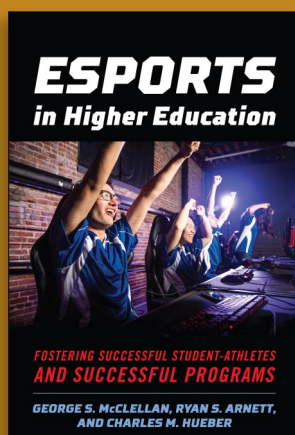
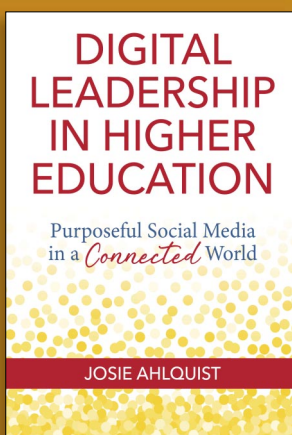
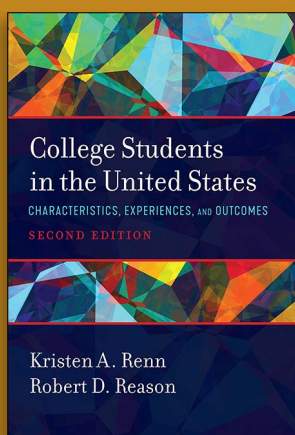
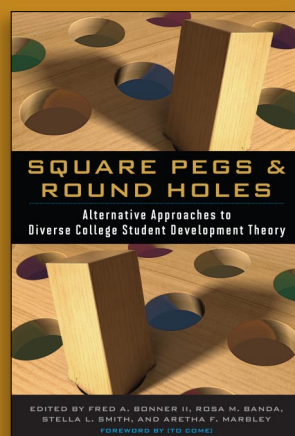
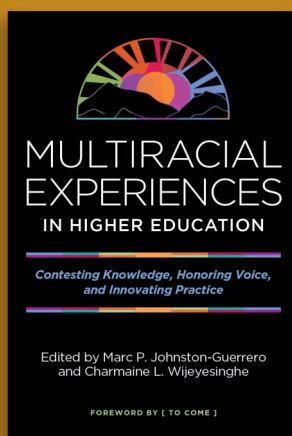
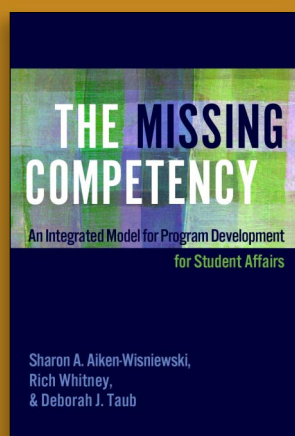
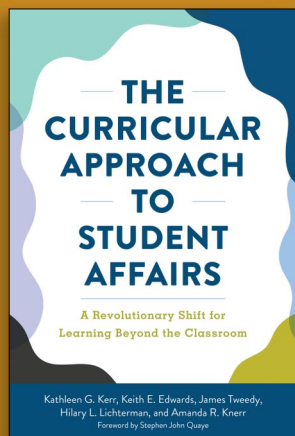
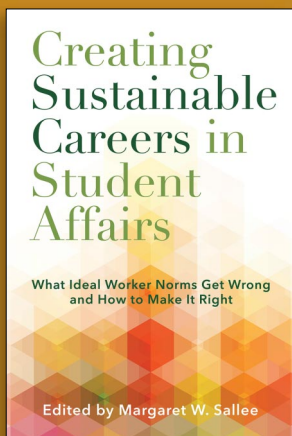
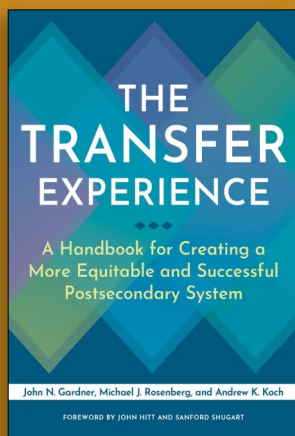


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New Titles

FORTHCOMING

The Transfer Experience

A Handbook for Creating a More Equitable and Successful Postsecondary System

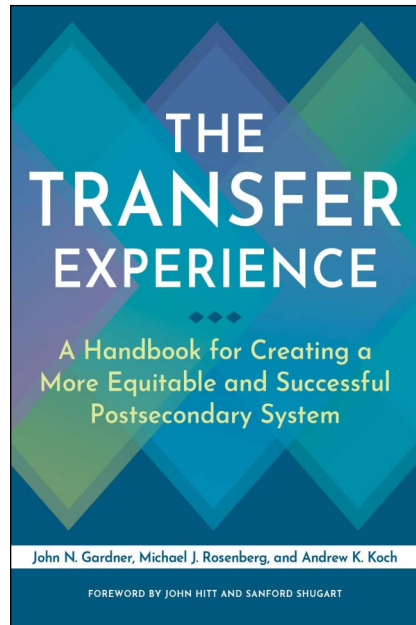
Edited by John N. Gardner, Michael J. Rosenberg and Andrew K. Koch

Foreword by John Hitt and Sanford Shugart

"The Transfer Experience is a gift to educators who view transfer as a social justice imperative. Transfer matters now, perhaps more than ever, and the text offers the most comprehensive, evidence-based analysis of the transfer experience. The authors offer a transformational view of the transfer journey that goes beyond a mechanistic, processual experience. Shattering outmoded transfer assumptions, the authors take care to present a more thoughtful, holistic view of transfer keeping in mind that underserved, first-generation, adult learners should be assisted in every way to fulfill their hopes and dreams of earning a bachelor's degree. The text offers fertile ground for significant equity and justice dialogue, transformational changes and policy considerations."—

Laura I. Rendón, *author of Sentipensante Pedagogy: Educating for Wholeness, Social Justice and Liberation*

"A powerful primer for any institutional leaders who believe their students can perform at dramatically higher levels – preparing for transfer, achieving transfer efficiently, and progressing to the bachelor degree – if we get the systems right."—*from the foreword by Sanford Shugart and John Hitt*



At last, there is a handbook that everyone in higher education can use to help increase transfer student success. This comprehensive resource has been brought together to meet the need for a truly holistic approach to the transfer experience. The book brings together research, theory, practical applications, programmatic illustrations, case studies, encouragement, and inspiration, and is supplemented by an online compendium for resources, case studies, and new developments in the world of transfer.

Based on a totally different way of thinking about, understanding, and acting to increase transfer student success, *The Transfer Experience* goes far beyond the traditional, limited view of transfer as a technical process simply about articulating credits, a stage of student development, or a novel enrollment management strategy. Rather, the book introduces a stimulating array of new perspectives, resources, options, models, and recommendations for addressing the many needs of this huge cohort – making the academic, civic, and social justice cases for improving transfer at both transfer-sending and transfer-receiving institutions.

Co-published with the Gardner Institute

312 pp, 7" x 10"

Cloth, Feb 2021, 978 1 62036 946 3, \$125.00

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FORTHCOMING

Creating Sustainable Careers in Student Affairs

What Ideal Worker Norms Get Wrong and How to Make it Right

Edited by Margaret W. Sallee

From the Foreword:

"When I entered student affairs I entered a field that was a solid match for someone with my orientation to the world of work in higher education. I didn't pause to examine any of the assumptions that are laid bare in the book you are about to read. I wish that I had.

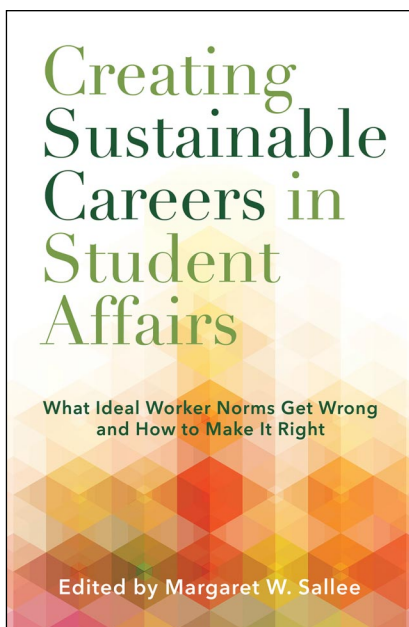
It is the responsibility of leaders in institutions and in the field to take seriously the ideas in this book and use our power and influence to create a more sustainable, inclusive student affairs profession. We owe that to our colleagues, to ourselves, and to the students and institutions we serve."

—**Kristen A. Renn**, *Professor of Higher, Adult, and Lifelong Education and Associate Dean of Undergraduate Studies for Student Success Research, Michigan State University*

"Every once in a while a book is published that changes our profession and how we do our work. Margaret Sallee's new book is that book! This book is a must read series of insightful chapters as authors unpack the norms associated with the concept of the 'ideal worker.' As we think about student affairs work of the future, this book should be required reading for every educator and practitioner."—**Tony Cawthon**, *Alumni Distinguished Professor and Director, Graduate Studies, Student Affairs & Higher Education, Clemson University*

"In *Creating Sustainable Careers in Student Affairs*, Margaret Sallee and colleagues provide a new dimension to the dialogue and research literature on invisible labor in the academy. Using the ideal worker model to frame the institutional cultures and structures that create and perpetuate inequitable work demands, Sallee and colleagues offer evidence of and recommendations for actions to reduce these inequities. This is a must read for all higher education leaders, faculty, and human resource professionals who work in or support the student affairs profession."—**Jaime Lester**, *Associate Dean of Faculty Affairs and Strategic Initiatives, and Professor, Higher Education Program, College of Humanities and Social Sciences, George Mason University*

"This book could not have come at a better time. For years, we've behaved as if you can't have a successful student affairs operation if your team isn't 24/7, never-say-never, go-down-with-the-ship... and we've watched as promising professionals sadly, and sometimes defiantly, walk away. 2020 has showed us there are, and must be, other paths forward, and *Creating Sustainable Careers in Student Affairs* will help illuminate the way."—**Melissa S. Shivers**, *Vice President for Student Life, The Ohio State University*



This book argues that the current structure of student affairs work is not sustainable, as it depends on the notion that employees are available to work non-stop without any outside responsibilities, that is, the Ideal Worker Norm. The field places inordinate burdens on staff to respond to the needs of students, often at the expense of their own families and well-being.

