



Book Series

Transforming Teaching and Learning in Higher Education

Series Editors

Kristin N. Rainville, *Sacred Heart University*; David G. Title, *Sacred Heart University*; Cynthia G. Desrochers, *California State University, Northridge*

The global landscape of higher education is continually shifting. In recent years, higher education has seen a shift in the cultural environment which includes a highly diversified student body, a widened view of student ability and an increasingly more competitive ecosystem full of choice for students and families. This globally competitive, technologically rich, and highly dynamic environment requires faculty members to be responsive to students who have access to abundant amounts of information and expect classrooms that are active and engaging. These changes have impacted classrooms at institutions of higher education and provide robust opportunities for teaching and learning initiatives to thrive.

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Titles Coming Soon

Peer Coaching in Higher Education: Faculty Coaching Partnerships to Support Rigorous and Engaging Classrooms. Edited by Kristin N. Rainville, Sacred Heart University, David G. Title, Sacred Heart University, and Cynthia G. Desrochers, California State University (CSU), Northridge

Faculty Peer Coaching in Higher Education: Opportunities, Explorations, and Research From the Field. Edited by Kristin N. Rainville, Sacred Heart University, David G. Title, Sacred Heart University, and Cynthia G. Desrochers, California State University (CSU), Northridge

Expanding the Vision of Faculty Learning Communities in Higher Education: Emerging Opportunities for Faculty to Support and Engage With Each Other in Learning, Teaching, and Support. Edited by Kristin N. Rainville, Sacred Heart University, David G. Title, Sacred Heart University, and Cynthia G. Desrochers, California State University (CSU), Northridge

Promoting Equitable Classroom Practices in Higher Education: Approaches Beyond Curriculum. Edited by Melanie N. Burdick, Washburn University, Heidi L. Hallman, University of Kansas and Valerie Mendoza, University of Kansas

Call for Book Proposal Submissions

This books series provides a platform for showcasing research and practice on faculty development initiatives, best practices connected to teaching and learning in higher education, investigations in active and engaging classrooms, as well as research on the Scholarship of Teaching and Learning (SoTL). Topics of potential interest include:

Models of Faculty Development that Impact Student Learning:

- creating and sustaining professional learning communities for faculty
- peer coaching in classroom and clinical settings
- instructional rounds
- collaborative models for improving instruction in higher education settings
- faculty mentoring initiatives

Faculty Development or Classroom Learning Focused on:

- equitable classroom practices
- creating thriving classroom communities
- student ownership and leadership in the classroom
- active and engaging teaching and learning
- intentional use of technology in classrooms
- adult learning
- centering social emotional lives of students in higher education classrooms
- implementing a shared model of effective instructional practice at scale across an entire institution
- developing rigorous and authentic summative assessments
- curriculum and classroom practices to enable success for all learners
- developing formative assessments, and giving students effective feedback, as a means for enabling student success on summative assessments
- strategies for intervening when some or all students struggle to master rigorous content and tasks
- designing courses for significant and deep learning

Help us to envision the purpose and audience for your book project by writing a proposal that includes the elements listed below. The Editor's and IAP's goal is to understand how your book could make an important, unique contribution to transforming teaching and learning in higher education. Proposals should be no more than 5 double-spaced pages (inclusive of references).

Begin with a cover page that includes the author(s)/editor(s) and their affiliations. Your proposal needs to explain the overall objectives and significance of the book project in a detailed statement of purpose. In writing your statement of purpose, please consider the following questions:

- If this is an edited volume, include a list of contributors/affiliations. Please indicate if this is a tentative list.
- Who is your audience for this book? (e.g., academic or professional, adoption potential or reference work)?
- How could the book be marketed (e.g., are there professional societies or SIGs that would be

interested in this book)?

- How do you expect readers to make use of this book?
- How does this work fit in with the published literature and extend current knowledge?
- How does the project explore previously unrecognized or infrequently considered topics in the literature?

In your email to us, please outline:

- If any of the information about the book or its author(s) is tentative.
- The length of the project.
- Your timeline and schedule for delivery of the final draft.
- Special production issues, such as complicated graphics, art work, photos, etc.
- If you are submitting your proposal to other prospective publishers.

