

## Slow Professor Challenging The Culture Of Speed In The Academy

From the creator of the popular website Ask a Manager and New York's work-advice columnist comes a witty, practical guide to 200 difficult professional conversations—featuring all-new advice! There's a reason Alison Green has been called "the Dear Abby of the work world." Ten years as a workplace-advice columnist have taught her that people avoid awkward conversations in the office because they simply don't know what to say. Thankfully, Green does—and in this incredibly helpful book, she tackles the tough discussions you may need to have during your career. You'll learn what to say when

- coworkers push their work on you—then take credit for it
- you accidentally trash-talk someone in an email then hit "reply all"
- you're being micromanaged—or not being managed at all
- you catch a colleague in a lie
- your boss seems unhappy with your work
- your cubemate's loud speakerphone is making you homicidal
- you got drunk at the holiday party

Praise for Ask a Manager "A must-read for anyone who works . . . [Alison Green's] advice boils down to the idea that you should be professional (even when others are not) and that communicating in a straightforward manner with candor and kindness will get you far, no matter where you work."—Booklist (starred review) "The author's friendly, warm, no-nonsense writing is a pleasure to read, and her advice can be widely applied to relationships in all areas of readers' lives. Ideal for anyone new to the job market or new to management, or anyone hoping to improve their work experience."—Library Journal (starred review) "I am a huge fan of Alison Green's Ask a Manager column. This book is even better. It teaches us how to deal with many of the most vexing big and little problems in our workplaces—and to do so with grace, confidence, and a sense of humor."—Robert Sutton, Stanford professor and author of *The No Asshole Rule* and *The Asshole Survival Guide* "Ask a Manager is the ultimate playbook for navigating the traditional workforce in a diplomatic but firm way."—Erin Lowry, author of *Broke Millennial: Stop Scraping By and Get Your Financial Life Together*

The Academician's guide to career management offers insights on climbing the college career ladder that will benefit grad students and full professors alike. (Careers)

How is academia portrayed in children's literature? This Element ambitiously surveys fictional professors in texts marketed towards children, who are overwhelmingly white and male, tending to be elderly scientists. Professors fall into three stereotypes: the vehicle to explain scientific facts, the baffled genius, and the evil madman. By the late twentieth century, the stereotype of the male, mad, muddlehead, called Professor SomethingDumb, is formed in humorous yet pejorative fashion. This Element provides a publishing history of the role of academics in children's literature, questioning the book culture which promotes the enforcement of stereotypes regarding intellectual expertise in children's media. This title is also available, with additional material, as Open Access.

#1 New York Times Bestseller "THIS. This is the right book for right now. Yes, learning requires focus. But, unlearning and relearning requires much more—it requires choosing courage over comfort. In *Think Again*, Adam Grant weaves together research and storytelling to help us build the intellectual and emotional muscle we need to stay curious enough about the world to actually change it. I've never felt so hopeful about

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what I don't know." —Brené Brown, Ph.D., #1 New York Times bestselling author of *Dare to Lead* The bestselling author of *Give and Take* and *Originals* examines the critical art of rethinking: learning to question your opinions and open other people's minds, which can position you for excellence at work and wisdom in life Intelligence is usually seen as the ability to think and learn, but in a rapidly changing world, there's another set of cognitive skills that might matter more: the ability to rethink and unlearn. In our daily lives, too many of us favor the comfort of conviction over the discomfort of doubt. We listen to opinions that make us feel good, instead of ideas that make us think hard. We see disagreement as a threat to our egos, rather than an opportunity to learn. We surround ourselves with people who agree with our conclusions, when we should be gravitating toward those who challenge our thought process. The result is that our beliefs get brittle long before our bones. We think too much like preachers defending our sacred beliefs, prosecutors proving the other side wrong, and politicians campaigning for approval--and too little like scientists searching for truth. Intelligence is no cure, and it can even be a curse: being good at thinking can make us worse at rethinking. The brighter we are, the blinder to our own limitations we can become. Organizational psychologist Adam Grant is an expert on opening other people's minds--and our own. As Wharton's top-rated professor and the bestselling author of *Originals* and *Give and Take*, he makes it one of his guiding principles to argue like he's right but listen like he's wrong. With bold ideas and rigorous evidence, he investigates how we can embrace the joy of being wrong, bring nuance to charged conversations, and build schools, workplaces, and communities of lifelong learners. You'll learn how an international debate champion wins arguments, a Black musician persuades white supremacists to abandon hate, a vaccine whisperer convinces concerned parents to immunize their children, and Adam has coaxed Yankees fans to root for the Red Sox. *Think Again* reveals that we don't have to believe everything we think or internalize everything we feel. It's an invitation to let go of views that are no longer serving us well and prize mental flexibility over foolish consistency. If knowledge is power, knowing what we don't know is wisdom.