Student affairs professionals can meet the needs of their students without being overworked. The problem, however, is that ideal worker norms pervade higher education and student affairs work, thus providing little incentive for institutions to change. The authors in this book use ideal worker norms in conjunction with other theories to interrogate the impact on student affairs staff across functional areas, institutional types, career stage, and identity groups.

The book is divided into three sections; chapters in the first section of the book examine various facets of the structure of work in student affairs, including the impact of institutional type and different functional areas on employees' work-lives. Chapters in the second section examine the personal toll that working in student affairs can take, including emotional labor's impact on well-being. The final section of the book narrows the focus to explore how different identity groups, including mothers, fathers, and people of color, navigate work/life issues. Challenging ideal worker norms, all chapters offer implications for practice for both individuals and institutions.

336 pp., 6" x 9", 2 illus
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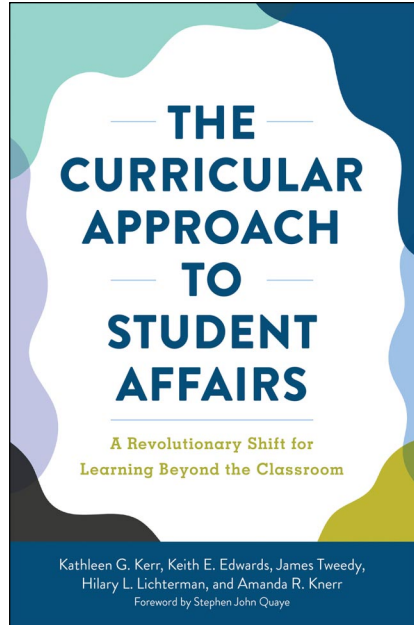
NEW

The Curricular Approach to Student Affairs*A Revolutionary Shift for Learning Beyond the Classroom***Kathleen G. Kerr, Keith E. Edwards, James F. Tweedy, Hilary Lichterman and Amanda R. Knerr****Foreword by Stephen John Quayle**

"Too many professional books are written by people with great ideas and who care deeply but who have not lived the work. This book exemplifies the best of the late Lee Knefelkamp's practice-theory-practice model (PTP). These experienced authors have done this hard work, reflected on their experiences to identify principles, created theories and useful models, and pushed that wisdom back into practice on every page. Institutions have a moral imperative to make all students' experiences educationally purposeful. This book takes that quest to new levels of excellence. Even something obvious becomes revolutionary when implemented in practice built on the integrity of years of wise experience."—**Susan R. Komives**, Professor Emerita, University of Maryland; and Past President, Council for the Advancement of Standards in Higher Education

"*The Curricular Approach to Student Affairs: A Revolutionary Shift for Learning Beyond the Classroom* is a ground-breaking text in which the authors deftly describe a comprehensive, student-centered approach for learning outside of the classroom. They detail the rationale behind this approach, use poignant examples to explain how this approach can be implemented, and provide direction to senior student affairs administrators regarding leadership and organizational change. Following the guidance offered in this book will transform how a division of student affairs operates and actualize student learning and development."—**Gavin Henning**, Professor of Higher Education and Program Director, Master of Higher Education and Doctorate of Education Programs, New England College; and Past President, Council for the Advancement of Standards in Higher Education

"This book offers an exciting synthesis of over a decade's committed work to improve students' cocurricular learning in a variety of beyond the classroom environments. The systemic and intentional approach is a leading paradigm shift. The passion and dedication of the team delivering this book and the wisdom offered are guaranteed to improve the student affairs work on any campus."—**Adrianna Kezar**, Dean's Professor of Higher Education Leadership, Director of the Pullias Center, and Director of the Delphi Project on the Changing Faculty and Student Success



"The curricular approach to student learning and engagement beyond the classroom is a fundamental need for all campus communities. I am excited that my professional colleagues now have a definitive resource to develop sequenced, mission-driven, and scholarship-based initiatives that will ultimately enhance the college student experience."—**Vernon A. Wall**, Director, Business Development, LeaderShape, Inc.; and President, ACPA–College Student Educators International, 2020–2021

The curricular approach aligns the mission, goals, outcomes, and practices of a student affairs division, unit, or other unit that works to educate students beyond the classroom with those of the institution, and organizes intentional and developmentally sequenced strategies to facilitate student learning. In this book, the authors explain how to implement a curricular approach for educating students beyond the classroom.

The book is based on more than a decade of implementing curricular approaches on multiple campuses, contributing to the scholarship on the curricular approach, and helping many campuses design, implement, and assess their student learning efforts. The curricular approach is rooted in scholarship and the connections between what we know about learning, assessment, pedagogy, and student success. For many who have been socialized in a more traditional programming approach, it may feel revolutionary. Yet, it is also obvious because it is straightforward and simple.

180 pp., 6" x 9", 8 tables & 4 figures
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Ebook, Jul 2020, 978 1 62036 937 1, \$29.95

FORTHCOMING

The Missing Competency

An Integrated Model for Program Development for Student Affairs

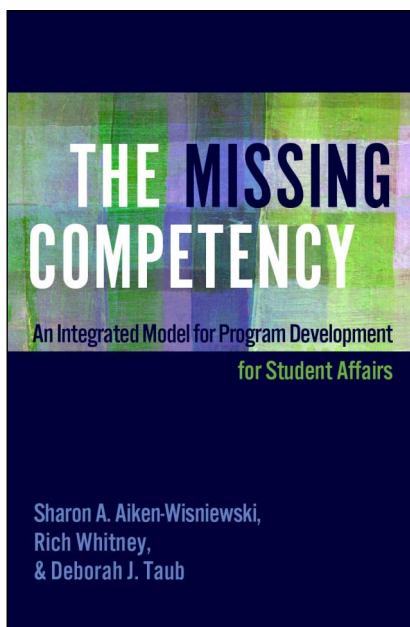
Sharon A. Aiken-Wisniewski, Rich Whitney and Deborah J. Taub

"Authors Sharon Aiken-Wisniewski, Rich Whitney, and Deborah Taub have done a great service to student affairs and to student learning and development with this fine book, *The Missing Competency: A Program Development Model for Student Affairs*. The profession owes them great appreciation for returning the foundational competency of programming to our collective attention and providing a contemporary model to implement programs of quality."—*from the foreword by Susan R. Komives*

"*The Missing Competency* provides the context for why the integrated model for program development (IMPD) is long overdue in our profession. This book can provide the foundation for a course in any higher education masters or doctorate program while also serving as a relevant resource for all student affairs professionals."—**Daniel M. Maxwell**, *Associate Vice Chancellor for Student Affairs, UH System, and Associate Vice President for Student Affairs, University of Houston*

"The work Aiken-Wisniewski, Whitney, and Taub have done in researching and synthesizing models, as well as developing a new integrated model of program development is second to none. This is a gift to higher education and will be instrumental in changing the landscape of higher education."—**Kathy Guthrie**, *Associate Professor of Higher Education, Department of Educational Leadership and Policy Studies, Florida State University*

"*The Missing Competency* is the missing link in the canon of higher education literature! Novice and seasoned higher education practitioners alike will find [this book] essential reading and a reference they will regularly revisit. A must-read for student affairs and higher education professionals."—**Samuel J. Aronson**, *Assistant Dean, Undergraduate Programs, Georgetown University*



Program development is central to the work of student affairs professionals, yet the field has not prioritized the development of competency in this area. This theory-to-practice, sequential guide to program development fills that gap in the literature. The authors describe the elements of program planning and delivery from the inception of the idea through the use of assessment to revise and improve the program for the future.

Whether a new professional or a seasoned leader, this volume offers the reader a deeper understanding of program development. Starting with a foundational understanding of this process, the book proceeds to a step-by-step process, taking a program from an idea to a proposal with goals, objectives, budget, and timeline with tasks, and beyond planning to implementation. The book concludes with stressing the importance of assessment as the program continues to develop over time. Each chapter applies program development concepts through program examples. Finally, the authors leave readers with tools and templates to support the process.

204 pp., 6" x 9", 28 illus
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FORTHCOMING**Multiracial Experiences in Higher Education***Contesting Knowledge, Honoring Voice, and Innovating Practice***Edited by Marc P. Johnston-Guerrero and Charmaine L. Wijeyesinghe****Foreword by G. Reginald Daniel**

"This book offers unique and complex explorations of diverse Multiracial experiences in higher education. Unlike many volumes, it highlights the lives of Multiracial faculty, staff, and graduate and undergraduate students who differ across racial backgrounds, racial identities, and campus locations (including four and two year institutions, and HBCUs). Because chapters offer theoretical analyses, narrative storytelling, and practical tools and strategies the material will resonate with readers with diverse interests and learning styles. This book is an essential resource for anyone who leads, teaches, serves, or studies at institutions of higher education and who seeks to understand and empower Multiracial people on their campuses."

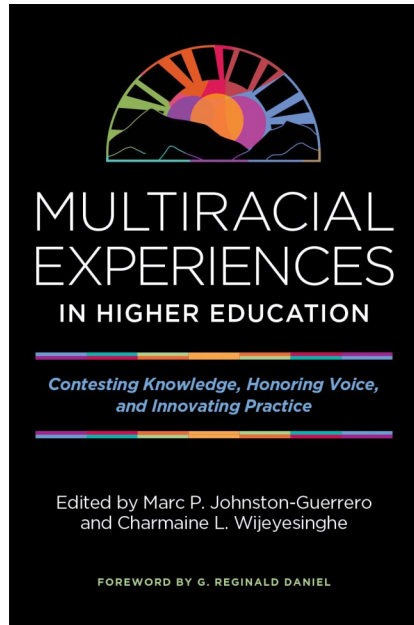
Belinda P. Biscoe, Ph.D., *Interim Senior Associate Vice President for University Outreach/College of Continuing Education, University of Oklahoma*

In the last Census, over 9 million people – nearly 3% of the population — identified themselves as of two or more races. The proportion of college students who identify as Multiracial is somewhat higher, and growing. Although increasing at a slightly slower rate, Multiracial faculty and staff are also teaching and working on campuses in greater numbers. Together, Multiracial people from diverse backgrounds and in various roles are influencing college and university culture, practices, and climate.

