

Nau Freshman Orientation 2014

Tia Brown McNair,Susan Albertine,Michelle Asha Cooper,Nicole McDonald,Thomas Major, Jr.

International Student Engagement Chris R. Glass, Rachawan Wongtrirat, Stephanie Buus, 2023-07-03 This book responds to the growing calls among international educators, activists, and students themselves to pay closer attention to the qualitative dimensions of international students' experiences at U.S. colleges and universities. This book outlines deep approaches to the academic and social integration of international students at U.S. colleges and universities. It describes concrete examples of strategies to enhance the international student experience across a wide range of institutional types, and explores actions that have enabled colleges and universities to create more inclusive, connected, and purposeful campus environments for international students. It fleshes out the effects of these actions through the first person narratives of international students themselves. It focuses on reinforcing an institution's existing strengths and capacities to help academic leaders at these institutions to develop comprehensive strategies that will enable the creation of inclusive campus climates for international students. The book combines evidence derived from the national Global Perspective Inventory dataset, the experiences of institutions at the forefront in developing effective strategies, as well as first-person narrative experiences of international students to illustrate the real-life consequences of institutional policies, practice, and programs. One of the aims of this book is to take readers on a journey, from community colleges to liberal arts institutions to large public flagship research universities, from rural parts of the U.S. to highly-populated urban areas in order to raise questions about the impact of the surge of international students in these environments and about the corresponding challenges that confront senior administrators seeking to strengthen and deepen connections for the students. The book explores some of the actions that universities and colleges across the U.S. have taken to create more inclusive, connected, and purposeful campus environments for their international students, placing particular emphasis on the importance of tapping and reinforcing each institution's existing strengths and capacities in the development of strategies that will enable it to create more inclusive campus climates for current and incoming international students, and engaging in active collaboration with all departments and offices across the campus, with the larger community, and most important, with the international student community itself.

My Freshman Year Rebekah Nathan, 2006-07-25 After fifteen years of teaching anthropology at a large university, Rebekah Nathan had become baffled by her own students. Their strange behavior—eating meals at their desks, not completing reading assignments, remaining silent through class discussions—made her feel as if she were dealing with a completely foreign culture. So Nathan decided to do what anthropologists do when confused by a different culture: Go live with them. She enrolled as a freshman, moved into the dorm, ate in the dining hall, and took a full load of courses. And she came to understand that being a student is a pretty difficult job, too. Her discoveries about contemporary undergraduate culture are surprising and her observations are invaluable, making *My Freshman Year* essential reading for students, parents, faculty, and anyone interested in educational policy.

Composing Identity Through Language, Culture, Technology, and the Environment Sibylle Gruber, 2005

Alternative Rhetorics Laura Gray-Rosendale, Sibylle Gruber, 2001-04-19 Challenges the traditional rhetorical canon.

