To Improve the Academy: A Journal of
Educational Development

Professional and Organizational Development
Network in Higher Education

2004

Bibliography, Volume 22 (2004)

Bibliography

Allen, R. R. (1991). Encouraging reflection in teaching assistants. In J. D. Nyquist, R. D. Abbott, D. H. Wulff, & J. Sprague (Eds.), *Preparing the professorate for tomorrow to teach: Selected readings in TA training* (pp. 323–317). Dubuques, IA: Kendall/Hunt.

Alley, M. (1996). *The craft of scientific writing.* New York, NY: Springer-Verlag.

American Association of University Professors. (1993, June). *Report on the status of non-tenure track faculty.* Retrieved November 18, 2002, from http://www.aaup .org/statements/ Redbook/Rbnonlen.htm

American Federation of Teachers. (2002, July). *Standards of good practice in the employment of part-time/adjunct faculty.* Retrieved February 28, 2002, from http://www.aft.org/highered/part-time/history.html

Andrews, H. (2001, January). Mainstreaming part-time faculty. *Teaching Professor, 8.*

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

Annable, T. (1996). Adjunct faculty orientation and mentoring at the department level. *Adjunct Info, 5*(1), 1–2.

Anson, C. (2002). *A WAC casebook: Scenes for faculty reflection and program development.* New York, NY: Oxford University Press.

Arden, E. (1994). Let's do it for the students. *Adjunct Info, 3*(1), 3–5.

Ashworth, P., Bannister, P., & Thorne, P. (1997). Guilty in whose eyes: University students' perceptions of cheating and plagiarism in academic work and assessment. *Studies in Higher Education, 22*(2), 187–203.

Astin, A. W. (1993). *What matters in college: Four critical years revisited.* San Francisco, CA: Jossey-Bass.

Astin, A. W., Banta, T. W., Cross, K. P., El-Khawas, E., Ewell, P. T., Hutchings, P., Marchese, T. J., McClenny, K. M., Mentkowski, M., Miller, M. A., Moran, E. T., & Wright, B. D. (1992). *Principles of good practice for assessing student learning.* Washington, DC: American Association for Higher Education.

Astin, A. W., & Colleagues. (2001, July). *Toward a theory of institutional transformation in higher education.* Paper presented at the annual meeting of the AAC&U Institute on Campus Leadership for Sustainable Innovation, Leesburg, VA.

Baker, P. (1980). Inquiry into the teaching-learning process: Trickery, folklore, or science? *Teaching Sociology, 7*(3), 237–245.

Baker, P. (1985). Does the sociology of teaching inform *Teaching Sociology? Teaching Sociology, 12*(3), 361–375.

Baker, P. (1986). The helter-skelter relationship between teaching and research. *Teaching Sociology, 14*(1), 50–66.

Baker, P. (2002, July). *Teacher-scholars and the scholarship of teaching in the research-intensive university: reflections on a slow revolution.* Paper presented at Mission, Values, and Identity: A National Conference for Carnegie Doctoral/Research Intensive Institutions, Normal, IL.

Baron, D. (2002). *ASTD ROI network.* Retrieved November 11, 2002, from http://roi.astd.org/index.aspx

Bass, R. (1999, February). The scholarship of teaching: What's the problem? *Invention: Creative Thinking about Learning and Teaching, 1*(1), 1–10.

Baxter-Magolda, M. (1992). *Knowing and reasoning in college.* San Francisco, CA: Jossey-Bass.

Baxter-Magolda, M. (2001). *Making their own way: Narratives for transforming higher education to promote self-development.* Sterling, VA: Stylus.

Beach, J. (1993, Summer). *Address to faculty.* Department of Behavioral Sciences and Leadership, West Point, NY.

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

Bellas, M. L., & Toutkoushian, R. K. (1999). Faculty time allocations and research productivity: Gender, race, and family effects. *The Review of Higher Education, 22(4),* 367–390.

Benjamin, E. (2002, January 24). *Diversity.* Paper presented at the preconference assembly on part-time faculty at the AAHE Forum on Faculty Roles and Rewards Conference, Phoenix, AZ.

Bennett, W. E. (1987). Small group instructional diagnosis: A dialogic approach to instructional improvement for tenured faculty. *The Journal of Staff, Program, and Organization Development, 5,* 100–104.

Biggs, J. B. (1999). *Teaching for quality learning at university.* Buckingham, England: Society for Research on Higher Education and the Open University.

Black, B. (1998). Using the SGID method for a variety of purposes. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy: Vol. 17. Resources for faculty, instructional, and organizational development* (pp. 245–262). Stillwater, OK: New Forums Press.

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

Boice, R. (1989). Procrastination, busyness, and bingeing. *Behavior Research Therapy, 27*(6), 605–611.

Boice, R. (1997). What discourages research-practitioners in faculty development? *Higher Education: Handbook of Theory and Research, 12*, 371–435.

Boice, R., & Turner, J. L. (1989). The FIPSE-CSULB mentoring project for new faculty. In S. Kahn (Ed.), *To improve the academy: Vol. 8. Resources for faculty, instructional, and organizational development* (pp. 117–141). Stillwater, OK: New Forums Press.

Bollis-Pecci, T. S., & Walker K. L. (1999). Peer mentoring perspectives in GTA training: a conceptual road map. *The Journal of Graduate Teaching Assistant Development, 7*(1), 27–37.

Border, L. L. B. (1997). The creative art of effective consultation. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 17–24). Stillwater, OK: New Forums Press.

Border, L. L. B., & Chism, N. V. N. (1992). The future is now: A call for action and a list of resources. In L. L. B. Border & N. V. N. Chism (Eds.), *Teaching for diversity* (pp. 103–115). New Directions for Teaching and Learning, No. 49. San Francisco, CA: Jossey-Bass.

Bordo, S. (1997). *Twilight zones: The hidden life of cultural images from Plato to O.J.* Berkeley, CA: California University Press.

Boud, D., Cohen, R., & Sampson, J. (1999). Peer learning and assessment. *Assessment and Evaluation in Higher Education, 24*(4), 413–426.