"What makes the modern university different from any other corporation?" asked Columbia's Andrew Delbanco recently in the *New York Times*. "There is more and more reason to think: less and less," he answered. In this provocative book, Frank Donoghue shows how this growing corporate culture of higher education threatens its most fundamental values by erasing one of its defining features: the tenured professor. Taking a clear-eyed look at American higher education over the last twenty years, Donoghue outlines a web of forces—social, political, and institutional—dismantling the professoriate. Today, fewer than 30 percent of college and university teachers are tenured or on tenure tracks, and signs point to a future where professors will disappear. Why? What will universities look like without professors? Who will teach? Why should it matter? The fate of the professor, Donoghue shows, has always been tied to that of the liberal arts—with the humanities at its core. The rise to prominence of the American university has been defined by the strength of the humanities and by the central role of the autonomous, tenured professor who can be both scholar and teacher. Yet in today's market-driven, rank- and ratings-obsessed world of higher education, corporate logic prevails: faculties are to be managed for optimal efficiency, productivity, and competitive advantage; casual armies of adjuncts and graduate students now fill the

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demand for teachers. Bypassing the distractions of the culture wars and other “crises,” Donoghue sheds light on the structural changes in higher education—the rise of community colleges and for-profit universities, the frenzied pursuit of prestige everywhere, the brutally competitive realities facing new Ph.D.s—that threaten the survival of professors as we’ve known them. There are no quick fixes in *The Last Professors*; rather, Donoghue offers his fellow teachers and scholars an essential field guide to making their way in a world that no longer has room for their dreams. First published in 2008, “*The Last Professors*” have largely had its arguments borne out in the interim, as the percentage of courses taught by tenured professors continues to dwindle. This new edition includes a substantial Preface that elaborates on recent developments and offers tough but productive analysis that will be crucial for today’s academics to heed.

If there is one sector of society that should be cultivating deep thought in itself and others, it is academia. Yet the corporatisation of the contemporary university has sped up the clock, demanding increased speed and efficiency from faculty regardless of the consequences for education and scholarship. In *The Slow Professor*, Maggie Berg and Barbara K. Seeber discuss how adopting the principles of the Slow movement in academic life can counter this erosion of humanistic education. Focusing on the individual faculty member and his or her own professional practice, Berg and Seeber present both an analysis of the culture of speed in the academy and ways of alleviating stress while improving teaching, research, and collegiality. *The Slow Professor* will be a must-read for anyone in academia concerned about the frantic pace of contemporary university life.

Since the election of Scott Walker, Wisconsin has been seen as ground zero for debates about the appropriate role of government in the wake of the Great Recession. In a time of rising inequality, Walker not only survived a bitterly contested recall that brought thousands of protesters to Capitol Square, he was subsequently reelected. How could this happen? How is it that the very people who stand to benefit from strong government services not only vote against the candidates who support those services but are vehemently against the very idea of big government? With *The Politics of Resentment*, Katherine J. Cramer uncovers an oft-overlooked piece of the puzzle: rural political consciousness and the resentment of the “liberal elite.” Rural voters are distrustful that politicians will respect the distinct values of their communities and allocate a fair share of resources. What can look like disagreements about basic political principles are therefore actually rooted in something even more fundamental: who we are as people and how closely a candidate’s social identity matches our own. Using Scott Walker and Wisconsin’s prominent and protracted debate about the appropriate role of government, Cramer illuminates the contours of rural consciousness, showing how place-based identities profoundly influence how people understand politics, regardless of whether urban politicians and their supporters really do shortchange or look down on those living in the country. *The Politics of Resentment* shows that rural resentment—no less than partisanship, race, or class—plays a major role in dividing America against itself.

