and to whom to say "no"when and how to look for a new job when you have a jobhow (and whom) to ask for letters of recommendationwhat to do if you know you're not going to get tenure	224
Research	Qualitative research in practice	examples for discussion and analysis	Sharan B. Merriam	2002	Qualitative research (QR) is the method of inquiry that seeks to understand social phenomena within the context of the participants' perspectives and experiences. The research methods of QR are more flexible, responsive, and open to contextual interpretation than in quantitative research, which uses inventory, questionnaire, or numerical data to draw conclusions. In" Qualitative Research in Practice," Sharan Merriam combines discussions of the types of QR with examples of research studies and reflections by the researchers themselves. An important resource for students and practitioners of QR, the book may be used as a companion to any general text on QR. Edited by Sharan B. Merriam, a leader in the field of qualitative research, "Qualitative Research in Practice" Presents the basic information about the nature of qualitative research Includes a discussion and guidelines for assessing and evaluating qualitative research Offers a handy resource for all those interested in qualitative research regardless of discipline or experience Exemplifies various types of qualitative research Includes commentaries by article authors reflecting on their personal experience in engaging in qualitative research This book is a valuable resource for students and practitioners in all fields where qualitative research is conducted, including social work, psychology, counseling, management, education, healthcare, and more.	439
Higher Education - General	Quality	Transforming Postsecondary Education	Ellen Earle Chaffee, Lawrence A. Sherr, ERIC Clearinghouse on Higher Education, Association for the Study of Higher Education	1992	Explores Total Quality Management, including design, output, and process quality--plus their administrative and academic applications for postsecondary education. Suggests methods of defining quality for an institution, and for improving technical and administrative systems.	126
Inclusive & Ethical Teaching Environment	Race in the Classroom The Multiplicity of Experience	Women in the Classroom Cases of Discussion	Derek Bok Center for Teaching & Learning	2007	Co-produced with the Harvard Office for Race Relations and Minority Affairs, "Race in the Classroom" features five vignettes that depict moments in college courses when the race or culture of participants, a race-related topic, or racial dynamics become a major factor in teaching and learning. Each vignette is based on an actual classroom incident, including a classroom argument over affirmative action, a student uncomfortable being chosen as a spokesperson for her race, and quiet Asian student whom the instructor hesitates to engage. These scenes do not offer specific answers, but are intended to spark discussion on these important and difficult issues. A facilitator's guide is included as a PDF. In "Women in the Classroom", five vignettes show moments based on real classroom experiences in which the role of women is an issue, either because of the gender of the teacher or students or because of the topic under discussion. The classrooms scenes present issues such as gaining authority, gendered modes of expression, male and female dominance, race and gender conflicts, and faculty responsibility. Also included is a series of 'Shorts', provocative, unrehearsed student one-liners on gender issues that are grouped in eight sets by topic. All the vignettes are intentionally provocative, and can lead to fruitful discussions of complex topic	
Learning Activities	Race, Poverty and Social Justice	Multidisciplinary Perspectives Through Service Learning	Jose Z Calderon	2007	This volume explores multiple examples of how to connect classrooms to communities through service learning and participatory research to teach issues of social justice. The various chapters provide examples of how collaborations between students, faculty, and community partners are creating models of democratic spaces (on campus and off campus) where the students are teachers and the teachers are students. The purpose of this volume is to provide examples of how service learning can be integrated into courses addressing social justice issues. At the same time, it is about demonstrating the power of service learning in advancing a course content that is community-based and socially engaged. To stimulate the adaptation of the approaches described in these books, each volume includes an Activity / Methodology table that summarizes key elements of each example, such as class size, pedagogy, and other disciplinary applications.	295
Learning Activities	Race, Poverty, and Social Justice	Multidisciplinary Perspectives Through Service Learning	Jose Z Calderon	2007	This volume explores multiple examples of how to connect classrooms to communities through service learning and participatory research to teach issues of social justice. The various chapters provide examples of how collaborations between students, faculty, and community partners are creating models of democratic spaces (on campus and off campus) where the students are teachers and the teachers are students. The purpose of this volume is to provide examples of how service learning can be integrated into courses addressing social justice issues. At the same time, it is about demonstrating the power of service learning in advancing a course content that is community- based and socially engaged.	295

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Learning Activities	Raising the Rigor	Effective Questioning Strategies and Techniques for the Classroom (Teach Students to Write and Ask Their Own Meaningful Questions)	Eileen Depka	2017	The skillful use of questioning techniques has the power to enhance students' critical thinking skills, deepen their engagement, and better prepare them for college and careers. This book shares questioning techniques that educators can use to respond to students' diverse needs while maintaining rigor and relevance. Teach students questioning strategies via Socratic circles and Bloom's taxonomy to build connections between students and their learning. Explore example situations, and use templates and strategies to encourage advanced discussions, collaboration, and risk-taking in the classroom. <b>Learn questioning strategies that will aid you in increasing rigor in the classroom:</b> Discover how questioning can promote the traits that students need to succeed in college and their careers. / Examine instructional practices and examples of rigor in the classroom you can use to respond to students as they develop 21st century skills and conceptual understanding. / Explore how to deconstruct standards and standards-based questions to write quality questions that align with academic expectations. / Create a classroom climate that fosters collaboration and constructive discussions, teaches higher-order thinking skills, and increases student engagement. / Use templates, surveys, and checklists to plan instruction, deconstruct academic standards, assess student engagement, and collect data.	128
Teaching General	Ready to Teach	Graduate Teaching Assistants Prepare for Today and for Tomorrow	Will Davis, Jan Smith, Rosslyn Smith	2002	A refereed collection of papers based on presentations made during Changing Graduate Education: The Sixth National Conference on the Education and Employment of Graduate Teaching Assistants. Edited by Will Davis, Jan Smith, and Rosslyn Smith, this excellent volume provides a rich array of insights into TA preparation methods. Ready to Teach embodies the diversity of scholarship and practice involved in preparing graduate student instructors to teach in higher education. In this volume, graduate student instructors, faculty members, administrators, professionals in instructional and faculty development, and specialists in English as a Second Language reflect and opine, share best practices, and report on foundational research. The result is a wonderful mixed bouquet, with individual pieces appropriately varied in complexity, sophistication, and intended audience.	204
Higher Education - General	Relationship-Rich Education	How Human Connections Drive Success in College	Peter Felten, Leo M. Lambert	2020	<b>A mentor, advisor, or even a friend? Making connections in college makes all the difference.</b> What single factor makes for an excellent college education? As it turns out, it's pretty simple: human relationships. Decades of research demonstrate the transformative potential and the lasting legacies of a relationship-rich college experience. Critics suggest that to build connections with peers, faculty, staff, and other mentors is expensive and only an option at elite institutions where instructors have the luxury of time with students. But in this revelatory book brimming with the voices of students, faculty, and staff from across the country, Peter Felten and Leo M. Lambert argue that relationship-rich environments can and should exist for all students at all types of institutions. In <i>Relationship-Rich Education</i> , 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. Drawing on nearly 400 interviews with students, faculty, and staff at 29 higher education institutions across the country, <i>Relationship-Rich Education</i> provides readers with practical advice on how they can develop and sustain powerful relationship-based learning in their own contexts. Ultimately, the book is an invitation—and a challenge—for faculty, administrators, and student life staff to move relationships from the periphery to the center of undergraduate education.	208
Inclusive & Ethical Teaching Environment	Removing Barriers	Women in Academic Science, Technology, Engineering, and Mathematics	Jill M. Bystydzienski, Sharon R. Bird	2006	Movement into academic science, technology, engineering, and mathematics (STEM) fields has been slow for women and minorities. Not only are women and minorities underrepresented in STEM careers, there is strong evidence that many academic departments are resistant to addressing the concerns that keep them from entering careers in these fields. In light of recent controversies surrounding these issues, this volume, examining reasons for the persistence of barriers that block the full participation and advancement of underrepresented groups in the sciences and addressing how academic departments and universities can remedy the situation, is particularly timely. As a whole, the volume shows positive examples of institutions and departments that have been transformed by the inclusion of women and recommends a set of best practices for continuing growth in positive directions.	347
Learning Activities	Research in the Classroom	Talk, Texts, and Inquiry	Zoe Donoahue, Mary Ann Van Tassell, Leslie Patterson	1996	This book presents nine studies conducted by teacher researchers who explore the oral and written discourse of learning communities--communities of students, communities of teachers, and communities in which students and teachers learn together. The studies focus on journal writing, conversation, story telling, geometry, computer technology, and teacher collaboration. After an introduction ("Teachers as Researchers: Past and Present" by Janice Lake Betts), chapters in the book are (1) "Reliving the Learning: Learning from Classroom Talk and Texts" (Leslie Patterson); (2) "Allowing Space for Not Knowing: A Dialogue about Teachers' Journals" (Marne B. Isakson and David D. Williams); (3) "Building a Reflecting Classroom" (Franca Fedele); (4) "Students Telling Stories: Inquiry into the Process of Learning Stories" (Judy Caulfield); (5) "A Language Experience Approach to Elementary Geometry" (Monica McGlynn-Stewart); (6) "Technology and Reflection: Knowing Our World and Our Work" (Jeannine St. Pierre-Hirtle); (7) "Collaboration, Community, and Communication: Models of Discourse for Teacher Research" (Zoe Donoahue); (8) "Collaborative Inquiry: The Practice of Professional Development" (Flavia Churchill); and (9) "Wild Dreams and Sober Cautions: The Future of Teacher Research" (Marian M. Mohr). Contains author and subject indexes. (RS)	131

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Learning Activities	Research On Student Civic Outcomes In Service Learning	conceptual frameworks and methods	Julie A. Hatcher, Robert G. Bringle, Thomas W. Hahn	2017	At this time of a renewed call for colleges and universities to create campus cultures that support and develop students’ understanding and commitment to civic participation, what is known about the design of service learning courses and their effectiveness to achieve this goal? This volume presents research on--and deepens understanding of--teaching strategies that foster the knowledge, skills and dispositions of college graduates to be actively engaged in their communities as citizens and civic-minded professionals. The first section offers an overview of civic learning and the importance of intentional service learning course design to reach civic outcomes. The next section employs various disciplinary perspectives to identify theories and conceptual frameworks for conducting research on student civic outcomes. The third section focuses on research methods and designs to improve research using quantitative and qualitative approaches, cross-institutional research strategies, longitudinal designs, authentic data, and local and national data sets. Chapters also address implications for practice and future research agendas for scholars.	370
Learning Activities	Research, Advocacy, and Political Engagement	Multidisciplinary Perspectives Through Service Learning	Sally Cahill Tannenbaum	2008	As institutions of higher education embrace civic engagement, service learning has emerged as a most effective way to engage students in field experiences where they will confront profound questions of the relevance of academic learning to addressing community needs. Each volume in this series is organized around a specific community issue, and provides multiple perspectives on both the theoretical foundations for understanding the issues, and purposeful approaches to addressing them. The contributors to these books who represent disciplines in the sciences, humanities and social sciences offer vivid examples of how they have integrated civic engagement in their courses, explain their objectives, and demonstrate how they assess outcomes. To stimulate adaptation of the approaches described in these books, each volume includes an Activity / Methodology table that summarizes key elements of each example, such as class size, type of community partner, the activity and the methodology or pedagogy employed, and potential applications of the example in other disciplines. This volume presents inventive approaches to using service learning to introduce students to political engagement. The work of faculty representing a wide variety of disciplines, this compilation of innovative and varied courses offers models to adapt and ideas to stimulate the creativity of instructors. The contributors view political engagement from distinct vantage points. Political scientists look at political engagement from a more traditional perspective. Mathematicians develop courses that explore the statistical implications. Economists focus on cost benefit analysis. Business professors provide an entrepreneurial angle. Feminists consider the language implications of political engagement. The chapters in this book describe how teachers in Politics, Education, Urban and Regional Planning, Business, Communications, Sociology, Mathematics, Economics, and Women 's Studies have created effective activities that advance disciplinary knowledge, develop collaboration with communities, and engage students in the political process.	248
Course Design	Rethinking Teaching in Higher Education	From a Course Design Workshop to a Faculty Development Framework	Alenoush Saroyan, Cheryl Amundsen	2004	This book is intended for faculty and faculty developers, as well as for deans, chairs, and directors responsible for promoting teaching and learning in higher education. Intentionally non-teaching and details the planning necessary to apply this process to teaching within disciplines. The book centers on McGill University's week-long Course Design and Teaching Workshop that the contributors have offered together for more than ten years. It follows the five day format of the workshop-covering the analysis of course content, conceptions of learning, the selection of appropriate teaching strategies, the evaluation of student learn, and evaluation of teaching. The structure shows faculty members conceptualizing new courses for re-examining their teaching of existing courses, and translating the insights gained from the workshop to specific disciplinary content and learning outcomes.	286
Career Development	Rights and wrongs in the college classroom	ethical issues in postsecondary teaching	Jordy Rocheleau, Bruce W. Speck	2007	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.	203
Service	Robert's Rules of Order	Newly Revised In brief 3rd edition	Henry M Robert	2020	<b>A short, concise and user-friendly guide to the essential procedures of conducting a meeting, written by the authors of <i>Robert's Rules of Order Newly Revised</i> , the only authorized edition of the classic work on parliamentary procedure.</b> Originally published in 1876, General Henry M. Robert's guide to smooth, orderly, and fairly conducted meetings has sold over six million copies in eleven editions. <i>Robert's Rules of Order</i> is the book on parliamentary proceedings, yet those not well versed on what has now become a rather thick document can find themselves lost-and delayed-while trying to locate the most important rules. The solution? <i>Robert's Rules of Order Newly Revised in Brief</i> . Written by the same authorship team behind the officially sanctioned <i>Robert's Rules of Order</i> , this short and user-friendly edition takes readers through the rules most often needed at meetings--from debates to amendments to nominations. With sample dialogues and a guide to using the complete edition, <i>Robert's Rules of Order Newly Revised in Brief</i> is the essential handbook for parliamentary proceedings.	224