Boud, D., Cohen, R., & Sampson, J. (2001). *Peer learning in higher education: Learning from each other.* London, England: Kogan Page.

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

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate.* San Francisco, CA: Jossey-Bass.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Commission on Behavioral and Social Sciences and Education National Research Council. Washington, DC: National Academy Press.

Braxton, J. M., Bray, N. J., & Berger, J. B. (2000). Faculty teaching skills and their influence on the college student departure process. *Journal of College Student Development, 41,* 215–227.

Braxton, J. M., Luckey, W., & Helland, P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains* (ASHE-ERIC Higher Education Report, 29 [2]). San Francisco, CA: Jossey-Bass.

Braxton, J. M., & Toombs, W. (1982). Faculty uses of doctoral training: Consideration of a technique for the differentiation of scholarly effort from research activity. *Research in Higher Education, 16*(3), 265–282.

Brinko, K. (1997). The interactions of teaching improvement. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 3–8). Stillwater, OK: New Forums Press.

Brinko, K. T., & Menges, R. J. (1997). *Practically speaking: A sourcebook for instructional consultants in higher education.* Stillwater, OK: New Forums Press.

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

Brookfield, S. D. (2001). Teaching through discussion as the exercise of disciplinary power. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy: Vol. 20. Resources for faculty, instructional, and organizational development* (pp. 260–273). Bolton, MA: Anker.

Brown, R. W. (1995). Autorating: Getting individual marks from team marks and enhancing teamwork. *Proceedings of the Frontiers in Education Conference.* Pittsburgh, PA: ISEE/ASEE.

Brown, S. (1990). Strengthening ties to academic affairs. In M. J. Barr, M. L. Upcraft, & Associates, *New futures for student affairs.* San Francisco, CA: Jossey-Bass.

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

Burnstad, H. (1996). Adjunct faculty orientation and mentoring at the department level. *Adjunct Info, 5*(2), 3–5.

Cambridge, B. (2001). Fostering the scholarship of teaching and learning: Communities of practice. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy: Vol. 19. Resources for faculty, instructional, and organizational development* (pp. 3–16). Bolton, MA: Anker.

Cambridge, B. (2002). Linking change initiatives: The Carnegie Academy for the Scholarship of Teaching and Learning in the company of other national projects. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy: Vol. 20. Resources for faculty, instructional, and organizational development* (pp. 38–48). Bolton, MA: Anker.

Campbell, W. E., & Smith, K. A. (1997). *New paradigms for college teaching.* Edina, MN: Interaction.

Carroll, K. (2002, Fall). Faculty design courses to engage students—University Writing Program Annual Workshop. *Virginia Tech Center for Excellence in Undergraduate Teaching Newsletter,* 6.

Cashin, W. E. (1999). Student ratings of teaching: Uses and misuses. In P. Seldin & Associates, *Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions* (pp. 25–44). Bolton, MA: Anker.

Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever. *AAHE Bulletin, 49*(2), 3–6.

Chickering, A. W., & Gamson, Z. F. (1987, June). Seven principles for good practice in undergraduate education. *AAHE Bulletin, 39,* 3–7.

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.

Chin, J. (2002). Is there a scholarship of teaching and learning in *Teaching Sociology? Teaching Sociology, 30*(1), 53–62.

Chism, N. V. N., Lees, N. D., & Evenbeck, S. (2002). Faculty development for teaching innovation through communities of practice. *Liberal Education, 88*(3), 34–41.

Chism, N. V. N., & Szabó, B, (1996). Who uses faculty development services? In L. Richlin & D. DeZure (Eds.), *To improve the academy: Vol. 15. Resources for faculty, instructional, and organizational development* (pp. 115–128). Stillwater, OK: New Forums Press.

Clark, D., & Redmond, M. (1982). *Small group instructional diagnosis: Final report.* Washington, DC: Fund for the Improvement of Postsecondary Education. (ERIC Document Reproduction Service No. ED217954)

Clary, C. R. (1997). Using peer review to build project teams: A case study. *NACTA Journal, 42*(3), 25–27.

Cohen, P. A. (1980). Effectiveness of student-rating feedback for improving college instruction: A meta-analysis of findings. *Research in Higher Education, 13,* 321–341.

Collett, J., & Serrano, B. (1992). Stirring it up: The inclusive classroom. In L. L. B. Border & N. V. N. Chism (Eds.), *Teaching for diversity* (pp. 35–48). New Directions for Teaching and Learning, No. 49. San Francisco, CA: Jossey-Bass.

Commander, N. E., Hart, L., & Singer, M. (2000). Preparing tomorrow's faculty: An assessment model to determine institutional needs. *The Journal of Graduate Teaching Assistant Development, 7*(2), 93–111.

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

Cooke, J. C., Drennan, J. D., & Drennan, P. (1997, October). Peer evaluation as a learning tool. *The Technology Teacher,* 23–27.

Cox, A. M. (2000, December 1). Study shows colleges dependence on their part-time instructors. *The Chronicle of Higher Education,* p. A12.

Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults.* San Francisco, CA: Jossey-Bass.

Cranton, P. (1996). *Professional development as transformative learning: New perspectives for teachers of adults.* San Francisco, CA: Jossey-Bass.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, NJ: Merrill/Prentice Hall.

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

Cubeta, J. F., Travers, N. L., & Sheckley, B. G. (2001). Predicting the academic success of adults from diverse populations. *Journal of College Student Retention, 2,* 295–311.

Cuseo, J. (1992, Winter). Collaborative and cooperative learning in higher education: A proposed taxonomy. *Cooperative Learning and College Teaching, 2*(2), 2–4.

Darling, A. L. (2003). Scholarship of teaching and learning in communication: New connections, new directions, new possibilities. *Communication Education, 52*(1), 47–49.

Diamond, N. A. (2002). Small group instructional diagnosis: Tapping student perceptions of teaching. In K. H. Gillespie (Ed.), *A guide to faculty development: Practical advice, examples, and resources* (pp. 82–91). Bolton, MA: Anker.

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

Dick, W., Carey, L., & Carey, J. (2001). *The systematic design of instruction* (5th ed.). Boston, MA: Addison, Wesley, & Longman.