The definitive career guide for grad students, adjuncts, post-docs and anyone else eager to get tenure or turn their Ph.D. into their ideal job Each year tens of thousands of students will, after years of hard work and enormous amounts of money, earn their

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Ph.D. And each year only a small percentage of them will land a job that justifies and rewards their investment. For every comfortably tenured professor or well-paid former academic, there are countless underpaid and overworked adjuncts, and many more who simply give up in frustration. Those who do make it share an important asset that separates them from the pack: they have a plan. They understand exactly what they need to do to set themselves up for success. They know what really moves the needle in academic job searches, how to avoid the all-too-common mistakes that sink so many of their peers, and how to decide when to point their Ph.D. toward other, non-academic options. Karen Kelsky has made it her mission to help readers join the select few who get the most out of their Ph.D. As a former tenured professor and department head who oversaw numerous academic job searches, she knows from experience exactly what gets an academic applicant a job. And as the creator of the popular and widely respected advice site *The Professor is In*, she has helped countless Ph.D.'s turn themselves into stronger applicants and land their dream careers. Now, for the first time ever, Karen has poured all her best advice into a single handy guide that addresses the most important issues facing any Ph.D., including:

- When, where, and what to publish
- Writing a foolproof grant application
- Cultivating references and crafting the perfect CV
- Acing the job talk and campus interview
- Avoiding the adjunct trap
- Making the leap to nonacademic work, when the time is right

*The Professor Is In* addresses all of these issues, and many more.

A Yale professor and author of *A Jane Austen Education* evaluates the consequences of high-pressure educational and parenting approaches that challenge the mind's ability to think critically and creatively, calling for strategic changes that can offer college students a self-directed sense of purpose.

An inside look at the politics of book reviewing, from the assignment and writing of reviews to why critics think we should listen to what they have to say *Taking readers behind the scenes in the world of fiction reviewing, Inside the Critics' Circle* explores the ways critics evaluate books despite the inherent subjectivity involved and the uncertainties of reviewing when seemingly anyone can be a reviewer. Drawing on interviews with critics from such venues as the *New York Times*, *Los Angeles Times*, and *Washington Post*, Phillipa Chong delves into the complexities of the review-writing process, including the considerations, values, and cultural and personal anxieties that shape what critics do. Chong explores how critics are paired with review assignments, why they accept these time-consuming projects, how they view their own qualifications for reviewing certain books, and the criteria they employ when making literary judgments. She discovers that while their readers are of concern to reviewers, they are especially worried about authors on the receiving end of reviews. As these are most likely peers who will be returning similar favors in the future, critics' fears and frustrations factor into their willingness or reluctance to write negative reviews. At a time when traditional review opportunities are dwindling while other forms of reviewing thrive, book reviewing as a professional practice is being brought into question. *Inside the Critics' Circle* offers readers a revealing look into critics' responses to these massive transitions and how, through their efforts, literary

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values get made.

A powerful claim for the virtues of a more thoughtful and collegiate approach to the academy today.

Professors are busy-busier than ever. No matter what your institutions' size, focus, or location, there is simply more to be done every day than can be. There are students to be taught, papers and reports to be written, and meeting and service commitments to attend to. All of this while you are supposed to be innovatively creative and lead a balanced reflective and supportive personal life. If you are going to get out of the whirlwind and be more productive at work while successfully maintaining a healthy home life, you need some tried and true time management strategies that actually work for Busy Professors. With the right mindset and a tuned toolbox of time saving techniques, you can successfully manage your email, get more writing done, innovate in the classroom, be more responsive to students, be prepared and on time for meetings, and finally have the intellectual life you've always dreamed of.

Suggests that modern religion is too fast paced and that a slower approach should be used so that parishioners get a more fulfilling experience.