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Research	Science Research Writing for Non-native Speakers of English		Hilary Glasman-Deal	2010	This book is designed to enable non-native English speakers to write science research for publication in English. It can also be used by English speakers and is a practical, user-friendly book intended as a fast, do-it-yourself guide for those whose English language proficiency is above intermediate. The approach is based on material developed from teaching graduate students at Imperial College London and has been extensively piloted. The book guides the reader through the process of writing science research and will also help with writing a Master's or Doctoral thesis in English. Science writing is much easier than it looks because the structure and language are conventional. The aim of this book is to help the reader discover a template or model for science research writing and then to provide the grammar and vocabulary tools needed to operate that model. There are five units: Introduction, Methodology, Results, Discussion/Conclusion and Abstract. The reader develops a model for each section of the research article through sample texts and exercises; this is followed by a Grammar and Writing Skills section designed to respond to frequently-asked questions as well as a Vocabulary list including examples of how the words and phrases are to be used.	257
New Faculty	Shaping Your Career	A Guide for Early Career Faculty	Don Haviland, Anna Marie Ortiz, Laura Henriques	2017	Going beyond providing you with the tools, strategies, and approaches that you need to navigate the complexity of academic life, Don Haviland, Anna Ortiz, and Laura Henriques offer an empowering framework for taking ownership of and becoming an active agent in shaping your career. This book recognizes, as its point of departure, that faculty are rarely prepared for the range of roles they need to play or the varied institutions in which they may work, let alone understand how to navigate institutional context, manage the politics of academe, develop positive professional relationships, align individual goals with institutional expectations, or possess the time management skills to juggle the conflicting demands on their time. The book is infused by the authors' love for what they do while also recognizing the challenging nature of their work. In demonstrating how you can manage your career, they weave in the personal and institutional dimensions of their experience and offer vignettes from their longitudinal study of pre-tenure faculty to illustrate typical issues you may have to contend with, and normalize many of the concerns you may face as a new member of the academy. This book offers you: * The resources, tips, and strategies to develop a strong, healthy career as a faculty member * Empowerment-- you take ownership of and become an active agent in shaping your career * Advice and strategies to help women and members of traditionally underrepresented racial and ethnic groups navigate institutional structures that affect them differently * An understanding of the changing nature of academic work, and of how to grow and succeed in this new environment While explicitly addressed to early career faculty, this book's message of empowerment is of equal utility for full-time faculty, both tenure-track and non-tenure track, and can usefully serve as a text for graduate courses. Department chairs, deans, and faculty developers will find it a useful resource to offer their new colleagues.	276
Career Development	Slow Professor	Challenging the Culture of Speed in the Academy	Maggie Berg, Barbara Seeber	2016	If there is one sector of society that should be cultivating deep thought in itself and others, it is academia. Yet the corporatization of the contemporary university has sped up the clock, demanding increased speed and efficiency from faculty regardless of the consequences for education and scholarship. In <i>The Slow Professor</i> , Maggie Berg and Barbara K. Seeber discuss how adopting the principles of the Slow movement in academic life can counter this erosion of humanistic education. Focusing on the individual faculty member and his or her own professional practice, Berg and Seeber present both an analysis of the culture of speed in the academy and ways of alleviating stress while improving teaching, research, and collegiality. The <i>Slow Professor</i> will be a must-read for anyone in academia concerned about the frantic pace of contemporary university life.	115
Learning Activities	Small Group Instruction in Higher Education	Lessons from the Past, Visions of the Future	James L. Cooper, Pamela Robinson, David Ball	2003	The second edition of this title represents a compilation of work completed by Jim Cooper and his colleagues in the Network for Cooperative Learning in higher education over the last fifteen years, including eight new chapters were written specifically for this edition. It presents a look at the history of small group instruction research, theory and practice and offers a glimpse at the future of this powerful instructional strategy.	380
Course Design	Small Teaching	Everyday Leassons from the Science or Learning	James Lang	2016	Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that's easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In <i>Small Teaching</i> , James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques. Learn, for example: How does one become good at retrieving knowledge from memory? How does making predictions now help us learn in the future? How do instructors instill fixed or growth mindsets in their students? 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.	272
Instructional Technology	Small Teaching Online	Applying Learning Science in Online Classes	Flower Darby, James M. Lang	2019	Find out how to apply learning science in online classes. 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. - Explains how you can support your online students. - Helps your students find success in this non-traditional learning environment. - Covers online and blended learning. - Addresses specific challenges that online instructors face in higher education Small Teaching Online presents research-based teaching techniques from an online instructional design expert and the bestselling author of <i>Small Teaching</i> .	256
Career Development	Smart Isn't Enough	Lesson From A Work Performance Coach	Kenton R. Hill	2007	The motivation behind this book is the desire to share the lessons I have learned about what it takes to be successful in the world of work - what really makes the difference. I also want to share what I have learned about how those competencies so critical to work success and personal satisfaction can be nurtured and developed.	213

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Learning Sciences	Social Learning Theory		Albert Bandura	1977	An exploration of contemporary advances in social learning theory with special emphasis on the important roles played by cognitive, vicarious, and self-regulatory process	245
Research	SoTL in Action	Illuminating Critical Moments of Practice	Nancy L. Chick	2018	What are the foundational moments of meaningful scholarship of teaching and learning (SoTL) projects? How do teacher-scholars collect, develop, and share useful insights about student learning? How do they work through the pinch points that frustrate, confuse, or elude many SoTL practitioners? By unpacking SoTL processes through rich narratives that illustrate what they look like, this collection offers inspiration to anyone at any stage of engagement with SoTL. This book takes discussions of SoTL to a new level. Its subtitle reflects the microscopic lenses SoTL processes can apply to student learning experiences to understand how they happen, what they look like, what they mean, and what we can do about them. Going beyond definitions, how-to, theory, and debates about methods and standards, the contributors offer a SoTL primer documenting how practitioners have intentionally thought through key moments in their work. These procedural vignettes present powerful examples of what doing SoTL looks like when done well. The authors represent a range of disciplines (the humanities, social sciences, natural sciences, and professions) and a mixture of familiar and unfamiliar names. Nancy Chick has selected contributions that compellingly illuminate why their authors focused on a particular critical moment, the questions they asked as they refined their approaches, and the theoretical and observational tools they employed to conduct their research. Each introduces a specific critical moment in doing SoTL, taking the reader through the author’s reflections, concerns, and choices in doing meaningful SoTL work. The aim is to support potential practitioners, inform educational developers who teach new SoTL practitioners, and inspire experienced SoTL scholars to reflect on their own practice. This is a compelling collection for anyone interested in practitioner reflection, intentional design, and advancing the field of SoTL and the quality of teaching and learning.	176
Career Development	Stories of the courage to teach	honoring the teacher's heart	Sam M. Intrator	2002	"Though regard for teaching is a lost tradition, teaching, miraculously, is not a lost art. Every day in classrooms across the land, good people are working hard, with competency and compassion, at reweaving the tattered fabric of society on which we all depend." From the Foreword by Parker J. Palmer Teaching is a calling, a vocation that requires constant renewal of the mind, heart, and spirit. Teachers come to the profession inspired by a passion to help others learn. They are drawn to education by an ethic of service and a mission to make a difference in the world. Good teachers care, and they keep finding ways to connect with students. Despite working in a system that often leaves them feeling exhausted, depleted, and vulnerable, they do not check their hearts at the door. This book is a collection of essays, written by teachers at every level of practice, that honors the hearts of all teachers who struggle to reconnect with the source of their vocation. These teachers have found ways to serve their students, rekindle their passion for teaching, connect in life-sustaining ways with colleagues, and work towards creating educational institutions that seek to be places that, as Parker J. Palmer writes, "bring more light and life into the world." Their warm, practical, funny, and wise stories will provide inspiration, companionship, and hope to teachers who strive to reclaim the courage to teach. Stories of the Courage to Teach has its genesis in Parker J. Palmer's The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life. Since its publication in 1997, this book has struck a chord with teachers who felt burned out and weighed down by the educational system in which they work. The Courage to Teach helped them to begin to recover the joy of teaching; in this volume teachers who have been touched by this message take Palmer's words to heart and explore the inner landscape of their lives as educators so that they can once again teach from their hearts.	339
Service	Strengthening Departmental Leadership	A Team-Building Guide for Chairs in Colleges and Universities	Ann F. Lucas	1994	"A first-rate book, well worth reading. Ann Lucas has taken years of research and reflection and distilled them into an easily understood, useful volume designed to help department chairs develop their leadership skills." --William E. Cashin, director, Center for Faculty Evaluation and Development, Kansas State University This book is a practical guide to developing the survival skills that chairs need in order to function as leaders and build cohesive teams in departments.	320
Learning Sciences	Student Development in College	Theory, Research, and Practice	Lori D. Patton, Kristen A. Renn, Florence M. Guido, Stephen John Quaye	2016	<i>Student Development in College</i> is the go-to resource for student affairs, and is considered a key reference for those most committed to conscious and intentional student affairs practice. This third edition includes new chapters on social class, disability, and emerging identity theories, with expanded coverage of faith and gender identity. A new framework provides guidance for facilitating dialogues about theory, teaching theory, and the importance of educators as consumers of theory. Discussion questions conclude each chapter and vignettes are woven throughout to provide practical context for theory. Learning activities in the appendix promote comprehension and application of theory. *Get updated on the latest in student development theory and application. *Consider both the psychosocial and cognitive aspects of identity. *Learn strategies for difficult dialogues, and the importance of reflection. *Adopt an integrated, holistic approach to complex student development issues. <i>Student Development in College</i> is the ideal resource for today's multifaceted student affairs role.	560
Course Design	Student-Assisted Teaching	A Guide to Faculty-Student Teamwork	Judith E. Miller, James E. Groccia, Marilyn S. Miller	2001	This innovative handbook provides a range of models for undergraduate student-assisted teaching partnerships to help faculty, faculty developers, and administrators make learning more student-centered, more effective, and more productive. Each of the 31 models included in this volume is supported by practical details and focuses on four main aspects of a specific peer-assisted learning environment: implementation, evidence of effectiveness and learning benefits, analysis of time and cost expenditures, and suggestions for replication. Contents include discussions of working with undergraduate partners in several areas: programs for first-year students, difficult courses, special groups, courses and programs for all students, and faculty development. The chapters present a range of approaches, applications, disciplines, institutions, and contexts, and demonstrate that student-faculty partnerships can be adapted to meet diverse needs in a variety of situations. Extensive appendices aid implementation by providing concrete examples of hiring documents, training syllabi, teaching materials, and evaluation methods.	256