Duch, B. J., Groh, S. E., & Allen, D. E. (2001). Why problem-based learning? A case study of institutional change in undergraduate education. In B. J. Duch, S. E. Groh, & D. E. Allen (Eds.), *The power of problem-based learning* (pp. 3–11). Sterling, VA: Stylus.

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

Eisenberg, A. (2002, August). *Educational praxis: Linking the practice of teaching with the scholarship of teaching and learning.* Paper presented at the American Sociological Association annual meeting, Chicago, IL.

Engleberg, I. N. (1991). Needs assessment: The first step in staff development. *Journal of Staff, Program, and Organizational Development, 9*(4), 215–222.

Engstrom, C. M., & Tinto, V. (2000). Developing partnerships with academic affairs to enhance student learning. In M. J. Barr, M. K. Desler, & Associates (Eds.), *The handbook of student affairs administration* (2nd ed., pp. 425–452). San Francisco, CA: Jossey-Bass.

Eyler, J., & Giles, D. E., Jr. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.

Faculty Teaching Excellence Program, University of Colorado at Boulder. (1990). *Compendium of good teaching ideas.* Retrieved March 12, 2003, from www.colorado.edu/ftep/publications

Farquhar, R. (2001). Faculty renewal and institutional revitalization in Canadian universities. *Change, 33*(4), 12–20.

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

Ferren, A., & Geller, W. (1993). Faculty development's role in promoting an inclusive community: Addressing sexual orientation. In D. L. Wright & J. P. Lunde (Eds.), *To improve the academy: Vol. 12. Resources for faculty, instructional, and organizational development* (pp. 97–108). Stillwater, OK: New Forums Press.

Fink, L. D. (1998). *Improving the peer evaluation process in learning teams.* Presentation to Abilene Christian University, Abilene, TX.

Fogg, P. (2001, November 2). Colleges cut proportion of full-time faculty members, study finds. *The Chronicle of Higher Education,* p. A17.

Foster, D., Green, B., Lakey, P., Lakey, R., Mills, F., Williams, C., & Williams, D. (1999, March). *Why, when and how to conduct student peer evaluations in learning teams: An interdisciplinary exploration.* Paper presented at the annual convention of the American Association for Higher Education, Washington, DC.

Foucault, M. (1980a). Prison talk. In C. Gordon (Ed. & Trans.), *Power/knowledge: Selected interviews and other writings, 1972–1977* (pp. 37–54). New York, NY: Bentham.

Foucault, M. (1980b). Two lectures. In C. Gordon (Ed. & Trans.), *Power/knowledge: Selected interviews and other writings, 1972–1977* (pp. 78–108). New York, NY: Bentham.

Foucault, M. (1983). On the genealogy of ethics. In H. L Dreyfus & P. Rabinow (Eds.), *Michel Foucault: Beyond structuralism and hermeneutics* (pp. 231–232). Chicago, IL: The University of Chicago Press.

Foucault, M. (1995). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). New York, NY: Vintage Books. (Original work published 1977).

Franklin, J. (2001). Interpreting the numbers: Using a narrative to help others read student evaluations of your teaching accurately. In K. G. Lewis (Ed.), *Techniques and strategies for interpreting student evaluations* (pp. 85–100). New Directions for Teaching and Learning, No. 87. San Francisco, CA: Jossey-Bass.

Fried, J. (1995). Border crossings in higher education: Faculty/student affairs collaboration. In J. Fried & Associates, *Shifting paradigms in student affairs: Culture, context, teaching and learning* (pp. 171–188). Washington, DC: American College Personnel Association.

Furr, S. R., & Elling, T. W. (2002). African-American students in a predominantly White university: Factors associated with retention. *College Student Journal, 36,* 188–199.

Fullan, M. (1993). *Change forces: Probing the depths of educational reform.* Bristol, PA: Farmer Press.

Gappa, J. (2002, January 24). *Employment policies and practices.* Paper presented at the preconference assembly on part-time faculty at the AAHE Forum on Faculty Roles and Rewards Conference, Phoenix, AZ.

Gappa, J., & Leslie, D. (1993). *The invisible faculty.* San Francisco, CA: Jossey-Bass.

Gappa, L. (1993). The teaching associate program: A collaborative approach. *The Journal of Graduate Teaching Assistant Development, 1*(1), 25–32.

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

Goldsmid, C. A., & Wilson, E. K. (1980). *Passing on sociology: The teaching of a discipline.* Belmont, CA: Wadsworth.

Gordon, R. (2000). Problem based service learning: The power of learning through service. In R. Gordon (Ed.), *Problem based service learning: A fieldguide for making a difference in higher education* (2nd ed., pp. 1–13) Keene, NH: Education by Design.

Graf, D. L., & Wheeler, D. (1996). *Defining the field: The POD membership survey.* Ames, IA: The POD Network.

Gray, T., & Birch, J. (2001). Publish, don't perish: A program to help scholars flourish. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy: Vol. 19. Resources for faculty, instructional, and organization development* (pp. 268–284). Bolton, MA: Anker.

Green, M. (2002). Joining the world: The challenge to internationalizing undergraduate education. *Change, 34*(3), 12–21.

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

Harnish, D., & Wild, L. A. (1992). Faculty speak: A way to assess the impact of professional development on instruction. *Journal of Staff, Program, and Organizational Development, 10*(1), 5–12.

Healey, M. (2000). Developing the scholarship of teaching and learning in higher education: A discipline-based approach. *Higher Education Research and Development, 19*(2), 167–187.

Henscheid, J. M. (1999). *Washington State University freshman seminar program research findings.* Retrieved November 17, 2002, from http://salc.wsu.edu/freshman/details/research_findings.htm

Henscheid, J. M. (2001). Peer facilitators as lead freshman seminar instructors. In J. E. Miller, J. E., Groccia, & M. S. Miller (Eds.), *Student-assisted teaching: A guide to faculty-student team work* (pp. 21–26). Bolton, MA: Anker.

Hicks, O. (1999). A conceptual framework for instructional consultation. In C. Knapper & S. Piccinin (Eds.), *Using consultants to improve teaching* (pp. 9–18). New Directions for Teaching and Learning. No. 79. San Francisco, CA: Jossey-Bass.

