To Improve the Academy: A Journal of
Educational Development

Professional and Organizational Development
Network in Higher Education

2008

Bibliography, Volume 26 (2008)

Bibliography

Adams, A. H., & Gatterman, M. (1997, March/April). The state of the art of research on chiropractic education. *Journal of Manipulative Physiology Therapy, 20*(3), 179–184.

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

Adams, T. A. (2005). Establishing intellectual space for black students in predominantly white universities through black studies. *Negro Educational Review, 56*(4), 285–299.

Aitken, N. D., & Sorcinelli, M. D. (1994). Academic leaders and faculty developers: Creating an institutional culture that values teaching. In E. C. Wadsworth (Ed.), *To improve the academy: Vol. 13. Resources for faculty, instructional, and organizational development* (pp. 63–77). Stillwater, OK: New Forums Press.

Akerlind, G. S. (2003, October). Growing and developing as a university teacher—Variation in meaning. *Studies in Higher Education, 28*(4), 375–390.

Alexander, B. B., Burda, A. C., & Millar, S. B. (1997). A community approach to learning calculus: Fostering success for underrepresented ethnic minorities in an emerging scholars program. *Journal of Women and Minorities in Science and Engineering, 3*(3), 145–159.

Allen, C. (1999). Wiser women: Fostering undergraduate success in science and engineering with a residential academic program. *Journal of Women and Minorities in Science and Engineering, 5*(3), 265–277.

Allen, G. (Ed.). (1989). *No more masterpieces: Short prose by new writers.* Toronto, Canada: Canadian Scholars Press.

Ambady, N., Paik, S., Steele, J., Owen-Smith, A., & Mitchell, J. P. (2004). Deflecting negative self-relevant stereotype activation: The effects of individuation. *Journal of Experimental Social Psychology, 40*(3), 401–408.

American Association for Higher Education & Carnegie Campus Cluster. (2004). *T and P SoTL language.* Retrieved May 15, 2007, from www.cfkeep.org/html/snapshot.php?id=9244212

Andrade, H., & Du, Y. (2005, April). Student perspectives on rubric-referenced assessment. *Practical Assessment, Research and Evaluation, 10*(3), 1–11.

Andrade, H. G. (1997). Understanding rubrics. *Educational Leadership, 54*(4). Retrieved May 21, 2007, from the Harvard Graduate School of Education, Active Learning Practices for Schools web site: http://learnweb.harvard.edu/ALPS/thinking/docs/rubricar.htm

Angelo, T. A. (1996). Relating exemplary teaching to student learning. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 57–64). San Francisco, CA: Jossey-Bass.

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

Annotated bibliography. (1990). *Recent Advances in Nursing, 26,* 193–215.

Ardizzone, A., Breithaupt, F., & Gutjahr, P. (2004). Decoding the humanities. In D. Pace & J. Middendorf (Eds.), *New directions for teaching and learning: No. 98. Decoding the disciplines: Helping students learn disciplinary ways of thinking* (pp. 50–55). San Francisco, CA: Jossey-Bass.

Aronson, E., & Patnoe, S. (1997). *The jigsaw classroom: Building cooperation in the classroom* (2nd ed.). New York, NY: Longman.

Aronson, J. (2004, November). The threat of stereotype. *Educational Leadership, 62*(3), 14–19.

Aronson, J., Quinn, D. M., & Spencer, S. J. (1998). Stereotype threat and the academic underperformance of minorities and women. In J. Swim & C. Stangor (Eds.), *Prejudice: The target's perspective* (pp. 83–103). San Diego, CA: Academic Press.

Aronson, J., & Salinas, M. F. (1997). *Stereotype threat, attributional ambiguity, and Latino underperformance.* Unpublished manuscript.

Aronson, J., & Williams, J. (2004). *Stereotype threat: Forewarned is forearmed.* Unpublished manuscript.

Arreola, R. A. (2000). *Developing a comprehensive faculty evaluation system: A handbook for college faculty and administrators on designing and operating a comprehensive faculty evaluation system* (2nd ed.). Bolton, MA: Anker.

Austin, A. E. (2002, January/February). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *Journal of Higher Education, 73*(1), 94–122.

Austin, A. E., & Baldwin, R. G. (1991). *Faculty collaboration: Enhancing the quality of scholarship and teaching.* Washington, DC: The George Washington University, School of Education and Human Development.

Austin, A. E., Brocato, J. J., & Rohrer, J. D. (1997). Institutional missions, multiple faculty roles: Implications for faculty development. In D. DeZure & M. Kaplan (Eds.), *To improve the academy: Vol. 16. Resources for faculty, instructional, and organizational development* (pp. 3–20). Stillwater, OK: New Forums Press.

Badran, S. (2004). Honoring exemplary teaching: Departmental teaching awards in mathematics departments of research institutions. *Dissertation Abstracts International, 67* (4), 96. (UMI No. 3217013)

Baker, P. (1998). Students' perception of classroom factors that impact success for African-American students in higher education settings (Doctoral dissertation, Northern Illinois University, 1998). *Dissertation Abstracts International, 59,* 1434.

Baldwin, R. G., & Chang, D. A. (2006, Fall). Reinforcing our "keystone" faculty: Strategies to support faculty in the middle years of academic life. *Liberal Education, 92*(4), 28–36.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York, NY: W. H. Freeman.

Banks, J. A. (1991). *Teaching strategies for ethnic studies* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Barbuto, D. M., & Kreisel, M. M. (1994). "To keep the present and future in touch with the past": An annotated bibliography. *Behavioral & Social Sciences Librarian, 13*(1), 11–38.

Barlow, A. E. L., & Villarejo, M. R. (2004). Making a difference for minorities: Evaluation of an educational enrichment program. *Journal of Research in Science Teaching, 41*(9), 861–881.

Barnes, P., & Mertens, T. R. (1976, November/December). A survey and evaluation of human genetic traits used in classroom laboratory studies. *Journal of Heredity, 67*(6), 347–352.

Barr, R. B., & Tagg, J. (1995, November/December). From teaching to learning—A new paradigm for undergraduate education. *Change, 27*(6), 12–25.

Barrows, H. D., & Tamblyn, R. M. (1980). *Problem-based learning: An approach to medical education.* New York, NY: Springer.

Bartlett, T. (2003, December 12). What makes a teacher great? *The Chronicle of Higher Education,* p. A8.

Bascom, J. (1994). Southern exposure: Teaching 3rd-world geography. *Journal of Geography, 93*(5), 210–218.

Bass, R. (1999, February). The scholarship of teaching: What's the problem? *Inventio, 1*(1). Retrieved May 15, 2007, from the George Mason University, Division of Instructional Technology web site: www.doit.gmu.edu/Archives/feb98/randybass.htm

Beggs, T. A. (2000, April). *Influences and barriers to the adoption of instructional technology.* Paper presented at the Mid-South Instructional Technology Conference, Murfreesboro, TN.

Ben-Peretz, M. (1995). Teacher stress and curriculum innovations in science teaching. In A. Hofstein, B. Eylon, & G. Giddings (Eds.), *Science education: From theory to practice* (pp. 429–435). Rehovot, Israel: Weizmann Institute of Science.

Berge, Z. L. (1998, Summer). Barriers to online teaching in post-secondary institutions: Can policy changes fix it? *Online Journal of Distance Learning Administration, 1*(2). Retrieved May 21, 2007, from www.westga.edu/~distance/Berge12.htm

Berheide, C. W., & Marx, M. S. (2004). *Thinking about thinking: Using an idea notebook to develop critical thinking skills.* Retrieved May 14, 2007, from www.cfkeep.org/html/snapshot.php?id=68820745934565

Berliner, D. C. (1987). Ways of thinking about students and classrooms by more and less experienced teachers. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 60–83). London, UK: Cassell Educational Limited.

Berry, K. A., & Daniel, R. S. (1985, December). Annotated bibliography on the teaching of psychology: 1984. *Teaching of Psychology, 12*(4), 231–236.

Biggs, J. B., & Collis, K. F. (1982). *Evaluating the quality of learning: The SOLO taxonomy.* San Diego, CA: Academic Press.

Billings, J. A. (1993, January). Medical education for hospice care: A selected bibliography with brief annotations. *Hospice Journal, 9*(1), 69–83.

Blaidsell, M. L., & Cox, M. D. (2004). Mid-career and senior faculty learning communities: Learning throughout faculty careers. In M. D. Cox & L. Richlin (Eds.), *New directions for teaching and learning: No. 97. Building faculty learning communities* (pp. 137–148). San Francisco, CA: Jossey-Bass.

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, handbook 1: Cognitive domain.* New York, NY: Longman.

Blumberg, P. (2004). Documenting the educational innovations of faculty: A win-win situation for faculty and the faculty development center. In C. M. Wehlburg & S. Chadwick-Blossey (Eds.), *To improve the academy: Vol. 22. Resources for faculty, instructional, and organizational development* (pp. 41–51). Bolton, MA: Anker.

Bode, R. K. (1999). Mentoring and collegiality. In R. J. Menges & Associates, *Faculty in new jobs: A guide to settling in, becoming established, and building institutional support* (pp. 118–144). San Francisco, CA: Jossey-Bass.

Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research for education* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education* (4th ed.). Boston, MA: Allyn & Bacon.

Boice, R. (1990). Mentoring new faculty: A program for implementation. *Journal of Staff, Program, and Organizational Development, 8*(3), 143–160.

Boice, R. (1991, March/April). New faculty as teachers. *Journal of Higher Education, 62*(2), 150–173.

Boice, R. (1992). Lessons learned about mentoring. In M. D. Sorcinelli & A. E. Austin (Eds.), *New directions for teaching and learning: No. 50. Developing new and junior faculty* (pp. 51–61). San Francisco, CA: Jossey-Bass.