In addition to your statement of purpose, please include the following additional items:

- An outline of the book that provides a short narrative description of each chapter. For edited volumes, provide a list of the chapter titles or topics that will be covered.
- A resume or curriculum vitae for the authors(s) or editor(s).
- A sample chapter or section, if available, or a sample of a journal article or conference paper that is similar to the proposed volume.

For questions about the series or proposal preparation, or to submit your proposal, please contact Kristin Rainville at transformingteachingbookseries@gmail.com.

Transforming Teaching and Learning in Higher Education

Series Edited by:

Kristin N. Rainville, Sacred Heart University

David Title, Sacred Heart University

Cynthia G. Desrochers, California State University (CSU), Northridge

Books in this series:

- Promoting Equitable Classroom Practices in Higher Education
- Expanding the Vision of Faculty Learning Communities in Higher Education
- Faculty Learning Communities
- Faculty Learning Communities
- Faculty Peer Coaching in Higher Education
- Faculty Peer Coaching in Higher Education

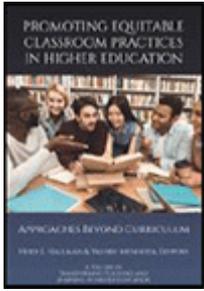
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Promoting Equitable Classroom Practices in Higher Education

Approaches Beyond Curriculum

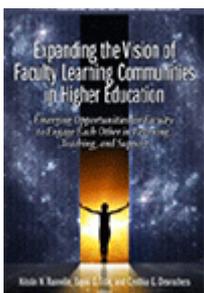
Heidi L. Hallman, University of Kansas; Valerie Mendoza, Kansas City Kansas Community College

In press 2024. Paperback 979-8-88730-619-3 \$218. Hardcover 979-8-88730-620-9 \$218. eBook 979-8-88730-621-6 \$219.

The current interest in diversity, equity, inclusion, and belonging (DEIB) in higher education emerges from a reality that higher education now serves an increasing diversity of college students. An increasingly diverse student body brings to campuses various backgrounds, linguistic variations, political and religious affiliations, and sexual orientations; therefore, colleges and universities have been prompted to select content, assessment measures, and instructional strategies to not only welcome and support diversity, but to also position students' diverse backgrounds as assets in the classrooms.

This edited volume seeks to put theory into practice by inviting contributions by scholars who aim to transform the higher education classroom through equitable classroom practices premised on culturally sustaining pedagogy. Contributors to the edited volume are faculty in higher education who depict change in instruction that fosters a more inclusive and equitable learning environment. Seeking to create an understanding of how we can more fully humanize our students within historically dehumanizing institutions, we invite readers to consider equitable teaching practices through a variety of lenses. Under the canopy of access, connectedness, and belonging, this volume features initiatives that will hopefully inspire change in higher education.

CONTENTS: Editors' Introduction, *Heidi L. Hallman and Valerie Mendoza*. On Integrating Historically White Colleges and Universities: Debates Over Diversity, Equity, Inclusion, and Belonging in Context, *Nicholas Mitchell*. Speculative Design in the Anti-Racist Classroom: Field Notes From Graduate Education in Learning Design, *Michelle Ohnona and Ijeoma Njaka*. Culturally Responsive Computing and Centering Students in Introductory College Computer Science Courses, *Marisol Clark-Ibáñez, Nery Chapetón-Lamas, Youwen Ouyang, Flor Saldaña, and Luke Lara*. Public Humanities Practices as Fugitive Pedagogies in Latinx Communities From Kansas to New Jersey, *William Garcia-Medina*. Using Labor-Based Grading Contracts and Virtual Platforms to Create Inclusive Teaching Practices, *Jessica Jorgenson Borchert*. Ironic Exclusion: Refocusing the Classroom to Prioritize the Oppressed When Learning About Oppression, *Ryan M. Pickering*. Acknowledging Cultural Differences in the Math Classroom, *Angela Crumer*. Map for Change: Rising up in Support of Undocumented Students, *Diana Camilo, Keisha Chin Goosby, Josefina Espino, Karina Duarte, Michelle Ramos-Pellicia, Carolina Valdivia, and Marisol Clark-Ibáñez*. Coalition Building Through Inclusive Pedagogy, *Valerie Mendoza*. Training Faculty in Culturally Sustaining Pedagogy Using Validation Theory, *Devan R. Romero, Marisol Clark-Ibáñez, Minerva Gonzalez, and Kimberly D'Anna-Hernandez*. Anti-Racist Semester Endings: (Re) imagining Higher Education Pedagogies, *Amaarah DeCuir*. About the Authors.