Hjortshoj, K. (2001). *The transition to college writing.* Boston, MA: Bedford-St. Martin's.

Howard, J. (2001). *Michigan Journal of Community Service Learning: Service-learning course design workbook.* Ann Arbor, MI: OCSL Press, The University of Michigan.

Hu, S., & St. John, E. P. (2001). Student persistence in a public education system: Understanding racial and ethnic differences. *The Journal of Higher Education, 72,* 265–286.

Huber, M. T. (2001). Balancing acts: Designing careers around the scholarship of teaching and learning. *Change, 33*(4), 21–29.

Huber, M. T., & Morreale, S. P. (Eds.). (2002). *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground.* Washington DC: American Association for Higher Education.

Hutchings, P. (2002a, March). *Informal handout and remarks at the SoTL community of practice.* Annual meeting of the American Association for Higher Education, Chicago, IL.

Hutchings, P. (2002b). *Ethics of inquiry: Issues in the scholarship of teaching and learning.* Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.

Hutchings, P., & Shulman, L. S. (1999, September/October). The scholarship of teaching: New elaborations, new developments. *Change, 31*(5), 10–15.

Ingram, K. (2001). The effects of reflective thinking training on TAs' reflective thinking, use of instructional activities, instructional effectiveness, motivation to teach and their students' attitudes toward instruction. (Doctoral Dissertation, Florida State University, 2001). *Dissertation Abstracts International, 62*(2), 486.

Jackson, B., & Hardiman, R. (1994). Multicultural organizational development. In E. Cross, H. Katz, F. Miller, & E. Seashore (Eds.), *The promise of diversity* (pp. 231–239). Chicago, IL: Irwin Professional Publishing.

Jackson, B., & Holvino, E. (1988). Developing multicultural organizations. Creative change. *The Journal of Religion and the Applied Behavioral Sciences, 9*(2), 14–19.

Jenkins, A. (1996). Discipline-based educational development. *The International Journal for Academic Development, 1*(1), 50–62.

Jenson, J. D. (2002). If I knew then what I know now: A first-year faculty consultant's top ten list. In K. H. Gillespie (Ed.), *A guide to faculty development: Practical advice, examples, and resources* (pp. 92–98). Bolton, MA: Anker.

Johnson, D. W., & Johnson, R. T. (1996). *Meaningful and manageable assessment through cooperative learning.* Edina, MN: Interaction Book Company.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). *Active learning: Cooperation in the college classroom.* Edina, MN: Interaction.

Johnson, J. L. (1997). Commuter college students: What factors determine who will persist and who will drop out? *College Student Journal, 31,* 323–333.

Jones, D. (2001). *Technology costing methodology project.* Retrieved November 19, 2002, from http://www.wcet.info/projects/tcm/TCM_Handbook_Final.pdf

Kardia, D. (1998). Becoming a multicultural faculty developer. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy: Vol. 17. Resources for faculty, instructional, and organizational development* (pp. 15–33). Stillwater, OK: New Forums Press.

Katz, J. (1978). *White awareness: Handbook of anti-racism training.* Norman, OK: University of Oklahoma Press.

Keller, J. M. (1987a). Strategies for stimulating the motivation to learn. *Performance & Instruction, 26,* 1–7.

Keller, J. M. (1987b). The systematic process of motivational design. *Performance & Instruction, 26,* 1–8.

Kezar, A. (2002). Assessing community service learning: Are we identifying the right outcomes? *About Campus, 7,* 14–20.

Kirkpatrick, D. L. (1996). *Evaluating training programs: The four levels.* San Francisco, CA: Berrett-Koehler.

Knapper, C., & Piccinin, S. (1999). Consulting about teaching: An overview. In C. Knapper & S. Piccinin (Eds.), *Using consultants to improve teaching* (pp. 3–7). New Directions for Teaching and Learning, No. 79. San Francisco, CA: Jossey-Bass.

Knowlton, L. M., & Ratliffe, S. A. (1992). Statewide staff development survey reveals trends and outcomes in California. *Journal of Staff, Program and Organizational Development, 10*(2), 111–116.

Kreber, C. (Ed.) (2001a). Scholarship revisited: Perspectives on the scholarship of teaching and learning. *New Directions for Teaching and Learning, No. 86.* San Francisco, CA: Jossey-Bass.

Kreber, C. (2001b). The scholarship of teaching and its implementation in faculty development and graduate education. In C. Kreber (Ed.), *Scholarship revisited: Perspectives on the scholarship of teaching and learning* (pp. 79–88). New Directions for Teaching and Learning, No. 86. San Francisco, CA: Jossey-Bass.

Kreber, C., & Cranton, P. A. (2000). Exploring the scholarship of teaching. *The Journal of Higher Education, 71* (4), 476–495.

Kuh, G. D. (1993). *Cultural perspectives in student affairs work.* Lanham, MD: University Press of America.

Lacey, P. A. (1983). *Revitalizing teaching through faculty development.* San Francisco, CA: Jossey-Bass.

Lambert, L. M., & Tice, S. E. (Eds.). (1993). *Preparing graduate students to teach: A guide to programs that improve undergraduate education.* Washington, DC: American Association for Higher Education.

Lang, M. (2001). Student retention in higher education: Some conceptual and programmatic perspectives. *Journal of College Student Retention, 3,* 217–229.

Langer, J. A., & Applebee, A. N. (1987). *How writing shapes thinking.* Urbana, IL: National Council of Teachers of English.

Leatherman, C. (2000, January). Part-timers continue to replace full-timers on college faculties. *The Chronicle of Higher Education,* p. A18.

Leatherman, C. (2001, April). Growing use of part-time professors prompts debates and calls for action. *The Chronicle of Higher Education,* p. A14.

Leibowitz, K. (2002). *Higher Education Research Institute Faculty Survey 2001–2002.* Philadelphia, PA: University of the Sciences in Philadelphia.

Lenze, L. F. (1997). Small group instructional diagnosis (SGID). In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 143–146). Stillwater, OK: New Forums Press.