This book centers the experiences of Multiracial people, those individuals claiming heritage and membership in two or more (mono)racial groups and/or identifies with a Multiracial term. These terms include the broader biracial, multiethnic, and mixed, or more specific terms like Blasian and Mexipino.

In addressing the recurring experiences of inclusion, exclusion, affirmation, and challenges that they encounter, the contributors identify the multiple sites in higher education that affect personal perceptions of self, belonging, rejection, and resilience; describe strategies they utilized to support themselves or other Multiracial people at their institutions; and to advocate for greater awareness of Multiracial issues and a commitment to institutional change.

In covering an array of Multiracial experiences, the book brings together a range of voices, social identities (including race), ages, perspectives, and approaches. The chapter authors present a multiplicity of views because, as the book exemplifies, multiracial people are not a monolithic group, nor are their issues and needs universal to all.



The book opens by outlining the literature and theoretical frameworks that provide context and foundations for the chapters that follow. It then presents a range of first person narratives – reflecting the experiences of students, faculty, and staff – that highlight navigating to and through higher education from diverse standpoints and positionalities. The final section offers multiple strategies and applied methods that can be used to enhance Multiracial inclusion through research, curriculum, and practice. The editors conclude with recommendations for future scholarship and practice.

This book invites Multiracial readers, their allies, and those people who interact with and influence the daily lives of Multiracial people to explore issues of identity and self-care, build coalitions on campus, and advocate for change. For administrators, student affairs personnel, and anyone concerned with diversity on campus, it opens a window on a growing population with whom they may be unfamiliar, mis-categorize, or overlook, and on the need to change systems and structures to address their full inclusion and unveil their full impact.

Contributors:

• e alexander • Rebecca Cepeda • Lisa Combs • Wei Ming Dariotis • Nick Davis • Kira Donnell • Chelsea Guillermo-Wann • Jessica C. Harris • Andrew Jolivet • Naliyah Kaya • Nicole Leopardo • Heather C. Lou • Victoria K. Malaney Brown • Charlene C. Martinez • Orkideh Mohajeri • Maxwell Pereyra • Kristen A. Renn • Stephanie N. Shippen

6" x 9", 11 illus

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FORTHCOMING

Square Pegs and Round Holes

Alternative Approaches to Diverse College Student Development Theory

Edited by Fred A. Bonner II, Rosa M. Banda, Stella L. Smith and aretha f. marbley

Foreword by Rev. Dr. Jamie Washington

Afterword by Amelia Parnell

"In this time of racial unrest, and deliberate attempts to become more effective anti-racist practitioners, this book is a critical resource. In addition to doing the important work of centering race in this book, the authors also address the ever-expanding learning as it relates to gender and sexuality.

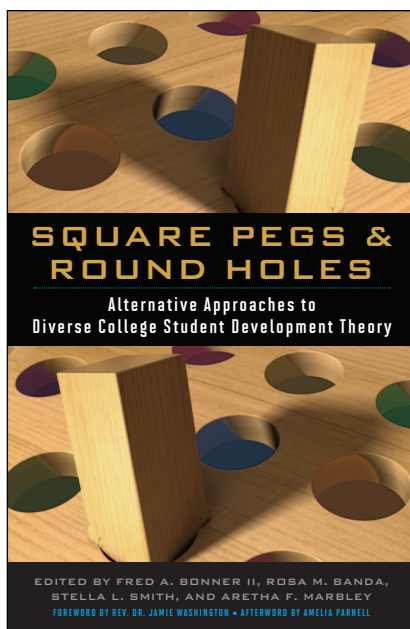
Each section of this book will provide you with new insights, new questions and opportunities to meet the needs of often misunderstood populations. A major take-away for me is that each chapter is framed as 'Alternative Frameworks and Model'. This says to me that these scholars are offering more resources and tools for the work. They are not suggesting that we throw everything that's been done away. Nor have they suggested that previous frameworks models are not useful. They are simply stating that we need to have alternatives for a growing and changing demographic so that we are not forcing square pegs in round holes."—**Rev. Dr. Jamie Washington**, *President, Washington Consulting Group (WCG); President & Co-Founder, Social Justice Training Institute (SJTI); President (2019), ACPA – College Student Educators International*

"Those who refer to this book often will have a reliable guide to make students' experience the most optimal possible, which is a goal that every institution should have today and beyond."—**Amelia Parnell**, *Vice President for Research and Policy, NASPA*

Developing alternative student development frameworks and models, this groundbreaking book provides student affairs practitioners, as well as faculty, with illuminating perspectives and viable approaches for understanding the development of today's diverse student populations, and for building the foundation for their academic success and self-authorship.

With the increasing number of adult working students, minoritized, multiracial, LGBTQ, and first-generation students, this book offers readers vital insights into—and ways to interrogate—existing practice, and develop relevant responses to the needs of these populations.

Building on and critiquing the past frameworks, and integrating the insights of contemporary scholarship on student development, the contributors collectively put forward a robust theoretical and methodological foundation for this



work, using Critical Race Theory as their central frame. CRT allows chapter authors to situate race-related encounters at the center of their proposed alternative framework or model, and deconstruct and challenge commonly held assumptions about diverse college student development.

In the tradition of CRT, each author offers an alternative model or framework that can be applied to the diverse population upon which the chapter is framed, prompting readers to address such questions as:

- Who are our college students?
- What set of experiences do our students bring to the higher education context?
- What role have their environments/contexts (i.e. home, p-12, community, family, peer groups, mentors) played in our student's lives?
- What impact have intervening variables (i.e. race, oppression, power) had on their experiences?
- What strategies do they use to overcome developmental obstacles?
- How do they define success, and how they know they have achieved it?

By laying bare the experiences of these diverse college students that inform this volume's "alternative" frameworks, this book contests the notion that these students constitute square pegs that must fit into the round holes of traditional frameworks.

396 pp., 6" x 9", 28 images
Cloth, Jan 2021, 978 1 62036 771 1, \$125.00
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Ebook, Jan 2021, 978 1 62036 774 2, \$37.50



FORTHCOMING**College Students in the United States***Characteristics, Experiences, and Outcomes*

SECOND EDITION

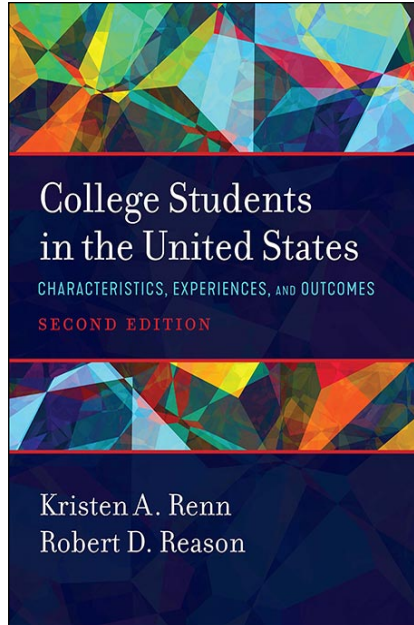
Kristen A. Renn and Robert D. Reason

In this book, the authors bring together in one place essential information about college students in the U.S. in the 21st century. Synthesizing existing research and theory, they present an introduction to studying student characteristics, college choice and enrollment patterns, institutional types and environments, student learning, persistence, and outcomes of college.

Substantially revised and updated, this new edition addresses contemporary and anticipated student demographics and enrollment patterns, a wide variety of campus environments (such as residential, commuter, online, hybrid), and a range of outcomes including learning, development, and achievement.

The book is organized around Alexander Astin's Inputs-Environment-Outputs (I-E-O) framework. Student demographics, college preparation, and enrollment patterns are the "inputs." Transition to college and campus environments are the substance of the "environment." The "outputs" are student development, learning, and retention/persistence/completion.

The authors build on this foundation by providing relevant contemporary information and analysis of students, environments, and outcomes. They also provide strategies for readers to project forward in anticipation of higher education trends in a world where understanding "College Students in the United States" is an ongoing project. By consolidating foundational and new research and theory on college students, their experiences, and



college outcomes in the US, the book provides knowledge to inform policies, programs, curriculum and practice.

As a starting point for those who seek a foundational understanding of the diversity of students and institutions in the US, the book includes discussion points, learning activities, and further resources for exploring the topics in each chapter.

288 pp, 7" x 10", 11 illus

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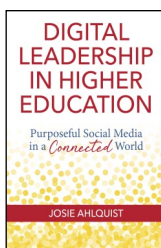
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NEW

Digital Leadership in Higher Education

Purposeful Social Media in a Connected World

Josie Ahlquist

"Effective leadership means we must bring our values and mission – not just soundbites – to our activity in the digital sphere. And it's not as hard as you may think, thanks to the very practical examples and exercises Josie Ahlquist has given us in this book."—**Brandon Busteed**, *President, University Partners, Kaplan, Inc.*

"Often, higher education leaders see social media as a burden. *Digital Leadership in Higher Education* should be required reading in any leadership program because it clearly demonstrates how social media can and should extend leadership rather than be a burden for it."—

Russell Lowery-Hart, *President, Amarillo College*

In this groundbreaking book, Josie Ahlquist provides readers with the tools they need to take a strong, values-based approach to leadership in the various digital spaces vital to the world of higher education today. Filled with real-world examples and tools to negotiate this ever-changing digital landscape, the book fills an important niche in the literature: A user manual for your digital leadership journey.

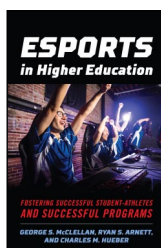
Each chapter includes tools and tactics, as well as stories that bridge the gap between technology and connection with community. This book doesn't have a recipe for cooking up the next viral video, but it offers lots of ways to stay true to individual and organizational values while engaging online. Whether a college president, dean of students, associate professor, or a program coordinator, there is a need for leaders who aren't just early adopters and social media enthusiasts, but authentic individuals who back up their technology use with a purposeful philosophy and a values-based approach to their role.