Since the 1960s, yoga has become a billion-dollar industry in the West, attracting housewives and hipsters, New Agers and the old-aged. But our modern conception of yoga derives much from nineteenth-century European spirituality, and the true story of yoga's origins in South Asia is far richer, stranger, and more entertaining than most of us realize. To uncover this history, David Gordon White focuses on yoga's practitioners. Combing through millennia of South Asia's vast and diverse literature, he discovers that yogis are usually portrayed as wonder-workers or sorcerers who use their dangerous supernatural abilities—which can include raising the dead, possession, and levitation—to acquire power, wealth, and sexual gratification. As White shows, even those yogis who aren't downright villainous bear little resemblance to Western assumptions about them. At turns rollicking and sophisticated, *Sinister Yogis* tears down the image of yogis as detached, contemplative teachers, finally placing them in their proper context. Want to be an effective, successful and happy academic? This book helps you hone your skills, showcase your strengths, and manage all the professional aspects of academic life. With their focus on life-long learning and positive reflection, Alex and Bailey encourage you to focus on your own behaviours and personal challenges and help you to find real world solutions to your problems or concerns. Weaving inspirational stories, the best of research and theory, along with pragmatic advice from successful academics, this book provides step-by-step guidance and simple tools to help you better meet the demands of modern academia, including: Optimising your effectiveness, priorities & strategy Workflow & managing workload Interpersonal relationships, and how to influence Developing your writing, presenting and teaching skills Getting your work/life balance right. Clear, practical and refreshingly positive this book inspires you to build the career you want in academia.

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"The more it costs, the less it's worth." (Student slogan, London, 2003) "We are told that this world represents our best hope for intellectual vitality and creativity. We are also told that we should pay more to enter it and experience its rich resources. Yet those rich resources are increasingly marginalized by cultures of assessment and regulation, the heavy costs of which (both financial and intellectual) are to be carried by students. Increasingly students are being asked to pay for the costs of the regulation of higher education rather than education itself. Access to Higher Education has become more widely available: the implications of that change are the concern of this book." Mary Evans

Across the world, universities are more numerous than they have ever been, yet at the same time there is unprecedented confusion about their purpose and scepticism about their value. *What Are Universities For?* offers a spirited and compelling argument for completely rethinking the way we see our universities, and why we need them. Stefan Collini challenges the common claim that universities need to show that they help to make money in order to justify getting more money. Instead, he argues that we must reflect on the different types of institution and the distinctive roles they play. In particular we must recognize that attempting to extend human understanding, which is at the heart of disciplined intellectual enquiry, can never be wholly harnessed to immediate social purposes - particularly in the case of the humanities, which both attract and puzzle many people and are therefore the most difficult subjects to justify. At a time when the future of higher education lies in the balance, *What Are Universities For?* offers all of us a better, deeper and more enlightened understanding of why universities matter, to everyone.

In *The Slow Professor*, Maggie Berg and Barbara K. Seeber discuss how adopting the principles of the Slow movement in academic life can counter the erosion of humanistic education.

*Universities and the Occult Rituals of the Corporate World* explores the metaphorical parallels between corporatised, market-oriented universities and aspects of the occult. In the process, the book shows that the forms of mystery, mythmaking and ritual now common in restructured institutions of higher education stem from their new power structures and procedures, and the economic and sociopolitical factors that have generated them. Wood argues that universities have acquired occult aspects, as the beliefs and practices underpinning present-day market-driven academic discourse and practice weave spells of corporate potency, invoking the bewildering magic of the market and the arcane mysteries of capitalism, thriving on equivocation and evasion. Making particular reference to South African universities, the book demonstrates the ways in which apparently rational features of contemporary Western and westernised societies have acquired occult aspects. It also includes discussion of higher education institutions in other countries where neoliberal economic agendas are influential, such as the UK, the USA, the Eurozone states and Australia. Providing a unique and thought-provoking look at the impact of the

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marketisation of Higher Education, this book will be essential reading for academics, researchers and postgraduate students engaged in the study of higher education, educational policy and neoliberalism. It should also be of great interest to academics in the fields of anthropology, folklore and cultural studies, as well as business, economics and management.