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Measuring Student Learning	Student-centered classroom assessment		Richard J. Stiggins	1994	The book elucidates the fundamental importance of high-quality assessment to student academic well-being and promotes the development of student self-assessment as a critically important life skill. Provides a clear, common sense description of all assessment methods (selected response, essay, performance, and personal communication) and how to align them with relevant achievement targets (knowledge, reasoning, skills, products, and dispositions). Easy-to-read and free of technical jargon, this book focuses squarely on what teachers need to know in order to make assessment work in classrooms.	477
Research	Stylish Academic Writing		Helen Sword	2012	Elegant ideas deserve elegant expression. Sword dispels the myth that you can't get published without writing wordy, impersonal prose. For scholars frustrated with disciplinary conventions or eager to write for a larger audience, here are imaginative, practical, witty pointers that show how to make articles and books enjoyable to read-and to write.	230
Learning Activities	Subjects Matter	Exceeding Standards Through Powerful Content-Area Reading	Harvey "Smokey" Daniels, Steven Zemelman	2014	Save 15% when you buy 15 copies with the Subjects Matter, Second Edition book study bundle. "To help every kid fall in love with at least one field of knowledge, our students must encounter our fields' most galvanizing, tantalizing, and pivotal documents. This book is about making those encounters as compelling as we can make them."-Harvey "Smokey" Daniels and Steven Zemelman are specialists to the bone-in science, math, social studies, art, music, business, and foreign language. But now, the Common Core and state standards require us to help our students better understand the distinctive texts in our subject areas. "Nobody's making us into reading teachers," write Smokey Daniels and Steve Zemelman, "but we must become teachers of disciplinary thinking through our students' reading. "If this shift sounds like a tough one, Subjects Matter, Second Edition is your solution. Smokey and Steve, two of America's most popular educators, share exactly what you need to help students read your nonfiction content closely and strategically 27 proven teaching strategies that help meet-and exceed-the standards how-to suggestions for engaging kids with content through wide, real-world reading a lively look at using "boring" textbooks motivating instruction that's powered by student collaboration specifics for helping struggling readers succeed. Subjects Matter, Second Edition enables deep, thoughtful learning for your students, while keeping the irreverent, inspiring heart that's made the first edition indispensable. You'll discover fresh and re-energized lessons, completely updated research, and vibrant vignettes from new colleagues and old friends who have as much passion for their subjects as you do. "We'll be using methods particular to our fields as well as engaging reading materials that help students understand and remember our content better," write Smokey and Steve. "We can realize that vision of the light going on in kids' heads and maybe fill them with enthusiasm about the amazing subject matter that we have to offer. Sound good? Let's get to work. "Read a sample chapter from Subjects Matter, Second Edition.	326
Teaching General	Successful Beginnings for College Teaching	Engaging Your Students from the First Day	Angela Provitera-McGlynn	2001	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.	157
Career Development	Successful Faculty Development and Evaluation	The Complete Teaching Portfolio	John P. Murray	1997	This report relates to the concept of teaching portfolios. It discusses the importance of accounting for institutional culture when introducing the concept of teaching portfolios. Includes information on how the department chair can help to improve teaching.	137
Teaching General	Successful science and engineering teaching in colleges and universities		Calvin S. Kalman	2007	This book offers broad, practical strategies for teaching science and engineering courses and describes how faculty can provide a learning environment that helps students comprehend the nature of science, understand science concepts, and solve problems in science courses. The student-centered approach focuses on two main themes: reflective writing and working in collaborative groups. When faculty incorporate methods into their courses that challenge their students to critically reflect, collaborate, and problem solve. students gain a better understanding of science as a connected structure of concepts rather than as a simple tool kit of assorted practices. Contents include: Reflective writing , Writing to learn Constructing student knowledge, selected methods for using collaborative groups, changing students' epistemologies, training students to solve problems, and using technology to aid your teaching.	164
Learning Activities	Successful Service-Learning Programs	New Models of Excellence in Higher Education	Edward Zlotkowski	1998	Successful service-learning programs offer college students valuable hands-on learning experiences as they partner with their communities in cooperative service efforts. In this inspiring collection of essays written by prominent leaders of service-learning programs, each chapter provides concrete examples of how successful service-learning programs can foster lifelong student commitments to community service and learning. By profiling ten successful service-learningprograms-including those based at the University of Pennsylvania, Portland State University, Santa Clara University, and Bentley College-the contributors illustrate the power of service-learning to enrich campuses and renew communities. The profiles collectively form a picture of the common and pressing issues affecting service-learning programs across the United States. Each profile contains a detailed history of the program's development An overview of the basic internal operations of the program a review of important community collaborations An analysis of the defining dimension of the program's identity Concluding insights on challenges faced by the program and remarks on its future Successful Service-Learning Programs presents a compelling concept of what teaching and learning look like when colleges and universities commit to intellectual, social, and moral engagement. Through the authors' shared experiences, readers of this book will gain practical insight on ways in which to promote service-learning on their campuses.	231

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Inclusive & Ethical Teaching Environment	Successful STEM Mentoring Initiatives for Underrepresented Students	A Research-Based Guide for Faculty and Administrators	Becky Wai-Ling Packard	2015	<i>Successful STEM Mentoring Initiatives for Underrepresented College Students</i> is a step-by-step, research-based guide for higher education faculty and administrators who are charged with designing mentoring programs to recruit and retain students from underrepresented groups. Written by an acknowledged expert in the field of STEM mentoring, the book constitutes a virtual consultant that enables readers to diagnose the issues they face, identify priorities, and implement appropriate practices to achieve their goals. The book describes the real and perceived barriers that underrepresented students—to include women, students of color, transfer students, and first-generation college students—encounter when considering enrollment, or participating, in science courses; considers the issues they face at the various transitions in their education, from entering college to declaring a major and moving on to a profession; and sets out the range of mentoring options available to program designers. By posing key questions and using three running case illustrations of common dilemmas, the book walks readers through the process of matching the best design options with the particular needs and resources of their own department or campus. Intentionally brief and to the point, the book is nonetheless a comprehensive guide to the full range mentoring models and best practices, that also covers issues of institutional and departmental climate and teaching methods, and offers insider insights to help designers avoid pitfalls as they create effective, sustainable mentoring initiatives. This guide will assist administrators working on new initiatives to broaden access and improve persistence and graduation in their programs, as well as apply for research grants, by clarifying objectives and identifying the effective evidence-based practices to achieve them. It also provides common conversation-starters for departments to identify obstacles to enrollment and broaden participation.	180
Teaching Evaluation & Development	Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement	ASHE-ERIC/Higher Education Research Report, Number 2, 1995	Michael B. Paulsen, Kenneth A. Feldman	1995	This report uses a model that views various strategies for improving instruction as helping motivate individual faculty members to improve their teaching by changing (and maintaining) certain of their instructional attitudes and practices (through the process of unfreezing, changing, and refreezing certain attitudes and behaviors).	204
Higher Education - General	Talking About Leaving	Why Undergraduates Leave the Sciences	Elaine Seymour	2000	This intriguing book explores the reasons that lead undergraduates of above-average ability to switch from science, mathematics, and engineering majors into nonscience majors. Based on a three-year, seven-campus study, the volume takes up the ongoing national debate about the quality of undergraduate education in these fields, offering explanations for net losses of students to non-science majors. Data show that approximately 40 percent of undergraduate students leave engineering programs, 50 percent leave the physical and biological sciences, and 60 percent leave mathematics. Concern about this waste of talent is heightened because these losses occur among the most highly qualified college entrants and are disproportionately greater among women and students of color, despite a serious national effort to improve their recruitment and retention. The authors' findings, culled from over 600 hours of ethnographic interviews and focus group discussions with undergraduates, explain the intended and unintended consequences of some traditional teaching practices and attitudes. <i>Talking about Leaving</i> is richly illustrated with students' accounts of their own experiences in the sciences. This is a landmark study-an essential source book for all those concerned with changing the ways that we teach science, mathematics, and engineering education, and with opening these fields to a more diverse student body.	444
Teaching Topics	Teach Students how to Learn	Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation	Saundra Yancy McGuire, Stephanie McGuire	2015	Co-published with NISOD and NADE Miriam, a freshman Calculus student at Louisiana State University, made 37.5% on her first exam but 83% and 93% on the next two. Matt, a first year General Chemistry student at the University of Utah, scored 65% and 55% on his first two exams and 95% on his third--These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book. What is preventing your students from performing according to expectations? Saundra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance. For over a decade Saundra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect. The methods she proposes do not require restructuring courses or an inordinate amount of time to teach. They can often be accomplished in a single session, transforming students from memorizers and regurgitator to students who begin to think critically and take responsibility for their own learning. Saundra 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. She pays particular attention to academically unprepared students, noting that the strategies she offers for this particular population are equally beneficial for all students. While stressing that there are many ways to teach effectively, and that readers can be flexible in picking and choosing among the strategies she presents, Saundra McGuire offers the reader a step-by-step process for delivering the key messages of the book to students in as little as 50 minutes. Free online supplements provide three slide sets and a sample video lecture. This book is written primarily for faculty but will be equally useful for TAs, tutors, and learning center professionals. For readers with no background in education or cognitive psychology, the book avoids jargon and esoteric theory.	288

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Research	Teachers Doing Research	The Power of Action Through Inquiry	Gail E. Burnaford, Joseph Fischer, David Hobson	2001	This popular text describes the processes of doing teacher action research. But it is much more than a dry presentation of "methods." Filled with examples of teacher action research projects, provided by teachers themselves, the book places teachers at the heart of the action research process. Teachers' own writing about their work and research questions is featured in 11 examples of teacher action research conducted in a range of settings, grade levels, and content areas. The second edition of Teachers Doing Research is fully updated and substantially reorganized and revised, including four totally new chapters and six new teacher stories. This edition: *provides more specifics on teacher action research processes and a variety of methodological options for teachers who do research in their classrooms and schools (Chapters 1-5); *includes more specifics on data collection and interpretation methods (Chapter 3); *balances a detailed introduction to technology for novice researchers with discussion of issues and questions related to technology-based teacher research (Chapter 4). Information on Web sites related to topics addressed in the chapters and teacher research stories is integrated throughout the book. A new Teachers Doing Research Web site (www.teachersdoingresearch.com) invites readers, teacher research participants, preservice candidates, and teacher educators to participate in dialogue with the authors and editors of this text, and with each other; *gives expanded attention to teacher action research with preservice teachers and to university/school collaboration (especially in Chapter 6); *examines the connections between teacher action research and the larger arena of educational research (Chapter 8); *broadens the context for teacher action research, through discussion of its influence on school reform both in the United States and internationally. International examples of urban teacher research are included (Chapter 9); and *offers new In Practice sections to engage readers in opportunities to respond to what they are reading and to try out related activities.	389
Teaching Topics	Teaching & Learning Peace		William M. Timpson	2002	Wouldn't it be nice if people all over the world could get on the worldwide web, click on peace and be hit with an electronic energy impulse that made them experience a true moment without conflict, a moment of real peace? Even then, we would have no more than the foundation for building a new culture of peace. Such a foundation is actually the first goal in the ambitious structure Timpson builds to provide models, tools and techniques for pursuing a new culture of peace through classroom teaching. While we hear the words of many theorists and people devoted to peace and justice, the ultimate strength of this book lies in the practical way Timpson connects the pursuit of peace to the individual, the classroom, the home, the workplace and the world. The Introduction describes the burden of the book, the questions to be answered: "How do we teach about peace? How do we help young people manage their own anger and aggressiveness when violence is so prevalent in their lives, at school and on the streets, in the news, on television, in the movies and in the lyrics of some of their music? When memories of attacks are raw and calls for retaliation are shrill, how does an educator--or anyone in a leadership role who is committed to the ideals of a sustainable peace--open a meaningful dialogue about alternatives to violence? At its core, democracy demands open and honest discussions and we can do much in our schools, colleges and universities to support responsible citizenship." Timpson addresses these questions in two parts. Part I lays the groundwork by pointing out where violent behavior originates and offering alternatives on a level familiar to both teachers and students. The chapters in Part I offer practical approaches to understanding how such things as the desire for revenge manifest themselves on both the world stage and in the classroom. Part II connects the values and models of Part I with specific classroom teaching strategies, models and methods--offering tools and ideas for applying the concepts explored in Part I.	160
Higher Education - General	Teaching Across Cultural Strengths	A Guide to Balancing Integrated and Individuated Cultural Framework in College Teaching	Alicia Fedelina Chávez, Susan Diana Longerbeam	2016	Co-published with Promoting learning among college students is an elusive challenge, and all the more so when faculty and students come from differing cultures. This comprehensive guide addresses the continuing gaps in our knowledge about the role of culture in learning; and offers an empirically-based framework and model, together with practical strategies, to assist faculty in transforming college teaching for all their students through an understanding of and teaching to their strengths. Recognizing that each student learns in culturally influenced ways, and that each instructor's teaching is equally influenced by her or his background and experiences, the authors offer an approach by which teachers can progressively learn about culture while they transform their teaching through reflection and the application of new practices that enrich student learning. The key premise of the book is that deepening student learning and increasing retention and graduation rates requires teaching from a strengths based perspective that recognizes the cultural assets that students bring to higher education, and to their own learning. Derived through research and practice, the authors present their Model of Cultural Frameworks in College Teaching and Learning that highlights eight continua towards achieving the transformation of teaching, and developing more culturally balanced and inclusive practices, over time. They present techniques – illustrated by numerous examples and narratives – for building on cultural strengths in teaching; offer tips and strategies for teaching through cultural dilemmas; and provide culturally reflective exercises. This guide is intended for all faculty, faculty developers or administrators in higher education concerned with equitable outcomes in higher education and with ensuring that all student cultural groups learn and graduate at the same rates.	266