Boice, R. (1992). *The new faculty member: Supporting and fostering professional development.* San Francisco, CA: Jossey-Bass.

Boice, R. (2000). *Advice for new faculty members: Nihil nimus.* Boston, MA: Allyn & Bacon.

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 student, faculty, and institutional development* (pp. 117–129). Stillwater, OK: New Forums Press.

Borich, G. D. (1999). Dimensions of self that influence effective teaching. In R. P. Lipka & T. M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 92–117). Albany, NY: State University of New York Press.

Bosson, J. K., Haymovitz, E. L., & Pinel, E. C. (2004). When saying and doing diverge: The effects of stereotype threat on self-reported versus non-verbal anxiety. *Journal of Experimental Social Psychology, 40*(2), 247–255.

Boud, D., & Feletti, G. (Eds.). (2001). *The challenge of problem-based learning* (2nd ed.). London, UK: Kogan Page.

Bova, B. M. (1995). Mentoring revisited: The Hispanic woman's perspective. *Journal of Adult Education, 23*(1), 8–19.

Bowser, T., Duff, E., Enns, C., & Evancio, J. (2003). *Resource manual for instructors in nursing* (Vol. 1). Manitoba, Canada: University of Manitoba, University Teaching Services.

Boyer Commission on Educating Undergraduates in the Research University. (1998). *Reinventing undergraduate education: A blueprint for America's research universities.* Retrieved May 17, 2007, from the Stony Brook University web site: http://naples.cc.sunysb.edu/Pres/boyer.nsf

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

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). Washington, DC: National Academy Press.

Brazier, P. (1985). *Art history in education: An annotated bibliography and history.* London, UK: University of London, Heinemann Educational Books for the Institute of Education.

Brew, A. (2003, May). Teaching and research: New relationships and their implications for inquiry-based teaching and learning in higher education. *Higher Education Research and Development, 22*(1), 3–18.

Brinko, K. T., Atkins, S. S., & Miller, M. E. (2005). Looking at ourselves: The quality of life of faculty development professionals. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy: Vol. 23. Resources for faculty, instructional, and organizational development* (pp. 93–110). Bolton, MA: Anker.

Brookfield, S. D. (2007). A critical theory perspective on faculty development. In D. R. Robertson & L. B. Nilson (Eds.), *To improve the academy: Vol. 25. Resources for faculty, instructional, and organizational development* (pp. 55–69). Bolton, MA: Anker.

Brown, J. S. (2006, September/October). New learning environments for the 21st century: Exploring the edge. *Change, 38*(5), 26–33.

Browning, P. L. (1970). *Evaluation of short-term training in rehabilitation.* Eugene, OR: University of Oregon, Department of Special Education.

Buchanan, M. A., & MacPhee, E. D. (1928). *An annotated bibliography of modern language methodology.* Toronto, Canada: University of Toronto Press.

Burstyn, J. N., Sellers, S. L., Friedrich, K. A., & Gunasekera, N. (2006). [Workshop evaluations of CIRTL Diversity Resources]. Unpublished raw data.

Butler, D. L., & Sellbom, M. (2002, Summer). Barriers to adopting technology for teaching and learning. *Educause Quarterly, 25*(2), 22–28.

Cabrera, A. F., Crissman, J. L., Bernal, E. M., Nora, A., Terenzini, P. T., & Pascarella, E. T. (2002, January/February). Collaborative learning: Its impact on college students' development and diversity. *Journal of College Student Development, 43*(1), 20–34.

Cabrera, A. F., Doyon, K., Friedrich, K., Roberts, J., Saleem, T., & Giovanetto, L. (2004). *Literature review.* Retrieved May 16, 2007, from the University of Wisconsin–Madison, Center for the Integration of Research, Teaching and Learning web site: http://cirtl.wceruw.org/DiversityInstitute/resources/annotated%2Dbibliography

Cabrera, A. F., & Nora, A. (1994). College students' perceptions of prejudice and discrimination and their feelings of alienation: A construct validation approach. *Review of Education/Pedagogy/Cultural Studies, 16*(3–4), 387–409.

Cahn, S. M. (2004, January–February). Taking teaching seriously. *Academe, 90*(1), 32–33.

Cambridge, B. L. (Ed.). (2004). *Campus progress: Supporting the scholarship of teaching and learning.* Sterling, VA: Stylus.

Camic, P. M., Rhodes, J. E., & Yardley, L. (Eds.). (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design.* Washington, DC: American Psychological Association.

Carey, G. W., & Schwartzberg, J. (1969). *Teaching population geography: An interdisciplinary ecological approach.* New York, NY: Teachers College Press.

Carey, S. J. (2006, Fall). From the editor. *Peer Review: Learning & Technology, 8*(4), 3.

The Carnegie Foundation for the Advancement of Teaching. (2001). *The Carnegie classification of institutions of higher education, 2000 edition.* Menlo Park, CA: Author.

The Carnegie Foundation for the Advancement of Teaching. (2006). *CASTL campus program.* Retrieved May 15, 2007, from www.carnegiefoundation.org/programs/sub.asp?key=21&subkey=68&topkey=21

The Carnegie Foundation for the Advancement of Teaching. (2006). *Integrative Learning Project: Opportunities to connect.* Retrieved May 21, 2007, from www.carnegiefoundation.org/programs/index.asp?key=24

Carr, C. (2000, March). Teaching and using chemical information: Annotated bibliography, 1993–1998. *Journal of Chemical Education, 77*(3), 412–422.

Carter, D., & Tuitt, F. (2006, October). *Black achievers' experiences with and responses to stereotype threat and racial microaggressions.* Paper presented at the BOTA Think Tank, Atlanta, GA.

Carter, R. (1986). Teaching and learning in the 3rd culture: An annotated bibliography of issues in engineering education. *Studies in Higher Education, 11*(3), 323–324.

Carusetta, E., & Cranton, P. (2005, July). Nurturing authenticity through faculty development. *Journal of Faculty Development, 20*(2), 79–86.

Cashin, W. E. (1990). Assessing teaching effectiveness. In P. Seldin & Associates, *How administrators can improve teaching: Moving from talk to action in higher education* (pp. 89–103). San Francisco, CA: Jossey-Bass.

Center for Innovation in the Liberal Arts Associates. (2001–2006). *Proposals and final reports* (0102A–0506B). Northfield, MN: St. Olaf College.

Centra, J. A. (1996). Identifying exemplary teachers: Evidence from colleagues, administrators, and alumni. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 51–56). San Francisco, CA: Jossey-Bass.

Chickering, A., & Ehrmann, S. C. (1996, October). Implementing the seven principles: Technology as lever. *AAHE Bulletin, 49*(2). Retrieved May 17, 2007, from www.tltgroup.org/programs/seven.html

Chism, N. V. N. (1997–1998). Developing a philosophy of teaching statement. *Essays on Teaching Excellence, 9*(3) 1–2.

Chism, N. V. N. (2006, July/August). Teaching awards: What do they award? *Journal of Higher Education, 77*(4), 589–617.

Chism, N., & Mintz, J. (1998). *Who's developing the developers? A survey of job satisfaction, challenges, and disappointments of North American educational developers.* Paper presented at the International Consortium of Educational Developers, Austin, TX.

Clarebout, G., Elen, J., Luyten, L., & Bamps, H. (2001, March). Assessing epistemological beliefs: Schommer's questionnaire revisited. *Educational Research and Evaluation: An International Journal on Theory and Practice, 7*(1), 53–77.

Clark, R. E. (1983, Winter). Reconsidering research on learning from media. *Review of Educational Research, 53*(4), 445–459.

Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin, 25*(10), 1302–1318.

Cohen, P. A. (1980a). Effectiveness of student-rating feedback for improving college instruction: A meta-analysis of findings. *Research in Higher Education, 13*(4), 321–341.

Cohen, P. A. (1980b). A meta-analysis of the relationship between student ratings of instruction and student achievement. *Dissertation Abstracts International, 41* (05), 2012. (UMI No. 8025666)

Cohen, W. A. (2006). *The marketing plan* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Collins, A., Brown, J. S., & Holum, A. (1991, Winter). Cognitive apprenticeship: Making thinking visible. *American Educator, 15*(3), 6–11, 38–46.

Connolly, M. (2005). Distinguished, my ass. In M. Lerch (Ed.), *Making a difference/Toute la différence* (pp. 31–32). Ontario, Canada: Society for Teaching and Learning in Higher Education.

Cook, C. E., Kaplan, M., Nidiffer, J., & Wright, M. C. (2001, March). Preparing future faculty—faster: A crash course guides students to the professoriate. *AAHE Bulletin, 54*(3), 3–7.

Cook, C. E., Wright, M. C., & Hollenshead, C. S. (2000). *More than a research university: The importance of teaching at the University of Michigan* (Center for Research on Learning and Teaching Occasional Paper No. 14). Ann Arbor, MI: University of Michigan.

Coppola, B. (2000). How to write a teaching philosophy for academic employment. *American Chemical Society, Department of Career Services Bulletin*, 1–8.

Cornwall, A., & Jewkes, R. (1995, December). What is participatory research? *Social Science and Medicine, 41*(12), 1667–1676.

Cox, M. D. (1994). Reclaiming teaching excellence: Miami University's Teaching Scholars Program. In E. C. Wadsworth (Ed.), *To improve the academy: Vol. 13. Resources for faculty, instructional, and organizational development* (pp. 79–96). Stillwater, OK: New Forums Press.

Cox, M. D. (1995). The development of new and junior faculty. In W. A. Wright & Associates, *Teaching improvement practices: Successful strategies for higher education* (pp. 283–310). Bolton, MA: Anker.

