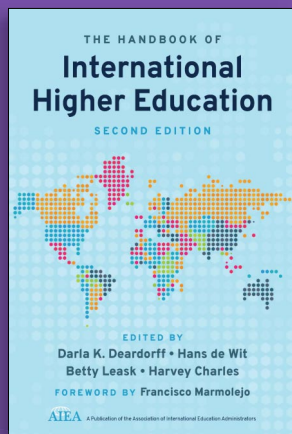
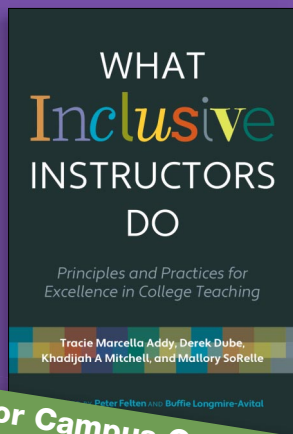
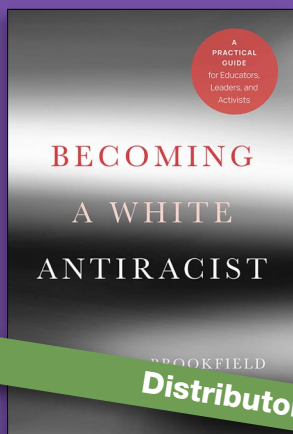
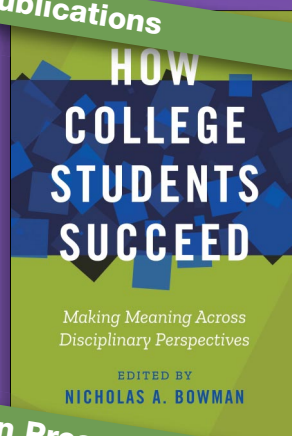
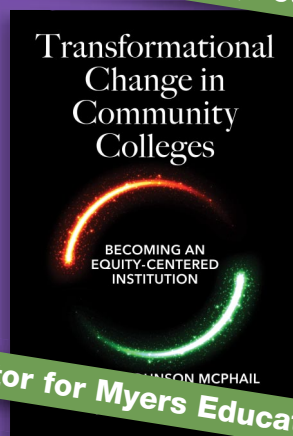
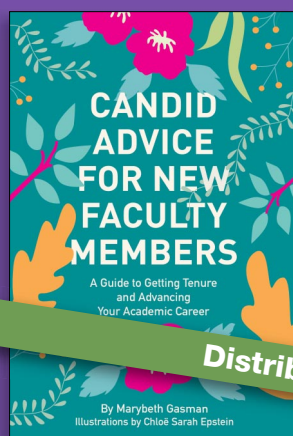


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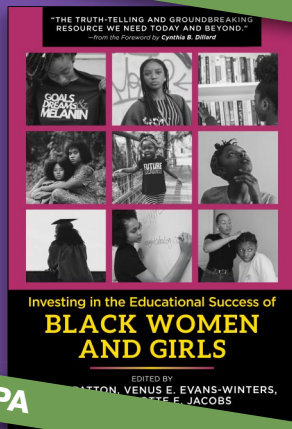
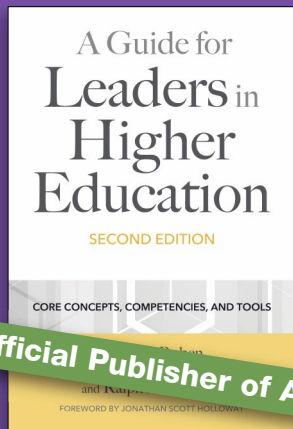
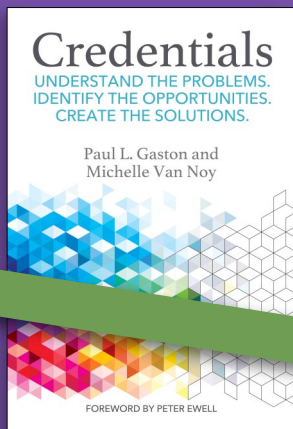
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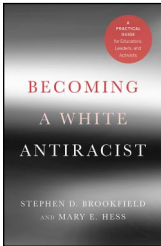
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General Interest



NEW

Becoming a White Antiracist

A Practical Guide for Educators, Leaders, and Activists

**Stephen D. Brookfield
and Mary E. Hess**

"Through storytelling and truth-sharing dialogical methods, [the authors] provide readers with roadmaps by which individuals and groups might begin to dismantle structural racism in the United States. The book provides white readers with tools and tactics that can aid them in their efforts to engage systemic racism and dismantle white supremacy."—**Paul O. Myhre**, *Senior Associate Director, Wabash Center for Teaching and Learning in Theology and Religion*

As this book was being written, the United States exploded in outrage against the murder by police of people of color across the country. Everywhere, it seemed, white people were looking to learn about race. "What do we do?" "How can we help?"

This book is their answer to those cries. It's grounded in the idea that white people need to start with themselves, with understanding that they have a white racial identity. Once you've learned about what it means to be white in a white supremacist world, the answer of "what can I do" becomes clear. Sometimes you work in multiracial alliances, but more often you work with white colleagues and friends. In this book the authors explore what it means for whites to move from becoming aware of the extent of their unwitting collusion in racism, towards developing a committed antiracist white identity.

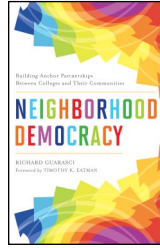
The book will be useful to anyone trying to create conversations around race, teach about white supremacy, arrange staff and development workshops on racism, and help colleagues explore how to create an antiracist culture or environment.

252 pp, 6" x 9", 1 figure & 1 table

Cloth, Apr 2021, 978 1 62036 858 9, \$135.00

Paper, Apr 2021, 978 1 62036 859 6, \$24.95

E-book, May 2021, 978 1 62036 861 9, \$24.95



NEW

Neighborhood Democracy

Building Anchor Partnerships Between Colleges and Their Communities

Richard Guarasci

Foreword by Timothy K. Eatman

Higher education and America stand at a perilous moment brought about by economic and social inequality, racism, and the fracture of civic cohesion and structures.

This book argues that higher education can and must again take leadership in promoting the participatory processes and instilling the democratic values needed to build a vibrant and fair society. How to do that when, as Guarasci argues, a majority of colleges and universities are floundering under a business model that generates insufficient net revenue while making college unaffordable?

Guarasci offers a model of civic mission and engagement whereby, through relatively modest investment, colleges can develop reciprocal partnerships with local institutions, civic, and business groups to raise the quality and outcomes of K-12 education, promote local entrepreneurship and community involvement, raise incomes, and increase the attainment of postsecondary education to benefit the wider national economy and colleges around the region and country. He demonstrates how civic engagement can revitalize communities and generate developmental and foundation funding for higher education institutions.

Vividly illustrated by the examples of success of students from the shadow community to which Wagner College committed its energies and resources, by the stories of the local schools and their principals, and the voices of local partners, this book offers a compelling and detailed account of what it takes to transform an institution and a neighborhood—and a model of renewal.

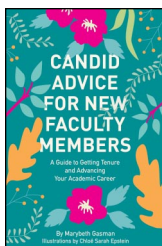
216 pp, 6" x 9", 2 figures

Cloth, Nov 2021, 978 1 64267 356 2, \$135.00

Paper, Nov 2021, 978 1 64267 357 9, \$29.95

E-book, Nov 2021, 978 1 64267 359 3, \$29.95





NEW

Candid Advice for New Faculty Members

A Guide to Getting Tenure and Advancing Your Academic Career

Marybeth Gasman

"If you want to achieve tenure, you should know a bit more about what it means and why it exists, and its benefits. All too often, even faculty don't understand why tenure is important."

Thus begins the Preface of *Candid Advice for New Faculty Members*, the newest and most comprehensive "how to" guide for graduate students, post-docs, and junior faculty across academic disciplines. Drawing upon her own extensive experiences and that of many colleagues, Marybeth Gasman provides you with an incredibly valuable tool for attaining tenure and guidance about the things that you should do to advance your academic career. She provides practical (and sometimes humorous) advice about a range of topics, including:

- Negotiating job offers
- Planning a research agenda
- Improving your teaching skills
- Managing service
- Advising students
- Applying for research grants
- Achieving life/work balance
- Managing academic politics

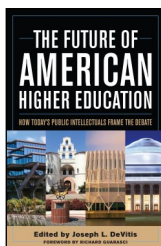
In addition to this valuable career advice, Gasman provides a peek behind the academy's curtain by painting a vivid picture of the inner workings of the academy and all of its players. *Candid Advice for New Faculty Members* is required reading for every newly-minted faculty member, regardless of academic discipline. The wisdom provided in this volume will prove to be invaluable to your future career.

275 pp, 6" x 9"

Cloth, Apr 2021, 978 1 97550 220 1, \$149.95

Paper, Mar 2021, 978 1 97550 221 8, \$39.95

E-book, Jun 2021, 978 1 97550 223 2, \$39.95



FORTHCOMING

The Future of American Higher Education

How Today's Public Intellectuals Frame the Debate

Edited by Joseph L. DeVitis

"By focusing on public intellectuals through the lenses of a rich array of scholars in their own right, Joe DeVitis captures the complexity and struggles of modern-day higher education. Are colleges and universities headed down the rabbit's warren as they negotiate larger economic, social, and political goals and their own educational and intellectual purposes? Reasonable minds will disagree about how the academy should balance these interests. *The Future of American Higher Education: How Today's Public Intellectuals Frame the Debate* is a compelling, lively, and thought-provoking read—and it could not have come at a better time in light of the many existential pressures surrounding higher education."—**Jonathan Brand**, *President, Cornell College*

"A compelling compilation that inspires readers and contemporary scholars to take up their own role as public intellectuals as we work to challenge and re-envision the academy toward the ever-changing public good. This book is ideal for any course on American higher education."

—**Penny A. Pasque**, *Professor of Educational Studies and Director of Qualitative Methods at Ohio State University*

This chapters in this book review the contributions of 17 public intellectuals who have been at the forefront of the debates on the purpose and future of higher education. It offers a robust entry point for considering the options and directions ahead for anyone in a leadership position.

Public Intellectuals Presented:

Stanley Aronowitz, Michael Bérubé, Marc Bousquet, Patricia Hill Collins, Lori Patton Davis, William Deresiewicz, Stanley Fish, Marybeth Gasman, Henry Giroux, Sara Goldrick-Rabb, Amy Gutmann, Russell Jacoby, Randall Kennedy, David Kirp, David F. Labaree, Christopher Newfield, and Michael Roth.

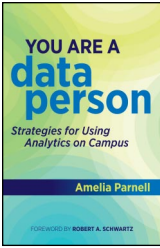
300 pp, 6" x 9"

Cloth, Dec 2021, 978 1 64267 340 1, \$135.00

Paper, Dec 2021, 978 1 64267 341 8, \$35.00

E-book, Dec 2021, 978 1 64267 343 2, \$35.00



**NEW**

You Are a Data Person

Strategies for Using Analytics on Campus

Amelia Parnell

"Amelia Parnell deftly navigates not only the current

state of data proliferation and its impact on professionals across campuses, but also points readers toward the future of data use and collaboration for improving the student experience. This book is essential reading for individuals and institutions looking to harness the power of data to optimize the college experience for students in a holistic way."—**Bethany Miller**, *Director of Institutional Research, Macalester College*

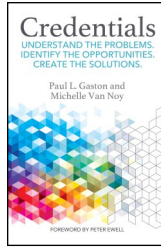
"Should be required reading for anyone who works on a college campus. This book is the not-so-gentle nudge that every college faculty and staff member needs: a reminder that each of us has a data identity, no matter our role or place in an organizational chart. More important, it's a reminder that we have agency to make a real difference in the lives of our students by making more data-informed decisions."—**Archie P. Cubarrubia**, *former Vice Provost for Institutional Effectiveness, Miami Dade College*

The common phrase, "I am not a data person," suggests that some campus professionals may not fully understand their capacity and potential to contribute to data-related activities. This book is intended to:

- Help readers identify the areas where they should strengthen their knowledge
- Offer tangible examples of how professionals can make data contributions at their current and future knowledge level
- Inspire readers to take the initiative to engage in data projects

The book includes a set of self-assessment questions and a companion set of action steps and available resources to help readers accept their identity as a data person.

140 pp, 6" x 9"
Cloth, Aug 2021, 978 1 64267 136 0, \$135.00
Paper, Aug 2021, 978 1 64267 137 7, \$32.50
E-book, Aug 2021, 978 1 64267 139 1, \$32.50

**FORTHCOMING**

Credentials

Understand the Problems. Identify the Opportunities. Create the Solutions.

By Paul L. Gaston and Michelle Van Noy

Foreword by Peter Ewell

"Paul Gaston and Michelle Van Noy tour the burgeoning credentials landscape from traditional degrees to emerging and unfamiliar new credentials, describing their characteristics and considering their quality. In doing so, they provide a very helpful introduction and analysis of an increasingly complex field."—*from the foreword by Peter Ewell*

The credentials environment grows more complicated by the day. This book enables readers to grasp the key issues and take informed action.

For ease of reference, each chapter opens with a summary of its content and closes with a list of key takeaways for readers to consider.

The plan of the book reflects the authors' practical aim. In the first of three parts, they offer a broad view of the topic—how credentials work, how a proliferation in credentials has created an unprecedented array of educational choices, and the implications of this abundance in considering the models to use. In the second part, they focus on categories of credentials, from the associate degree, to doctoral degrees, and to non-degree credentials. The book concludes with two chapters that consider the implications of the information the authors provide for leadership in volatile times such as considerations of equity; and offer twelve propositions for action.

252 pp, 6" x 9", 1 figure & 4 tables
Cloth, Feb 2022, 978 1 62036 942 5, \$135.00
Paper, Feb 2022, 978 1 62036 943 2, \$37.50
E-Book, Feb 2022, 978 1 62036 945 6, \$37.50

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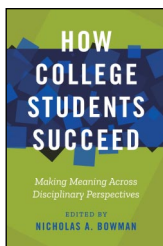
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FORTHCOMING

How College Students Succeed

Making Meaning Across Disciplinary Perspectives

Edited by Nicholas A. Bowman

"Nick Bowman is probably the nation's leading scholar on student success in college. He has pulled together a talented group of authors to focus on the different dimensions of student success. The result is a work that should be required reading for all faculty and administrators concerned about students and the impact of college."—**Ernest T. Pascarella**, *Professor Emeritus of Higher Education and Student Affairs, University of Iowa*

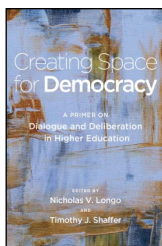
"Essential. Timely...will help inform practice for years to come."—**Doneka R. Scott**, *Vice Chancellor and Dean for the Division of Academic and Student Affairs, North Carolina State University*

Receiving a college education has perhaps never been more important than it is today. While its personal, societal, and overall economic benefits are well documented, too many college students fail to complete their postsecondary education. As colleges and universities are investing substantial resources into efforts to counter these attrition rates and increase retention, they are mostly unaware of the robust literature on student success that is often bounded in disciplinary silos.

The purpose of this book is to bring together in a single volume the extensive knowledge on college student success. It includes seven chapters from authors who each synthesize the literature from their own field of study, or perspective. Each describes the theories, models, and concepts they use; summarizes the key findings from their research; and provides implications for practice, policy, and/or research.

The disciplinary chapters offer perspectives from higher education, public policy, behavioral economics, social psychology, STEM, sociology, and critical and post-structural theory.

348 pp, 6" x 9", 6 figures & 8 tables
Cloth, Apr 2022, 978 1 64267 132 2, \$135.00
Paper, Apr 2022, 978 1 64267 133 9, \$39.95
E-book, Apr 2022, 978 1 64267 135 3, \$39.95



Creating Space for Democracy

A Primer on Dialogue and Deliberation in Higher Education

Edited by Timothy J. Shaffer and Nicholas V. Longo

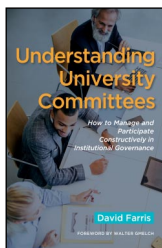
"Does a masterful job of making the case for why high quality dialogue and deliberation are necessary in higher education if we want to ensure that students leave us well prepared to participate politically and civically. Through a diverse set of concrete examples and case studies, this book provides excellent guidance about how to create scaffolds, programs, and opportunities for students, staff, and faculty to engage in the kinds of dialogue and deliberation that are both sorely lacking and much needed."

—**Diana Hess**, *Dean, UW-Madison School of Education*

This primer opens with a conceptual framework on the purpose and need for dialogue and deliberation on campus. Subsequent sections describe a diverse range of methods and approaches for sustained deliberative practice; and offers examples of the use of dialogue and deliberation in curricular, co-curricular, and community spaces, including venues such as student centers, academic libraries, and residence halls.

Published in Association with Campus Compact and AAC&U

342 pp, 6" x 9", 3 figures & 1 table
Cloth, 2019, 978 1 62036 926 5, \$135.00
Paper, 2019, 978 1 62036 927 2, \$36.95
E-book, 2019, 978 1 62036 929 6, \$36.95



Understanding University Committees

How to Manage and Participate Constructively in Institutional Governance

David A. Farris

Foreword by Walter H. Gmelch

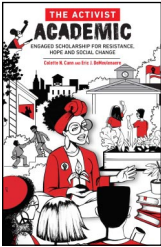
"A highly useful combination of practical examples and relevant theory on the functions of committees and how they can be most effective."—**Peter N. Stearns**, *Provost Emeritus and University Professor, George Mason University*

"I recommend this book to anyone who aspires to maximize their effectiveness in higher education leadership and management."—**Lawrence D. Czarda**, *Greensboro College*

This is the first handbook on how both to manage committees and how to engage effectively as members to achieve departmental or broad institutional goals, and how participation valuably contributes to individual learning and advancement.

In addition to reviewing the mechanism of committees, Dr. Farris provides practical information regarding the functional application of committees (tactical, operational, or strategic), committee leadership and management, group dynamics that influence committee performance, and the importance of diversity and inclusive committee cultures to institutional performance.

228 pp, 6" x 9", 23 illus
Cloth, 2020, 978 1 62036 938 8, \$135.00
Paper, 2020, 978 1 62036 939 5, \$29.95
E-book, 2020, 978 1 62036 941 8, \$29.95



The Activist Academic

Engaged Scholarship for Resistance, Hope and Social Change

Colette Cann and Eric DeMeulenaere

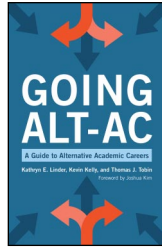
"This book serves as a guide for other academics

to engage in a dialogue about how they may transition from theory to practice in their own journeys as activists confronting racial and social injustices both within and outside academia."—**CHOICE**

2021 SPE Outstanding Book Award Honorable Mention

The Activist Academic serves as a guide for merging activism into academia. Following the journey of two academics, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets.

250 pp, 6" x 9"
Cloth, 2020, 978 1 97550 138 9, \$139.95
Paper, 2020, 978 1 97550 139 6, \$39.95
E-book, 2020, 978 1 97550 141 9, \$39.95



Going Alt-Ac

A Guide to Alternative Academic Careers

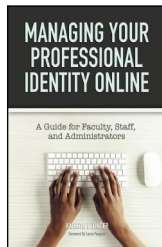
Kevin Kelly, Kathryn E. Linder and Thomas J. Tobin

Foreword by Joshua Kim

"A book that anyone contemplating, or negotiating, a non-traditional academic career will want to read."—**Joshua Kim**, *Director of Digital Learning Initiatives, Dartmouth Center for the Advancement of Learning*

A growing number of people completing or holding graduate degrees now seek non-faculty positions—also called alternative academic, or "alt-ac" positions—at different stages in their careers. While an increasing number of people with doctoral degrees are hunting for a diminishing pool of tenure-track faculty jobs, most institutions do not adequately prepare them to enter the new reality of the alt-ac job market. This book provides that guidance for recent professional graduates and those encountering alt-ac career challenges.

264 pp, 6" x 9", 11 illus
Cloth, 2020, 978 1 62036 830 5, \$135.00
Paper, 2020, 978 1 62036 831 2, \$32.95
E-book, 2020, 978 1 62036 833 6, \$32.95



Managing Your Professional Identity Online

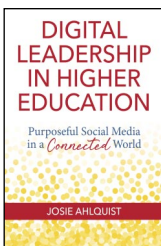
A Guide for Faculty, Staff, and Administrators

Kathryn E. Linder

Foreword by Laura Pasquini

"*Managing Your Professional Identity Online* is pragmatic, practical, and offers an important set of tools and questions for academics to consider regarding online networked practices. The strength is the way the text provides a broad overview of a range of issues related to the development and management of an academic identity online. Linder covers a variety of topics – from the range of platforms and tools – to issues around accessibility, management, and knowledge of content creation and community building – that are important for higher education professionals in the digital age."—**Paul Eaton**, *Assistant Professor, Department of Educational Leadership, Sam Houston State University*

196 pp, 7" x 10", figures, tables & boxes
Cloth, 2018, 978 1 62036 668 4, \$135.00
Paper, 2018, 978 1 62036 669 1, \$32.50
E-book, 2018, 978 1 62036 671 4, \$32.50



Digital Leadership in Higher Education

Purposeful Social Media in a Connected World

Josie Ahlquist

“Often, higher education leaders see social media as a burden. This book 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*

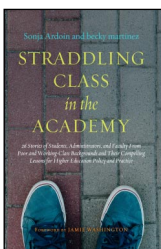
In this groundbreaking book, Josie Ahlquist provides readers with the tools they need to take a strong, values-based approach to leadership in the various digital spaces vital to the world of higher education today. Filled with real-world examples and tools to negotiate this ever-changing digital landscape, the book fills an important niche in the literature. It’s a user manual for your digital leadership journey, whether you are a college president, dean of students, associate professor, or a program coordinator.

312 pp, 7" x 10", 51 illus

Cloth, 2020, 978 1 62036 751 3, \$135.00

Paper, 2020, 978 1 62036 752 0, \$39.95

E-book, 2020, 978 1 62036 754 4, \$39.95



BESTSELLER

Straddling Class in the Academy

26 Stories of Students, Administrators, and Faculty From Poor and Working-Class Backgrounds and Their

Compelling Lessons for Higher Education Policy and Practice

Compelling Lessons for Higher Education Policy and Practice

Sonja Ardoin and becky martinez

Foreword by Jamie Washington

“An important book, filled with honest and powerful narratives from students, staff and faculty. It expands our understanding of poor and working class backgrounds and informs our next steps in addressing the dynamics of social class in our college classrooms and workspaces. Read this book and discover truths that confirm our own reality about social class on campus, challenge us to think differently, and compel us to take action.”

—**Paulette M. Dalpes**, *Vice President of Student Affairs, Community College of Aurora*

Through the powerful stories of 26 individuals –

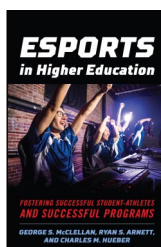
ranging from students to faculty and administrators—who hold many different identities in terms of race, ethnicity, gender, sexuality, age, ability, and religion, among others, this book shows how social class identity and classism impact people’s experience in higher education and why we should focus more attention on this dimension of identity.

240 pp, 6" x 9", tables

Cloth, 2019, 978 1 62036 739 1, \$135.00

Paper, 2019, 978 1 62036 740 7, \$32.50

E-book, 2019, 978 1 62036 742 1, \$32.50



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. It offers practical insights into how to develop and maintain an esports program that is consistent with institutional purposes and values.

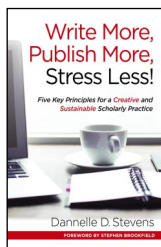
Covering the challenges and opportunities, the authors outline how, done correctly, esports can provide a structured way for all students (on campus, off campus, and online) to engage in both curricular and cocurricular programming that can provide measurable learning outcomes and have a positive impact on retention rates.

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

Cloth, 2020, 978 1 64267 144 5, \$135.00

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

E-book, 2020, 978 1 64267 147 6, \$32.50



Write More, Publish More, Stress Less!

Five Key Principles for a Creative and Sustainable Scholarly Practice

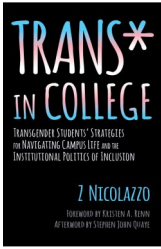
Dannelle D. Stevens

Foreword by Stephen D. Brookfield

“Stevens delivers again! Following the pattern established in her previous books on rubrics and

journal keeping, this text is extremely useful, immensely practical, and carefully grounded in sound scholarship. From the topics covered — such as how to foster creativity in academic writing or how to structure writing groups — to the numerous templates provided — for introducing an argument or for analyzing the structure of a text — Stevens' book is a treasure trove, which stands to become a classic in the academic writing genre. A 'must try' toolkit!"—**Patricia Goodson**, *Department of Health & Kinesiology, Director POWER Services, Texas A&M University*

312 pp, 7" x 10", 35 tables & 50 figures
Cloth, 2018, 978 1 62036 516 8, \$135.00
Paper, 2018, 978 1 62036 517 5, \$32.50
E-book, 2018, 978 1 62036 519 9, \$32.50



BESTSELLER

Trans* in College

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

Z Nicolazzo

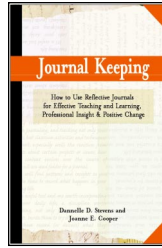
Afterword by Stephen John Quaye
Foreword by Kristen A. Renn

"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 heterogeneity.' 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, \$135.00
Paper, 2016, 978 1 62036 456 7, \$27.50
E-book, 2016, 978 1 62036 458 1, \$27.50



Journal Keeping

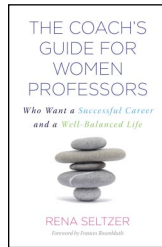
How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change

Dannelle D. Stevens and Joanne E. Cooper

"*Journal Keeping* is a superb tool for educators who want to be reflective practitioners, and help their students become reflective learners. I hope this fine book will be widely read and used."—**Parker J. Palmer**, *author of The Courage to Teach, Let Your Life Speak, and A Hidden Wholeness*

"An impressively complete and well organized exploration of the uses of journal writing. It provides rich backing for John Dewey's key insight, namely that it's not experience that makes us learn, it's reflection on experience."—**Peter Elbow**, *author of Writing with Power and Everyone Can Write, Professor Emeritus, University of Massachusetts Amherst*

286 pp, 7" x 10", tables & figures
Cloth, 2009, 978 1 57922 215 4, \$135.00
Paper, 2009, 978 1 57922 216 1, \$29.95
E-book, 2020, 978 1 64267 203 9, \$27.00



BESTSELLER

The Coach's Guide for Women Professors

Who Want a Successful Career and a Well-Balanced Life

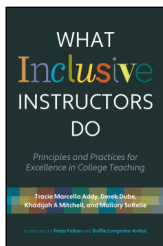
Rena Seltzer

Foreword by Frances Rosenbluth

"Rena Seltzer's workshops are perennial favorites with Yale faculty. Workshop alumni get more writing done, have more control over their schedules, and feel increased confidence in their leadership skills. Rena has also served as a coach for a number of Yale faculty leaders. Here as well, her work has been transformative. I am delighted to recommend *The Coach's Guide* to anyone aspiring to learn from this wise and inspiring academic coach."—**Tamar Szabó Gendler**, *Dean of the Faculty of Arts and Science, Vincent J. Scully Professor of Philosophy, and Professor of Psychology and Cognitive Science, Yale University*

252 pp, 5 1/2" x 8 1/4", 2 figures
Cloth, 2015, 978 1 57922 895 8, \$135.00
Paper, 2015, 978 1 57922 896 5, \$22.50
E-book, 2015, 978 1 57922 898 9, \$22.50

Inclusive Teaching Resources & Student Success Texts



BESTSELLER

What Inclusive Instructors Do

Principles and Practices for Excellence in College Teaching

Tracie Marcella Addy, Derek Dube, Khadijah A. Mitchell and Mallory SoRelle

Foreword by Buffie Longmire-Avital and Peter Felten

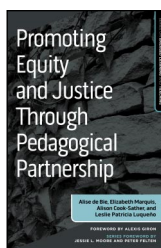
"This book is a timely and extraordinarily comprehensive resource for supporting instructors who wish to engage with inclusive teaching. Every facet of what makes teaching inclusive is unpacked and brought to life with quotes and examples from real instructors across different disciplines and institutional contexts, and the reflection questions embedded within each section create a natural way for instructors to engage more deeply with the text and think about applications in their own teaching. A most valuable resource for instructors at any stage in their teaching careers."—**Catherine Ross**, *Executive Director, Center for Teaching and Learning, Columbia University*

This book uniquely offers the distilled wisdom of scores of instructors across ranks, disciplines and institution types, whose contributions are organized into a thematic framework that progressively introduces the reader to the key dispositions, principles and practices for creating the inclusive classroom environments (in person and online) that will help their students succeed.

The authors asked the hundreds of instructors whom they surveyed as part of a national study to define what inclusive teaching meant to them and what inclusive teaching approaches they implemented in their courses.

The instructors' voices ring loudly as the authors draw on their responses, building on their experiences and expertise to frame the conversation about what inclusive teachers do. The authors in addition describe their own insights and practices, integrating and discussing current literature relevant to inclusive teaching to ensure a research-supported approach.

240 pp, 6" x 9", 1 fig
Cloth, May 2021, 978 1 64267 192 6, \$135.00
Paper, May 2021, 978 1 64267 193 3, \$29.95
E-book, May 2021, 978 1 64267 195 7, \$29.95



NEW

Promoting Equity and Justice Through Pedagogical Partnership

Alice de Bie, Elizabeth Marquis, Alison Cook-Sather and Leslie Luqueño

Foreword by Alexis Giron

Foreword by Alexis Giron

"By synthesizing the literature on partnerships and post-secondary student equity, this essential text offers an invitation to reimagine how higher education can provide a collaborative space of engagement in which justice can be pursued." —**Steven Volk**, *Co-Director, Great Lakes Colleges Association Consortium for Teaching & Learning, and Professor of History Emeritus, Oberlin College*

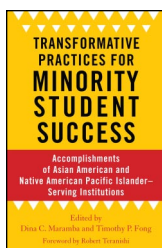
Faculty and staff in higher education are looking for ways to address the deep inequity and systemic racism that pervade our colleges and universities. Pedagogical partnership can be a powerful tool to enhance equity, inclusion, and justice in our classrooms and curricula. These partnerships create opportunities for students from underrepresented and equity-seeking groups to collaborate with faculty and staff to revise and reinvent pedagogies, assessments, and course designs, positioning equity and justice as core educational aims. When students have a seat at the table, previously unheard voices are amplified, and diversity and difference introduce essential perspectives that are too often overlooked.

The authors provide the conceptual framework and a literature review, and offer two case studies of pedagogical partnership in practice. They then explore the complexities raised by their framework, including the conditions under which partnerships themselves may risk reproducing epistemic, affective, or ontological harms. Applying the framework in this way allows them to propose strategies that make it more likely for these mediations to be successful.

This book will inspire and challenge a wide variety of higher education faculty and staff and will advance the practice and research on student-faculty pedagogical partnerships.

The Engaged Learning and Teaching Series

168 pp, 6" x 9", 6 illus
Cloth, Jul 2021, 978 1 64267 208 4, \$135.00
Paper, Jun 2021, 978 1 64267 209 1, \$35.00
E-book, Jun 2021, 978 1 64267 211 4, \$35.00



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

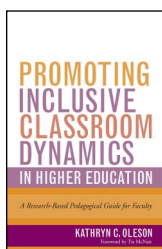
Foreword by Robert T. Teranishi

"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."—

Marybeth Gasman, *Judy & Howard Berkowitz Professor of Education, University of Pennsylvania*

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 their class cohorts as a whole.

288 pp, 6" x 9"
Cloth, 2020, 978 1 64267 016 5, \$135.00
Paper, 2020, 978 1 64267 017 2, \$39.95
E-book, 2020, 978 1 64267 019 6, \$39.95



Promoting Inclusive Classroom Dynamics in Higher Education

A Research-Based Pedagogical Guide for Faculty

Kathryn C. Oleson

Foreword by Tia Brown McNair

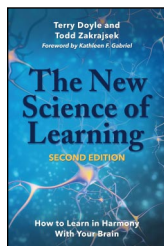
"Presenting research, strategies, and lived experiences in engaging and accessible ways, Kathryn C. Oleson provides an impressively wide range of conceptual frameworks, concrete approaches, and helpful examples that can guide the necessarily ongoing work of promoting inclusive classroom

dynamics."—**Alison Cook-Sather**, *Professor of Education and Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges*

This powerful, practical resource helps faculty create an inclusive dynamic in their classrooms, so that all students are set up to succeed. Grounded in research and theory, this book provides practical solutions to help faculty create an inclusive learning environment in which all students can thrive.

Each chapter focuses on palpable ideas and adaptive strategies to use right away when teaching.

223 pp, 6" x 9", 27 tables & 5 figures
Cloth, 2020, 978 1 62036 898 5, \$135.00
Paper, 2020, 978 1 62036 899 2, \$32.50
E-book, 2020, 978 1 62036 901 2, \$32.50



BESTSELLER

The New Science of Learning

How to Learn in Harmony With Your Brain

SECOND EDITION

Terry Doyle and Todd D. Zakrajsek

Foreword by Kathleen F. Gabriel



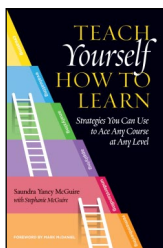
"In every-day terms, they have broken down the 'scientific' workings of the brain and give practical advice that students can use to help them increase their learning and recall, especially when they are challenged with difficult tasks. Doyle and Zakrajsek give readers ways to transform their learning capacity by using research-based strategies so that the time and effort spent is worthwhile and rewarding. This book is perfect for students to learn about methods and activities to use when learning so that their time and efforts are maximized."—**Kathleen**

F. Gabriel, *Associate Professor, School of Education, California State University, Chico*

This breakthrough book builds the foundation every student needs, from freshman orientation to graduate school. The second edition of this best-selling student text has been considerably updated with the latest findings from cognitive science that further illuminate learning for students, and help them understand what's involved in retaining new information.

188 pp, 5 1/2" x 8 1/4", figures & tables
Cloth, 2018, 978 1 62036 656 1, \$135.00
Paper, 2018, 978 1 62036 657 8, \$19.95
E-book, 2018, 978 1 62036 659 2, \$19.95

INCLUSIVE TEACHING RESOURCES & STUDENT SUCCESS TEXTS



BESTSELLER

Teach Yourself How to Learn

Strategies You Can Use to Ace Any Course at Any Level

**Saundra Yancy McGuire
With Stephanie McGuire**

Foreword by Mark McDaniel

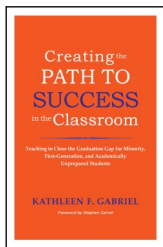


“McGuire hits it out of the park with this book written for students. She easily connects to them through her conversational style, empathy, case studies and a strong belief in their power to succeed. She shares strategies for learning through graphics and activities that ensure their active engagement. She fully understands the importance of readability as she fills the text with questions. This book explodes with energy and passion and should be on every student’s bookshelf.”—**Martha E. Casazza**, Educational Consultant, TRPPAssociates, CLADEA Founding Fellow

“Much can be gained from this book by both students and instructors in all fields. My biggest take-away is the author’s insistence, ‘Now hear this: All students are capable of excelling’. This book shows how.”—**Reflective Teaching**

“Maybe this is a reflection on just how big of a nerd I am, but this is the book that I wish I had when I was in college, or even in high school, to understand that I could have a little bit more control over my brain, and harness [its] power in a good direction. It would be really good for a first-year student seminar, a class that focused on study skills, or a tutoring center.”—**Katie Linder**, Research Director for Ecampus, Oregon State University

**176 pp, 5 1/2" x 8 1/4", 20 figures
Cloth, 2018, 978 1 62036 755 1, \$135.00
Paper, 2018, 978 1 62036 756 8, \$19.95
E-book, 2018, 978 1 62036 758 2, \$19.95**



BESTSELLER

Creating the Path to Success in the Classroom

Teaching to Close the Graduation Gap for Minority, First-Generation, and

Academically Unprepared Students

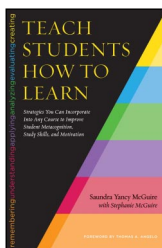
Kathleen F. Gabriel

Foreword by Stephen Carroll

“This is a clear, engaging, and practical book that will be of use to anyone teaching in a university or community-college classroom.”—**Reflective Teaching**

At a time when the numbers of underrepresented students – working adults, minority, first-generation, low-income, and international students – is increasing, this book, a companion to her earlier *Teaching Underprepared Students*, addresses that lack of specific guidance by providing faculty with additional evidence-based instructional practices geared toward reaching all the students in their classrooms, including those from groups that traditionally have been the least successful, while maintaining high standards and expectations.