312 pp., 7" x 10", 51 illus

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NEW

Esports in Higher Education

Fostering Successful Student-Athletes and Successful Programs

George S. McClellan, Ryan S. Arnett and Charles M. Hueber

This comprehensive resource examines the rapidly-growing esports phenomenon in higher education, bringing the perspectives of players, administrators, and scholars together in one volume to discuss the basics of esports, how to start and maintain successful esports programs, and issues and trends in the field.

Esports are a global phenomenon with an estimated audience of 400 million people in 2018. Given their already strong base and rising popularity on college campuses, esports have been referred to as the new college football. This book offers practical insights into how to develop and maintain an esports program that is consistent with institutional purposes and values. The book is helpful to all types of institutions (small to large, public and private, 2-year or 4-year). It draws on current scholarship and the professional experience of the authors, focused heavily on practical advice for higher education professionals.

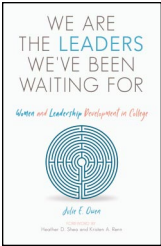
Among the challenges of esports in higher education the book addresses are competition structure, competition climate, child protection, cheating, gambling, lack of reliable relevant data to inform decisions, and the advent of an esports arms race. Some of the opportunities described in the book include student recruitment and success networks with high schools, and partnerships with the esports industry. Done correctly, esports can provide a structured way for all students (on campus, off campus, and online) to engage in both curricular and cocurricular programming that can provide measurable learning outcomes and have a positive impact on retention rates.

170 pp., 6" x 9", 6 figures & 9 tables

Cloth, Jun 2020, 978 1 64267 144 5, \$125.00

Paper, Jun 2020, 978 1 64267 145 2, \$32.50

Ebook, Jun 2020, 978 1 64267 147 6, \$32.50

**NEW**

We are the Leaders We've Been Waiting For

Women and Leadership Development in College

Julie E. Owen

Foreword by Heather D. Shea and Kristen A. Renn

Shea and Kristen A. Renn

From the Foreword:

"This is the student leadership textbook WE have been waiting for! Julie's student-facing book is particularly accessible to college students because she features students' voices throughout the text.

We believe this book will be useful for students interested in women's experiences in leadership and the educators who work with them. It will be useful to leadership educators in all settings, and particularly those educators who seek to center women's experiences. Student affairs administrators across functional areas may find it useful in their work with students and for their own professional development and exploration. Faculty teaching leadership courses will resonate with the content, as will advisors of student organizations."—**Heather D. Shea and Kristen A. Renn, Michigan State University**



This book is a product of multiple collaborations and intellectual contributions of a diverse group of undergraduate and graduate women who helped shape the course on which it is based. They provided research support, critical readings, as well as the diverse narratives that are included throughout the book, not as an ideal for readers to aspire to but as an authentic expression of how their distinct and sometimes non-conforming lived experiences shaped their understandings of leadership. It goes beyond hero/she-ro person-centered approaches to get at the complex and intrapersonal nature of leadership. It also situates intersectional identities, critical consciousness, and student development theory as important lenses throughout the text.

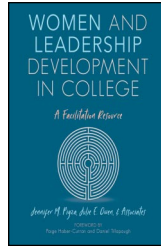
Recognizing that there are many possible manifestations of leadership or gender, this text encourages students to embrace the contradictions rather than engaging in dualistic, black-and-white thinking.

252 pp., 6" x 9", 39 illus

Cloth, May 2020, 978 1 64267 008 0, \$125.00

Paper, May 2020, 978 1 64267 009 7, \$32.50

Ebook, May 2020, 978 1 64267 011 0, \$32.50

**FORTHCOMING**

Women and Leadership Development in College

A Facilitation Resource

Edited by Jennifer M. Pigza, Julie E. Owen and Associates

Foreword by Paige Haber-Curran and Daniel Tillapaugh



"As leadership educators shift from teacher- to learner-centered environments, from hierarchical to shared responsibility for learning, and from absolute to constructed ways of knowing, a desire for new inclusive and creative pedagogies is also emerging. This text includes over 40 easy-to-follow modules related to women and leadership development crafted by experienced leadership educators and practitioners. Each module includes learning objectives, detailed instructions, and ideas for adapting the module to diverse learning spaces and audiences. Here are but a few of the critical questions that are addressed in the modules:

- How do we make explicit the complexities of power in leadership and in the stories we tell ourselves about feminism and gender in leadership?
- How can we interrogate and deconstruct dominant narratives and invite intersectionality? Whose voices are missing or silenced in content and process?
- What practices build leadership efficacy and habits of critical self-reflection?
- What are the effects of stereotypes, prejudice and discrimination in leadership?
- How are learning and leadership both individual and collective processes?
- How do we develop critical consciousness and maintain hope in the face of the long arc of structural change?"

This text is a detailed resource for anyone interested in women and leadership education, whether through a full-length course, a weekend workshop, or a one-time topical session. It also serves as a companion to the book *We are the Leaders We've Been Waiting For: Women and Leadership Development in College*.

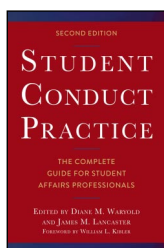
132 pp., 8 1/2" x 11"

Cloth, Apr 2021, 978 1 64267 012 7, \$125.00

Paper, Apr 2021, 978 1 64267 013 4, \$35.00

Ebook, Apr 2021, 978 1 64267 015 8, \$35.00





NEW EDITION

Student Conduct Practice

The Complete Guide for Student Affairs Professionals

SECOND EDITION

Edited by Diane M.

Waryold and James M. Lancaster

Foreword by William L. Kibler

From the Foreword:

"This newly revised edition of *Student Conduct Practice* assures that new professionals and experienced veterans have the very latest in terms of best practices that are shaped by current law and professional standards. The editors and authors also present current and emerging issues and trends that will continue to impact our work in the years ahead. I highly recommend this book as a resource that you not only need to read but also keep handy as a reference that will inform your daily work. I salute each of the editors as members of the 'besieged clan' that dedicate their work and their lives to the education and the development of our students."—**Bill Kibler**, *President, Sul Ross State University*

This updated and considerably expanded edition maintains the objectives of the first—to constitute a compendium of current best practices in the administration of student conduct, to summarize the latest thinking on key issues facing practitioners today, and to provide an overview of the role and status of conduct administrators within their institutions.

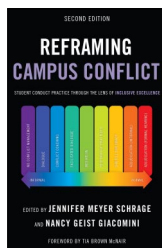
This text invites student conduct administrators to examine current programs and policies to ensure that the spaces that they create during interactions with students are spaces in which all students feel welcome and heard. As we strive to prepare students not only to be productive members of today's workforce, and more importantly to be good people and upright citizens, this text accentuates the delicate balance between responding to regulatory mandates and meeting the educational aims of student conduct. The aim is to offer those with an interest in student conduct and those professionals who are new or seasoned student conduct administrators with both a compendium of chapters on best practices and the background to grapple with the thought-provoking situations they will encounter.

312 pp, 6" x 9", illus

Cloth, Mar 2020, 978 1 64267 104 9, \$125.00

Paper, Feb 2020, 978 1 64267 105 6, \$37.50

E-book, Mar 2020, 978 1 64267 107 0, \$37.50



NEW EDITION

Reframing Campus Conflict

Student Conduct Practice Through the Lens of Inclusive Excellence

SECOND EDITION

Edited by Jennifer Meyer Schrage and Nancy

Geist Giacomini

Foreword by Tia Brown McNair

"This book serves to equip educators to practically apply transformative justice in higher education. The authors challenge readers to critically self-reflect and critique both individual and institutional prejudice. As student conduct professionals we are accountable to the preservation of the landmark legacy of Dixon v. Alabama. We have a duty to speak authentically, promote equity, and lead with unshakable integrity. This book highlights a meaningful spectrum of pathways for healing hurt, restoring harm, and lasting community connectedness."—**Kateeka Harris**, *Association for Student Conduct Administration (ASCA) President-elect 2020*

This fully revised and updated second edition builds upon the original vision of the first, which was to give voice to diverse and inclusive perspectives, identities, and practices and to enact the principle that student conduct practice must be based upon tenets of social justice and restorative justice to disrupt and transform, through a lens of inclusive excellence, overly legalistic and escalated management applications in student conduct administration.

In the intervening decade, this co-edited work has become more relevant than ever as colleges and universities continue to be the targets of litigation, activists, and lawmakers who have, for instance, rolled back earlier guidance under Title IX regarding violence against women. Civility, hate crimes, activism, immigration, globalism versus nationalism, and free speech are all again on the forefront of campus challenges impacting conflict and conduct management.

New chapters cover these and other issues, and the book is further enhanced by case studies, as well as summaries and questions for dialogue, to encourage further reflection by the reader and bolster the usefulness of the work as a textbook and campus training guide.

424 pp, 6" x 9", 15 figures & 12 tables

Cloth, Sep 2020, 978 1 64267 048 6, \$125.00

Paper, Sep 2020, 978 1 64267 049 3, \$39.95

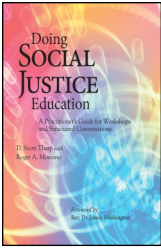
E-book, Sep 2020, 978 1 64267 051 6, \$39.95

Student Conduct Practice / Reframing Campus Conflict Set

736 pp, 6" x 9"

Paperback Set, Sep 2020, 978 1 64267 201 5, \$61.95

E-book Set, Sep 2020, 978 1 64267 200 8, \$61.95

**NEW**

Doing Social Justice Education

*A Practitioner's Guide
for Workshops and
Structured
Conversations*

D. Scott Tharp

With Roger A. Moreano

Foreword by Rev Dr. Jamie Washington

"This work provides an essential contribution on how to design, facilitate, and assess social justice education workshops. It is a timely and practical addition to the literature for educators seeking to develop workshop and structured conversations related to power, privilege, and social identity. The authors' emphasis on theoretical grounding, facilitation as a process, and self-reflection will help provide current and aspiring social justice educators with a structure they can utilize across a variety of co-curricular contexts."—**Robert Brown**, *Director of Social Justice Education, Northwestern University*

This book is principally written for entry-level student affairs and non-profit staff who develop and facilitate social justice education workshops and structured conversations, as well as for student peer educators who are often employed to assist in the facilitation of such workshops for their peers. It is suitable for anyone starting out to do such work.