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Teaching General	Teaching and Learning STEM	A Practical Guide	Richard M. Felder, Rebecca Brent	2016	Rethink traditional teaching methods to improve student learning and retention in STEM. Educational research has repeatedly shown that compared to traditional teacher-centered instruction, certain learner-centered methods lead to improved learning outcomes, greater development of critical high-level skills, and increased retention in science, technology, engineering, and mathematics (STEM) disciplines. Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems (including student resistance) that might occur in the implementation. The book will help you: Plan and conduct class sessions in which students are actively engaged, no matter how large the class is Make good use of technology in face-to-face, online, and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge, skills, and conceptual understanding. The course is designed to help teach students develop expert problem-solving skills and skills in communication, creative thinking, critical thinking, high-performance teamwork, and self-directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don't require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The result will be continual improvement in your teaching and your students' learning. More information about Teaching and Learning STEM can be found at <a href="http://educationdesignsinc.com/book">http://educationdesignsinc.com/book</a> including its preface, foreword, table of contents, first chapter, a reading guide, and reviews in 10 prominent STEM education journals.	336
Learning Activities	Teaching and learning through inquiry	a guidebook for institutions and instructors	Virginia Snowden Lee	2004	Inquiry-guided learning (IGL) refers to an array of classroom practices that promote student learning through guided and, increasingly independent investigation of complex questions and problems. Rather than teaching the results of others' investigations, which students learn passively, instructors assist students in mastering and learning through the process of active investigation itself. IGL develops critical thinking, independent inquiry, students' responsibility for their own learning and intellectual growth and maturity. The 1999 Boyer Commission Report emphasized the importance of establishing "a firm grounding in inquiry-based learning and communication of information and ideas". While this approach capitalizes on one of the key strengths of research universities, the expertise of its faculty in research, it is one that can be fruitfully adopted throughout higher education. North Carolina State University is at the forefront of the development and implementation of IGL both at the course level and as part of a successful faculty-led process of reform of undergraduate education in a complex research institution. This book documents and explores NCSU's IGL initiative from a variety of perspectives: how faculty arrived at their current understanding of inquiry-guided learning and how they have interpreted it at various levels -- the individual course, the major, the college, the university-wide program, and the undergraduate curriculum as a whole. The contributors show how IGL has been dovetailed with other complementary efforts and programs, and how they have assessed its impact. The book is divided into four parts, the first briefly summarizing the history of the initiative. Part Two, the largest section, describes how various instructors, departments, and colleges in a range of disciplines have interpreted inquiry-guided learning. It provides examples from disciplines as varied as ecology, engineering, foreign language learning, history, music, microbiology, physics and psychology. It also outlines the potential for even broader dissemination of inquiry-guided learning in the undergraduate curriculum as a whole. Part Three describes two inquiry-guided learning programs for first year students and the interesting ways in which NCSU's university-wide writing and speaking program and growing service learning program support inquiry-guided learning. Part Four documents how the institution has supported instructors (and how they have supported themselves) as well as the methods used to assess the impact of inquiry-guided learning on students, faculty, and the institution as a whole. The book has been written with three audiences in mind: instructors who want to use inquiry-guided learning in their classrooms, faculty developers considering supporting comparable efforts on their campuses, and administrators interested in managing similar undergraduate reform efforts. It will also appeal to instructors of courses in the administration of higher education who are looking for relevant case studies of reform. While this is a model successfully implemented at a research university, it is one that is relevant for all institutions of higher education.	285
Teaching General	Teaching at It's Best	A Research-Based Resource for College Instructors	Linda B. Nilson	2003	An essential toolbox—a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises—meant to give classroom instructors a go-to guide for help teaching any subject matter. It is for those who teach in traditional contexts as well as those who teach adult and diverse student populations; it is for those who use considerable technology and multimedia resources as well as those who rely on conventional classroom methods. Newly revised and expanded, this edition covers more on the topics relevant to today's classroom such as technology and the Internet, simulations and games, diversity, service learning, and faculty evaluation systems. It also includes entirely new sections on teaching with laptops, course portfolios, three new sections on teaching problem solving, and a new chapter on getting your students to do readings. Other new sections include adult learning, the learning-centered syllabus, the cognitive profile learning styles model, and newly written chapters on classroom management, academic honesty, and grading.	245
Teaching General	Teaching College	Collected Readings for the New Instructor	Maryellen Weimer, Rose Ann Neff	1998	Intended for instructors teaching a college course for the first time, this anthology contains short readings organized into four sections on: (1) introductory concerns, (2) course planning, (3) instructional methods, and (4) evaluation.	146
Career Development	Teaching Consultation Process Sourcebook		Susan Edington, Cathy Hunt	1996	A manual of procedures designed to help faculty recognize and develop instructional methods most appropriate for themselves, their students, and the subject, organized into five logical stages. Developed by the University of Kentucky Community College System. Extensive bibliography.	170
Inclusive & Ethical Teaching Environment	Teaching Diversity	Challenges and Complexities, Identities, and Integrity	William M. Timpson	2003	Creating a diverse student body is a challenging issue. Obtain the perspectives of other community college professionals as 19 faculty and staff contemplate the complexities involved in creating a diverse student body and incorporating diversity into the curriculum. Page after page of insights compose this helpful resource for campuses eager to move forward with diversity initiatives.	304

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Teaching Evaluation & Development	Teaching in America A guide for International Faculty	What Students Want Teaching from a Student's Perspective		2007	Teaching in America can be difficult for anyone. But what problems confront international faculty when they first teach in the United States? For many, the greatest challenge is not the English language, but understanding the expectations of American students and the culture of the American college classroom.	
Inclusive & Ethical Teaching Environment	Teaching Interculturally	A Framework for Integrating Disciplinary Knowledge and Intercultural Development	Amy Lee	2017	How can I simultaneously support students' critical engagement with course content and develop their intercultural awareness? Most faculty have multiple diversities present in any given classroom or academic program-- whether from an influx of international students or an increase of students from low-income, first generation, and/or racial/ethnic minority populations-- and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed, given disparate backgrounds and varying degrees of prior knowledge. This book provides faculty and instructors with a theoretical foundation, practical tools, and an iterative and reflective process for designing and implementing an intercultural pedagogy. The authors bring to bear the expertise of their various disciplinary backgrounds to offer a responsive, integrative framework to develop and continually refine a pedagogy that both promotes deep disciplinary learning and supports intercultural outcomes for all students. The authors offer a framework that is flexible enough to be responsive to the experience, environment, and particulars of a given teaching and learning situation. The text incorporates narrative text by the authors, as well as first-person reflections, classroom activities, and annotated assignments that illustrate the dynamic process of intention, experiment/implement, critique, and refinement that characterize pedagogy and intercultural interaction. The authors bring to bear the expertise of their various disciplinary backgrounds, a deep knowledge of effective pedagogical practice, and their experience and grounding in intercultural practice: Amy in composition/writing studies, Mary Katherine in international education with rich experience as a faculty development trainer, and Bob and Catherine, respectively, an historian and a family scientist. This book is intended both for individual reading as well as for collective study in learning communities.	137
Course Design	Teaching naked	how moving technology out of your college classroom will improve student learning	José© Antonio Bowen	2012	You've heard about "flipping your classroom now find out how to do it! 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.	327
Teaching Topics	Teaching Students to Learn	A Student-Centered Approach	Graham Gibbs	1981	Part 1 A student-centered approach in practice: how to use the exercises to teach students to learn - exercise 1 how do we learn best? Exercise 2 organizing yourself, exercise 3 taking notes, exercise four reading - using books, exercise five writing, exercise six taking examinations; going beyond the exercises. Part 2 The rationale for the approach: why not just tell students how to learn? In what ways do students develop as learners? How can students' development be facilitated? Why use structured group exercises?	111
Teaching Topics	Teaching Students to Think Critically	A Guide for Faculty in All Disciplines	Chet Meyers	1986	Chet Meyers shows instructors in all disciplines how to help students develop the skills for applying serious critical thinking to their subjects. He also shows how to inspire in students the intellectual curiosity and desire to understand that motivates rigorous critical thought. Arguing that critical thinking is an integral component of all academic disciplines, he demonstrates why it should be a part of every course and outlines course strategies, ways to conduct classroom discussions, and written assignments that actively promote critical thinking.	131
Learning Activities	Teaching the Art of Inquiry		Bob Hudspith, Herb Jenkins	2001	In this guide Hudspith and Jenkins describe an approach to teaching that has been used successfully for many years at McMaster University, and which will be of wide interest to university teachers who wish to encourage critical thinking and self-directed research in their courses. The guide thoroughly documents the philosophy and rationale of inquiry-based learning, describes how the approach works in practice, and offers advice and numerous examples on adapting the technique for a wide range of situations and disciplines.	53
Inclusive & Ethical Teaching Environment	Teaching Today's College Students: Widening the Circle of Success	widening the circle of success	Angela Provitera-McGlynn	2007	A college classroom is, in essence, a teacher and some students. Your job as the teacher is to teach. The student's job is to learn. If only it were really so simple. On today's college campuses, there's no such thing as the typical student or even the typical teacher. Diversity abounds (among both students and faculty) across several dimensions: generation, racial/ethnic background, and socioeconomic status, among many others. Your students bring their own melting pot of upbringings and experiences with them to class every single day and so do you making for a modern instructional environment that is more challenging, but also more potentially rewarding, than ever. In Teaching Today's College Students: Widening the Circle of Success, veteran college instructor and author Angela Provitera McGlynn walks you through the complexities of understanding today's diverse college students and shows you how to actually apply that knowledge in your classroom instructional activities so that all of your students reach their full potential as learners. You'll discover: The wide-ranging demographics of today's college students and the inevitable instructional challenges and opportunities that result. The relatively new and often troublesome classroom behaviors that can have a profoundly negative effect on both your students learning and your teaching unless you deal with them or, better yet, prevent them in the first place by understanding their often innocent causes. The innovative pedagogical strategies you can use to engage today's students, motivate them, and help them develop the critical thinking skills they'll need to find success and satisfaction after college.	138

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Inclusive & Ethical Teaching Environment	Teaching Unprepared Students	Strategies for Promoting Success and Retention in Higher Education	Kathleen Faye Gabriel	2008	"Though written with undergraduate institutions in mind, most of what she offers can easily be applied to other educational settings. It is a very readable and practical book."--Teaching Theology and Religion "A practical and excellent resource for college and university faculty on how to enhance retention for students, particularly those who might need assistance transitioning from high school to college."--Christine A. Stanley, Executive Associate Dean for Faculty Affairs, Texas A&M University "Kathleen Gabriel has created a professor-friendly discussion for all those concerned with classroom success."--Judy Diane Grace, Ph.D., Center for Learning and Teaching Excellence 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. 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.	145
Instructional Technology	Teaching with AI	A Practical Guide to a New Era of Human Learning	José Antonio Bowen, C. Edward Watson	2024	<b>How AI is revolutionizing the future of learning and how educators can adapt to this new era of human thinking.</b> Artificial Intelligence (AI) is revolutionizing the way we learn, work, and think. Its integration into classrooms and workplaces is already underway, impacting and challenging ideas about creativity, authorship, and education. In this groundbreaking and practical guide, teachers will discover how to harness and manage AI as a powerful teaching tool. José Antonio Bowen and C. Edward Watson present emerging and powerful research on the seismic changes AI is already creating in schools and the workplace, providing invaluable insights into what AI can accomplish in the classroom and beyond. By learning how to use new AI tools and resources, educators will gain the confidence to navigate the challenges and seize the opportunities presented by AI. From interactive learning techniques to advanced assignment and assessment strategies, this comprehensive guide offers practical suggestions for integrating AI effectively into teaching and learning environments. Bowen and Watson tackle crucial questions related to academic integrity, cheating, and other emerging issues. In the age of AI, critical thinking skills, information literacy, and a liberal arts education are more important than ever. As AI continues to reshape the nature of work and human thinking, educators can equip students with the skills they need to thrive in a rapidly evolving world. This book serves as a compass, guiding educators through the uncharted territory of AI-powered education and the future of teaching and learning.	280
Teaching General	Teaching with Style	A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles	Anthony F. Grasha	1996	An innovative and user-friendly guide to enhancing teaching and learning processes, TEACHING WITH STYLE provides a unique and comprehensive approach to helping college faculty in all disciplines enhance the quality of their teaching. New and experienced teachers at all levels of higher education will discover instructional processes that energize students and facilitate critical thinking, active and collaborative learning that encourage students to assume more initiative and responsibility for their learning. Readers will uncover new insights into themselves, their students, as well as detailed guidelines for how to use an integrative model of teaching and learning style to select instructional processes.	372
Teaching Topics	Teaching Writing to Adults	Strategies and Concepts for Improving Learner Performance	Robert F. Sommer	1989	Tells how to develop writing courses, suggests new methods for assessing the abilities of adult writing students, and explains how to help them overcome anxiety and inhibitions	252
Higher Education - General	The 60- Year Curriculum	New Models for Lifelong Learning in the Digital Economy	Christopher Dede & John Richards	2020	The 60-Year Curriculum explores models and strategies for lifelong learning in an era of profound economic disruption and reinvention. Over the next half-century, globalization, regional threats to sustainability, climate change, and technologies such as artificial intelligence and data mining will transform our education and workforce sectors. In turn, higher education must shift to offer every student life-wide opportunities for the continuous upskilling they will need to achieve decades of worthwhile employability. This cutting-edge book describes the evolution of new models—covering computer science, inclusive design, critical thinking, civics, and more—by which universities can increase learners’ trajectories across multiple careers from mid-adolescence to retirement. Stakeholders in workforce development, curriculum and instructional design, lifelong learning, and higher and continuing education will find a unique synthesis offering valuable insights and actionable next steps.	168
Career Development	The Academic Community	A Manual for Change	Donald E. Hill	2007	In The Academic Community: A Manual for Change, Donald E. Hill builds on his earlier The Academic Self: An Owner’s Manual (2002) and confronts the most pressing issues in higher education today: the coherence of undergraduate instruction, priorities in graduate training, public perceptions of colleges and universities, and collegiality and cohesion within departments and institutions. Drawing on the dialogue-based theories of the German philosopher Hans-Georg Gadamer, Hall urges a reinvestment in community-building by academics, with chapters examining the process of community creation and enhancement in the classroom, the department and college, and the broader regions which surround university campuses. In offering concrete strategies for revitalizing college and university classes and campuses, Hall urges readers to become agents of change within their institutions and the larger political arena. Among the topics he addresses are undergraduate training in public intellectualism, graduate training in institutional service and collegiality, and institutional commitments to public outreach and community service. The book offers real-life examples and practical tips in its far-ranging discussion of the state of higher education in the United States today. The Academic Community: A Manual for Change is a clarion call for a renewed optimism, energy, and focus in tackling the complex problems facing the academy in the twenty-first century.	152

Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Career Development	The Academic Self	An Owner's Manual	Donald E. Hill	2002	Donald E. Hall offers a self-help book designed for academics, from graduate students to tenured faculty. He helps readers engage in an active process of career management, goal setting, prioritization, and reflection on the norms that constitute what he calls “academic selfhood.” Drawing broadly on the insights of Anthony Giddens’ notions of reflexivity and self-identity, Hall encourages new and seasoned scholars to “own up to” the behaviors, attitudes, and complicities that compromise their professional identities. This book couples all its exhortations with clear, concrete, and practical strategies for responding productively to the many uncertainties of academic life. Separate chapters of the book examine the textuality of the academic self, profession, academic processes and collegiality. Among the topics candidly discussed are careerism, burnout, procrastination, and insecurity. Throughout the book readers will find anecdotes, real-life examples, and concrete tips for constructing and maintaining a successful career defined on their own terms. The Academic Self: An Owner’s Manual opens up a new and frank discussion on academic life and academics’ basic responsibility for their own actions and attitudes.	136
Career Development	The Academic's Handbook		A. Leigh Deneef and Craufurd D. Goodwin	2007	<p>This new, revised, and expanded edition of the popular Academic’s Handbook is an essential guide for those planning or beginning an academic career. Faculty members, administrators, and professionals with experience at all levels of higher education offer candid, practical advice to help beginning academics understand matters including:</p> <ul style="list-style-type: none"><li>— The different kinds of institutions of higher learning and expectations of faculty at each.</li><li>— The advantages and disadvantages of teaching at four-year colleges instead of research universities.<ul style="list-style-type: none"><li>— The ins and outs of the job market.</li></ul></li><li>— Alternatives to tenure-track, research-oriented positions.<ul style="list-style-type: none"><li>— Salary and benefits.</li><li>— The tenure system.</li></ul></li><li>— Pedagogy in both large lecture courses and small, discussion-based seminars.<ul style="list-style-type: none"><li>— The difficulties facing women and minorities within academia.</li></ul></li><li>— Corporations, foundations, and the federal government as potential sources of research funds.<ul style="list-style-type: none"><li>— The challenges of faculty mentoring.</li></ul></li><li>— The impact of technology on contemporary teaching and learning.</li><li>— Different types of publishers and the publishing process at university presses.<ul style="list-style-type: none"><li>— The modern research library.</li><li>— The structure of university governance.</li><li>— The role of departments within the university.</li></ul></li></ul> <p>With the inclusion of eight new chapters, this edition of The Academic’s Handbook is designed to ease the transition from graduate school to a well-rounded and rewarding career.</p>	416
Research	The Art of Action Research in the Classroom		Christine MacIntyre	2000	First Published in 2000. Routledge is an imprint of Taylor & Francis, an informal company.	113
Learning Activities	The Art of Discussion Leading: A Class with Chris Christensen	The Art of the Lecture: Justice, a Harvard University Course in Moral Reasoning	Derek Bok Center for Teaching & Learning	2007	In <i>The Art of Discussion Leading</i> , Professor C. Roland "Chris" Christensen, who taught for nearly fifty years at the Harvard Graduate School of Business Administration, initiates a group of apprentice teachers into the challenges of discussion leading. Under her guidance, the group analyzes a teaching case centering on how much help and instructor should provide a student. Christensen's own mastery of discussion leading provides a powerful model for anyone involved in this difficult mode of teaching. Much can be learned about a good lecture by observing Michael Sandel, a Professor of Government at Harvard whose course, "Justice"; regularly enrolls more than 700 students. <i>The Art of the Lecture</i> follows three of Sandel's elegant, articulate, and thought-provoking lectures in which he involves students in their own learning by asking questions and facilitating student debates, despite the large class size. As he explores classical and contemporary moral and political philosophy with his students, Professor Sandel shows how a traditional lecture style can be successfully combined with more interactive approach to teaching on a grand scale.	
Career Development	The Chalk Dust Collection	Thoughts and Reflections on Teaching in Colleges & Universities	Linc Fisch	1996	Articles that for years have delighted readers of Linc. Fisch's column in The Journal of Staff, Program, & Organization Development are now compiled in a single source. The author's unusual perspectives, ability to make connections, and highly readable, thought-provoking style have made these articles popular material for reprinting or excerpting in The Teaching Professor and faculty newsletters on many campuses. In his short essays, Fisch spans a broad range of topics: from the first day of class to cross-country trucking, from coaching to teaching calculus, from seven great truths of teaching to Mozart -- and a multitude more of interest and value. According to Wilbert J. McKeachie, these essays "are the best combination of wit and wisdom in all of higher education!"	193
Career Development	The coach's guide for women professors : who want a successful career and a well-balanced life	who want a successful career and a well-balanced life	Rena Seltzer	2015	“Rena Seltzer’s workshops are perennial favorites with Yale faculty. Workshop alumni get more writing done, have more control over their schedules, and feel increased confidence in their leadership skills. Rena has also served as a coach for a number of Yale faculty leaders. Here as well, her work has been transformative. I am delighted to recommend The Coach’s Guide to anyone aspiring to learn from this wise and inspiring academic coach.”--Tamar Szabó Gendler, Dean of the Faculty of Arts and Science, Vincent J. Scully Professor of Philosophy, and Professor of Psychology and Cognitive Science, Yale University	226

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Career Development	The Collaboration for the advancement of college teaching & learning	Opening Doors: Two Cases of Formative Assessment of Teaching (User's Guide)	Tom Creed	1996	The Collaboration for the Advancement of College Teaching & Learning is an alliance of colleges and universities that supports and promotes outstanding college teaching. The cases were written to exemplify the wide range of situations in which faculty find themselves. The cases are also clearly about formative assessment rather than summative evaluations.	88
Service	The College Administrator's Survival Guide		C. K. Gunsalus, Director of the National Center for Professional and Research Ethics in the College of Engineering Professor Emerita in the College of Business C K Gunsalus	2006	In this book, a widely respected advisor on academic administration and ethics offers tips, insights, and tools for handling complaints, negotiating disagreements, responding to accusations of misconduct, and dealing with difficult personalities. With humor and generosity, C. K. Gunsalus applies scenarios based on real-life cases to guide academic administrators through the dilemmas of management in not-entirely-manageable environments.	244
Career Development	The courage to teach	exploring the inner landscape of a teacher's life	Parker J. Palmer	1998	Parker Palmer takes teachers on an inner journey toward reconnecting with their vocation and their students--and recovering their passion for one of the most difficult and important of human endeavors. "This book builds on a simple premise: good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. "Good teaching comes in myriad forms, but good teachers share one trait: they are truly present in the classroom, deeply engaged with their students and their subject. They possess "a capacity for connectedness" and "are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can learn to 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 and emotion and spirit and will converge in the human self. "Palmer guides us through the inner work of teaching in order to help us create communities of learning--and he calls educational institutions to support teachers in this work: "How can schools educate students if they fail to support the teacher's inner life--To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world. How can schools perform their mission without encouraging	199
Career Development	The Courage to Teach, A Guide for Reflection and Renewal		Rachel C. Livsey, Parker J. Palmer	1999	From the Best Selling Author of "The Courage to Teach" comes a New Resource for Reflection and Renewal This guide will help teachers, individually and in groups, reflect on their teaching and renew their sense of vocation by exploring the "inner landscape" of their lives along Palmer's three dimensions, -intellectual, emotional, and spiritual. The guide will raise questions, examine ideas and images, and suggest practices that emerge from the many insights in "The Courage to Teach."	51
Course Design	The Course Syllabus	A Learning-Centered Approach	Judith Grunert O'Brien, Judith Grunert	1997	This practical manual is meant to assist anyone interested in planning and constructing a learning-centered course syllabus. It presents why and how to construct a syllabus that shifts from what material a course will cover (the traditional syllabus) to one that reflects what tools and information an instructor can provide students to help them learn (the learning-centered syllabus). The book's underlying assumption is that good teaching helps students understand how to actively acquire, use, and extend knowledge in an ongoing process of learning. The book begins by guiding readers through the planning stages of developing a learning-centered syllabus, using eight principles of designing a course that fosters critical thinking and a checklist for the content of a learning-centered syllabus. The discussions in each section include brief consideration of computer technology related to syllabus form, function, and use. The book then moves into actual samples of learning-centered syllabi that cover: the letter to students; purpose of the course; course descriptions, goals, and objectives; resources for students; readings; evaluation and self-evaluation; learning contract form; learning style inventory; purpose of syllabus; and how to study for the course. Finally, the book concludes with a section of helpful references and suggested further readings. This concise, practical, and straightforward guide is an immediately applicable resource for those who are constructing or revising a syllabus that focuses on student learning. It is a valuable resource for all instructors from new faculty, junior faculty, and teaching assistants to tenured faculty, faculty mentors or developers, department chairs, and deans.	97
Course Design	The Course Syllabus 2nd edition	A Learning-Centered Approach	Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen	2008	When it was first published in 1997, The Course Syllabus became the gold standard reference for both new and experienced college faculty. Like the first edition, this book is based on a learner-centered approach. Because faculty members are now deeply committed to engaging students in learning, the syllabus has evolved into a useful, if lengthy, document. Today's syllabus provides details about course objectives, requirements and expectations, and also includes information about teaching philosophies, specific activities and the rationale for their use, and tools essential to student success.	132
Service	The Culture Code	The Secrets of Highly Successful Groups	Daniel Coyle	2018	Where does great culture come from? How do you build and sustain it in your group, or strengthen a culture that needs fixing? In <i>The Culture Code</i> , Daniel Coyle goes inside some of the world's most successful organizations—including the U.S. Navy's SEAL Team Six, IDEO, and the San Antonio Spurs—and reveals what makes them tick. He demystifies the culture-building process by identifying three key skills that generate cohesion and cooperation, and explains how diverse groups learn to function with a single mind. Drawing on examples that range from Internet retailer Zappos to the comedy troupe Upright Citizens Brigade to a daring gang of jewel thieves, Coyle offers specific strategies that trigger learning, spark collaboration, build trust, and drive positive change. Coyle unearths helpful stories of failure that illustrate what <i>not</i> to do, troubleshoots common pitfalls, and shares advice about reforming a toxic culture. Combining leading-edge science, on-the-ground insights from world-class leaders, and practical ideas for action, <i>The Culture Code</i> offers a roadmap for creating an environment where innovation flourishes, problems get solved, and expectations are exceeded. Culture is not something you are—it's something you do. <i>The Culture Code</i> puts the power in your hands. No matter the size of your group or your goal, this book can teach you the principles of cultural chemistry that transform individuals into teams that can accomplish amazing things together.	304

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Service	The Department Chair Field Manual	A Primer for Academic Leadership	Don Chu	2021	Department chairs can be “difference makers.” They can calmly address issues before they become problems, maximize the talents of faculty, advance their careers, and position their departments for a brighter future. Great chairs can make the department feel like an academic home, a welcoming, exciting and fulfilling place to work. Yet decades of research has shown that new chairs are rarely prepared with the knowledge and tools they need to do the job. The Department Chair Field Manual addresses this issue by providing department leaders with what they need to know and do to succeed from day one. What makes the book unique? First, it helps chairs understand the situations they will face and then provides the action options they need to succeed. Then it helps chairs understand and prepare for work in departments and colleges replete with the human emotions and social-psychological dynamics that are typically part of large complex organizations. The Department Chair Field Manual is concise, to the point and concrete. What specific background data do chairs need before day one on the job? What do chairs need to do daily to best manage budget, faculty workload, course schedules, communications, and their multitude of meetings? Who do they need to know and gain the confidence of on and off-campus? What moves can they make to successfully navigate through the obstacles, issues and the unexpected in the bureaucratic terrain? What options have they when they must deal with difficult people? How can chairs manage time, conflicting demands and everyday stress? How can they determine who is friend or foe, what is a problem or opportunity, when to retreat or advance, how to set objectives and plan their work to reach their goals? What do they need to do to prepare for department meetings? What legal considerations must chairs keep in mind? How can they best politically position their units and build strong departments? How can they best work with their dean and gain the dean's confidence? How can chairs develop the resources needed by their departments to innovate and create? And when time is very short, what must chairs know the days before they start their new jobs?So that chairs will be equipped to meet the challenges of leadership in these complex times The Department Chair Field Manual prepares them to be the “difference makers” their departments and colleges need.	244
Teaching Evaluation & Development	The Diagnostic Teacher	Constructing New Approaches to Professional Development	Mildred Z. Solomon	1999	This provocative volume from one of the nation's leading educational think tanks presents in-depth portraits of teachers, professional development staff, and researchers working together to deepen teacher's professional capacities and students' learning experiences. Ranging across subject areas and grade levels, The Diagnostic Teacher describes a variety of powerful classroom and school-based strategies that help students achieve and teachers thrive. The result is a rich and inspiring blue-print for how school leaders can revitalize the profession of teaching, while developing more inquiry-oriented, constructivist classrooms.	288
Inclusive & Ethical Teaching Environment	The Educator's Guide to LGBT+ Inclusion	A Practical Resource for K-12 Teachers, Adminostrator's, and School Support Staff	Kryss Shane	2020	The rates of bullying, truancy due to lack of safety in schools, and subsequent suicidality for LGBT+ youth are exponentially higher than for non-LGBT+ youth. As a result, many American K-12 students are suffering needlessly and many school leaders are unsure of what to do. This book solves that problem. Setting out best practices and professional guidance for creating LGBT+ inclusive learning in schools, this approachable and easy to follow book guides teachers, educators, administrators, and school staff toward appropriate and proven ways to create safer learning environments, update school policies, enhance curricula, and better support LGBT+ youth as they learn. Featuring real-life situations and scenarios, a glossary, and further resources, this book enables professionals in a variety of school roles to integrate foundational concepts into their everyday interactions with students, families, and staff to create an overall school culture that nurtures a welcoming, inclusive, and affirming environment for all. This book can be utilized by independent readers, department teams, and entire school district reading experiences. This book also includes brand new, never before seen postcards from PostSecret as its foreword and its afterword is written by James Lecesne, co-founder of The Trevor Project. Also inside is the very first (and likely only ever) interview by the leaders of "Parents of Transgender Children," the world's largest support group of its kind.	240
Service	The Essential Department Chair	A Comprehensive Desk Reference	Jeffrey L. Buller	2012	THE ESSENTIAL DEPARTMENT CHAIR 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.	496
Research	The Grant Writer's Handbook	How to Write a Research Proposal and Succeed	Gerard M. Crawley, Eoin O'Sullivan	2016	The Grant Writer's Handbook: How to Write a Research Proposal and Succeed provides useful and practical advice on all aspects of proposal writing, including developing proposal ideas, drafting the proposal, dealing with referees, and budgeting. The authors base their advice on many years of experience writing and reviewing proposals in many different countries at various levels of scientific maturity. The book describes the numerous kinds of awards available from funding agencies, in particular large collaborative grants involving a number of investigators, and addresses the practical impact of a grant, which is often required of proposals. In addition, information is provided about selection of reviewers and the mechanics of organizing a research grant competition to give the proposal writer the necessary background information. The book includes key comments from a number of experts and is essential reading for anyone writing a research grant proposal. The Grant Writer's Handbook's companion website, featuring regularly updated resources and helpful links, can be found at <a href="http://www.ifm.eng.cam.ac.uk/research/grant-writers-handbook/">www.ifm.eng.cam.ac.uk/research/grant-writers-handbook/</a> .	231
Higher Education - General	The Halls of Yearning	An Indictment of Formal Education, A Manifesto of Student Liberation	Don Robertson, Marion Steele	1969	The two California State University, Long Beach professors wrote this and were later fired for doing away with grades, desks and holding a BBQ in the classroom.	113