What Makes the First-year Seminar High Impact? Tracy L. Skipper, 2017 The responsibility for college success has historically rested with the student, but since the 1980s, educators have taken increasing ownership of this, designing structures that increase the likelihood of learning, success, and retention. These efforts have included a variety of initiatives--first year seminars, learning communities, writing-intensive courses, common intellectual experiences, service-learning, undergraduate research, and senior capstones among others--that have come to be known as high-impact practices. Although first year seminars have been widely accepted as a high impact educational practice leading to improved academic performance, increased retention and acquisition of critical 21st Century outcomes, first-year seminars tend to be loosely defined in the literature. National explorations of course structure and administration demonstrate the diversity of the curricular initiatives across various campuses. In order to determine the attributes that all of these varied courses share in common that contribute to their effectiveness, the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina invited contributions for a book exploring effective educational practices within the first-year seminar. This collection of case studies represents a wide variety of institutional and seminar types. The authors describe the structure, pedagogy, and assessment strategies that lead to high quality seminars and they offer abundant models for ensuring the delivery of a high-quality educational experience to all entering students. The table of contents includes the following: (1) Structural Supports for Effective Educational Practices in the First-Year Seminar (Tracy L. Skipper); (2) The American University of Rome (Jenny Petrucci); (3) Cabrini University (Richard Gebauer, Michelle Filling-Brown, and Amy Perischetti); (4) Clark University (Jessica Bane Robert); (5) Coastal Carolina University (Michele C. Everett); (6) Durham Technical Community College (Kerry F. Cantwell and Gabby McCutchen); (7) Florida South Western State College (Eileen DeLuca, Kathy Clark, Myra Walters, and Martin Tawil); (8) Indiana University--Purdue University Indianapolis (Heather Bowman, Amy Powell, and Cathy Buyarski); (9) Ithaca College (Elizabeth Bleicher); (10) LaGuardia Community College, CUNY (Tameka Battle, Linda Chandler, Bret Eynon, Andrea Francis, Preethi Radhakrishnan, and Ellen Quish); (11) Loyola University Maryland (Mary Ellen Wade); (12) Malone University (Marcia K. Everett, Jay R. Case, and Jacci Welling); (13) Montana State University (Margaret Konkell and Deborah Blanchard); (14) Northern Arizona University (Rebecca Campbell and Kaitlin Hublitz); (15) Southern Methodist University (Caitlin Anderson, Takeshi Fujii, and Donna Gober); (16) Southwestern Michigan College (Christi Young, Jeffrey Dennis, and Donald Ludman); (17) St. Cloud State University (Christine Metzger); (18) Texas A & M University-Corpus Christi (Rita A. Sperry, Andrew M. Garcia, Chelsie Hawkinson, and Michelle Major); (19) The University of Arizona (Marla Franco, Jessica Hill, and Tina Wesanen-Neil); (20) University of Kansas (Alison Olcott Marshall and Sarah Crawford-Parker); (21) University of Maryland Baltimore County (Lisa Carter Beall); (22) University of New Hampshire (Neil Niman, Tamara Rury, and Sean Stewart); (23) University of North Carolina Wilmington (Zachary W. Underwood); (24) University of Northern Iowa (Deirdre Heistad, April Chatham-Carpenter, Kristin Moser, and Kristin Woods); (25) University of Texas at Austin (Ashley N. Stone and Tracie Lowe); (26) University of Texas at San Antonio (Kathleen Fugate Laborde and Tammy Jordan Wyatt); (27) University of Wisconsin-Madison (Susan Brantly and Sorabh Singhal); (28) Virginia Commonwealth University (Melissa C. Johnson and Bety Kreydatus); and (29) Conclusion: What Does It Mean to Be High Impact? (Tracy L. Skipper). (Individual chapters contain references.).

Schools of Thought Rexford Brown, 1993-08-10 As a result of his visits to classrooms across the nation, Brown has compiled an engaging, thought-provoking collection of classroom vignettes which show the ways in which national, state, and local school politics translate into changed classroom practices. Captures the breadth, depth, and urgency of education reform.--Bill Clinton.

First-Generation College Students Lee Ward, Michael J. Siegel, Zebulun Davenport, 2012-07-10 **FIRST-GENERATION COLLEGE STUDENTS** ...a concise, manageable, lucid summary of the best scholarship, practices, and future-oriented thinking about how to effectively recruit, educate, develop, retain, and ultimately graduate first-generation students. —from the foreword by JOHN N. GARDNER First-generation students are frequently marginalized on their campuses, treated with benign disregard, and placed at a competitive disadvantage because of their invisibility. While they include 51% of all undergraduates, or approximately 9.3 million students, they are less likely than their peers to earn degrees. Among students enrolled in two-year institutions, they are significantly less likely to persist into a second year. *First-Generation College Students* offers academic leaders and student affairs professionals a guide for understanding the special challenges and common barriers these students face and provides the necessary strategies for helping them transition through and graduate from their chosen institutions. Based in solid research, the authors describe best practices and include suggestions and techniques that can help leaders design and implement effective curricula, out-of-class learning experiences, and student support services, as well as develop strategic plans that address issues sure to arise in the future. The authors offer an analysis of first-generation student expectations for college life and academics and examine the powerful role cultural capital plays in shaping their experiences and socialization. Providing a template for other campuses, the book highlights programmatic initiatives at colleges around the country that effectively serve first-generation students and create a powerful learning environment for their success. *First-Generation College Students* provides a much-needed portrait of the cognitive, developmental, and social factors that affect the college-going experiences and retention rates of this growing population of college students.