Cox, M. D. (1997). Long-term patterns in a mentoring program for junior faculty: Recommendations for practice. In D. DeZure & M. Kaplan (Eds.), *To improve the academy: Vol. 16. Resources for faculty, instructional, and organizational development* (pp. 225–267). Stillwater, OK: New Forums Press.

Cox, M. D. (2001). Faculty learning communities: Change agents for transforming institutions into learning organizations. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy: Vol. 19. Resources for faculty, instructional, and organizational development* (pp. 69–93). Bolton, MA: Anker.

Cox, M. D. (2004). Introduction to faculty learning communities. In M. D. Cox & L. Richlin (Eds.), *New directions for teaching and learning: No. 97. Building faculty learning communities* (pp. 5–23). San Francisco, CA: Jossey-Bass.

Cox, M. D., & Richlin, L. (2004). Editor's notes. In M. D. Cox & L. Richlin (Eds.), *New directions for teaching and learning: No. 97. Building faculty learning communities* (pp. 1–4). San Francisco, CA: Jossey-Bass.

Cox, M. D., & Sorenson, L. D. (2000). Student collaboration in faculty development: Connecting directly to the learning revolution. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy: Vol. 18. Resources for faculty, instructional, and organizational development* (pp. 97–127). Bolton, MA: Anker.

Cowan, D. H., & Laidlaw, J. C. (1993, Summer). A strategy to improve communication between health care professionals and people living with cancer: 1. Improvement of teaching and assessment of doctor-patient communication in Canadian medical schools. *Journal of Cancer Education, 8*(2), 109–117.

Cranton, P. (1998). *No one way: Teaching and learning in higher education.* Dayton, OH: Wall & Emerson.

Cremens, M. C., Calabrese, L. V., Shuster, J. L., Jr., & Stern, T. A. (1995). The Massachusetts General Hospital annotated bibliography for residents training in consultation-liaison psychiatry. *Psychosomatics, 36*(3), 217–235.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

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

Cuban, L. (1999). *How scholars trumped teachers: Change without reform in university curriculum, teaching, and research 1890–1990.* New York, NY: Teachers College Press.

Dagenbach, D. (1999). Some thoughts on teaching a pluralistic history in the history and systems of psychology course. *Teaching of Psychology, 26*(1), 22–28.

Damron, J. (2003). What's the problem? A new perspective on ITA communication. *Journal of Graduate Teaching Assistant Development, 9*(2), 81–88.

Dancy, M. H., & Henderson, C. (2005). Beyond the individual instructor: Systemic constraints in the implementation of research-informed practices. In S. Franklin, J. Marx, & P. Heron (Eds.), *Proceedings of the 2004 Physics Education Research Conference* (Vol. 790, pp. 113–116). Melville, NY: American Institute of Physics.

Daniel, R. S. (1981). Annotated bibliography on the teaching of psychology: 1980. *Teaching of Psychology, 8*(4), 249–253.

Davies, P. G., Spencer, S. J., & Steele, C. M. (2005). Clearing the air: Identity safety moderates the effects of stereotype threat on women's leadership aspirations. *Journal of Personality and Social Psychology, 88*(2), 276–287.

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

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Désert, M., Gonçalves, G., Leyens, J.-P. (2005). *Stereotype threat effects upon behavior: The role of actual control.* Manuscript submitted for publication.

Dewey, B. I., DeBlois, P. B., & Educause Current Issues Committee. (2006, Summer). Current IT issues survey report, 2006. *Educause Quarterly, 29*(2). Retrieved May 21, 2007, from www.educause.edu/eq/eqm06/eqm0622.asp

deWinstanley, P. A., & Bjork, R. A. (2002). Successful lecturing: Presenting information in ways that engage effective processing. In D. F. Halpern & M. D. Hakel (Eds.), *New directions for teaching and learning: No. 89. Applying the science of learning to university teaching and beyond* (pp. 19–31). San Francisco, CA: Jossey-Bass.

Dieterich, D. J., & Behm, R. H. (1984, May). Annotated bibliography of research in the teaching of literature and the teaching of writing. *Research in the Teaching of English, 18*(2), 201–218.

Dooley, K. E., & Murphy, T. H. (2001). College of agriculture faculty perceptions of electronic technologies in teaching. *Journal of Agricultural Education, 42*(2), 1–10.

Dorsey, R. (2006). *Decoding creative plot development.* Unpublished manuscript, Indiana University, Bloomington.

Dubinsky, E., Mathews, D., & Reynolds, B. E. (Eds.). (1997). *Readings in cooperative learning for undergraduate mathematics.* Washington, DC: Mathematical Association of America.

Dunkin, M. J., & Precians, R. P. (1992, December). Award-winning university teachers' concepts of teaching. *Higher Education, 24*(4), 483–502.

Durisen, R., & Pilachowski, C. (2004.) Decoding astronomical concepts. In D. Pace & J. Middendorf (Eds.), *New directions for teaching and learning: No. 98. Decoding the disciplines: Helping students learn disciplinary ways of thinking* (pp. 33–43). San Francisco, CA: Jossey-Bass.

Durst, R. K., & Marshall, J. D. (1991, December). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 25*(4), 497–509.

Durunna, O. N., Schönwetter, D. J., & Crow, G. H. (2006, March). *Teaching animal genetics and breeding: What are the resources available to instructors?* Paper presented at the 30th annual meeting of the Nigerian Society for Animal Production, Nigeria.

Durunna, O. N., Schönwetter, D. J., & Crow, G. H. (in press). Teaching animal genetics and breeding: What are the resources available to instructors? *Nigerian Journal of Animal Production.*

Dweck, C. S. (1986, October). Motivational processes affecting learning. *American Psychologist, 41*(10), 1040–1048.

Eddy, P. L., & Mitchell, R. (2006, May). Innovations: Co-teaching-training professionals to teach. *The National Teaching and Learning Forum, 15*(4), 1–7.

Ehrmann, S. C. (n.d.). *Asking the right question: What does research tell us about technology and higher learning?* Retrieved May 17, 2007, from www.tltgroup.org/resources/Flashlight/ AskingRightQuestion.htm

Elbow, P. (1986). *Embracing contraries: Explorations in learning and teaching.* New York, NY: Oxford University Press.

Elliot, D. L., Skeff, K. M., & Stratos, G. A. (1999). How do you get to the improvement of teaching? A longitudinal faculty development program for medical educators. *Teaching and Learning in Medicine, 11*(1), 52–57.

Ellis, D., & Griffin, G. (2000). Developing a teaching philosophy statement: A special challenge for graduate students. *Journal of Graduate Teaching Assistant Development, 7*(1), 85–92.

Elmore, R. F. (1996, Spring). Getting to scale with good educational practice. *Harvard Educational Review, 66*(1), 1–26.

Entwistle, N. (1997). Contrasting perspectives on learning. In F. Marton, D. Hounsell, & N. Entwistle (Eds.), *The experience of learning* (pp. 3–22). Edinburgh, Scotland: Scottish Academic Press.

Erby, K. (2001). Teaching and learning from an interdisciplinary perspective. *Peer Review, 3–4*(4–1), 28–31.

Farnham-Diggory, S. (1994, Autumn). Paradigms of knowledge and instruction. *Review of Educational Research, 64*(3), 463–477.

Fausto-Sterling, A. (1993, March/April). The five sexes: Why male and female are not enough. *The Sciences,* 20–24.

Fayne, H., & Ortquist-Ahrens, L. (2006). Learning communities for first-year faculty: Transition, acculturation, and transformation. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy: Vol. 24. Resources for faculty, instructional, and organizational development* (pp. 277–290). Bolton, MA: Anker.

Felder, R. M. (1996). Teaching to all types: Examples from engineering education. *ASEE Prism, 6*(4), 18–23.

Felder, R. M., & Brent, R. (1996, Spring). Navigating the bumpy road to student-centered instruction. *College Teaching, 44*(2), 43–47.

Feldman, K. A. (1977). Consistency and variability among college students in rating their teachers and courses: A review and analysis. *Research in Higher Education, 6*(3), 223–274, 277.

Feldman, K. A. (1978). Course characteristics and college students' ratings of their teachers: What we know and what we don't. *Research in Higher Education, 9*(3), 199–242.

Feldman, K. A. (1987). Research productivity and scholarly accomplishment of college teachers as related to their instructional effectiveness: A review and exploration. *Research in Higher Education, 26*(3), 277–291.

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

Feldman, K. A. (1989b). Instructional effectiveness of college teachers as judged by teachers themselves, current and former students, colleagues, administrators, and external (neutral) observers. *Research in Higher Education, 30*(2), 137–194.

Feldman, K. A. (1996). Identifying exemplary teaching: Using data from course and teacher evaluations. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 41–50). San Francisco, CA: Jossey-Bass.

Ferreira, M. M. (2002). The research lab: A chilly place for graduate women. *Journal of Women and Minorities in Science and Engineering, 8*(1), 85–98.

Ferrett, T. (2006). *First year students "go beyond" with integrative inquiry into abrupt change.* Retrieved May 14, 2007, from www.cfkeep.org/html/snapshot.php?id=28615862064637

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco, CA: Jossey-Bass.

Fink, L. D. (2005). *Major new ideas that can empower college teaching.* Unpublished manuscript. Retrieved May 14, 2007, from www.finkconsulting.info/files/Fink2006MajorNewIdeasToEmpowerCollegeTeaching.doc

Finkel, D. L. (2000). *Teaching with your mouth shut.* Portsmouth, NH: Boynton/Cook.

Firmin, M., Hwang, C., Copella, M., & Clark, S. (2004, Summer). Learned helplessness: The effect of failure on test-taking. *Education, 124*(4), 688–694.