**190 pp, 6" x 9", 9 figures
Cloth, 2018, 978 1 57922 555 1, \$135.00
Paper, 2018, 978 1 57922 556 8, \$29.95
E-book, 2018, 978 1 57922 558 2, \$29.95**



BESTSELLER

Teach Students How to Learn

Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation

Saundra Yancy McGuire

With Stephanie McGuire

Foreword by Thomas Angelo

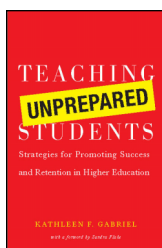
“Teachers need to learn as much as their students. In a masterly and spirited exposition, spangled with wit and exhortation, rife with pragmatic strategies, Saundra McGuire teaches teachers how to awake in their students the powers dormant in them. Be aware, and you will learn!”—

Ronald Hoffmann, 1981 Nobel Laureate in Chemistry

For over a decade Saundra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect.

Co-published with NISOD and NADE

**288 pp, 6" x 9", figures, tables & powerpoint slides
Cloth, 2015, 978 1 62036 315 7, \$135.00
Paper, 2015, 978 1 62036 316 4, \$35.00
E-book, 2015, 978 1 62036 318 8, \$35.00**



BESTSELLER

Teaching Unprepared Students

Strategies for Promoting Success and Retention in Higher Education

Kathleen F. Gabriel

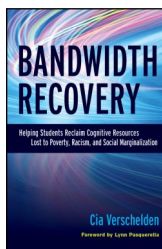
Foreword by Sandra M. Flake

This book provides professors and their graduate teaching assistants—those at the front line of interactions with students—with techniques and approaches they can use in class to help at-risk students raise their skills so that they can successfully complete their studies.

160 pp, 6" x 9", figures

Paper, 2008, 978 1 57922 230 7, \$29.95

E-book, 2017, 978 1 62036 795 7, \$29.95



BESTSELLER

Bandwidth Recovery

Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization

Cia Verschelden

Foreword by Lynn Pasquerella

"Verschelden convincingly makes the case that many lower income and minority students struggle in college not because of lower ability or poor preparation, but because they deal with life situations that deplete cognitive resources that are needed for learning. Offering us a distinctly different lens through which to view these students, she describes concrete strategies we can implement to replenish their cognitive resources so that they don't just survive, but thrive in the college environment with recovered 'bandwidth'."—

Saundra McGuire, (Ret.) Assistant Vice Chancellor & Professor of Chemistry; Director Emerita, Center for Academic Success, Louisiana State University, Author of Teach Students How to Learn

"Verschelden effectively immerses readers in and thereby sensitizes them to the array of economic; social; and physical, mental, and emotional realities that persistently drain non-majority and socially marginalized students' cognitive capacities to learn. Most important, she teaches us how to recover their capacities to become successful students. Projections of our national demograph-

ics document growth in non-majority and low income populations. Unquestionably, then, *Bandwidth Recovery* is a timely, essential, and uplifting read for faculty and other contributors to student learning, assisting them to draw out those students' potential for success."—**Peggy L. Maki, Education Consultant Specializing in Assessing Student Learning**

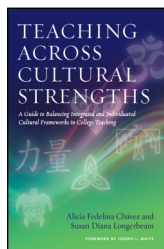
Published in association with AAC&U

170 pp, 6" x 9", 7 illus

Cloth, 2017, 978 1 62036 604 2, \$135.00

Paper, 2017, 978 1 62036 605 9, \$29.95

E-book, 2017, 978 1 62036 607 3, \$29.95



Teaching Across Cultural Strengths

A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching

Alicia Fedelina Chávez

and Susan Diana Longerbeam

Foreword by Joseph L. White

"With a steady range of specific examples of how to create more culturally inclusive pedagogies persuasively supported by faculty testimonies of pleasure at how students are more engaged, no one can pretend it can't be done in their courses. The moving quotes from students threaded throughout the book should prick the conscience of those immobilized into only one form of teaching. Faculty need only to listen to students in this book—and in their own classes—to realize the transformative possibilities they can unleash in their classrooms."—**Caryn McTighe Musil, Senior Scholar, AAC&U**

Co-published with NISOD

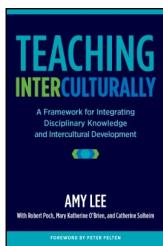
272 pp, 6" x 9", 18 figures & 16 tables

Cloth, 2016, 978 1 62036 323 2, \$135.00

Paper, 2016, 978 1 62036 324 9, \$32.50

E-book, 2016, 978 1 62036 326 3, \$32.50

INCLUSIVE TEACHING RESOURCES & STUDENT SUCCESS TEXTS



Teaching Interculturally

A Framework for Integrating Disciplinary Knowledge and Intercultural Development

Amy Lee

With Robert K. Poch,

Mary Katherine O'Brien and Catherine Solheim

Foreword by Peter Felten

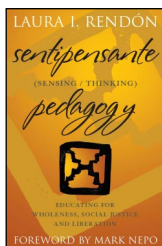
"This is not a book that asks, 'Is culture affecting my readers or users?' Instead, it goes further: 'How do I design and communicate effectively in this intercultural environment?' This is a tough question, and in a refreshing nod to practicality, the authors set out a developmental process instead of a 'to do' list. According to them, putting the theory of 'intercultural pedagogy' into practice requires time, dialog with others, cultural humility, and critical reflection."—*Technical Communication*

137 pp, 6" x 9", 9 illus

Cloth, 2017, 978 1 62036 379 9, \$135.00

Paper, 2017, 978 1 62036 380 5, \$29.95

E-book, 2017, 978 1 62036 382 9, \$29.95



BESTSELLER

Sentipensante (Sensing/Thinking) Pedagogy

Educating for Wholeness, Social Justice and Liberation

Laura I. Rendón

Foreword by Mark Nepo

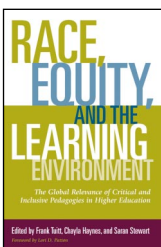
"Vital reading for anyone seeking to create more inclusive institutions for students and teachers alike."—*Diversity & Democracy*

Rendón offers a transformative vision of education that emphasizes the harmonic, complementary relationship between the *sentir* of intuition and the inner life and the *pensar* of intellectualism and the pursuit of scholarship; between teaching and learning; formal knowledge and wisdom; and between Western and non-Western ways of knowing.

198 pp, 5 1/2" x 8 1/2", figures

Paper, 2014, 978 1 57922 984 9, \$27.50

E-book, 2012, 978 1 57922 853 8, \$27.50



Race, Equity, and the Learning Environment

The Global Relevance of Critical and Inclusive Pedagogies in Higher Education

Edited by Frank Tuitt, Chayla Haynes and Saran Stewart

Foreword by Lori D. Patton

From the Foreword:

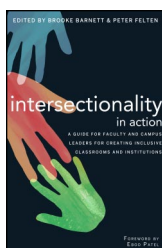
"This volume bridges the gap from thought to action, providing the necessary context for educators around the world to either embrace or recommit to centering race in postsecondary classrooms and engaging in necessary conversations to ensure that students do not leave our institutions the way they came. I applaud the editors of this book as they dare to move beyond the conversation to engage in teaching and learning that reflects how progressive racial understandings promote equity in higher education."—*Lori D. Patton, Associate Professor, Higher Education and Student Affairs, IUPUI*

264 pp, 6" x 9"

Cloth, 2016, 978 1 62036 339 3, \$135.00

Paper, 2016, 978 1 62036 340 9, \$35.00

E-book, 2016, 978 1 62036 342 3, \$35.00



Intersectionality in Action

A Guide for Faculty and Campus Leaders for Creating Inclusive Classrooms and Institutions

Edited by Peter Felten and Brooke Barnett

Foreword by Eboo Patel

“The ‘next phase’ of diversity in higher education pushes institutional objectives beyond mere tolerance of cultural difference. Barnett and Felten have pulled together a timely resource for campus leaders that recognizes the multidimensionality of students’ identities and the imperative for institutions to pursue an intersectional approach to diversity on campus.”—**anthony lisng antonio**, *Associate Professor of Education, Stanford University*

Higher education silos diversity and inclusion by creating specific courses to address them, or programs to welcome and support people with a range of identities, whereas in reality students, faculty and staff do not encounter diversity in the fractured ways that match these organizational structures.

This book offers models for institutions to move intentionally toward intersections to open doors to new possibilities that better prepare our students for life in a diverse world.

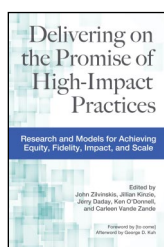
176 pp, 6" x 9"

Cloth, 2016, 978 1 62036 319 5, \$135.00

Paper, 2016, 978 1 62036 320 1, \$32.50

E-book, 2016, 978 1 62036 322 5, \$32.50

Teaching & Learning



FORTHCOMING

Delivering on the Promise of High-Impact Practices

Research and Models for Achieving Equity, Fidelity, Impact and Scale

Edited by John Zilvinskis, Jillian Kinzie, Jerry Dada, Ken O'Donnell, and Carleen Vande Zande

Foreword by Shaun Harper

Afterword by George D. Kuh

Research shows that enriching learning experiences with High-Impact Practices (HIPs) is positively associated with student engagement; deep, and integrated learning; and personal and educational gains for all students – particularly for historically underserved students.

While HIPs’ potential benefits for student learning, retention, and graduation, promoting equity and developing lifelong learners are recognized, and are being increasingly integrated across higher education programs, much of that potential remains unrealized; and their implementation frequently uneven. HIPs defy easy categorization or standardized implementation. They rely on fidelity, quality, and consistency – being “done well” – to achieve their learning outcomes; and, above all, require attention to access and equity if they are to fulfill their promise of benefiting all student populations equally.

This book provides examples from around the country of the ways educators are advancing equity, promoting fidelity, achieving scale, and strengthening assessment of their own local high-impact practices. Its chapters bring together the best current scholarship, methodologies, and evidence-based practices within the HIPs field, illustrating new approaches to faculty professional development, culture and coalition building, research and assessment, and continuous improvement that help institutions understand and extend practices with a demonstrated high impact.

For proponents and practitioners this book offers perspectives, data and critiques to interrogate and improve practice. For administrators it provides an understanding of what’s needed to deliver the necessary support.

312 pp, 6" x 9"

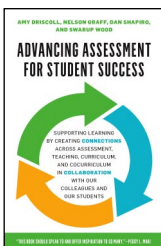
Cloth, Apr 2022, 978 1 64267 360 9, \$135.00

Paper, Apr 2022, 978 1 64267 361-6, \$37.50

E-book, Apr 2022, 978 1 64267 363 0, \$37.50



NOTIFY ME



NEW

Advancing Assessment for Student Success

Supporting Learning by Creating Connections Across Assessment, Teaching, Curriculum, and Cocurriculum in Collaboration With Our Colleagues and Our Students

Curriculum, and Cocurriculum in Collaboration With Our Colleagues and Our Students

Amy Driscoll, Swarup Wood, Dan Shapiro and Nelson Graff

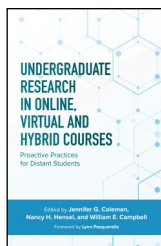
Foreword by Peggy L. Maki

"Whether a faculty member, academic administrator, staff, or student; whether new to assessment or someone who has been involved in assessment for years—whatever role you might play within an institution of higher education, this book is a breath of fresh air that provides a revitalized pathway to ensure that assessment processes and practices are learner-centered and collaboratively driven conversations on educational design. There is something in this book for everyone thanks to the authors providing examples, strategies, processes, practices, and reflections on how to take the work of fostering student success to the next level. Through rich conversations with the reader, the book mirrors and models the collaborative potential of bringing faculty, assessment, student affairs, and staff together to truly deliver on the promise of education by laying out the types of conversations that should be unfolding within our institutions."—**Natasha A. Jankowski**, *Former Executive Director of the National Institute for Learning Outcomes Assessment*

This book is about student success and how to support and improve it. It takes as its point of departure that we—as faculty, assessment directors, student affairs professionals, and staff—must reflect in a purposeful and informed way about how our teaching, curricula, the co-curriculum, and assessment work in concert to support and improve student learning and success. It also requires that we do so in collaboration with our colleagues and our students for the rich insights that we gain from them.

This book offers a wide variety of illustrations of how your peers are putting assessment into practice in ways that are meaningful to them and their institutions, and that lead to improved student learning. The authors provide rich guidance for activities ranging from everyday classroom teaching and assessment to using assessment to improve programs and entire institutions.

250 pp, 6" x 9", 22 illus
Cloth, Jul 2021, 978 1 62036 870 1, \$135.00
Paper, Jul 2021, 978 1 62036 871 8, \$35.00
E-book, Jul 2021, 978 1 62036 873 2, \$35.00



FORTHCOMING

Undergraduate Research in Online, Virtual and Hybrid Courses

Proactive Practices for Distant Students

Edited by Jennifer G. Coleman, Nancy H. Hensel, and William E. Campbell

Foreword by Lynn Pasquerella

"If you're committed to socially just educational practices, this book is vitally important. We short-change students who take online courses (often from historically marginalized and underserved populations) if we exclude research projects in virtual classes. With examples from across the disciplines, you'll find impactful ideas on fostering equitable online student success." —**Flower Darby**, *Faculty and Lead Author, Small Teaching Online*

"Essential reading for educators focused on equitable student success, the thoughtful chapters provide key insights to increasing affordability and ubiquity of undergraduate research through investment in online models." —**Elizabeth L. Ambos**, *CUR Executive Officer, 2012-2019*

With the growing interest in undergraduate research as a high-impact practice, and the recognition that college education is increasingly moving online, this book – the first to do so – provides a framework, guidance from pioneering practitioners, and a range of examples across disciplines on how to engage remote students in research.

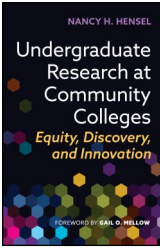
Two foundational chapters set the scene. For those new to incorporating undergraduate research in their courses, the opening chapter provides an introduction to its evolution and practice, and reviews the evidence of its benefits for students, faculty, and institutions. The second addresses the benefit that undergraduate research can bring to online learning and provides an overview of the ways research can be incorporated into online and virtual courses to meet the course and student learning objectives.

While the examples range across the humanities, social sciences, and STEM, readers will find much of value and inspiration from reading the chapters beyond their disciplines.

Published in association with AAC&U and the Council on Undergraduate Research

300 pp, 6" x 9"
Cloth, Feb 2022, 978 1 64267 412 5, \$135.00
Paper, Feb 2022, 978 1 64267 413 2, \$37.50
E-book, Feb 2022, 978 1 64267 415 6, \$37.50

 **NOTIFY ME**

**FORTHCOMING**

Undergraduate Research at Community Colleges

Equity, Discovery, and Innovation

Nancy H. Hensel

This book highlights the exciting work of two-year colleges to prepare students for their future careers through engagement in undergraduate research. It emerged from work in five community college systems thanks to two National Science Foundation grants the Council for Undergraduate Research received to support community colleges' efforts to establish undergraduate research programs. Chapters one, two, and three provide background information about community colleges, undergraduate research, and the systems the author worked with: California, City University of New York, Maricopa Community College District - Arizona, Oklahoma, and Tennessee. Chapter four examines success strategies. The next five chapters look at five approaches to undergraduate research: basic/applied, course-based, community-based, interdisciplinary, and partnership research. Chapters ten, eleven and twelve discuss ways to assess and evaluate undergraduate research experiences, inclusive pedagogy, and ways to advance undergraduate research.

Today there are 942 public community colleges in the United States, providing affordable access to 6.8 million students who enrolled for credit in one of the public two-year institutions in the United States. Students are more prepared for the next step in their education or careers after participating in quality UR experiences.



Co-published with the Council on Undergraduate Research

240 pp, 9" x 6"

Cloth, Oct 2021, 978 1 62036 994 4, \$135.00

Paper, Oct 2021, 978 1 62036 995 1, \$35.00

E-book, Oct 2021, 978 1 62036 997 5, \$35.00



NOTIFY ME

**FORTHCOMING**

Student-Led Peer Review

A Practical Guide to Implementation Across Disciplines and Modalities

Kimberly A. Lowe, Liv Cummins, Summer Clark, Bill Porter, and Lisa Spitz

Bill Porter, and Lisa Spitz

Student-led peer review can be a powerful learning experience for both giver and receiver, developing evaluative judgment, critical thinking, and collaborative skills that are highly transferable across disciplines and professions. Its success depends on purposeful planning and scaffolding to promote student ownership of the process. With intentional and consistent implementation, peer review can engage students in course content and promote deep learning, while also increasing the efficiency and effectiveness of faculty assessment.

Based on the authors' extensive experience and research, this book provides a practical introduction to the key principles, steps, and strategies to implement student peer review – sometimes referred to as “peer critique” or “workshopping.” It addresses common challenges that faculty and students encounter. The authors offer an easy-to-follow and rigorously tested three-part protocol to use before, during, and after a peer review session, and advice on adapting each step to individual courses.

The process is applicable across all disciplines, content types, and modalities, face-to-face and online, synchronous and asynchronous. Instructors can guide students in peer review in one course, across two or more courses that are team-taught, or across programs or curriculums. When instructors, students, and university stakeholders create a culture of peer review, it enhances learning benefits for students and allows faculty to share pedagogical resources.

Student peer review is a high-impact pedagogy that's easily implemented, inculcates lifelong learning skills in students, and relieves the assessment burden on faculty as students collaborate to improve their own work.

156 pp, 6" x 9"

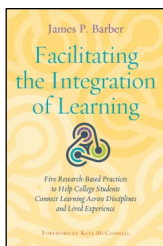
Paper, Mar 2022, 978 164267 309 8, \$29.95

Cloth, Mar 2022, 978 164267 308 1, \$135.00

E-Book, Mar 2022, 978 164267 311 1, \$29.95



NOTIFY ME



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

"Integrative learning could be one of the most promising hallmarks of a quality higher education as we prepare students to address complex and novel challenges in society. By calling out the false borders that currently limit curricular approaches, Barber has issued a call to action for the entire campus community to embrace their role in facilitating student learning. College educators will appreciate the practical model of integrative learning, and will benefit from having the tools they need to break down borders and help students bring together what they know and can do, regardless where the learning happened."—

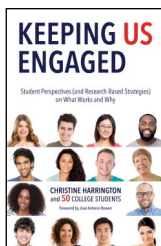
Amber Garrison Duncan, *Strategy Director, Lumina Foundation*

"Barber provides a wonderful opening into a robust consideration of how individual faculty and other educators can facilitate students' integration of their learning. The book balances solid foundational considerations with practical tips and tools that are easy to implement."—**Elon Center for Engaged Learning Book Review**

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.

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.

190 pp, 6" x 9", 15 illus
Cloth, 2020, 978 1 62036 747 6, \$135.00
Paper, 2020, 978 1 62036 748 3, \$27.50
E-book, 2020, 978 1 62036 750 6, \$27.50



NEW

Keeping Us Engaged

Student Perspectives (and Research-Based Strategies) on What Works and Why

Christine Harrington and

50 College Students

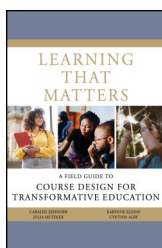
Foreword by José Antonio Bowen

"*Keeping Us Engaged* is beneficial for both novice and seasoned educators. It includes foundational strategies that characterize what it means to be an effective educator. The student narratives provide perspectives that reinforce the strategies and clearly translate the practices from theory to impact. The guiding questions at the end of each chapter encourage reflection that hopefully will lead to improved student outcomes. This book should be included in all teacher education programs."—**Tia Brown McNair**, *Vice President for Diversity, Equity, and Student Success, Association of American Colleges & Universities*

This book offers faculty practical strategies to engage students that are research-grounded and endorsed by students themselves. Through student stories, a signature feature of this book, readers will discover what professor actions result in changed attitudes, stronger connections to others and the course material, and increased learning.

Structured to cover the key moments and opportunities to increase student engagement, Christine Harrington covers the all-important first day of class where first impressions can determine students' attitudes for the duration of the course, through to insights for rethinking assignments and enlivening teaching strategies, to ways of providing feedback that build students' confidence and spur them to greater immersion in their studies, providing the underlying rationale for the strategies she presents. The student narratives not only validate these practices, offering their perspectives as learners, but constitute a trove of ideas and practices that readers will be inspired to adapt for their particular needs.

151 pp, 6" x 9"
Paper, Feb 2021, 9781642670813, \$27.50
Cloth, Feb 2021, 9781642670806, \$135.00
E-Book, Jan 2021, 9781642670837, \$27.50

**NEW**

Learning That Matters

A Field Guide to Course Design for Transformative Education

Caralyn Zehnder, Cynthia

Alby, Karynne Kleine and Julia Metzker

"This resource charts a path for taking sound educational theory and turning it into practice in our pedagogy. The authors have given us ways to be more intentional in aligning our instructional design with our values."—**Bonni Stachowiak**, *Dean of Teaching and Learning at Vanguard University, Host of the Teaching in Higher Ed podcast*

Our society urgently needs education that motivates, challenges, engages, and affirms all students. No matter their previous successes or failures, every student has enormous learning potential and important contributions to make now and in the future. Such meaningful learning experiences don't just happen, they need to be intentionally designed. This book supports those who will undertake this vitally important work.

This book is a pragmatic resource for designing courses that engage college students as active citizens. This "work" book provides research-informed approaches for creating learning experiences and developing innovative, intellectually-engaging courses. Whether a novice or a veteran, by engaging with the text, collaborating with colleagues, and reflecting on the important work of a teacher, any motivated educator can become a transformative educator.

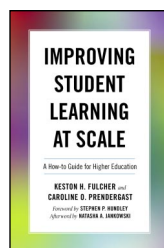
Every college course has the potential to transform students' lives. Through implementation of critical concepts such as connected and authentic assessments; dilemmas, issues, and questions; portable thinking skills and engaging strategies; and a purposeful focus on inclusivity and equity, readers begin the process of change needed for preparing students who will be able to address the monumental challenges facing our society.

225 pp, 7" x 10"

Cloth, Dec 2020, 978 1 97550 450 2, \$99.95

Paper, Dec 2020, 978 1 97550 451 9, \$29.95

E-book, Jan 2021, 978 1 97550 453 3, \$29.95

**NEW**

Improving Student Learning at Scale

A How-To Guide for Higher Education

Keston H. Fulcher and Caroline Prendergast

Foreword by Stephen P. Hundley

Afterword by Natasha A. Jankowski

This book is a step-by-step guide for improving student learning in higher education. The authors argue that a fundamental obstacle to improvement is that postsecondary educators, administrators, and assessment professionals do not know how to improve student learning at scale. By this they mean improvement efforts that span an entire program, affecting all affiliated students. The authors found that faculty and administrators particularly struggle to conceptualize and implement multi-section, multi-course improvement efforts. It is unsurprising that ambitious, wide-reaching improvement efforts like these would pose difficulty in their organization and implementation. This is precisely the problem the authors address.

The book provides practical strategies for learning improvement, enabling faculty to collaborate, and integrating leadership, social dynamics, curriculum, pedagogy, assessment, and faculty development. In Chapter 2, the authors tell a program-level improvement story from the perspective of a faculty member. Chapter 3 inverts Chapter 2. Beginning from the re-assess stage, the authors work their way back to the individual faculty member first pondering whether she can do something to impact students' skills. They peel back each layer of the process and imagine how learning improvement efforts might be thwarted at each stage. Chapters 4 through 9 dig deeper into the learning improvement steps introduced in Chapters 2 and 3. Each chapter provides strategies to help higher educators climb each step successfully. Chapter 10 paints a picture of what higher education could look like in 2041 if learning improvement were embraced. And, finally, Chapter 11 describes what you can do to support the movement.

192 pp, 6" x 9", 22 illus

Cloth, Jul 2021, 978 1 64267 180 3, \$135.00

Paper, Jun 2021, 978 1 64267 181 0, \$35.00

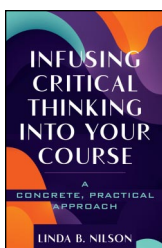
E-book, Jun 2021, 978 1 64267 183 4, \$35.00

See also:

Motivational Immediacy

Fostering Engagement in Adult Learners

Pg. 29



NEW

Infusing Critical Thinking Into Your Course

A Concrete, Practical Approach

Linda B. Nilson

"Linda Nilson does the seemingly impossible: unpacks the multifaceted, varied definitions and approaches to critical thinking and then deftly weaves them into a rich set of useful approaches and strategies for instructors to integrate into their own outcomes, assignments and assessments."—**Patty Payette**, *Executive Director, Ideas to Action; Senior Associate Director, Delphi Center for Teaching and Learning, University of Louisville*

"The ability to think critically is vital to our capacity to 'routinely confront dishonesty' in Linda Nilson's words. In this lively and accessible book, Nilson reviews how students can be helped to investigate claims made across a wide range of disciplines. She provides numerous examples of classroom exercises and assessment formats for college teachers seeking practical guidance on how to infuse critical thinking across the curriculum."—**Stephen D. Brookfield**, *Distinguished Scholar, Antioch University*

The good news is that we do know that critical thinking can be taught. But the concept cries out for the simplification, translation into discipline-relevant course outcomes, tangible teaching strategies, and concrete assessment techniques that this book provides. It offers guidance on:

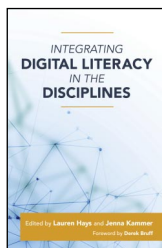
- Overcoming the challenges that teaching critical thinking presents
- Identifying the type of course content to which critical thinking can be applied and, therefore, that readers can use to teach critical thinking
- Integrating critical thinking into the design of a new or existing course in any discipline
- Writing assessable critical thinking learning outcomes that are applicable in any discipline

168 pp, 6" x 9", 4 illus

Cloth, Mar 2021, 978 1 64267 168 1, \$135.00

Paper, Mar 2021, 978 1 64267 169 8, \$29.95

E-book, Mar 2021, 978 1 64267 171 1, \$29.95



NEW

Integrating Digital Literacy in the Disciplines

Edited by Lauren Hays and Jenna Kammer

"Being a digital native does not equate to digital literacy. It is imperative that we teach our students to be digitally literate, if not fluent, as digital literacy is one of the most important issues our society currently faces. This book is a goldmine of information that [delivers] descriptions of programs, initiatives, classroom assignments, student projects, research, teaching strategies, frameworks, digital materials, course design, and more. Most impressive is the consistent focus on student learning."—**Todd Zakrajsek**, *Associate Professor in the Department of Family Medicine, UNC Chapel Hill*

Digital literacy has become the vital competency that students need to master before graduating. This book provides rich examples of how to integrate it in disciplinary courses.

Rather than a wholly new core institutional outcome, digital literacy complements the development of critical thinking, communication, problem-solving, and teamwork skills by building students' capacities to assess online information so they can ethically share, communicate, or repurpose it through the appropriate use of available digital technologies. In short, it provides the vital digital dimension to their learning and the literacy skills which will be in increasing demand in their future lives.

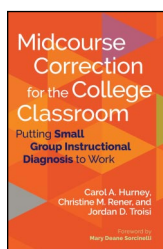
Following introductory chapters providing context and a theoretical framework, the contributing authors from different disciplines share the digital competencies and skills needed within their fields, the strategies they use to teach them, and insights about the choices they made. What shines through the examples is that, regardless of the specificity of the disciplinary examples, they offer all readers a commonality of approach and a trove of ideas that can be adapted to other contexts.

276 pp, 9" x 6", 25

Cloth, Sep 2021, 978 1 64267 212 1, \$135.00

Paper, Sep 2021, 978 1 64267 213 8, \$35.00

E-book, Sep 2021, 978 1 64267 215 2, \$35.00

**FORTHCOMING**

Midcourse Correction for the College Classroom

Putting Small Group Instructional Diagnosis to Work

Carol A. Hurney, Christine M. Rener and Jordan D. Troisi

Foreword by Mary Deane Sorcinelli

This book is about using the Small Group Instructional Diagnosis (SGID) method to make improvements to the educational experience in mid-course. The idea is to use this structured interview process to involve students in helping faculty improve a course while they are in it, potentially making a difference for themselves as well as for future students. Faculty gain the opportunity to work on a course before it ends, and can see what changes work without waiting for the next time the course is offered, or the end of semester student evaluations.

The Small Group Instructional Diagnosis (SGID) is a consultation method developed to collect mid-semester feedback from students using structured small and large group conversations, involving four conversations between students, a learned colleague the authors refer to as the SGID consultant, and the instructor. Beginning with students talking with each other in small groups about their learning in a course, under the guidance of a consultant (SGID Conversation #1 - Student & Students), the SGID consultant then engages the students in a conversation about their feedback on the course (SGID Conversation #2 - Students & Consultant). The consultant then discusses the feedback with the instructor (SGID Conversation #3 - Consultant & Instructor), followed by a feedback loop when students and instructor discuss how best to move forward (SGID Conversation #4 - Instructor & Students).

The SGID process equips the instructor with the knowledge to make mid-semester course corrections that can profoundly impact the ways students navigate the course, communicate with the instructor, and enhance both teaching and learning.

204 pp, 6" x 9", 25 illus

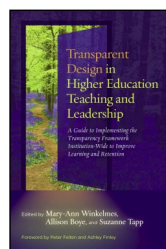
Cloth, Jan 2022, 978 1 64267 312 8, \$135.00

Paper, Jan 2022, 978 1 64267 313 5, \$35.00

E-book, Jan 2022, 978 1 64267 315 9, \$35.00



NOTIFY ME



Transparent Design in Higher Education Teaching and Leadership

A Guide to Implementing the Transparency Framework Institution-Wide to Improve Learning and Retention

Wide to Improve Learning and Retention

Edited by Mary-Ann Winkelmess, Allison Boye and Suzanne Tapp

Foreword by Peter Felten and Ashley Finley

"This book reinforces the general idea of the more information a student has about him/herself, the way they learn and the subject being studied, the more successful they will be in achieving academic success. The Transparency Framework, while not the proverbial silver bullet, comes as close in its practical implementation of research based theories on student learning as I've ever seen."

—**Belle Wheelan**, *President and Chief Executive Officer, Southern Association of Colleges and Schools' Commission on Colleges*

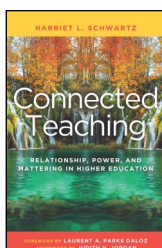
Transparent instruction involves faculty/student discussion about several important aspects of academic work before students undertake that work, making explicit the purpose of the work, the knowledge that will be gained and its utility in students' lives beyond college; explaining the tasks involved, the expected criteria, and providing multiple examples of real-world work applications of the specific academic discipline. The simple change of making objective and methods explicit creates substantial benefits for students and increases such predictors of college success as academic confidence, sense of belonging in college, and persistence.

256 pp, 6" x 9", figures

Cloth, 2019, 978 1 62036 822 0, \$135.00

Paper, 2019, 978 1 62036 823 7, \$36.95

E-book, 2019, 978 1 62036 825 1, \$36.95



Connected Teaching

Relationship, Power, and Mattering in Higher Education

Harriet L. Schwartz

Foreword by Laurent A. Parks Daloz

Afterword by Judith V. Jordan

"Harriet Schwartz has provided an open door for all who are interested in rediscovering the importance of teaching as a relational practice.

Schwartz presents us with new ways to think about connected teaching and the value of understanding relational cultural theory in the context of 21st century education."—**Catherine M. Wehlburg**, *Dean, Sciences, Mathematics, and Education, Marymount University*

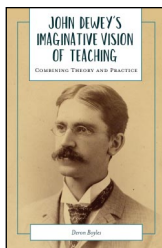
This book explores teaching as a relational practice – a practice wherein connection and disconnection with students, power, identity, and emotion shape the teaching and learning endeavor. The author describes moments of energetic deep learning and what makes these powerful moments happen. She calls on readers to be open to and seek relationship, understand their own socio-cultural identity (and how this shapes internal experience and the ways in which they are met in the world), and vigilantly explore and recognize emotion in the teaching endeavor.

192 pp, 6" x 9"

Cloth, 2019, 978 1 62036 636 3, \$135.00

Paper, 2019, 978 1 62036 637 0, \$35.00

E-book, 2019, 978 1 62036 639 4, \$35.00



John Dewey's Imaginative Vision of Teaching

Combining Theory and Practice

Deron Boyles

This book explores key philosophical topics in John Dewey's work, including epistemology, ethics, and aesthetics, and relates them to teacher practice and education policy. Each chapter begins with theory and ends with practical implications. While there are numerous books on Dewey, there are relatively few that connect his philosophy of education to actual practice. By linking primary fields of philosophy with classroom teaching and education policy, Boyles suggests that the binary between theory and practice is a false chasm that can and should be bridged if teaching and learning are to change into more dynamic, reflexive, and authentic interactions.

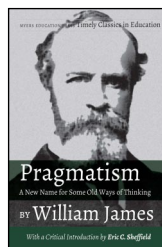
Academy for Educational Studies Series

183 pp, 6" x 9"

Cloth, 2020, 978 1 97550 291 1, \$129.95

Paper, 2020, 978 1 97550 292 8, \$35.95

E-book, 2020, 978 1 97550 294 2, \$35.95



Pragmatism - A New Name for Some Old Ways of Thinking by William James

With a Critical

Introduction by Eric C.

Sheffield

William James

Introduction by Eric C. Sheffield

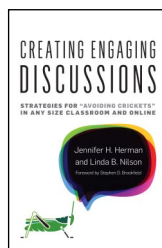
This new release of the classic text *Pragmatism* is absolutely timely. James' seminal statement of pragmatism's underpinnings and its treatment of essential philosophical questions (the nature of truth; the one and the many; free will; etc.) could not come at a more appropriate time. In a "post-truth" era of fake news, alternative facts, and a belief that "truth isn't truth," James' presentation of pragmatism as a method of adjudicating truth-claims is a must-read.

Timely Classics in Education 4

200 pp, 5 1/2" x 8"

Paper, 2019, 978 1 97550 161 7, \$14.95

E-book, 2019, 978 1 97550 163 1, \$14.95



Creating Engaging Discussions

Strategies for "Avoiding Crickets" in Any Size Classroom and Online

Jennifer H. Herman and Linda B. Nilson

Foreword by Stephen D. Brookfield

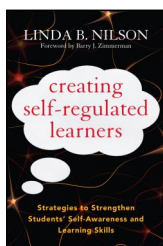
"I've stolen a lot from this book. I regard myself as an avid collector of new pedagogic baubles and love it when I stumble across a new way to engage my students as I have done many times by reading Herman and Nilson's work. I have no doubt that as you read this book your own collection of discussion-based teaching strategies will be significantly enlarged."—**Stephen D. Brookfield**, *University of St. Thomas, Minneapolis-St. Paul*

208 pp, 6" x 9", tables & figures

Cloth, 2018, 978 1 62036 559 5, \$135.00

Paper, 2018, 978 1 62036 560 1, \$29.95

E-book, 2018, 978 1 62036 562 5, \$29.95



Creating Self-Regulated Learners

Strategies to Strengthen Students' Self-Awareness and Learning Skills

Linda B. Nilson

Foreword by Barry J. Zimmerman

"Linda Nilson has provided a veritable gold mine of effective learning strategies that are easy for faculty to teach and for students to learn. Most students can turn poor course performance into success if they are taught even a few of the strategies presented. However, relatively few students will implement new strategies if they are not required to do so by instructors. Nilson shows how to seamlessly introduce learning strategies into classes, thereby maximizing the possibility that students will become self-regulated learners who take responsibility for their own learning."

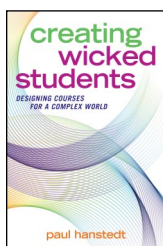
—**Saundra McGuire**, *Assistant Vice Chancellor (Ret.) & Professor of Chemistry, Louisiana State University*

180 pp, 6" x 9", tables

Cloth, 2013, 978 1 57922 866 8, \$135.00

Paper, 2013, 978 1 57922 867 5, \$32.50

E-book, 2013, 978 1 57922 869 9, \$32.50



BESTSELLER

Creating Wicked Students

Designing Courses for a Complex World

Paul Hanstedt

"Paul Hanstedt approaches the college classroom with

a combination of excitement, experience, skill, and humor. His goal – to create 'wicked' students, ready to face the daunting challenges of the twenty-first century – is right on point. And his strategies and recommendations are clear, practical and instructive."—**Bret Eynon**, *Associate Provost, LaGuardia Community College (CUNY)*

"From its playful title to its final chapter, this book offers a thought-provoking new approach to course design focused on helping college students develop the abilities and self-authorship needed to work—and live—meaningfully. Hanstedt guides the reader through a design process for courses where students learn skills and content, but more significantly, develop 'the ability to step into a complex, messy world and interact with that world in thoughtful and productive ways'."

—**Deandra Little**, *Director, Center for the*

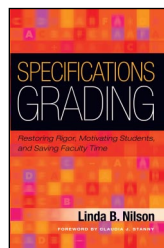
Advancement of Teaching and Learning and Associate Professor of English, Elon University

200 pp, 6" x 9", 15 figures & 1 table

Cloth, 2018, 978 1 62036 696 7, \$135.00

Paper, 2018, 978 1 62036 697 4, \$27.50

E-book, 2018, 978 1 62036 699 8, \$27.50



Specifications Grading

Restoring Rigor, Motivating Students, and Saving Faculty Time

Linda B. Nilson

Foreword by Claudia J. Stanny

"This book will change your life! Every instructor should buy it now. Nilson shows us how to make grading easier, more logical, and more consonant with research on learning and motivation. A practical, time-saving, student-motivating system of grading. A major advance in our thinking about how we grade and how students learn."