Expanding the Vision of Faculty Learning Communities in Higher Education

Emerging Opportunities for Faculty to Engage Each Other in Learning, Teaching, and Support

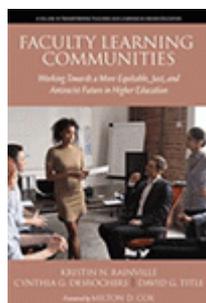
Kristin N. Rainville, Sacred Heart University; David G. Title, Sacred Heart University; Cynthia G. Desrochers, California State University, Northridge

2024. Paperback 979-8-88730-598-1 \$72.99. Hardcover 979-8-88730-599-8 \$104.99. eBook 979-8-88730-600-1 \$85.

This edited book on Faculty Learning Communities (FLCs) explores the ways in which FLCs have expanded across platforms, spaces, and focus while maintaining the core values and elements of original FLCs. The first section investigates ways that FLCs support faculty retention, teaching, and scholarship. The second section offers examples of FLCs focused on teaching that is responsive to student learning. The third section explores the move to online and virtual FLCs. The fourth section explores FLCs that create and foster faculty belonging, communities of care, and the integration of mindfulness. The fifth section looks at multi-year, long-term progression and impact of FLCs. The book's foreword, by Milton D. Cox, investigates the evolution of leadership of and within faculty learning communities as they expand.

CONTENTS: Foreword: Recommendations for New FLC Leaders as the FLC World Expands, *Milton D. Cox*. **PART I: FLCs TO SUPPORT FACULTY RETENTION, TEACHING, AND SCHOLARSHIP.** Exploring How Faculty Learning Communities Support Faculty Retention and Performance, *Kara Rosenblatt, María D. Avalos, Kevin Badgett, and Yolanda*

Salgado. Faculty Learning Communities as a Fulcrum for Advancing the Scholarship of Engagement, *Glenn A. Bowen*. Interest-Based, Interdisciplinary Faculty Learning Communities in Teacher Education: Discovering Common Professional Interests to Enhance Higher Education Student Support, *Aimee H. Barber, Tori K. Flint, Marietta S. Adams, K-Lynn McKey, Micah Bruce-Davis, and Dianne F. Olivier*. The Untapped Gold Mine for Designing Effective Scholarship of Teaching and Learning (SoTL) Training Opportunities at the Institutional Level, *Carrol L. Warren, Michelle E. Bartlett, Maria T. Gallardo-Williams, and Diane D. Chapman*. **PART II: FLCs TO SUPPORT FACULTY AND STUDENT LEARNING. Making an IMPACT:** A Self-Determination Theory-Based Approach to FLCs, *Emily Bonem, Chantal Levesque-Bristol, Allison Russell, Erica Lott, Daniel Guberman, and David Nelson*. Creating a Holistic, Continuous Approach to Learning Communities: From Unconference to Teaching Circles to Focused Reflection, *Kathleen Kavanagh, Alexander Cohen, Erin Blauvelt, Dhara Trivedi, Christopher C. Robinson, Ben Galluzzo, Tom A. Langen, Seema Rivera, and Laura Perry*. Community Matters: Faculty Learning Communities as a Way to Create Sustained Relationships and Shared Resources, *Faye Linda Wachs, Juliana Fuqua, Paul Nissenson, Deanna Miranda Barrios, Brooke Jones, Harmony Nguyen, and Cecilia Nguyen*. Collegiality and Community in FLCs as Catalysts for Pedagogical Change, *Linda C. Hodges, Sarah Swatski, and Kerrie L. Kephart*. Unlocking Educational Futures for Students: Communities of Practice, FLCs and SoTL Strategies Transforming Curricular Development and Student Success, *Bonnie Mullinix*. Implementing Change Strategies Through Faculty Learning Communities, *Nicole A. Suarez, Song Wang, Brian K. Sato, Andrea Aebersold, Stacey Brydges, and Stanley M. Lo*. **PART III: EXPANDING FLCs BY GOING ONLINE.** A Framework for Creating, Facilitating, and Sustaining an Online Community of Practice for Instructors in Higher Education, *Alysia C. Wright, Lyliam J. Jardine, Lorelei Anselmo, and Patti Dyjur*. Creating Online Faculty Learning Communities Using the Cross-Classroom Collaborative Project-Based Learning Framework, *Paul A. Walcott*. Does Size Matter? Support for Large Group Virtual Faculty Learning Communities, *Danielle Aming and Angela Atwell*. Tapestries of Teaching, Scholarship, and Personal Growth: Stories From a Community of Practice, *Maureen P. Hall, Libby Falk Jones, Narelle Lemon, and Agnes B. Curry*. **PART IV: FLCs TO CREATE FACULTY BELONGING, CARE, AND MINDFULNESS.** Using Faculty Learning Communities to Create a Contemplative Community on Campus, *Jocelyn Ahlers, Jill Weigt, Ranjeeta Basu, Marie Thomas, Jennifer Jeffries, Pamela Redela, and Rajnandini Pillai*. Using the FLC Model to Support: Teaching and Belonging Among Adjunct Faculty, *Teresa Focarile and Brittnee Earl*. (Re)thinking How We Care in Higher Education: A Pedagogy of Belonging as an Individual and Collective Act in the Academy, *Narelle Lemon*. Reflections in Real Time: The Work of Creating a Faculty Learning Community in Contemplative Pedagogy and Practice, *Justine A. Dunlap*. **PART V: MULTIYEAR FACULTY COLLABORATIONS.** Synergies of Collaboration: Creating Brave Spaces, *Carolynne J. White, Corrine Glesne, and Colleen Bell*. Climbing the Icy Steps Together: Three Educators Learning, Writing, Loving, Teaching, and Growing, *Alicia Bitler, Kim Sloan, Ebtissam Oraby*. About the Contributors.