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Teaching General	The Joy of Teaching	A Practical Guide for New College Instructors	Peter G. Filene	2005	Gathering concepts and techniques borrowed from outstanding college professors, The Joy of Teaching provides helpful guidance for new instructors developing and teaching their first college courses. Award-winning professor Peter Filene proposes	159
Career Development	The last lecture		Randy Pausch, Jeffrey Zaslow	2008	A lot of professors give talks titled "The Last Lecture." Professors are asked to consider their demise and to ruminate on what matters most to them. And while they speak, audiences can't help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy? When Randy Pausch, a computer science professor at Carnegie Mellon, was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave - "Really Achieving Your Childhood Dreams" - wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others, of seizing every moment (because "time is all you have...and you may find one day that you have less than you think"). It was a summation of everything Randy had come to believe. It was about living. In this book, Randy Pausch has combined the humor, inspiration and intelligence that made his lecture such a phenomenon and given it an indelible form. It is a book that will be shared for generations to come.	206
Learning Activities	The learner-centered classroom and school	strategies for increasing student motivation and achievement	Barbara L. McCombs, Jo Sue Whisler	1997	McCombs and Whisler bring with them a complex array of unique perspectives, needs, capacities, and strengths. At the same time, they share certain fundamental qualities. The inherent need to grow, live, and develop in a positive direction, for example, is common to all learners. What best supports these inherent capacities and distinctive characteristics? To find out, we asked students and educators what they thought produced the highest level of learning in not only academic areas, but in the personal, social, and vocational realms as well. From the preface The Learner-Centered Classroom and School shows educators and administrators how they can fill their classrooms with students who are eager for success and motivated to learn. The learner-centered approach focuses on designing instruction that is sensitive to the individual students needs, abilities, and interests rather than rigidly tied to the subject matter. This unique approach emphasizes cooperation, is respectful of the learner, and trusts individuals to be responsible their own learning. The book is filled with useful examples and practical suggestions for implementing learner-centered concepts into any school or classroom.	261
Teaching Topics	The Meaningful Writing Project	Learning, Teaching and Writing in Higher Education	Michele Eodice, Anne Ellen Geller, Neal Lerner	2017	In the face of the continuing discourse of crisis in US education, The Meaningful Writing Project offers readers an affirming story of writing in higher education that shares students' experiences in their own voices. In presenting the results of a three-year study consisting of surveys and interviews of university seniors and their faculty across three diverse institutions, authors Michele Eodice, Anne Ellen Geller, and Neal Lerner consider students' perceptions of their meaningful writing experiences, the qualities of those experiences, and instructors' perspectives on assignment design and delivery. This study confirms that meaningful assignments offer students opportunities to engage with instructors, peers, and texts and are relevant to past experiences and passions as well as to future aspirations and identities. Meaningful writing occurs across majors, in both required and elective courses, and beyond students' years at college. Additionally, the study makes clear that faculty across the curriculum devote significant care and attention to creating writing assignments that support student learning, as they understand writing performance to be a developmental process connected to overall cognitive and social development, student engagement with learning, and success in a wide variety of disciplines and professions. The Meaningful Writing Project provides writing center directors, WPAs, other composition scholars, and all faculty interested in teaching and learning with writing an unprecedented look into the writing projects students find meaningful.	170
Career Development	The Mentor's Guide	Facilitating Effective Learning Relationships	Lois J. Zachary	2000	Thoughtful and rich with advice, The Mentor's Guide explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. Now managers, teachers, and leaders from any career, professional, or educational setting can successfully navigate the learning journey by using the hands-on worksheets and exercises in this unique resource. Readers will learn how to: Assess their readiness to become a mentor Establish the relationship Set appropriate goals Monitor progress and achievement Avoid common pitfalls Bring the relationship to a natural conclusion "The greatest gift one can give, other than love, is to help another learn! Every leader who cares about nurturing talent and facilitating excellence will find this book a joy to read and a jewel to share." --Chip R. Bell, author of Managers as Mentors	224
Course Design	The New Roadmap for Creating Online Courses	An Interactive Workbook	Catherine R. Barber, Janet K. McCollum, & Wendy L. Maboudian	2020	Are you ready to create an online course, but do not know where to start? Do your online learners seem isolated and disengaged? Are your online courses effective enough for the current, competitive market? Whether you are an instructor, instructional designer, or part of a team, this interactive workbook will help you create effective online courses to engage your learners. Key features of the workbook include integrating cognitive, social, and emotional aspects of learning; explaining the central role of self-reflection, dialogue, and realistic application; the incorporation of themes, scenarios, and characters to provide relevant and meaningful learning experiences; and the use of semiotics for inclusion of diverse learners. As you journey through the course creation process in this workbook, you will expand your ideas and discover new possibilities for the students taking your online course.	239
Course Design	The New Roadmap for Creating Online Courses	An Interactive Workbook	Catherine R. Barber, Janet K. McCollum, & Wendy L. Maboudian	2020	Are you ready to create an online course, but do not know where to start? Do your online learners seem isolated and disengaged? Are your online courses effective enough for the current, competitive market? Whether you are an instructor, instructional designer, or part of a team, this interactive workbook will help you create effective online courses to engage your learners. Key features of the workbook include integrating cognitive, social, and emotional aspects of learning; explaining the central role of self-reflection, dialogue, and realistic application; the incorporation of themes, scenarios, and characters to provide relevant and meaningful learning experiences; and the use of semiotics for inclusion of diverse learners. As you journey through the course creation process in this workbook, you will expand your ideas and discover new possibilities for the students taking your online course.	239

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Learning Sciences	The New Science of Learning		Terry Doyle, Todd Zakrajsek	2018	Learning to learn is the key skill for tomorrow. This breakthrough book builds the foundation every student needs, from freshman orientation to graduate school. The second edition of this bestselling student text has been considerably updated with the latest findings from cognitive science that further illuminate learning for students, and help them understand what’s involved in retaining new information. Beyond updating every chapter with insights from new research, this edition introduces a range of additional topics – such as cognitive load, learned helplessness, and persistence – all of which provide students with immediately usable information on how to regulate their lives to maximize learning and fulfillment in college. The premise of this book remains that brain science shows that most students' learning strategies are highly inefficient, ineffective or just plain wrong; and that 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 intellectual work. This book explicates for students what is involved in learning new material, how the human brain processes new information, and what it takes for that information to stick, even after the test. This succinct book explains straightforward strategies for changing how to prepare to learn, engage with course material, and set about improving recall of newly learned material at will. This is not another book about study skills and time management strategies, but instead an easy-to-read description of the research about how the human brain learns in a way that students can put into practice right away.	188
Learning Activities	The Online Learning Idea Book, Volume 1	95 Proven Ways to Enhance Technology-Based and Blended Learning	Patti Shank	2007	"For those who think online learning can't be truly interactive, Patti Shank and her colleagues clearly demonstrate--in hundreds of examples--that it can. The real lesson in The Online Learning Idea Book is that technology doesn't build interactive learning; creative thinking and good, solid instructional design does. Using even a smidgen of the great ideas in this book will increase the learning effectiveness of any online program." --Marc J. Rosenberg, consultant, and author of Beyond E-Learning "Patti Shank has collected great ideas about online learning and teaching from all over the globe. If you are an online instructor or instructional designer looking for new ways to involve and engage your learners, you'll be inspired by this book!"--Terry Morris, associate professor, William Rainey Harper Colleges Filled with techniques, tools, tips, examples, resources, and dozens of "great ideas," this invaluable resource helps people who are looking to build online instructional materials -- or improve existing materials -- discover and implement what the best and brightest in industry and education are doing to make online learning more engaging and compelling. Increase your know-how in the following areas: Look and Feel: how to increase ease-of-use Graphics and Multimedia: how to make instructional graphics engaging and compelling Activities: how to make instruction itself engaging and compelling Tools: how to use a variety of online tools Instructional Design: how to design better and faster.	380
Instructional Technology	The Online Teaching Survival Guide	Simple and Practical Pedagogical Tips	Judith V. Boettcher, Rita-Marie Conrad	2016	Essential reading for online instructors, updated to cover new and emerging issues and technologies 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 Â 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. The theory and techniques of successful online teaching can be significantly different from those used face-to-face. With more and more classes being offered online, this book provides a valuable resource for taking your course to the next level. Understand the technology used in online teaching Learn specialized pedagogical tips and practices Examine new research on cognition learning and Adopt a clear framework of instructional strategies. The explosion of online learning has created a demand for great online teachers. Increasingly, faculty who normally teach face-to-face are being asked to cover online courses-yet comprehensive pedagogical resources are scarce. The learning curve is huge, and faculty need a practical approach to course design and management that can be quickly and easily implemented. The Online Teaching Survival Guide provides that essential resource, with a customizable framework and deeper exploration of effective online teaching.	416
Learning Activities	The Origins and Growth of Action Learning		Reginald W. Revans	1982	Learning stems from responsible experience, and is reinforced when that experience is shared with others, each of whom, not mistakenly claiming to know what he does not, readily suggests to his colleagues all he finds elusive or obscure. Action learning distils from that comradeship in adversity which seeks responsibility through action rather than avoids it through discussion.	846
Career Development	The Power of Education	The Aims of Education Address 2001	Danielle S. Allen	2001	Danielle S. Allen, Associate Professor in the College, in the Departments of Classics and Political Science, and in the Committee on Social Thought, delivered this address on September 20, 2001, just after the terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C.	17
Learning Activities	The Power of Problem-based Learning	A Practical "how To" for Teaching Undergraduate Courses in Any Discipline	Barbara J. Duch, Susan E. Groh, Deborah E. Allen	2001	"If you have ever wanted to know about PBL, here's the book for you."--Clyde Freeman Herreid, Director of the National Center for Case Study Teaching in Science Focuses on the practical questions which anyone wishing to embark on PBL will want to know: "Where do I start?"-"How do you find problems?"-"What do I need to know about managing groups?"-"How do you grade in a PBL course?" "The case studies from a variety of disciplines--including biochemistry, pre-law, physics, nursing, chemistry, political science and teacher education--provide examples of practice.	274