—**Barbara Walvoord**, *Professor Emerita, University of Notre Dame*

184 pp, 6" x 9", figures & tables

Cloth, 2014, 978 1 62036 241 9, \$135.00

Paper, 2014, 978 1 62036 242 6, \$32.50

E-book, 2015, 978 1 62036 244 0, \$32.50

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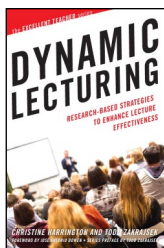
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y <https://bit.ly/3duJRy0>



Dynamic Lecturing

Research-Based Strategies to Enhance Lecture Effectiveness

Christine Harrington and Todd D. Zakrajsek

Foreword by José Antonio Bowen

"Against the prevailing tide in higher education, Christine Harrington and Todd Zakrajsek argue that lectures, when prepared well and incorporated appropriately, are one of the most effective ways to enhance learning. The first part of their book is focused on making this case and on delineating the different forms a lecture can take. The second part of the book focuses on ways to make lectures more effective for learners. The third part provides tools and resources for preparing and evaluating lectures. These final two chapters give helpful rubrics, charts, and questionnaires that can easily be adapted for one's own lectures or for evaluating others' lectures. This book would be a useful addition to an individual professor's library and, most especially, to a center for teaching and learning library."—*Reflective Teaching*

"This book is a valuable resource for college professors and teachers for stimulating the engagement and learning of their students. Harrington and Zakrajsek have put together an array of lecture techniques and strategies (supported by evidence-based research), and as such, they demonstrate how we can use lectures as an effective teaching tool for moving our students to be more interested in their own learning. All in all, this book is an excellent resource for our learner-centered classrooms where lecturing and active learning are combined."—*Kathleen Gabriel, Associate Professor, School of Education, California State University, Chico*

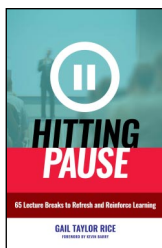
The Excellent Teacher Series

200 pp, 6" x 9", 2 figures & 1 table

Cloth, 2017, 978 1 62036 616 5, \$135.00

Paper, 2017, 978 1 62036 617 2, \$27.50

E-book, 2017, 978 1 62036 619 6, \$27.50



Hitting Pause

65 Lecture Breaks to Refresh and Reinforce Learning

Gail Taylor Rice

Foreword by Kevin Barry

"In this extraordinarily helpful book, Gail Rice provides two tremendous serv-

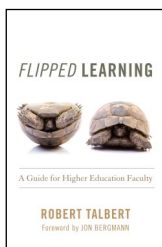
ices to college faculty. First, she draws together research and arguments from a wide range of fields in order to demonstrate that simple, brief activities in class—built around the idea of creating "pauses" for student learning—can have a major positive impact on student success. Second, she presents a wealth of thought-provoking activities that faculty could begin using in their classrooms tomorrow. No faculty member will be able to read this book and not want to get immediately back into the classroom and put some of these excellent ideas into practice. An outstanding resource for faculty and those who work in faculty development."—*James M. Lang, Professor of English, Director of the Center for Teaching Excellence, Assumption College*

266 pp, 6" x 9", 21 figures

Cloth, 2018, 978 1 62036 652 3, \$135.00

Paper, 2017, 978 1 62036 653 0, \$35.00

E-book, 2017, 978 1 62036 655 4, \$35.00



Flipped Learning

A Guide for Higher Education Faculty

Robert Talbert

Foreword by Jon Bergmann

"Robert Talbert's *Flipped Learning* challenges us to think about this approach

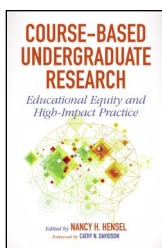
as much more than just putting videos online, diving into the real story of how and why flipping works. The models, examples, and detailed explanations presented in this book will inspire faculty to try flipping if they haven't already, and for those who have, will show them how to make the approach work even better."—*Michelle Miller, Director, First Year Learning Initiative and Professor, Department of Psychological Sciences, Northern Arizona University*

264 pp, 6" x 9", 8 figures

Cloth, 2017, 978 1 62036 431 4, \$135.00

Paper, 2017, 978 1 62036 432 1, \$35.00

E-book, 2017, 978 1 62036 434 5, \$35.00



Course-Based Undergraduate Research

Educational Equity and High-Impact Practice

Edited by Nancy H. Hensel

Foreword by Cathy N. Davidson

"Edited by Nancy Hensel, a noted scholar and leader in the international undergraduate research movement and a former Executive Officer for the Council on Undergraduate Research, this book provides a timely window onto the rapidly evolving landscape of course-based undergraduate research, particularly in early college settings. This is an essential resource for faculty members who are looking to orient themselves to course-based undergraduate research theory, practice, and assessment."

—**Elizabeth L. Ambos**, *Executive Officer, Council on Undergraduate Research*

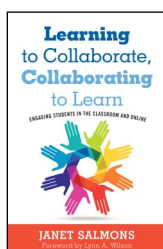
"This collection offers persuasive and ample evidence that undergraduate research opportunities can be embedded in all academic disciplines, in courses as diverse as biology, theater studies, history, and remedial study skills. The benefits are well-documented: richer learning outcomes, enhanced critical reading and thinking skills, deeper engagement, and increased collaboration."—**Michael J. McDonough**, *President, Raritan Valley Community College*

264 pp, 6" x 9", figures, tables & boxes

Cloth, 2018, 978 1 62036 779 7, \$135.00

Paper, 2018, 978 1 62036 780 3, \$36.95

E-book, 2018, 978 1 62036 782 7, \$36.95



Learning to Collaborate, Collaborating to Learn

Engaging Students in the Classroom and Online

Janet Salmons

Foreword by Lynn A. Wilson

"Employers keep saying that they want employees who can be good team players and work collaboratively, and Janet Salmons has finally provided faculty and course-writing teams with a useful, well-grounded and practical guidebook for creating learning experiences that help our students build those critical skill-sets. Dr. Salmons has provided us with a remarkably well-grounded and useful guidebook for helping create truly collabora-

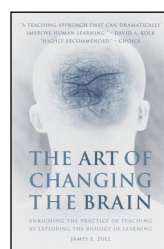
tive learning experiences for our students—and helping students move from 'ugh, group work', to 'yes, collaborative teamwork!'"—**William C. Schulz III**, *Director of Academic Initiatives, Office of Academic Affairs, School of Management, and Founding Director, Walden Center for Social Change, Walden University*

189 pp, 6" x 9", figures

Cloth, 2019, 978 1 62036 804 6, \$135.00

Paper, 2019, 978 1 62036 805 3, \$32.50

E-book, 2019, 978 1 62036 807 7, \$32.50



BESTSELLER

The Art of Changing the Brain

Enriching the Practice of Teaching by Exploring the Biology of Learning

James E. Zull

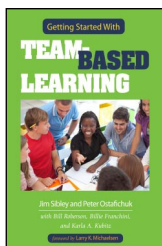
"This is the best book I have read about the brain and learning. Zull takes us on a fascinating and vivid tour of the brain, revealing the intricate structure of the organ designed by evolution to learn from experience. Using wonderful stories from his own experience, filled with insight, humor, and occasional twinges of pain, this wise and humane educator and scientist describes his concept that teaching is the art of changing the brain. His perspective forms the foundation for a teaching approach that can dramatically improve human learning."—**David A. Kolb**, *Dept. of Organizational Behavior, Case Western Reserve University*

263 pp, 6" x 9"

Cloth, 2002, 978 1 57922 053 2, \$135.00

Paper, 2002, 978 1 57922 054 9, \$29.95

E-book, 2020, 978 1 64267 202 2, \$27.50



Getting Started With Team-Based Learning

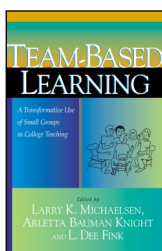
Jim Sibley and Pete Ostafichuk

With Bill Roberson, Billie Franchini and Karla Kubitz

Foreword by Larry K. Michaelsen

"The book does a terrific job of covering all the basics, but it also does much more. In almost every page, it sprinkles in amazingly helpful tidbits. The icing on the cake are the quotes and vignettes that make the ideas come to life. In every chapter, I found a number of ideas that I will be using to improve my own teaching—and so will you."—**Larry K. Michaelsen**

256 pp, 7" x 10", figures
Cloth, 2014, 978 1 62036 195 5, \$135.00
Paper, 2014, 978 1 62036 196 2, \$32.50
E-book, 2015, 978 1 62036 198 6, \$32.50



Team-Based Learning

A Transformative Use of Small Groups in College Teaching

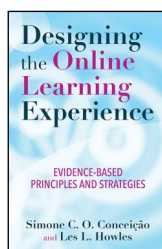
Edited by Larry K. Michaelsen, Arletta Bauman Knight and L. Dee Fink

The original classic text on this pedagogy.

"Includes all the wisdom, inspiration and practical advice needed to implement TBL in the classroom."—**Jane Connor**, professor of psychology, SUNY Binghamton

304 pp, 7" x 10"
Paper, Feb 2004, 978 1 57922 086 0, \$35.00

Online Learning



Designing the Online Learning Experience

Evidence-Based Principles and Strategies

Simone C. O. Conceição and Les L. Howles

Foreword by B. Jean Mandernach

"Conceição and Howles' book digs deep into the cognitive, emotional, behavioral, and social dimensions of learning and explains what it truly means to be learner-centered. Their integrated framework brings a fresh approach to online instruction. The text delivers the right mix of research and practical strategies to empower both new and experienced instructors and course designers to craft the best possible online learning experiences for students."—**Penny Ralston-Berg**, Senior Instructional Designer, Penn State World Campus

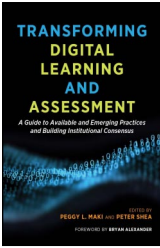
"This book is a great practical guide for any educator charged with developing and teaching online courses. It includes many useful strategies that can be implemented immediately."—**Steven W. Schmidt**, Professor of Adult Education, East Carolina University

This book provides instructors with a holistic way of thinking about learners, learning, and online course design. The distinctive strategies derived from an integrated framework for designing the online learning experience help create an experience that is more personalized, engaging, and meaningful for online learners.

As online learning matures, the emphasis on simply making content available to students online is no longer acceptable. Creating online courses now requires a new way of thinking that incorporates new design ideas and approaches from a variety of fields; it also requires a new set of learning design skills for instructors and course designers.

This volume offers evidence-based principles and strategies to promote learner engagement and deep learning.

230 pp, 6" x 9", 9 tables & 18 figures
Cloth, Dec 2020, 978 1 62036 834 3, \$135.00
Paper, Jan 2021, 978 1 62036 835 0, \$35.00
E-book, Dec 2020, 978 1 62036 837 4, \$35.00



NEW

Transforming Digital Learning and Assessment

A Guide to Available and Emerging Practices and Building Institutional Consensus

Edited by Peggy L. Maki and Peter Shea

Foreword by Bryan Alexander

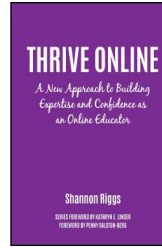
“Maki and Shea brilliantly combine foundational educational theory with a practical collection of resources and case studies on digital teaching, learning and assessment. Evidence-based strategies guide administrators, faculty, and instructional support staff on how to navigate rapidly evolving educational technologies and enable customized learning for individual students. Comprehensive chapters by experts provide roadmaps for successful development and implementation of teaching, learning and assessment technologies, not just for today, but far into the future.”—**Monica Devanas**, *Director, Teaching Evaluation and Faculty Development Center for Teaching Advancement and Assessment Research, Rutgers University*

“This timely book proves essential for educational technologists, transformative for instructors, and critical for higher education’s online learning leaders. Covering rich and relevant topics, the editors have crafted a book that captures the expansive opportunities, real challenges, and dynamic contexts for implementing emerging technologies with a solid mixture of theory, analysis, and examples.”—**Lance Eaton**, *Educational Programs Manager, Berkman Klein Center for Internet and Society, Harvard University*

This book provides vital guidance to higher education institutions on how to develop faculty capacity to teach online and to leverage the affordances of an ever-increasing array of new and emerging learning technologies.

It is intended for campus leaders and administrators who work with campus teams charged with identifying learning technologies to meet an agreed upon program- or institution-level educational needs; for those coordinating across campus to build consensus on implementing online strategies; and for instructional designers, faculty developers and assessment directors who assist departments and faculty to effectively integrate learning technologies into their courses and programs.

320 pp, 6" x 9", 50 figures & tables
Cloth, Feb 2021, 978 1 62036 986 9, \$135.00
Paper, Feb 2021, 978 1 62036 987 6, \$37.50
E-book, Mar 2021, 978 1 62036 989 0, \$37.50



Thrive Online

A New Approach to Building Expertise and Confidence as an Online Educator

Shannon Riggs

Foreword by Penny Ralston-Berg

Series edited by Kathryn E. Linder

Research shows that online education, when designed and facilitated well, is as effective as traditional campus-based instruction. Despite the evidence, many faculty perceive online education as inferior to traditional instruction—and are often quite vocal in their skepticism. Simultaneously, however, more and more students are seeking online courses and degree programs.

For the rising tide of online educators who are relatively new to teaching online, this book offers:

- Strategies and proficiencies developed by successful online educators
- Guidance on becoming fluent in the online learning environment
- Guidance for enhancing the user-centered nature of online spaces to create student-centered learning environments

The internet—and the pandemic—have changed how people communicate and learn. *Thrive Online* offers guidance, inspiration and strategies required to adapt and thrive.

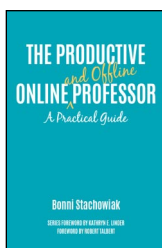
Thrive Online Series

228 pp, 5" x 7", tables & figures
Cloth, 2020, 978 1 62036 743 8, \$135.00
Paper, 2020, 978 1 62036 744 5, \$25.00
E-book, 2020, 978 1 62036 746 9, \$25.00

See also:

Undergraduate Research in Online, Virtual and Hybrid Courses

Pg. 14



The Productive Online (and Offline) Professor

A Practical Guide

Bonni Stachowiak

Foreword by Robert Talbert

Series edited by Kathryn E. Linder

"We all have a lot coming at us each day, and it can become overwhelming. {This book} provides approaches that help us manage all those inputs, reach our most significant goals, and build balance in our lives."—**Sandra Morgan, PhD, RN, Director, Global Center for Women and Justice, Vanguard University of Southern California**

Faculty are often expected to provide support and feedback to learners outside of normal work hours when teaching online. Courses with more asynchronous content may make it difficult to ever press the "off button". The author offers guidance and suggests software tools for streamlining communication and productivity that enable faculty to better balance their lives while giving rich feedback to students.

This is a professional resource for fulfilling our roles with excellence and joy, while managing other priorities in our personal and professional lives.

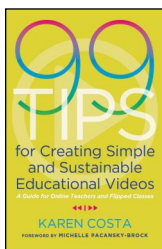
Thrive Online Series

220 pp, 5" x 7", 6 figures

Cloth, 2020, 978 1 62036 729 2, \$135.00

Paper, 2020, 978 1 62036 730 8, \$22.50

E-book, 2020, 978 1 62036 732 2, \$22.50



99 Tips for Creating Simple and Sustainable Educational Videos

A Guide for Online Teachers and Flipped Classes

Karen Costa

Foreword by Michelle Pacansky-Brock

"This is a hands-on, let's-go practical guide to using the tools you already have (webcam or phone) so that you can humanize your courses with video. If you're looking for creative new ways to connect with your students, you've come to the right book. Highly recommended for teachers. Bravo, Karen!"—**Laura Gibbs, Online Instructor, University of Oklahoma**

Student satisfaction and course engagement lev-

els increase with the use of instructor-generated videos – the subject of this book.

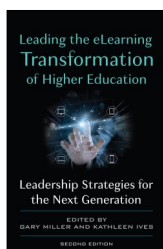
Beginning by outlining the different types of videos you can create, and what the research says about their effectiveness, Karen Costa explains how they can be designed to reinforce learning, to align with and promote course outcomes, and to save you time across your courses. She then describes how to create successful videos with commonly available technologies such as your smartphone, and without a major investment of time.

216 pp, 6" x 9"

Cloth, 2020, 978 1 64267 084 4, \$135.00

Paper, 2020, 978 1 64267 085 1, \$29.95

E-book, 2020, 978 1 64267 087 5, \$29.95



Leading the eLearning Transformation of Higher Education

Leadership Strategies for the Next Generation

SECOND EDITION

Edited by Gary E. Miller and Kathleen S. Ives

Foreword by Michael Grahame Moore

"In these times of increasing reliance on e-learning, this text is an essential guidebook for leaders who intend to launch into the sometimes choppy waters of innovating through online learning. The information in this book will help leaders at all levels to chart a course of action that will lead institutions to effective implementation and consequent transformation."—**Ali Charr-Chellman, Dean, College of Education, Health and Human Sciences, University of Idaho**

In today's environment eLearning leaders must act within their institutions as much more than technology managers and assume the prime role of helping their institutions understand the opportunities that eLearning presents for faculty, for students, and for client organizations in the community. They need to prepare to participate in policy development around these opportunities.

The second edition builds on the success of the first, presenting both the collective expertise of veterans who pioneered the field, and of a rising generation of eLearning leaders that are transforming online programs at their own institutions, to address our urgent challenges.

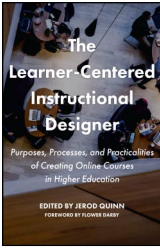
Published in Association with The Online Learning Consortium

360 pp, 6" x 9", 17 figures & 1 table

Cloth, 2020, 978 1 64267 148 3, \$135.00

Paper, 2020, 978 1 64267 149 0, \$37.50

E-book, 2020, 978 1 64267 151 3, \$37.50



The Learner-Centered Instructional Designer

Purposes, Processes, and Practicalities of Creating Online Courses in Higher Education

Edited by Jerod Quinn

Foreword by Flower Darby

"This is the book I needed in my hands when I started in higher education instructional design. Quinn and colleagues have crafted a practical, affirming, and empowering book that will shape your practice and be a mainstay on your reading list. This book centers design practice on the things that matter most for instructional designers: collaboration, intentionality, and relationships. Every early career designer and design student should own this book."—**Jason Drysdale**, *Director of Instructional Design & Program Development, University of Colorado*

This is a practical handbook for established and aspiring instructional designers in higher education, readers who may also be identified by such professional titles as educational developer, instructional technologist, or online learning specialist.

Jerod Quinn, together with a team of experienced instructional designers, offer key guiding principles, insights and advice on how to develop productive and collegial partnerships with faculty to deliver courses that engage students and promote enduring learning.

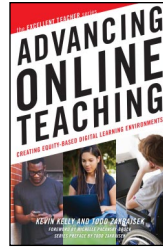
Designing and developing online classes for higher education takes a combination of pedagogical knowledge, the ability to build trust with faculty, familiarity with frameworks on how people learn, understanding of accessibility and inclusion, and technical skills to leverage a learning management system into an educational experience. Coming from diverse backgrounds, few instructional designers enter academia well versed in all of these aspects of creating online classes. This book provides the foundation on which instructional designers can build their careers.

252 pp, 6" x 9", 13 illus

Cloth, Nov 2020, 978 1 64267 040 0, \$135.00

Paper, Nov 2020, 978 1 64267 041 7, \$37.50

E-book, Nov 2020, 978 1 64267 043 1, \$37.50



NEW

Advancing Online Teaching

Creating Equity-Based Digital Learning Environments

Kevin Kelly and Todd D. Zakrajsek

Foreword by Michelle Pacansky-Brock

"Kevin and Todd have developed a tremendous resource in the pages of this book. Revisit it frequently. It will be invaluable to you as you move forward with your efforts to develop equity-based digital learning environments."—**Michelle Pacansky-Brock**, *Online Educator, Faculty Developer, and Thought Leader*

"[This book] fully accomplishes the authors' goal of providing a solid framework for designing and teaching a quality, equity-based online course. In conclusion, it is a timely, relevant book that many—most notably new online higher education faculty—will find a welcome addition to their reading lists and office libraries."—**Teachers College Record**

The goal of teaching online is fundamentally the same as teaching face-to-face: facilitating the learning of all students to the greatest extent possible. This book differs from other books on online teaching in that, in the process of offering guidance on course design and planning, developing outcomes and appropriate engaging activities, managing the workload and assessment, the authors pay explicit attention throughout to the distinct and diverse needs of students and offer effective strategies to accommodate them in a comprehensive and inclusive way by using the principles of Universal Design for Learning.

By following those principles from the outset when planning a course, all students will benefit, and most particularly those whom the research shows have the greatest achievement gaps when taking online courses — males, first generation and low income students, those from underrepresented minority groups, the academically underprepared, students with disabilities, and those with limited online access or lacking readiness for online learning.

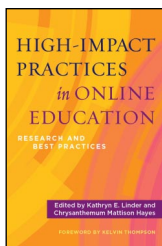
The Excellent Teacher Series

264 pp, 6" x 9", 11 tables & 22 figures

Cloth, Jan 2021, 978 1 62036 721 6, \$135.00

Paper, Dec 2020, 978 1 62036 722 3, \$29.95

E-book, Dec 2020, 978 1 62036 724 7, \$29.95



High-Impact Practices in Online Education

Research and Best Practices

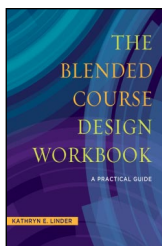
Edited by Kathryn E. Linder and Chrysanthemum Mattison Hayes

Foreword by Kelvin Thompson



"*High-Impact Practices in Online Education* allows faculty and staff to begin to think deeply about how these practices, which have largely existed in the traditional, face-to-face environment, can be adapted and applied to engage students across all learning modalities. With chapters dedicated to each high-impact practice, reference to existing research and best practice literature, and strategies to consider when scaling these practices to the online environment, this book will revolutionize high-impact practices as we know them by making them truly accessible to all students."—**Stephanie M. Foote**, Assistant VP, Teaching, Learning, and Evidence-Based Practices, John N. Gardner Institute for Excellence in Undergraduate Education

264 pp, 6" x 9", figures & tables
Cloth, 2018, 978 1 62036 846 6, \$135.00
Paper, 2018, 978 1 62036 847 3, \$36.95
E-book, 2018, 978 1 62036 849 7, \$36.95



The Blended Course Design Workbook

A Practical Guide

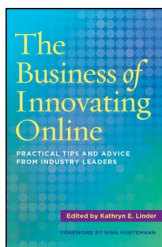
Kathryn E. Linder

"For the faculty member transitioning a course from face-to-face (F2F) to an online or blended learning

environment, Kathryn Linder's workbook is a wonderful resource."—**Reflective Teaching**

"Katie Linder has written practical, smart, and even compassionate book on blended course design. Drawing on both research and experience, she walks readers through the process of creating blended courses that will challenge and engage students, providing plenty of examples and tips along the way. This is the essential guide we need to ensure our students will be successful in blended courses."—**Peter Felten**, Assistant Provost for Teaching & Learning, Elon University

224 pp, 8 1/2" x 11", figures & tables
Cloth, 2016, 978 1 62036 435 2, \$135.00
Paper, 2016, 978 1 62036 436 9, \$32.50
E-book, 2016, 978 1 62036 438 3, \$32.50



The Business of Innovating Online

Practical Tips and Advice From Industry Leaders

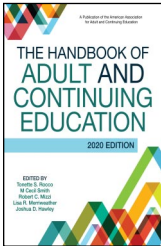
Edited by Kathryn E. Linder

Foreword by Nina B. Huntemann

Through specific examples and practical suggestions from experienced e-learning leaders, readers will be introduced to concrete strategies for how to create a climate of creativity and innovation that can lead to more successful and scalable online programs and initiatives. *The Business of Innovating Online* demystifies the relationship between business, creativity, and innovation by describing the logistics required to create an agile online education enterprise.

156 pp, 6" x 9"
Cloth, 2019, 978 1 62036 842 8, \$135.00
Paper, 2019, 978 1 62036 843 5, \$36.95
E-book, 2019, 978 1 62036 845 9, \$36.95

Adult Education



NEW

The Handbook of Adult and Continuing Education

2020 EDITION

Edited by Tonette S. Rocco, M Cecil Smith, Robert C. Mizzi, Lisa R. Merriweather and Joshua D. Hawley

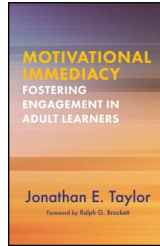
Colleges and universities are increasingly becoming significant sites for adult education scholarship—in large part due to demographic shifts. With fewer U.S. high school graduates on the horizon, higher education institutions will need to attract “non-traditional” (i.e., older) adult learners to remain viable, both financially and politically. There is a need to develop a better corpus of scholarship on topics as diverse as: what learning theories are useful for understanding adult learning? How are higher education institutions changing in response to the surge of adult students? What academic programs are providing better learning and employment outcomes for adults in college? Adult education scholars can offer much to the policy debates taking place in higher education.

A main premise of this handbook is that adult and continuing education should not simply respond to rapidly changing social, economic, technological, and political environments across the globe, but should lead the way in preparing adults to become informed, globally-connected, critical citizens who are knowledgeable, skilled, and open and adaptive to change and uncertainty.

The Handbook of Adult and Continuing Education provides rich information on the contemporary issues and trends that are of concern to adult and continuing education, of the programs and resources available to adult learners, and of opportunities to challenge and critique the structures embedded in the field that perpetuate inequity and social injustice. Adult education is a discipline that foresees a better tomorrow, and *The Handbook* is designed to engage and inspire readers to assist the field to seek new paths in uncertain and complex times, ask questions, and to help the field flourish.

Co-published with AAACE

480 pp, 8 1/2" x 11", 13 images
Cloth, Nov 2020, 9781620366844, \$135.00
E-Book, Oct 2020, 9781620366875, \$100.00



FORTHCOMING

Motivational Immediacy

Fostering Engagement in Adult Learners

Jonathan E. Taylor

This book provides a fresh look at the question of



learner motivation and engagement, beginning with an investigation of potential motivations *not* to learn, the better to help instructors find more successful ways to engage learners in any given situation. After examining various kinds of resistance to learning, the book goes on to describe effective ways of overcoming resistance and engaging learners.

Grounded in the literature of many fields, such as Adult Education, Psychology, Sociology, Cultural Anthropology, and Communication (as well as the author's own decades of experience), the book connects the concepts surrounding learning resistance directly to engagement and human motivation, drawing these ideas together to make the case for practicing motivational immediacy in all learning spaces. The second section of the book focuses on the various tools effective teachers might use to mitigate learner resistance and foster authentic and lasting engagement. The author devotes a chapter to using curriculum and Instructional Systems Design (ISD) processes to effectively foster engaged learning in different learning spaces and contexts. Two chapters are devoted to applying the theory and methods to specific domains: Online learning environments, and face-to-face classrooms with undergraduate and graduate students. The last section includes a chapter that provides a potential method to measure effectual learning in the classroom, and one that addresses the ethical issues sometimes said to exist in efforts to mitigate learner resistance and foster engagement in its place. The final chapter draws the book to a close by presenting a fluid whole that will greatly improve understanding of the ideas as well as the methods best used to reduce learning resistance, increase learner engagement, and facilitate motivational immediacy and effectual learning.

228 pp, 6" x 9", 9 illus

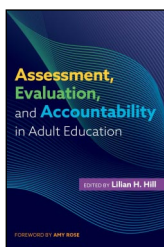
Cloth, Jan 2022, 978 1 62036 954 8, \$135.00

Paper, Jan 2022, 978 1 62036 955 5, \$35.00

E-book, Jan 2022, 978 1 62036 957 9, \$35.00



NOTIFY ME



Assessment, Evaluation, and Accountability in Adult Education

Edited by Lilian H. Hill

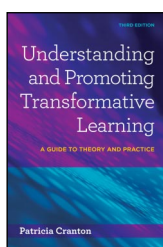
Foreword by Amy D. Rose

"This book does an excellent job of presenting the basics of evaluation and assessment important to all adult educators, along with the intricacies and details of evaluation and assessment in specific adult education situations. Assessing learners and evaluating content are critical to what we as adult educators do, and this book can help us to improve in these areas."—**Steven W. Schmidt**, *Professor and Program Coordinator, Adult Education Program, Department of Interdisciplinary Professions, East Carolina University*

"Lilian H. Hill has assembled an amazing group of scholars and practitioners merging the roles of assessment and evaluation for sustainability in the field of adult education increasingly affected by the political economy of globalization and neoliberal era. This original work has taken us down some important pathways as adult educators and their programs face critical issues reflected in purposes and roles of adult education asserted through governmental policies and/or funding agencies. This book presents tools implementing assessment and evaluation purposely applied to adult education, through diverse perspectives, in multiple areas. This edited volume helps equip adult educators to validate and sustain adult learning and adult education programs. Highly recommended!"—**Qi Sun**, *Associate Professor, Educational Psychology & Counseling Department, The University of Tennessee, Knoxville*

This book is intended to help practitioners in adult education become better informed about assessment, evaluation, and accountability as these are critical functions of administering and running adult education programs. The book is for adult educators who have been asked to serve on assessment committees, produce detailed reports for funders and accreditors, and create a culture of assessment within their program and organization.

300 pp, 6" x 9", 12 tables & 5 figures
Cloth, 2020, 978 1 62036 850 3, \$135.00
Paper, 2020, 978 1 62036 851 0, \$35.00
E-book, 2020, 978 1 62036 853 4, \$35.00



Understanding and Promoting Transformative Learning

A Guide to Theory and Practice

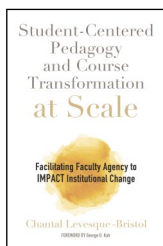
THIRD EDITION

Patricia Cranton

"This new edition of Patricia Cranton's classic book offers the most accessible and contemporary perspective on transformative learning theory. It is the ideal guide for both students and teachers who want to begin a journey related to the theory and practice of transformative learning."—**Ed Taylor**, *Professor of Adult Education, Penn State University at Harrisburg*

208 pp, 6" x 9"
Cloth, 2016, 978 1 62036 411 6, \$135.00
Paper, 2016, 978 1 62036 412 3, \$36.95
E-book, 2016, 978 1 62036 414 7, \$36.95

Educational and Faculty Development



NEW

Student-Centered Pedagogy and Course Transformation at Scale

Facilitating Faculty

Agency to IMPACT Institutional Change

Chantal Levesque-Bristol

Foreword by George D. Kuh

"Espousing the value of deep, relevant student learning and effective teaching is one thing. Creating the institutional conditions that encourage and reward the use of promising approaches to scale and sustain such work is quite another. This book about how to successfully deliver timely, substantive high quality professional development experiences to a particularly discerning audience."—**George D. Kuh**, *Chancellor's Professor Emeritus of Higher Education, Indiana University*

This book describes the development of Purdue's IMPACT program (Instruction Matters: Purdue Academic Course Transformation), from its tentative beginning, when it struggled to recruit 35 faculty fellows, to the present, when 350 have been enrolled and the university has more applications than it can currently handle. Overall, more than 600 courses have been impacted, many of which have seen significantly reduced DFW rates.

Having started as a course redesign program that faltered in achieving its objectives, the breakthrough came with the introduction of the fundamental motivational principles of self-determination theory (SDT) followed by the applications of these principles to the research in higher education leadership and pedagogy. Giving faculty fellows the autonomy to build on their disciplinary expertise, pursue their interests and predilections, within a guided framework, and leveraging interactions with colleagues through FLCs, stimulated faculty fellows' motivation and creativity.

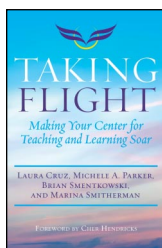
This book describes the core and structure of the IMPACT program, presents details of faculty learning curriculum, explains how the focus on SDT principles shaped the program's evolution and transformation from a course redesign to a professional faculty development program, and covers the considerations behind the formation of faculty fellow IMPACT teams.

252 pp, 6" x 9", 19 illus

Cloth, Mar 2021, 978 1 64267 100 1, \$135.00

Paper, Mar 2021, 978 1 64267 101 8, \$35.00

E-book, Mar 2021, 978 1 64267 103 2, \$35.00



Taking Flight

Making Your Center for Teaching and Learning Soar

Laura Cruz, Michele A. Parker, Brian Smentkowski and Marina Smitherman

Foreword by Cher Hendricks

"*Taking Flight* is an amazing resource for everyone involved in educational development. Written in a friendly and supportive tone, the authors of this valuable resource have summarized the literature on educational development, provided examples of well-respected centers, created worksheets to help you develop your efforts, and infused their own decades of experience in this field. This book skillfully guides; it does not push. I am recommending this book to so many people."—**Todd D. Zakrajsek**, *Associate Professor, School of Medicine, University of North Carolina at Chapel Hill*

Taking Flight synthesizes research on best practices for running centers of teaching and learning, providing practical guidance and resources for educational developers who are looking to open new centers; revitalize an underperforming center; or sustain and enhance an effective center. The book is practical in nature, with step sheets, diagrams, and similar materials designed to facilitate reflection and application. It guides educational developers in enhancing and applying their knowledge, skills and abilities to establish a leadership role which, in turn, will enable them to play a pivotal role in translating visionary strategies into meaningful actions across their respective campuses.

The materials in *Taking Flight* were honed through a series of national workshops developed under the aegis of the POD Network. This book answers a need for a resource for directors and staff of centers that has been identified by leaders in the field. It also provides valuable context for all leaders concerned about student learning and the improvement of teaching.

204 pp, 7" x 10", 34 figures, 13 tables, 11 worksheets & 1 box

Cloth, 2020, 978 1 64267 020 2, \$135.00

Paper, 2020, 978 1 64267 021 9, \$37.50

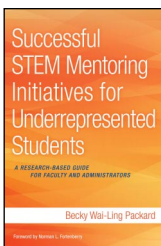
E-book, 2020, 978 1 64267 023 3, \$37.50

See also:

Improving Student Learning at Scale

A How-To Guide for Higher Education

Pg. 17



Successful STEM Mentoring Initiatives for Underrepresented Students

A Research-Based Guide for Faculty and Administrators

Becky Wai-Ling Packard

Foreword by Norman L. Fortenberry

"For members of populations underrepresented in STEM (i.e., women of all ethnicities, persons from underserved racial and ethnic groups, and persons with disabilities) purposeful and active mentoring is particularly important.

Packard's advice spans the academic landscape from pre-college students, to undergraduates, to graduate students, to faculty. In addition to providing guidance to individuals, she offers advice to academic departments as well. She provides guidance on assessing and enhancing the departmental climate in support of mentoring and accessing resources that might be available from national organizations. She suggests how mentoring can be integrated into the academic core of a department's courses, co-curricular activities, and faculty hiring, retention, and promotion practices.

This book provides a complete package. I believe this book will be immensely useful to individual faculty, department chairs, deans, and academic staff. More than simply a resource for individuals, this volume will provide a useful basis for workshops and seminars. It is a wonderful achievement."—**Norman L. Fortenberry**, Executive Director, American Society for Engineering Education

180 pp, 6" x 9", figures & tables
Cloth, 2015, 978 1 62036 295 2, \$135.00
Paper, 2015, 978 1 62036 296 9, \$36.95
E-book, 2015, 978 1 62036 298 3, \$36.95



The Bloom's Cognitive Taxonomy Slider

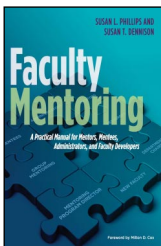
Adapted by Todd D. Zakrajsek and Adam M. Perskey

This is a quick hand-held reference guide for developing course objectives, and can be used to promote backward design. Taking the form of a slide rule, for each level of cognitive learning it suggests outcome verbs, assessment questions, and instructional strategies. It is designed to accomplish three things:

- Help faculty ask good questions
- Suggest instructional strategies to use in the classroom
- Promote backward design thinking

4" x 10"

Pack of 25, 2019, 978 1 64267 044 8, \$99.75



Faculty Mentoring

A Practical Manual for Mentors, Mentees, Administrators, and Faculty Developers

Susan L. Phillips and Susan T. Dennison

Foreword by Milton D. Cox

"Phillips and Dennison's book is written for everyone involved in a faculty mentoring program: the mentors; the mentees; the department chairs, deans, and provosts who may play a supportive or evaluative role; and the person in charge of setting up and directing such a program, whether it focuses on individual or group mentoring. The work is concisely written, research-grounded, and wonderfully practical. It supplies all the how-tos of recruiting, relationship building, training, and cost estimating."—**Linda B. Nilson**, Director, Office of Teaching Effectiveness and Innovation, Clemson University

Accompanying booklets are affordably priced, and intended for individual purchase by mentors and mentees, and are only available through the Stylus website.