Forsythe, G. B., & Gandolfo, A. (1996). Promoting exemplary teaching: The case of the U.S. Military Academy. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 99–104). San Francisco, CA: Jossey-Bass.

Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th ed.). New York, NY: McGraw-Hill.

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

Frantz, A. C., Beebe, S. A., Horvath, V. S., Canales, J., & Swee, D. E. (2005). The roles of teaching and learning centers. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy: Vol. 23. Resources for faculty, instructional, and organizational development* (pp. 72–90). Bolton, MA: Anker.

Fulkerson, F. E., & Wise, P. S. (1995). Annotated bibliography on the teaching of psychology: 1994. *Teaching of Psychology, 22*(4), 248–253.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York, NY: Teachers College Press.

Gaff, J. G., & Simpson, R. D. (1994, March). Faculty development in the United States. *Innovative Higher Education, 18*(3), 167–176.

Gale, R. (2003). *Portfolio assessment and student empowerment.* Retrieved May 14, 2007, from www.cfkeep.org/html/snapshot.php?id=2478563

Gibson, G. W. (1992). *Good start: A guidebook for new faculty in liberal arts colleges.* Bolton, MA: Anker.

Gillespie, K. H., Hilsen, L. R., & Wadsworth, E. C. (Eds.). (2002). *A guide to faculty development: Practical advice, examples, and resources.* Bolton, MA: Anker.

Glaser, B. G. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory.* Mill Valley, CA: Sociology Press.

Goldberg, B., & Finkelstein, M. (2002, Summer). Effects of a first-semester learning community on nontraditional technical students. *Innovative Higher Education, 26*(4), 235–249.

Goldberg, N. (1990). *Wild mind: Living the writer's life.* New York, NY: Bantam.

Goldman, P. (2001). Legal education and technology: An annotated bibliography. *Law Library Journal, 93*(3), 423–467.

Goldsmid, C. A., & Goldsmid, P. L. (1982, April). The teaching of sociology, 1981: Review and annotated bibliography. *Teaching Sociology, 9*(3), 327–352.

Gonzales, P. M., Blanton, H., & Williams, K. J. (2002). The effects of stereotype threat and double-minority status on the test performance of Latino women. *Personality and Social Psychology Bulletin, 28*(5), 659–670.

Good, C., Aronson, J., & Inzlicht, M. (2003, December). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology, 24*(6), 645–662.

Goodwin, L. D., & Stevens, E. A. (1998, Summer). An exploratory study of the role of mentoring in the retention of faculty. *Journal of Staff, Program, and Organizational Development, 16*(1), 39–47.

Goodyear, G. E., & Allchin, D. (1998). Statements of teaching philosophy. In M. Kaplan & D. Lieberman (Eds.), *To improve the academy: Vol. 17. Resources for faculty, instructional, and organizational development* (pp. 103–121). Stillwater, OK: New Forums Press.

Graf, D., & Wheeler, D. (1996). *Defining the field: A survey of the membership of the Professional and Organizational Development Network*. Colorado Springs, CO: Professional and Organizational Development Network.

Graff, G. (1992). *Beyond the culture wars: How teaching the conflicts can revitalize American education*. New York, NY: W. W. Norton.

Gray, M., & Bergmann, B. R. (2003, September–October). Student teaching evaluations: Inaccurate, demeaning, misused. *Academe, 89*(5), 44–46.

Gray, P., Froh, R., & Diamond, R. (1992). *A national study of research universities: On the balance between research and undergraduate teaching*. Syracuse, NY: Syracuse University, Center for Instructional Development.

Hagner, P. R. (2001). *Interesting practices and best systems in faculty engagement and support* (NLII White Paper). Retrieved May 21, 2007, from www.educause.edu/ir/library /pdf/NLI0017.pdf

Hagner, P. R., & Schneebeck, C. A. (2001). Engaging the faculty. In C. A. Barone & P. R. Hagner (Eds.), *Technology-enhanced teaching and learning: Leading and supporting the transformation on your campus* (pp. 1–12). San Francisco, CA: Jossey-Bass.

Handelsman, J., Ebert-May, D., Beichner, R., Bruns, P., Chang, A., DeHaan, R., et al. (2004, April). Education: Scientific teaching. *Science, 304*(5670), 521–522.

Hattie, J., & Marsh, H. W. (1996, Winter). The relationship between research and teaching: A meta-analysis. *Review of Educational Research, 66*(4), 507–542.

Henderson, C. (2005, August). The challenges of instructional change under the best of circumstances: A case study of one college physics instructor. *American Journal of Physics, 73*(8), 778–786.

Henderson, C., & Dancy, M. H. (2005). *When one instructor's interactive classroom activity is another's lecture: Communication difficulties between faculty and educational researchers.* Paper presented at the winter meeting of the American Association of Physics Teachers, Albuquerque, NM.

Herriott, M. E. (1925). *How to make a course of study in arithmetic.* Urbana, IL: University of Illinois, College of Education.

Heyden, R., Luyas, G., & Henry, B. (1990, April). Development management for nursing administration. *Nursing Health Care, 11*(4), 179–181.

Holmgren, R. A. (2005). Teaching partners: Improving teaching and learning by cultivating a community of practice. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy: Vol. 23. Resources for faculty, instructional, and organizational development* (pp. 211–219). Bolton, MA: Anker.

Houston, T. K., Clark, J. M., Levine, R. B., Ferenchick, G. S., Bowen, J. L., Branch, W. T., et al. (2004, December). Outcomes of a national faculty development program in teaching skills. *Innovations in Education and Clinical Practice, 19,* 1220–1227.

Huber, M. T., Brown, C., Hutchings, P., Gale, R., Miller, R., & Breen, M. (Eds.). (2007). *Integrative learning: Opportunities to connect* (Public report of the Integrative Learning Project sponsored by the Association of American Colleges and Universities and The Carnegie Foundation for the Advancement of Teaching). Stanford, CA: The Carnegie Foundation for the Advancement of Teaching.

Huber, M. T., & Hutchings, P. (2004). *Integrative learning: Mapping the terrain.* Washington, DC: Association of American Colleges and Universities.

Huber, M. T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons.* San Francisco, CA: Jossey-Bass.

Hutchings, P. (Ed.). (2000). *Opening lines: Approaches to the scholarship of teaching and learning.* Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.

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

Hutchings, P., & Bjork, C. (1999). *An annotated bibliography of the scholarship of teaching and learning in higher education.* Philadelphia, PA: Carnegie Academy for the Scholarship of Teaching and Learning.

Hutchings, P., Bjork, C., & Babb, M. (2002). The scholarship of teaching and learning in higher education: An annotated bibliography. *Political Science & Politics, 35*(2), 233–236.

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

Hutchinson, J., & Huberman, M. (1993). *Knowledge dissemination and use in science and mathematics education: A literature review* (NSF 93–75). Arlington, VA: National Science Foundation.

Inzlicht, M., & Ben-Zeev, T. (2000). A threatening intellectual environment: Why females are susceptible to experiencing problem-solving deficits in the presence of males. *Psychological Science, 11*(5), 365–371.

Jackson, W. K., & Simpson, R. D. (1994). Mentoring new faculty for teaching and research. In M. A. Wunsch (Ed.), *New directions for teaching and learning: No. 57. Mentoring revisited: Making an impact on individuals and institutions* (pp. 65–72). San Francisco, CA: Jossey-Bass.

Jenkinson, E. B., & Daghlian, P. B. (1968). *Books for teachers of English: An annotated bibliography.* Bloomington, IN: Indiana University Press.

Jenrette, M., & Hays, K. (1996). Honoring exemplary teaching: The two-year college setting. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 77–83). San Francisco, CA: Jossey-Bass.

Johnson, C., & Middendorf, J. (2007). *Decoding geologic time.* Manuscript submitted for publication.

Johnson, D. E., Schroder, S. I., & Kirkbride, A. L. (2005). Annotated bibliography on the teaching of psychology: 2004. *Teaching of Psychology, 32*(4), 281–287.

Johnsrud, L. K., & Atwater, C. D. (1993, Spring). Scaffolding the ivory tower: Building supports for faculty new to the academy. *CUPA Journal, 44*(1), 1–14.

Johnston, S., & McCormack, C. (1996, October). Integrating information technology into university teaching: Identifying the needs and providing the support. *International Journal of Educational Management, 10*(5), 36–42.

Jones, L. F. (2005). Exploring the inner landscape of teaching: A program for faculty renewal. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy: Vol. 23. Resources for faculty, instructional, and organizational development* (pp. 130–143). Bolton, MA: Anker.

Kampen, K. (2004). *Resource manual for instructors in sociology* (Vol. 1). Manitoba, Canada: University of Manitoba, University Teaching Services.

Kegan, R., & Lahey, L. L. (2001). *How the way we talk can change the way we work: Seven languages for transformation.* San Francisco, CA: Jossey-Bass.

Kember, D. (1997, September). A reconceptualisation of the research into university academics' conceptions of teaching. *Learning and Instruction, 7*(3), 255–275.

Kember, D., & Gow, L. (1994, January/February). Orientations to teaching and their effect on the quality of student learning. *Journal of Higher Education, 65*(1), 58–74.

Kember, D., Jenkins, W., & Ng, K. C. (2004, March). Adult students' perceptions of good teaching as a function of their conceptions of learning—Part 2. Implications for the evaluation of teaching. *Studies in Continuing Education, 26*(1), 81–97.

Kember, D., & Kwan, K.-P. (2000, September). Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Instructional Science, 28*(5–6), 469–490.

Kember, D., & Wong, A. (2000, July). Implications for evaluation from a study of students' perceptions of good and poor teaching. *Higher Education, 40*(1), 69–97.

Kezar, A. J. (2001). *Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations* (ASHE-ERIC Higher Education Report, 28[4]). San Francisco, CA: Jossey-Bass.