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Learning Activities	The Practitioner-Researcher	Developing Theory from Practice	Peter Jarvis	1998	"Jarvis does a real service by introducing a new vision of research into the current debates over the nature and mission of the academy." --Continuing Higher Education Review "Jarvis has managed to bridge the worlds of theory and professional practice in a way that will help each better understand the other." --Jon Wergin, professor of educational studies, School of Education, Virginia Commonwealth University Genuine understanding of any field can only be developed through practice in that field. Peter Jarvis, an internationally known authority in the field of professional adult and continuing education, shows how theories of practice evolve from the practice itself and are unique to each practitioner. Doing professional work gives practitioners many opportunities to question, test, and revise theories taught in graduate programs. Such practice-based research gives rise to personalized theories of practice and also raises new questions for personal exploration. Using examples and vignettes drawn from professional fields and settings around the world, Jarvis provides valuable insights into the nature of professional practice, the ways professionals learn, and how education for practice can be enhanced at both the undergraduate and graduate levels. Jarvis examines why so many practitioners find their professional education inadequate preparation for actual practice, and he calls for a partnership between higher education and the professional workplace that will meet the challenges of the relationship between the two. The Practitioner-Researcher is designed to help all practitioners for whom research is a tool in improving practice--from graduate students and their professors to employees in diverse industries or professional groups--and to facilitate an understanding of the relationship between practice and theory within the worlds of work and learning.	224
Research	The Presenter's Fieldbook	A Practical Guide	Robert J. Garmston	2005	This guidebook is ideal for anyone who has ever had to stand up in front of a group and make a presentation--novices and experts alike! This book is a practical hands-on resource full of ideas and success-proven strategies that not only put you at ease when you're the focus of everyone's attention, but actually help you improve the effectiveness of your presentations.	234
Teaching General	The Professor's Guide to Teaching	Psychological Principles and Practices	Donelson R. Forsyth	2003	The Professor's Guide to Teaching explores what research has revealed about effective teaching and mines this resource to offer useful suggestions and practical recommendations for both new and seasoned instructors. The book unfolds in a logical fashion, beginning with prepping and lecturing and ending with evaluating and documenting. Chapters achieve a blend of theoretical depth and practical utility. For example, Forsyth's analysis of lecturing as a form of communication includes recommendations for teaching that stress the importance of considering the source of the message, the nature of the message, and the characteristics of the receiver of the message. Similarly, the author approaches classroom testing from the standpoint of psychological assessment, and so considers how testing requires the same care that psychologists use when developing questionnaires and inventories.	353
Teaching General	The Skillful Teacher	On Technique, Trust, and Responsiveness in the Classroom	Stephen D. Brookfield	1990	In this 1st edition, Dr. Brookfield offers valuable advice to teachers, both new and veterans, who grapple daily with challenges, thrills, and failures in the often chaotic environment of the classroom.	233
Teaching General	The Skillful Teacher	On Technique, Trust, and Responsiveness in the Classroom	Stephen D. Brookfield	2006	In this second edition of the book that has become a classic in the field, award-winning author Stephen D. Brookfield offers inspiration and down-to-earth advice to new and seasoned teachers. The Skillful Teacher is 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.	320
Higher Education - General	The Social Worlds of Higher Education	Handbook for Teaching in a New Century	Bernice A. Pescosilido, Ronald Aminzade	1999	This book provides a definitive collection of original and reprinted articles about the problems and prospects of tertiary teaching and education in the social sciences	102
Learning Sciences	The Spark of Learning	Energizing the College Classroom with the Science of Emotion	Sarah Rose Cavanagh	2016	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.	241
Service	The Surprising Power of Liberating Structures	Simple Rules to Unleash a Culture of Innovation	Henri Lipmanowicz, Keith McCandless	2014	Smart leaders know that they would greatly increase productivity and innovation if only they could get everyone fully engaged. So do professors, facilitators and all changemakers. The challenge is how. Liberating Structures are novel, practical and no-nonsense methods to help you accomplish this goal with groups of any size. Prepare to be surprised by how simple and easy they are for anyone to use. This book shows you how with detailed descriptions for putting them into practice plus tips on how to get started and traps to avoid. It takes the design and facilitation methods experts use and puts them within reach of anyone in any organization or initiative, from the frontline to the C-suite. <b>Part One: The Hidden Structure of Engagement</b> will ground you with the conceptual framework and vocabulary of Liberating Structures. It contrasts Liberating Structures with conventional methods and shows the benefits of using them to transform the way people collaborate, learn, and discover solutions together. <b>Part Two: Getting Started and Beyond</b> offers guidelines for experimenting in a wide range of applications from small group interactions to system-wide initiatives: meetings, projects, problem solving, change initiatives, product launches, strategy development, etc. <b>Part Three: Stories from the Field</b> illustrates the endless possibilities Liberating Structures offer with stories from users around the world, in all types of organizations — from healthcare to academic to military to global business enterprises, from judicial and legislative environments to R&D. <b>Part Four: The Field Guide for Including, Engaging, and Unleashing Everyone</b> describes how to use each of the 33 Liberating Structures with step-by-step explanations of what to do and what to expect. Discover today what Liberating Structures can do for you, without expensive investments, complicated training, or difficult restructuring. Liberate everyone’s contributions — all it takes is the determination to experiment.	366

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Career Development	The Teaching Initiative	Making Teaching Community Property A Menu for Peer Collaboration and Peer Review	Pat Hutchings	1993	AAHE's Teaching Initiative is a program dedicated to the idea of creating a "culture of teaching and learning", and Making Teaching Community Property is about ways to do that.	115
Career Development	The Teaching Initiative	Using Cases to Improve College Teaching A Guide to More Reflective Practice	Pat Hutchings	1993	This monograph explores practical and theoretical issues in use of case studies for college faculty to reflect on and improve instruction.	91
Career Development	The Teaching Portfolio	A Practical Guide to Improved Performance and Promotion/tenure Decisions	Peter Seldin	1997	Thoroughly revised and updated, this fourth edition of the classic hands-on resource offers a comprehensive review of all the facets developing teaching portfolios. This new edition will contain new perspectives and ideas; an expanded section on web-based electronic teaching portfolios ; a sample of colleges and universities that shows how they have implemented portfolios; real-world teaching portfolios of twenty-one faculty members and a report from a university provost on what he looks for in a portfolios submitted for promotion.	268
Instructional Technology	The Technology of Teaching		B. F. Skinner	1968	Utilizes the results of psychological studies and experiments to substantiate the case for the use of individualized programmed instruction	270
Inclusive & Ethical Teaching Environment	Thinking about Teaching and Learning	Developing Habits of Learning with First Year College and University Students	Robert N. Leamson	1999	"Highly recommended for experts and novices alike. It has practical ideas for classroom techniques, balanced by thoughtful, well-researched ideas about the nature of teaching. For anyone who teaches in a classroom, this is a quick and enlightening read."--Nursing Education Perspectives A compelling read for every teacher in higher education who wants to refresh or reexamine his or her classroom practice.	169
Learning Activities	Thinking Together Collaborative Learning in Science	From Questions to Concepts Interactive Teaching in Physics	Derek Bok Center for Teaching & Learning	2008	"Thinking Together" features three distinct models of collaborative learning: a large introductory physics lecture, a small class in celestial navigation, and a section in physical chemistry filmed at Harvard. In each course, students discuss problems and devise solutions with the help of their instructors and peers. The results are greater student engagement and greater depth of learning. How can you engage your students and be sure they are learning the conceptual foundations of a lecture course? In 'From Questions to Concepts', Harvard University Professor Eric Mazur introduces Peer Instruction and 'Just in Time' teaches two innovative techniques for lectures that can be used in class discussion and immediate feedback to improve student learning. Using these techniques in his innovative undergraduate physics course, Mazur demonstrates how lectures and active learning can be successfully combined.	
Teaching Evaluation & Development	Thirteen Strategies to Measure College Teaching	A Consumer's Guide to Rating Scale Construction, Assessment, and Decision Making for Faculty, Administrators, and Clinicians	Ronald A. Berk, Mike Theall	2006	* Student evaluations of college teachers: perhaps the most contentious issue on campus* This book offers a more balanced approach* Evaluation affects pay, promotion and tenure, so of intense interest to all faculty* Major academic marketing and publicity* Combines original research with Berk's signature wacky humor To many college professors the words "student evaluations" trigger mental images of the shower scene from Psycho, with those bloodcurdling screams. They're thinking: "Why not just whack me now, rather than wait to see those ratings again." This book takes off from the premise that student ratings are a necessary, but not sufficient source of evidence for measuring teaching effectiveness. It is a fun-filled--but solidly evidence-based--romp through more than a dozen other methods that include measurement by self, peers, outside experts, alumni, administrators, employers, and even aliens. As the major stakeholders in this process, both faculty AND administrators, plus clinicians who teach in schools of medicine, nursing, and the allied health fields, need to be involved in writing, adapting, evaluating, or buying items to create the various scales to measure teaching performance. This is the first basic introduction in the faculty evaluation literature to take you step-by-step through the process to develop these tools, interpret their scores, and make decisions about teaching improvement, annual contract renewal/dismissal, merit pay, promotion, and tenure. It explains how to create appropriate, high quality items and detect those that can introduce bias and unfairness into the results. Ron Berk also stresses the need for "triangulation"--the use of multiple, complementary methods--to provide the properly balanced, comprehensive and fair assessment of teaching that is the benchmark of employment decision making. This is a must-read to empower faculty, administrators, and clinicians to use appropriate evidence to make decisions accurately, reliably, and fairly. Don't trample each other in your stampede to snag a copy of this book!	293
Service	Through the Labyrinth	The Truth about how Women Become Leaders	Alice Hendrickson Eagly, Linda L. Carli Alice H. Eagly, Linda Lorene Carli	2007	Despite real progress, women remain rare enough in elite positions of power that their presence still evokes a sense of wonder. In Through the Labyrinth, Alice Eagly and Linda Carli examine why women's paths to power remain difficult to traverse. First, Eagly and Carli prove that the glass ceiling is no longer a useful metaphor and offer seven reasons why. They propose the labyrinth as a better image and explain how to navigate through it. This important and practical book addresses such critical questions as: How far have women actually come as leaders? Do stereotypes and prejudices still limit women's opportunities? Do people resist women's leadership more than men's? And, do organizations create obstacles to women who would be leaders? This book's rich analysis is founded on scientific research from psychology, economics, sociology, political science, and management. The authors ground their conclusions in that research and invoke a wealth of engaging anecdotes and personal accounts to illustrate the practical principles that emerge. With excellent leadership in short supply, no group, organization, or nation can afford to restrict women's access to leadership roles. This book evaluates whether such restrictions are present and, when they are, what we can do to eliminate them.	308
Learning Sciences	Training Theory and Practice		Brendan Reddy, Clenard "Chip" Henderson Jr.	1987	Articles include Small group training: perspective, Trainer development, Dynamics of training and learning, Applications, and Multicultural training	287

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Category	Title	Subtitle	Author	Year Published	Summary	Number of Pages
Inclusive & Ethical Teaching Environment	Training Through Dialogue	Promoting Effective Learning and Change with Adults	Jane Vella	1995	<p>In her well-received 1994 book, Learning to Listen, Learning to Teach, Jane Vella showed how adult education could be structured around adult learners' needs. Now, building on that work, Vella offers a lively, step-by-step approach to training the trainers of adults--showing them how to cultivate an entirely new set of skills for interacting with learners.</p> <p>Through numerous examples in a variety of settings, Vella illustrates the effectiveness of her train the trainer program: in Chile with community health educators, in rural Arkansas with small business developers, in rural Vermont with trainers from diverse nonprofit organizations, in Syracuse, New York, with literacy professionals, in a southern U.S. veterans hospital with professionals teaching about substance abuse, and in Haiti with community AIDS educators. Each chapter example Ands with a summary that invites critique and suggestions and presents indicators of changed behavior from individuals who took part in that particular program. Training Through Dialogue will compel teachers of adults to critically examine the philosophical assumptions, principles, and practices of their old, familiar model of teaching and open up to a new experience of education.</p>	224
Career Development	Transformative Conversations	A Guide to Mentoring Communities Among Colleagues in Higher Education	Peter Felten, H-Dirksen L. Bauman, Aaron Kheriaty, Edward Taylor	2013	<p>Praise for Transformative Conversations "In the 'superstorm' of writings about the crisis in higher education this little gem of a book stands out like a mindfulness bell. It calls us back to the only thing that truly matters "the energy and wisdom buried in the minds and hearts of dedicated educators." Diana Chapman Walsh, president emerita, Wellesley College; trustee emerita, Amherst College; member of the MIT Corporation. "This book is revolutionary! It is about transforming the very essence of higher education through the power of authentic conversation, knowing that as the people within the institution evolve, the institution will transform." Patricia and Craig Neal, The Art of Convening: Authentic Engagement in Meetings, Gatherings, and Conversations; founders, Heartland Inc. "This is a radical story about how to create a more intimate and relational culture inside the halls of higher education.... for those who long for higher education to return from the abyss of siloed isolation to its original charter as a cooperative learning institution committed to developing the whole person in service of the common good." Peter Block, Flawless Consulting and Abundant Community Transformative Conversations offers guidance to help readers create and sustain Formation Mentoring Communities, where faculty, staff, and administrators can speak openly and honestly to the heart of their work as educators and human beings.</p>	192
Learning Sciences	Understanding and Promoting Transformative Learning	A Guide for Educators of Adults	Patricia Cranton	2006	<p>In the second edition of her landmark book, Understanding and Promoting Transformative Learning, Patricia Cranton helps translate theory to practice and guides readers through the many and varied new developments in transformative learning that have emerged in the decade since publication of the first edition. As in the first edition, the book explains the transformative learning theory, describes the process from the learner's perspective, explores individual differences in transformative learning, presents strategies for fostering transformative learning, and discusses how adult educators themselves are transformative learners. The second edition of this important book draws on the most recent scholarship in adult education and contains information about new theoretical developments including the role of imagination and spirituality in transformation, the importance of affect in the process, the idea of connected knowing, contributions from critical theory, and a holistic model of transformative learning.</p>	240
Course Design	Understanding by Design		Grant P. Wiggins, Grant Wiggins, Jay McTighe	2005	<p>What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in todays high-stakes, standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, Understanding by Design, 2nd edition, offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.</p>	370