You've gotten used to managing a diverse workforce. You deal with vendors across the globe. You see people as people, whether they're Chinese, Indian, Mexican, or American. You know the basic protocols to follow and the taboos to avoid. Still, when you arrive in another country or sit down to negotiate with someone from a different culture, you feel anxious and awkward, and often wind up saying or doing something wrong. You're not alone. Seventy percent of international ventures fail because of cultural differences. Do you need to speak multiple languages and have a Ph.D. in international relations to succeed in these global times? The reassuring reality is that you don't need to master all the norms and nuances of the myriad of cultures you encounter. What you need is CQ. That's short for Cultural Intelligence, a new set of skills and sensitivities that picks up where EQ leaves off. *Leading with Cultural Intelligence* is a ground-breaking guide to developing the repertoire and perspective to lead across a wide range of cultures--effectively, respectfully, and confidently. A global leadership consultant, David Livermore presents a proven model for success in any unfamiliar cultural context. It's easy to grasp and follow, yet radically different from simplistic approaches that focus on mimicking other cultures' gestures and phrases. Rooted in rigorous research spanning 25 countries, the CQ way of relating to and inspiring people from different national, ethnic, and organizational cultures is an ongoing cycle. You'll learn how to lead cross-culturally--and continually grow in proficiency and comfort--by applying a process with four key components: Drive. What's your motivation for this cross-cultural assignment? How can you increase your confidence level? Knowledge. What specific cultural systems, issues, and values do you need to understand? Strategy. What information do you need to map out a successful cross-cultural plan? What assumptions do you need to check? Action. What communication style and behaviors should you adapt for this intercultural interaction? At every step, you'll find helpful summaries and best practices. You'll also gain valuable insights into common situations, from eating unfamiliar local delicacies to apologizing, through the stories of frequent cross-cultural travelers. With *Leading with Cultural Intelligence* as your trusted compass, you'll be able to thrive in the global business climate and handle multi-cultural hurdles in your own backyard. By raising your CQ, you'll also contribute to the greater good of equal humanity for all. David Livermore, Ph.D., is Executive Director of the Global Learning Center in Grand Rapids, Michigan. In addition, he is a Senior Research Consultant with the Cultural Intelligence Center in East Lansing, Michigan, and a Visiting Research Fellow at Nanyang Technological University in Singapore. He has done consulting and training with leaders in 75 countries across the Americas, Africa,

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Asia, Australia, and Europe. Visit [www.davidlivermore.com](http://www.davidlivermore.com)

Drawing on research from the fields of neuroscience, faculty development, work productivity, positive psychology, and resilience, *The Peak Performing Professor* is filled with techniques, strategies, and practical tools for managing the complexities of academic life while maximizing professional potential. This much-needed resource reveals the four skill sets (PACE) that enhance peak performance and shows faculty step-by-step how to: Power their work and lives with purpose and meaning. Align all of their activities with that purpose. Connect with mutually helpful colleagues and intimates. Energize themselves to thrive in this interesting and engaging career. To help develop these essential skills, the book contains exercises that can help faculty hone their abilities to anchor their work, roles, and use of time in their most deeply held values; to integrate their personal and professional lives into a seamless whole; to experience more work-life balance; and, ultimately, to create a legacy of a life well-lived. Administrators will also find the book a useful tool for guiding their faculty to produce, stay engaged, and experience job satisfaction. "The first time I saw Susan present her Pyramid of Power model, I knew I needed to learn more. This book provides both the ideas and the practical advice that can help faculty and faculty developers make our lives more effective and more livable." —L. Dee Fink, author of *Creating Significant Learning Experiences* "An amazing book—essential reading for every faculty member. The integration of sound scholarship and practical advice is extraordinary. This book will power faculty workshops and faculty lives!" —Barbara Walvoord, professor emerita, University of Notre Dame; author of *Effective Grading*

From the author of *Stylish Academic Writing* comes an essential new guide for writers aspiring to become more productive and take greater pleasure in their craft. Helen Sword interviewed 100 academics worldwide about their writing background and practices and shows how they find or create the conditions to get their writing done.

In an age of internet scrolling and skimming, where concentration and attention are fast becoming endangered skills, it is timely to think about the act of reading and the many forms that it can take. *Slow Philosophy: Reading Against the Institution* makes the case for thinking about reading in philosophical terms. Boulos Walker argues that philosophy involves the patient work of thought; in this it resembles the work of art, which invites and implores us to take our time and to engage with the world. At its best, philosophy teaches us to read slowly; in fact, philosophy is the art of reading slowly – and this inevitably clashes with many of our current institutional practices and demands. Slow reading shares something in common with contemporary social movements, such as that devoted to slow food; it offers us ways to engage the complexity of the world. With the help of writers as diverse as Nietzsche, Wittgenstein, Woolf, Adorno, Levinas, Critchley, Beauvoir, Le Dœuff, Irigaray, Cixous, Weil, and others, Boulos Walker offers a foundational text in the emerging field of slow

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philosophy, one that explores the importance of unhurried time in establishing our institutional encounters with complex and demanding works.