It provides readers with a practical framework and hands-on tools to craft effective and positive interventions and workshops that are relevant to context and are true to the facilitator's own circumstances.

It offers a succinct but comprehensive introduction to the planning, design, and facilitation of social justice experiences, grounding readers in relevant theory, taking into account participants' prior understandings of issues of race and privilege, institutional environment and campus climate, and the facilitator's positionality. It provides guidance on defining outcomes and developing content and exercises to achieve workshop goals.

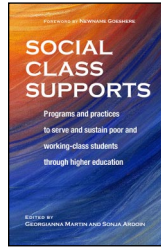
Particularly valuable for those starting out in this work is guidance on facilitation and on the use and selection of exercises to align with goals and participants' characteristics and social identities.

144 pp, 8 1/2" x 11", 42 illus

Cloth, Oct 2020, 978 1 64267 036 3, \$125.00

Paper, Oct 2020, 978 1 64267 037 0, \$29.95

Ebook, Oct 2020, 978 1 64267 039 4, \$29.95

**FORTHCOMING**

Social Class Supports

*Programs and Practices
to Serve and Sustain
Poor and Working Class
Students through
Higher Education*

Edited by Georgianna Martin and Sonja Ardoin

Foreword by Russell Lowery-Hart

Drawing on the concept of the student-ready college, and on emerging research and practices that colleges and universities can use to explore campus-specific social class issues and identify barriers, this book provides examples of support programs and services across the field of higher education – at both two- and four-year, public and private institutions – that cover:

- Access supports. Examples and recommendations for how institutions can assist students as they make decisions about applications and admission.
- Basic needs supports. Covering housing and food security, necessary clothing, sense of belonging through co-curricular engagement, and mental health resources.
- Academic and learning supports. Describes courses and academic programs to promote full engagement among poor and working class students.
- Advising supports. Illustrates advising that acknowledges poor and working class students' identities, and recommends continued training for both staff and faculty advisors.
- Supports for specific populations at the intersection of social class with other identities, such as Students of Color, foster youth, LGBTQ and doctoral students.
- Gaining support through external partnerships with social services, business entities, and fundraising.

This book is addressed to administrators, educators and student affairs personnel, urging them to make the institutional commitment to enhance the college experience for poor and working class students who not only represent a substantial proportion of college students today, but constitute a significant future demographic.

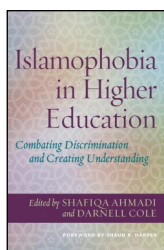
396 pp, 6" x 9", 22 illus

Cloth, Mar 2021, 978 1 64267 120 9, \$125.00

Paper, Mar 2021, 978 1 64267 121 6, \$37.50

Ebook, Mar 2021, 978 1 64267 123 0, \$37.50





NEW

Islamophobia in Higher Education

Combating Discrimination and Creating Understanding

Edited by Shafiqah Ahmadi and Darnell Cole
Foreword by Shaun R. Harper

"Given the misrepresentation of Muslims in general and Muslim students in higher education specifically, this important book aims to provide students, faculty, staff, student affairs professionals, scholars, and student leaders accurate information about Muslims and Muslim college students. It highlights diversity within the community and explores the effects of various laws and policies in higher education. It illustrates how Muslim college students often navigate stigma and stereotypes fueled by Islamophobic rhetoric. For these and numerous other substantive reasons, I highly recommend *Islamophobia in Higher Education*."—**Shaun R. Harper**, Professor in the Rossier School of Education and the Marshall School of Business; Founder and Executive Director of the USC Race and Equity Center, University of Southern California

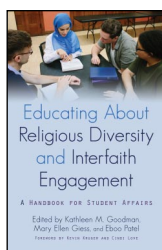
This book begins by critically engaging with how current laws and policies institutionalize Islamophobia and affect the intersectionality and diversity within the Muslim community. It includes multidisciplinary voices, such as an international human rights attorney, a civil rights attorney, a criminal law attorney, student affairs practitioners, and research faculty whose work on this marginalized student population is traditionally not recognized within academic settings; and brings the voices of female Muslim scholars to the fore. Each chapter includes a critical analysis of the literature, a legal analysis when appropriate, a set of recommendations for policy and practice, and discussion questions.

180 pp, 6" x 9", 3 figures

Cloth, Aug 2020, 978 1 62036 974 6, \$125.00

Paper, Aug 2020, 978 1 62036 975 3, \$29.95

Ebook, Aug 2020, 978 1 62036 977 7, \$29.95



Educating About Religious Diversity and Interfaith Engagement

A Handbook for Student Affairs

Edited by Kathleen M. Goodman, Mary Ellen

Giess and Eboo Patel

Foreword by Cindi Love and Kevin Kruger

From the Foreword:

"While we have increased our emphasis on racial and gender identity over the past twenty years, higher education has not had a commensurate effort to create a deeper understanding of the important role college years play in students' religious, secular, and spiritual identity.

This book, through case studies and examples of relevant research and practice, will be an important resource for creating programs that encourage interfaith dialogue and promote a greater understanding of the religious and secular diversity represented among our students."—**Kevin Kruger**, President, NASPA, *Student Affairs Administrators in Higher Education*

This book arises out of a recognition that student affairs professionals have little preparation or guidance in dealing with matters of spirituality, religion, secularity, and interfaith work at a time of greater diversity in students' beliefs and, from a broad recognition that there is a need to engage with this aspect of student life. For those who don't know how to begin and may be nervous about tackling a topic that has the potential to lead to heated disagreements, this book provides the resources and practical guidance to undertake this work.

With the aim of providing student affairs practitioners and faculty with the tools they need to increase their comfort level and enable their ability to engage in discussions about belief both in and out of the classroom, the contributors provide foundational knowledge, concrete teaching ideas, sample activities, and case studies that can be used in a variety of settings.

This book serves multiple audiences in student affairs by providing teaching ideas for practitioners who want to include a session or two about interfaith in their programs as well as ideas for student affairs faculty who may be teaching one session on this topic or a whole course.

324 pp, 6" x 9"

Cloth, 2019, 978 1 62036 608 0, \$125.00

Paper, 2019, 978 1 62036 609 7, \$35.00

Ebook, 2019, 978 1 62036 611 0, \$35.00



Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. The National Resource Center publishes scholarly practice books, research monographs, and guides on a wide range of topics related to student learning, development, and success.

NEW

Supporting Success for LGBTQ+ Students

Tools for Inclusive Campus Practice

Cindy Ann Kilgo

“Supporting Success for LGBTQ+ Students provides an accessible, smart, one-stop source for understanding research, theory, and inclusive practice. With its synthesis of the most recent work in the area and practical links to contemporary resources, this book will be useful to professionals working in college transition programs, designing inclusive instructional and out-of-class learning environments, and preparing LGBTQ+ students for life after college.”—**Kristen A. Renn**, *Professor of Higher, Adult, & Lifelong Education, Associate Dean of Undergraduate Studies for Student Success Research, Michigan State University*

The newest edition to the National Resource Center’s series on Special Student Populations focuses on supporting LGBTQ+ students on campus. Despite increasing visibility and acceptance in some spheres, many LGBTQ+ students continue to experience a negative climate on college campuses, presenting barriers to their academic and personal success. This volume explores the last decade of research on LGBTQ+ college students with an eye toward understanding their needs and the unique conditions related to their college success. The opening chapter offers useful definitions to help ground practitioners in the current conversation. Readers will also find examples of inclusive excellence and questions for guiding practice to promote a more inclusive learning environment not only for LGBTQ+ students but for all students on the campus.

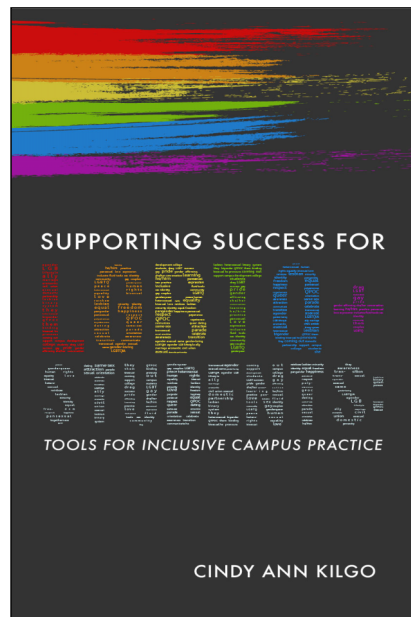


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 - 3) Transitioning Into Collegiate Contexts
 - 4) Interacting in the Classroom and Throughout College
 - 5) Exiting Collegiate Contexts
 - 6) Concluding Thoughts for Creating Change
- References

Series on Special Student Populations

112 pp., 6" x 9", figures

Paper, Oct 2020, 9781942072331, \$25.00

Ebook, Oct 2020, 9781942072348, \$25.00



NEW TITLES



Aligning Institutional Support for Student Success

Case Studies of Sophomore-Year Initiatives

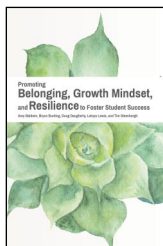
Edited by Tracy L. Skipper

Traditionally, institutional supports for college student success have been concentrated in the first and senior years, though attention to the sophomore year has increased over the last two decades. Paying attention to the second college year is vitally important, as some evidence suggests students are more likely to leave their institution during this time than they are in the first year. The case studies of sophomore initiatives featured in this volume describe programs that build on institutional objectives for the first college year and prepare students for the transition to the major and, ultimately, graduation. Rich program descriptions and discussions of assessment provide practitioners focused on designing a cohesive undergraduate experience excellent models to guide their work.

Research Reports on College Transitions 10

82 pp, 8 1/2" x 11"

Paper, Sep 2019, 978 1 94207 241 6, \$20.00



Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success

Amy Baldwin, Bryce Bunting, Doug Daugherty, Latoya Lewis,

and Tim Steenberg

In recent years, growth mindset, resilience, and belonging have become popular topics for research and practice among college educators. The authors of this new volume deepen the conversation around these noncognitive factors that significantly impact student success. Along with offering support for the development of learning mindsets, this book contains strategies for faculty and staff to consider as they create initiatives, programs, and assessments for use in and outside the classroom.