Leslie, D. (2002, January 24). *Survey of 18,000 adjunct faculty.* Paper presented at the preconference assembly on part-time faculty at the AAHE Forum on Faculty Roles and Rewards Conference, Phoenix, AZ.

Lewis, K. G. (2001). Making sense of student written comments. In K. G. Lewis (Ed.), *Techniques and strategies for interpreting student evaluations* (pp. 25–32). New Directions for Teaching and Learning, No. 87. San Francisco, CA: Jossey-Bass.

Lewis, K. G. (2002). The process of individual consultation. In K. H. Gillespie (Ed.), *A guide to faculty development: Practical advice, examples, and resources* (pp. 59–73). Bolton, MA: Anker.

L' Hommedieu, R., Menges, R., & Brinko, K. (1990). Methodological explanations for the modest effects of feedback. *Journal of Educational Psychology, 82,* 232–241.

Lieberman, D., & Guskin, A. (2002). The essential role of faculty development in higher education. In C. Wehlburg & S. Chadwick-Blossey (Eds.), *To improve the academy: Vol. 21: Resources for faculty, instructional, and organizational development* (pp. 257–271). Bolton, MA: Anker.

Little, A., & Wolf, A. (1996). *Assessment in transition: Learning, monitoring and selection in international perspective.* New York, NY: Pergamon Press.

Loacker, G., Cromwell, C., & O'Brien, K. (1986). Assessment in higher education: To serve the learner. In C. Adelman (Ed.), *Assessment in American higher education* (pp. 47–62). Washington, DC: U. S. Department of Education, Office of Educational Research and Improvement.

Lovett, C. (2002). Cracks in the bedrock: Can U. S. higher education remain number one? *Change, 34*(2), 10–15.

Lowman, J. (1984). *Mastering the techniques of teaching.* San Francisco, CA: Jossey-Bass.

Lucke, J. (2002, January). *Summary.* Paper presented at the preconference assembly on part-time faculty at the AAHE Forum on Faculty Roles and Rewards Conference, Phoenix, AZ.

Marincovich, M., Prostko, J., & Stout, F. (Eds.). (1998). *The professional development of graduate teaching assistants.* Bolton, MA: Anker.

Marklein, M. B. (2001, October 30). Part-time instructors march for better pay. *USA Today,* p. 11D.

Martin, E., Benjamin, J., Prosser, M., & Trigwell, K. (1999). Scholarship of teaching: A study of the approaches of academic staff. In C. Rust (Ed.), *Improving student learning: Improving student learning outcomes* (pp. 326–331). Oxford, England: Oxford Brookes University, Oxford Centre for Staff Learning and Development.

Mauksch, H. O., & Howery, C. B. (1986). Social change for teaching: The case of one disciplinary association. *Teaching Sociology, 14*(1), 73–82.

Maxwell, W. E., & Kazlauskas, E. J. (1992). Which faculty development methods really work in community colleges? A review of research. *Community Junior College Quarterly, 16,* 351–360.

McCarthy, J. D., & Zald, M. N. (1977). Resource mobilization and social movements: A partial theory. *American Journal of Sociology, 82*(6), 1212–1241.

McDonough, K. (1993). *Overcoming ambivalence about Foucault's relevance for educa-
tion.* Retrieved March 23, 2003, from http://www.ed.uiuc.edu/eps/pes-year
book/93_docs/mcdonoug.htm

McKeachie, W. J. (1994). *Teaching tips: Strategies, research, and theory for college and
university teachers* (9th ed.). Lexington, MA: D. C. Heath.

McKeachie, W. J. (1997). Student ratings: The validity of use. *American Psychologist,
52,* 1218–1225.

McKenna, J., Bickle, M., & Carroll, J. B. (2002). Using scholarship to integrate
teaching and research. *Journal of Family & Consumer Sciences, 94*(3), 39–45.

Menges, R. J. (1996). Experiences of newly hired faculty. In L. Richlin & D. DeZure
(Eds.), *To improve the academy: Vol. 15. Resources for faculty, instructional, and or-
ganizational development* (pp. 169–183). Bolton, MA: Anker.

Mezirow, J. (1991). *Transformative dimensions of adult learning.* San Francisco, CA:
Jossey-Bass.

Mezirow, J. (2000). Learning to think like an adult: Core concepts of transformation
theory. In J. Mezirow & Associates (Eds.), *Learning as transformation: Critical
perspectives on a theory in progress* (pp. 3–33). San Francisco, CA: Jossey-Bass

Michaelsen, L. K., & Black, R. H. (1994). Building learning teams: The key to har-
nessing the power of small groups in higher education. In S. Kadel & J. Keehner
(Eds.), *Collaborative learning: A sourcebook for higher education,* (Vol. 2, pp.
65–81). Syracuse, NY: National Center on Postsecondary Teaching, Learning,
and Assessment.

Michaelsen, L. K., Fink, L. D., & Black, R. H. (1996). What every faculty developer
needs to know about learning groups. In L. Richlin & D. DeZure (Eds.), *To im-
prove the academy: Vol. 15. Resources for faculty, instructional, and organizational
development* (pp. 31–58). Stillwater, OK: New Forums Press.

Michaelsen, L. K., Fink, L. D., & Knight, A. (1997). Designing effective group activ-
ities: Lessons for classroom teaching and faculty development. In D. DeZure &
M. Kaplan (Eds.), *To improve the academy: Vol. 16. Resources for faculty, instruc-
tional, and organizational development* (pp. 373–398). Stillwater, OK: New Fo-
rums Press.

Michaelsen, L. K., Jones, C. F., & Watson, W. E. (1993). Beyond groups and cooper-
ation: Building high performance learning teams. In D. L. Wright & J. P. Lunde
(Eds.), *To improve the academy: Vol. 12. Resources for faculty, instructional, and or-
ganizational development.* Stillwater, OK: New Forums Press.

Michaelsen, L. K, Knight, A. B., & Fink, L. D. (2002). *Team-based learning: A trans-
formative use of small groups.* Westport, CT: Praeger.