Faculty Learning Communities Working Towards a More Equitable, Just, and Antiracist Future in Higher Education

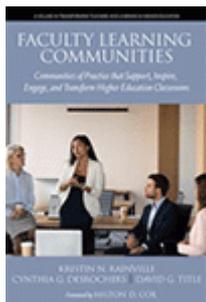
Kristin N. Rainville, Sacred Heart University; Cynthia G. Desrochers, California State University, Northridge; David G. Title, Sacred Heart University

2024. Paperback 979-8-88730-447-2 \$72.99. Hardcover 979-8-88730-448-9 \$104.99. eBook 979-8-88730-449-6 \$85.

This edited book on Faculty Learning Communities (FLCs) provides and explores powerful examples of FLCs as a impactful form of professional learning for faculty in higher education. The chapters describe faculty learning community initiatives focused on diversity, equity, and belonging in higher education. Contributing authors provide a framework for faculty learning communities and how these communities can offer faculty a place and space to explore antiracist and social justice-oriented teaching. show the impact of faculty learning communities on teaching practices or student learning, and describe how these communities of practice can lead to institutional change. The book's foreword, by Milton D. Cox, investigates the past and future of faculty learning communities focused on diversity and equity.

CONTENTS: Foreword, Faculty Learning Communities, Diversity, and Inclusion: Past Informs Future, *Milton D. Cox*. Cultural Communities of Practice: Faculty Seeking Equity for Indigenous, Black, Immigrant, and International Students in a Collaborative Nursing Program in Saskatchewan, *Selinda England*. A Plea for Connection: Could a Faculty of Color Learning Community be THAT Space, *K. Kayon Morgan and Thomas Lee Morgan*. Practicing Togetherness as Communities Embodying Social Justice: What Does it Feel Like and How Do We Know it's Happening, *Rebekah Chappell and Alexia Buono*. Rippling Out: Faculty Learning Community Fellows as Critical Change Agents for Justice, Equity, Diversity, and Inclusion, *Kirsten Helmer, Neena Thota, Paula L.S. Rees, and Jonique Childs*. Uncovering the Inequality of Equity: Narratives of Faculty Fatigue and "Consciousness" in Intergroup Dialogue, *Aireale J. Rodgers*. Building Faculty Capacity for Anti-oppressive Teaching: Instructional Coaching and the Inclusive Pedagogies Observation Protocol at Colorado College, *Kristina M. Valtierra and Manya C. Whitaker*. Exploring Language and Advocating for Linguistic Justice, *Joy Janzen*. Grassroots Anti-Racism Faculty Learning Community: Confronting White Supremacy Through Shared Leadership,