Slow Professor Challenging the Culture of Speed in the Academy University of Toronto Press

"Poignant....important and illuminating."—The New York Times Book Review

"Groundbreaking."—Bryan Stevenson, New York Times bestselling author of Just Mercy From one of the world's leading experts on unconscious racial bias come stories, science, and strategies to address one of the central controversies of our time How do we talk about bias? How do we address racial disparities and inequities? What role do our institutions play in creating, maintaining, and magnifying those inequities? What role do we play? With a perspective that is at once scientific, investigative, and informed by personal experience, Dr. Jennifer Eberhardt offers us the language and courage we need to face one of the biggest and most troubling issues of our time. She exposes racial bias at all levels of society—in our neighborhoods, schools, workplaces, and criminal justice system. Yet she also offers us tools to address it. Eberhardt shows us how we can be vulnerable to bias but not doomed to live under its grip. Racial bias is a problem that we all have a role to play in solving.

"Coyle spent three years researching the question of what makes a successful group tick, visiting some of the world's most productive groups--including Pixar, Navy SEALs, Zappos, IDEO, and the San Antonio Spurs. Coyle discovered that high-performing groups ... generate three key messages that enable them to excel: 1. Safety (we are connected), 2. Shared risk (we are vulnerable together), 3. Purpose (we are part of the same story)"--

Tomorrow's Professor is designed to help you prepare for, find, and succeed at academic careers in science and engineering. It looks at the full range of North American four-year academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book. Tailored for today's graduate students, postdocs, and beginning professors, Tomorrow's Professor: Presents a no-holds-barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start-up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling Bonus material is available for free download at

<http://booksupport.wiley.com> At a time when anxiety about academic career opportunities for Ph.D.s in these field is at an all-time high, Tomorrow's Professor provides a much-needed practical approach to career development.

The first full-length study of animals in Jane Austen, Barbara K. Seeber's book situates the author's work within the serious debates about human-animal relations that began in the eighteenth century and continued into Austen's lifetime. Seeber shows that Austen's writings consistently align the objectification of nature with that of women and that Austen associates the hunting, shooting, racing, and consuming of animals with the domination of women. Austen's complicated depictions of the use and abuse of nature also challenge postcolonial readings that interpret, for example, Fanny Price's rejoicing in nature as a celebration of England's imperial power. In Austen, hunting and the owning of animals are markers of station and a prerogative of power over others, while her representation of the hierarchy of food, where meat occupies top position, is identified with a human-nature dualism that objectifies not only nature, but also the women who are expected to serve food to men. In placing Austen's texts in the context of animal-rights arguments that arose in the late eighteenth and early nineteenth centuries, Seeber expands our understanding of Austen's participation in significant societal concerns and makes an important contribution to animal, gender, food, and

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empire studies in the nineteenth century.

*Difficult Subjects: Insights and Strategies for Teaching about Race, Sexuality and Gender* is a collection of essays from scholars across disciplines, institutions, and ranks that offers diverse and multi-faceted approaches to teaching about subjects that prove both challenging and often uncomfortable for both the professor and the student. It encourages college educators to engage in forms of practice that do not pretend that teachers and students are unaffected by world events and incidents that highlight social inequalities. Readers will find the collected essays useful for identifying new approaches to taking on the “difficult subjects” of race, gender, and sexuality. The book will also serve as inspiration for academics who believe that their area of study does not allow for such pedagogical inquiries to also teach in ways that address difficult subjects. Contributors to this volume span a range of disciplines from criminal justice to gender studies to organic chemistry, and demonstrate the productive possibilities that can emerge in college classrooms when faculty consider “identity” as constitutive of rather than divorced from their academic disciplines. Discussions of race, gender, and sexuality are always hot-button issues in the college classroom, whether they emerge in response to a national event or tragedy or constitute the content of the class over a semester-long term. Even seasoned professors who specialize in these areas find it difficult to talk about identity politics in a room full of students. And many professors for whom issues of racial, and sexual identity is not a primary concern find it even more challenging to raise these issues with students. Offering reflections and practical guidance, the book accounts for a range of challenges facing college educators, and encourages faculty to teach with courage and conviction, especially when it feels as though the world around us is crashing down upon our students and ourselves.

