

"Quick Starter" Characteristics



Habits of new faculty achieving early success in all scholarly roles including teaching.

Boice, R. (2000). *Advice for New Faculty Members: Nihil Nimus*. Needham Heights, MA: Allyn & Bacon.
Boice, R. (1996). *First-Order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process*. Bolton, MA: Anker.
Boice, R. (1991). *Quick Starters: New Faculty Who Succeed*. *New Directions for Teaching and Learning*. Wiley.

01. Positive towards students

Available, talks to students before and after class
Learns student names

02. Actively seeks advice

Talks to peers about teaching
Seeks feedback from students

03. Relaxed, curious, insightful

Views challenges as opportunities
Asks questions, avoids assumptions

04. Moderate preparation

Approaches work as "spaced-practice" rather than "cramming"
Avoids over-preparation

05. Scholarly productivity

Maintains momentum across scholarly roles
Strives for integration and synergy

06. Teaching improvement

Pursues development as a teacher
Cultivates transparency in teaching



07. Active engagement

Engages students in the learning process
Emphasizes relevance

08. Manages energy

Plans for roles to be "energy-returns" rather than "energy-drains"
Practices integration of roles

09. Makes connections

Collaborates with peers, staff, and students
Accesses resources and services

10. Values student success

Monitors student progress
Directs students to assistance
Connects faculty and student success

11. Resilient, avoids negativity

Avoids complaining
Explains, asks questions, and welcomes additional information

Questions about "Quick Starter" approaches? Email cte@tamu.edu.