180 pp, 6" x 9"

Paper, Apr 2020, 978 1 94207 237 9, \$30.00

E-Book, Apr 2020, 978 1 94207 238 6, \$30.00

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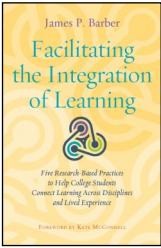
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Co-Curriculum



Facilitating the Integration of Learning

Five Research-Based Practices to Help College Students Connect Learning Across Disciplines and Lived Experience

James P. Barber

Foreword by Kate McConnell

"So great to see James Barber providing practical ideas that educators can use to help students connect what they have learned in one context to its application in new contexts. Bridging the much talked about 'skills gap' may be more about having learners understand how to use what they already know and can do in new ways, than it is about actually learning 'missing' skills. Anything that helps people integrate learning across contexts is a bonus for educators, students and employers!"—**N. Johnston, PhD, President, World Association for Co-operative and Work Integrated Education**

Students' ability to integrate learning across contexts is a critical outcome for higher education. Often the most powerful learning experiences that students report from their college years are those that prompt integration of learning, yet it remains an outcome that few educators explicitly work towards or specify as a course objective.

Given that students will be more successful in college (and in life) if they can integrate their learning, James Barber offers a guide for college educators on how to promote students' integration of learning, and help them connect knowledge and insights across contexts, whether in-class or out-of-class, in co-curricular activities, or across courses and disciplinary boundaries.

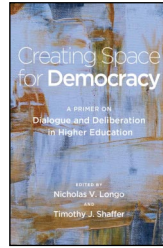
This book is addressed to a wide range of educators engaged with college student learning, from faculty to student affairs administrators, athletic coaches, internship supervisors, or anyone concerned with student development.

168 pp., 6" x 9", 14 illus

Cloth, Oct 2020, 978 1 62036 747 6, \$125.00

Paper, Oct 2020, 978 1 62036 748 3, \$27.50

Ebook, Oct 2020, 978 1 62036 750 6, \$27.50



Creating Space for Democracy

A Primer on Dialogue and Deliberation in Higher Education

Edited by Nicholas V. Longo and Timothy J. Shaffer

"If democracy is in trouble, higher education is in trouble, so it is encouraging to see the cast of scholars who are mounting a response. This book is a vital contribution to the emerging field of deliberative pedagogy... It is particularly encouraging to see new themes like the role of professionals in our democracy. Well done!"—**David Matheus, Kettering Foundation**

"Reaffirming higher education's civic mission, *Creating Space for Democracy* issues a compelling enjoinder for colleges and universities to play a leadership role in fostering participatory democracy. Positing college and university campuses as vital sites for democratic engagement, the authors in this volume offer tools for speaking across differences, while providing innovative models for revitalizing democracy through dialogue and deliberation, both within and beyond the gates of the academy."—**Lynn Pasquerella, President, AAC&U**

This primer offers a blueprint for achieving the civic mission of higher education by incorporating dialogue and deliberation into learning at colleges and universities. It opens by providing a conceptual framework, with leading voices in the dialogue and deliberation field providing insights on issues pertinent to college campuses, from free speech and academic freedom to neutrality and the role of deliberation in civic engagement. Subsequent sections describe a diverse range of methods and approaches used by several organizations that pioneered and sustained deliberative practices; outline some of the many ways in which educators and institutions are using dialogue and deliberation in curricular, co-curricular, and community spaces, including venues such as student centers, academic libraries, and residence halls.

This book is an important resource for campus leaders, student affairs practitioners, librarians, and centers of institutional diversity, community engagement, teaching excellence and service-learning, as well as faculty, particularly those in the fields of communication studies, education, and political science.

Published in Association with Campus Compact and AAC&U

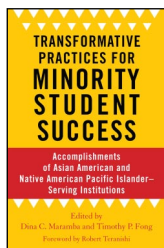
342 pp., 6" x 9", 3 figs & 1 table

Cloth, 2019, 978 1 62036 926 5, \$125.00

Paper, 2019, 978 1 62036 927 2, \$35.00

Ebook, 2019, 978 1 62036 929 6, \$35.00

Race & Diversity



Transformative Practices for Minority Student Success

Accomplishments of Asian American and Native American Pacific Islander-Serving Institutions

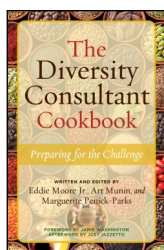
Edited by Dina C. Maramba and Timothy P. Fong

Foreword by Robert T. Teranishi

"For far too long the Asian American and Pacific Islander (AAPI) student population has been left out of conversations about student success, forgotten due to the model minority myth. Maramba and Fong have brought to the surface key issues for all in higher education to discuss and learn from. The group of authors they have assembled have both the scholarly background and practice-based knowledge to help the field move forward in its understanding of AAPI students and Asian American and Native American Pacific Islander Serving Institutions."—*Marybeth Gasman, Judy & Howard Berkowitz Professor of Education, University of Pennsylvania*

This book, the first to focus wholly on Asian American and Native American Pacific Islander Institutions (AANAPISIs) and their students, offers a corrective to misconceptions about these populations and documents student services and leadership programs, innovative pedagogies, models of community engagement, and collaborations across academic and student affairs that have transformed student outcomes. This book recognizes there is a large population of underserved Asian American and Pacific Islander college students who, given their educational disparities, are in severe need of attention. The contributors describe effective practices that enable instructors to validate the array of students' specific backgrounds and circumstances within the contexts of developing such skills as writing, leadership and cross-cultural communication for their class cohorts as a whole. They demonstrate that paying attention to the diversity of student experiences in the teaching environment enriches the learning for all.

288 pp, 6" x 9"
Cloth, Apr 2020, 978 1 64267 016 5, \$125.00
Paper, Apr 2020, 978 1 64267 017 2, \$39.95
Ebook, Apr 2020, 978 1 64267 019 6, \$39.95



The Diversity Consultant Cookbook

Preparing for the Challenge

Eddie Moore, Art Munin and Marguerite W. Penick-Parks

Foreword by Jamie Washington

Afterword by Joey Iazzetto

"As I read *The Diversity Consultant Cookbook* I kept thinking This book is an act of solidarity and love. Some of the most powerful diversity, equity, and inclusion experts I know offer insightful practical advice on entering and living in this work. More importantly, they offer wise words on sustaining the integrity of equity and diversity work. I will return to this book regularly. I'm willing to bet you will, too."—*Paul Gorski, Social Justice Activist, Educator, and Author; Associate Professor at George Mason University*

Written to advise how to get started in, and develop a career as, diversity consultants, this succinct cookbook provides the guidance to get you going and succeed.

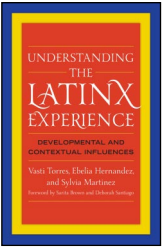
The cookbook metaphor reflects the delicate nature of diversity consulting where the little things can make a significant difference in the final outcome. As with cooking where a dash of seasoning, the choice of temperature, or cooking time, impact the final dish, so the wrong balance in creating an environment that is welcoming and constructive while addressing issues that may be disorienting for the audience can ruin a presentation before it gets started.

Like a cookbook, this book is set out in small chunks. It covers the need to audit and enhance your skills and knowledge, establish your brand and what you distinctively bring to the table, develop your outreach and contacts, and learn to listen to clients to determine what interventions will achieve their long-term goals.

It addresses developing your strategic plan with a clear sense of mission, vision, and values; moves on to topics such as financial planning, pricing, contracts, scheduling, and considerations about presentation styles and handouts; and gets down to the specifics of marketing, with ideas on business cards, websites, networking, and even how to dress.

For anyone contemplating embarking on a career as a diversity consultant—either part-time while holding an existing position or as a full-time endeavor—this is an invaluable guide for getting started, and for keeping at your side as you develop your practice.

120 pp, 5 1/2" x 8 1/4", figures
Cloth, 2019, 978 1 62036 978 4, \$125.00
Paper, 2019, 978 1 62036 979 1, \$35.00
Ebook, 2019, 978 1 62036 981 4, \$35.00



Understanding the Latinx Experience

Developmental and Contextual Influences

Vasti Torres, Ebelia Hernández and Sylvia Martínez

Foreword by Sarita E. Brown and Deborah A. Santiago

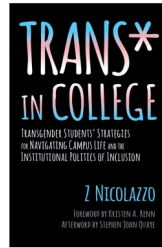
"This book provides an important resource in understanding the Latino/a experience in the US. Our nation is in desperate need of a diverse highly educated workforce. By 2060 more than 25% of the total US population will be Latino/a and our school systems across the country are already Hispanic Serving Districts. Thus, it is imperative that we understand the students we serve and provide them the tools necessary to succeed. This book is essential if we are to indeed educate the future of our nation."—**Mildred Garcia**, *President, American Association of State Colleges and Universities*

"This book is important for policymakers and campus administrators in defying the all too easy over-generalizations of groups that result in poor policies and practices. Not only are Latinx a diverse group from many different cultural backgrounds, but from many different economic circumstances, family backgrounds and expectations, communities, and academic experiences. One student may thrive in a Hispanic serving institution while another may not, some may appreciate proactive advising and others may be turned off, and some may feel a need to belong on campus while others aspire to continue to be part of their home community. And these differences reflect unique and multifaceted identities that are important for and shape learning and development – our core mission. This is a must read for those who want to develop well informed policies or be quality educators."—**Adrianna Kezar**, *Dean's Professor of Leadership and Director of the Pullias Center for Higher Education, University of Southern California*

The dramatic growth of this population in the U.S. requires a considerably deeper understanding of individuals that share this multifaceted identity. This timely book synthesizes new research and its implications for practice that is critical for professionals working with Latinos in educational and counseling contexts.

The authors provide insight into identity development, environmental influences, and how these factors influence persistence in higher education. By using a synthesis approach to organize multiple studies around how being Latinx influences the experiences of students in college and beyond, the authors offer a holistic view of the Latino population.