The WEIRDest People in the World Joseph Henrich, 2020-09-08 A New York Times Notable Book of 2020 A Bloomberg Best Non-Fiction Book of

2020 A Behavioral Scientist Notable Book of 2020 A Human Behavior & Evolution Society Must-Read Popular Evolution Book of 2020 A bold, epic account of how the co-evolution of psychology and culture created the peculiar Western mind that has profoundly shaped the modern world. Perhaps you are WEIRD: raised in a society that is Western, Educated, Industrialized, Rich, and Democratic. If so, you're rather psychologically peculiar. Unlike much of the world today, and most people who have ever lived, WEIRD people are highly individualistic, self-obsessed, control-oriented, nonconformist, and analytical. They focus on themselves—their attributes, accomplishments, and aspirations—over their relationships and social roles. How did WEIRD populations become so psychologically distinct? What role did these psychological differences play in the industrial revolution and the global expansion of Europe during the last few centuries? In *The WEIRDest People in the World*, Joseph Henrich draws on cutting-edge research in anthropology, psychology, economics, and evolutionary biology to explore these questions and more. He illuminates the origins and evolution of family structures, marriage, and religion, and the profound impact these cultural transformations had on human psychology. Mapping these shifts through ancient history and late antiquity, Henrich reveals that the most fundamental institutions of kinship and marriage changed dramatically under pressure from the Roman Catholic Church. It was these changes that gave rise to the WEIRD psychology that would coevolve with impersonal markets, occupational specialization, and free competition—laying the foundation for the modern world. Provocative and engaging in both its broad scope and its surprising details, *The WEIRDest People in the World* explores how culture, institutions, and psychology shape one another, and explains what this means for both our most personal sense of who we are as individuals and also the large-scale social, political, and economic forces that drive human history. Includes black-and-white illustrations.

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Maritime Trade & Transportation ,1999

Undoing the Demos Wendy Brown,2015-02-06 This is a book for the age of resistance, for the occupiers of the squares, for the generation of Occupy Wall Street. The premier radical political philosopher of our time offers a devastating critique of the way neoliberalism has hollowed out democracy.

Teaching Across Cultural Strengths Alicia Fedelina Chávez,Susan Diana Longerbeam,2023-07-03 Co-published with Promoting learning among college students is an elusive challenge, and all the more so when faculty and students come from differing cultures. This comprehensive guide addresses the continuing gaps in our knowledge about the role of culture in learning; and offers an empirically-based framework and model, together with practical strategies, to assist faculty in transforming college teaching for all their students through an understanding of and teaching to their strengths. Recognizing that each student learns in culturally influenced ways, and that each instructor's teaching is equally influenced by her or his background and experiences, the authors offer an approach by which teachers can progressively learn about culture while they transform their teaching through reflection and the application of new practices that enrich student learning. The key premise of the book is that deepening student learning and increasing retention and graduation rates requires teaching from a strengths based perspective that recognizes the cultural assets that students bring to higher education, and to their own learning. Derived through research and practice, the authors present their Model of Cultural Frameworks in College Teaching and Learning that highlights eight continua towards achieving the transformation of teaching, and developing more culturally balanced and inclusive practices, over time. They present techniques – illustrated by numerous examples and narratives – for building on cultural strengths in teaching; offer tips and strategies for teaching through cultural dilemmas; and provide culturally reflective exercises. This guide is intended for all faculty, faculty developers or administrators in higher education concerned with equitable outcomes in higher education and with ensuring that all student cultural groups learn and graduate at the same rates.

An Angel's Heart Raven Gregory,2020-08-07 Home and hearth were not the life Rhea dreamed of. She longed for adventure and sights beyond her little village, where everything stayed the same. Enlisted as a healer and light bearer by the goddess herself, Rhea said goodbye to all she had ever known and set off to find her place in the world. When a dark and dangerous force threatens to bring down all that Rhea holds dear, she must rise above and fight. Magic, matters of the heart, and a little help from a vampire that struggles to hold on to his humanity will be the foundation Rhea needs to face the world's greatest evil. Before she can take on the demon king that threatens her very existence, she must first face the demons she keeps locked deep down inside herself; she must unleash her inner power and learn to trust her heart. Love will conquer all if she can only find it within herself to let go of the past and learn to be loved for who she really is.