Rachel Burk, Jina Fast, Bethany A. Ford, Mary Packard, Stephanie Savick, and Jennifer Watson Wester. *Anti-Oppressive Pedagogy: Connecting Theory to Practice Within Faculty Learning Communities*, *Manya C. Whitaker and Peony E. Fhagen*. *Building Capacity to Foster Racial Equity: Faculty Learning Communities for Department Chairs and Program Directors*, *Brian L. McGowan, Samantha Cohen, Kiho Kim, Michael Schroeder, Amanda Taylor, Ximena Varela, and Shari E. Watkins*. *The Experiences of Black Men in a Faculty Learning Community Devoted to Black Male Collegians*, *Michael Wood, Stephen Thorne, Julius Davis, Mark Cox, Maurice Robinson, Michael Hawkins, David Reed*. *Equity, Social Justice and Anti-Racism: An FLC for Personal, Curricular and Institutional Transformation*, *Shradha Tibrewal, Betsy Eudey, and Mary Roaf*. *Preparing Critically Conscious Teachers for the 21st Century Hybrid/Online Classroom*, *James Martínez, Regina L. Suriel, Rosalyn Martínez, Nicole D. Alemanne, Meagan C. Arrastía-Chisholm, and Sean Lennon*. *Wade, Swim, Dive: Flexible University Support for Faculty-Initiated Equity, Diversity, and Inclusion Learning Communities*, *Clayton Austin, Cherstin M. Lyon, Pavlina McGrady, Margaret Perrow, and Carey Jean Sojka*. *"You Can't Engage in Decolonizing Work Alone": The Value, Challenges, and Tensions Around Building a Contract Teaching Faculty Community to Disrupt Colonialism*, *Holly Gibbs, Brent Hagerman, Erin Hodson, Sobia Iqbal, Chris Klassen, Lisa Kuron, Jennifer Marshman, Bina Mehta, and Marybeth White*. *The Development of a Faculty Learning Community on Inclusive Mentoring*, *Kate Williams*. *Cultivating Being and Practice: Integrating the "Why, How, and What" in Higher Education*, *Velma L. Cobb*. *Liberating Faculty Learning Community Spaces: Enacting Revolutionary Pedagogies by Invoking the Spirit of Che and Paulo*, *Candi Cipactli Corral, April Petillo, and Gerald Wood*. *Cross-Institutional FLCs That Support Equity-Based Pedagogy and Student Success*, *Breana Bayraktar, Kim Case, Jodi Fisler, and Heather Keith*. *Building Relationships and Connecting Inclusive Pedagogy Through Higher Education Faculty Learning Communities*, *Micah Bruce-Davis, Maria I. Bravo-Ruiz, Marietta S. Adams, Tori K. Flint, Aimee H. Barber, Shaofei Han, Melissa A. Gallagher, and Michelle Haj-Broussard*. *Calling for Collaborative Faculty Learning Community Initiatives to Promote Inclusive Postsecondary Education for Students With Autism*, *Tanyathorn Hawadhanasuk, Laura Coleman, Diana Seach, Mustafa Karnas, Min Zhuang, and Mathieu Sze*. *A Social Work Department's Efforts to Confront Racism via a Faculty Learning Community*, *Nicole Saint-Louis, Joy Pastan Greenberg, and Jessica M. Kahn*. *Building Capacity for Student Engagement: Professional Development for Dual Enrollment Instructors*, *Miguel Dueñas, Imelda L. Nava, Marco A. Nava, Blanca Gomez, and Rosalba Villalobos*. *About the Contributors*.



Faculty Learning Communities

Communities of Practice that Support, Inspire, Engage and Transform Higher Education Classrooms

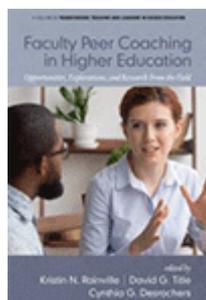
Kristin N. Rainville, Sacred Heart University; David G. Title, Sacred Heart University; Cynthia G. Desrochers, California State University, Northridge

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This edited book on Faculty Learning Communities (FLCs) provides and explores powerful examples of FLCs as a impactful form of professional learning for faculty in higher education. The chapters describe faculty learning community initiatives across different fields of study and within dynamic and flexible teaching and learning models. Contributing authors provide a framework for faculty learning communities, show the impact of faculty learning communities on teaching practices or student learning, and describe how these communities of practice can lead to institutional change. The book's foreword, by Milton D. Cox, investigates the changes in the FLC world over the past decade: the influence of Communities of Practices (CoP), recent recommendations about virtual FLCs and CoPs, and the positive affirmation for FLCs that implementation science has provided.