156 pp, 6" x 9", 9 figures & 10 tables
Cloth, 2019, 978 1 57922 314 4, \$125.00
Paper, 2019, 978 1 57922 315 1, \$35.00
Ebook, 2019, 978 1 62036 734 6, \$35.00



BESTSELLER

Trans* in College

Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion

Z Nicolazzo

Foreword by Kristen A. Renn

Afterword by Stephen John Quayle

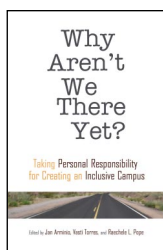
"With recent estimates of the trans* population in the United States showing three to six times as many trans* people under the age of 18 as there are over the age of 18, the work Z Nicolazzo undertakes in this book should be required reading for educators at every level of instruction. Gender is changing in ways we can scarcely comprehend, and millions of students already live lives that break the gender binary and contest what Nicolazzo calls 'compulsory heterogenderism.' We owe it to those students to acknowledge their reality, and reflect it in our pedagogy, curriculum, and institutional practices."—**Susan Stryker**, *Associate Professor of Gender and Women's Studies, University of Arizona, and founding co-editor of TSQ: Transgender Studies Quarterly*

"A must-read resource for higher education administrators, faculty, and those providing support services. Summing Up: Highly recommended."—**CHOICE**

WINNER of 2017 AERA DIVISION J OUTSTANDING PUBLICATION AWARD

CHOICE 2017 Outstanding Academic Title

232 pp, 6" x 9"
Cloth, 2016, 978 1 62036 455 0, \$125.00
Paper, 2016, 978 1 62036 456 7, \$24.95
Ebook, 2016, 978 1 62036 458 1, \$24.95



Why Aren't We There Yet?

Taking Personal Responsibility for Creating an Inclusive Campus

Edited by Jan Arminio, Vasti Torres and Raechelle L. Pope

Despite seeming endless debate and public attention given to the issue for several decades, those committed to creating welcoming and engaging campus environments for all students recognize that there is considerably more work to be done, and ask "Why aren't we there yet, and when will we be done?"

While our campuses have evolved from being exclusionary and intolerant, and publicly espouse the objectives of being welcoming, accepting, affirming, and engaging, the data on admissions, retention, and graduation clearly indicate that these goals have not been achieved.

The contributors to this book seek to offer new insights to improve student affairs, emphasizing action that recognizes this is a complex and multi-faceted process, and beginning with the assertion that, without recognizing the influences of privilege and inequality, we educators cannot promote truly welcoming environments.

This book focuses on guiding individuals and groups through learning how to have difficult conversations that lead us to act to create more just campuses, and provides illustrations of multiple ways to respond to difficult situations. It advocates for engaging in fruitful dialogues regarding differing social identities including race, ethnicity, religion, gender, and sexual orientation, to lead readers through a process that advocates for justice, and for taking personal responsibility for contributing to the solution.

The book is framed around the five elements of the process of engaging in difficult conversations that not only advocate for change but also create change: self knowledge, knowledge of and experiences with others, understanding historical and institutional contexts, understanding how to change the status quo, and transformative action.

Co-Published with ACPA

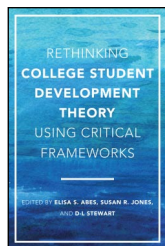
216 pp, 6" x 9"

Cloth, 2012, 978 1 57922 465 3, \$125.00

Paper, 2012, 978 1 57922 466 0, \$29.95

Ebook, 2012, 978 1 57922 749 4, \$29.95

Recent and Bestselling Titles



Rethinking College Student Development Theory Using Critical Frameworks

Edited by Elisa S. Abes, Susan R. Jones and D-L Stewart



"The field has been waiting for this book. It brings together in one place a host of the most thoughtful scholars working in, with, and through critical frameworks in student development theory. On their own, each chapter offers valuable insight; the volume as a whole takes the reader into the latest thinking using critical theory to understand and work with college students."—**Kristen A. Renn**, *Professor of Higher, Adult, & Lifelong Education, and Associate Dean of Undergraduate Studies for Student Success Research, Michigan State University*

"This book is exactly what we need to push our thinking about student development theory forward. I am excited to use this text in my courses and have already been inspired by the authors' ideas to create new assignments pushing students to better integrate critical praxis in their work as student affairs educators."—**Chris Linder**, *Assistant Professor, Higher Education, University of Utah*

"My read of *Rethinking College Student Development Theory Using Critical Frameworks* generated one thought: 'It's about time' This must-read volume is a major contribution to the field of student affairs. The editors have assembled a book that not only unpacks and acknowledges the vast complexities that shape students' college experiences, but also raises educators' critical consciousness in translating theory to practice. This book should be required reading in graduate programs, especially within advanced student development theory courses."—**Lori Patton Davis**, *Professor of Higher Education and Student Affairs and Chair, Department of Educational Studies, The Ohio State University*

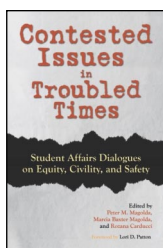
A major new contribution to college student development theory, this book brings "third wave" theories to bear on this vitally important topic. The book has three sections: The first briefly introduces the third wave theories that have recently expanded the frame of the topic; the second uses those theories to focus on specific aspects of student development; and the third brings it all together with a few chapters that look at the implications for practice.

286 pp, 6" x 9"

Cloth, 2019, 978 1 62036 763 6, \$125.00

Paper, 2019, 978 1 62036 764 3, \$35.00

Ebook, 2019, 978 1 62036 766 7, \$35.00



Contested Issues in Troubled Times

Student Affairs Dialogues on Equity, Civility, and Safety

Edited by Peter M. Magolda, Marcia B. Baxter Magolda and

Rozana Carducci

Foreword by Lori Patton Davis



"*Contested Issues in Troubled Times* invites readers to engage some of the most perplexing issues confronting college and university educators in the 21st century. As the essayists wrestle with provocative questions that defy simplistic solutions, they model productive dialogue and offer a rich constellation of perspectives for the reader to consider. . ."

—**Alyssa Rockenbach**, *Professor of Higher Education, North Carolina State University*

"In an era where overt oppression, righteous indignation, and name-calling are on the rise, an important skill for student affairs educators to practice is engaging about difficult issues productively. . ."

—**Stephen John Quayle**, *Past President, ACPA-College Student Educators International, Associate Professor, Ohio State University*

This book provides student affairs educators with frameworks to constructively think about and navigate the contentious climate they are increasingly encountering on campus. Rather than attempting to offer readers definitive solutions, this book illustrates the possibilities and promise of acknowledging multiple approaches to addressing contentious issues, articulating a persuasive argument anchored in professional judgment, listening attentively to others for points of connection as well as divergence, and drawing upon new ways of thinking to foster safe and inclusive campuses.

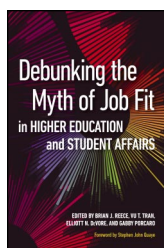
In this companion volume to *Contested Issues in Student Affairs*, a new set of contributors explore new questions which foreground issues of equity, safety, and civility – themes which dominate today's higher education headlines and campus conversations.

540 pp, 6" x 9"

Cloth, 2019, 978 1 62036 800 8, \$125.00

Paper, 2019, 978 1 62036 801 5, \$35.00

Ebook, 2019, 978 1 62036 803 9, \$35.00



Debunking the Myth of Job Fit in Higher Education and Student Affairs

Edited by Brian J. Reece, Vu T. Tran, Elliott N. DeVore and Gabby Porcaro

Foreword by Stephen John Quayle

"This is a must read text for every person in a hiring position or on a search committee. Each chapter is a robust blending of critical theoretical perspectives and scholarly personal narratives that results in an interrogation of job fit, which for many is a taken-for-granted good. Taken as a whole, the book illuminates how fit serves to limit job opportunities for some and reinforces structures of inequality, while also providing vital guidance to those making hiring decisions."

—**Susan R. Jones**, *Professor, Department of Educational Studies, Higher Education and Student Affairs Program, The Ohio State University*

"*Debunking the Myth of Job Fit in Higher Education and Student Affairs* is a must read for anyone involved in hiring staff at any level. This book engages the very present dynamic of 'code' words that maintain the status quo and support a culture of exclusion. Bravo..."

—**Rev. Dr. Jamie Washington**, *President, Washington Consulting Group; President & Co-Founder, Social Justice Training Institute (SJTI); President, ACPA-College Student Educators International*

This groundbreaking book examines a concept that has gone unexamined for too long: The concept of "job fit" in the student affairs profession. Fit is a term used by nearly everyone in student affairs throughout the hiring process, from search committees and hiring managers to supervisors and HR professionals. This book opens a conversation about the use of "job fit" as a tool for exclusion that needs to be critically investigated from multiple standpoints. This edited collection brings together a number of voices to look at the issues involved through various lenses to explore the ways policies, procedures, environments, and cultural norms provide inequitable job search experiences for individuals from various marginalized groups. These include looking at the legal aspects, employer definitions, communication barriers, as well as scholarly personal narratives looking at the concept from the perspective of class, race, gender and sexual orientation.

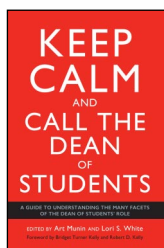
Co-published with ACPA

264 pp, 6" x 9", figure & tables

Cloth, 2019, 978 1 62036 787 2, \$125.00

Paper, 2019, 978 1 62036 788 9, \$35.00

Ebook, 2019, 978 1 62036 790 2, \$35.00



Keep Calm and Call the Dean of Students

A Guide to Understanding the Many Facets of the Dean of Students' Role

Edited by Art Munin and Lori S. White

Foreword by Bridget Turner Kelly and Robert D. Kelly

"A timely contribution to the literature, *Keep Calm and Call the Dean of Students* provides insight into the complexity of the Dean of Student position and the skills and abilities that one must have to be successful in the position. The authors capture the diversity within the position across different institutions and the commonalities among those serving in these roles. A must read for those contemplating the role and those responsible for hiring and supervising Dean of Students!"—**Amy Hecht**, *Vice President for Student Affairs, Florida State University*

"When most people hear the term 'Dean of Students' they attach great importance to that role, given the historical prominence of the position in campus life. The authors included in this book bring the DOS position to life and validate the significance that is attached to the role. In this volume readers will gain essential insights into the role from pioneering Deans and contemporary innovators. This book will stimulate your thinking and enrich your practice."—**Larry D. Roper**, *Professor of Language, Culture and Society, Oregon State University*

The role of Dean of Students is pivotal: in students' lives; for their institutions as a conduit to senior administration about issues of concern to students; as a figure who can coordinate disparate campus constituencies — from academic affairs and athletics to campus safety and relationships with parents and alums; and as a crisis manager.