Millis, B. J. (2002). *Enhancing learning—and more!—through cooperative learning.* Retrieved March 25, 2003, from http://www.idea.ksu.edu/papers/Idea_Paper_38.pdf

Millis, B. J., & Cottell, P. G. (1998). *Cooperative learning for higher education faculty* (ACE Series on Higher Education). Phoenix, AZ: Oryx Press. [Now distributed through Greenwood Press].

Mintz, J. A. (1998). The role of centralized programs in preparing graduate students to teach. In M. Marincovich, J. Prostko, & F. Stout (Eds.), *The professional development of graduate teaching assistants* (pp. 19–40). Bolton, MA: Anker.

Mintz, J. M. (1999, Spring). Faculty development and teaching: A holistic approach. *Liberal Education, 85*(2), 32–37.

Morrison, D. E. (1997). Overview of instructional consultation in North America. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 121–129). Stillwater, OK: New Forums Press.

Moser, R. (2001). *The new academic labor system, corporation and the renewal of academic citizenship.* Retrieved November 20, 2002, fromhttp://www.aaup.org/Issues/part-time/cewmose.htm

Murray, J. P. (1995). Faculty (mis)development in Ohio two-year colleges. *Community College Journal of Research and Practice, 19,* 549–563.

Murray, J. P. (1999). Faculty development in a national sample of community colleges. *Community College Review, 27*(3), 47–64.

Murrell, G. (1998). *Adjunct faculty: An injury to one is an injury to all.* Retrieved May 9, 2003, from http://www.evergreen.edu/washcenter/resources/spring2002/25-26.pdf

Narum, J. (2002). *Science for all students.* Paper presented at the American Council on Education conference on Fostering Innovation in Undergraduate Science, Technology, Engineering, and Mathematics for all students, Washington, DC.

National Center for Educational Statistics. (2001). *The condition of education 2001. Indicator 50: Part-time Instructional Faculty and Staff.* Washington, DC: U.S. Government Printing Office.

National Education Association Higher Education Research Center. (2001). Part-time faculty. *Update, 7*(4), 1–4.

Nelsen, W. C. (1980). Faculty development: Perceived needs of the 1980's. In W. C. Nelsen & M. E. Siegel (Eds.), *Effective approaches to faculty development* (pp. 145–149). Washington, DC: Association of American Colleges.

Newman, F., & Couturier, L. (2001). The new competitive arena: Market forces invade the academy. *Change, 33*(5), 10–17.

Noonan, J. F. (1980). An institute on teaching and learning for new faculty. In W. C. Nelsen & M. E. Siegel (Eds.), *Effective approaches to faculty development* (pp. 49–70). Washington, DC: Association of American Colleges.

Nuhfer, E. B. (2001). *A Handbook for student management teams.* Denver, CO: The Office of Teaching Effectiveness. Retrieved March 25, 2003, from http://www.isu.edu/ctl/

Rhem, J. (1995). Deep/surface approaches to learning: An introduction. *The National Teaching & Learning Forum, 5*(1), 1–3.

Nyquist, J. D., & Sprague, J. (1998). Thinking developmentally about TAs. In M. Marincovich, J. Prostko, & F. Stout (Eds.), *The professional development of graduate teaching assistants* (pp. 61–88). Bolton, MA: Anker.

Office of Educational Development, University of California at Berkeley. (2002). *Compendium of good ideas on teaching and learning.* Retrieved March 12, 2003, from http://teaching.berkeley.edu/goodteachers/index.html

Ohland, M., & Layton, R. (2000). Comparing the reliability of two peer evaluation instruments. *Proceedings of the American Society of Engineering Education.* Washington, DC: ASEE.

Ory, J. C. (2001). Faculty thoughts and concerns about student ratings. In K. G. Lewis (Ed.), *Techniques and strategies for interpreting student evaluations* (pp. 3–15). New Directions for Teaching and Learning, No. 87. San Francisco, CA: Jossey-Bass.

Ouellett, M. L., & Sorcinelli, M. D. (1995). Teaching and learning in the diverse classroom: A faculty and TA partnership program. In E. Neal & L. Richlin (Eds.), *To improve the academy: Vol. 14. Resources for faculty, instructional, and organizational development* (pp. 205–217). Stillwater, OK: New Forums Press.

Ouellett, M. L., & Sorcinelli, M. D. (1998). TA training: Strategies for responding to diversity in the classroom. In M. Marincovich, J. Prostko, & F. Stout (Eds.), *The professional development of graduate teaching assistants* (pp. 105–120). Bolton, MA: Anker.

Palmer, P. J. (1998). *The courage to teach.* San Francisco, CA: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. (1991). *How college affects students.* San Francisco, CA: Jossey-Bass.

Paulsen, M. B., & Feldman, K. A. (1995). Toward a re-conceptualization of scholarship: A human action system with functional imperatives. *Journal of Higher Education, 66*(6), 615–640.

Pellino, G. R., Blackburn, R. T., & Boberg, A. L. (1984). The dimensions of academic scholarship: Faculty and administrator views. *Research in Higher Education, 20*(1), 103–115.

Petrulis, R., Carroll, S., & Skow, L. (1993). Graduate students as instructional consultant: case studies from two universities. *The Journal of Graduate Teaching Assistant Development, 1*(2), 85–93.

Phillips, J. J. (1997a). *Return on investment in training and performance improvement programs.* Woburn, MA: Butterworth-Heinemann.

Phillips, J. J. (1997b). *Handbook of training evaluation and measurement methods.* Houston, TX: Gulf Publishing.

Phillips, J. J. (2000). *The consultant's scorecard: Tracking results and bottom-line impact of consulting projects.* New York, NY: McGraw-Hill.

Pierce, G. (2001). Developing new faculty: An evolving program. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy: Vol. 19. Resources for faculty, instructional, and organizational development* (pp. 253–267). Bolton, MA: Anker.

POD Network. (2002). *Ethical guidelines for educational developers.* Retrieved March 23, 2003, from http://www.podnetwork.org/development/ethicalguidelines.htm

Prieto, L. R. (1999). Teaching assistants' preferences for supervisory style: Testing a developmental model of GTA supervision. *The Journal of Graduate Teaching Assistant Development, 6*(3), 111–118.