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Higher Education - General	Understanding College and University Organization	Theories for Effective Policy and Practice; Volume II: Dynamics of the System	James L. Bess, Jay R. Dee	2012	Now available in paperback, this two-volume work is intended to help readers develop powerful new ways of thinking about organizational principles, and apply them to policy-making and management in colleges and universities. The book is written with two audiences in mind: administrative and faculty leaders in institutions of higher learning, and students (both doctoral and Master's degree) studying to become upper-level administrators, leaders, and policy makers in higher education. It systematically presents a range of theories that can be applied to many of the difficult management situations that college and university leaders encounter. It provides them with the theoretical background to knowledgeably evaluate the many new ideas that emerge in the current literature, and in workshops and conferences. The purpose is to help leaders develop their own effective management style and approaches, and feel confident that their actions are informed by appropriate theory and knowledge of the latest research in the field. Without theory, organizational leaders are forced to treat each problem that they encounter as unique? As if it were a first-time occurrence. While leaders may have some experience with a particular issue, their solutions are usually not informed by the accumulated wisdom of others who have already encountered and resolved similar situations. The authors approach the theory of the organization and administration of colleges and universities from three quite different perspectives, or paradigms, each relying on different assumptions about the reality of organizational life in colleges and universities. The positivist paradigm Primarily an omnibus systems theory Integrates the chapters into a comprehensive, yet easily accessible whole. Social constructionism, the second paradigm, is introduced in each chapter to illuminate the difficulty of seeking and finding meaningful consensus on problems and policies, while also addressing important ethical issues that tend to be overlooked in leadership thought and action. The third paradigm, postmodernism, draws attention to difficulties of logic and communication under the constraints of strictly linear thinking that authorities at all levels attempt to impose on organizations. This multiple paradigm approach enables readers to become more cognizant of their own assumptions, how they may differ from those of others in their organization, and how those differences may both create difficulties in resolving problems and expand the range of alternatives considered in organizational decision making. The book offers readers the tools to balance the real-world needs to succeed in today's challenging and competitive environment with the social and ethical aspirations of all its stakeholders and society at large. The authors aim is to elucidate how administration can be made more efficient and effective through rational decision-making while also respecting humanistic values. This approach highlights a range of phenomena that require attention if the institution is ultimately to be considered successful.	500
Career Development	Unraveling Faculty Burnout	Pathways to Reckoning and Renewal	Rebecca Pope-Ruark	2022	Faculty often talk about how busy, overwhelmed, and stressed they are. These qualities are seen as badges of honor in a capitalist culture that values productivity above all else. But for many women in higher education, exhaustion and stress go far deeper than end-of-the-semester malaise. Burnout, a mental health syndrome caused by chronic workplace stress, is endemic to higher education in a patriarchal, productivity-obsessed culture. In this unique book for women in higher education, Rebecca Pope-Ruark, PhD, draws from her own burnout experience, as well as collected stories of faculty in various roles and career stages, interviews with coaches and educational developers, and extensive secondary research to address and mitigate burnout. Pope-Ruark lays out four pillars of burnout resilience for faculty members: purpose, compassion, connection, and balance. Each chapter contains relatable stories, reflective opportunities and exercises, and advice from women in higher education. Blending memoir, key research, and reflection opportunities, Pope-Ruark helps faculty not only address burnout personally but also use the tools in this book to eradicate the systemic conditions that cause it in the first place. As burnout becomes more visible, we can destigmatize it by acknowledging that women are not unraveling; instead, women in higher education are reckoning with the productivity cult embedded in our institutions, recognizing how it shapes their understanding and approach to faculty work, and learning how they can remedy it for themselves, their peers, and women faculty in the future. Contributors: Lee Skallerup Bessette, Cynthia Ganote, Emily O. Gravett, Hillary Hutchinson, Tiffany D. Johnson, Bridget Lepore, Jennifer Marlow, Sharon Michler, Marie Moeller, Valerie Murrenus Pilmaier, Catherine Ross, Kristi Rudenga, Katherine Segal, Kryss Shane, Jennifer Snodgrass, Lindsay Steiner, Kristi Verbeke	243
Service	Using Evidence of Student Learning to Improve Higher Education		George D. Kuh, Stanley O. Ikenberry, Natasha A. Jankowski, Timothy Reese Cain, Ewell, Pat Hutchings, Jillian Kinzie	2015	American higher education needs a major reframing of student learning outcomes assessment Dynamic changes are underway in American higher education. New providers, emerging technologies, cost concerns, student debt, and nagging doubts about quality all call out the need for institutions to show evidence of student learning. From scholars at the National Institute for Learning Outcomes Assessment (NILOA), Using Evidence of Student Learning to Improve Higher Education presents a reframed conception and approach to student learning outcomes assessment. The authors explain why it is counterproductive to view collecting and using evidence of student accomplishment as primarily a compliance activity. Today's circumstances demand a fresh and more strategic approach to the processes by which evidence about student learning is obtained and used to inform efforts to improve teaching, learning, and decision-making. Whether you're in the classroom, an administrative office, or on an assessment committee, data about what students know and are able to do are critical for guiding changes that are needed in institutional policies and practices to improve student learning and success. Use this book to: Understand how and why student learning outcomes assessment can enhance student accomplishment and increase institutional effectiveness Shift the view of assessment from being externally driven to internally motivated Learn how assessment results can help inform decision-making Use assessment data to manage change and improve student success Gauging student learning is necessary if institutions are to prepare students to meet the 21st century needs of employers and live an economically independent, civically responsible life. For assessment professionals and educational leaders, Using Evidence of Student Learning to Improve Higher Education offers both a compelling rationale and practical advice for making student learning outcomes assessment more effective and efficient.	304

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Learning Activities	Using Student Teams in the Classroom	A Faculty Guide	Ruth Federman Stein, Sandra Hurd	2007	Teamwork builds cooperation, problem solving, active learning, and responsibility, all of which are increasingly important in both the classroom and in the workplace. Using Student Teams in the Classroom is a helpful guide for all faculty who want to actively engage students with both the material and one another by using teamwork. Beginning with the theory behind teamwork, the book suggests basic ways to incorporate collaboration and discussion into the college classroom, encourage effective communication, and help resolve conflict. It then moves into practical guidelines, examples, and activities and teaching tips for using student teams. The examples span twenty disciplines: architecture, behavioral ecology, ceramics, child and family studies, distance learning, education, engineering, English, fine arts, health and exercise science, higher education, human resource management, supply chain management, mathematics, nursing, nutrition, hospitality and food service management, public affairs, sociology, and writing. Finally, the authors have compiled several articles and a case study on performance in small groups and cooperative learning, along with a list of list of additional resources. Instructors of any subject, of any class size, will be able to learn from and implement the important lessons in this book, thus offering their own students the cognitive, social, and collaborative skills that will aid them in their intellectual and professional endeavors.	204
Career Development	Voices from the Classroom	Reflections on Teaching and Learning in Higher Education	Janice Newton, Jerry Ginsburg, Jan Rehner	2001	Published Under the Garamond Imprint The voices in this book reflect the broad diversity of a large urban university community, with contributions from undergraduate and graduate students, teaching assistants, contract and full-time faculty, staff and administrators. Issues of equity, diversity and power form the foundation of this community's thinking about pedagogy, and the topics span a continuum from the theoretical to the practical. Voices from the Classroom will have a broad appeal to the university teaching community across North America, facing common challenges in the twenty-first century.	372
Inclusive & Ethical Teaching Environment	What Inclusive Instructor's Do	Principles and Practices for Excellence in College Teaching	Tracie Marcella Addy, Derek Dube, Khadijah A. Mitchell, & Mallory e. SoRelle	2021	Inclusive instruction is teaching that recognizes and affirms a student's social identity as an important influence on teaching and learning processes, and that works to create an environment in which students are able to learn from the course, their peers, and the teacher while still being their authentic selves. It works to disrupt traditional notions of who succeeds in the classroom and the systemic inequities inherent in traditional educational practices.—Full-time Academic Professional, Doctorate-granting University, Education. 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. The book will also appeal to educational developers and staff who support instructors in their inclusive teaching efforts. It should find a place in reflective workshops, book clubs and learning communities exploring this important topic.	240
Inclusive & Ethical Teaching Environment	What Makes Racial Diversity Work in Higher Education	Academic Leaders Present Successful Policies and Strategies	Frank W. Hale	2004	"This is a very useful collection of eighteen insightful essays for department chairs, deans, provosts, and others in positions of responsibility who are able to influence a college or university's policies and strategies to develop and advance a racially and culturally inclusive teaching and learning environment."--Teaching Theology and Religion Journal "A compendium of resources. Some chapters might be more useful to student affairs practitioners. Others might be useful to teachers and administrators. In general the personal narratives emerge most strongly as a testament to the efforts and struggles involved in transforming the capacity of higher education to successfully educate students of color." -- Journal of College Student Development	336
Teaching Evaluation & Development	What Our Stories Teach Us	A Guide to Critical Reflection for College Faculty	Linda K. Shadiow	2013	FACULTY PURSUING A DEEPER understanding of their teaching have long used critical reflection as a means to do so, but it is not always clear how to convert general insights into specific practices and teaching techniques that will ultimately improve student learning. What Our Stories Teach Us enables faculty to deeply and systematically examine their teaching experiences, stories, and choices to gain real insight into what these experiences can teach them. In the book, Linda Shadiow invites faculty to engage in a three-stage process. First, she encourages faculty to recall stories from their own educational biographies. Next, Shadiow demonstrates how to view these stories as critical incidents instead of mere reminiscences. Finally, she introduces an approach faculty can use to analyze and then interpret these stories for the benefit of renewal and professional growth in teaching. It is not likely that faculty have looked at a collection of their experiences to see where details offer dissonance or resonance, nor that they have considered linking threads in a repertoire of stories to understand how they have developed as college teachers. By doing so, faculty can see how personal touchstones suggest ways to proceed in their teaching practices. Moving beyond telling stories to gaining an understanding of those stories can be even more satisfying and ultimately have more impact in classrooms, especially when confidence in teaching may wax and wane over many years of service. What Our Stories Teach Us seeks to build on the heart of curiosity, wonder, and commitment that faculty bring to their profession.	208

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Teaching General	What the Best College Teachers Do		Ken Bain	2004	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 subjects inside and out--but they also know how to engage and challenge students and to provoke impassioned responses. Most of all, they believe two things fervently: that teaching matters and that students can learn. In stories both humorous and touching, 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.	207
Inclusive & Ethical Teaching Environment	White Fragility	Why it's so hard for White people to talk about Racism	Robin Diangelo	2018	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	192
Teaching General	Win Them Over	Dynamic Techniques for College Adjuncts and New Faculty	Patricia Linehan	2007	A wonderful guide for new or adjunct faculty as they begin to organize a new course. It is particularly helpful for those with last minute class assignments and offers a clear plan for organization. Firmly grounded in educational theory, Linehan turns theory into practice.	134
Career Development	Women of Academe	Outsiders in the Sacred Grove	Nadya Aisenberg, Mona Harrington	1988	Drawing on more than sixty interviews, this book examines women's struggle to gain authority in the academic profession and to use that authority to change conventional practices. The authors argue that as women rise in academe, they are stymied at a certain level by the remaining force of the old norms which in the past barred women from professional life altogether. These norms decreed a sharp division between public and private realms, assigning men to public duties, women to private, men to intellectual pursuits, women to emotional and relational ones. Although the strict division of roles is eroding, prejudices about women's "lesser" intellectual power still operate, subtly but effectively, through a two-tiered system of responsibility. The top tier exercises the real authority and consists almost exclusively of men. The bottom tier carries out supportive functions and consists of some men and nearly all the profession's women, who also carry the major burden of private and familial responsibilities. Making excellent use of interviews, the authors explore in vivid detail how this two-tiered system works and the variety of ways in which academic women have responded to "the rules of the game."	207
Teaching Topics	Writing in the Arts, Sciences, and Professional Schools at IUPUI		Sharon J. Hamilton	2002	Writing in the Arts, Sciences, and Professional Schools at IUPUI is a collection of faculty-authored essays on writing across the disciplines at Indiana University - Purdue University Indianapolis. Every essay in this volume presents strategies to help students use writing to grasp discipline-specific concepts and to articulate them more effectively in writing. Topics range from collaborative peer review, drafting and revising to dialogue journaling, reflection, and a host of other engaging activities. Those who are interested in how professors in many different disciplines engage their students in more effective learning, critical thinking, and written communication will find this collection informative and helpful.	280
Research	Writing the NIH Grant Proposal	A Step-by-Step Guide	William Gerin, Christine Kapelewski Kinkade, Niki L. Page	2017	Authors William Gerin, Christine Kapelewski, and Niki L. Page are here to help you secure NIH funding for your research! Writing the NIH Grant Proposal, Third Edition offers hands-on advice that simplifies, demystifies, and takes the fear out of writing a federal grant application. Acting as a virtual mentor, this book provides systematic guidance for every step of the NIH application process, including the administrative details, developing and managing collaborative relationships, budgeting, and building a research team. Helpful hints along the way provide tips from researchers who have received grants themselves. New to this Edition: Much more user-friendly in response to the updated NIH website Covers the new Application Submission System & Interface for Submission Tracking (ASSIST) online submission form for both single and multiple projects Revamped advice on substantive sections of the proposal to address lowered page allowance Coverage of the new scoring system and reviewer reporting system Coverage of the usage and submission of the new SF 424 forms.	232