



## **Boice: Hb New Faculty Members \_c1**

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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. It is the first guidebook to move beyond anecdotes and surmises for its directives, based on the author's extensive experience and solid research in the areas of staff and faculty development. For new teachers.

## **Boice: Hb New Faculty Members \_c1 Details**

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# **From Reader Review Boice: Hb New Faculty Members \_c1 for online ebook**

## **Stanley Hall says**

I love this book. It applies mindfulness concepts to the practices of teaching, writing, and researching. Has dramatically affected my daily routines.

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## **Rebecca says**

At first I thought it was too touchy-feely, but I'm a little impatient sometimes. I've since grown to appreciate the advice for freewrites and for conscientious inquiry into what I want to accomplish.

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## **Leigh says**

I quit reading this page by page after the first couple of chapters. While I hate being one of those people that says "it sounds great, but it won't work for me" I think that is where I stand. Tackling big projects like teaching, writing and service in smaller packages on a somewhat daily sounds good to many people, but it is something that I am not good at. I feel like I get in such a rut and don't really get anything done. And that I am jumping around from thing to thing, which gets exhausting. I may try to work in smaller, more regular paces to see how it goes, but I am just not too sure.

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## **Cassandra says**

the section on writing is good - hence the stars.

I thought I would get more from the mentoring discussion and study of minorities. Instead, I got a really surface overview of data. My experience, as a minority, is that when I try to get feedback it can be misleading (telling me not to apply for an award that they told others who do the same work applied for and received - saying 'that's great keep going with that', and not going any further in thought) and or I get punted to go get feedback elsewhere, i.e. from another woman. So, after a point, it's like, why keep doing something if the result is always the same? It's quite exhausting to search for a person who actually gives real thought. What I would like is a qualitative study of conversation between colleagues to identify if the senior faculty are treating minority faculty differently - giving more thought to some than others. Other research shows minorities receive less [useful] mentoring, they aren't sponsored, but this book doesn't really help manage that.

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## **Anterobot Garcia says**

Advice for readers of Advice for new faculty members: don't bother.

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### **John Marino says**

Teaching, writing, service. But everything in moderation. Looking at how the experts (successful new faculty) do it offers a sound, evidence-based perspective. Yes, it works.

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### **Alex Wang says**

It provides applicable guidance for new faculty members with respect to teaching, research, and service. The rules are based on the empirical observations and field studies accumulated over years by the author.

Very useful and easy to follow.

Applicable to different disciplines.

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### **Tomas Chaigneau says**

This had been suggested to me by researchers I admire as their holy grail! So in a flash, I ordered this book and aimed to read it quickly, soak up all its knowledge and become a newer, better version of me that succeeds at work.

It is clear that there are some great messages here, the most prevalent being that everything should be done in moderation and therefore start early, and know when to stop but do a little bit of each task regularly rather than thinking it is never the right moment to do it or that conditions aren't perfect.

It is also always re-assuring to see when you already do some of the things that are being suggested...

However I found this book to be far too long for a clear message, and the exercises or points being made are not easily labelled in a way that necessarily makes much sense.

Having said this, I've taken a lot of the points on board and aim to incorporate them in my teaching and research approach.

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### **Robin Bernstein says**

When I read this book, much of the advice struck me as counter-intuitive. But I decided to give Boice's system a shot, and the results were simply life-changing. The book is written in a dry style, and I don't recommend reading it in one sitting. It's probably best to read this book in the way that Boice recommends doing all academic work: in brief, regular sessions. And by the way, although this book is intended for junior faculty, almost all the advice is equally applicable to grad students.

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### **Badri Adhikari says**

An important background about me: I am not a native English speaker and I don't read novels but I have read a few popular self-help books, and my English is pretty good. This book's flow and coherence are horrible.

The book is a compilation of many research papers. To the people researching the topic itself, it may be interesting and useful, but not for a new faculty like me. I read the first half of the book and skimmed the second half. I had to read it like a research paper, reading back and forth, to get the message. The main message of the book is clear though - don't spend too much time in teaching preparation.

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### **Carolyn Judge says**

I read this book after making tenure. While I made tenure without any concerns, I did so by becoming extremely stressed and miserable. This book is providing me with a road map to staying in academia and finding happiness there. If not for the ideas and guidance suggested, I would likely be looking for a new career.

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### **Nicole says**

this book is indispensable! even though i'm not heading off to a new job yet this fall, it's really helped me think about my writing and my teaching as i finish up the diss and get ready to head back out on the job market.

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### **Jessica says**

Useful for graduate students, not just new profs--very focused on time management strategies, but also very thoughtful on issues of preserving time and energy for creative, playful work.

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### **Britt says**

This book has a lot of really excellent advice to help any new faculty member survive their first years on the job. Working in "brief regular sessions" is a fantastic and non-intuitive idea and I urge anyone who's feeling overwhelmed with their work, in teaching, research, or writing, to give it a try.

However, for a book that is subtitled "Nihil Nimus," meaning "nothing in excess," this book sure is wordy and repetitive. It also dwells far too much on convincing the reader that the advice works, rather than just getting on with it and giving some practical advice.

Actually, I notice that trend in several different sources of information aimed at younger faculty. Huh. Maybe that's just what academics is about... always justifying what you're doing instead of just getting on with it.

Anyway, this book is a recommended skim (not necessarily a recommended read) for any new college professor.

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## **Meredith says**

TERRIBLE writing, but seems like good, sane advice about starting a faculty job.

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