CONTENTS: Foreword: The Transformation of Faculty Learning Communities Over the Last 10 Years and a Look Ahead, *Milton D. Cox*. Designing for Student Success: Using the Faculty Learning Community Model to Prepare Faculty for Deeper Engagement in Student Success, *Sarah Dalrymple, Devshikha Bose, and Susan Shadle*. Integrating Adaptive Practices in an FLC: Centering Trauma-Informed Principles Across a Learning Community Program, *Richie D. Gebauer, Bethany L. Van Brown, and Nancy L. Watterson*. Factors Influencing the Effectiveness of Teaching-Focused Faculty Learning Communities, *Katerina V. Thompson, Ann C. Smith, Alice E. Donlan, and Gili Marbach-Ad*. A Collaborative Teaching Journey by Graduate Faculty: Building a Principal Preparation Program Through a Team Approach, *Cathy Gabro, Katie Walker, Dusty L. Palmer, Irma L. Almager, Vanessa de Leon, and Fernando Valle*. Living Large: Our Journey as a Multidisciplinary Faculty Learning Community Focused on Student Engagement in Large Classes, *Mark Lubrick, David Andrews, Judy Bornais, Don Bourne, Melanie Rose, Clayton Smith, Jacqueline Stagner, and Dora Cavallo-Medved*. Collaborative Data Inquiry for Program Improvement: Shifting From External to Internal Motivations and Processes, *Leslie S. Rush, Alan Buss, Andrea C. Burrows Borowczak, Colby Gull, and Judy Yates*. Leveraging Professional Learning Communities for Institutional Change, *Meagan E. Ita, Laine E. Rumreich, and Alan Kalish*. Covalent Bonds and Communities of Practice: The Impact of STEM Faculty Communities of Practice, *Susan Haarman, Emma Feeney, Sandra Helquist, Patrick M. Green, and Susan McCarthy*. A National Network of Regional Communities of Practice: The COMmunities for Mathematics Inquiry in Teaching (COMMIT) Network, *Kelly Gomez Johnson, Paula Jakopovic, Amy Ksir,*

Patrick X. Rault, Christine von Reness, and Nina White. Improving Student Learning Through Research: Creating an Interdisciplinary SoTL Faculty Learning Community, Colleen A. Reilly. Faculty Instructional Teams: An Innovative Approach to Better Preparing Elementary Teacher Candidates, Raven Robinson, Rebecca West Burns, Anne Dizon Crowthers, Jeania Jones, Tia Kimball, Adrien Malek-Lasater, Paul Parkison, and Nile Stanley. The Appalachian Curriculum and Instruction Mathematics Education Group as a Community of Practice and Faculty Learning Community, Tracy Goodson-Espy, Chrystal Dean, Lisa Poling, Ashley Whitehead, and Cacey Wells. A Teacher Education Faculty Learning Community as a Lever to Support Program Improvement Through Practice-Based Experiences, Jennifer Phaiah, Lindsay Keazer, René Roselle, Jim Carl, Darcy Ronan, and Katie Nagrotsky. Peer-to-Peer Collaborative Professional Learning Framework for Transferring STEM Teaching Practices, Jennifer Meadows, Kelly Moore, Sally Pardue, Leslie Suters, and Daniel VandenBerge. Empowering a Coalition of the Willing: How Instructor-Driven FLCs Are Promoting a Culture Change Toward Evidence-Based Teaching, Mascha N. Gemein, Gail D. Burd, Sarah E. Grace, Lisa K. Elfring, and Kristin Winet. Best Practices for Expanding an Undergraduate Learning Assistant Program Observations From a Learning Community of Instructors, Cynthia J. Brame, Elizabeth H. Catania, Katherine L. Friedman, Heather J. Johnson, Jessica Watkins, Hemant Badgandi, Lily Claiborne, Katherine A. Clements, Nicole Creanza, Jessica Gilpin, Lars Plate, Adriane E. Seiffert, and Thomas P. Clements. A Faculty Learning Community Promotes Teaching Self-Efficacy and Use of Student-Centered Teaching Approaches in the Biological Sciences, Gili Marbach-Ad, Michelle Bertke, Patrick Sheehan, Anna Manyak Davis, Bridgette Heine, and Katerina V. Thompson. Faculty Development Through Collaboratively Coordinated Teaching: A Case Study in Supporting and Transforming Teaching and Learning, Tabitha T. Mingus and Melinda E. Koelling. Teachers Observing Peers: The Informal Sharing of Great Teaching, Jessica Kapota, Tracy Rock, Heather McCullough. The Nexus Between Faculty Learning Communities and Peer Coaching: Potentially Powerful Implementation Partners, Kristin N. Rainville and Cynthia G. Desrochers. About the Contributors.