Redmond, M. V., & Clark, D. J. (1982). Student group instructional diagnosis: A practical approach to improving teaching. *AAHE Bulletin, 34,* 8–10.

Reiser, R., & Dick, W. (1996). *Instructional planning: A guide for teachers* (2nd ed.). Boston, MA: Allyn and Bacon.

Rice, R. E. (1992). Toward a broader conception of scholarship: The American context. In T. G. Whiston & R. L. Geiger (Eds.), *Research and higher education in the United Kingdom and the United States* (pp. 117–129). Lancaster, England: Society for Research on Higher Education.

Richlin. L. (Ed.). (1993). Preparing faculty for the new conception of scholarship. *New Directions for Teaching and Learning, No. 54.* San Francisco, CA: Jossey-Bass.

Richlin, L. (2001, Summer). Scholarly teaching and the scholarship of teaching. In C. Kreber (Ed.), *Scholarship revisited: Perspectives on the scholarship of teaching and learning* (pp. 57–68). New Directions for Teaching and Learning, No. 86. San Francisco, CA: Jossey-Bass

Romer, A. (1980). The role of a faculty committee in facilitating faculty development. In W. C. Nelsen & M. E. Siegel (Eds.), *Effective approaches to faculty development* (pp. 77–83). Washington, DC: Association of American Colleges.

Santanello, C., & Eder, D. (2001). Classroom assessment techniques. *Thriving in academe, 19,* 5–8.

Schmitz, B., Paul, S., & Greenberg, J. (1992). Creating multicultural classrooms: An experience-derived faculty development program. In L. L. B. Border & N. V. N. Chism (Eds.), *Teaching for diversity* (pp. 75–87). New Directions for Teaching and Learning, No. 49. San Francisco, CA: Jossey-Bass.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action.* New York, NY: Basic Books.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions.* San Francisco, CA: Jossey-Bass.

Schön, D. A. (1995). The new scholarship requires a new epistemology. *Change, 27*(6), 26–34.

Schroeder, C. C. (1998). *Collaboration and partnerships.* Retrieved April 6, 2002, from http://www.acpa.nche.edu/seniorscholars/trends/trends7.htm

Seaman, R. (2000). Project design. In R. Gordon (Ed.), *Problem based service learning: A fieldguide for making a difference in higher education* (2nd ed., pp. 15–23). Keene, NH: Education by Design.

Seldin, P. (1999). Current practices—good and bad—nationally. In P. Seldin & Associates, *Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions* (pp. 1–24). Bolton, MA: Anker.

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

Shapiro, M. (2002). Irreverent commentary on the state of education in America today. Retrieved November 20, 2002, from http://irascibleprofessor.com/comments_11_05_02.htm

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 36*(1), 1–22.

Shulman, L. S. (1993, November/December). Teaching as community property: Putting an end to pedagogical solitude. *Change, 25*(6), 6–7.

Shulman, L. S. (1999). *Visions of the possible: Models for campus support of the scholarship of teaching and learning.* Retrieved April 28, 2003, from http://www.carnegie foundation.org/elibrary/docs/Visions.htm

Shulman, L. S. (2001). Remarks at the teaching symposium for the Cross Endowed Chair for the Scholarship of Teaching and Learning, Illinois State University.

Siegel, M. E. (1980). Empirical findings on faculty development programs. In W. C. Nelsen & M. E. Siegel (Eds.), *Effective approaches to faculty development* (pp. 131–144). Washington, DC: Association of American Colleges.

Smelser, N. J. (1963). *Theory of collective behavior.* New York, NY: Free Press.

Smith, K. A. (1996). Cooperative learning: Making "groupwork" work. In C. Bonwell & T. Sutherlund (Eds.), *Using active learning in college classes: A range of options for faculty* (pp. 71–82). New Directions for Teaching and Learning, No. 67. San Francisco, CA: Jossey-Bass.

Smith, R. (2001). Expertise and the scholarship of teaching. In C. Kreber (Ed.). *Scholarship revisited: Perspectives on the scholarship of teaching and learning* (pp. 69–78). New Directions for Teaching and Learning, No. 86. San Francisco, CA: Jossey-Bass.

Sorcinelli, M. D. (1988). Satisfactions and concerns of new university teachers. In J. G. Kurfiss (Ed.), *To improve the academy: Vol. 7. Resources for faculty, instructional, and organizational development* (pp. 121–131). Stillwater, OK: New Forums Press.

Sorcinelli, M. D., & Elbow, P. (Eds.). (1997). Writing to learn: Strategies for assigning and responding to writing across the disciplines. *New Directions for Teaching and Learning, No. 69.* San Francisco, CA: Jossey-Bass.

Speck, B. W. (2000). Grading students' classroom writing: Issues and strategies (ASHE-ERIC Higher Education Report, 27[3]). Washington, DC: George Washington University, Graduate School of Education and Human Development.

Stanley, C. A. (2001). A review of the pipeline: The value of diversity in staffing teaching and learning centers in the new millennium. *The Journal of Faculty Development, 18*(2), 75–85.

Stanley, C. A., & Chism, N. V. N. (1991). Selected characteristics of new faculty: Implications for faculty development. In K. J. Zahorski (Ed.), *To improve the academy: Vol. 10. Resources for faculty, instructional, and organizational development* (pp. 55–63). Stillwater, OK: New Forums Press.

Stanley, C. A., & Ouellett, M. L. (2000). On the path: POD as multicultural organization.. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy: Vol. 18. Resources for faculty, instructional, and organizational development* (pp. 38–54). Bolton, MA: Anker.

Swail, W. (2002). Higher education and the new demographics: Questions for policy. *Change, 34*(4), 14–23.

Syversen, P. D., & Tice, S. L. (1993). The critical role of the teaching assistantship. In L. M. Lambert & S.E. Tice (Eds.), *Preparing graduate students to teach: A guide to programs that improve undergraduate education and develop tomorrow's faculty.* Washington, DC: American Association for Higher Education.

Taylor-Way, D. (1988). Consultation with video: Memory management through stimulated recall. In K. G. Lewis (Ed.), *Face to face: A sourcebook of individual consultation techniques for faculty/instructional developers* (pp. 159–191). Stillwater, OK: New Forums Press.