Becoming a Student-Ready College Tia Brown McNair,Susan Albertine,Michelle Asha Cooper,Nicole McDonald,Thomas Major, Jr.,2016-07-25 Boost student success by reversing your perspective on college readiness The national conversation asking Are students college-ready? concentrates on numerous factors that are beyond higher education's control. *Becoming a Student-Ready College* flips the college readiness conversation to provide a new perspective on creating institutional value and facilitating student success. Instead of focusing on student preparedness for college (or lack thereof), this book asks the more pragmatic question of what are colleges and universities doing to prepare for the students who are entering their institutions? What must change in an institution's policies, practices, and culture in order to be student-ready? Clear and concise, this book is packed with insightful discussion and practical strategies for achieving your ambitious student success goals. These ideas for redesigning practices and policies provide more than food for thought—they offer a real-world framework for real institutional change. You'll learn: How educators can acknowledge their own biases and assumptions about underserved students in order to allow for change New ways to advance student learning and success How to develop and value student assets and social capital Strategies and approaches for creating a new student-focused culture of leadership at every level To truly become student-ready, educators must make difficult decisions, face the pressures of accountability, and address their preconceived notions about student success head-on. *Becoming a Student-Ready College* provides a reality check based on today's higher education environment.

The Chinese Navy Institute for National Strategic Studies,2011-12-27 Tells the story of the growing Chinese Navy - The People's Liberation Army Navy (PLAN) - and its expanding capabilities, evolving roles and military implications for the USA. Divided into four thematic sections, this special collection of essays surveys and analyzes the most important aspects of China's navel modernization.

Criminal Justice A. Keith Bottomley,Tony Fowles,Robert Reiner,1992

Underwriting Manual United States. Federal Housing Administration,1936-04

Faculty as Global Learners Joan Gillespie,Dana Gross,Lisa Jasinski,2020-10-01 This co-authored collection offers valuable insights about the impact of leading off-campus study on faculty leaders' teaching, research, service, and overall well-being. Recognizing that faculty leaders are themselves global learners, the book addresses ways that liberal arts colleges can more effectively achieve their strategic goals for students' global learning by intentionally anticipating and supporting the needs of faculty leaders, as they grow and change. *Faculty as Global Learners* offers key findings and recommendations to stimulate conversations among administrators, faculty, and staff about concrete actions they can explore and steps they can take on their campuses to both support faculty leaders of off-campus programs and advance strategic institutional goals for global learning. This collection includes transferrable pedagogical insights and the perspectives of faculty members who have led off-campus study programs in a variety of disciplines and geographic regions.

The Future of Nursing 2020-2030 National Academies of Sciences Engineering and Medicine,Committee on the Future of Nursing 2020-2030,2021-09-30 The decade ahead will test the nation's nearly 4 million nurses in new and complex ways. Nurses live and work at the intersection of health, education, and communities. Nurses work in a wide array of settings and practice at a range of professional levels. They are often the first and most frequent line of contact with people of all backgrounds and experiences seeking care and they represent the largest of the health care professions. A nation cannot fully thrive until everyone - no matter who they are, where they live, or how much money they make - can live their healthiest possible life, and helping people live their healthiest life is and has always been the essential role of nurses. Nurses have a critical role

to play in achieving the goal of health equity, but they need robust education, supportive work environments, and autonomy. Accordingly, at the request of the Robert Wood Johnson Foundation, on behalf of the National Academy of Medicine, an ad hoc committee under the auspices of the National Academies of Sciences, Engineering, and Medicine conducted a study aimed at envisioning and charting a path forward for the nursing profession to help reduce inequities in people's ability to achieve their full health potential. The ultimate goal is the achievement of health equity in the United States built on strengthened nursing capacity and expertise. By leveraging these attributes, nursing will help to create and contribute comprehensively to equitable public health and health care systems that are designed to work for everyone. The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity explores how nurses can work to reduce health disparities and promote equity, while keeping costs at bay, utilizing technology, and maintaining patient and family-focused care into 2030. This work builds on the foundation set out by The Future of Nursing: Leading Change, Advancing Health (2011) report.

The FBI Story ,

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