146 pp, 8 1/2" x 11", figures & tables
Cloth, 2015, 978 1 62036 171 9, \$135.00
Paper, 2015, 978 1 62036 172 6, \$32.50
E-book, 2015, 978 1 62036 174 0, \$32.50

Also Available:

Faculty Mentoring / Mentee Guide

Tips for Mentors Inside or Outside the Department

16 pp
E-book, 2015, 978 1 62036 274 7, \$8.50

Faculty Mentoring / Mentor Guide

Tips for Mentors Inside or Outside the Department

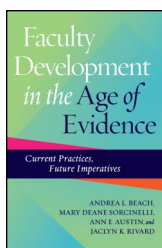
16 pp
E-book, 2015, 978 1 62036 273 0, \$8.50

See:

Reconceptualizing Faculty Development in Service-Learning Community Engagement

Tips for Mentors Inside or Outside the Department

p. 55



Faculty Development in the Age of Evidence

Current Practices, Future Imperatives

Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Austin and Jaclyn K. Rivard

"An essential resource for the field of faculty development and for the higher education sector. Beach and colleagues provide an updated examination of the status of the field, and create meaningful arguments in favor of continually strengthening faculty development. Beyond that, the book asks important questions for practitioners to reflect and act upon, in order to continue evolving the field of faculty development and the overall impact of higher education in society."

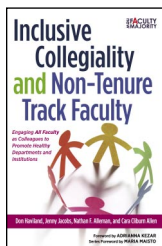
—*Teachers College Record*

176 pp, 6" x 9", tables & figures

Cloth, 2016, 978 1 62036 267 9, \$135.00

Paper, 2016, 978 1 62036 268 6, \$32.50

E-book, 2016, 978 1 62036 270 9, \$32.50



Inclusive Collegiality and Nontenure-Track Faculty

Engaging All Faculty as Colleagues to Promote Healthy Departments and Institutions

Don Haviland, Nathan F.

Alleman, Cara Cliburn Allen and Jenny Jacobs

Foreword by Adrianna J. Kezar

"Given the increased population of Non-Tenure Track Faculty serving at colleges and universities, it is vital that these important members within the academic community are respected, supported, and fully integrated into our departments and institutions. This provocative text is informed by rigorous research which provides clear strategies to create healthy academic environments.

Inclusive Collegiality and Non-Tenure Track Faculty is a seminal and compelling resource for scholars and academic leaders seeking to advance these efforts."—**Sydney Freeman, Jr.**, *Associate Professor of Higher Education Leadership and Qualitative Research; Senior Editor-in-Chief, Journal for the Study of Postsecondary and Tertiary Education (JSPTE), University of Idaho*

The New Faculty Majority Series

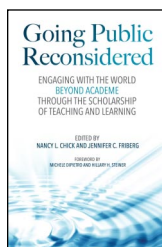
125 pp, 6" x 9", illus

Cloth, 2020, 978 1 62036 644 8, \$135.00

Paper, 2020, 978 1 62036 645 5, \$29.95

E-book, 2020, 978 1 62036 647 9, \$29.95

Scholarship of Teaching & Learning



FORTHCOMING

Going Public Reconsidered

Engaging with the World Beyond Academe Through the Scholarship of Teaching and Learning

Edited by Nancy L. Chick and Jennifer Friberg

Through its impact on students in their lives in and beyond college, and recognizing the porous boundary between the classroom and the "real world," SoTL can offer insights into broader societal issues, offer evidence of activities that facilitate everyday learning, promote intrinsic motivation, better support people from underrepresented communities, or uncover the ripple effects of changing educational environments. It has the potential to deliver messages of broad public interest.

This book extends the field-building work of Boyer's *Scholarship Reconsidered* and Hutchings, Huber, and Ciccone's *The Scholarship of Teaching and Learning Reconsidered* by taking a new look at SoTLs ubiquitous call to "go public." *Going Public Reconsidered* explores the potential impacts of knowledge generated by SoTL, considers its varied public audiences, and offers guidance for the appropriate media and modes of communication to reach them, including the use of social media. It urges the SoTL community to step up and contribute its expertise to conversations about the crises that face our communities, nations, and the world, and disseminate the relevance of its research for the world outside of the classroom.

Recognizing that many practitioners find it difficult to conceptualize the public in public SoTL beyond the higher education audiences they routinely address, this book focusses on conceptualizing, planning, and shaping the message, and clarifying appropriate audiences. It offers guidance on the "who" and the "how" of public SoTL.

The book's message is that public SoTL isn't a radical departure from SoTL-as-we-know-it, but a natural expansion of its methods and goals, offering the potential of broadening its impact domestically and internationally.

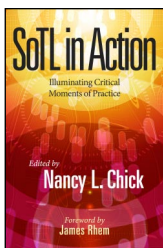
168 pp, 6" x 9", 20 illus

Cloth, Jan 2022, 978 1 64267 188 9, \$135.00

Paper, Jan 2022, 978 1 64267 189 6, \$29.95

E-book, Jan 2022, 978 1 64267 191 9, \$29.95





SoTL in Action

Illuminating Critical Moments of Practice

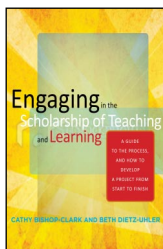
Edited by Nancy L. Chick

Foreword by James Rhem

"*SoTL in Action* is a distinctly different – and distinctly wonderful – book

about the Scholarship of Teaching and Learning. Readers are invited to sit down with a diverse range of experts for inviting in-depth conversations about central aspects of SoTL. Whether you're new to or experienced with SoTL, this book will encourage you to think – and to act – with more clarity and purpose as a scholar of learning and teaching."—**Peter Felten**, *Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History, Elon University*

176 pp, 6" x 9", figures, tables & boxes
Cloth, 2018, 978 1 62036 692 9, \$135.00
Paper, 2018, 978 1 62036 693 6, \$35.00
E-book, 2018, 978 1 62036 695 0, \$35.00



Engaging in the Scholarship of Teaching and Learning

A Guide to the Process, and How to Develop a Project from Start to Finish

Cathy Bishop-Clark and Beth Dietz-Uhler

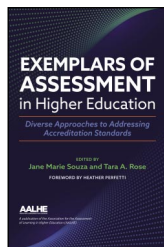
Foreword by Craig E. Nelson



"Bishop-Clark and Dietz-Uhler have made a unique contribution in the present volume. It is an exceptionally fine, straight-forward and brief guide for faculty looking at their first SOTL project. For most such readers, it will probably seem to be the most helpful of the [available] guides. And, although it is written with the novice in mind, many of us with more experience also will benefit from reading through it."—**Craig E. Nelson**, *Emeritus Professor of Biology, Indiana University, and Founding President, International Society for the Scholarship of Teaching and Learning*

160 pp, 8 1/2" x 11", tables
Cloth, 2012, 978 1 57922 470 7, \$135.00
Paper, 2012, 978 1 57922 471 4, \$27.50
E-book, 2012, 978 1 57922 812 5, \$27.50

Assessment and Accreditation



NEW

Exemplars of Assessment in Higher Education

Diverse Approaches to Addressing Accreditation Standards

Edited by Jane Marie Souza and Tara A. Rose

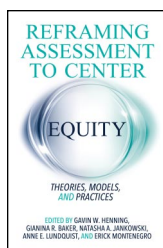
"In a time when higher education professionals must step up their efforts to assess teaching and learning in order to improve outcomes for all students, this book provides exemplars in the field of assessment from colleges and universities who represent diverse missions and student populations. Recommended by their respective accreditor, the institutions highlighted in this book provide the reader a wealth of information about effective assessment structures and practices that can be molded to fit a variety of educational cultures and environments."—**Stephanie Droker**, *President, Accrediting Commission for Community and Junior Colleges*

"Souza and Rose have produced a wonderful and much-needed volume that engages practitioners in bringing the oft-described assessment for accountability together with assessment for improvement in learning. By focusing on the major regional accreditors' standards for assessment of student learning and then examining how a diverse set of campuses and programs use those standards, they illustrate how their actions and policies to achieve improved student learning provide the evidence that accreditors need for summative assurance of quality standards. A truly welcome change from check-the-box routines that may satisfy the minimum report requirements but do not help students, faculty, or organizations achieve quality."—**Terrel L. Rhodes and Kate McConnell**, *Senior Scholar, AAC&U; and Vice President, AAC&U*

Colleges and universities struggle to understand precisely what is being asked for by accreditors. This book answers that question by uniquely sharing examples of success reported by 24 schools specifically recommended by accreditors.

Co-published with AALHE

324 pp, 6" x 9"
Cloth, 2021, 978 1 64267 248 0, \$135.00
Paper, 2021, 978 1 64267 249 7, \$39.95
E-book, 2021, 978 1 64267 251 0, \$39.95



FORTHCOMING

Reframing Assessment to Center Equity

Theories, Models, and Practice

Edited by Gavin W. Henning, Gianina R. Baker, Natasha A.

Jankowski, Anne E. Lundquist, and Erick Montenegro

This book makes the case for assessment of student learning as a vehicle for equity in higher education. The book proceeds through a framework of “why, what, how, and now what.” The opening chapters present the case for infusing equity into assessment, arguing that assessment professionals can and should be activists in advancing equity, given the historic and systemic use of assessment as an impediment to the educational access and attainment of historically marginalized populations.

The “what” chapters offer definitions of emerging terms, discuss the narratives of equity in evidence of student learning, present models and approaches to promoting equity, and explore the relationship between knowledge systems and assessment practice.

The “how” chapters begin by progressively moving from the classroom to the program, then beyond the program level to share examples from student affairs. Subsequent chapters address the problem of equitable access to STEM fields; culturally responsive practices within the context of community colleges; the ongoing work of culturally situated assessment practices in Historically Black Colleges and Universities; and the role of technology-enabled assessment as a possible tool for equitable assessment.

The final two chapters in the book address the “now what”, providing a way for assessment professionals to develop individual awareness within their practice as a next step in the equity journey, and a conceptual framework to anchor equity in their work.

360 pp, 6" x 9", 8 figures & 3 tables

Cloth, April 2022, 978 1 64267 256 5, \$135.00

Paper, April 2022, 978 1 64267 257 2, \$39.95

E-book, April 2022, 978 1 64267 259 6, \$39.95

See also:

Transforming Digital Learning and Assessment

A Guide to Available and Emerging Practices and Building Institutional Consensus

Pg. 24



Trends in Assessment

Ideas, Opportunities, and Issues for Higher Education

Edited by Stephen P. Hundley and Susan Kahn

Foreword by Trudy W. Banta

“Each of the chapters contained herein is worth reading by itself, but I hope that readers will take the time to consume all of the chapters in order to see meta-trends taking shape in various settings—and to observe as well the growing sophistication of assessment practices as they evolve to fit the ever-changing contexts of higher education.”—*From the foreword by Trudy W. Banta*

Trends in Assessment provides readers with a survey of the state-of-the-art of the enduring assessment concepts and approaches developed over the past 25 years, and includes chapters by acknowledged experts who describe how emerging assessment trends and ideas apply to their programs and pedagogies, covering:

- Community Engagement
- ePortfolios
- Faculty Development
- Global Learning
- Graduate and Professional Education
- High-Impact Practices
- Learning Improvement and Innovation
- Assessment Trends from NILOA
- STEM
- Student Affairs Programs and Services

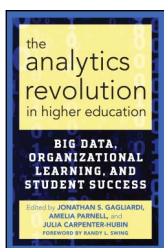
The book was conceived by organizers and contributors of the Assessment Institute in Indianapolis, the nation's oldest and largest higher education assessment event, and includes contributions by the following partners of the Institute: Association for the Assessment of Learning in Higher Education (AALHE); Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL); Association for General and Liberal Studies (AGLS); Association for Institutional Research (AIR); Association of American Colleges and Universities (AAC&U); Center for Postsecondary Research (CPR)/National Survey of Student Engagement (NSSE); and Higher Education Data Sharing Consortium (HEDS).

256 pp, 6" x 9", illus

Cloth, 2019, 978 1 64267 092 9, \$135.00

Paper, 2019, 978 1 64267 093 6, \$35.00

E-book, 2019, 978 1 64267 095 0, \$35.00



The Analytics Revolution in Higher Education

Big Data, Organizational Learning, and Student Success

Edited by Jonathan S.

Gagliardi, Amelia Parnell and Julia Carpenter-Hubin

Foreword by Randy L. Swing

"Comprised of thirteen erudite, impressively informative, and exceptionally thoughtful, thought-provoking articles by experts in the field of big data management and education, *The Analytics Revolution in Higher Education* is an extraordinary and highly recommended addition to both college and university library Education & Data Processing collections and supplemental studies reading lists."—*Midwest Book Review*

In this era of "Big Data," institutions of higher education are challenged to make the most of the information they have to improve student learning outcomes, close equity gaps, keep costs down, and address the economic needs of the communities they serve at the local, regional, and national levels. This book helps readers understand and respond to this "analytics revolution," examining the evolving dynamics of the institutional research (IR) function, and the many audiences that institutional researchers need to serve.

Internally, there is a growing need among senior leaders, administrators, faculty, advisors, and staff for decision analytics that help craft better resource strategies and bring greater efficiencies and return-on-investment for students and families. Externally, state legislators, the federal government, and philanthropies demand more forecasting and more evidence than ever before.

These demands require new and creative responses, as they are added to previous demands, rather than replacing them, nor do they come with additional resources to produce the analysis to make data into actionable improvements. Thus the IR function must become that of teacher, ensuring that data and analyses are accurate, timely, accessible, and compelling, whether produced by an IR office or some other source. Despite formidable challenges, IR functions have begun to leverage big data and unlock the power of predictive tools and techniques, contributing to improved student outcomes.

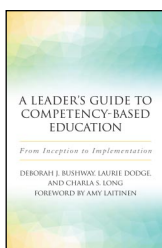
Co-published with AIR and ACE

252 pp, 6" x 9", 29 figures

Cloth, 2018, 978 1 62036 576 2, \$135.00

Paper, 2018, 978 1 62036 577 9, \$36.95

E-book, 2018, 978 1 62036 579 3, \$36.95



A Leader's Guide to Competency-Based Education

From Inception to Implementation

Laurie Dodge, Deborah J. Bushway and Charla S. Long

Foreword by Amy Laitinen

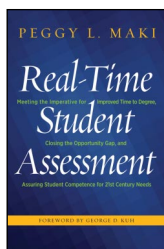
"*A Leader's Guide* is the first book of its kind to offer institutional and program leaders the type of clear, practical advice needed to design, implement, and sustain a competency-based education program in today's higher education environment. The authors address some of the most pressing questions we hear from practitioners on an almost daily basis, including how to best structure the student learning journey, leverage the expertise of faculty and learning support staff, and navigate an often complex regulatory and accreditation environment. It's a must read for new and experienced CBE educators alike."—*Kelle Parsons and Matthew Soldner, American Institutes for Research*

176 pp, 6" x 9", 8 figures & 19 tables

Cloth, 2018, 978 1 62036 592 2, \$135.00

Paper, 2018, 978 1 62036 593 9, \$32.50

E-book, 2018, 978 1 62036 595 3, \$32.50



Real-Time Student Assessment

Meeting the Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student

Competencies for 21st-Century Needs

Peggy L. Maki

Foreword by George D. Kuh

"This must-read, leading-edge, powerful volume challenges those in academe committed to increasing graduation rates, closing educational opportunity gaps, and enhancing quality learning, to move assessment to its critical next level—the integration of real-time student assessment into the fabric of the teaching and learning process. Maki concisely and eloquently details the demographic and assessment landscape, providing the backdrop for this imperative; provides concrete, in-depth case studies as guidance; and illustrates the ways in which technology can be harnessed to advance this initiative."—*Bonnie Orcutt, Professor of Economics, Worcester State University*



This book challenges institutions and their programs to prioritize the use of chronological assessment results to benefit enrolled students in comparison with the more common practice of prolonged assessment cycles that generally benefit future students. Peggy Maki advocates for real-time assessment processes to identify patterns of underperformance and obstacles that require timely interventions for enrolled students to succeed.

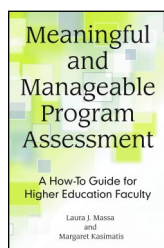
214 pp, 6" x 9", 20 figures & 5 tables
Cloth, 2017, 978 1 62036 487 1, \$135.00
Paper, 2017, 978 1 62036 488 8, \$32.50
E-book, 2017, 978 1 62036 490 1, \$32.50

See also:

Advancing Assessment for Student Success

Supporting Learning by Creating Connections Across Assessment, Teaching, Curriculum, and Cocurriculum in Collaboration With Our Colleagues and Our Students

Pg. 14



Meaningful and Manageable Program Assessment

A How-To Guide for Higher Education Faculty

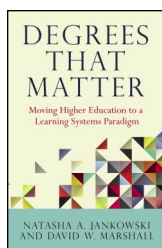
Laura J. Massa and Margaret Kasimatis

"This book provides a much needed how-to guide for program-level assessment. Program chairs and faculty charged with conducting assessment will find the authors' approach practical and the baker's dozen modules succinct, instructive and rich with program-specific examples of effective assessment."—**Jillian Kinzie**, *Associate Director, Center for Postsecondary Research, Indiana University*

"The refreshing approach doesn't rely on a cookie-cutter template, but rather on a tailored, nuanced guide reflective of the program's desired focus on learning and how to step through a very understandable and doable process for improvement that is assessment at its best."—**Terrel L.**

Rhodes, *Vice President, Office of Quality, Curriculum and Assessment, Association of American Colleges and Universities*

176 pp, 6" x 9", 13 figures & 19 tables
Cloth, 2017, 978 1 62036 563 2, \$135.00
Paper, 2017, 978 1 62036 564 9, \$32.50
E-book, 2017, 978 1 62036 566 3, \$32.50



Degrees That Matter

Moving Higher Education to a Learning Systems Paradigm

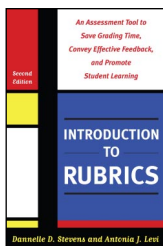
Natasha A. Jankowski and David W. Marshall

"Rather than rehashing current debates about the usefulness of higher education, Jankowski and Marshall focus on the heart of the matter, student learning. By rethinking tired conventions, by questioning long held assumptions, and by pointing to the most useful and applicable resources, they offer practical steps for making education more effective and students more successful. Every college or university could stand to benefit from the practical and principled advice this book advances."—**Paul L. Gaston**, *Trustees Professor, Kent State University*

Offering an alternative to the culture of compliance in assessment and accreditation, the authors propose a different approach which they call the Learning System Paradigm. Building on the shift in focus from teaching to learning, the new paradigm encourages faculty and staff to systematically seek out information on how well students are learning and how well various areas of the institution are supporting the student experience and to use that information to create more coherent and explicit learning experiences for students.

Sponsored by the National Institute for Learning Outcomes Assessment (NILOA)

216 pp, 6" x 9", 7 tables & 8 figures
Cloth, 2017, 978 1 62036 463 5, \$135.00
Paper, 2017, 978 1 62036 464 2, \$36.95
E-book, 2017, 978 1 62036 466 6, \$36.95



Introduction to Rubrics

An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning

SECOND EDITION

Dannelle D. Stevens and Antonia J. Levi

Foreword by Barbara E. Walvoord

From the Foreword:

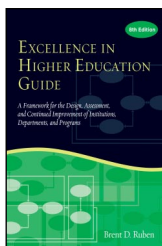
"The authors offer advice about all the surrounding situations and problems that may accompany rubrics: how to get students involved in rubrics, how to use rubrics with TAs, how to collaborate with other faculty in constructing common rubrics, and how to use rubrics that someone else has constructed. The book focuses on rubrics but offers a great deal of advice about good teaching, good collaboration, and good assessment. In short, this book is a great tool."—**Barbara E. Walvoord**, *Professor Emerita, University of Notre Dame, and author of Effective Grading and Assessment Clear and Simple*

232 pp, 7" x 10"

Cloth, 2012, 978 1 57922 587 2, \$135.00

Paper, 2012, 978 1 57922 588 9, \$29.95

E-book, 2013, 978 1 57922 590 2, \$29.95



Excellence in Higher Education Guide

A Framework for the Design, Assessment, and Continuing Improvement of Institutions, Departments, and Programs

EIGHTH EDITION

Brent D. Ruben

This edition provides broad and integrated approach to design, assessment, planning, and improvement of colleges and universities of all types, as well as individual academic, student affairs, administrative and services units. The framework included in the Guide is adaptable to institutions and units with any mission, and is consistent with the current directions within regional and programmatic accreditation.

Based on the Malcolm Baldrige National Quality Award framework, this bestseller is the definitive tool for college and university administrators. The flexibility of the EHE model makes it appropriate for use with administrative or academic departments, with administrative or faculty councils or senate, and with programs, centers, or institutes. Moreover, the framework can be used by an entire college or university or with a particular department, division or campus.

The eighth edition series also includes a Workbook and Scoring Instructions (available in print and electronic format) and Facilitator's Materials (available only by download). The *Guide* is also sold as an ebook bundle with the Facilitator's materials.

110 pp, 8 1/2" x 11"

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Workbook and Scoring Instructions

144 pp, 8 1/2" x 11"

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Facilitator's Materials

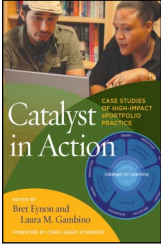
E-book, 2016, 978 1 62036 406 2, \$27.50

Excellence in Higher Education Guide & Facilitator's Materials Set

180 pp, 8 1/2" x 11", 17 illus

Paper & E-Book, 2016, 978 1 62036 399 7, \$50.00

Portfolios



Catalyst in Action

Case Studies of High-Impact ePortfolio Practice

Edited by Bret Eynon and Laura M. Gambino

Foreword by Carol Geary Schneider

"*Catalyst in Action* makes a compelling case that ePortfolios—when made central to degree programs and to students' educational development—spur transformative redirection and new connections across both of these conceptions of student success: degree or credential completion and students' demonstrated development of capacities needed and rewarded in the world beyond college. Readers will find in these pages a wealth of new detail on the 'how' of institutionalizing ePortfolios, from first year experiences and bridge programs to designs for entire programs, to enhancements for high priority educational goals such as effective writing."—**Carol Geary Schneider**, *Lumina Fellow, and president emerita of the Association of American Colleges and Universities*

"The vibrant Catalyst case studies, drawn from a wide variety of institutions, are evidence that the ePortfolio is one of higher education's most creative and adaptable innovations. This book is a must-read for anyone interested in using ePortfolio practice to improve teaching and learning across academic disciplines."—**John N. Gardner & Betsy O. Barefoot**, *CEO and Senior Scholar, John Gardner Institute for Excellence in Undergraduate Education*

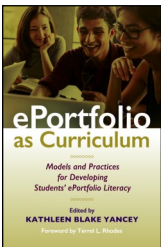
Published in association with AAC&U

380 pp, 7" x 10", figures & tables

Cloth, 2018, 978 1 62036 866 4, \$135.00

Paper, 2018, 978 1 62036 867 1, \$36.95

E-book, 2018, 978 1 62036 869 5, \$36.95



ePortfolio as Curriculum

Models and Practices for Developing Students' ePortfolio Literacy

Edited by Kathleen Blake Yancey

Foreword by Terrel L. Rhodes

"Excellent! In *ePortfolio as Curriculum*, master teacher/learner Kathy Yancey curates a richly

fine-grained collection, zooming in on the exciting ways that today's faculty – and students – use one of higher education's most transformative practices. Provocative and satisfying. First rate!"—**Bret Eynon**, *Associate Provost, LaGuardia Community College (CUNY) and co-editor, Catalyst in Action*

"increase and continue learning. Through this book's analysis of theory and practice in a breadth of collegial contexts, readers can expand their knowledge of ePortfolio capabilities as processes for learning. I highly recommend this informative and inspiring book."—**Barbara L. Cambridge**, *retired co-director, International Coalition for Electronic Portfolio Research; president of the International Society for Scholarship of Teaching and Learning; professor of English at Indiana University Purdue University Indianapolis*

At a moment when the ePortfolio has been recognized as a high impact practice – as a unique site for hosting student integrative learning and as a powerful genre for assessment – this book provides faculty, staff, and administrators with a set of frameworks and models useful for guiding students in designing and creating ePortfolios that clearly communicate their purpose and effectively use the affordances of the medium.

In short, this book both illustrates and provides guidance on how to support the development of students' ePortfolio literacy. The ePortfolio curricular models provided in *ePortfolio as Curriculum* include both those integrated within existing disciplinary courses and those offered through credit-bearing stand-alone courses.

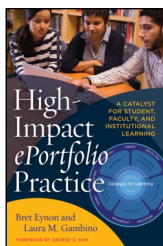
In taking up questions focused on what students need to know and do in becoming informed, effective ePortfolio makers, the contributors to this volume – from the standpoint of their course outcomes and institutional contexts – present various approaches to developing an ePortfolio curriculum. Individually and collectively, the chapters explain ways to engage students in understanding the potential purposes, structures, audiences, and designs of ePortfolios; in developing the reflective practices for contextualizing and informing the selection and curation of artifacts; and in creating appropriate focus and coherence.

286 pp, 6" x 9", figures

Cloth, 2019, 978 1 62036 759 9, \$135.00

Paper, 2019, 978 1 62036 760 5, \$32.50

E-book, 2019, 978 1 62036 762 9, \$32.50



High-Impact ePortfolio Practice

A Catalyst for Student, Faculty, and Institutional Learning

Bret Eynon and Laura M. Gambino

Foreword by George D. Kuh

"The Eynon-Gambino book will become an instant classic, readable, authoritative, reflecting the experience of many diverse institutions and finally settling the question 'what is an ePortfolio' I recommend this book to anyone in higher education."—**Trent Batson, Ph.D., President, The Association for Authentic, Experiential and Evidence-Based Learning**

The authors outline how to deploy the ePortfolio as a high-impact practice and describe widely-applicable models of effective ePortfolio pedagogy and implementation that demonstrably improve student learning across multiple settings.

Drawing on the campus ePortfolio projects developed by a constellation of institutions that participated in the Connect to Learning network, Eynon and Gambino present a wealth of data and revealing case studies. Their broad-based evidence demonstrates that, implemented with a purposeful framework, ePortfolios correlate strongly with increased retention and graduation rates, broadened student engagement in deep learning processes, and advanced faculty and institutional learning.

Published in Association with AAC&U

256 pp, 7" x 10", 49 figures, 5 tables & 50 boxes

Cloth, 2017, 978 1 62036 504 5, \$135.00

Paper, 2017, 978 1 62036 505 2, \$36.95

E-book, 2017, 978 1 62036 507 6, \$36.95

High-Impact ePortfolio Practice and Catalyst in Action Set

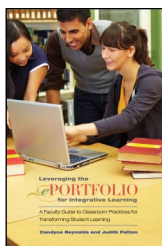
Bret Eynon and Laura M. Gambino

This set includes: *High-Impact ePortfolio Practice* and *Catalyst in Action*.

636 pp, 7" x 10"

Paper, 2019, 978 1 64267 185 8, \$65.00

E-book, 2019, 978 1 64267 187 2, \$65.00



Leveraging the ePortfolio for Integrative Learning

A Faculty Guide to Classroom Practices for Transforming Student Learning

Candyce Reynolds and Judith Patton

Foreword by Terrel L. Rhodes

"Integrative learning is often seen as the Holy Grail for various learning contexts, such as general education and lifelong learning. It's believed to exist, but it's often unclear how to foster such learning in meaningful ways. Destined to be a seminal text, what Reynolds and Patton provide here is a map to integrative learning through ePortfolios with practical advice leading to real outcomes. I will be providing this book as a manual for those who teach using ePortfolios."

—**C. Edward Watson, Director, Center for Teaching & Learning, University of Georgia; and Executive Editor, International Journal of ePortfolio**

"[This] is the most accessible book I have seen about using ePortfolios in higher education. I was impressed with their thoroughness and lucidity. Thanks to Reynolds and Patton for this significant contribution to the field of ePortfolio studies."

—**Trent Batson, Ph.D., President, The Association for Authentic, Experiential and Evidence-Based Learning**

186 pp, 7" x 10", figures & tables

Cloth, 2014, 978 1 57922 899 6, \$135.00

Paper, 2014, 978 1 57922 900 9, \$32.50

E-book, 2015, 978 1 57922 902 3, \$32.50

International Education & Study Abroad

FORTHCOMING

The Handbook of International Higher Education

SECOND EDITION

Edited by Betty Leask, Darla K. Deardorff, Hans de Wit and Harvey Charles

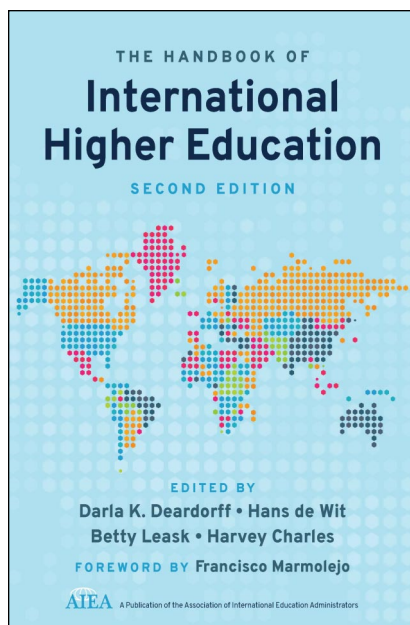
Foreword by Francisco Marmolejo

International higher education has evolved, in some respects dramatically, in the decade since publication of the first edition of this handbook. The new issues, trends, practices and priorities of research that evolved over this time have in some instances been transformed by one of the most dynamic and tumultuous periods in the history of international higher education, brought on by the pandemic, a re-emergence of nationalism, and the recognition of the power imbalances between the developed economies and the global south, and racial inequities within and across borders.

This new edition addresses the myriad changes across all aspects of international education, each chapter addressing to the extent possible the reality of the present in which they were written and offering some insights for the future. While updating a number of chapters from the first edition, it also includes a preponderance of new chapters written by contributors representing wider and more diverse backgrounds.

In keeping with the first edition, the overall message is that the internationalization of higher education has a vital role to play in a world that is more interconnected than ever before. Recognizing changing economic, geopolitical, climatic, and public health issues, as well as the importance of international and cross-cultural collaboration to address global problems, this handbook offers a comprehensive range of models, data and ideas to stimulate new directions in the conception and practice of international education.

This edition reflects today's concerns around inclusion, diversity and equity, and how international education is being changed by issues such



as decolonization, the focus on learning outcomes, the impact of digital tools to enhance access and learning and collaboration such a virtual exchange, competition for resources, risk, new patterns of mobility, and new models such as joint programs and qualifications.

As with the first edition, the chapters often intentionally pair scholars and practitioners from different parts of the world, and include text boxes that highlight concrete institutional, national, or regional experiences, providing diverse voices and perspectives from around the world.

This comprehensive new edition provides ideas, concepts, theories and practical ideas from around the world for those seeking to enhance the quality of the three core functions of higher education: teaching, research and service to society. It constitutes an essential resource for everyone involved in the delivery of international education and in determining its future direction.

Co-published with AIEA

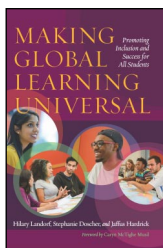
576 pp, 7 1/2" x 10 1/2"

Cloth, Oct 2021, 978 1 64267 112 4, \$150.00

Paper, Oct 2021, 978 1 64267 113 1, \$75.00

E-book, Oct 2021, 978 1 64267 115 5, \$75.00





Making Global Learning Universal

Promoting Inclusion and Success for All Students

Hilary Landorf, Stephanie Doscher and Jaffus Hardrick

Foreword by Caryn McTighe Musil

"[This book] records a remarkable institutional venture, provides extraordinary vision, and bolsters the reluctant to not hold back. The authors offer contemporary theories that undergird this new conception of global learning, the engagement with diversity as foundational, the nuts and bolts of how they proceeded and where they stumbled, the strategies that involved 1,200 faculty in 97 different professional development opportunities, and the leadership and infrastructure that have been critical to sustaining momentum. This book has redrawn the map for global learning. The authors not only recognize that the world is not flat, but they reveal that it can be seen, understood, experienced, and engaged with right here on American soil."—**Caryn McTighe Musil**, *Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U*

While there is wide consensus in higher education that global learning is essential for all students' success, there are few models of how to achieve this goal. The authors of this book, all of whom are from one of the nation's largest and most diverse research universities, provide such a model and, in doing so, offer readers a broad definition of global learning that both encompasses a wide variety of modes and experiences—in-person, online, and in co-curricular activities at home and abroad—and engages all students on campus. They provide a replicable set of strategies that embed global learning throughout the curriculum and facilitate high quality, high-impact global learning for all students.

The approach this book describes is based upon three principles: that global learning is a process to be experienced, not a thing to be produced; that it requires all students' participation—particularly the underrepresented—and cannot succeed if reserved for a select few; and that global learning involves more than mastery of a particular body of knowledge.

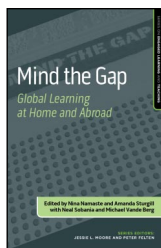
Co-published with NAFSA

290 pp, 6" x 9", 4 figures & 10 tables

Cloth, 2018, 978 1 62036 359 1, \$135.00

Paper, 2018, 978 1 62036 360 7, \$35.00

E-book, 2018, 978 1 62036 362 1, \$35.00



Mind the Gap

Global Learning at Home and Abroad

Edited by Nina Namaste and Amanda Sturgill

With Neal W. Sobania and Michael Vande Berg

Foreword by Jessie L. Moore and Peter Felten

"By organizing chapters with consistent attention to context, methodology, and application, the contributors have made this an easy book to use for practitioners at a range of levels and backgrounds. What results is more than a collection of perspectives on global engagement; it's a role model for using reliable data, continuous faculty professional development, and rigorous learning outcomes assessment to tackle some of our most vexing questions."—**Ken O'Donnell**, *Vice Provost, California State University, Dominguez Hills*

Showcasing recent, multi-institutional research related to global learning, this book expands the context of global learning to show its antecedents and impacts as a part of the larger higher education experience. Chapters look at recent developments such as short-term, off-campus, international study and certificate/medallion programs, as well as blended learning environments and undergraduate research, all in the context of multi-institutional comparisons. Global learning is also situated in a larger university context. Thus, there is a growing need for bridging across disciplinary and administrative silos, silos that are culturally bound within academia. The gaps between these silos matter as students seek to integrate off- and on-campus learning, and it is up to the academy to mind those gaps.

Co-published with the Center for Engaged Learning, Elon University

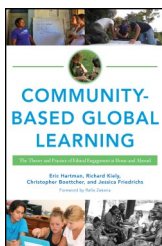
The Engaged Learning and Teaching Series 1

230 pp, 6" x 9", 23 illus

Cloth, 2020, 978 1 64267 056 1, \$135.00

Paper, 2020, 978 1 64267 057 8, \$32.95

E-book, 2020, 978 1 64267 059 2, \$32.95



Community-Based Global Learning

The Theory and Practice of Ethical Engagement at Home and Abroad

Eric Hartman, Richard C. Kiely, Jessica Friedrichs

and Christopher Boettcher

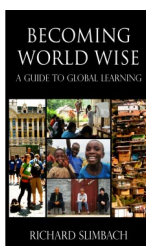
Foreword by Rafia Zakaria

"A strong resource for doing CBGL with critically reflective intentionality."—**Marisol Morales**, Vice-President for Network Leadership, *Campus Compact*

International education, service-learning, and community-based global learning programs are robust with potential. They can positively impact communities, grow civil society networks, and have transformative effects for students who become more globally aware and more engaged in global civil society – at home and abroad. Yet such programs are also packed with peril. Clear evidence indicates that poor forms of such programming have negative impacts on vulnerable persons, including medical patients and children, while cementing stereotypes and reinforcing patterns of privilege and exclusion. These dangers can be mitigated, however, through collaborative planning, design, and evaluation that advances mutually beneficial community partnerships, critically reflective practice, thoughtful facilitation, and creative use of resources.

Drawing on research and insights from several academic disciplines and community partner perspectives, along with the authors' decades of applied, community-based development and education experience, they present a model of community-based global learning that clearly espouses an equitable balance between learning methodology and a community development philosophy.

