CAPE Webinar Pumerantz Library Resources
Brief Summary (as of February 24, 2009)

AUDIOVISUAL MATERIALS

1. **Student ratings: their design, construction, and use [audiovisual material-audio only so you will follow the slide in the handout].** Madison, WI.: Magna Publications Inc.;2006. Presented by Raoul Arreol

   **Call #:** LB 3051 A7746 2006. There are two (2) CDs -the first one contains the lecture and the second questions/answers.

   **Summary:** Excellent discussion on faculty rating forms (FRFs) and how to interpret them for department chairs and faculty. The topics covered are the 10 steps in creating a FRF (but he recommends using commercial ones), when to administer FRFs to classes, what information should be used in evaluating an instructor, and the qualities that indicate teaching excellence.


   **Call #:** LB 2331.72 R484 2007

   **Summary:** Faculty and administrators will hear the reasons for providing faculty with support to do their best work and looking at some “best practice” policies that can strengthen institutions by making faculty more productive/satisfied with their careers. The book Rethinking Faculty Work: Higher Education’s Strategic Imperative contains details on all discussed topics. Two topics included are the three types of faculty appointments and problems that this can cause and ways to treat all faculty equally.


   **Call #:** LB 2332.6 P7666 2006. There are two (2) CDs -the first one contains the lecture and the second questions/answers.

   **Summary:** This sixty-three (63) minute presentation will be of value for faculty and department chairs. Discussion covers both a practical faculty assessment program and how to promote individual faculty development. Handout contains worksheets for assessing faculty development.

**Call#:** LB 2341 C435 2007

**Summary:** **** Excellent one (1) hour visual and auditory Webinar which contains down-to-earth suggestions on the role of a department chair. The discussion on the importance of a collegial work environment was emphasized and he gave an interesting suggestion on how to deal with a “toxic” tenured faculty members. It should be reviewed not only by all department chairs, but also other administrators and faculty.


**Call#:** LB 2341 U856 2004

**Summary**: The reader can look at the documents submitted by WSU. The Baldrige Award is given by the President of the United States to businesses—manufacturing and service, small and large—and to education and health care organizations that apply and are judged to be outstanding in seven areas: Leadership, Strategic planning, Student, stakeholder, and market focus, Measurement, analysis, and knowledge management, Faculty and staff focus, Process management, and Organizational performance results. This CD contains Word, PowerPoint, Excel and Adobe Acrobat documents that can serve as a guide on how Wichita State Univ. obtained a Malcolm Baldrige award.


**Call#:** LB 1044.87 B855 2007

**Summary** *** Excellent primer for educators who would like to understand the technical tools and their application/limitations for self organizing collaborative student study groups. Practical advice on what he has found works for his classes.
7. **Building bridges between academic affairs and student affairs [audiovisual material audio only so you will follow the slide in the handout].** Madison, WI.: Magna Publications Inc.;2006. Presented by Mitchel Livingston and Lucy Croft.

**Call#:** LB 2342 B855 2006. There are two (2) CDs – the first one contains the lecture and questions/answers and the second questions/answers only.

**Summary:** (no ranking given) Two high level University administrators from Student Affairs discuss how and why Academic Affairs and Student Affairs should jointly work together to enhance the institution.


**Call#:** LB 2331.63 C667 2005


**Call#:** LB 2395.35 F335 2006


**Call#:** LB 3609 U8564 2006. CD 1 contains talk and CD 2 questions/answers.

**Summary:** Discussion on designing college ethical development programs and honor codes. There are 15 principles for designing ethical development programs. University personnel need to model ethical behavior for the students.


**Call#:** LB 2331 S878 2008

**Summary:** Discussion on teaching classes larger than 60 students. Topics include: Challenges, Resource recommendations, Getting learners to share, Motivating learners, Assessment activities, Reduce lecture time, Learning styles and establishing and enforce expectations. He presents the students point of view.
12. **GETTING STARTED WITH STUDENT LEARNING ASSESSMENT** Magna Online Seminars; 2008 Webinar. Presented by Linda Suskie. First of a series of three (3) presentations. [audiovisual material - available from CAPE office]

**Summary:** A one (1) hour beginning primer encompassing the student assessment process. Assessment is “deciding what we want our students to learn and making sure they learn it!” This presentation provides a good overview and guidance for someone wishing to learn about the assessment process. It topics include the identification and articulating learning goals, setting standards, and aligning goals, curricula, and pedagogies.


**Summary:** A one (1) hour discussion on the value of constructing local instruments for evaluating students as well as utilizing standardized tests. Local instruments create a sense of ownership and involve many people. The discussion is focused primarily on undergraduate students.


**Summary:** A one (1) hour This presentation provides. Topics include testing, what is “good” assessment, direct and indirect assessment evidence, rubrics (scoring guides), multiple choice testing and reflective writing.