*Dissonant Methods* is an innovative collection that probes how, by approaching teaching creatively, postsecondary instructors can resist the constrictions of neoliberalism. Based on the foundations of Scholarship of Teaching and Learning, whereby educators are asked to explore teaching as scholarship, these essays offer concrete and practical meditations on resistant and sustainable teaching. The contributors seek to undermine forms of oppression frequently found in higher education, and instead advance a vision of the university that upholds ideals such as critical thinking, creativity, and inclusivity. Essential reading for faculty and graduate students in the humanities, *Dissonant Methods* offers urgent, galvanizing ideas for anyone currently teaching in a college or university. Contributors: Kathy Cawsey, Kit Dobson, Ada S. Jaarsma, Rachel Jones, Kyle Kinaschuk, Namrata Mitra, Guy Obrecht, Katja K. Pettinen, Kaitlin Rothberger, Ely Shipley, Martin Shuster

*Museums and the Challenge of Change* explores the profound challenges facing museums and charts ways forward that are grounded in partnership with audiences and communities on-site, online, and in wider society. Facing new generations with growing needs and desires, growing population diversity, and a digital revolution, the museum sector knows it must change – but it has been slow to respond. Drawing on the expertise and voices of practitioners from within and beyond the sector, Black calls for a change of mind-set and radical evolution (transformation over time, learning from the process, rather than a ‘big bang’ approach). Internally, a participative environment supports social interaction through active engagement with collections and content – and Black includes an initial typology of participative exhibits, both traditional and digital. Externally, the museum works in partnership with local communities and other agencies to make a real difference, in response to societal challenges. Black considers what this means for the management and structure of the museum, emphasising that it is not possible to separate the development of a participative experience from the ways in which the museum is organised. *Museums and the Challenge of Change* is highly practical and focused on initiatives that museums can implement swiftly and cheaply, making a real impact on user engagement. The book will thus be essential reading for museum practitioners

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and students of museum studies around the globe.

The Only Academic Phrasebook You'll Ever Need is a short, no-nonsense, reader-friendly bank of academic sentence templates. It was written for both graduate and undergraduate students who already know the basics of academic writing but may still struggle to express their ideas using the right words. The Only Academic Phrasebook You'll Ever Need contains 600 sentence templates organized around the typical sections of an academic paper. Here are some examples: 1. Establishing a research territory: The last few years have seen an increased interest in \_\_\_\_\_. 2. Describing research gaps: To date, no study has looked specifically at \_\_\_\_\_. 3. Stating your aims: The aim of this study is to discuss the extent to which \_\_\_\_\_. 4. Describing the scope and organization of your paper: In chapter \_\_\_\_\_, the concept of \_\_\_\_\_ is further explored. 5. General literature review: A number of scholars have attempted to identify \_\_\_\_\_. 6. Referencing: In his 1799 study, Smith argued that \_\_\_\_\_. 7. Sampling and data collection: Participants were randomly selected based on \_\_\_\_\_. 8. Data analysis and discussion: The data provide preliminary evidence that \_\_\_\_\_. The Only Academic Phrasebook You'll Ever Need also contains 80 grammar and vocabulary tips for both native and non-native speakers. For example: 1. What's the difference between "effect" and "affect"? "Imply" and "infer"? "They're", "their" and "there"? 2. Is "irregardless" correct? 3. Do you say "the criteria was" or "the criteria were"? The Only Academic Phrasebook You'll Ever Need is NOT a comprehensive academic writing textbook. It will NOT teach you key academic skills such as choosing the right research question, writing clear paragraphs, dealing with counter arguments and so on. But it will help you find the best way to say what you want to say so you can ace that paper!

Read it, and you will come away ready to hit the ground running.