288 pp, 6" x 9", tables, toolboxes & figures
Cloth, 2018, 978 1 62036 087 3, \$135.00
Paper, 2018, 978 1 62036 088 0, \$35.00
E-book, 2018, 978 1 62036 090 3, \$35.00



Becoming World Wise

A Guide to Global Learning

Richard Slimbach

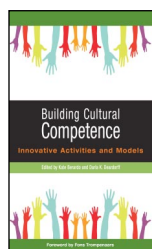


"Richard Slimbach

skillfully taken on a gargantuan task in writing a com-

prehensive guide to global learning. His broad reach to students, volunteers and other global travelers is held together by a search for the common good defined as 'the healing of a broken world.' The resulting pedagogy for global learning guides the reader through a process of focused reflection, information and preparation to consider both ultimate purposes and practical learning strategies for entering deeply into another host culture. This is a much needed and valuable resource for both faculty and students engaged in global learning."—**Orval Gingerich**, Assistant Vice President of International Programs at Augsburg College

238 pp, 6" x 9"
Cloth, 2010, 978 1 57922 346 5, \$135.00
Paper, 2010, 978 1 57922 347 2, \$27.50
E-book, 2012, 978 1 57922 498 1, \$27.50



BESTSELLER

Building Cultural Competence

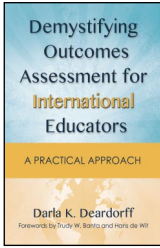
Innovative Activities and Models

Edited by Darla K. Deardorff and Kate Berardo

Foreword by Fons Trompenaars

"*Building Cultural Competence* makes a valuable contribution to intercultural trainers by presenting 50+ innovative activities designed specifically for the development of intercultural competence and framing the use of these activities in terms of intercultural facilitation and intercultural development."—**R. Michael Paige**, author of *Education for the Intercultural Experience* and Professor of International and Intercultural Education, University of Minnesota

400 pp, 8 1/2" x 11", figures, tables & activities
Cloth, 2012, 978 1 57922 803 3, \$135.00
Paper, 2012, 978 1 57922 804 0, \$59.95
E-book, 2012, 978 1 57922 806 4, \$59.95



Demystifying Outcomes Assessment for International Educators

A Practical Approach

Darla K. Deardorff

Foreword by Trudy W. Banta and Hans de Wit

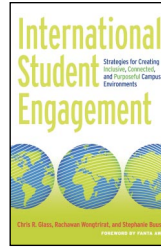
"In the service of international outcomes assessment, this book provides an accessible introduction to the uninitiated, reassurance to the intimidated, and new insights to the accustomed practitioner. An indispensable book for international educators who recognize the value in demonstrating the transformative results of their work to their campus constituencies."—**Dr. Harvey Charles**, *President, Association of International Education Administrators*

242 pp, 7" x 10"

Cloth, 2015, 978 1 62036 127 6, \$135.00

Paper, 2015, 978 1 62036 128 3, \$32.50

E-book, 2015, 978 1 62036 130 6, \$32.50



International Student Engagement

Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments

Chris R. Glass, Rachawan Wongtrirat and Stephanie Buus

Foreword by Fanta Aw

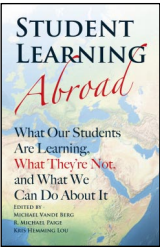
"This book will be of great value for new professionals entering the student affairs field on campus as international student advisers. It may also play a constructive role in informing campus policy debates swirling around the recruitment of international students."—**International Educator**

124 pp, 6" x 9"

Cloth, 2014, 978 1 62036 147 4, \$135.00

Paper, 2014, 978 1 62036 148 1, \$32.50

E-book, 2015, 978 1 62036 150 4, \$32.50



BESTSELLER

Student Learning Abroad

What Our Students Are Learning, What They're Not, and What We Can Do About It

Edited by Michael Vande Berg, R. Michael Paige

and Kris Hemming Lou

"The book is a good source for study-abroad professionals and has the ability to provide direction for programs needing new life breathed into them, particularly at a time when budgets are shrinking, calls for accountability are increasing, and students deserve, more than ever, to have truly meaningful study-abroad experiences."

—**The Review of Higher Education**

470 pp, 6" x 9", figures

Cloth, 2012, 978 1 57922 713 5, \$135.00

Paper, 2012, 978 1 57922 714 2, \$42.00

E-book, 2012, 978 1 57922 716 6, \$42.00

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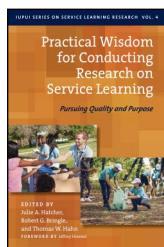
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Community Engagement & Service Learning



Practical Wisdom for Conducting Research on Service Learning

Pursuing Quality and Purpose

Edited by Julie A. Hatcher, Robert G.

Bringle and Thomas W. Hahn

Foreword by Jeffrey Howard

"Practical Wisdom provides varied and essential guidance for those wishing to pursue service learning research. But the richness of this volume comes from the personal narratives of leaders in the field who connect that guidance to their personal journeys as service learning practitioners and scholars. The result is a compelling case for the scholarly foundation of service learning research and a call to the next generation of scholars to embrace the work."—**Mel**

Netzhammer, Chancellor, Washington State University Vancouver

For scholars seeking to undertake consequential research in service-learning and community engagement (SLCE) at a time when there is widening interest in and increasing acceptance of research in this field as a primary area of scholarship, this book provides accounts by preeminent scholars about the trajectories of their research, their methodologies, lessons learned along the way, as well as their views about the future direction of the field.

The contributors to this volume represent a range of disciplines and fields including education, history, organizational leadership, political science, philanthropic studies, psychology, and public health, as well as both qualitative and quantitative traditions, and offer models of scholarly learning that contribute to a knowledge base that can guide practice and further the broader public purposes of the academy.

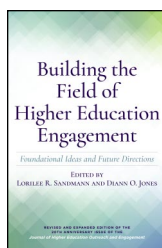
IUPUI Series on Service Learning Research 4

300 pp, 6" x 9"

Cloth, 2019, 978 1 62036 467 3, \$135.00

Paper, 2019, 978 1 62036 468 0, \$45.00

E-book, 2019, 978 1 62036 470 3, \$45.00



Building the Field of Higher Education Engagement

Foundational Ideas and Future Directions

Edited by Lorilee R. Sandmann and Diann O. Jones

"Broad in scope, insightful, and comprehensive, this volume chronicles a critical movement that is profoundly shaping higher education. For anyone in the engagement field, from the most experienced to those just starting their careers, this is the must-have centerpiece for their professional library."—**George L. Mehaffy**, Vice President for Academic Leadership and Change, American Association of State Colleges and Universities

"The editors have done all of higher education a significant favor in curating this remarkable collection of classic essays. Enriched with commentaries from some of today's thought leaders and inspiring practitioners, this volume truly sets a foundation for reclaiming the public and democratic purposes of higher education."—**Paul C. Pribbenow**, President, Augsburg University

"Everything you needed to know about the scholarship of engagement can be found in this volume. This remarkable book plumbs the depths of critical social problems and how higher education is using not only its head but also its heart to help solve them."—**Samory T. Pruitt**, Vice President, Division of Community Affairs, The University of Alabama; and President, Engagement Scholarship Consortium

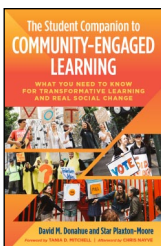
Community engagement has evolved as a respected field and now occupies a seat at the academic table. In the past, this work had often been relegated to the institutional fringes of higher education, its practitioners marginalized, and the work often portrayed as service, not scholarly. Today, higher education community engagement is a dynamic and continually evolving field of scholarship and practice that carries ever-increasing academic respect. This book contributes to the ever-under-construction edifice by presenting a scaffolding of the scholarship that has been part of the building process, documenting and analyzing the past, speculating about the future, and framing a continuing conversation about and for the field.

300 pp, 6" x 9", figures & tables

Cloth, 2019, 978 1 62036 854 1, \$135.00

Paper, 2019, 978 1 62036 855 8, \$38.50

E-book, 2019, 978 1 62036 857 2, \$38.50



The Student Companion to Community-Engaged Learning

What You Need to Know for Transformative Learning and Real Social Change

David M. Donahue and Star Plaxton-Moore

Foreword by Tania D. Mitchell

Afterword by Chris Nayve

Text “Engaging students in a familiar voice and pulling them into deeper conversation through embedded digital content, *The Student Companion* walks students through decades of wisdom and insight about community engagement. For students, the book can be a macro-reflection encouraging careful critical examination of engagement while honoring the challenging emotional terrain and power dynamics embedded, yet often ignored, in community engagement. Most importantly the volume honors the beauty, complexity, and strength of communities as rich resources for the world, and for students. *The Companion* is a key resource for students and higher education.”—**Matheu**

Johnson, Associate Dean of the College for Engaged Scholarship, Executive Director of the Howard R. Swearer Center, Brown University

This compact, accessibly written text prepares students for their experience of community-based learning.

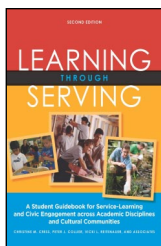
It is designed for students to read and reflect on independently or to foster discussion in class on their motivations and dispositions toward community engagement and service learning. It prepares students to work with diverse individuals, groups, and organizations that may be outside their prior experience.

132 pp, 5 1/2" x 8 1/4"

Cloth, 2018, 978 1 62036 648 6, \$135.00

Paper, 2018, 978 1 62036 649 3, \$22.50

E-book, 2018, 978 1 62036 651 6, \$22.50



BESTSELLER

Learning Through Serving

A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities

Cultural Communities

SECOND EDITION

Christine M. Cress, Peter J. Collier and Vicki L. Reitenauer

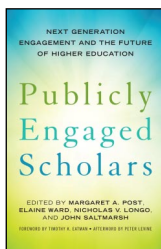
Text REVIEW OF THE FIRST EDITION “[This] is a self-directed guide for college students engaged in service-learning. The purpose of the book is to walk the reader through elements of learning and serving by focusing on how students can ‘best provide meaningful service to a community agency or organization while simultaneously gaining new skills, knowledge, and understanding as an integrated aspect of the [student’s] academic program.’ [The authors] bring their expertise to the pages of this helpful and practical guide for college students engaged in service-learning. Intended as a textbook, this work reads like a conversation between the authors and the college student learner. The publication is student-friendly, comprehensive, easy to follow, and full of helpful activities.”—**Journal of College Student Development**

240 pp, 8 1/2" x 11"

Cloth, 2013, 978 1 57922 989 4, \$135.00

Paper, 2013, 978 1 57922 990 0, \$29.95

E-book, 2013, 978 1 57922 992 4, \$29.95



Publicly Engaged Scholars

Next-Generation Engagement and the Future of Higher Education

Edited by Margaret A. Post, Elaine Ward, Nicholas V. Longo and John Saltmarsh

Foreword by Timothy K. Eatman

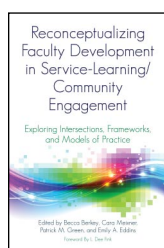
Afterword by Peter Levine

“Overall, this book truly makes the case for the importance of community engagement in higher education and the important role faculty play in shifting its current focus. Many of the changes discussed in the book can be positive for students, faculty, and communities if we embrace them.”—**Teachers College Record**

“Publicly Engaged Scholars is both unflinching in

its presentation of the challenges—personal, professional, political—facing those who seek to transform higher education for the greater good and hopeful in its demonstration of the persistence and adaptability of engaged scholarship. Anyone concerned about higher education's contribution to democracy should read it.”—**Andrew J. Seligsohn**, *President, Campus Compact*

312 pp, 6" x 9", 3 figures & 8 tables
Cloth, 2016, 978 1 62036 263 1, \$135.00
Paper, 2016, 978 1 62036 264 8, \$36.95
E-book, 2016, 978 1 62036 266 2, \$36.95



Reconceptualizing Faculty Development in Service-Learning/Community Engagement

Exploring Intersections, Frameworks, and Models of Practice

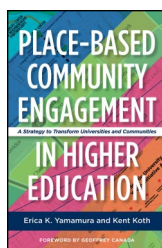
Edited by Becca Berkey, Emily Eddins Rountree, Patrick M. Green and Cara Meixner
Foreword by L. Dee Fink

“Berkey and colleagues offer an exquisite exploration of faculty development – and the more comprehensive form of educational development – within SLCE initiatives. Beginning with a foundation to the topic that ought to be requisite reading for community engagement professionals, the editors then offer an array of issue-based essays and case studies that present poignant histories, concerns, contexts, and practices of educational development in SLCE. The text is analytically rigorous, conceptually rich, and rife with examples that range from comprehensive initiatives to everyday practices, from resource-intensive to budget neutral. This is a true resource for those of us who work with faculty to advance SLCE on campuses and in communities.”—**Lina**

Dostilio, *Assistant Vice Chancellor; Community Engagement, University of Pittsburgh*

This edited volume provides educational developers and community engagement professionals with an analysis of approaches to faculty development around service-learning and community engagement. The contributors to this volume offer an array of examples and models, as well as realistic strategies, to empower readers to evolve their faculty development efforts in service-learning and community engagement on their respective campuses. It is also a call for recognition that the practice of S-LCE needs to be institutionalized and improved.

370 pp, 6" x 9", figures
Cloth, 2018, 978 1 62036 612 7, \$135.00
Paper, 2018, 978 1 62036 613 4, \$36.95
E-book, 2018, 978 1 62036 615 8, \$36.95



Place-Based Community Engagement in Higher Education

A Strategy to Transform Universities and Communities

Erica K. Yamamura and Kent Koth

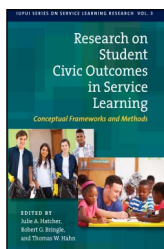
Foreword by Geoffrey Canada

“This is a terrifically relevant, timely and wise book from Yamamura and Koth. It serves as a road map for universities striving to catalyze community-engaged neighborhood transformation. Built on solid experience and lessons learned on the ground, this book moves the field forward for researchers, policy makers and practitioners. Given seemingly intractable problems of poverty and inequity, I finished the book energized and armed with greater knowledge to accelerate the drive for greater opportunity.”—**David Bley**, *Bill & Melinda Gates Foundation, Pacific Northwest Initiative*

This book presents the emerging model of place-based community engagement as a powerful process for attaining more positive and enduring results in their local communities as well as stimulating wider engagement by campus constituencies. Drawing upon the case studies of five institutions that have implemented place-based community engagement initiatives, the authors provide guidance on the opportunities, challenges, and considerations involved in putting a place-based approach into effect.

176 pp, 6" x 9", figures, tables & maps
Cloth, 2018, 978 1 62036 676 9, \$135.00
Paper, 2018, 978 1 62036 677 6, \$36.95
E-book, 2018, 978 1 62036 679 0, \$36.95

IUPUI Series on Service Learning Research



Research on Student Civic Outcomes in Service Learning

Conceptual Frameworks and Methods

Edited by Julie A. Hatcher, Robert G. Bringle and Thomas W. Hahn

Bringle and Thomas W. Hahn

This volume presents research on—and deepens understanding of—teaching strategies that foster the knowledge, skills and dispositions of students to be actively engaged in their communities as citizens and civic-minded professionals.

The first section offers an overview of civic learning and the importance of intentional service learning course design to reach civic outcomes. The next section employs various disciplinary perspectives to identify theories and conceptual frameworks for conducting research on student civic outcomes. The third section focuses on research methods and designs to improve research using quantitative and qualitative approaches, cross-institutional research strategies, longitudinal designs, authentic data, and local and national data sets.

336 pp, 6" x 9"

Cloth, 2016, 978 1 57922 342 7, \$135.00

Paper, 2016, 978 1 57922 343 4, \$45.00

E-Book, 2016, 978 1 57922 345 8, \$45.00

Stylus

Research on Service Learning

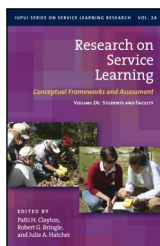
Conceptual Frameworks and Assessments

Edited by Patti H. Clayton, Robert G. Bringle and Julie A. Hatcher

The purpose of this work is to improve service learning research and practice through strengthening its theoretical base. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice.

Both volumes open with common chapters focused on defining the criteria for quality research.

Volume 2A then moves on to research related to students, and Volume 2B addresses community development, and the role of nonprofit organizations in service learning.



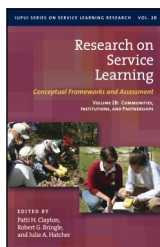
Volume 2A: Students and Faculty

350 pp, 6" x 9", tables & figures

Cloth, 2012, 978 1 57922 340 3, \$135.00

Paper, 2012, 978 1 57922 341 0, \$55.00

E-Book, 2013, 978 1 57922 839 2, \$55.00



Volume 2B: Communities, Institutions, and Partnerships

336 pp, 6" x 9", tables & figures

Cloth, 2012, 978 1 57922 883 5, \$135.00

Paper, 2012, 978 1 57922 884 2, \$55.00

E-Book, 2013, 978 1 57922 886 6, \$55.00

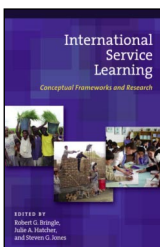
Research on Service Learning

Two-Volume set

660 pp, 6" x 9"

Paper, 2012, 978 1 57922 919 1, \$90.00

Stylus



International Service Learning

Conceptual Frameworks and Research

Edited by Robert G. Bringle, Julie A. Hatcher and Steven G. Jones

This book focuses on conducting research on International Service Learning, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty, and communities.

416 pp, 6" x 9", tables

Cloth, 2010, 978 1 57922 338 0, \$135.00

Paper, 2010, 978 1 57922 339 7, \$45.00

E-Book, 2012, 978 1 57922 536 0, \$45.00

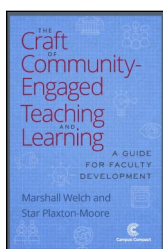
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Campus Compact



Campus Compact

Campus Compact is a national coalition of nearly 1,100 colleges and universities committed to the public purposes of higher education. We are a network comprising a national office and state and regional Compacts throughout the country. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact enables campuses to develop students' citizenship skills and forge effective community partnerships. Our resources support faculty and staff as they pursue community-based teaching and scholarship in the service of positive change.



The Craft of Community-Engaged Teaching and Learning

A Guide for Faculty Development

Marshall Welch and Star Plaxton-Moore

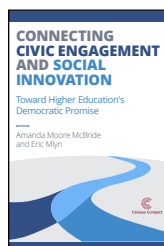
Using a conversational voice, the authors provide a foundation as well as a blueprint and tools to craft a community-engaged course. Based on extensive research, the book provides a scope and sequence of information and skills ranging from an introduction to community engagement, to designing, implementing, and assessing a course, to advancing the craft to prepare for promotion and tenure as well as how to become a citizen-scholar and reflective practitioner. An interactive workbook that can be downloaded from Campus Compact accompanies this tool kit with interactive activities that are interspersed throughout the chapters. The book and workbook can be used by individual readers or with a learning community.

240 pp, 6" x 9"

Paper, Sept 2019, 9781733902809, \$39.95

Cloth, Sept 2019, 9781733902816, \$95.00

E-Book, Sept 2019, 9781733902830, \$31.99



Connecting Civic Engagement and Social Innovation

Toward Higher Education's Democratic Promise

Eric Mlyn and Amanda Moore McBride

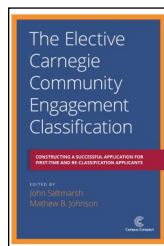
This book offers a much-needed appraisal of two key social change movements within higher education: civic engagement and social innovation. The authors critically explore the historical and contemporary contexts as well as democratic foundations (or absence thereof) of both approaches, concluding with a discussion of possible future directions that may make the approaches more effective in fulfilling the broader democratic mission of U.S. higher education. This is an essential resource for those in higher education who wish to promote and advance social change, as it provides an opportunity to critically examine where we are with our civic engagement and social innovation approaches and what we might do to best realize their promise through changes in our educational processes, pedagogical strategies, evaluation metrics, and outcomes.

200 pp, 6" x 9"

Paper, Mar 2020, 978 1 94545 922 1, \$39.95

Cloth, Mar 2020, 978 1 94545 921 4, \$95.00

E-Book, Mar 2020, 978 1 94545 923 8, \$31.99



The Elective Carnegie Community Engagement Classification

Constructing a Successful Application for First-Time and Re-Classification Applicants

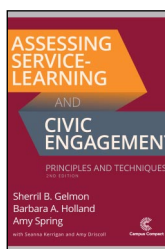
Edited by John Saltmarsh and Mathew B. Johnson

"In *The Elective Carnegie Community Engagement Classification*, Saltmarsh and Johnson have brought together scholars and practitioners from a diverse array of institutions who provide thoughtful, practical advice and insights about community engagement efforts in higher education. These experts offer candid reflections on how the process of applying for (or renewing) the classification can benefit an institution's culture, commitment, self-assessment, strategic planning, and outreach. Institutions interested in pursuing this voluntary classification, as well as

in enhancing their community engagement initiatives more broadly, will find this volume to be an extremely valuable resource.”—*Jonathan Alger, President, James Madison University*

The Carnegie Engagement Classification is designed to be a form of evidence-based documentation that a campus meets the criteria to be recognized as a community engaged institution. Editors John Saltmarsh and Mathew B. Johnson use their extensive experience working with the Carnegie Engagement Classification to offer a collection of resources for institutions that are interested in making a first-time or reclassification application for this recognition.

166 pp, 6" x 9"
Paper, 2018, 978 1 94545 914 6, \$39.95
Cloth, 2018, 978 1 94545 913 9, \$95.00
E-Book, 2018, 978 1 94545 916 0, \$31.99



Assessing Service-Learning and Civic Engagement

Principles and Techniques

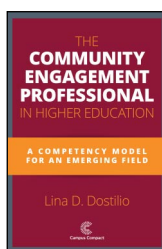
SECOND EDITION

**Sherril B. Gelmon,
 Barbara A. Holland, and
 Amy Spring**

With Seanna Kerrigan and Amy Driscoll

This book offers a broad overview of many issues related to assessment in higher education, with specific application for understanding the impact of service-learning and civic engagement initiatives. This revised edition includes an additional chapter that explores recent changes in the assessment landscape and offers examples and resources for designing assessment strategies for community engagement in higher education. The original text includes narrative addressing assessment issues and strategies; a detailed discussion of learning from multiple research projects performed over the past two decades about impact on multiple constituencies—students, faculty, communities, and institutions; and a discussion of strategies for data collection, analysis, synthesis, and reporting. Specific assessment instruments for use with each constituency are provided, including suggestions for administration, preparation, and data analysis. This volume will be helpful for individuals seeking a comprehensive resource on assessment issues in higher education.

500 pp, 8 1/2" x 11"
Paper, 2018, 978 1 94545 910 8, \$49.95
Cloth, 2018, 978 1 94545 909 2, \$95.00
E-Book, 2018, 978 1 94545 911 5, \$39.99



The Community Engagement Professional in Higher Education

*A Competency Model
 for An Emerging Field*
Edited by Lina D. Dostilio

“This volume provides a comprehensive and broad

contextual spectrum of necessary skills for serving students, faculty, campus centers, institutions, and the community. [It] is an important resource for the new generation of professionals who must face a myriad of tasks and challenges that did not exist for the previous generation of professionals who launched pedagogical movement that has since become a professional field unto itself.”—

*Marshall Welch, former Assistant Vice Provost
 for Community Engagement at Saint Mary's
 College of California.*

This book, offered by “practitioner-scholars,” is an exploration and identification of the knowledge, skills, and dispositions that are central to supporting effective community engagement practices between higher education and communities. The discussion and review of these core competencies are framed within a broader context of the changing landscape of institutional community engagement and the emergence of the Community Engagement Professional as a facilitator of engaged teaching, research, and institutional partnerships distinct from other academic professionals.

224 pp, 6" x 9", tables & figures
Paper, 2017, 978 1 94545 903 0, \$39.95
Cloth, 2017, 978 1 94545 902 3, \$95.00
E-Book, 2017, 978 1 94545 905 4, \$31.99

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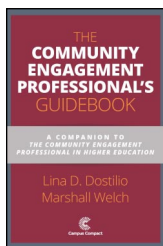
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The Community Engagement Professional's Guidebook

A Companion to The Community Engagement Professional in Higher Education

Lina D. Dostilio and Marshall Welch

Foreword by Andrew J. Seligsohn

This book is a companion guide to Campus Compact's successful publication *The Community Engagement Professional in Higher Education*. In the first text, Campus Compact Research Fellows—led by award-winning scholar-practitioner Lina D. Dostilio—identified a core of set of competencies needed by professionals charged with leading community engaged work on college campuses. In this companion guide, Dostilio teams up with Marshall Welch to build on the initial framework by offering guidance for how a community engagement professional (CEP) should conceptualize, understand, and develop their practice in each of the original competency areas.

Over 10 chapters the authors address questions for those “brand new to the role” and interested in how to start a community engagement unit or center, or from people who are considering jobs doing the work on a campus, or from individuals “are trying to navigate the political environment on their campuses to expand and deepen their unit's reach.”

250 pp, 6" x 9"
Paper, 2019, 9781945459184, \$39.95
Cloth, 2019, 9781945459177, \$95.00
E-Book, 2019, 9781945459207, \$31.99

Benchmarks for Campus Community Partnerships

Edited by Jan Torres

45 pp, 8" x 10 1/4"
Pamphlet, 2000, 978 0 9667371 4 1, \$18.00

Civic Engagement Across the Curriculum

A Resource Book for Service-Learning Faculty in All Disciplines

Richard M. Battistoni

E-Book, 2016, 978 1 945459 08 5, \$22.99

Fundamentals of Service-Learning Course Construction

Kerrissa Heffernan

300 pp, 8 1/2" x 11"
Paper, 2001, 978 0 9667371 6 5, \$45.00

Introduction to Service-Learning Toolkit

Readings and Resources for Faculty

SECOND EDITION

304 pp, 8 1/2" x 11"
Paper, 2003, 978 0 9729394 1 6, \$49.00

Lessons Learned on the Road to Student Civic Engagement

Tara Germond, Ellen Love, Liz Moran, Sherita Moses and Stephanie Rail

46 pp, 7" x 10"
Pamphlet, 2006, 978 0 9729394 7 8, \$12.00

Looking In, Reaching Out

A Reflective Guide for Community Service-Learning Professionals

Edited by Barbara Jacoby and Pamela Mutascio

Foreword by Richard Harris

260 pp, 8 1/2" x 11"
Paper, 2010, 978 0 9729394 9 2, \$35.00

One with the Community

Indicators of Engagement at Minority-Serving Institutions

Edward Zlotkowski, Rosalyn Jacobs Jones, Margarita Maria Lenk, Jennifer Meeropol, Sherril B. Gelmon and Katrina H. Norvell

205 pp, 8 1/2" x 11"
Paper, 2005, 978 0 9729394 4 7, \$35.00

Partnerships That Work

The Stories and Lessons From Campus/Community Collaborations

Charlene J. Gray, James M. Heffernan and Michael H. Norton

48 pp, 8 1/2" x 11"
Paper, 2010, 978 1 945459 01 6, \$10.00

Raise Your Voice

A Student Guide to Making Positive Social Change

Edited by Richard E. Cone, Abby Kiesa and Nicholas V. Longo

148 pp, 8 1/2" x 11"
Paper, 2006, 978 0 9729394 6 1, \$37.00



CAMPUS COMPACT PUBLICATIONS RESEARCH METHODS & POLICY

Service-Learning Course Design for Community Colleges

Marina Baratian, Donna K. Duffy, Robert Franco, Amy Hendricks, Roger Henry and Tanya Renner

Foreword by Kay McClenney

109 pp, 8 1/2" x 11"

Paper, 2007, 978 0 9729394 8 5, \$32.00

Students as Colleagues

Expanding the Circle of Service-Learning Leadership

Edited by Edward Zlotkowski, Nicholas V. Longo and James R. Williams

279 pp, 7" x 10"

Paper, 2006, 978 0 9729394 5 4, \$35.00

The Community's College

Indicators of Engagement at Two-Year Institutions

Edited by Edward Zlotkowski, Donna K. Duffy, Robert Franco, Sherril B. Gelmon, Katrina H. Norvell, Jennifer Meeropol and Steven K. Jones

130 pp, 8 1/2" x 10 5/8"

Paper, 2004, 978 0 9729394 2 3, \$35.00

The Engaged Department Toolkit

Richard M. Battistoni, Sherril B. Gelmon, John Saltmarsh, Jon Wegin and Edward Zlotkowski

90 pp, 8 1/2" x 11"

Paper, 2003, 978 0 9667371 0 3, \$70.00

The New Student Politics

The Wingspread Statement on Student Civic Engagement

SECOND EDITION

Sarah E. Long

24 pp, 7 1/2" x 10 5/8"

Pamphlet, 2002, 978 99909 0 613 4, \$12.00

The Promise of Partnerships

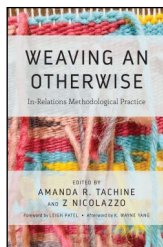
Tapping into the College as a Community Asset

Jim Scheibel, Erin M. Bowley and Steven Jones

110 pp, 6" x 9"

Paper, 2005, 978 0 9729394 3 0, \$23.00

Research Methods & Policy



FORTHCOMING

Weaving an Otherwise

*In-Relations
Methodological Practice*

Edited by Amanda R. Tachine and Z Nicolazzo

Foreword by Leigh Patel

Afterword by K. Wayne Yang

Who (and what) are you bearing witness to (and for) through your research? When you witness, what claims are you making?

This book reconceptualizes qualitative research as an in-relations process, one that is centered on, fully concerned with, and lifts up, those who have been and continue to be dispossessed, harmed, dehumanized, suffered, and erased because of white supremacy, settler colonialism, or other hegemonic world views.

It prompts scholars to make connections between themselves as "researchers" and affect, ancestors, community, family and kinship, space and place, and the more than human beings with whom they are always already in community.

What are the modes and ways of knowing through which we approach our research? How can the practice of research bring us closer to the peoples, places, more than human beings, histories, presents, and futures in which we are embedded and connected to? If we are the instruments of our research, then how must we be attentive to all of the affects and relations that make us who we are and what will become? These questions animate *Weaving an Otherwise*, providing a wellspring from which we think about our interconnections to the past, present, and future possibilities of research.

After an opening chapter by the editors that explores the consequences and liberating opportunities of rejecting dominant qualitative methodologies that erase the voices of the subordinated and disdained, the contributors of nine chapters explore and enact approaches that uncover hidden connections and reveal unconscious value systems.

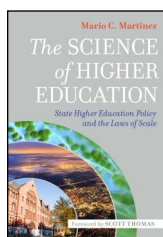
228 pp, 6" x 9"

Cloth, Apr 2022, 978 1 64267 332 6, \$135.00

Paper, Apr 2022, 978 1 64267 333 3, \$29.95

E-book, Apr 2022, 978 1 64267 335 7, \$29.95



**NEW**

The Science of Higher Education

State Higher Education Policy and the Laws of Scale

Mario C. Martinez

Foreword by Scott L. Thomas

"Mario Martinez's dynamic scale-based approach offers an innovative and likely controversial perspective that promises to provoke healthy and needed debate in this important field of public policy."—**Arthur M. Hauptman**, *Independent Public Policy Consultant Specializing in Domestic and International Higher Education Finance*

"For those who care deeply about college policy and finance, this book will give you a lot of ideas to chew on."—**Michael Bastedo**, *Professor and Director, Center for the Study of Higher and Postsecondary Education, University of Michigan School of Education*

This book introduces a new paradigm that explores state higher education funding, enrollment, completion, and supply through the lens of what are commonly known as power laws. Power laws explain patterns in biological systems and characteristics of cities. Like cities, state higher education systems are complex adaptive systems, so it is little surprise that power laws also explain funding, enrollment, completion, and supply.

The scale relationships this book uncovers suggest the potential benefits state policymakers could derive by emphasizing enrollment, completion, or capacity policies, based on economies of scale, marginal benefits, and the return states get on enrollment and completion for the funding they provide.

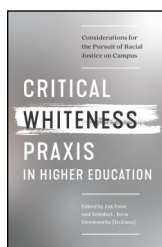
The various features of state higher education systems that conform to scale patterns do not alone provide definitive answers for appropriate funding levels, however. As this book addresses, policymakers need to take into account the macro forces, from demography to geography and the economy, that situate the system, as well the interactions between government and market actors that are at the core of every state higher education system and influence the outcomes it achieves.

228 pp, 6" x 9"

Cloth, June 2021, 978 1 64267 088 2, \$135.00

Paper, June 2021, 978 1 64267 089 9, \$35.00

E-book, June 2021, 978 1 64267 091 2, \$35.00

**FORTHCOMING**

Critical Whiteness Praxis in Higher Education

Considerations for the Pursuit of Racial Justice on Campus

Edited by Zak Foste and

Tenisha L. Tevis

College and university administrators are increasingly called to confront the deeply entrenched racial inequities in higher education. To do so, corresponding attention must be given to historical and contemporary manifestations of whiteness in higher education and student affairs.

This book bridges theoretical and practical considerations regarding the ways whiteness functions to underwrite racially hostile and unwelcoming campus communities for People of Color, all the while upholding the interests and values of white students, faculty, and staff.

While higher education scholars and practitioners have long explored the role of race and racism in college and university contexts, rarely have they done so through a lens of Critical Whiteness Studies (CWS). Exploring such topics through the lens of CWS offers new opportunities to both examine white identities, attitudes, and ways of being, and to explicitly name how whiteness is embedded in environments that marginalize and oppress students, faculty, and staff of color. This book is especially concerned with naming the material consequences of whiteness in the lives of People of Color on college and university campuses in the United States.

Part one of the book introduces theoretical ideas and concepts administrators, scholars, and activists might use to interrogate how whiteness functions one campus. Part two of the book explores practical considerations for how whiteness functions across campus spaces, including student leadership programs, fraternity and sorority life, faculty tenure and promotion, LGBTQ support services, and so forth

288 pp, 6" x 9"

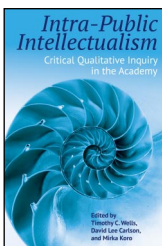
Paper, Apr 2022, 978 1 64267 269 5, \$29.95

Cloth, Apr 2022, 978 1 64267 268 8, \$135.00

E-Book, Apr 2022, 978 1 64267 271 8, \$29.95



NOTIFY ME



Intra-Public Intellectualism

Critical Qualitative Inquiry in the Academy

Edited by Timothy C. Wells, David Lee Carlson and Mirka Koro

In a decidedly anti-intellectual moment, exemplified by such recent phenomena as denials of science, defunding of universities, and distrust of “facts,” *Intra-Public Intellectualism* examines the relationships among qualitative inquiry, truth telling and social activism.

With contributions from scholars and activists around the world, the book addresses three key tensions in the field of social inquiry. The first tension concerns the proliferation of digital environments and virtual spaces, exploring how the “public” in public intellectualism might be reconsidered. The second tension concerns the ongoing critiques of truth and subjectivity, exploring how these disruptions change the work of the intellectual. The third tension concerns the growing scientific and philosophical rejection of static material worlds, exploring what becomes of social responsibility and justice when agency extends beyond human subjects.

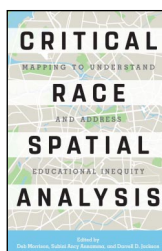
Qualitative Inquiry: Critical Ethics, Justice, and Activism Series 5

200 pp, 6” x 9”

Cloth, 2020, 978 1 97550 247 8, \$135.00

Paper, 2020, 978 1 97550 248 5, \$34.95

E-book, 2020, 978 1 97550 250 8, \$34.95



Critical Race Spatial Analysis

Mapping to Understand and Address Educational Inequity

Edited by Deb Morrison, Subini Ancy Annamma and Darrell D. Jackson

“The growth of critical race studies has prompted huge advances in our understandings of the numerous complex, shifting and often hidden ways in which racism operates in the contemporary world. This ground-breaking volume brings together cutting-edge scholarship that applies the principles and inspiration of critical race theory (CRT) to critical spatial analyses. The result is a provocative and fascinating collection that will have a lasting impact on the field.”—**David Gillborn**, *Director, Centre for Research in Race & Education, University of Birmingham*

“*Critical Race Spatial Analysis* is an intellectually captivating text. The use of practical, real life examples and accessible language are ideal for beginners in critical race studies, providing them conceptual and empirical anchors to develop multi-scalar investigations for diverse contexts. Theoretically rich and methodologically sound studies feature both nuanced and comprehensive complexities, compelling the more experienced to envision novel interstices. CRSA is an inspiration, an impetus to rethink and retool efforts that address educational inequities.”—**Eileen R. Carlton Parsons**, *PhD, Professor, Science Education, University of North Carolina at Chapel Hill*

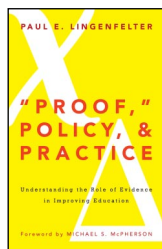
“We highly recommend this text to all who are interested in exposing and eradicating educational inequities.”—**Teachers College Record**

200 pp, 7” x 10”, 34 maps & figures

Cloth, 2017, 978 1 62036 423 9, \$135.00

Paper, 2017, 978 1 62036 424 6, \$36.95

E-book, 2017, 978 1 62036 426 0, \$36.95



“Proof,” Policy, and Practice

Understanding the Role of Evidence in Improving Education

Paul E. Lingenfelter

Foreword by Michael S. McPherson

“Understanding public policy — not just what it is, but how it is created — is essential knowledge for college leaders. Paul Lingenfelter’s book provides new insights in how to construct evidence-based public policies based on solid research and evaluation.”—**Michael N. Bastedo**, *Professor, Director, Center for the Study of Higher and Postsecondary Education, University of Michigan*

“This common sense and thorough walk through the development of assessment practice and policy, punctuated with diligent attention to research, should become required reading for educational policymakers.”—**Gene Wilhoit**, *CEO, Center for Innovation in Education, former Executive Director of CCSSO and former education commissioner in Kentucky and Arkansas*

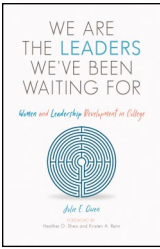
264 pp, 6” x 9”, 11 figures & 6 tables

Cloth, 2015, 978 1 57922 750 0, \$135.00

Paper, 2015, 978 1 57922 751 7, \$32.50

E-book, 2015, 978 1 57922 753 1, \$32.50

Women & Leadership



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



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. Activists on and off campus will find inspiration, challenge, and resonance."—**Heather D. Shea and Kristen A. Renn, Michigan State University**

At this time of social flux, of changing demographics on campus and the world beyond, of recognition of intersectional identities, as well as the wide variety of aspirations and career goals of today's women undergraduates, how can colleges and universities best prepare them for the demands of modern leadership?