King, K. P. (2004). Both sides now: Examining transformative learning and professional development of educators. *Innovative Higher Education, 29*(2), 155–174.

King, M. (1981). *The critical filter: Girls and mathematics: An annotated bibliography.* Adelaide, Australia: Adelaide College of the Arts and Education.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* Upper Saddle River, NJ: Prentice-Hall.

Kreber, C. (1999). *Defining and implementing the scholarship of teaching: The results of a Delphi study.* Paper presented at the annual meeting of the Canadian Society for the Study of Higher Education, Sherbrooke, Quebec.

Kreber, C. (2001a). Observations, reflections, and speculations: What we have learned about the scholarship of teaching and where it might lead. In C. Kreber (Ed.), *New directions for teaching and learning: No. 86. Scholarship revisited: Perspectives on the scholarship of teaching* (pp. 99–104). 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.), *New directions for teaching and learning: No. 86. Scholarship revisited: Perspectives on the scholarship of teaching* (pp. 79–88). San Francisco, CA: Jossey-Bass.

Kreber, C., & Cranton, P. (1997). Teaching as scholarship: A model for instructional development. *Issues and Inquiry in College Learning and Teaching, 19*(2), 4–12.

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

Kurfiss, J., & Boice, R. (1990). Current and desired faculty development practices among POD members. In L. Hilsen (Ed.), *To improve the academy: Vol. 9. Resources for student, faculty, and institutional development* (pp. 73–82). Stillwater, OK: New Forums Press.

Lang, H. G., & DeCaro, J. J. (1989). Support from the administration: A case study in the implementation of a grassroots faculty development program. In S. Kahn (Ed.), *To improve the academy: Vol. 8. Resources for student, faculty, and institutional development* (pp. 71–79). Stillwater, OK: New Forums Press.

Larson, R. L., & Bechan, A. (1992, December). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 26*(4), 446–465.

Larson, R. L., & Saks, A. L. (1993, December). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 27*(4), 423–437.

Larson, R. L., & Saks, A. L. (1995, May). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 29*(2), 239–255.

Laton, A. D., & Bailey, E. W. (1939). *Suggestions for teaching selected material from the field of genetics.* New York, NY: Columbia University, Teachers College.

Lattuca, L. R., Voigt, L. J., & Faith, K. Q. (2004, Fall). Does interdisciplinarity promote learning? Theoretical support and researchable questions. *Review of Higher Education, 28*(1), 23–48.

LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.). (1992). *The handbook of qualitative research in education.* San Diego, CA: Academic Press.

Lee, V. S. (Ed.). (2004). *Teaching and learning through inquiry: A guidebook for institutions and instructors.* Sterling, VA: Stylus.

Lerch, M. (Ed.). (2005). *Making a difference/Toute la différence.* Ontario, Canada: Society for Teaching and Learning in Higher Education.

Levinson-Rose, J., & Menges, R. J. (1981, Fall). Improving college teaching: A critical review of research. *Review of Educational Research, 51*(3), 403–434.

L'Hommedieu, R., Menges, R. J., & Brinko, K. T. (1988). *The effects of student ratings feedback to college teachers: A meta-analysis and review of research.* Unpublished manuscript.

L'Hommedieu, R., Menges, R. J., & Brinko, K. T. (1990, June). Methodological explanations for the modest effects of feedback from student ratings. *Journal of Educational Psychology, 82*(2), 232–241.

Lieberman, D. A., & Guskin, A. E. (2003). The essential role of faculty development in new higher education models. In C. M. Wehlburg & S. Chadwick-Blossey (Eds.), *To improve the academy: Vol. 21. Resources for faculty, instructional, and organizational development* (pp. 257–272). Bolton, MA: Anker.

Light, G., & Cox R. (2001). *Learning and teaching in higher education: The reflective professional.* Thousand Oaks, CA: Sage.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Newbury Park, CA: Sage.

Lindholm, J. A., Szelény, K., Hurtado, S., & Korn, W. S. (2005). *The American college teacher: National norms for the 2004–2005 HERI faculty survey.* Los Angeles, CA: University of California–Los Angeles, Higher Education Research Institute.

Lindstrom, F. B. (1998, April). Teaching sociology with fiction: An annotated bibliography. *Sociological Inquiry, 68*(2), 281–284.

Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review, 31*(3), 313–327.

Loeher, L. (2006, October). *An examination of research university faculty evaluation policies and practices.* Paper presented at the 31st annual meeting of the Professional and Organizational Development Network in Higher Education, Portland, OR.

Lopez, B. (1986). *Arctic dreams.* New York, NY: Vintage Books.

Lopez, T. B., & Lee, R. G. (2005). Five principles for workable client-based projects: Lessons from the trenches. *Journal of Marketing Education, 27*(2), 172–188.

Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. E. (1998). *Designing professional development for teachers of science and mathematics.* Thousand Oaks, CA: Corwin Press.

Lowman, J. (1996). Characteristics of exemplary teachers. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 33–40). San Francisco, CA: Jossey-Bass.

Luna, G., & Cullen, D. L. (1995). *Empowering the faculty: Mentoring redirected and renewed* (ASHE-ERIC Higher Education Rep. No. 3). Washington, DC: The George Washington University, School of Education and Human Development.

Lunde, J. P., & Barrett, L. A. (1996). Decentralized/departmental reward systems. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 93–98). San Francisco, CA: Jossey-Bass.

MacKinney, A. A., Jr. (1994, March). On teaching bedside diagnostic and therapeutic procedures to medical students: An annotated bibliography of audiovisual materials. *Journal of General Internal Medicine, 9*(3), 153–157.

MacVicar, J., & Boroch, R. (1977). Approaches to staff development for departments of nursing: An annotated bibliography. *National League for Nursing, 20*(1658), 1–38.

Maguire, P. (1987). *Doing participatory research: A feminist approach.* Amherst, MA: University of Massachusetts, Center for International Education.

Mahon, P. Y. (1997, July/August). Transcultural nursing: A source guide. *Journal of Nurse Staff Development, 13*(4), 218–222.

Major, B., Spencer, S., Schmader, T., Wolfe, C., & Crocker, J. (1998). Coping with negative stereotypes about intellectual performance: The role of psychological disengagement. *Personality and Social Psychology Bulletin, 24*(1), 34–50.

Marder, C., McCullough, J., & Perakis, S. (2001). *Evaluation of the National Science Foundation's Undergraduate Faculty Enhancement (UFE) program.* Arlington, VA: National Science Foundation.

Markus, H. R., Steele, C. M., & Steele, D. M. (2002). Color blindness as a barrier to inclusion: Assimilation and nonimmigrant minorities. In R. Shweder, M. Minow, & H. R. Markus (Eds.), *Engaging cultural differences: The multicultural challenge in liberal democracies* (pp. 453–472). New York, NY: Russell Sage Foundation.

Marsh, H. W. (1984). Students' evaluations of university teaching: Dimensionality, reliability, validity, potential biases, and utility. *Journal of Educational Psychology, 76*(5), 707–754.

Marsh, H. W. (1987). Students' evaluations of university teaching: Research findings, methodological issues, and directions for future research. *International Journal of Educational Research, 11*(3), 253–388.

Marsh, H. W., & Dunkin, M. J. (1992). Students' evaluations of university teaching: A multidimensional approach. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research, Vol. VIII* (pp. 143–234). New York, NY: Agathon Press.

Marshall, J. D., & Durst, R. K. (1991). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 25*(2), 236–253.

Marton, F., & Booth, S. (1997). *Learning and awareness.* Mahwah, NJ: Lawrence Erlbaum.

Marx, D. M., Brown, J. L., & Steele, C. M. (1999, Fall). Allport's legacy and the situational press of stereotypes. *Journal of Social Issues, 55*(3), 491–502.

Marx, D. M., & Goff, P. A. (2005, December). Clearing the air: The effect of experimenter race on target's test performance and subjective experience. *British Journal of Social Psychology, 44*(4), 645–657.

Marx, D. M., & Roman, J. S. (2002, September). Female role models: Protecting women's math test performance. *Personality and Social Psychology Bulletin, 28*(9), 1183–1193.

Massy, W. F., & Zemsky, R. (1995). *Using information technology to enhance academic productivity.* Washington, DC: Educom.

Maton, K. I., Hrabowski, F. A., & Schmitt, C. L. (2000, September). African American college students excelling in the sciences: College and post-college outcomes in the Meyerhoff Scholars Program. *Journal of Research in Science Teaching, 37*(7), 629–654.

Mazur, E. (1997). *Peer instruction: A user's manual.* Upper Saddle River, NJ: Prentice Hall.

McAlpine, L., & Weston C. (2000, September). Reflection: Issues related to improving professors' teaching and students' learning. *Instructional Science, 28*(5–6), 363–385.

McFarland, L. A., Lev-Arey, D. M., & Ziegert, J. C. (2003). An examination of stereotype threat in a motivational context. *Human Performance, 16*(3), 181–205.

McKeachie, W. J. (2002). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (11th ed.). Boston, MA: Houghton Mifflin.

McKenzie, J. (2002). Variation and relevance structures for university teachers' learning: Bringing about change in ways of experiencing teaching. In A. Goody, J. Herrington, & M. Northcote (Eds.), *Annual International Conference of Higher Education Research and Development Society of Australasia* (pp. 434–441). Perth, Australia: Higher Education Research and Development Society of Australasia.

McKinney, K., Broadbear, J., Gentry, D., Klass, P., Naylor, S., & Virgil, N. (2003). *Summary of on-line questionnaire study on the status of SoTL at Illinois State University.* Retrieved May 15, 2007, from the Illinois State University, Scholarship of Teaching and Learning web site: www.sotl.ilstu.edu/downloads/pdf/sotlonlinequest.pdf

McLaughlin, S. P., & George, E. V. (1982). Periodical literature on teaching the classics in translation, 1975–1979: An annotated bibliography. *Classical World, 75*(6), 341–354.

