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Preface

Every time I go into the classroom, some matter what the subject of course is, I am teaching fifty students or sixty students. If I did not enjoy the novelty, I would have chosen a different line of work. I have been a continuous source of intellectual renewal for me as an academic and as a university professional, and as a colleague. I am grateful that my institution values my contributions to teaching and research. The salary they pay me. I try to share my enthusiasm with other faculty who share my curiosity, and conversations happen with younger colleagues, who often have not had the opportunity to teach in a classroom for the first time.

In the last decade, my university has added dozens of new faculty to our department. As chair of a small department, I have helped in finding or hiring faculty. Each year, I would find myself saying yes to them down. That became the germ of this book. These are the messages I give my colleagues, my aim here is to help faculty at their own institution. This is an approach to collegiality for faculty as well as faculty.

Teaching satisfies many of my needs. I teach because I derive satisfaction from helping others to see the light, I teach because I derive satisfaction from helping others to sense the beauty of the world we all face. I teach because this is my way of trying to make the world a better place. Teaching is a way of trying to convince you to teach in a way that stimulates the best in you. Teaching is a way of trying to make the world a better place. Teaching is a way of trying to make the world a better place.

There are currently half a dozen books on teaching available from libraries. In the teaching responsibilities that accompany this text, one has time to read them all. I have read this large body of literature as well. I have taken the best they have to offer, and added my own experience as a teacher, as a mentor, as a scientist. The result, I hope, is a guide that a new or new faculty will have about teaching practice.