Faculty Peer Coaching in Higher Education Opportunities, Explorations, and Research from the Field

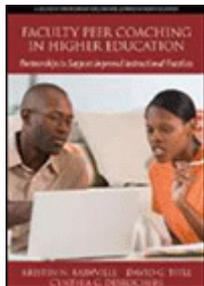
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Peer Coaching is a collaborative, reciprocal practice where faculty members observe, reflect, and improve their instructional practices with the goal of improved learning for all students. This edited book includes chapters describing faculty peer coaching initiatives in universities world-wide. Section one includes chapters that give an overview of what faculty peer coaching is and what the benefits of faculty peer coaching can be. The second section of the book explores the theoretical and practical implications of engaging in faculty peer coaching and the trust and vulnerability that comes along with opening up your instructional practices to a colleague. Section three of the book includes several examples of peer coaching initiatives across various disciplines in higher education settings. Section four situates peer coaching in the broader institutional framework. This book is a must for leaders of faculty development initiatives, directors and staff from teaching & learning centers, department chairs, faculty, graduate students, deans, student services staff, chief academic officers, and educational consultants.

CONTENTS: Introduction. **SECTION I: Overviews of Peer Coaching.** Peer Coaching in Higher Education: A Conceptual Review of the Literature, *Heather Kanuka and Cheryl Sadowski*. The Efficiency and Long-Term Benefits of Faculty Peer Coaching in Higher Education, *Cathryn Neiswender*. Developing Faculty as Self-directed Learners through Cognitive Coaching, *Süleyman Davut Göker and Mübeher Ürün Göker*. **SECTION II: Trust and Vulnerability.** Creating a Culture of Pedagogical Innovation through Cultivating Trust and Safety in Faculty Peer Coaching, *Christina Fabrey, Heather Keith, and Jennifer Guinn Sellers*. When Interest is not Enough: Participant Anxieties in the Peer Coaching Process, *Jeff Naftzinger and Anna Vaughn*. The Value of Culturally-Informed and Strengths-Based Faculty Peer Coaching, *Sonia Ramrakhiani, Daniel J. Almeida, Andrew M. Byrne, Victoria Bhavsar, and Rudy J. Sanchez*. **SECTION III: Models of Peer Coaching/Examples from the Field.** Using the Science of Fair Process to Build and Deliver a Faculty Peer-Coaching Program, *Heather Ranson and Mark Colgate*. Peer Coaching for Medical Educators: Teaching Theory Transformed Into Practice, *Anne C. Gill and Sandra B. Haudek*. Exploring the Depth of a Pedagogical Framework's Implementation and Its Relationship to Peer Coaching for a Successful College Accreditation in Oman, *Cynthia G. Desrochers, Yasser Fouad Selim, and Chaker Mhamdi*. Impact of Peer Coaching to Prepare Health Professions Faculty for Interprofessional Education and Practice, *Sofía Curdumí Pendley and Sandy Pais Narciso-Owen*. Faculty Peer Coaching in Transdisciplinary, Experiential, Problem-Focused Learning Contexts, *Eleanor Louson, William F. Heinrich, Erica J. Lewis, Patrice M. Ludwig, Seán McCarthy, Nick Swayne, and Tatjana Titareva*. Strategies for Navigating Team Teaching Hurdles: Best Practices in Peer Coaching to Enhance Teaching and Learning, *Kristen L. Helms, Kimberly B. Garza, Lindsey E. Moseley, and Channing R. Ford*. Transdisciplinary Peer Coaching: Pairing Social Work and Education Faculty to Transform Practice, *Deirdra Preis,*