Meizlish, D. S., & Kaplan, M. (2007). *Valuing and evaluating teaching in academic hiring: A multi-disciplinary, cross institutional study.* Manuscript submitted for publication.

Menges, R. J., & Austin, A. E. (2001). Teaching in higher education. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 1122–1156). Washington, DC: American Educational Research Association.

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

Miami University. (2004). *Faculty learning communities: Participating institutions and their communities and directors.* Retrieved May 16, 2007, from the Miami University, Faculty Learning Communities web site: www.units.muohio.edu/flc/participating.shtml

Miller, E. (1995). Rewarding faculty for teaching excellence/effectiveness: A survey of currently available awards including faculty comments and desires in regard to the whole process of rewards. *Dissertation Abstracts International, 56* (6), 2133. (UMI No. 9534400)

Mitchell, J., & Marland, P. (1989). Research on teacher thinking: The next phase. *Teaching and Teacher Education, 5*(2), 115–128.

Mooney, K. M., Fordham, T., & Lehr, V. D. (2005). A faculty development program to promote engaged classroom dialogue: The Oral Communication Institute. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy: Vol. 23. Resources for faculty, instructional, and organizational development* (pp. 220–235). Bolton, MA: Anker.

Mooney, K., Reder, M., & Holmgren, R. (2005, January). *Transforming teaching cultures: The need for teaching and learning programs at liberal arts colleges.* Paper presented at the annual meeting of the Association of American Colleges and Universities, San Francisco, CA.

Moore, J. L., III, Madison-Colmore, O., & Smith, D. M. (2003, Fall). The prove-them-wrong syndrome: Voices from unheard African-American males in engineering disciplines. *Journal of Men's Studies, 12*(1), 61–73.

Montell, G. (2003, March 27). What's your philosophy on teaching, and does it matter? *The Chronicle of Higher Education.* Retrieved May 21, 2007, from http://chronicle.com/jobs/2003/03/2003032701c.htm

Morgan, G. (2003). *Key findings: Faculty use of course management systems.* Retrieved May 21, 2007, from www.educause.edu/ir/library/pdf/ERS0302/ekf0302.pdf

Morgan, L. I., & Daniel, R. S. (1983). Annotated bibliography on the teaching of psychology: 1982. *Teaching of Psychology, 10*(4), 248–253.

Mosley, C. E., & Daniel, R. S. (1982). Annotated bibliography on the teaching of psychology: 1981. *Teaching of Psychology, 9*(4), 250–254.

Mullen, C. A., & Forbes, S. A. (2000, April). Untenured faculty: Issues of transition, adjustment and mentorship. *Mentoring & Tutoring, 8*(1), 31–46.

Mullinix, B. B. (2003). *A rubric for rubrics.* Retrieved May 21, 2007, from the Monmouth University, Faculty Resource Center web site: http://its.monmouth.edu/facultyresource center/Rubrics/A%20Rubric%20for%20Rubrics.htm

Mullinix, B. B. (2006, April). *Trends across the HE landscape: The faculty status of faculty developers.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Mullinix, B. B., & Akatsa-Bukachi, M. (1998). Participatory evaluation: Offering Kenyan women power and voice. In E. T. Jackson & Y. Kassam (Eds.), *Knowledge shared: Participatory evaluation in development cooperation* (pp. 167–176). West Hartford, CT: Kumarian Press.

Mullinix, B. B., & Chism, N. V. N. (2005, October). *The faculty status of faculty developers: A collaborative construction and collective explorations.* Paper presented at the 30th annual meeting of the Professional and Organizational Development Network in Higher Education, Milwaukee, WI.

Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology: A review of the literature. *Journal of Information Technology for Teacher Education, 9*(3), 319–341.

Munro, T. (2003). A family's criminal legacy. *Legal Studies Forum, 27*(1), 403–405.

Murphy, P. K., & Alexander, P. A. (2002, Spring). What counts? The predictive powers of subject-matter knowledge, strategic processing, and interest in domain-specific performance. *Journal of Experimental Education, 70*(3), 197–214.

Murphy, R. J., Gray, S. A., Straja, S. R., & Bogert, M. C. (2004, August). Student learning preferences and teaching implications. *Journal of Dental Education, 68*(8), 859–866.

National Research Council. (1997). *Science teaching reconsidered: A handbook.* Washington, DC: National Academy Press.

National Research Council. (2003). *Improving undergraduate instruction in science, technology, engineering, and mathematics: Report of a workshop.* Washington, DC: National Academies Press.

National Science Foundation, Division of Science Resources Statistics. (2003). *Science and engineering doctorate awards: 2002* (NSF Publication No. 04–303). Arlington, VA: Author.

Nauta, M. M., Epperson, D. L., & Kahn, J. H. (1998, October). A multiple-groups analysis of predictors of higher level career aspirations among women in mathematics, science, and engineering majors. *Journal of Counseling Psychology, 45*(4), 483–496.

Niemi, J. A., & Gooler, D. D. (Eds.). (1987). *New directions for continuing education: No. 34. Technologies for learning outside the classroom.* San Francisco, CA: Jossey-Bass.

Nighswander-Rempel, S., & Kondratieva, M. (2005). *Resource manual for instructors in mathematics* (Vol. 1). Manitoba, Canada: University of Manitoba, University Teaching Services.

Nyquist, J. D. (1986). CIDR: A small service firm within a research university. In M. Svinicki, J. Kurfiss, & J. Stone (Eds.), *To improve the academy: Vol. 5. Resources for student, faculty, and institutional development* (pp. 66–83). Stillwater, OK: New Forums Press.

Nyquist, J. D., Manning, L., Wulff, D. H., Austin, A. E., Sprague, J., Fraser, P. K., et al. (1999, May/June). On the road to becoming a professor: The graduate student experience. *Change, 31*(3), 18–27.

Oblinger, D. G., & Oblinger, J. L. (Eds.). (2005). *Educating the net generation.* Boulder, CO: Educause.

O'Connor, T. (2006). *Decoding a philosophical argument.* Unpublished manuscript, Indiana University, Bloomington.

Olsen, D., & Sorcinelli, M. D. (1992). The pretenure years: A longitudinal perspective. In M. D. Sorcinelli & A. E. Austin (Eds.), *New directions for teaching and learning: No. 48. Developing new and junior faculty* (pp. 15–25). San Francisco, CA: Jossey-Bass.

O'Reilley, M. R. (1993). *The peaceable classroom.* Portsmouth, NH: Boynton/Cook.

O'Reilley, M. R. (1998). *Radical presence: Teaching as contemplative practice.* Portsmouth, NH: Boynton/Cook.

Osborne, J. W. (2001, July). Testing stereotype threat: Does anxiety explain race and sex differences in achievement? *Contemporary Educational Psychology, 26*(3), 291–310.

Pace, D., & Middendorf, J. (Eds.). (2004). *New directions for teaching and learning: No. 98. Decoding the disciplines: Helping students learn disciplinary ways of thinking.* San Francisco, CA: Jossey-Bass.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life.* San Francisco, CA: Jossey-Bass.

Parkes, J., & Harris, M. B. (2002, Spring). The purposes of a syllabus. *College Teaching, 50*(2), 55–61.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Paulsen, M. B. (1999). How college students learn: Linking traditional educational research and contextual classroom research. *Journal of Staff, Program, and Organizational Development, 16*(2), 63–71.

Paulsen, M. B. (2001). The relation between research and the scholarship of teaching. In C. Kreber (Ed.), *New directions for teaching and learning: No. 86. Scholarship revisited: Perspectives on the scholarship of teaching* (pp. 19–29). San Francisco, CA: Jossey-Bass.

Perry, R. P., Hladkyj, S., Pekrun, R. H., Clifton, R. A., & Chipperfield, J. G. (2005, August). Perceived academic control and failure in college students: A three-year study of scholastic attainment. *Research in Higher Education, 46*(5), 535–569.

Peters, J. K., & Weisberg, M. (2005). *Reflecting on our teaching 2005*. Spokane, WA: Institute for Law School Teaching.

Piburn, M., & Sawada, D. (2000). *Reformed teaching observation protocol (RTOP): Reference manual* (Technical Rep. No. IN00-3). Tempe, AZ: Arizona Collaborative for Excellence in the Preparation of Teachers .

Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993, Summer). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational Research, 63*(2), 167–199.

Popham, W. J. (1997, October). What's wrong—and what's right—with rubrics. *Educational Leadership, 55*(2), 72–75.

Popp, H. (1996). Studying and teaching ancient history: An introduction with annotated bibliography. *Gymnasium, 103*(1), 91–92.

Pratt, D. D. (2005, January–February). Personal philosophies of teaching: A false promise? *Academe, 91*(1), 32–35.

Preisman, R. C., Steinberg, M. D., Rummans, T. A., Youngner, S. J., Leeman, C. P., Lederberg, M. S., et al. (1999, October). An annotated bibliography for ethics training in consultation-liaison psychiatry. *Psychosomatics, 40*(5), 369–379.

Professional and Organizational Development Network in Higher Education. (2006). *POD institutional membership by Carnegie classification*. Internal POD Network Document.

Prosser, M., & Trigwell, K. (1999). *Understanding learning and teaching: The experience in higher education*. Buckingham, UK: Society for Research into Higher Education & Open University Press.

Quinn, D. M., & Spencer, S. J. (2001, Spring). The interference of stereotype threat with women's generation of mathematical problem-solving strategies. *Journal of Social Issues, 57*(1), 55–71.