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.

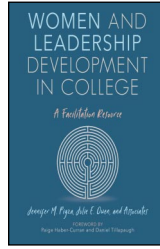
Recognizing that there are many possible manifestations of leadership or gender, this text encourages students to embrace the contradictions rather than engaging in dualistic, black-and-white thinking.

252 pp, 6" x 9", 39 illus

Cloth, 2020, 978 1 64267 008 0, \$135.00

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

E-book, 2020, 978 1 64267 011 0, \$32.50



NEW

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?

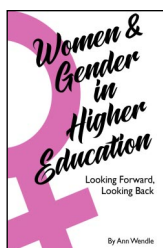
This text is a detailed resource for anyone interested in women and leadership education, whether through a full-length course, a weekend workshop, or a one-time topical session. It also serves as a companion to the book *We are the Leaders We've Been Waiting For: Women and Leadership Development in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

192 pp, 8 1/2" x 11", 9 illus

Cloth, Sept 2021, 978 1 64267 012 7, \$135.00

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

E-book, Sept 2021, 978 1 64267 015 8, \$35.00



NEW

Women and Gender in Higher Education

Looking Forward, Looking Back

Ann Wendle

“Wendle’s book is a valuable resource, outlining the fraught and difficult history of women in higher education, and encouraging readers to think about how that legacy informs the urgent matters of our present moment. So many of us are working every day on issues of representation, diversity, and equity in colleges, universities, and beyond. For us, these topics are not just theoretical but vitally tied to our lived experience. *Women and Gender in Higher Education: Looking Forward, Looking Back* provides us with the background, theory, and strategies to enable real progress and change.”—**Heidi Hanrahan**, *Professor of English, Shepherd University*

Since the founding of the nation, higher education has helped female faculty and students assert themselves in establishing equality between men and women across the country (Morris, 1984). During the nineteenth century, women had limited access to many sectors of American society because of their inferior status to men. Such differences were visible in both political and academic arenas. This discrimination reflected general societal norms of the time, relegating women to the roles of mothers and homemakers. *Women and Gender in Higher Education* provides a comprehensive review of the varying concepts that address the development of women in higher education, including how women understand the world around them—making meaning for themselves and their environment—and acknowledging the intersectionality of their identity. It also breaks new ground in the conversation about the roles of women and gender in higher education.

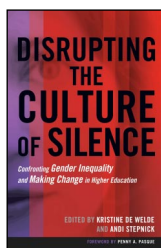
Culture and Society in Higher Education

200 pp, 7" x 10"

Cloth, Jan 2021, 978 1 97550 295 9, \$149.95

Paper, Jan 2021, 978 1 97550 296 6, \$47.95

E-book, Jan 2021, 978 1 97550 298 0, \$47.95



Disrupting the Culture of Silence

Confronting Gender Inequality and Making Change in Higher Education

Edited by Kristine De Welde and Andi Stepnick

Foreword by Penny A. Pasque

“Engagingly written and rich in formal data and telling anecdote, this sociologically smart collection will be an important tool for graduate students and faculty confronting what remains a male-biased system of higher education. The editors draw on their own interviews with women in many academic disciplines and enlist other researchers and activists to provide a rich and deep look at gendered experiences in academia today. Commendably, the editors give strong representation to women of color, disabled women, and lesbians in defining how ‘women’ experience (and overcome) diverse challenges. Variation among disciplines and between institutions is also highlighted. The beauty of the volume emerges most in its telling details: e.g., the problematic idea that ‘just say no’ to service work is a feasible organizational strategy; the value in changing policy rather than seeking ad hoc accommodations; the self-contradictory advice about when in an academic career to have a baby. Excellent bibliography and list of disciplinary and other extra-university resources for change make this book an invaluable resource for all faculty or students looking for insight into strategies for real inclusivity. Summing Up: Highly recommended.”—**Choice**

CHOICE 2015 OUTSTANDING ACADEMIC TITLE

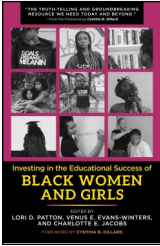
392 pp, 6" x 9", tables & figures

Cloth, 2014, 978 1 62036 217 4, \$135.00

Paper, 2014, 978 1 62036 218 1, \$37.50

E-book, 2015, 978 1 62036 220 4, \$ 37.50

Race & Diversity



FORTHCOMING

Investing in the Educational Success of Black Women and Girls

Edited by Lori D. Patton, Venus Evans-Winters and Charlotte Jacobs

"In the powerful essays that make up this book, Black women and girls are listened to, appreciated and valued in recognition of the unrelenting challenges to our existence in a world that continues to be committed to stifling our voices. What these authors know intimately is that such stifling is not because what Black women and girls are saying isn't important: It is precisely because it is.

This book names the challenges Black women and girls continue to experience as we pursue our education and offers implications and recommendations for practitioners, teachers, administrators, and policymakers. [It] needs to be read widely and deeply studied as much for its formations and beautiful representations of Black women and girls as its recommendations. It is the truth-telling we need today and a groundbreaking resource we need today and beyond."—**Cynthia B. Dillard** (*Nana Mansa II* of Mpeasem, Ghana), Athens, Georgia; and Cape Coast, Central Region, Ghana

While figures on Black women and girls' degree attainment suggest that as a group they are achieving in society, the reality is that their experiences are far from monolithic: and that the educational system from early on and through college imposes barriers and inequities, pushing many out of school, criminalizing their behavior, and leading to a high rate of incarceration.

The purpose of this book is to illuminate scholarship on Black women and girls throughout the educational pipeline. The contributors name the challenges Black women and girls face while pursuing their education; and offer implications and recommendations for practitioners, policymakers, teachers, and administrators to consider in ensuring the success of Black women and girls.

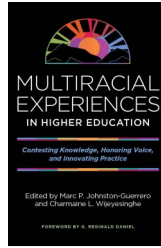
324 pp, 6" x 9"
Cloth, Nov 2021, 978 1 62036 796 4, \$135.00
Paper, Nov 2021, 978 1 62036 797 1, \$37.50
E-book, Nov 2021, 978 1 62036 799 5, \$37.50



See also:

Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students

Pg. 66



NEW

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

"This collection of excellent scholarly analyses, compelling narratives, and practical implications will surely be a vital asset to researchers and educators seeking to empower and serve multiracial communities for generations to come."—**Samuel D. Museus**, *Professor of Education Studies and Founding Director of the National Institute for Transformation and Equity, University of California San Diego*

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.

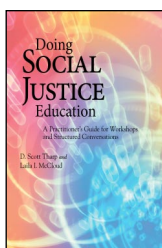
This book invites Multiracial readers, their allies, and those people who interact with and influence the daily lives of Multiracial people to explore issues of identity and self-care, build coalitions on campus, and advocate for change. For administrators, student affairs personnel, and anyone concerned 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.

312 pp, 6" x 9", 11 illus
Cloth, Feb 2021, 978 1 64267 068 4, \$135.00
Paper, Feb 2021, 978 1 64267 069 1, \$35.00
E-book, Mar 2021, 978 1 64267 071 4, \$35.00

See also:

Promoting Equity and Justice Through Pedagogical Partnership

Pg. 8



Doing Social Justice Education

A Practitioner's Guide for Workshops and Structured Conversations

D. Scott Tharp

With Roger A. Moreano

Foreword by 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.

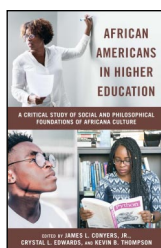
142 pp, 8 1/2" x 11", 9 figures, 24 handouts & 10 tables
Cloth, 2020, 978 1 64267 036 3, \$135.00
Paper, 2020, 978 1 64267 037 0, \$29.95
E-book, 2020, 978 1 64267 039 4, \$29.95

See also:

Becoming a White Antiracist

A Practical Guide for Educators, Leaders, and Activists

Pg. 1



African Americans in Higher Education

A Critical Study of Social and Philosophical Foundations of Africana Culture

Edited by James L.

Conyers, Crystal L. Edwards and Kevin B. Thompson

This book critically examines African Americans in higher education, with an emphasis on the social and philosophical foundations of Africana culture. This is a critical interdisciplinary study, one which explores the collection, interpretation, and analysis of quantitative and qualitative data in the field of higher education. To date, there are not any single-authored or edited collections that attempt to research the logical and conceptual ideas of the disciplinary matrix of Africana social and philosophical foundations of African Americans in higher education. Therefore, this volume provides readers with a compilation of literary, historical, philosophical, and communicative essays that describe and evaluate the Black experience from an Afrocentric perspective for the first time.

Critical Race Issues in Education

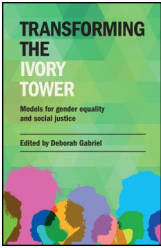
370 pp, 6" x 9"

Cloth, 2020, 978 1 97550 204 1, \$149.95

Paper, 2020, 978 1 97550 205 8, \$42.95

E-book, 2020, 978 1 97550 207 2, \$42.95





Transforming the Ivory Tower

Models for Gender Equality and Social Justice

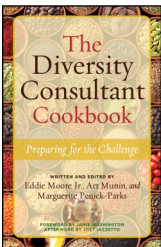
Edited by Deborah Gabriel

These research case studies by Black women academics describe the transformative work of contributors to the Ivory Tower project, adding intersectional voices from the United States, Canada and Australia, and LGBTQ perspectives. Privileging their lived experience, intellectual, social and cultural capital, they recount the self-defined pathways for social justice developed by women of color.

Drawing on critical race theory and Black feminism, the authors navigate challenging spaces to create meaningful roles in addressing race and gender disparities that range from invisibility in the academy to tackling female genital mutilation. Their research and practice, so often unacknowledged, is shown to be transforming teaching, research, professional and community practice within and beyond the academy.

136 pp, 6" x 9"
Paper, 2020, 978 1 85856 677 1, \$37.95

th



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

From the Foreword:

"Today, as the demand grows for people to have the capacity to work effectively within and across difference, the need for skilled and effective diversity consultants is critical. This book offers important topics to consider if you believe you have what it takes to serve your profession and community in this way. This book will get you ready, so that you will not only want to serve the meal but enjoy the preparation as well."—**Jamie Washington**, *President and Founder, Washington Consulting Group; Visiting Assistant Professor, Winston Salem State University, and 2019 President, ACPA*

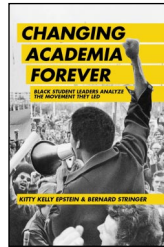
Written to advise how to get started in, and develop a career as, diversity consultants, whether part- or full-time, this succinct cookbook provides

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.

This book 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.

120 pp, 5 1/2" x 8 1/4", figures
Cloth, 2019, 978 1 62036 978 4, \$135.00
Paper, 2019, 978 1 62036 979 1, \$36.95
E-book, 2019, 978 1 62036 981 4, \$36.95



Changing Academia Forever

Black Student Leaders Analyze the Movement They Led

Kitty Kelly Epstein and Bernard Stringer

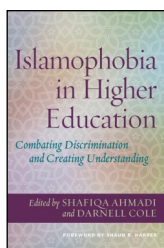
The most effective and long-lasting student strike in U.S. history took place at San Francisco State College in 1968. The first Black Student Union, the first Black Studies Department, the only College of Ethnic Studies, and the admission of thousands of students of color resulted from this four-and-a-half-month strike which shut down 80% of the campus. It has been called the movement which "changed academia forever."

Black students were only a small percentage of those on campus, but they managed to engage thousands of white, Latino, Asian, and indigenous students; SDS and the Third World Liberation Front; the faculty union; and a huge portion of the San Francisco Community. In the end, they were able to win most of their 15 demands.

The book is written by two participants in the strike, one a member of the BSU leadership. Oral histories of strike leaders are integrated with discussion of the events and significance of this movement. What were the politics and strategies? Why was the strike successful and what are the insights for today's mass movements?

165 pp, 6" x 9"
Cloth, 2020, 978 1 97550 271 3, \$139.95
Paper, 2020, 978 1 97550 272 0, \$39.95
E-book, 2020, 978 1 97550 274 4, \$39.95





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; Founder and Executive Director of the USC Race and Equity Center, University of Southern California

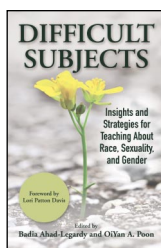
In the current climate of Islamophobia, institutions require a nuanced understanding of laws and policies that institutionalize it, and a greater understanding of the diverse college students that identify as Muslim. This book fills what has been a dearth of research that explores the experiences and navigation of Muslim students in colleges and universities, and addresses the even less studied domain of the experiences of Muslim students who hold multiple marginalized identities — such as race, ethnicity, and LGBTQ status — as well as the intersection of those identities that may create multiple burdens of oppression and discrimination.

180 pp, 6" x 9", 3 figures

Cloth, 2020, 978 1 62036 974 6, \$135.00

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

E-book, 2020, 978 1 62036 977 7, \$29.95



Difficult Subjects

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

Edited by Badia Ahad-Legardy and OiYan A. Poon

Foreword by Lori D. Patton

"Difficult Subjects could not have come at a better time. It offers keen insights and guidance without being prescriptive. It offers critical social analysis while still being pragmatic and accessible. As educators grapple with the tensions the current administration poses, this text serves as a beautiful and necessary counterbalance as we collectively try to regain our humanity."—**Nolan Cabrera**, Associate Professor, Center for the Study of Higher Education, University of Arizona

Difficult Subjects is a collection of essays from scholars across disciplines, institutions, and ranks that offers diverse and multi-faceted approaches to teaching about subjects that prove both challenging and often uncomfortable for both the professor and the student. It encourages college educators to engage in forms of practice that do not pretend that teachers and students are unaffected by world events and incidents that highlight social inequalities.

The book will also serve as inspiration for academics who believe that their area of study does not allow for such pedagogical inquiries to also teach in ways that address difficult subjects.

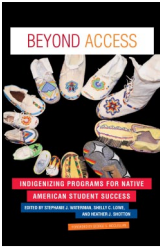
Contributors to this volume span a range of disciplines from criminal justice to gender studies to organic chemistry, and demonstrate the productive possibilities that can emerge in college classrooms when faculty consider "identity" as constitutive of rather than divorced from their academic disciplines.

304 pp, 6" x 9", 7 figures & 4 tables

Cloth, 2018, 978 1 62036 791 9, \$135.00

Paper, 2018, 978 1 62036 792 6, \$38.50

E-book, 2018, 978 1 62036 794 0, \$38.50



Beyond Access

Indigenizing Programs for Native American Student Success

Edited by Stephanie J. Waterman, Shelly C. Lowe and Heather J. Shotton

Foreword by George S. McClellan

"This book demonstrates the resistance of Indigenous students and educators to deficit models that fail to account for the effects of settler-colonialism. In addition, the editors and contributors do the work of both decolonizing post-secondary education and Indigenizing education in ways that promote Native students' personal and community achievement. This text is a contribution to Native National Building and a must-read for anyone committed to Indigenizing post-secondary educational practice."—**Dafina-**

Lazarus (D-L) Stewart, *Tri-Director: Student Affairs in Higher Education Program, Colorado State University*

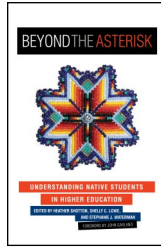
This book argues that two principal factors are inhibiting Native students from transitioning from school to college and from succeeding in their post-secondary studies. Many attend schools that are poorly resourced where they are often discouraged from aspiring to college. In addition, many are alienated from the educational system by a lack of culturally appropriate and meaningful environment or support systems that reflect Indigenous values.

192 pp, 6" x 9", 2 tables

Cloth, 2018, 978 1 62036 287 7, \$135.00

Paper, 2018, 978 1 62036 288 4, \$36.95

E-book, 2018, 978 1 62036 290 7, \$36.95



Beyond the Asterisk

Understanding Native Students in Higher Education

Edited by Heather J. Shotton, Shelly C. Lowe and Stephanie J. Waterman

Foreword by John Garland

Native Americans are often excluded from institutional data and research on college students, relegated to an asterisk denoting the population as statistically insignificant. This book provides the higher education community with a solid foundation for responding to the needs not only of these students, but also renders visible all Native Americans on campus, including faculty and staff.

While predominantly addressed to the student affairs profession – providing an understanding of the needs of the Native students it serves, describing the multi-faceted and unique issues, characteristics and experiences of this population, and sharing proven approaches to developing appropriate services – it also covers issues of broader administrative concern, such as collaboration with tribal colleges; as well academic issues, such as graduate and professional education.

204 pp, 6" x 9"

Cloth, 2013, 978 1 57922 623 7, \$135.00

Paper, 2013, 978 1 57922 624 4, \$38.50

E-book, 2013, 978 1 57922 626 8, \$38.50

See

Critical Whiteness Praxis in Higher Education

Pg. 53

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Connect with Stylus online! We tweet, post and blog about the latest news, events, and trends in Higher Education.

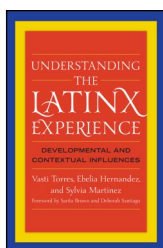
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Understanding the Latinx Experience

Developmental and Contextual Influences

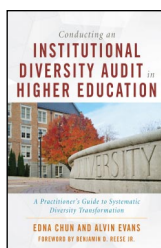
Vasti Torres, Ebelia Hernández and Sylvia Martínez

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 García**, *President, American Association of State Colleges and Universities*

"Not only are Latinx a diverse groups from many different cultural backgrounds, but from many different economic circumstances, family backgrounds and expectations, communities, and academic experiences. 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*

156 pp, 6" x 9", 9 figures & 10 tables
Cloth, 2019, 978 1 57922 314 4, \$135.00
Paper, 2019, 978 1 57922 315 1, \$36.95
E-book, 2019, 978 1 62036 734 6, \$36.95



Conducting an Institutional Diversity Audit in Higher Education

A Practitioner's Guide to Systematic Diversity Transformation

Edna Chun and Alvin Evans

Foreword by Benjamin D. Reese

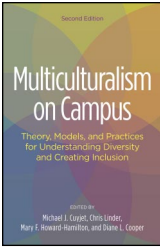
"Chun and Evans have provided a definitive roadmap for the academy to self-assess our progress towards the institutional inclusiveness that we strive to achieve. Higher Education will benefit from this book for institutional strategic planning around the diversity, equity, and inclusion space."—**Dennis A. Mitchell**, *Vice Provost for Faculty Advancement, Columbia University*

"Many colleges and universities have made a commitment to implementing diversity practices without a similar commitment to assessing the effectiveness of those practices. This book is a critical resource to help move institutions toward that important next step."—**Bryan Cook**, *Vice President, Data and Policy Analysis, Association for Public & Land-Grant Universities*

"Chun and Evans provide an empirically-based approach to auditing campus diversity and inclusion. It's a must read!"—**Benjamin D. Reese, Jr.**, *Vice President and Chief Diversity Officer, Office for Institutional Equity, Duke University/Duke University Health System*

This book lays out a framework for a systematic and sustained diversity process that first recognizes that too many diversity initiatives have generated more statements of intent than actual change, and that audits conducted by outside bodies frequently fail to achieve buy-in or long-term impact, and are costly endeavors. The authors' framework identifies nine dimensions that need to be addressed to achieve a comprehensive audit that leads to action, describes the underlying research-based practices, and offers guidance on ensuring that all relevant voices are heard. The process is designed to be implemented by and within the institution, saving the considerable expense of outside consulting and design. In addition, it offers flexibility in the timing and sequence of implementation, and provides the means for each institution to interrogate its unique circumstances, context, and practices.

228 pp, 8 1/2" x 11", 21 illus
Cloth, 2019, 978 1 62036 818 3, \$135.00
Paper, 2019, 978 1 62036 819 0, \$36.95
E-book, 2019, 978 1 62036 821 3, \$36.95



Multiculturalism on Campus

Theory, Models, and Practices for Understanding Diversity and Creating Inclusion

SECOND EDITION

Edited by Michael J. Cuyjet, Diane L. Cooper, Chris Linder and Mary F. Howard-Hamilton



"In two words: impressively comprehensive. New professionals and seasoned administrators alike will find much that is useful in the second edition of this book. The editors have again assembled a dynamic constellation of scholars who offer rich insights into the texture and substance of multiculturalism on contemporary college campuses. Anyone who aspires to become a more culturally competent and responsive educator should read this text."—

Shaun R. Harper, *Professor and Executive Director, University of Pennsylvania Center for the Study of Race & Equity in Education*

"A *tour de force*. In this single volume noted scholars have created an excellent textbook for undergraduate and graduate students; a teaching tool for faculty; and, a comprehensive resource for all who strive for multiculturalism and social justice on college campuses."—**Paul Shang**, *Assistant Vice President and Dean of Students, University of Oregon, Past President, ACPA-College Student Educators International*

This second edition retains the structure and vision of the first, introducing readers to the key theories and models for understanding the complexity of the students they serve, and for reflecting on their own values and motivations. It provides an array of case studies, discussion questions, examples of best practice, and recommendations about resources for use in the classroom.

432 pp, 6" x 9"
Cloth, 2016, 978 1 62036 415 4, \$135.00
Paper, 2016, 978 1 62036 416 1, \$38.50
E-book, 2016, 978 1 62036 418 5, \$38.50

See also:

Design Thinking in Student Affairs

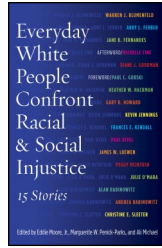
A Primer

Pg. 70

See also:

Becoming a White Antiracist

Pg. 1



Everyday White People Confront Racial and Social Injustice

15 Stories

Edited by Eddie Moore, Marguerite W. Penick-Parks and Ali Michael

Foreword by Paul C. Gorski



While we are all familiar with the lives of prominent Black civil rights leaders, few of us have a sense of what is entailed in developing a White anti-racist identity. Few of us can name the White activists who joined the struggle against discrimination, let alone understand the complexities, stresses and contradictions of doing this work while benefiting from the privileges they enjoyed as Whites.

This book fills that gap by vividly presenting – in their own words – the personal stories, experiences and reflections of fifteen prominent White anti-racists. They recount the circumstances that led them to undertake this work, describe key moments and insights along their journeys, and frankly admit their continuing lapses and mistakes. They make it clear that confronting oppression (including their own prejudices) – whether about race, sexual orientation, ability or other differences – is a lifelong process of learning.

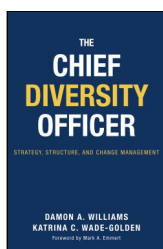
This is an eye-opening book for anyone who wants to understand what it means to be White and the reality of what is involved in becoming a White anti-racist and social justice advocate; is interested in the paths taken by those who have gone before; and wants to engage reflectively and critically in this difficult and important work.

Contributing Authors

Warren J. Blumenfeld
 Abby L. Ferber
 Jane K. Fernandes
 Michelle Fine
 Diane J. Goodman
 Paul C. Gorski
 Heather W. Hackman
 Gary R. Howard
 Kevin Jennings
 Frances E. Kendall
 Paul Kivel
 James W. Loewen
 Peggy McIntosh
 Julie O'Mara
 Alan Rabinowitz
 Andrea Rabinowitz
 Christine E. Sleeter

206 pp, 6" x 9"
Cloth, 2015, 978 1 62036 207 5, \$135.00
Paper, 2015, 978 1 62036 208 2, \$22.50
E-book, 2015, 978 1 62036 210 5, \$22.50

A conceptual and evidence-based framework for addressing diversity; a blueprint for rethinking institutional strategies and organizational structures for effective implementation



The Chief Diversity Officer

Strategy, Structure, and Change Management

Damon A. Williams and Katrina C. Wade-Golden

Foreword by Mark A. Emmert

"The Chief Diversity Officer

provides an extremely thorough and thoughtful overview of the importance of the evolving role and responsibilities of this position in higher education. This timely volume includes a sophisticated discussion of the structural issues involved in diversity leadership, incorporating both educational theory and practical wisdom and advice. It will be a valuable resource for academic leaders across the country who care about the educational imperatives of diversity in higher education."

—**Jonathan Alger**, *President, James Madison University*

This volume addresses the issue of who should be tasked to advance in institution's diversity initiatives and policies. Having established in the companion volume the parameters for an effective diversity strategy, Damon Williams, here in conjunction with Katrina Wade Golden, address such questions as: Does the process need a chief diversity officer (CDO) to implement it? And, if it does, at what level of the organization should the position be established, and what resources and functions should it control? This book is the first to identify and define this new role.

Rather than prescribing a specific model for designing the CDO role, this book provides the reader with the key dimensions that she or he must consider in developing, supporting, or undertaking this strategic diversity leadership role.

450 pp, 6" x 9"

Cloth, 2013, 978 1 57922 235 2, \$55.00

E-Book, 2013, 978 1 57922 818 7, \$55.00

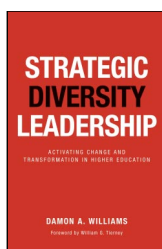
The Diversity Officer Set

Damon A. Williams and Katrina C. Wade-Golden

This set includes *Strategic Diversity Leadership* and *The Chief Diversity Officer*.

1112 pp, 6" x 9"

Set, 2013, 978 1 57922 823 1, \$95.00



BESTSELLER

Strategic Diversity Leadership

Activating Change and Transformation in Higher Education

Damon A. Williams

"Williams provides a wealth of practical guidance for leaders who see the need to move beyond episodic diversity interventions toward comprehensive institutional engagement and change. I warmly recommend this exceptionally useful book for any educational institution that already sees diversity as an educational value and now wants to reach toward the next and more challenging level of making excellence inclusive."—**Carol Schneider**, *Past President, Association of American Colleges and Universities (AAC&U)*

"Williams melds a deep understanding of diversity with a sophisticated understanding of the nuances of leadership and organizational change. This is an important book, which harnesses research and theory to lead real world change."

—**Molly Corbett**, *President, American Council of Education*

There is a growing recognition, particularly in business and the military, that we have to educate and develop the capacities of our citizens from all levels of society and all demographic and social groups to live fulfilling lives in an inter-connected globe.

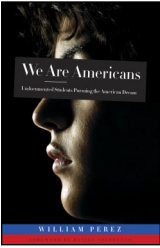
For higher education that means not only increasing the numbers of diverse students, faculty, and staff, but simultaneously pursuing excellence in student learning and development, as well as through research and scholarship – in other words pursuing what this book defines as strategic diversity leadership.

This book offers an overarching conceptual framework for pursuing diversity; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organizational structures and models drawn from institutions of all types and sizes.

464 pp, 6" x 9"

Cloth, 2013, 978 1 57922 819 4, \$55.00

E-Book, 2013, 978 1 57922 822 4, \$55.00



We ARE Americans

Undocumented Students Pursuing the American Dream

Edited by William Perez
Foreword by Daniel G. Solorzano

"This fascinating look at the next generation of undocumented immigrants unpacks the complexities of the debate and puts unforgettable human faces to its subjects. Perez, a developmental psychologist and professor in Southern California, plumbs the stories of students living with the constant threat of deportation for an answer to the question, "What does it mean to be an American?" No matter what one's position is on legalizing immigrants, this collection of inspiring, heart-breaking stories puts a number of unforgettable faces to the issue, making it impossible to defend any one side in easy terms or generalities."—

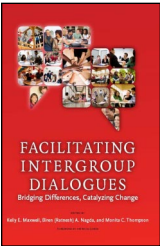
***Publishers Weekly* Starred Web Pick of the Week**

200 pp, 6" x 9"

Cloth, 2009, 978 1 57922 375 5, \$135.00

Paper, 2009, 978 1 57922 376 2, \$27.50

E-book, 2018, 978 1 62036 998 2, \$27.50



Facilitating Intergroup Dialogues

Bridging Differences, Catalyzing Change

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

Foreword by Patricia Gurin

"This valuable volume focuses on an aspect of intergroup dialogue that is rarely discussed in depth: the experiences of facilitators, who are often undergraduate students. The book incorporates guidelines for facilitator training with rich examples of facilitation challenges and consequences, including long-term outcomes for the facilitators themselves. Drawing on an array of models for dialogue on campus and in the community, contributing authors offer important resources particularly for those doing facilitator training on campuses, but also for anyone interested in this important pedagogical strategy."

—***Diversity and Democracy***

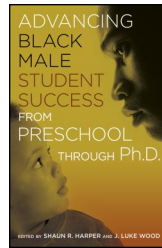
Co-published with ACPA

288 pp, 6" x 9"

Cloth, 2011, 978 1 57922 290 1, \$135.00

Paper, 2011, 978 1 57922 291 8, \$35.00

E-book, 2012, 978 1 57922 524 7, \$35.00



Advancing Black Male Student Success From Preschool Through Ph.D.

Edited by J. Luke Wood and Shaun R. Harper

"Harper and Wood have provided a timely and

definitive text that offers rich conceptual, empirical, and practical analysis on Black males and education. This book explains the challenges Black boys and men encounter in pursuit of education, and offers meaningful ways to disrupt these troubling trends. It is mandatory reading for scholars, practitioners, and policymakers."

—***Tyrone C. Howard, Professor and Director, UCLA Black Male Institute***

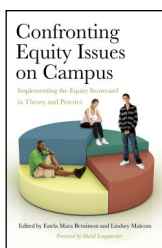
"This book provides practical approaches for educators, parents, policymakers, and others who are committed to improving Black male student achievement. Instead of simply documenting challenges boys of color face, authors focus on proven structures, programs, and initiatives we can build upon. This is required reading for anyone committed to bringing out the genius in our youth."—***Jonathan Foy, Principal, The Eagle Academy for Young Men, Bronx, New York Campus***

192 pp, 6" x 9", 7 illus

Cloth, 2015, 978 1 62036 183 2, \$135.00

Paper, 2015, 978 1 62036 184 9, \$27.50

E-book, 2015, 978 1 62036 186 3, \$27.50



Confronting Equity Issues on Campus

Implementing the Equity Scorecard in Theory and Practice

Edited by Estela Mara Bensimon and Lindsey Malcom

Foreword by David Longanecker

"This volume examines how colleges and universities are using the Center for Urban Education's Equity Scorecard to create racial equity on campus. With in-depth examinations of the Equity Scorecard process as well as reflections from practitioner teams and researchers, the book is a testament to the role thoughtful data assessment can play in generating more racially equitable outcomes for students. The book calls educators and administrators to take personal responsibility for their roles in moving from deficit model to an equity model, and provides helpful context for anyone currently using or considering the scorecard as a tool for change."—*Diversity &*

Democracy

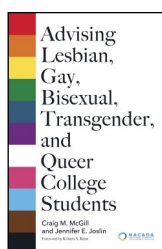
300 pp, 6" x 9"

Cloth, 2012, 978 1 57922 707 4, \$135.00

Paper, 2012, 978 1 57922 708 1, \$36.95

E-book, 2012, 978 1 57922 710 4, \$36.95

Student Affairs



NEW

Advising Lesbian, Gay, Bisexual, Transgender, and Queer College Students

Edited by Craig M. McGill and Jennifer Joslin

Foreword by Kristen A. Renn

"This text is certain to transform the advising field by centering on the needs and experiences of LGBTQ college students. Combining a deep focus on theoretical concepts with reflection opportunities and vignettes along the way to make connections to practice, the book is a must-read for advisers as they seek to support LGBTQ students on college campuses."—*Antonio Duran, Assistant Professor, Administration of Higher Education, Auburn University*

"An exciting new resource for department advisers and student affairs staff. Advisers in every area of campus must be aware of issues unique to LGBTQ students and how these issues affect students' ability to persist to graduation. This important work offers LGBTQ historical foundations and holistic ways of providing informed services for LGBTQ students. It invites not only thought and emotion but also action to create an enduring connection that furthers student development."

—*Ronni Sanlo, Founder, Lavender Graduation*

In the face of hostile campus cultures, LGBTQ students rely on knowledgeable academic advisers for support, nurturance, and the resources needed to support their persistence. This edited collection offers theoretical understanding of the literature of the field, practical strategies that can be implemented at different institutions, and best practices that help students, staff, and faculty members understand more deeply the challenges and rewards of working constructively with LGBTQ students. In addition, allies in the field of academic advising (both straight/cis-identified and queer) reflect on becoming an ally, describe obstacles and challenges they have experienced and offer advice to those seeking to deepen their commitment to ally-hood.

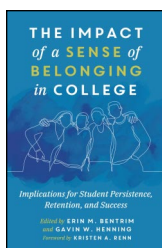
Co-published with NACADA

324 pp, 6" x 9", 4 illus

Cloth, Jul 2021, 978 1 64267 176 6, \$135.00

Paper, Jul 2021, 978 1 64267 177 3, \$42.50

E-book, Jul 2021, 978 1 64267 179 7, \$42.50



FORTHCOMING

The Impact of Sense of Belonging in College

Implications for Student Persistence, Retention, and Success

Edited by Erin M. Bentrin and Gavin W. Henning

Foreword by Kristen A. Renn

Sense of belonging refers to the extent a student feels included, accepted, valued, and supported on their campus. The developmental process of belonging is interwoven with the social identity development of diverse college students.

Moreover, belonging is influenced by the campus environment, relationships, and involvement opportunities as well as a need to master the student role and achieve academic success. Although the construct of sense of belonging is complex and multilayered, a consistent theme across the chapters in this book is that relationship between sense of belonging and intersectionality of identity cannot be ignored, and must be integrated into any approach to fostering belonging.

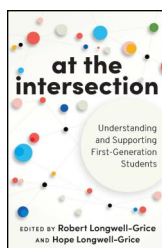
Over the last 10 years, colleges and universities have started grappling with the notion that their approaches to maintaining and increasing student retention, persistence, and graduation rates were no longer working. As focus shifted to uncovering barriers to student success while concurrently recognizing student success as more than solely academic factors, the term “student sense of belonging” gained traction in both academic and co-curricular settings. The editors noticed the lack of a consistent definition, or an overarching theoretical approach, as well as a struggle to connect disparate research. A compendium of research, applications, and approaches to sense of belonging did not exist, so they brought this book into being to serve as a single point of reference in an emerging and promising field of study.

300 pp, 6" x 9", 9 figures & 8 tables

Cloth, April 2022, 978 1 64267 260 2, \$135.00

Paper, April 2022, 978 1 64267 261 9, \$37.50

E-book, April 2022,, 978 1 64267 263 3, \$37.50



NEW

At the Intersection

Understanding and Supporting First-Generation Students

Edited by Robert Longwell-Grice and Hope Longwell-Grice

“A necessary read for educators, policy makers, and administrators looking to support first-generation students. Through research that highlights the complexities of the first-generation student population, features identity-based support programs, and calls attention to how we can center the dignity of our first-generation students, I am moved to be a more loving and informed educator.”—**Mamta Motwani Accapadi**, *Vice Provost for University Life, University of Pennsylvania*

“Robert and Hope Longwell-Grice are among a very select group of authorities on the demographics and issues of first-generation college students. They have gathered an impressive assemblage of renowned scholars to explore carefully a wide array of identities and nuanced topics within the first-gen community. The result is one of the most comprehensive and thorough examinations of first-generation college students ever produced.”—**Michael J. Cuyjet**, *Professor Emeritus, University of Louisville*

“FINALLY...A BOOK THAT ‘GETS IT!’ I consider this to be a critical resource, offering the sort of essential guidance that future professionals are going to need to support, and learn from, the First-Generation students with whom they will be working.”—**Thomas Grace**, *College of Education and Human Services, Montclair State University*

The experiences of first-generation college students are not monolithic. The nexus of identities matter, and this book is intended to challenge the reader to explore what it means to be a first-generation college student in higher education.

Designed for use in classrooms and for use by the higher education practitioners, it will serve readers throughout their professional careers.

372 pp, 6" x 9", 8 tables & 6 figures

Cloth, May 2021, 978 1 64267 060 8, \$135.00

Paper, May 2021, 978 1 64267 061 5, \$39.95

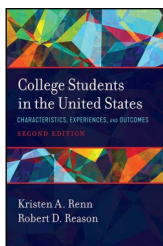
E-book, May 2021, 978 1 64267 063 9, \$39.95

See also:

The Transfer Experience

A Handbook for Creating a More Equitable and Successful Postsecondary System

Pg. 85



NEW

College Students in the United States

Characteristics, Experiences, and Outcomes

SECOND EDITION

Kristen A. Renn and Robert D. Reason



“True to its purpose, this book provides foundational information about college student diversity accessible to new and experienced higher education scholars and practitioners. Every college and university student success initiative that strives to be evidence-based and data-informed should take advantage of this comprehensive and concise synthesis of research framed by a classic assessment model to ensure their efforts truly make a difference for all students.”—*Jillian Kinzie, Associate Director, Center for Postsecondary Research, Indiana University Bloomington*

In this book, the authors bring together in one place essential information about college students in the US in the 21st century. Synthesizing existing research and theory, it constitutes 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. 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.

