
Advice for New Faculty Members: Nihil Nimus is a unique and essential guide to the start of a successful academic career. As its title suggests (nothing in excess), it advocates moderation in ways of working, based on the single-most reliable difference between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and publishability through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring. Each rule in Advice for New Faculty Members has been tested on hundreds of new faculty and proven effective over the long run -- even in attaining permanent appointment.


The imperative to write and to publish is a relatively new development in the history of academia, yet it is now a significant factor in the culture of higher education. *Working with Faculty Writers* takes a broad view of faculty writing support, advocating its value for tenure-track professors, adjuncts, senior scholars, and graduate students. The authors in this volume imagine productive campus writing support for faculty and future faculty that allows for new insights about their own disciplinary writing and writing processes, as well as the development of fresh ideas about student writing. Contributors from a variety of institution types and perspectives consider who faculty writers are and who they may be in the future, reveal the range of locations and models of support for faculty writers, explore the ways these might be delivered and assessed, and consider the theoretical, philosophical, political, and pedagogical approaches to faculty writing support, as well as its relationship to student writing support. With the pressure on faculty to be productive researchers and writers greater than ever, this is a must-read volume for administrators, faculty, and others involved in developing models of faculty writing support.


With growing academic responsibilities, family commitments, and inboxes, scholars are struggling to fulfill their writing goals. A finished book—or even steady journal articles—may seem like an impossible dream. But, as Joli Jensen proves, it really is possible to write happily and productively in academe.


With “triggered” as Google’s most searched word of 2016, trigger warnings have become a prevalent yet controversial concept in American higher education and society. As the debate
over the value and place of triggering material continues, *Trigger Warnings: History, Theory, Context* provides the historical context and theoretical analysis of the use of trigger and content warnings in academia. This important edited collection examines the history, theories, and ethics of trigger warnings and presents case studies from instructors and students describing instances when trigger warnings were and were not used. By exploring the issue through several scholarly lenses and providing examples of when trigger warnings may or may not be used effectively, *Trigger Warnings* provides rigorous analysis of the controversy.


*How can I simultaneously support students’ critical engagement with course content and develop their intercultural awareness?* Most faculty have multiple diversities present in any given classroom or academic program—whether from an influx of international students or an increase of students from low-income, first generation, and/or racial/ethnic minority populations—and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed, given disparate backgrounds and varying degrees of prior knowledge. This book provides faculty and instructors with a theoretical foundation, practical tools, and an iterative and reflective process for designing and implementing an intercultural pedagogy. The authors offer a framework that is flexible enough to be responsive to the experience, environment, and particulars of a given teaching and learning situation. The text incorporates narrative text by the authors, as well as first-person reflections, classroom activities, and annotated assignments that illustrate the dynamic process of intention, experiment/implement, critique, and refinement that characterize pedagogy and intercultural interaction.


An explosive growth in research on how people learn has revealed many ways to improve teaching and catalyze learning at all ages. The purpose of this book is to present this new science of learning so that educators can creatively translate the science into exceptional practice. The book is highly appropriate for the preparation and professional development of teachers and college faculty, but also parents, trainers, instructional designers, psychology students, and simply curious folks interested in improving their own learning.


While the annals of educational psychology and scholarship of learning theory are vast, this book distills the most important material that the higher education faculty need, translating it into clear language, and rendering from it examples that can be readily applied in the college classroom. Understanding theory can enrich one's own teaching by increasing efficiency and effectiveness of both the instructor and the student, promoting creativity, encouraging self-reflection and professional development, and advancing classroom research. Finally, a good grounding in theory can help faculty navigate when a student is having difficulty. This clearly written book outlines the learning theories: cognitive, concept learning, social learning, and
constructivist, as well as the motivation theories: expectancy value, attribution, achievement goal orientation, and self-determination. It then delves deeper into each one, showing how to develop rich, meaningful instruction so that students master basic information and move into deeper levels of learning.


Walk into any racially mixed high school and you will see Black, White, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly acrimonious. This fully revised edition is essential reading for anyone seeking to understand the dynamics of race in America.


Interest in active learning on college campuses has grown dramatically in recent years. While no one sees traditional classroom practices ending, active learning has become a sought-after mode of instruction that is reshaping the way students learn and teachers teach. The push behind this change comes from active learning’s potential to improve student success. Active learning can help students absorb and retain course material better than passive learning. Fortunately, it's easier than ever to learn from instructors at schools across the country who have integrated active learning into their classes. This collection of authoritative articles is written in clear, accessible language for efficient comprehension. The insights, strategies, and techniques explored in Active Learning: A Practical Guide for College Faculty can help you excel with an active learning component in your classroom. It is an essential resource for every educator interested in how active learning can boost the accomplishments of their students.