Quinn, J. (1994, January). *Teaching award recipients' perceptions of teaching award programs.* Paper presented at the second annual American Association for Higher Education Forum on Faculty Roles and Rewards, New Orleans, LA.

Ralph, E. G. (1998). *Motivating teaching in higher education: A manual for faculty development.* Stillwater, OK: New Forums Press.

Ramsden, P. (2003). *Learning to teach in higher education.* New York, NY: RoutledgeFalmer.

Random House. (2006). *Random House unabridged dictionary.* Retrieved May 17, 2007, from http://dictionary.reference.com/browse/task

Reder, M., & Gallagher, E. V. (2007). Transforming a teaching culture through peer mentoring: Connecticut College's Johnson Teaching Seminar for Incoming Faculty. In D. R. Robertson & L. B. Nilson (Eds.), *To improve the academy: Vol. 25. Resources for faculty, instructional, and organizational development* (pp. 327–344). Bolton, MA: Anker.

Reder, M., & Mooney, K. (2004, November). *Getting started in small college faculty development.* Roundtable at the 29th annual meeting of the Professional and Organizational Development Network in Higher Education, Montreal, Canada.

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: The United Kingdom and the United States* (pp. 117–129). Buckingham, UK: Society for Research into Higher Education & Open University Press.

Rice, R. E. (2006, Fall). From Athens and Berlin to LA: Faculty work and the new academy. *Liberal Education, 92*(4), 6–13.

Rice, R. E. (2007). It all started in the Sixties: Movements for change across the decades—A personal journey. In D. R. Robertson & L. B. Nilson (Eds.), *To improve the academy: Vol. 25. Resources for faculty, instructional, and organizational development* (pp. 3–17). Bolton, MA: Anker.

Rice, R. E., Sorcinelli, M. D., & Austin, A. E. (2000). *Heeding new voices: Academic careers for a new generation.* Washington, DC: American Association for Higher Education.

Richards, L. (1999). *Using NVivo in qualitative research.* Thousand Oaks, CA: Sage.

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

Richlin, L., & Essington, A. (2004). Overview of faculty learning communities. In M. D. Cox & L. Richlin (Eds.), *New directions for teaching and learning: No. 97. Building faculty learning communities* (pp. 25–39). San Francisco, CA: Jossey-Bass.

Riley, D. (2003). Employing liberative pedagogies in engineering education. *Journal of Women and Minorities in Science and Engineering, 9*(2), 137–158.

Roberts, R., Sweet, M., Walker, J., Walls, S., Kucsera, J., Shaw, S., et al. (2006, October). *Teacher mistakes: A window into teacher self-efficacy.* Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Ross, B. (2001). Towards a framework for problem-based curricula. In D. Boud & G. Feletti (Eds.), *The challenge of problem-based learning* (2nd ed., pp. 28–35). London, UK: Kogan Page.

Rosser, S. V. (1993). Female friendly science: Including women in curricular content and pedagogy in science. *Journal of General Education, 42*(3), 191–220.

Roth, W.-M., Masciotra, D., & Boyd, N. (1999, October). Becoming-in-the-classroom: A case study of teacher development through coteaching. *Teaching and Teacher Education, 15*(7), 771–784.

Roth, W.-M., & Tobin, K. G. (2002). *At the elbow of another: Learning to teach by coteaching.* New York, NY: Peter Lang.

Rubin, B., & Krishnan, S. (2004.) Decoding applied data in professional schools. In D. Pace & J. Middendorf (Eds.), *New directions for teaching and learning: No. 98. Decoding the disciplines: Helping students learn disciplinary ways of thinking* (pp. 67–73). San Francisco, CA: Jossey-Bass.

Russell, T. (2001). *The "no significant difference phenomenon"* (5th ed.). Montgomery, AL: International Distance Education Certification Center.

Saakvitne, K. W., & Pearlman, L. A. (1996). *Transforming the pain: A workbook on vicarious traumatization.* New York, NY: W. W. Norton.

Saks, A. L., & Larson, R. L. (1994, December). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English, 28*(4), 418–436.

Sandler, B. R. (1993, March 10). Women as mentors: Myths and commandments. *The Chronicle of Higher Education,* p. B3.

Saroyan, A., & Amundsen, C. (Eds.). (2004). *Rethinking teaching in higher education: From a course design workshop to a faculty development framework.* Sterling, VA: Stylus.

Savin-Baden, M., & Major, C. H. (2004). *Foundations of problem-based learning.* New York, NY: Open University Press.

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

Schönwetter, D. J. (1993). Attributes of effective lecturing in the college classroom. *Canadian Journal of Higher Education, 23*(2), 1–18.

Schönwetter, D. J., Clifton, R. A., & Perry, R. P. (2002, December). Content familiarity: Differential impact of effective teaching on student achievement outcomes. *Research in Higher Education, 43*(6), 625–655.

Schönwetter, D. J., Ellis, D., Taylor, K. L., & Koop, V. (in press). A review of graduate courses on college/university teaching in Canada and the USA. *Journal of Graduate Teaching Assistant Development.*

Schönwetter, D. J., Lavigne, S., Mazurat, R., & Nazarko, O. (2006). Students' perceptions of effective classroom and clinical teaching in dental and dental hygiene education. *Journal of Dental Education, 70*(6), 624–635.

Schönwetter, D. J., MacDonald, L., Mazurat, R., & Thorton-Trump, A. (2006). *Resources for teaching: Resource manual for faculty of dentistry and school of dental hygiene.* Manitoba, Canada: University of Manitoba, Faculty of Dentistry.

Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (2002, May). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development, 7*(1), 83–97.

Schönwetter, D. J., & Taylor, K. L. (2003, October). *Bright ideas presentation: Transforming teaching through teaching resource portfolios.* Paper presented at the 28th annual meeting of the Professional and Organizational Development Network in Higher Education, Denver, CO.

Schönwetter, D. J., Taylor, K. L., & Duff, E. (2003, October). *Transforming teaching through teaching resource portfolios: Success stories from faculty and graduate students.* Paper presented at the annual meeting of the Society for Teaching and Learning in Higher Education, British Columbia, Canada.

Schraw, G., Bendixen, L. D., & Dunkle, M. E. (2002). Development and validation of the Epistemic Belief Inventory (EBI). In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 261–275). Mahwah, NJ: Lawrence Erlbaum.

Schroeder, C. M. (2005). Evidence of the transformational dimensions of the scholarship of teaching and learning: Faculty development through the eyes of the SoTL scholars. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy: Vol. 23. Resources for faculty, instructional, and organizational development* (pp. 47–71). Bolton, MA: Anker.

Schwartz, P., Mennin, S., & Webb, G. (Eds.). (2001). *Problem-based learning: Case studies, experience and practice.* London, UK: Kogan Page.

Sekerka, L. E., & Chao, J. (2003, Winter). Peer coaching as a technique to foster professional development in clinical ambulatory settings. *Journal of Continuing Education in the Health Professions, 23*(1), 30–37.

Seldin, P. (1984). *Changing practices in faculty evaluation.* San Francisco, CA: Jossey-Bass.

Seldin, P., & Associates. (1999). *Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions.* Bolton, MA: Anker.

Sellers, S. L., & Friedrich, K. A. (2006). *Unmasking inequality: A self-guided workshop on educational success.* Retrieved May 17, 2007, from the University of Wisconsin–Madison, Center for the Integration of Research, Teaching and Learning web site: http://cirtl.wceruw.org/DiversityInstitute/resources/workshops/

Sellers, S. L., Friedrich, K., Gunasekera, N., Saleem, T., & Burstyn, J. (2006). *Case studies in inclusive teaching in science, technology, engineering, and mathematics.* Madison, WI: University of Wisconsin–Madison, Center for the Integration of Research, Teaching, and Learning.

Sellers, S. L., Roberts, J., Giovanetto, L., & Friedrich, K. (2005). *Reaching all students: A resource for teaching in science, technology, engineering, and mathematics.* Madison, WI: University of Wisconsin–Madison, Center for the Integration of Research, Teaching, and Learning.

Seymour, E. (2001). Tracking the processes of change in U.S. undergraduate education in science, mathematics, engineering, and technology. *Science Education, 86,* 79–105.

Seymour, E., & Hewitt, N. M. (1997). *Talking about leaving: Why undergraduates leave the sciences.* Boulder, CO: Westview Press.

Shen, Z. (2004). Cultural competence models in nursing: A selected annotated bibliography. *Journal of Transcultural Nursing, 15*(4), 317–322.

Shenk, G. (2001). *California history and political action.* Retrieved May 14, 2007, from www.carnegiefoundation.org/programs/project_summary.asp?scholar=114

Shih, M., Pittinsky, T., & Ambady, N. (1999, January). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*(1), 80–83.

Shulman, L. S. (1987, February). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(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. (2002). Foreword. In M. T. Huber & S. P. Morreale (Eds.), *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground* (pp. v–ix). Sterling, VA: Stylus.

Shulman, L. S. (2004). Visions of educational leadership: Sustaining the legacy of Seymour Fox. In M. Nisan & O. Schremer (Eds.), *Educational deliberations: Festschrift in honor of Seymour M. Fox* (pp. 451–472). Jerusalem: Keter Publishers.

Sileikyte, R., Schönwetter, D. J., Mazurat, R., & Nazarko, O. (2007, March). *Competency at graduation: Assessment of graduating dental students' undergraduate educational experiences.* Paper presented at the annual meeting of the American Dental Education Association, New Orleans, LA.

Skinner, M. E., & Welch, F. C. (1996, Fall). Peer coaching for better teaching. *College Teaching, 44*(4), 153–156.

Slater, T. F. (2003, October). When is a good day teaching a bad thing? *The Physics Teacher, 41*(7), 437–438.