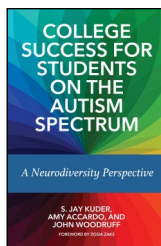
272 pp, 7" x 10", 11 illus
Cloth, Apr 2021, 978 1 64267 128 5, \$135.00
Paper, Apr 2021, 978 1 64267 129 2, \$39.95
E-book, May 2021, 978 1 64267 131 5, \$39.95

See also:

You Are a Data Person

Strategies for Using Analytics on Campus

Pg. 3



FORTHCOMING

College Success for Students on the Autism Spectrum

A Neurodiversity Perspective

S. Jay Kuder, Amy

Accardo and John Woodruff

Helping both college faculty and student affairs staff enlarge their understanding of the experiences of students on the autism spectrum, this book provides guidance on putting supports in place to increase college success.

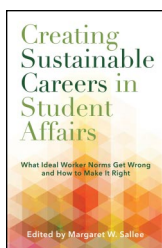
Uniquely, the authors bring the perspective of neurodiversity to this work. Many individuals on the autism spectrum have been stigmatized by the diagnosis and experience autism as a negative label that brings with it marginalization and barriers through an emphasis on deficits. Autistic self-advocates within the neurodiversity movement are leading the charge to rethinking autism as neurodiversity, and to celebrating autism as central to identity. Neurodiversity is not a theory or a way of being, it is a fact, and neurological diversity should be valued and respected along with any other human variation such as race, ethnicity, gender, and sexuality.

The book provides the practical guidance needed to help neurodivergent students succeed, with chapters that address a variety of key issues from the transition to college to career readiness after graduation. The authors address support services, faculty and staff roles, and enhancing academic success. They also cover navigating the social demands of college life, working with families, and mental health. The final chapter brings it all together, describing the elements of a comprehensive program to help this student population succeed.

Difficulties with social interaction and communication are one of the defining characteristics of autism and often persist into adulthood. It can be assumed that difficulties with social interaction and communication may also impact college success, both socially and academically. But the answer for these students is not necessarily to try to “fix” these issues, since the fact that these students have been admitted to a degree-granting program shows that they can be successful students. Instead, there should be an emphasis on helping faculty, staff, and students understand the diversity of human behavior while helping autistic students achieve college success through a support system and by providing accommodations and services when needed.

216 pp, 9" x 6"
Cloth, Oct 2021, 978 1 64267 024 0, \$135.00
Paper, Oct 2021, 978 1 64267 025 7, \$35.00
E-book, Oct 2021, 978 1 64267 027 1, \$35.00





Creating Sustainable Careers in Student Affairs

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

Edited by Margaret W. Sallee

Foreword by Kristen A. Renn

"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 this book will help illuminate the way."—**Melissa S. Shivers**, *Vice President for Student Life, The Ohio State University*

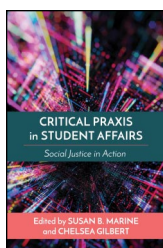
This book argues that the current structure of student affairs work is not sustainable, as it depends on the notion that employees are available to work non-stop without any outside responsibilities, that is, the Ideal Worker Norm. The field places inordinate burdens on staff to respond to the needs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

336 pp, 6" x 9", 2 tables

Cloth, Dec 2020, 978 1 62036 950 0, \$135.00

Paper, Dec 2020, 978 1 62036 951 7, \$35.00

E-book, Dec 2020, 978 1 62036 953 1, \$35.00



FORTHCOMING

Critical Praxis in Student Affairs

Social Justice in Action

Edited by Susan B. Marine and Chelsea Gilbert

Student affairs work—like higher education—is fun-

damentally about change. Principally, the change work performed by student affairs practitioners is about supporting the growth and development of individual students and student groups.

Increasingly, that work has called for practitioners to become more active in working to change higher education so that it lives up to its radically democratic, inclusive ideals. This means adopting new strategies to transform student affairs staff, students, and institutions, and drawing on insights from critical, liberatory theories. This text represents an effort to describe and document these practices of intentionally centering critical theories.

The first section of this text examines the ways that critically-minded practitioners lead through equitable, liberatory frameworks, offering important models for reimagining the future of higher education. In the second section, the authors take up thinking and acting to support the development of critical consciousness in students, providing examples of programs, initiatives, and student support offices that center social justice in their work, and foster a critical lens through their interactions with students. In their conclusion, the authors provide a model for critical praxis, offering enduring strategies for practitioners seeking to incorporate critical, socially just praxis into their everyday work, and defining areas for future research and praxis, including identifying strategies for effective assessment of critical praxis, and modalities for "scaling up" the work for maximal impact.

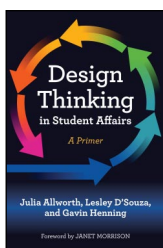
240 pp, 6" x 9", 3 figures

Cloth, Nov 2021, 978 1 64267 272 5, \$135.00

Paper, Nov 2021, 978 1 64267 273 2, \$37.50

E-book, Nov 2021, 978 1 64267 275 6, \$37.50





NEW

Design Thinking in Student Affairs

A Primer

Julia Allworth, Lesley D'Souza and Gavin W. Henning

Foreword by Janet Morrison

"This book presents a reimagined model of assessment with design thinking, and instantly upon seeing it, you know how needed it is in education today."—**Natasha Jankowski**, *Former Executive Director of the National Institute for Learning Outcomes Assessment*

"Such an important and timely contribution to the literature. By focusing equally on the theory, mindset, and practice of design thinking, the book fills a gap by providing a roadmap for theoretically informed practice and culture change... the book makes a compelling case for using design thinking to facilitate human-centered, co-created, high-impact solutions within and beyond the traditional realm of student affairs."—**Janet Morrison**, *President and Vice Chancellor of Sheridan College, Ontario, Canada*

Design thinking is an innovative problem-solving framework. This introduction is the first book to apply its methodology to student affairs and, in doing so, points the way to its potentially wider value to higher education as a whole.

With its focus on empathy, design thinking is a more equitable approach to problem-solving than other methods because all users' experiences—not just the experiences of majority or "average" student—need to be understood.

Through collaborative solutions building, and structured empathy activities, design thinking offers a concrete tool to disrupt harmful systems of power and oppression. It is data-driven and considers both qualitative and quantitative data as necessary to gain most complete picture of an issue and its possible solutions, whether a product, program, or service.

Design thinking is an innovative process that can change the way higher education and student affairs operates, realizing the potential it offers.

250 pp, 6" x 9"

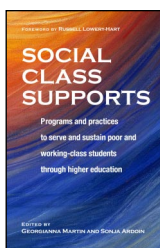
Cloth, Sep 2021, 978 1 64267 032 5, \$135.00

Paper, Sep 2021, 978 1 64267 033 2, \$35.00

E-book, Sep 2021, 978 1 64267 035 6, \$35.00



NOTIFY ME



NEW

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

"You will be challenged by these examples of innovation, realization, and actualization. The editors effectively segment examples of how higher education institutions can see, hear, and support a class of students it usually ignores. I was moved by each chapter and initiatives showcased."

—**Russell Lowery-Hart**, *President, Amarillo College*

"This volume should be read by anyone seeking to center the experiences of marginalized students on their campuses; validate poor and working-class students' strengths, assets, and struggles; disrupt the stratified system of higher education; and dismantle axiomatic cycles of social reproduction on the eternal journey toward social justice, equity, and inclusion."—**Krista Soria**, *Director of Student Affairs Assessment, University of Minnesota*

The data shows that higher education substantially fails to provide poor and working class students with the necessary support to achieve the social mobility and success comparable to the attainments of their middle and upper class peers. This book presents a comprehensive range of strategies that provide the fundamental supports that poor and working-class students need to succeed while at the same time dismantling the inequitable barriers that make college difficult to navigate.

This book provides examples of support programs and services across two- and four-year, public and private institutions – that cover:

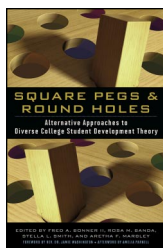
- Access supports.
- Basic needs supports.
- Academic and learning supports.
- Advising supports.
- Supports for specific populations at the intersection of social class with other identities.
- Providing support through partnerships with social services, business entities; and fundraising.

396 pp, 6" x 9", 22 illus

Cloth, Jul 2021, 978 1 64267 120 9, \$135.00

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

E-book, Jul 2021, 978 1 64267 123 0, \$37.50



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 Jamie Washington

Afterword by Amelia Parnell

"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 & Co-Founder, Social Justice Training Institute (SJTI); President (2019), ACPA

"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

Proposing 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.

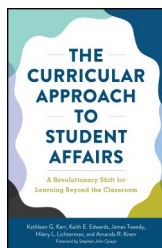
Using Critical Race Theory as a central frame, each author offers an alternative model or framework that can be applied to the diverse population the chapter addresses.

396 pp, 6" x 9", 28

Cloth, Mar 2021, 978 1 62036 771 1, \$135.00

Paper, Mar 2021, 978 1 62036 772 8, \$37.50

E-book, Mar 2021, 978 1 62036 774 2, \$37.50



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

"A ground-breaking text in which the authors deftly describe a comprehensive, student-centered approach for learning outside of the classroom. 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

"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.

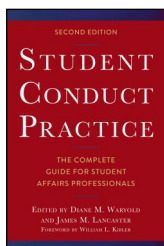
The authors explain how to implement a curricular approach for educating students beyond the classroom. The book is based on more than a decade of implementing curricular approaches on multiple campuses, contributing to the scholarship on the curricular approach, and helping many campuses design, implement, 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.

180 pp, 6" x 9", 8 tables & 4 figures

Cloth, 2020, 978 1 62036 934 0, \$135.00

Paper, 2020, 978 1 62036 935 7, \$29.95

E-book, 2020, 978 1 62036 937 1, \$29.95



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

"This newly revised edition 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."—**Bill Kibler**, *President, Sul Ross State University*

"This updated edition provides today's university administrator with an overview of current issues impacting their daily work on campus. The chapters build on a foundation of the profession while giving voice to new topics such as creating codes of conduct, bias related issues, sexual misconduct, and student organization misconduct. An essential resource."—**Jennifer Waller**, *Executive Director, Association for Student Conduct Administration*

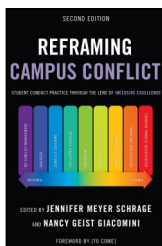
This up-dated and considerably expanded edition maintains the objectives of the first, which is to constitute a compendium of current best practices in the administration of student conduct, to summarize the latest thinking on key issues facing practitioners today, and to provide an overview of the role 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

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

Cloth, 2020, 978 1 64267 104 9, \$135.00

E-Book, 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

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.

This second edition envisions an audience that goes beyond student conduct practitioners to encompass other functions in student affairs, such as residence life staff, and a wider range of administrative positions from legal counsel to the president, as well as outside local, national and federal stakeholders who are invested these alternative approaches to conflict management.

424 pp, 6" x 9"

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

Cloth, 2020, 978 1 64267 048 6, \$135.00

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

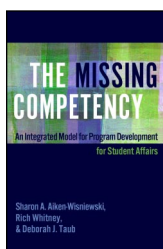
Student Conduct Practice/ Reframing Campus Conflict Set

Edited by Jennifer Meyer Schrage, Nancy Geist Giacomini, James M. Lancaster and Diane M. Waryold

736 pp, 6" x 9"

Paperback Set, 2020, 9781642672015, \$61.95

E-Book Set, 2020, 9781642672008, \$61.95



The Missing Competency

An Integrated Model for Program Development for Student Affairs

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

Foreword by Susan R. Komives

"The authors have done a great service to student affairs and to student learning and development with this fine book, providing a contemporary model to implement programs of quality."—*From the foreword by Susan R. Komives*

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.

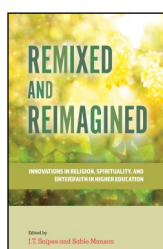
Whether a new professional or a seasoned leader, this volume offers the reader a deeper understanding of program development. Starting with a foundational understanding of this process, the book proceeds to a step-by-step process, taking a program from an idea to a proposal with goals, objectives, budget, 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.

192 pp, 6" x 9" 22 figures & 6 tables
Paper, Dec 2020, 9781620368756, \$32.50
Cloth, Dec 2020, 9781620368749, \$135.00
E-Book, Dec 2020, 9781620368770, \$32.50

See

Critical Whiteness Praxis in Higher Education

Pg. 53



Remixed and Reimagined

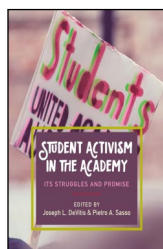
Innovations in Religion, Spirituality, and (Inter)Faith in Higher Education

Edited by J.T. Snipes and Sable Mansour

This book invites readers to rethink and re-examine the traditional paradigms in which religion, spirituality, and interfaith (RSI) have been studied within higher education and student affairs settings. This volume introduces new theoretical frameworks that enrich and enliven the study of RSI, making it more dynamic, inclusive, and, most importantly, innovative. It is framed by a commitment to social justice and intersectionality, while centering the narratives of the religiously marginalized.

Culture and Society in Higher Education

250 pp, 7" x 10"
Cloth, 2020, 978 1 97550 078 8, \$179.95
Paper, 2020, 978 1 97550 079 5, \$55.95
E-book, 2020, 978 1 97550 081 8, \$55.95



Student Activism in the Academy

Its Struggles and Promise

Edited by Pietro A. Sasso and Joseph L. DeVitis

This book is a wide-ranging, provocative survey of student activism in

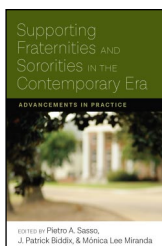
America's colleges and universities that critically analyzes the contentious problems and progress of a movement that has stirred public reaction in and out of academe. Its fundamental purpose is to engage diverse publics in both reasoned and passionate reflection and soul searching on vital issues that surround campus protest.

Administrators, faculty, students, and student life personnel in higher education—indeed, all those interested in today's colleges and universities—will want to participate in the timely and productive dialogue within these pages.

Culture and Society in Higher Education

240 pp, 7" x 10"
Cloth, 2019, 978 1 97550 035 1, \$179.95
Paper, 2019, 978 1 97550 036 8, \$55.95
E-book, 2019, 978 1 97550 038 2, \$55.95





Supporting Fraternities and Sororities in the Contemporary Era

Advancements in Practice

Edited by Pietro A. Sasso, J. Patrick Biddix and Mónica Lee Miranda

and Mónica Lee Miranda

Supporting Fraternities and Sororities in the Contemporary Era 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 recognizes that issues will persist, and require a greater nuanced depth of appreciation to reduce their negative impact. Including contributions from national organizations, this book focuses on solutions and strategies to address the issues it identifies.

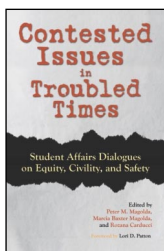
Culture and Society in Higher Education

225 pp, 7" x 10"

Cloth, 2019, 978 1 97550 267 6, \$179.95

Paper, 2019, 978 1 97550 268 3, \$45.95

E-book, 2019, 978 1 97550 270 6, \$45.95



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 D. Patton



"Just as the first, the second edition of *Contested Issues* will become a go-to book for student affairs graduate courses and professional development opportunities on campus. Magolda, Baxter Magolda, and Carducci have assembled a timely book that engages the most difficult and important issues facing student affairs professionals today—and likely into the future. The array of authors—representing faculty members and professional staff at all stages of

careers—lends to the usefulness of this volume through the presentation of diverse and challenging perspectives."—**Robert D. Reason**, *Professor of Higher Education and Student Affairs, Iowa State University*

Contested Issues in Troubled Times 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.

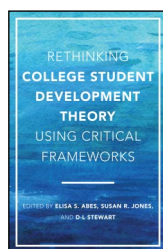
In this companion volume to *Contested Issues in Student Affairs* (whose issues remain as relevant today as they were upon publication in 2011), a new set of contributors explore new questions which foreground issues of equity, safety, and civility—themes which dominate today's higher education headlines and campus conversations.

540 pp, 6" x 9"

Cloth, 2019, 978 1 62036 800 8, \$135.00

Paper, 2019, 978 1 62036 801 5, \$36.95

E-book, 2019, 978 1 62036 803 9, \$36.95



Rethinking College Student Development Theory Using Critical Frameworks

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



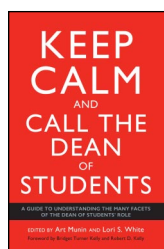
"The field has been waiting for this book. It brings together in one place a host of the most thoughtful scholars working in, with, and through critical frameworks in student development theory. On their own, each chapter offers valuable insight; the volume as a whole takes the reader into the latest 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 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, \$135.00
Paper, 2019, 978 1 62036 764 3, \$36.95
E-book, 2019, 978 1 62036 766 7, \$36.95



Keep Calm and Call the Dean of Students

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

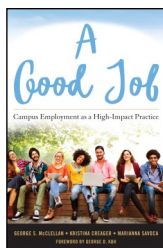
Edited by Art Munin and Lori S. White

Foreword by Bridget Turner Kelly and Robert D. Kelly

"A timely contribution to the literature. 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*

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, \$135.00
Paper, 2019, 978 1 62036 883 1, \$35.00
E-book, 2019, 978 1 62036 885 5, \$35.00



A Good Job

Campus Employment as a High-Impact Practice

George S. McClellan, Kristina L. Creager and Marianna Savoca

Foreword by George D. Kuh

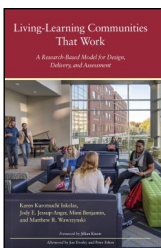
From the Foreword:

"Promoting greater levels of deep learning and goal realization through the work experience is one of the few promising approaches that does not require additional resources to implement. This timely book can help us better understand how to make working during college more educationally purposeful to the benefit of students, institutions, and employers."—**George D. Kuh**, *Chancellor's Professor of Higher Education Emeritus, Indiana University*

This book makes the case for campus employment as a high-impact practice in higher education and provides models for institutional efforts to implement new student employment strategies.

Carefully designed campus employment opportunities can have numerous benefits, including career exploration and preparation, learning, and increased engagement leading to increased retention. The authors make the case that employment can and should be a purposeful and powerful component in any higher education institution's efforts to support student learning, development, and success.

260 pp, 6" x 9"
Cloth, 2018, 978 1 62036 471 0, \$135.00
Paper, 2018, 978 1 62036 472 7, \$36.95
E-book, 2018, 978 1 62036 474 1, \$36.95



Living-Learning Communities That Work

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

Karen Kurotsuchi Inkelas, Jody E. Jessup-Anger, Mimi Benjamin and Matthew R. Wawrzynski

Foreword by Jillian Kinzie

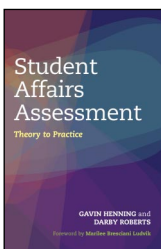
Afterword by Jon Dooley and Peter Felten

"[This book] provides a much needed Living-Learning Community (LLC) model that promises a unified living and learning experience. Despite LLCs' respected history in American higher education and identification as a high-impact practice, tight fiscal contexts and the press of accountability has continued to make it necessary for institutional leaders to demonstrate with evidence the value of LLCs, and in particular their contribution to contemporary concerns about student retention, learning, and success....The LLC best practices model in this book provides needed resources to institutions and LLC practitioners interested in designing and delivering LLCs that work better for all our students."—**Jillian Kinzie**, Associate Director Indiana University Center for Postsecondary Research and NSSE, and Senior Scholar National Institute for Learning Outcomes Assessment (NIOA)

This book thoughtfully combines research and field-tested practice to document the essential components for best practices in living learning communities and presents them as a clear blueprint – the LLC best practices model – for LLC design.

Co-published with ACUHO-I

180 pp, 6" x 9", 16 figures, 4 tables
Cloth, 2018, 978 1 62036 600 4, \$135.00
Paper, 2018, 978 1 62036 601 1, \$36.95
E-book, 2018, 978 1 62036 603 5, \$36.95



Student Affairs Assessment

Theory to Practice

Gavin W. Henning and Darby Roberts

Foreword by Marilee J. Bresciani Ludvik

"This book belongs in Student Affairs libraries

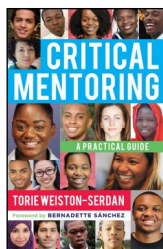
everywhere."—**John Austin**, Executive Director, Student Affairs, Ryerson University

"Henning and Roberts bring their superb scholar-practitioner orientations to this informed, accessible, and comprehensive approach to assess-

ment. Their experience shines with practical examples embedded in solid research methodologies. Built from now-classic documents in student affairs, both graduate students and those coming into student affairs work new to assessment will find this book foundation to their professional practice."—**Susan R. Komives**, Professor Emerita, Student Affairs Graduate Program, University of Maryland, and Past President of both ACPA and CAS

This book is intended both as a text for student affairs and higher education master's programs, and as a practical guide for early career staff who have had little formal preparation in assessment. It can be used for self-study or in professional development workshops. For divisions, departments, or units getting started with assessment, the discussion questions at the end of the chapters can engage staff in the process of developing an effective assessment culture.

356 pp, 6" x 9", 6 figures & 3 tables
Cloth, 2016, 978 1 62036 335 5, \$135.00
Paper, 2016, 978 1 62036 336 2, \$36.95
E-book, 2016, 978 1 62036 338 6, \$36.95



Critical Mentoring

A Practical Guide

Torie Weiston-Serdan

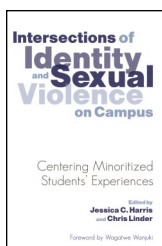
Foreword by Bernadette Sánchez

"Critical Mentoring offers an unwavering and accessi-

ble answer to the age-old question: What constitutes the status quo? It brings contemporary struggles within youth mentoring work to full resolution. This book deconstructs the ways in which the social algorithm of mentoring has historically materialized into deficit lenses of Black youth and other dehumanized populations."—**Arash Daneshzadeh**, Associate Director, Urban Strategies Council

"Sustained by extensive theoretical and practice-based research, *Critical Mentoring* equips the reader with effective strategies to provide youth development programs with tools necessary for Critical Mentoring and Critical Consciousness. While the foundations of oppression are deeply seated in contemporary society, Weiston-Serdan presents an avenue along which, mentors, protégés, and their respective communities can bring to light crucial issues and stride toward a new paradigm."—**Mentoring & Coaching Monthly**

136 pp, 5 1/2" x 8 1/4"
Cloth, 2017, 978 1 62036 551 9, \$135.00
Paper, 2017, 978 1 62036 552 6, \$27.50
E-book, 2017, 978 1 62036 554 0, \$27.50



Intersections of Identity and Sexual Violence on Campus

Centering Minoritized Students' Experiences

Edited by Jessica C. Harris and Chris Linder

Foreword by Wagatwe Wanjuki

From the Foreword:

"This book should be mandatory reading for every individual who works with the issue of campus gender-based violence."—**Wagatwe Wanjuki**, *feminist writer and activist*

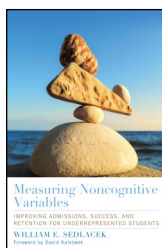
Challenging dominant ideologies concerning assumptions of white women as the only victims-survivors, the racialization of aggressors, and the deleterious rape myths present in both research and practice, this book draws attention to the complexities of sexual violence on the college campus by highlighting populations that are frequently invisible in research, reporting, and practice. The book places sexual violence on campus in a historical context, centering the experiences of populations relegated to the margins, and highlighting the relationship between racism, classism, homophobia, transphobia, and other forms of domination to sexual violence. The final chapters of the book explore how critical models of intervention and prevention and a critical analysis of existing institutional policies may be implemented across college campuses to better address sexual violence for multiple populations and identities in higher education.

290 pp, 6" x 9"

Cloth, 2017, 978 1 62036 387 4, \$135.00

Paper, 2017, 978 1 62036 388 1, \$35.00

E-book, 2017, 978 1 62036 390 4, \$35.00



Measuring Noncognitive Variables

Improving Admissions, Success and Retention for Underrepresented Students

William Sedlacek

Foreword by David Kalsbeek

"This book has the potential to impact students and institutions all over the world and should be read by teachers, admissions programs, and all others interested in enrolling, assessing, and retaining diverse students."—**Teachers College Record**

This book is written for admissions professionals, counselors, faculty and advisers who admit, teach, or work with students during the admissions process and post-enrollment period. It brings together theory, research and practice related to noncognitive variables in a practical way by using assessment methods provided at no cost. Noncognitive variables have been shown to correlate with the academic success of students of all races, cultures, and backgrounds. Noncognitive variables include personal and social dimensions, adjustment, motivation, and student perceptions, rather than the traditional verbal and quantitative areas (often called cognitive) typically measured by standardized tests.

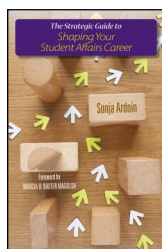
Co-published in association with Big Picture Learning

192 pp, 6" x 9", rubrics, tables & questionnaires

Cloth, 2017, 978 1 62036 255 6, \$135.00

Paper, 2017, 978 1 62036 256 3, \$36.95

E-book, 2017, 978 1 62036 258 7, \$36.95



The Strategic Guide to Shaping Your Student Affairs Career

Sonja Ardoin

Foreword by Marcia B. Baxter Magolda

"The Strategic Guide to Shaping Your Student

Affairs Career is a one-of-a-kind resource for student affairs administrators in any stage of their career. The book is well organized around five key elements of career strategy that helpfully prompt readers to not only focus and reflect on critical stages in their career development and advancement, but also on their personal motivations and goals. This is enhanced by the inclusion of voices of current administrators who share their stories and insights to illustrate the book's message."

—**Ashley Tull**, *Director of Assessment and Strategic Initiatives, Division of Student Affairs, Southern Methodist University*

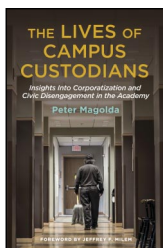
This is a book for any student affairs professional who wants to strategically shape his or her career path—and will be particularly helpful for people in early or mid-career, or contemplating a career, in student affairs.

196 pp, 6" x 9"

Cloth, 2014, 978 1 57922 957 3, \$135.00

Paper, 2014, 978 1 57922 958 0, \$27.50

E-book, 2014, 978 1 57922 960 3, \$27.50



The Lives of Campus Custodians

Insights into Corporatization and Civic Disengagement in the Academy

Peter M. Magolda

Foreword by Jeffrey F. Milem

"The greatest contribution this book makes is that it sensitizes readers to a subculture that remains disregarded, but one that contributes to student learning. Although higher education administrators at best view campus custodians as the 'cleaning people,' or at worst, barely human, custodians view themselves as educators and valuable contributors to the communities they serve."—*The Review of Higher Education*

This book uncovers the lives and working conditions of a group of individuals who are usually rendered invisible on college campuses—the custodians who daily clean the offices, residence halls, bathrooms and public spaces. In doing so it also reveals universities' equally invisible practices that frequently contradict their espoused values of inclusion and equity, and their profession that those on the margins are important members of the campus community.

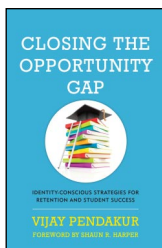
This vivid ethnography is the fruit of the year's fieldwork that Peter Magolda's undertook at two universities. His purpose was to shine a light on a subculture that neither decision-makers nor campus community members know very much about, let alone understand the motivations and aspirations of those who perform this work; and to pose fundamental questions about the moral implications of the corporatization of higher education and its impact on its lowest paid and most vulnerable employees.

288 pp, 6" x 9"

Cloth, 2016, 978 1 62036 459 8, \$135.00

Paper, 2016, 978 1 62036 460 4, \$36.95

E-book, 2016, 978 1 62036 462 8, \$36.95



Closing the Opportunity Gap

Identity-Conscious Strategies for Retention and Student Success

Edited by Vijay Pendakur

Foreword by Shaun R. Harper

"Closing the achievement gap for low-income, first-generation, and students of color in American higher education needs to be a national priority. This book is a roadmap that outlines the dimensions of a systemic approach towards decreasing the attainment gap for our most under-represented students. The upfront focus on racial identity and the need for systemic change make this a 'must-read' for college presidents, provosts and senior administrators who seek real equity at their colleges and universities."—**Kevin Kruger**, *President, NASPA – Student Affairs Administrators in Higher Education*

This book offers a novel and proven approach to the retention and success of underrepresented students.

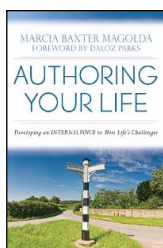
Colleges and universities normally divide their efforts between departments and programs that explicitly work on developing students' identities and separate departments or programs that work on retaining and graduating higher-risk students. This book contends that the gap between cultural/diversity centers and institutional retention efforts is both a missed opportunity and one that perpetuates the opportunity gap between students of color and low-income students and their peers.

188 pp, 6" x 9", 5 figures

Cloth, 2016, 978 1 62036 311 9, \$135.00

Paper, 2016, 978 1 62036 312 6, \$32.50

E-book, 2016, 978 1 62036 314 0, \$32.50



Authoring Your Life

Developing Your INTER-NAL VOICE to Navigate Life's Challenges

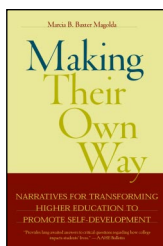
Marcia B. Baxter Magolda

Illustrated by Matthew Henry Hall

Foreword by Sharon Daloz Parks

Text “This book is designed to assist young adults in moving from dependence on external authorities to taking charge of their own life decisions. Secondly, the book serves as a guide to significant others who wish to help these individuals more effectively address the challenges that life brings. Written in comprehensible language that student staff as well as professionals unfamiliar with the concept of self-authorship can understand, it contains fascinating in-depth narratives that demonstrate the evolution of life during the young adult years.”—*Journal of College Student Development*

400 pp, 6" x 9", 10 maps & diagrams
Paper, 2017, 978 1 57922 272 7, \$25.00
E-book, 2017, 978 1 62036 700 1, \$25.00



Making Their Own Way

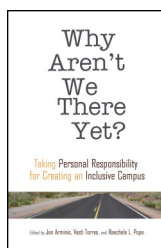
Narratives for Transforming Higher Education to Promote Self-Development

Marcia B. Baxter Magolda

“...Provides long-awaited answers to critical questions regarding how college impacts students' lives. Through an accomplished interview technique, the author provides us with an inside tour of the lives and minds of hundreds of college graduates. The longitudinal design allows us to comprehend more fully the lifelong impact of higher education. The author weaves these stories into a highly usable framework for educational improvement. Her concrete suggestions help the reader transform insights gained from the interviews into current college curricular and co-curricular practices. This book will be immediately useful for anyone connected to the college experience.”—*AAHE Bulletin*

WINNER OF AERA'S NARRATIVE & RESEARCH SPECIAL INTEREST GROUP 2003 BOOK AWARD

356 pp, 6" x 9"
Paper, 2004, 978 1 57922 091 4, \$32.00
E-book, 2020, 978 1 64267 296 1, \$32.00



Why Aren't We There Yet?

Taking Personal Responsibility for Creating an Inclusive Campus

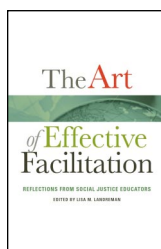
Edited by Vasti Torres, Jan Arminio and Raechele L. Pope

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.

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, \$135.00
Paper, 2012, 978 1 57922 466 0, \$32.50
E-book, 2012, 978 1 57922 749 4, \$32.50



The Art of Effective Facilitation

Reflections From Social Justice Educators

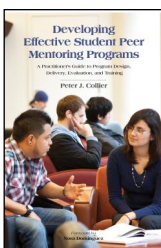
Edited by Lisa M. Landreman

This book is intended for the increasing number of faculty and student affairs administrators — at whatever their level of experience — who are being asked to become social justice educators to prepare students to live successfully within, and contribute to, an equitable multicultural society.

It will enable facilitators to create programs that go beyond superficial discussion of the issues to fundamentally address the structural and cultural causes of inequity.

Co-published with ACPA

292 pp, 6" x 9"
Cloth, 2013, 978 1 57922 973 3, \$135.00
Paper, 2013, 978 1 57922 974 0, \$35.00
E-book, 2013, 978 1 57922 979 5, \$35.00



Developing Effective Student Peer Mentoring Programs

A Practitioner's Guide to Program Design, Delivery, Evaluation, and Training

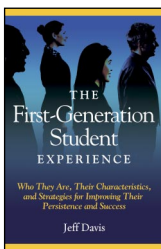
Peter J. Collier

Foreword by Nora Domínguez

"Collier's treatment of peer mentorship is THE resource you want on this topic. It is grounded in theory and scholarship but also provides practical advice and institutional examples of peer mentor programs. It is comprehensive in its coverage of the history and purpose of these programs and also addresses the important elements of successful program delivery such as recruitment, training, and evaluation. Further, it is inclusive of peer mentoring for 'new-traditional' student populations such as international, service members and veteran, and first-generation undergraduates."

—**Jennifer R. Keup**, *Director, National Resource Center for The First-Year Experience and Students in Transition*

400 pp, 6" x 9", 9 figures & 6 tables
Cloth, 2015, 978 1 62036 075 0, \$135.00
Paper, 2015, 978 1 62036 076 7, \$38.50
E-book, 2015, 978 1 62036 078 1, \$38.50



The First-Generation Student Experience

Implications for Campus Practice, and Strategies for Improving Persistence and Success

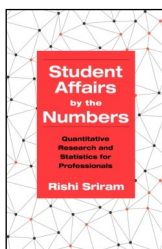
Jeff Davis

"Author Jeff Davis offers keen insight into the first-generation student experience with this readable, informative, and persuasive volume. Smartly pairing academic analysis with student narratives, Davis describes and demonstrates the key barriers to student success for this growing contingent of American students. By decoupling parental education from family income, Davis underscores how many first-generation students'

struggles originate in a lack of experience with college culture or college-going identity. He presents a range of promising recommendations to support the increasing number of first-generation students who are now enrolling in American higher education."—**Diversity and Democracy**

Co-published with ACPA

214 pp, 6" x 9"
Cloth, 2010, 978 1 57922 369 4, \$135.00
Paper, 2010, 978 1 57922 370 0, \$35.00
E-book, 2012, 978 1 57922 526 1, \$35.00



Student Affairs by the Numbers

Quantitative Research and Statistics for Professionals

Rishi Sriram

"Student Affairs by the Numbers couldn't arrive at a better time. The pressure

from state-based performance-based funding, increased rigor from regional accrediting agencies, and an increase in a 'return-on-investment' approach to funding and program review underscores the critical importance of developing a core competence in quantitative statistics and assessment. This book is a valuable resource for developing research and evaluation efforts on core student affairs programs and services."

—**Kevin Kruger**, *President of NASPA, Student Affairs Administrators in Higher Education*

200 pp, 6" x 9", 27 illus
Cloth, 2017, 978 1 62036 451 2, \$135.00
Paper, 2017, 978 1 62036 452 9, \$35.00
E-book, 2017, 978 1 62036 454 3, \$35.00

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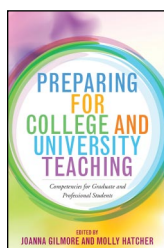
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Doctoral Education



NEW

Preparing for College and University Teaching

Competencies for Graduate and Professional Students

Edited by Joanna Gilmore and Molly Hatcher

“Graduate students provide much of the instruction in American higher education. An enduring conundrum has been how to train them to do this work well. What should an effective graduate student instructor (GSI) know and be able to do? *Preparing for College and University Teaching* answers those questions by offering a detailed research-based framework of 10 teaching competencies.

The framework starts with foundational competencies such as ‘acquire disciplinary expertise’ and ‘understand postsecondary environments’ and encompasses pedagogical competencies such as ‘know how people learn,’ ‘teach with an attention to diversity,’ and ‘assess their own teaching performance.’ This inspiring and practical book offers one chapter for each competency: a detailed description, a research-based rationale, and examples of how to teach it.

Fortunately, the days when graduate students were thrown into the classroom with no training or support are behind us. *Preparing for College and University Teaching* provides a way to systematically organize courses and professional development offerings for graduate student instructors. This book will instantly become a go-to guide for those who work with GSIs and those who mentor apprentice instructors.”—**Chris M. Golde**, *Stanford University*

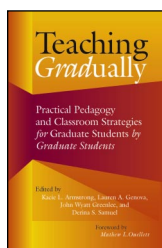
This book is a guide for designing professional development programs for graduate students. It offers a competencies framework developed by the Graduate Teaching Competencies Consortium that can serve as the curriculum for such programs. The book is also an excellent resource for evaluating such programs.

236 pp, 6" x 9", 6 illus

Cloth, May 2021, 978 1 62036 910 4, \$135.00

Paper, May 2021, 978 1 62036 911 1, \$37.50

E-book, Jun 2021, 978 1 62036 913 5, \$37.50



NEW

Teaching Gradually

Practical Pedagogy for Graduate Students, by Graduate Students

Edited by Kacie L. Armstrong, Lauren A. Genova, John Wyatt

Greenlee and Derina S. Samuel

Foreword by Mathew L. Ouellett

“A unique resource for graduate student instructors at all levels. In brief, highly readable chapters, the authors draw on the wisdom of their practice grounded in pedagogical research and the unique positionality of graduate students as teachers. Readers will find themselves returning regularly to this volume for field-tested discussions of teaching contexts as varied as discussions, labs, field experiences, and undergraduate research, with a welcome and timely emphasis on diversity and inclusion.”—**Matt Kaplan**, *Executive Director, Center for Research on Learning and Teaching, University of Michigan*

This is a guide for anyone new to teaching and learning in higher education. Written for graduate student instructors, by graduate students with substantive teaching experience, this resource is among the first of its kind to speak to graduate students as comrades-in-arms with voices from alongside them in the trenches, rather than from far behind the lines. The chapters give scope to a newer, diverse generation of educators who are closer in experience and professional age to the book’s intended audience.

