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## The Slow Professor Challenging The Culture Of Sd In The Academy

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**The Slow Professor** recognizes the psychological strains of academic work, but subtly points toward explicitly political responses to the emotional toxins we absorb; but, it also avoids the fate of most subject-centred therapeutic exercises which are mainly courses in adaptation and resignation. Although it is no call to arms, no manifesto, nor a shout of defiance at the authorities, for insightful readers, the next step beyond self-awareness will be obvious.

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Seeber, Barbara K., Sutton-Smith, Emily (ISBN: 0191091487877) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

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The Slow Professor posits that we can begin to resist this culture in order to foster some of the other values that make academia sustainable: reading, writing for the sake of processing thoughts (not always publishing), and candid conversations with colleagues. This may be a helpful read for academics who are feeling.

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In *The Slow Professor*, Maggie Berg and Barbara K. Seeber discuss how adopting the principles of the Slow movement in academic life can counter this erosion of humanistic education. Focusing on the individual faculty member and his or her own professional practice, Berg and Seeber present both an analysis of the culture of speed in the academy and ways of alleviating stress while improving teaching, research, and collegiality.

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Issue 3 April 2013 The Slow Professor: Challenging  
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In their new book, *The Slow Professor: Challenging the Culture of Speed in the Academy* – fittingly, with a snail on the cover – Maggie Berg and Barbara Seeber apply the principles of the “slow” movement to academia. Proudly proclaiming themselves “slow professors,” the authors offer insights on how to manage teaching, research and collegiality in an era when more professors feel “beleaguered, managed, frantic, stressed and demoralized” as they juggle the increasingly complex ...

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“ While slowness has been celebrated in architecture, urban life and personal relations, it has not yet found its way into education, ” reads *Slow Professor: Challenging the Culture of Speed in the Academy* (University of Toronto Press). “ Yet, if there is one sector of society which should be cultivating deep thought, it is academic teachers.

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