Smallen, D., & Leach, K. (2004). *Information technology benchmarks: A practical guide for college and university presidents.* Washington, DC: Council of Independent Colleges.

Smith, C. E., & Hopkins, R. (2004, March). Mitigating the impact of stereotypes on academic performance: The effects of cultural identity and attributions for success among African American college students. *Western Journal of Black Studies, 28*(1), 312–321.

Smith, K. S. (2001, Fall). Pivotal events in graduate teacher preparation for a faculty career. *Journal of Graduate Teaching Assistant Development, 8*(3), 97–105.

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

Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. (2006). *Creating the future of faculty development: Learning from the past, understanding the present.* Bolton, MA: Anker.

South, S. J. (1989, October). Teaching sociology: An annotated bibliography. *Teaching Sociology, 17*(4), 515–516.

Speck, B. W., Hinnen, D. A., & Hinnen, K. (2003). *Teaching revising and editing: An annotated bibliography.* Westport, CT: Praeger.

Spencer, D., & Hebden, R. E. (1982). *Teaching and learning geography in higher education: An annotated bibliography.* Norwich, UK: Geo Books.

Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Under suspicion of inability: Stereotype vulnerability and women's math performance. *Journal of Experimental Social Psychology, 35,* 4–28.

Spielberg, S. (Director, Producer). (2001). *AI* [Motion picture]. United States: Warner Bros.

Spillane, J. P. (2004). *Standards deviation: How schools misunderstand education policy.* Cambridge, MA: Harvard University Press.

Stahl, J. M. (2005, January). Research is for everyone: Perspectives from teaching at historically black colleges and universities. *Journal of Social and Clinical Psychology, 24*(1), 85–96.

Stake, R. E. (1998). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 86–109). Thousand Oaks, CA: Sage.

Steel, J., & Hudson, A. (2001, May). Educational technology in learning and teaching: The perceptions and experiences of teaching staff. *Innovations in Education and Teaching International, 38*(2), 103–111.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist, 52*(6), 613–629.

Steele, C. M. (1999, August). Thin ice: Stereotype threat and black college students. *The Atlantic Monthly, 284*(2), 44–54.

Steele, C. M. (2004). Kenneth Clark's context and mine: Toward a context-based theory of social identity threat. In G. Philogène (Ed.), *Racial identity in context: The legacy of Kenneth B. Clark.* Washington, DC: American Psychological Association.

Steele, C. M., & Aronson, J. (1995, November). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology, 69*(5), 797–811.

Steeples, C., & Jones, C. (Eds.). (2001). *Networked learning: Perspectives and issues.* New York, NY: Springer.

Stein, R. B., & Short, P. M. (2001, Summer). Collaboration in delivering higher education programs: Barriers and challenges. *Review of Higher Education, 24*(4), 417–435.

Steinert, Y., Nasmith, L., McLeod, P. J., & Conochie, L. (2003, February). A teaching scholars program to develop leaders in medical education. *Academic Medicine, 78*(2), 142–149.

Stevens, D. D., & Levi, A. J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning.* Sterling, VA: Stylus.

Stevens, M. C. (2004). *What makes a faculty learning community effective?* Unpublished manuscript.

Stewart, J. L. (2006). *Integrative learning in the sciences: Decision making at the intersection of science knowledge and student beliefs and values.* Retrieved May 14, 2007, from www.cfkeep.org/html/snapshot.php?id=70824690508493

Stigler, J. W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom.* New York, NY: The Free Press.

Stimpert, J. L. (2004, July/August). Turbulent times: Four issues facing liberal arts colleges. *Change, 36*(4), 42–49.

St. Olaf College, Office of Academic Research and Planning. (2005). *Faculty development survey results: Quantitative and qualitative results.* Northfield, MN: Author.

Stone, J., Lynch, C. I., Sjomeling, M., & Darley, J. M. (1999). Stereotype threat effects on Black and White athletic performance. *Journal of Personality and Social Psychology, 77*(6), 1213–1227.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.

Svinicki, M. D., & Menges, R. J. (1996). Consistency within diversity: Guidelines for programs to honor exemplary teaching. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 109–113). San Francisco, CA: Jossey-Bass.

Takacs, D. (2001). *Teaching to inspire political participation in communities.* Retrieved May 14, 2007, from www.carnegiefoundation.org/programs/project_summary.asp?scholar=115

Taylor, E., & Antony, J. S. (2000, Summer). Stereotype threat reduction and wise schooling: Towards the successful socialization of African American doctoral students in education. *Journal of Negro Education, 69*(3), 184–198.

Theall, M., & Centra, J. A. (2001). Assessing the scholarship of teaching: Valid decisions from valid evidence. In C. Kreber (Ed.), *New directions for teaching and learning: No. 86. Scholarship revisited: Perspectives on the scholarship of teaching* (pp. 31–43). San Francisco, CA: Jossey-Bass.

Thornton, S. (2006, March–April). The devaluing of higher education: The annual report on the economic status of the profession 2005–06. *Academe, 92*(2), 24–35.

Tobias, S. (1990, July/August). They're not dumb. They're different. A new "tier of talent" for science. *Change, 22*(4), 10–30.

Tompkins, J. (1996). *A life in school: What the teacher learned.* New York, NY: Perseus.

Treisman, U. (1992, November). Studying students studying calculus: A look at the lives of minority mathematics students in college. *College Mathematics Journal, 23*(5), 362–372.

Tschannen-Moran, M., & Hoy, A. W. (2001, October). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783–805.

Tuitt, F. (2003). *Black souls in an ivory tower: Understanding what it means to teach in a manner that respects and cares for the souls of African American graduate students.* Unpublished doctoral dissertation, Harvard University, Cambridge, MA.

U.S. Department of Education. (2006). *A test of leadership: Charting the future of U.S. higher education.* Washington, DC: Author.

Van Driel, J. H., Verloop, N., Van Werven, H. I., & Dekkers, H. (1997, July). Teachers' craft knowledge and curriculum innovation in higher engineering education. *Higher Education, 34*(1), 105–122.

Walker, G. J., & Walker, B. (1928). Annotated bibliography on guidance through teaching how to study. *Vocational Guidance Magazine, 7,* 82–84.

Ward, K., & Wolf-Wendel, L. (2004, Winter). Academic motherhood: Managing complex roles in research universities. *Review of Higher Education, 27*(2), 233–257.

Warren, T. (2005). Teaching revising and editing: An annotated bibliography. *Technical Communication, 52*(2), 225–226.

Weimer, M. (1995). Why scholarship is the bedrock of good teaching. In R. J. Menges, M. Weimer, & Associates, *Teaching on solid ground: Using scholarship to improve practice.* San Francisco, CA: Jossey-Bass.

Weimer, M. (2001). Learning more from the wisdom of practice. In C. Kreber (Ed.), *New directions for teaching and learning: No. 86. Scholarship revisited: Perspectives on the scholarship of teaching* (pp. 45–56). San Francisco, CA: Jossey-Bass.

Weimer, M. (2006). *Enhancing scholarly work on teaching and learning: Professional literature that makes a difference.* San Francisco, CA: Jossey-Bass.

Weisberg, M. (2003). Epilogue: When (law) students write. *Legal Studies Forum, 27*(1), 421–435.

Weisberg, M., & Peters, J. K. (in press). Experiments in listening. *Journal of Legal Education.*

Wergin, J. (1993, July/August). Departmental awards. *Change, 25*(4), 24.

Weston, C. B., & McAlpine, L. (2001). Making explicit the development toward the scholarship of teaching. In C. Kreber (Ed.), *New directions for teaching and learning: No. 86. Scholarship revisited: Perspectives on the scholarship of teaching* (pp. 89–97). San Francisco, CA: Jossey-Bass.

Whitt, E. J. (1991, Winter). "Hit the ground running": Experiences of new faculty in a school of education. *Review of Higher Education, 14*(2), 177–197.

Wiener, H. S., & Sheckels, T. F. (1981). *The writing room: A resource book for teachers of English.* New York, NY: Oxford University Press.

Wilson, S. M., Shulman, L. S., & Richert, A. E. (1987). "150 different ways" of knowing: Representations of knowledge in teaching. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 104–124). London, UK: Cassell Educational Limited.

Wineburg, S. (2003, April 11). Teaching the mind good habits. *The Chronicle of Higher Education*, p. B20.

Wise, P. S., & Fulkerson, F. E. (1996). Annotated bibliography on the teaching of psychology: 1995. *Teaching of Psychology, 23*(4), 257–264.

Wolverton, M. (1998, Fall). Treading the tenure-track tightrope: Finding balance between research excellence and quality teaching. *Innovative Higher Education, 23*(1), 61–79.

Wright, C. J., & Katcher, M. L. (2004, June). Pediatricians advocating for children: An annotated bibliography. *Current Opinion Pediatrics, 16*(3), 281–285.

Wylie, N. A. (Ed.). (1988). *The role of the nurse in clinical medical education.* Springfield, IL: Southern Illinois University, School of Medicine.

Yanowitz, K. L. (2004). Do scientists help people? Beliefs about scientists and the influence of prosocial context on girls' attitudes towards physics. *Journal of Women and Minorities in Science and Engineering, 10*(4), 393–399.

Yerrick, R., Parke, H., & Nugent, J. (1997, April). Struggling to promote deeply rooted change: The "filtering effect" of teachers' beliefs on understanding transformational views of teaching science. *International Journal of Science Education, 81*(2), 137–159.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Zahorski, K. J. (1996). Honoring exemplary teaching in the liberal arts institution. In M. D. Svinicki & R. J. Menges (Eds.), *New directions for teaching and learning: No. 65. Honoring exemplary teaching* (pp. 85–92). San Francisco, CA: Jossey-Bass.