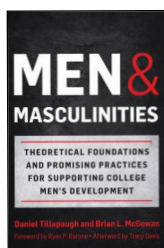
Through chapters by experienced DOSs — from early career to veterans and in between — this book provides vivid first-hand accounts of what's involved in managing the multiple roles of the deanship, its immense personal rewards, the positive impact that practitioners can make in the lives of students, and on campus policy and environment, without glossing over the demands on time and the concomitant stresses.

216 pp, 6" x 9"

Cloth, 2019, 978 1 62036 882 4, \$125.00

Paper, 2019, 978 1 62036 883 1, \$32.50

Ebook, 2019, 978 1 62036 885 5, \$32.50



Men and Masculinities

Theoretical Foundations and Promising Practices for Supporting College Men's Development

Edited by Daniel Tillapaugh and Brian L. McGowan

Foreword by Ryan P. Barone

Afterword by Tracy Davis

"Tillapaugh and McGowan have compiled an essential resource for everyone who works with college men, from the newest faculty member or student affairs professional to the experienced veteran. Starting with a history of masculinities studies within college student development, they introduce new voices that challenge us to examine our assumptions with an intersectional lens. Perhaps most useful is their practical advice for creating campus coalitions and taking our work into the future."—**Jan Deeds**, *Ph.D., Director, University of Nebraska-Lincoln Women's Center*

"With so much negativity about men in the media these days, Tillapaugh and McGowan bring hope that things can get better by presenting new theory, program designs, and specific programs to expand services for men on campus. This book is highly recommended to any professional wanting to start, improve, and expand their work with men."—**Jim O'Neil**, *Professor, Educational Psychology, University of Connecticut*

There continues to be much concern about the retention and persistence of men in college, particularly Black, Latinx, and Native American men. In addition, queer and trans* men also have found institutions to be problematic spaces. For those who do persist, we know that men are overrepresented in student conduct cases and engage in risky behaviors around alcohol, drug use, and sexual relationships.

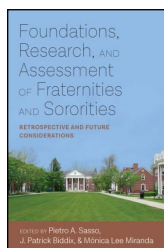
The book highlights programs and services designed to have college men engage with and dialogue around issues of hegemonic, toxic, or unhealthy aspects of masculinity. These promising practices can offer college men opportunities to understand their power, privilege, and identity in ways that can be affirming and healthier, leading to more life-giving chances. This is all the more important in the context of an ever-evolving society where traditionally held norms and expectations around gender—particularly masculinities—are shifting.

240 pp, 6" x 9"

Cloth, 2019, 978 1 62036 930 2, \$125.00

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Foundations, Research, and Assessment of Fraternities and Sororities

Retrospective and Future Considerations

**Edited by Pietro Sasso,
J. Patrick Biddix and**

Mónica Lee Miranda



"This text is a must-read for anyone who works in Higher Education.

Each chapter provides a well written account of the fraternity and sorority movement addressing the complex foundations of fraternities and sororities. The state of fraternity and sorority life has been, currently is and will probably always be challenged, however, there continues to be a need for such organizations on college campuses. As someone who works with college students on a daily basis and through my professional associations, I have learned so much from this publication and the rich history we all embrace."—

Jennifer Jones-Hall, Association of Fraternity and Sorority Advisors President, 1999, AFA Foundation Chairman, 2000-2002, Dean of Students, Southern Illinois University, Carbondale

Foundations, Research, and Assessment of Fraternities and Sororities is inspired by continuing conversations about the enduring challenges facing fraternities and sororities on campuses across the country. The co-editors curate contributions from scholars and noteworthy practitioners from across higher education to examine a variety of issues relating to the past and future construct of these institutions. The text begins with a historical section that provides a perspective on the origins of fraternities and sororities. Other sections look at such critical areas as values, legal issues, and research. Values are described regarding the values congruence movement and acknowledging emerging areas of the individual fraternity and sorority experience. Legal issues include freedom of speech, hazing law, and risk management. Additional profiles of large, national benchmark surveys are included, and the book concludes with a final overview of the state of fraternity/sorority scholarship. This volume will appeal to a broad readership made up of faculty, administrations and alumni/ae.

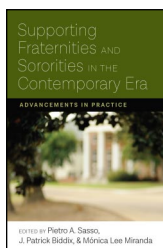
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Supporting Fraternities and Sororities in the Contemporary Era

Advancements in Practice

**Edited by Pietro Sasso,
J. Patrick Biddix and**

Mónica Lee Miranda



"This book is one I dreamed of but never completed. The authors' focus

on collaboration between campus based and Headquarters based fraternity and sorority professionals adds an important new perspective to the administration of fraternity and sorority affairs. Its projected audience is far more diverse than prior works, since it can be effectively used with undergraduates, graduate students, volunteers, and F/S professionals."—**Charles G Eberly, PhD, Emeritus Professor of Counseling and Higher Education, Eastern Illinois University**

This book is inspired by sustained and reoccurring professional conversations and scholarship that have suggested that not just change is necessary, but that there ought to be a fundamental shift towards reconceptualizing the construct of fraternities and sororities. The co-editors curate work from scholars and noteworthy practitioners from across higher education to provide an imperative text that reflects the complexity and expansiveness by addressing diversity, programming, and support approaches. This text commences with the understanding that issues will continuously exist, requiring a greater nuanced depth of appreciation to reduce their negative impact. It also summarizes national organizations from authentic, represented voices. Chapters then focus on solutions to support the fraternity and sorority experience, providing strategies and emerging explanations for the issues described in this text. *Supporting Fraternities and Sororities* seeks to do exactly as the title implies: to inform all stakeholders so that they can make better decisions about the future of these institutions.

The Culture and Society in Higher Education Series

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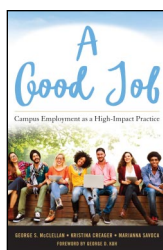
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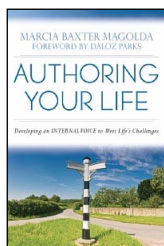
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Authoring Your Life

Developing Your INTERNAL VOICE to Navigate Life's Challenges

Marcia B. Baxter Magolda

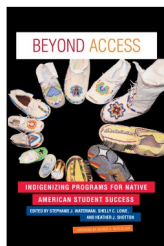
Foreword by Sharon Daloz Parks

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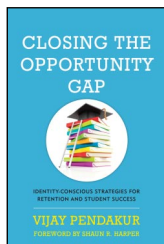
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Identity-Conscious Strategies for Retention and Student Success

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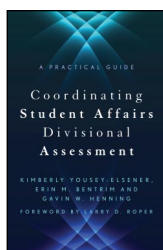
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Coordinating Student Affairs Divisional Assessment

A Practical Guide

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Foreword by Larry D. Roper

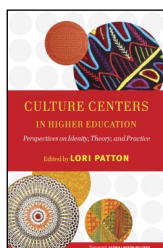
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Culture Centers in Higher Education

Perspectives on Identity, Theory, and Practice

Edited by Lori Patton Davis

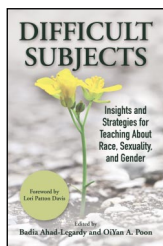
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Difficult Subjects

Insights and Strategies for Teaching About Race, Sexuality, and Gender

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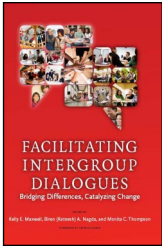
Foreword by Lori Patton Davis

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Facilitating Intergroup Dialogues

Bridging Differences, Catalyzing Change

Kelly E. Maxwell, Biren Ratnesh Nagda and Monita C. Thompson

Foreword by Patricia Gurin

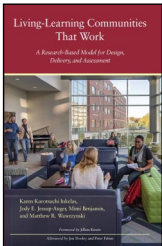
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Living-Learning Communities That Work

A Research-Based Model for Design, Delivery, and Assessment

Karen Kurotsuchi Inkela, Jody E. Jessup-Anger, Mimi Benjamin

and Matthew R. Wawrzynski

Foreword by Jillian Kinzie

Afterword by Jon Dooley and Peter Felten

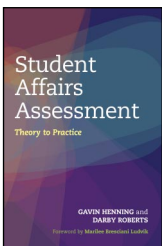
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Student Affairs Assessment

Theory to Practice

Gavin W. Henning and Darby Roberts

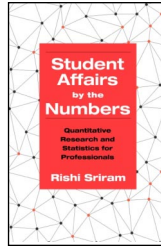
Foreword by Marilee J. Bresciani Ludvik

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Student Affairs by the Numbers

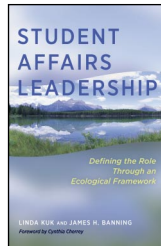
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Rishi Sriram

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Student Affairs Leadership

Defining the Role Through an Ecological Framework

Linda Kuk and James H. Banning

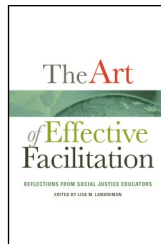
Foreword by Cynthia Cherrey

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The Art of Effective Facilitation

Reflections From Social Justice Educators

Edited by Lisa M. Landreman

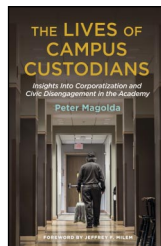
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The Lives of Campus Custodians

Insights into Corporatization and Civic Disengagement in the Academy

Peter M. Magolda

Foreword by Jeffrey F. Milem

288 pp., 6" x 9"

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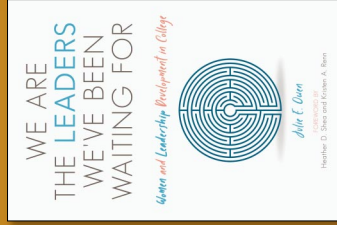
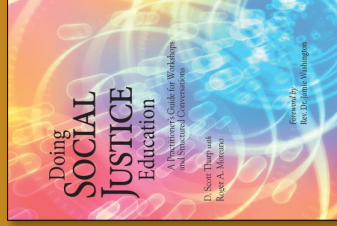


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