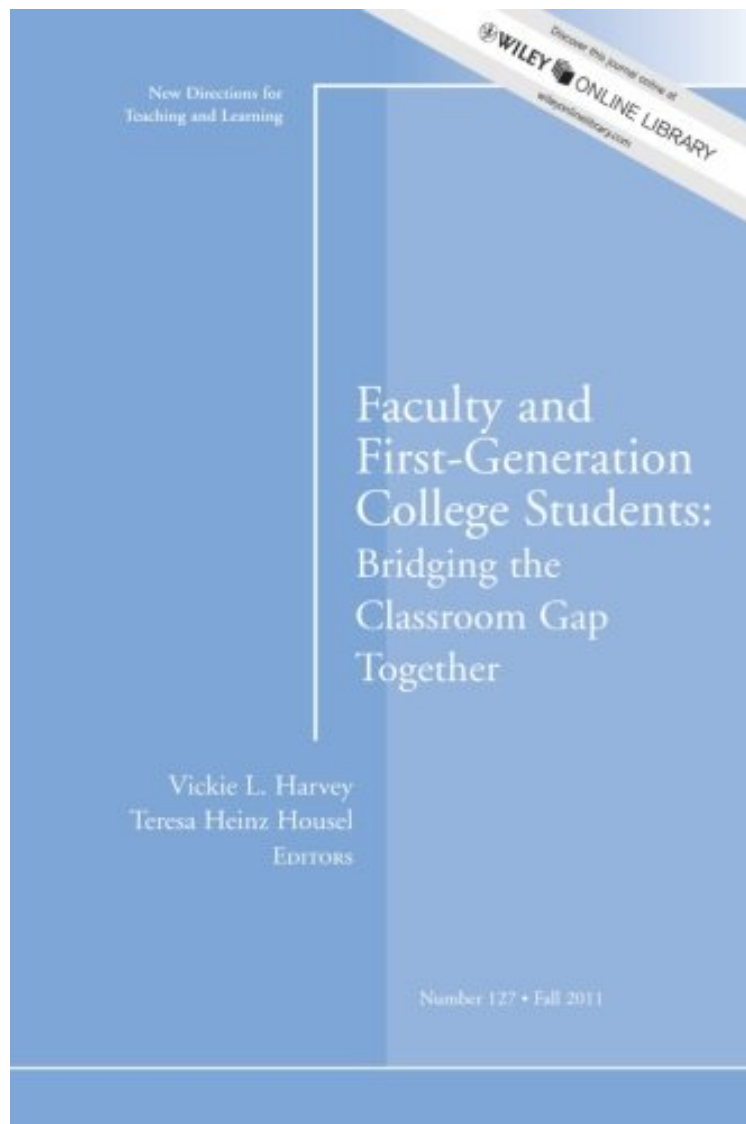


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Faculty and First-Generation College Students: Bridging the Classroom Gap Together: New Directions for Teaching and Learning, Number 127

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Gain a greater understanding of the academic, cultural, and social experiences of first-generation college students (FGS). Fascinating, heart-touching, and important, the research and the stories presented here enlighten what FGS often have to overcome to successfully complete their degrees. With an emphasis on improving FGS' college success, retention, and graduation rates, this volume first covers common obstacles and the trend of FGS continuing on for graduate degrees. Section Two discusses the complex interplay of social, academic, emotional, and financial influences on academic performance. The chapters collectively affirm that the commitment of university resources is critical to college success. This is the 127th volume of the Jossey-Bass higher education quarterly report *New Directions for Teaching and Learning*, which offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

From the Back Cover
From the Editor
The population of first-generation college students (FGS) is increasing in an ever-tightening economy, a time when employers demand a college degree even for an initial interview. According to a 2007 study by UCLA's Higher Education Research Institute, nearly one in six freshmen at American four-year institutions is first-generation. However, FGS often straddle different cultures between school and home, and many feel socially, ethnically, academically, and emotionally marginalized on campus. Because of these disparities, FGS frequently encounter barriers to academic success and require additional campus support resources. Some institutions offer increased financial aid and loan-free aid packages to FGS, but these remedies—although welcome—do not fully address the diverse and complex challenges that these students experience. Responding to these complexities, this volume's chapters extend previous research by examining the multiple transitions experienced by both undergraduate and graduate FGS. This volume's cutting-edge research will help college and university administrators, faculty, and staff work better with FGS through more effective pedagogy and institutional programs. Ultimately, this volume affirms how learning communities are strengthened when they include diverse student populations such as FGS and meet their particular emotional, academic, and financial needs.