
Contents

Preface **xiii**

Introduction: Why New Professors Need Timely Advice **1**

SECTION I *Moderate Work at Teaching* **11**

Rationale for a Nihil Nimus (Moderate) Approach to Teaching 11
Why Is This First Section of the Book about Teaching? 12
What Nihil Nimus Means in Practices of Teaching 15
The Plan for Section I 17
Eight Rules for Working at Teaching with Moderation 18

1 **Wait** **19**

Active Waiting 19

Rule 1: Wait. 23

2 **Begin Before Feeling Ready** **29**

How Difficult Is Beginning Early? 29

A Familiar Way of Seeing Obstacles to Beginning Early 30

Rule 2: Begin Early, Before Feeling Ready. 32

3	Prepare and Present in Brief, Regular Sessions	39
	<i>How This Combination of Moderation and Constancy Applies in Real-Life Teaching</i>	40
	<i>Rule 3: Work in Brief, Regular Sessions.</i>	41
4	Stop	47
	<i>What, Exactly, Makes Timely Stopping So Difficult?</i>	48
	<i>Rule 4: Stop in Timely Fashion.</i>	51
5	Moderate Overattachment and Overreaction	55
	<i>What Makes This Moderation of Attachment Difficult?</i>	56
	<i>Rule 5: Moderate Overattachment to Content and Overreactions to Criticism.</i>	57
6	Moderate Negative Thinking and Strong Emotions	65
	<i>Irrationally Negative Thinking</i>	66
	<i>Rule 7 (Part 1): Moderate Negative Thinking.</i>	68
	<i>Rule 7 (Part 2): Moderate Emotions.</i>	72
7	Let Others Do Some of the Work	75
	<i>Traditional Misbeliefs</i>	75
	<i>Rule 8: Let Others Do Some of the Work.</i>	76
	<i>A Final Caution Near the End of These Rules about Teaching</i>	79
8	Moderate Classroom Incivilities	81
	<i>An Introduction to Classroom Incivilities (CIs)</i>	82
	<i>Field Studies of Why Classroom Incivility Matters in the Beginning</i>	85
	<i>How Classroom Incivility Relates to Other Behaviors of Teachers and Students</i>	91
	<i>Situations Where Near-Classroom Incivility Is Tolerable, Perhaps Even Helpful</i>	94
	<i>Efforts to Moderate Teachers' Classroom Incivilities</i>	94
	<i>Conclusions about Classroom Incivility</i>	97

Section I Summary and Extension of the Nihil Nimus Approach to Teaching 99

SECTION II *Write in Mindful Ways* 103

- Rationale for a Mindful Approach to Writing* 103
What Mindfulness Has to Do with Writing 106
Ten Mindful Ways of Writing 113
- 9 Wait 115**
What Makes Active Waiting Different? 115
Experimental Evidence for the Benefits of Waiting 116
Writing Rule 1: Wait, Actively. 118
- 10 Begin Writing Early (Before Feeling Ready) 123**
Beginning Early Can Be Difficult Until It Becomes a Habit 124
Writing Rule 2: Begin Early. 125
Experimental Evidence for Benefits in Beginning Writing Early 136
- 11 Work with Constancy and Moderation 137**
Writing Rule 3: Work with Constancy and Moderation. 139
Evidence for the Efficacy of Brief, Daily Sessions 143
- 12 Stop 145**
Writing Rule 4: Stop, in Timely Fashion. 146
- 13 Work with Balance 151**
What about Balance Is So Valuable? 152
Writing Rule 5: Work with Balance. 153
- 14 Let Go of Negative Thoughts 157**
Negative Thinking Has Broad Effects 158
Experimental Evidence about Commonality and Costs 159
Writing Rule 6: Moderate Negative Thinking. 161
Other Experimental Evidence 163
- 15 Moderate Emotions 165**
Hypomania 165
Why Moderation of Emotions in Writing Is Generally Unmentioned 166
Writing Rule 7: Moderate Emotions. 168

*Literary Evidence for an Advantage of Working in Brief,
Daily Sessions* 174

- 16 Moderate Attachments** 177
Writing Rule 8: Moderate Attachments and Reactions. 179
- 17 Let Others Do Some of the Work** 183
Writing Rule 9: Let Others Do Some of the Work. 183
A Caution Near the End of These Writing Rules 186
- 18 Limit Wasted Effort** 187
Writing Rule 10: Moderate Wasted Effort. 188

Section II Summary and Extension of the Mindful Ways of Writing 192

Mindfulness and Metacognitions 193
Veteran Participants' Reviews 195
Reseeing Inning and Outing in Terms of Mindfulness 196

SECTION III *Socialize and Serve with Compassion* 203

Why Compassion Is Ultimately Important 203
How the Social/Service Side of New Faculty Life Brings Balance 204
What Are Socially Patterned Ways of Working? 208
A Preview of Section III 208

- 19 Learn about Academic Culture Early, Patiently** 211
Rule 1: Wait. 214
Rule 2: Begin Early. 214
- 20 Let Others Do Some of the Work** 233
*What Helps New Faculty Find Self-Compassion
through Socialization?* 235
Mentoring 235
Rule 3: Let Another Person Do Some of Your Work, as a Mentor. 247

Other Kinds of Socialized Work 248

- 21 Combine Self-Service with Service for Others** 253
- Usual Definitions and Shortcomings of Service* 254
- The Most Serious Problem in Service: Excess* 255
- How Exemplars (and Those Who Model after Them) Begin Their
Nontraditional Service* 257
- New Faculty Experience of Women and Minorities* 260
- Rule 4: Get Struggling Peers to Accept Some of Your Help.* 271

**General Summary: Catalogue of *Nihil Nimus* Rules and Advice for
New Faculty** 273

Appendix: Readings by the Numbers 279

References 299

Name Index 311

Subject Index 315