Frank Martignetti, Suzanne Marmo, Jason Ostrander and Jillian Schreffler. Themed Teaching Squares as a Peer Coaching Strategy That Supports Implementation of New Instructional Strategies, Mandie Mauldin. The Benefits of Peer Coaching at Every Career Stage, Whitney Ross Manzo and Julie A. Schrock. **SECTION IV: Peer Coaching as Part of a Broader Institutional Framework.** Improving Instruction Through a Tiered System of Peer Observation and Coaching, Michael J. McGuire and Melanie Burdick. Brave New World: Fostering Collaborative Peer Coaching for Teaching Transformation, Taimi Olsen, Laura Cruz, and Marina Smitherman. Faculty Peer-Coaching – A catalyst to Improve Academic Program Quality, Zeenar Salim, Faisal Notta, Anil Khamis, and Tashmin Khamis. Transformative Peer Coaching: A Critical Communication Approach to New Faculty Onboarding, Priya Raman and Deanna L. Fassett. Considerations for Designing and Planning a Faculty Peer Coaching Initiative, Kristin N. Rainville, Cynthia G. Desrochers, and David G. Title.



Faculty Peer Coaching in Higher Education Partnerships to Support Improved Instructional Practices

Kristin N. Rainville, Sacred Heart University; David G. Title, Sacred Heart University; Cynthia G. Desrochers, California State University, Northridge

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Many of the current challenges facing institutions of higher education require a shift in thinking, practice, and approaches to change. The changing nature of college students, along with increased emphasis on student learning outcomes, have institutions seeking to effect improvements in the instructional practices of faculty members. Establishing a robust model of faculty peer coaching can accelerate improvement efforts that strive to create engaging higher education classrooms centered on inclusive and equitable teaching practices, which more effectively meet the needs of an increasingly diverse student body.

Informed by research and experience, this book is a guide to developing, launching, and refining faculty peer coaching initiatives in higher education with the goal of improving instructional practice and student learning outcomes. Peer coaching is a collaborative, reciprocal practice where faculty members observe, reflect, and improve their instructional practices leading to increased learning for all students. Research has shown that peer coaching can positively impact teaching practices, especially when coupled with other professional learning. This book provides a rationale for peer coaching as an effective strategy for faculty development, outlines a model for peer coaching, and supplies readers with support in the creation of a robust peer coaching initiative in institutions of higher education. Peer coaching has the potential for significant culture and community change for faculty members which can lead to improved student learning.

ENDORSEMENTS:

I was privileged to read an early draft of this book, and I hadn't turned many pages before I knew I had to offer a peer coaching program in the very next semester. Faculty response was unanimous: "Thank you for this experience. I learned so much, and I want to continue." I sure wish I'd had this book when I started in faculty development! I was trying to help a department implement "formative peer review of teaching," to not much avail. Now I realize that what we really wanted was peer coaching. — Victoria Bhavsar, California State Polytechnic University Pomona

How can I be a better teacher? What can I do to ensure my students are learning and engaged? If you have ever asked yourself these types of questions, then this is the book for you. Infused with extensive expertise and research-based practices, Rainville, Title, and Desrochers provide proven strategies and approaches to peer-coaching that will change how we teach, engage as colleagues, and ultimately improve instructional practices. Helping the reader develop a climate of trust, respect, and support, the authors provide scaffolded processes that will generate leadership development as well as greatly enhance our knowledge and ability to be effective teachers and mentors. A timely read for the changing world of college students and higher education. — George J. Petersen, Clemson University

Can you believe that three professors induced a college faculty to meet in pairs to discuss and enhance their teaching? Well, they did. The bane of professional learning is privatism in teaching, and professors normally work in well-fortified silos. Sharing thoughts about teaching and curriculum brings collegiality to a new level and elevates the socio-professional environment of the institution. These folks demonstrated that it can be achieved. — Bruce Joyce, Saint Simons Island, Georgia

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Conference. Chapter 8: The Peer Coaching Community of Practice. Chapter 9: Connecting Peer Coaching to Institutional Goals. Chapter 10: Peer Coaching in the Longer Term. References. About the Authors.



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