Tharp, J. (1998). Predicting persistence of urban commuter campus students utilizing student background characteristics from enrollment data. *Community College Journal of Research and Practice, 22,* 279–294.

Theall, M., & Franklin, J. (2001). Looking for bias in all the wrong places: A search for truth or a witch hunt in student ratings of instruction? In M. Theall, P. C. Abrami, & L. A. Mets (Eds.), *The student ratings debate: Are they valid? How can we best use them?* (pp. 45–56). New Directions for Institutional Research, No. 109. San Francisco, CA: Jossey-Bass.

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

Travis, J. E., Hursh, D., Lankewicz, G., & Tang, L. (1996). Monitoring the pulse of the faculty: Needs assessment in faculty development programs. In L. Richlin & D. DeZure (Eds.), *To improve the academy: Vol. 15. Resources for faculty, instructional, and organizational development* (pp. 95–113). Stillwater, OK: New Forums Press.

Unger, D. (1995). Academic apartheid: The predicament of part-time faculty. *NEA Education Journal,* 117–120.

University of Otago. (2001). *Senate policy on assessment of student performance: Principles and guidelines.* Retrieved March 12, 2003, from http://policy01.otago. ac.nz/rdbase/FMPro?db=policies.fm&format=viewpolicy.html&-lay=viewpolicy &-sortfield=Title&-max=2147483647&-recid=32842&findall=#5

University of Queensland. (n.d.). *Group assessment—Assessment of students on group-based tasks—issues and options.* Retrieved May 25, 2001, from http:www.tedi. uq.edu.au/assess/Assessment/groupwork.html

University of Technology, Sydney. (n.d.). *Students groups: Issues for teaching and learning.* Retrieved May 25, 2001, from http://www/clt.uts.edu.au/Student.Group work.html

University of the Sciences in Philadelphia. (2002). *The University of the Sciences in Philadelphia: A self-study report.* Submitted to the Commission on Higher Education of the Middle States Association and the American Council on Pharmaceutical Education, Philadelphia, PA.

USMA Academic Board and Office of the Dean. (1998). *Educating army leaders for the 21st century.* West Point, NY: United States Military Academy.

Walvoord, B. E. (1986). *Helping students write well: A guide for teachers in all disciplines.* New York, NY: The Modern Language Association.

Walvoord, B. E., & McCarthy, L. P. (1990). *Thinking and writing in college: A naturalistic study of students in four disciplines.* Urbana, IL: National Council of Teachers of English.

Webb, N. (1994). *Group collaboration in assessment: Competing objectives, processes, and outcomes* (CSE Technical Report No. 386). Los Angeles, CA: University of California, Los Angeles, National Center for Research on Evaluation, Standards and Student Testing (CRESST).

Weimer, M. (1990). *Improving college teaching: Strategies for developing instructional effectiveness.* San Francisco, CA: Jossey-Bass.

Weimer, M. (1996). Why scholarship is the bedrock of good teaching. In R. J. Menges & M. Weimer (Eds.), *Teaching on solid ground: Using scholarship to improve practice* (pp. 1–12). San Francisco, CA: Jossey-Bass.

Weimer, M. (1997). Exploring the implications: From research to practice. In R. P. Perry & J. C. Smart (Eds.), *Effective teaching in higher education: Research and practice* (pp. 411–435). New York, NY: Agathon.

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice.* San Francisco, CA: Jossey-Bass.

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity.* Cambridge, England: Cambridge University Press.

Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice: A guide to managing knowledge.* Cambridge, MA: Harvard Business School Press.

Weston, C. B., & McAlpine, L. (2001). Making explicit the development toward the scholarship of teaching. In C. Kreber (Ed.), *Scholarship revisited: Perspectives on the scholarship of teaching and learning* (pp. 89–98). New Directions for Teaching and Learning, No. 86. San Francisco, CA: Jossey-Bass.

Wilbee, J. (1997). Instructional skills workshop program: A peer-based model for the improvement of teaching and learning. In K. T. Brinko & R. J. Menges (Eds.), *Practically speaking: A sourcebook for instructional consultants in higher education* (pp. 147–156). Stillwater, OK: New Forums Press.

Wilber, K. (2000). The four corners of the known universe. In K. Wilber (Ed.), *The collected works of Ken Wilber* (Vol. 8, pp. 135–148). Boston, MA: Shambhala.

Winternitz, T., & Davis, W. E. (2000). Lessons learned during five years of the UC Davis program in college teaching. *The Journal of Graduate Teaching Assistant Development, 7*(2), 69–75.

Woods, D. R. (1994). *Problem-based learning: How to gain the most from PBL.* Waterdown, Ontario, Canada: D. R. Woods.

Woods, D. R. (1995). *Problem-based learning: Resources to gain the most from PBL.* Waterdown, Ontario, Canada: D. R. Woods.

Woods, D. R. (1996). *Problem-based learning: How to gain the most from PBL* (2nd ed.). Retrieved December 14, 2002, from http://chemeng.mcmaster.ca/pbl/pbl.htm

Wright, S. P., & Hendershott, A. (1992). In D. H. Wulff, & J. D. Nyquist (Eds.), *To improve the academy: Vol. 11. Resources for Faculty, Instructional, and Organizational Development* (pp. 87–104). Stillwater, OK: New Forums Press.

Wulff, D. H. (1996, Fall). *Small group instructional diagnosis (SGID).* Training workshops conducted at the U. S. Air Force Academy.

Wulff, D. H., Staton-Spicer, A. Q., Hess, C. W., & Nyquist, J. D. (1985). The student perspective on evaluating teaching effectiveness. *Association for Communication Administration Bulletin, 53*, 39–47.

Zahorski, K. J. (Ed.). (2002). Scholarship in the postmodern era: New venues, new values, new visions. *New Directions in Teaching and Learning, No. 90.* San Francisco, CA: Jossey-Bass.

Zigon, J. (1998). *Measuring the hard stuff: Teams and other hard-to-measure work.* Retrieved March 25, 2003, from http://www.zigonperf.com/articles/hardstuff.html