The 51 authors represent a broad spectrum of experience spanning small, large, public, and private institutions of higher education. They cover a wide range of topics designed to appeal to graduate student instructors across disciplines, from those teaching discussion sections, to those managing studio classes and lab sessions, to those serving as the instructor of record for their own course. Two common threads run throughout this volume: a strong focus on diversity and inclusion, and an acknowledgment of the increasing shift to online teaching.

496 pp, 6" x 9"

Cloth, Sept 2021, 978 1 64267 160 5, \$135.00

Paper, Sept 2021, 978 1 64267 161 2, \$32.50

E-book, Sept 2021, 978 1 64267 163 6, \$32.50



FORTHCOMING

A Handbook for Supporting Today's Graduate Students

Edited by David J. Nguyen and Christina W. Yao

Foreword by Ann E. Austin

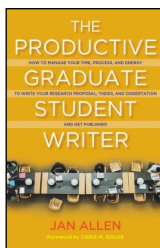
"This book is timely and important because the experiences and education of today's graduate students relate directly to the future of our country and the broader world—to the innovation, insight, creativity, health, collaborative skill, and imagination that graduates bring to the work that they will do for many decades, in education and across a wide range of other sectors."—*from the foreword by Ann E. Austin*

Despite continued growth in enrollments, graduate program attrition rates are of great concern to academic program coordinators. It is estimated that only 40 to 50 percent of students who begin Ph.D. programs complete their degrees. This book describes programs, initiatives, and interventions that lead to overall student retention and success.

Written for graduate school administrators, student affairs professionals, and faculty, this book offers ways to better support today's graduate student population, addresses the needs of today's changing student demography and considers the challenges today's graduate students face inside and outside of the classroom.

The opening section highlights the shifting demographics and contextual factors shaping graduate education over the past 20 years, while the second describes institutional practices to develop the requisite academic and professional development necessary to succeed in master's and doctoral programs. In conclusion, the editors curate a conversation about different ways institutions can support graduate students beyond the classroom.

264 pp, 6" x 9", 5 figures & 17 tables
Cloth, April 2022, 978 1 64267 064 6, \$135.00
Paper, April 2022, 978 1 64267 065 3, \$37.50
E-book, April 2022, 978 1 64267 067 7, \$37.50



The Productive Graduate Student Writer

How to Manage Your Time, Process, and Energy to Write Your Research Proposal, Thesis, and Dissertation and Get Published

Jan E. Allen

Foreword by Chris M. Golde



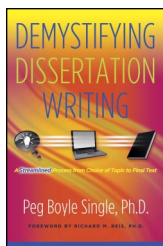
"This book is a gem: A gifted scholar and graduate school dean provides precisely the kind of practical, tested advice that all students need to write theses, dissertations, grant proposals, job applications, and scholarly articles efficiently. I wholeheartedly recommend."—**Steven Mintz**, *University of Texas at Austin*

This book is for graduate students—and others—who want to become more productive writers. It's especially written for those who want to:

- Increase their motivation, focus, and persistence to move a project to completion
- Overcome procrastination and perfectionistic tendencies
- Reduce (or write in spite of) their anxiety and fear of writing
- Manage their time, work, energy (and advisor) for greater productivity

While Jan Allen recognizes that writing is not an innate talent for most of us, she demonstrates that it is a process based on skills which we can identify, learn, practice and refine. With a light touch and an engaging sense of humor, she proposes strategies to overcome procrastination and distractions, and build a writing practice to enable you to become a more productive and prolific writer.

180 pp, 5 1/2" x 8 1/4"
Cloth, 2019, 978 1 62036 890 9, \$135.00
Paper, 2019, 978 1 62036 891 6, \$22.50
E-book, 2019, 978 1 62036 893 0, \$22.50

**BESTSELLER**

Demystifying Dissertation Writing

A Streamlined Process from Choice of Topic to Final Text

Peg Boyle Single

Foreword by Richard M. Reis

"*Demystifying Dissertation Writing* by Peg Boyle Single is a wonderful tool for assisting students through the rocky road of dissertation writing. By using a thorough and relatable writing style, having advisors and students as an audience, addressing the human topics of dissertation writing, providing visual process markers and tools, and believing in student/literature engagement, Single has written an amazing book for both advisors and students alike. I would recommend this book to anyone who works with any graduate students who are considering continuing their studies and those who are already in a doctoral program."—**NACADA Journal**

"I was so impressed with this book that I offered to write the foreword for it."—**Rick Reis**, *editor of the Tomorrow's Professor eNewsletter*

"Whether you're inching towards a dissertation topic, choosing an adviser or already coping with the last stage of doctoral work, this book will be a life-saver."—**JoAnn Moody**, *Faculty Development and Diversity Specialist, author of Faculty Diversity: Problems and Solutions*

Research shows that five strategies correlate with the successful completion of a dissertation:

- Establishing a consistent writing routine
- Working with a support group
- Consulting your advisor
- Understanding your committee's expectations
- Setting a realistic and timely schedule

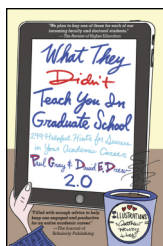
Building on these insights, this book is for anyone who needs help in preparing for, organizing, planning, scheduling, and writing the longest sustained writing project they have encountered, particularly if he or she is not receiving sufficient guidance about the process; but also for anyone looking to boost his or her writing productivity.

192 pp, 6" x 9"

Cloth, 2009, 978 1 57922 312 0, \$135.00

Paper, 2009, 978 1 57922 313 7, \$25.00

E-book, 2011, 978 1 57922 686 2, \$25.00

**BESTSELLER**

What They Didn't Teach You in Graduate School

299 Helpful Hints for Success in Your Academic Career

SECOND EDITION

Paul Gray and David E. Drew

Illustrated by Matthew Henry Hall

Foreword by Laurie Richlin and Steadman Upham

"Filled with enough advice to help keep one engaged and productive for an entire academic career."—**The Journal of Scholarly Publishing**

"This manual's strength is in the crisp, straightforward tips on subjects ranging from how to handle students who may present a physical danger to how to navigate new technology for better teaching, research and writing. It is presented with a clever wit [and] includes a chapter on diversity that is brief and blunt."—**Black Issues in Higher Education** (now **DIVERSE**)

- This irreverent, but serious guide to what life in higher education institutions is really like, now enhanced by 100 new tips
- Invaluable advice that ranges from getting your Ph.D. to setting the course of your academic career

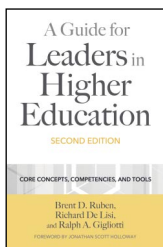
The 100 new hints expand sections on the dissertation process, job hunting, life in the classroom and on dealing with students, as well as on matters that affect readers' careers, such as research, publication, and tenure.

224 pp, 5 1/2" x 8 1/4", 16 illus

Paper, 2012, 978 1 57922 644 2, \$22.50

E-book, 2012, 978 1 57922 646 6, \$22.50

Leadership & Administration



NEW

A Guide for Leaders in Higher Education

Core Concepts, Competencies, and Tools

SECOND EDITION

Brent D. Ruben, Richard De Lisi and Ralph A. Gigliotti

Foreword by Jonathan Scott Holloway

Text

"The second edition could not come at a better time given the leadership challenges facing society like COVID-19 and issues of equity and social justice. The continuing importance of their work cannot be underestimated. It is a resource that all academic leaders need—and will thoroughly enjoy."—**Gail T. Fairhurst**, *Distinguished University Research Professor, University of Cincinnati*

"I recommend it to all of our department chairs and use it in our leadership development program. An essential resource for aspiring and current academic leaders."—**Eliza K. Pavalko**, *Vice Provost for Faculty & Academic Affairs; and Allen D. and Polly S. Grimshaw Professor of Sociology, University of Indiana, Bloomington*

Since publication of the first edition, the environment for higher education has become more critical and complex. Whether facing falling enrollments, questions of economic sustainability, the changing composition of the faculty and student bodies, differential retention and graduation rates, declining public confidence in the enterprise, and the rise in the use of virtual technologies – not to mention how COVID-19 and an intensified focus on long standing issues of racial and gender representation – it is clear that learning on the job no longer suffices. Leadership development in higher education has become essential for advancing institutional effectiveness, which is the focus of this book.

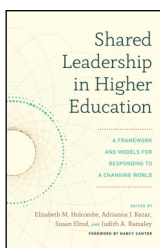
This book is intended for faculty and staff leaders, whether in formal leadership roles, such as deans, chairs, or directors of institutes, committees, or task forces, or those who perform informal leadership functions in their institutions, and as a textbook in graduate courses.

496 pp, 6" x 9"

Cloth, Aug 2021, 978 1 64267 244 2, \$135.00

Paper, Aug 2021, 978 1 64267 245 9, \$45.00

E-book, Aug 2021, 978 1 64267 247 3, \$45.00



FORTHCOMING

Shared Leadership in Higher Education

A Framework and Models for Responding to a Changing World

Edited by Elizabeth M. Holcombe, Adrianna J. Kezar, Susan L. Elrod and Judith A. Ramaley

Foreword by Nancy Cantor

Today's higher education challenges necessitate new forms of leadership. A volatile financial environment and the need for new business models and partnerships to address the impact of new technologies, changing demographics, and emerging societal needs, demand more effective and innovative forms of leadership. This book focusses on a leadership approach that has emerged as particularly effective for organizations facing complex challenges: shared leadership.

Organizations that have implemented shared leadership have been better able to learn, innovate, perform, and adapt to the types of external challenges that campuses now face and that will continue to shape higher education in the future.

This book brings together the two foremost scholars of higher education who have studied, described and evaluated the impact of shared leadership, a university chancellor with prior experience of facilitating systemic institutional change at two university systems, and the former president of three universities where she coordinated processes that led to the transformational changes needed renew institutional mission and purpose.

Intended as a resource for leaders at the highest levels such as Presidents and Provosts as well as mid-level leaders such as deans, directors, and department chairs, the book is also addressed to faculty and staff who are interested in collaborating with campus leaders on institutional decision-making or creating new change initiatives. It is intended to build capacity for shared leadership across institutions and for use in leadership courses and programs.

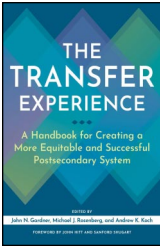
256 pp, 6" x 9"

Cloth, Oct 2021, 978 1 64267 224 4, \$135.00

Paper, Oct 2021, 978 1 64267 225 1, \$35.00

E-book, Oct 2021, 978 1 64267 227 5, \$35.00

NOTIFY ME

**NEW**

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

"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. Shattering outmoded transfer assumptions, [they] 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*

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 continual updates of 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.

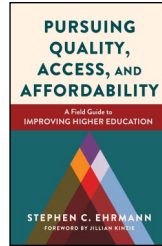
Co-published with The Gardner Institute

312 pp, 7" x 10"

Cloth, Mar 2021, 978 1 62036 946 3, \$135.00

Paper, Mar 2021, 978 1 62036 947 0, \$39.95

E-book, Mar 2021, 978 1 62036 949 4, \$39.95

**NEW**

Pursuing Quality, Access, and Affordability

*A Field Guide to
Improving Higher
Education*

Stephen C. Ehrmann

Foreword by Jillian Kinzie

"Faculty members, deans, provosts and presidents who want to improve their institutions can all find valuable food for thought in these pages. Dr. Ehrmann uses the example of several colleges and universities that have had notable success in improving the quality of education, affordability, and graduation rates while drawing on his own many years of experience to present a wealth of useful ideas about how to bring about real reform."—**Derek Bok**, *300th Anniversary University Research Professor and former president, Harvard University*

Whether they recognize it or not, virtually all colleges and universities face three Grand Challenges:

- Improve the learning outcomes of a higher education: A large majority of college graduates are weak in capabilities that faculty and employers both see as crucial.
- Extend more equitable access to degrees: Too often, students from underserved groups and poor households either don't enter college or else drop out without a degree. The latter group may be worse off economically than if they'd never attempted college.
- Make academic programs more affordable (in money and time) for students and other important stakeholder groups: Many potential students believe they lack the money or time needed for academic success. Many faculty believe they don't have time to make their courses and degree programs more effective. Many institutions believe they can't afford to improve outcomes.

These challenges are global. But, in a higher education system such as that in the United States, the primary response must be institutional. This book analyzes how, over the years, six pioneering colleges and universities have begun to make visible, cumulative progress on all three fronts.

Paper, Mar 2021, 978 1 62036 991 3, \$35.00

Cloth, Mar 2021, 978 1 62036 990 6, \$135.00

E-Book, Mar 2021, 978 1 62036 993 7, \$35.00

BESTSELLER

Understanding College and University Organization

Theories for Effective Policy and Practice

James L. Bess and Jay R. Dee

Foreword by D. Bruce Johnstone

A Management Resource for Higher Education Leaders

Text “Quite simply a *tour de force*. Not only have the authors written by far the broadest and deepest theoretical analysis of college and university organization I’ve seen, but they have clearly organized a complex topic, and written it engagingly. This will be seen as a landmark work in the field. It should be required reading for all who claim to understand higher education institutions and the behavior that goes on inside and around them.”—**David W. Leslie**, *Chancellor Professor of Education, The College of William and Mary*

“An extraordinarily comprehensive treatment of the uses of theory to understand and manage organizations of academic life....recommended for every student of American higher education.”—**Theodore J. Marchese**, *Senior Consultant, Academic Search Consultation Service, and formerly Vice President of the American Association for Higher Education*

The Comprehensive Textbook for Graduate and Master’s Courses

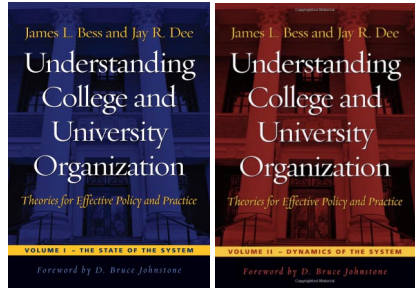
“The best introduction to organizational theory and its implications for higher education leadership/management that I have ever seen. By the end of the course, the students were in an excellent position to place current literature within a framework and relate it to the ‘big picture’ and what they already knew. It provided them with the conceptual lenses to navigate this convoluted intellectual terrain. This work is a treasure!”

—**Martin J. Finkelstein**, *College of Education and Human Services, Seton Hall University*

“Not only did the text exceed my expectations, but I was amazed by how the students embraced the book’s theoretical perspectives. I highly recommend this textbook to master’s level instructors who seek to foster critical thinking about theory and practice.”—**Cheryl J. Daly**, *Director, College Student Personnel Master’s Program, Western Carolina University*

This two-volume work is intended to help readers develop powerful new ways of thinking about organizational principles, and apply them to policy-making and management in colleges and universities.

It systematically presents a range of theories



that can be applied to many of the difficult management situations that college and university leaders encounter. It provides them with the theoretical background to knowledgeably evaluate the many new ideas that emerge in the current literature, and in workshops and conferences. The purpose is to help leaders develop their own effective management style and approaches, and feel confident that their actions are informed by appropriate theory and knowledge of the latest research in the field.

The book offers readers the tools to balance the real-world needs to succeed in today’s challenging and competitive environment with the social and ethical aspirations of all its stakeholders and society at large. The authors’ aim is to elucidate how administration can be made more efficient and effective through rational decision-making while also respecting humanistic values. This approach highlights a range of phenomena that require attention if the institution is ultimately to be considered successful.

Volume I: The State of the System

506 pp, 6" x 9"

Paper, 2012, 978 1 57922 768 5, \$44.00

E-Book, 2012, 978 1 57922 773 9, \$44.00

Volume II: Dynamics of the System

500 pp, 6" x 9"

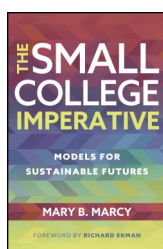
Paper, 2012, 978 1 57922 769 2, \$44.00

E-Book, 2012, 978 1 57922 774 6, \$44.00

Two-Volume Set

1010 pp, 6" x 9"

Paper, 2012, 978 1 57922 770 8, \$75.00



The Small College Imperative

Models for Sustainable Futures

Mary B. Marcy

Foreword by Richard Ekman

"Anyone interested in the future of small private institutions—presidents, faculty, board members, administrators, and others—will find much value in *The Small College Imperative* by Mary Marcy."—**Susan Whealler Johnston**, *President and CEO, National Association of College and University Business Officers (NACUBO)*

"Mary Marcy's book is a must-read. Her book should be used to stimulate and inform conversations among trustees, administrators, and faculty about how they might move their institution from 'survival to sustainability.'"—**Judith McLaughlin**, *Faculty Director, Higher Education Program, and Educational Chair, Harvard Seminar for New Presidents, Harvard Graduate School of Education*

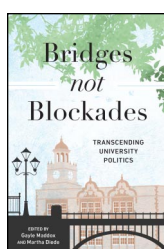
With pundits predicting that huge numbers of colleges will close in the next few decades, small colleges cannot afford to pretend that business-as-usual can sustain them. This book offers five emerging models for how small colleges can hope to survive and thrive in these very challenging times: Traditional; Integrative; Distinctive Program; Expansion, and Distributed. In addition to offering practical guidance for colleges trying to decide which model is for them, the book includes brief institutional profiles of colleges pursuing each model.

166 pp, 6" x 9"

Cloth, 2020, 978 1 62036 970 8, \$135.00

Paper, 2020, 978 1 62036 971 5, \$35.00

E-book, 2020, 978 1 62036 973 9, \$35.00



Bridges not Blockades

Transcending University Politics

Edited by Gayle Maddox and Martha Kalnin Diede

"Much has been made of higher education in the political realm, but less

attention has been paid to politics within higher education. At the same time, external social forces are affecting interpersonal relationships on campuses, making them counterproductive or, in some cases, even toxic. This timely collection provides desperately needed relationship strategies that faculty, staff, and administrators can use to navigate conflict so that we may band together in service of our students and our industry. The essays here provide historical and theoretical frameworks for understanding how we arrived at our current state, as well as concrete recommendations for creating agile institutions and higher education practitioners capable of effective and ethical response to contemporary challenges."—

Lindsey Bernhagen, *Director, Center for Inclusive Teaching and Learning, University of Wisconsin-Stevens Point; Editor of To Improve the Academy*

More than 3,400 colleges and universities in the United States serve 20.5 million students. While each campus is unique, most campuses and institutions face often contentious common issues, including tenure and promotion; budgeting; competition among disciplines for space and funding; academic bullying; and issues of identity. The contributors to this book suggest ways in which faculty, staff, and administrators can move from differences to commitment to shared goals to tackle new and existing challenges and opportunities.

Critical Studies in Teacher Leadership

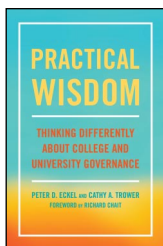
276 pp, 6" x 9"

Cloth, 2019, 978 1 97550 118 1, \$149.95

Paper, 2019, 978 1 97550 119 8, \$42.95

E-book, 2019, 978 1 97550 121 1, \$42.95





Practical Wisdom

*Thinking Differently
About College and
University Governance*

Peter D. Eckel and Cathy A. Trower

Foreword by Richard Chait

"*Practical Wisdom* is a must-read on trusteeship and governance. Eckel and Trower have written a clear, smart and example-laden book to help college and university presidents and their boards of trustees work effectively together to advance their institutions and address the challenges that confront them. If you are looking for the best 'how to manual' on college and university governance, this is it!"—**Isaiah Crauford**, *President, University of Puget Sound*

Written for trustees and administrative leaders, the primary aim of the book is to provide insight that boards can use to enhance their governing practices. The author's take is not a "how to do" book but rather one on "how to think." Their basic premise is that too many boards are underperforming because they adopt or continue ineffective practices. However, thinking in more intentional if not new ways about not only what they do as boards, but how they go about their efforts, will help boards add value to the institutions and state systems they govern. The authors use thought provoking-titles and a conversational tone to engage the readers, get them to reflect on their work, and broaden their horizons.

Co-published with *Inside Higher Ed*

228 pp, 6" x 9", figures & tables

Cloth, 2018, 978 1 62036 838 1, \$135.00

Paper, 2018, 978 1 62036 839 8, \$35.00

E-book, 2018, 978 1 62036 841 1, \$35.00



Provost

*Experiences, Reflections
and Advice From a
Former "Number Two"
on Campus*

Larry A. Nielsen

Foreword by D.H. DeHayes

"Read this book and learn about the inner workings of our universities, the roles and responsibilities of the Provost position, the subtle dimensions of effective leadership, and, equally as interesting, the experiences and reflections of an individual who loves the academy."—

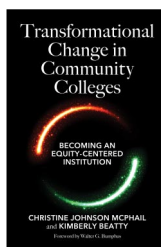
D.H. DeHayes, *Provost and Vice President for Academic Affairs, The University of Rhode Island*

402 pp, 5 1/2" x 8 1/4"

Paper, 2019, 978 1 57922 970 2, \$29.95

E-book, 2013, 978 1 57922 972 6, \$29.95

Community Colleges



NEW

Transformational Change in Community Colleges

Becoming an Equity-Centered Institution

Christine Johnson

McPhail and Kimberly Beatty

Foreword by Walter G. Bumphus

"A significant contribution to the on-going struggle to find practical approaches to implementing an equity agenda in higher education."—**Walter G. Bumphus**, *President & CEO of AACO*

This book provides a step-by-step implementation approach to integrating equity-centered principles in practices and policies to implement or improve equity work into the organizational culture.

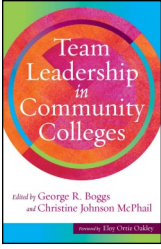
The authors define the act of becoming an equity-centered institution in terms of a transformational change approach using Kotter's Eight-Stage Process. His model is described in the opening chapter frames the chapters that follow. The authors show how the stages of change may occur at different times and different situations at different institutions, and demonstrate what leadership competencies are recommended for each stage in the change process.

156 pp, 6" x 9", figures

Cloth, Apr 2021, 978 1 62036 966 1, \$135.00

Paper, Apr 2021, 978 1 62036 967 8, \$29.95

E-book, May 2021, 978 1 62036 969 2, \$29.95



Team Leadership in Community Colleges

Edited by George R. Boggs and Christine Johnson McPhail

Foreword by Eloy Ortiz Oakley

"This book serves as a guide to all potential and current leaders in community colleges who recognize that their vision and goals will not be realized unless they build a team to assist in their achievement. Whether the team is inherited or developed, it is imperative that certain insights must be considered for it to coalesce. I highly recommend this book be included as part of the toolbox of all community college leaders."—**Belle S. Wheelan, Ph.D., President, Commission on Colleges, Southern Association of Colleges and Schools**

"The timeliness of this publication cannot be overstated. Developing strong, competent leaders — at every level — is one of the most pressing challenges facing community colleges today. Equally important is the book's emphasis on building high-functioning leadership teams, which can reduce divisiveness, unify mission, and advance institutional success. The chapter authors go well beyond theory to offer strategic, experience-based guidance, from board rooms to classrooms."—**Dr. Walter G. Bumphus, President and CEO, American Association of Community Colleges**

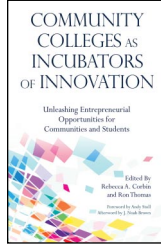
This edited collection is the first book to address the topic of how leaders work with teams to manage and transform community colleges. There is a need to develop better leadership teams in order to administer community colleges effectively and to improve these organizations, whether it be an individual campus, multi-college system or state-wide organization. Edited by two long-time leaders in the field, the book includes contributions from many other experienced leaders and scholars of community colleges.

256 pp, 6" x 9", tables

Cloth, 2019, 978 1 62036 886 2, \$135.00

Paper, 2019, 978 1 62036 887 9, \$35.00

E-book, 2019, 978 1 62036 889 3, \$35.00



BESTSELLER

Community Colleges as Incubators of Innovation

Unleashing Entrepreneurial Opportunities for Communities and Students

Edited by Rebecca A. Corbin and Ron Thomas

Foreword by Andy Stoll

Afterword by J. Noah Brown

"Entrepreneurial thinking has the power to facilitate transformational change within our colleges, and this book captures the essence of not only how it can, but why it should. Whether energizing educators to seek innovative curriculum designs, or creating partnerships to better address complex workforce issues in the twenty-first century, the contributing authors make it clear that the entrepreneurial college is the new standard of excellence."—**Edwin Massey, President, Indian River State College**

This book addresses the urgent need for community colleges to prioritize entrepreneurship education both to remain relevant in a changing economy and to give graduate students the flexible and interdisciplinary mindsets needed for the future of society. It argues that entrepreneurial education should be offered broadly to a wide range of students, and across all disciplines; defines the key constructs for achieving this objective; and describes how to create entrepreneurial learning environments.

Community colleges can become incubators of innovation, a magnet for talent, and provide the impetus for development strategies that their communities have not begun to realize.

This book takes the reader on a journey through the steps needed to build a meaningful, relevant, and sustainable entrepreneurship program, covering program development, curriculum design, appropriate pedagogical approaches, and community engagement.

Innovative Ideas for Community Colleges Series

204 pp, 6" x 9"

Cloth, 2019, 978 1 62036 862 6, \$135.00

Paper, 2019, 978 1 62036 863 3, \$36.95

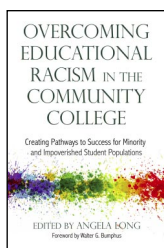
E-book, 2019, 978 1 62036 865 7, \$36.95

See also:

Undergraduate Research at Community Colleges

Equity, Discovery, and Innovation

Pg. 16



Overcoming Educational Racism in the Community College

Creating Pathways to Success for Minority and Impoverished Student Populations

Edited by Angela Long

Foreword by Walter G. Bumphus

"This book makes a valuable contribution to the literature and can act as an important resource for institutional leaders looking to understand and improve the experiences of community colleges' most vulnerable populations. The 20 contributing authors of *Overcoming Educational Racism* should applaud themselves for this timely work, as it can help institutional leaders eliminate structural inequities that impede minoritized student success in our nation's community colleges."—*Teachers College Record*

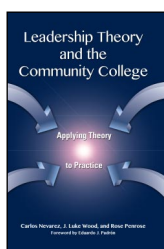
Innovative Ideas for Community Colleges Series

306 pp, 6" x 9", figures

Cloth, 2016, 978 1 62036 347 8, \$135.00

Paper, 2016, 978 1 62036 348 5, \$36.95

E-book, 2016, 978 1 62036 350 8, \$36.95



Leadership Theory and the Community College

Applying Theory to Practice

Carlos Nevarez, J. Luke Wood and Rose Penrose

Foreword by Eduardo J. Padrón

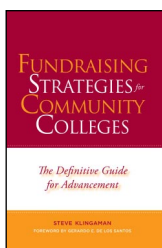
"This text offers an innovative approach to case analysis that encourages the reader to engage in reflective practice. The authors effectively align theoretical perspectives and the application of leadership principles in steering deliberation on problems and solutions. This work is a definitive compendium of community college case studies that will provide a useful framework for emerging and current community college leaders."—*Eboni M. Zamani-Gallaher, Professor and Coordinator, Community College Leadership Program, Eastern Michigan University*

192 pp, 6" x 9"

Cloth, 2013, 978 1 57922 631 2, \$135.00

Paper, 2013, 978 1 57922 632 9, \$32.50

E-book, 2015, 978 1 57922 634 3, \$32.50



Fundraising Strategies for Community Colleges

The Definitive Guide for Advancement

Steve Klingaman

Foreword by Gerardo E. De Los Santos

"Steve Klingaman's results-oriented strategies will benefit anyone ready to take a fresh look at their community college's fundraising. He provides a systematic approach to assessing what's effective, tackles barriers and myths, and offers countless practical, doable strategies that will instill confidence and produce positive results."—*Paul Heaton, Director of the Center for Community College Advancement, The Council for Advancement and Support of Education (CASE)*

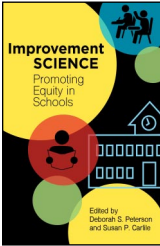
316 pp, 6" x 9"

Cloth, 2012, 978 1 57922 730 2, \$135.00

Paper, 2012, 978 1 57922 731 9, \$49.95

E-book, 2012, 978 1 57922 733 3, \$49.95

Improvement Science



NEW

Improvement Science

Promoting Equity in Schools

Edited by Deborah Peterson and Susan Carlie

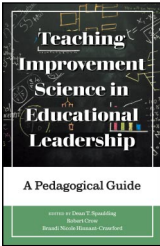
This book is intended to provide easily accessible examples to discuss, share, and inspire teachers and leaders as they lead anti-racist, equity-focused improvement efforts. From questions such as “how do I develop a love of reading in my classroom?” to “how can I better manage student behavior during independent learning time?” to “what should we do to make sure kids of all races read at grade level by 3rd grade” and “how could we include families of all backgrounds as partners in learning,” this book shares real-life examples from teachers, principals and district leaders who are currently leading equity-focused improvement efforts in our classrooms and schools.

Improvement Science in Education and Beyond Series

125 pp, 6" x 9"

Paper, Aug 2021, 978 1 97550 467 0, \$27.95

E-book, Aug 2021, 978 1 97550 469 4, \$27.95



NEW

Teaching Improvement Science in Educational Leadership

A Pedagogical Guide

Edited by Dean T.

Spaulding, Robert Crow and Brandi Nicole Hinnant-Crawford

This guide presents the reader with a range of pedagogies from a variety of viewpoints and approaches. The book provides a holistic picture for how one might develop stakeholder competency and capacity with improvement science as a signature problem-solving methodology for educational leaders. And while there are books that

provide foundational knowledge on the field of improvement science, this book differs in that it presents varying approaches for teaching others about improvement science. For those who want to develop the methodology but who need resources, the book provides the illustrations, examples, and other concrete applications so that those involved in teaching the subject matter can connect foundational knowledge of improvement to the applied context. This book serves as the guide for education leaders who wish to have the know-how for developing the knowledge, skills and dispositions relative to the field of improvement science—the education leader's signature problem-solving methodology.

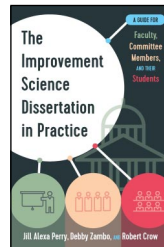
Improvement Science in Education and Beyond Series

256 pp, 6" x 9"

Cloth, Mar 2021, 978 1 97550 374 1, \$129.95

Paper, Mar 2021, 978 1 97550 375 8, \$39.95

E-book, May 2021, 978 1 97550 377 2, \$39.95



FORTHCOMING

Improvement Science Across the Disciplines

Driving Improvement in Healthcare, Business, and Social Services

Robert Crow, Brandi

Nicole Hinnant-Crawford and Dean T. Spaulding

Improvement Science Across the Disciplines: Business, Health, and Social Sciences examines the way improvement science is employed outside of the traditional field of business. This book provides a multidisciplinary examination from the fields of education, nursing, social work, and criminal justice—and explores the universality of improvement methodologies in fields of service. Contributing authors will use an improvement lens to describe addressing problems of practice in their respective disciplines.

Improvement Science in Education and Beyond Series

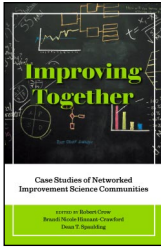
225 pp, 6" x 9"

Cloth, Jun 2022, 978 1 97550 386 4, \$129.95

Paper, Jun 2022, 978 1 97550 387 1, \$39.95

E-book, Jun 2022, 978 1 97550 389 5, \$39.95





FORTHCOMING

Improving Together

Case Studies of Networked Improvement Science Communities

Edited by Robert Crow, Brandi Nicole Hinnant-Crawford and Dean T. Spaulding

Crawford and Dean T. Spaulding

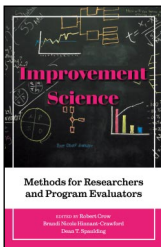
This book examines a range of Network Improvement Communities who are using improvement science to examine problems of practice. Operating in varying contexts, NICs provide a platform for communication and other forms of data sharing in order to create meta-findings on a particular phenomenon. The text focus on not only the use of IS in each context/node, but also processes of building and launching networks and considers how particular media and infrastructure are used to share knowledge within the network.

Improvement Science in Education and Beyond Series

225 pp, 6" x 9"

Paper, Nov 2021, 9781975503833, \$39.95

E-book, Nov 2021, 9781975503857, \$39.95



FORTHCOMING

Improvement Science

Methods for Researchers and Program Evaluators

Edited by Robert Crow, Brandi Nicole Hinnant-Crawford and Dean T. Spaulding

Crawford and Dean T. Spaulding

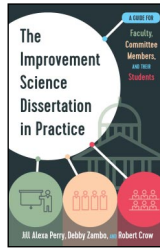
Improvement Science: Methods for Researchers and Program Evaluators moves beyond traditional research methods textbooks by responding to people working in improvement science and program evaluation. This book is tailored to the need for specific improvement research methodologies and frameworks collected and presented in an edited volume written by research faculty associated with or teaching in leadership programs.

Improvement Science in Education and Beyond Series

225 pp, 6" x 9"

Paper, Oct 2021, 978 1 97550 379 6, \$39.95

E-book, Oct 2021, 978 1 97550 381 9, \$39.95



The Improvement Science Dissertation in Practice

A Guide for Faculty, Committee Members, and their Students

Jill Alexa Perry, Debby Zambo and Robert Crow

The Improvement Science Dissertation in Practice provides a narrative and illustration about the purpose and features comprising the Dissertation in Practice and how this culminating experience is well suited to using Improvement Science as a signature methodology for preparing professional practitioners. This methodology, when combined with the Dissertation in Practice experience in EdD programs, reinforces practitioner learning about and skills for leadership and change. As a guide, the book is an extremely valuable resource that supports faculty, students, and practitioners in the application of Improvement Science to pressing educational problems in a structured, disciplined way.

Improvement Science in Education and Beyond Series

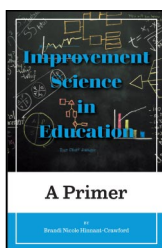
180 pp, 6" x 9"

Cloth, 2020, 978 1 97550 319 2, \$89.95

Paper, 2020, 978 1 97550 320 8, \$29.95

E-book, 2020, 978 1 97550 322 2, \$29.95





Improvement Science in Education

A Primer

Brandi Nicole Hinnant-Crawford

This book provides a comprehensive overview of improvement science as a framework to guide continuous improvement and reconceptualizes improvement by centering equity and justice as the purpose of improvement. This *Primer* is designed to introduce improvement science, a methodology with origins in manufacturing, engineering and healthcare, to educational audiences. Constantly reminding readers to think about who is involved and impacted, the *Primer* makes improvement science accessible to novices and adds critical dimensions for experienced practitioners to consider.

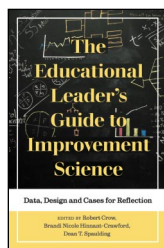
Improvement Science in Education and Beyond Series

230 pp, 6" x 9"

Cloth, 2020, 978 1 97550 354 3, \$89.95

Paper, 2020, 978 1 97550 355 0, \$22.95

E-book, 2020, 978 1 97550 357 4, \$22.95



The Educational Leader's Guide to Improvement Science

Data, Design and Cases for Reflection

**Edited by Robert Crow,
Brandi Nicole Hinnant-Crawford and Dean T. Spaulding**

"It is evident that improvement science methodology has the great potential for accelerating improvement, and those serious about transforming education should read this book."—**Sharon L. Contreras**, Superintendent, Guilford County Schools

Improvement Science in Education and Beyond Series

230 pp, 6" x 9"

Cloth, 2019, 978 1 97550 094 8, \$149.95

Paper, 2019, 978 1 97550 095 5, \$42.95

E-book, 2019, 978 1 97550 097 9, \$42.95



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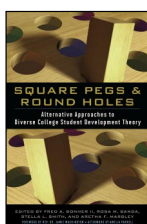
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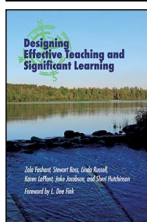
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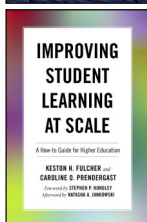
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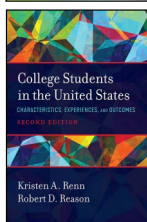
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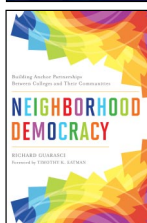
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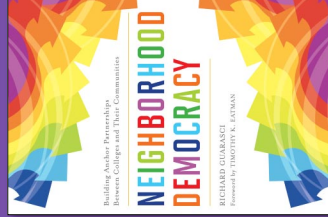
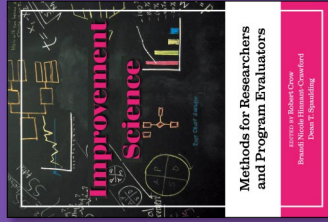


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