If you find yourself thinking or saying any of the following, this is a book you need to pick up. I know or suspect that I am underpaid, but I hate negotiating. I do everything else first and then write in the time left over. I'm not sure exactly what the promotion requirements are in my department. Since earning tenure, my service load has increased and my research is suffering. I don't get enough time with my family. This is a practical guide for women in academe – whether adjuncts, professors or administrators – who often encounter barriers and hostility, especially if women of color, and generally carry a heavier load of service, as well as household and care responsibilities, than their male colleagues. Rena Seltzer, a respected life coach and trainer who has worked with women professors and academic leaders for many years, offers succinct advice on how you can prioritize the multiplicity of demands on your life, negotiate better, create support networks, and move your career forward. Using telling but disguised vignettes of the experiences of women she has mentored, Rena Seltzer offers insights and strategies for managing the situations that all women face – such as challenges to their authority – while also paying attention to how they often play out differently for Latinas, Black and Asian women. She covers issues that arise from early career to senior administrator positions. This is a book you can read cover to cover or dip into as you encounter concerns about time management; your authority and influence; work/life balance; problems with teaching; leadership; negotiating better; finding time to write; developing your networks and social support; or navigating tenure and promotion and your career beyond.

Museums and Social Change explores the ways museums can work in collaboration with marginalised groups to work for social change and, in so doing, rethink the museum. Drawing on the first-hand experiences of museum practitioners and their partners around the world, the volume demonstrates the impact of a shared commitment to collaborative, reflective practice. Including analytical discussion from practitioners in their collegial work with women, the homeless, survivors of institutionalised child abuse and people with disabilities, the book draws attention to the significant contributions of small, specialist museums in bringing about social change. It is here, the book argues, that the new museum emerges: when museum

## Read Free Slow Professor Challenging The Culture Of Speed In The Academy

practitioners see themselves as partners, working with others to lead social change, this is where museums can play a distinct and important role. Emerging in response to ongoing calls for museums to be more inclusive and participate in meaningful engagement, *Museums and Social Change* will be essential reading for academics and students working in museum and gallery studies, librarianship, archives, heritage studies and arts management. It will also be of great interest to those working in history and cultural studies, as well as museum practitioners and social activists around the world.

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. Jensen begins by busting the myth that universities are supportive writing environments. She points out that academia, an arena dedicated to scholarship, offers pressures that actually prevent scholarly writing. She shows how to acknowledge these less-than-ideal conditions, and how to keep these circumstances from draining writing time and energy. Jensen introduces tools and techniques that encourage frequent, low-stress writing. She points out common ways writers stall and offers workarounds that maintain productivity. Her focus is not on content, but on how to overcome whatever stands in the way of academic writing. *Write No Matter What* draws on popular and scholarly insights into the writing process and stems from Jensen's experience designing and directing a faculty writing program. With more than three decades as an academic writer, Jensen knows what really helps and hinders the scholarly writing process for scholars in the humanities, social sciences, and sciences. Cut down the academic sword of Damocles, Jensen advises. Learn how to write often and effectively, without pressure or shame. With her encouragement, writers of all levels will find ways to create the writing support they need and deserve.

*Slow Teaching* is a thoughtful exploration of how slowing down in all aspects of education can lead to improved student outcomes. It evaluates how this slow pedagogy will result in improved feedback, more skilled classroom management and relationships, meaningful classroom dialogue, retention of knowledge and leadership with attention to detail.

Sharp and witty observations of academic life that range from the local to the global, from PowerPoint to the halls of power. Is a university education still relevant? What are the forces that threaten it? Should academics ever be allowed near Twitter? In *Academic Diary*, Les Back has chronicled three decades of his academic career, turning his sharp and often satirical eye to the everyday aspects of life on campus and the larger forces that are reshaping it.

Presented as a collection of entries from a single academic year, the diary moves from the local to the global, from PowerPoint to the halls of power. With entries like "Ivory Towers" and "The Library Angel," these smart, humorous, and sometimes absurd campus tales not only demystify the opaque rituals of scholarship but also offer a personal perspective on the far-reaching issues of university life. Commenting on topics that range from the impact of commercialization and fee increases to measurement and auditing research, the diary offers a critical analysis of higher education today. At the same time, it is a passionate argument for the life of the mind, the importance of collaborative thinking, and the reasons that scholarship and writing are still vital for making sense of our troubled and divided world.

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