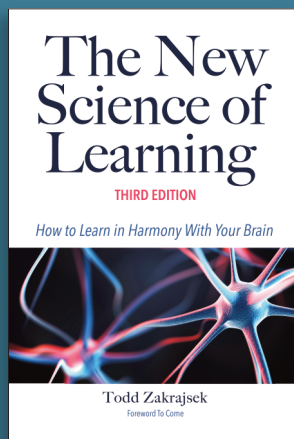
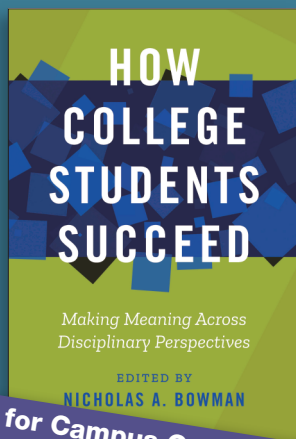
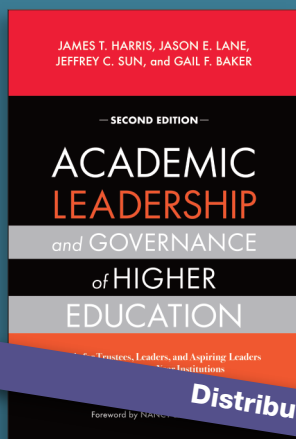
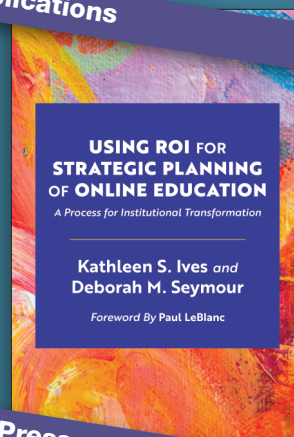
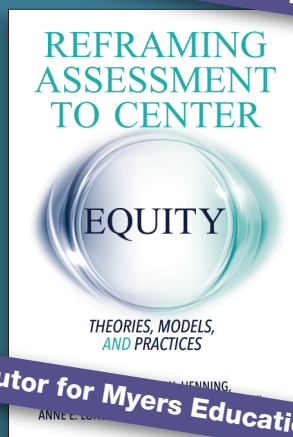
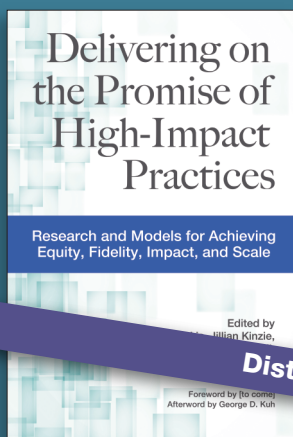


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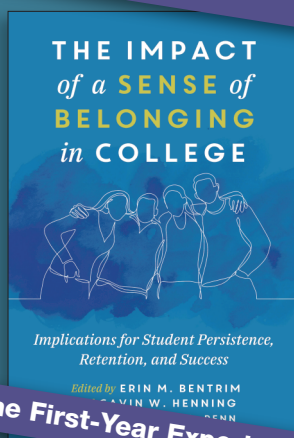
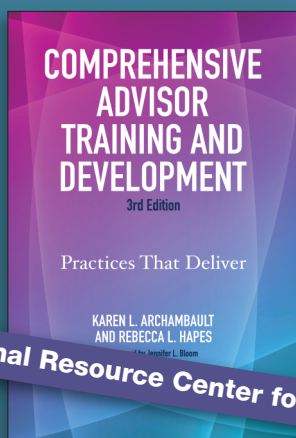
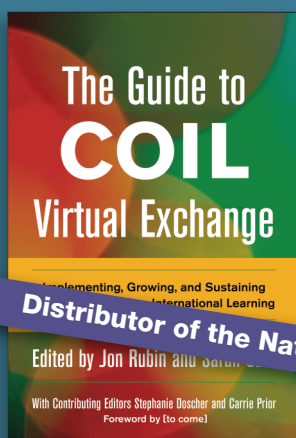
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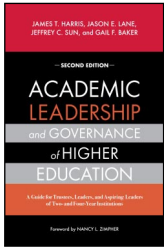
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General Interest



NEW

Academic Leadership and Governance of Higher Education

A Guide for Trustees, Leaders, and Aspiring Leaders of Two- and

Four-Year Institutions

SECOND EDITION

James T. Harris, Jason E. Lane, Jeffrey C. Sun and Gail F. Baker

Foreword by Nancy Zimpher



"Provides readers with a real-world understanding of the role of board governance and how it can operate effectively in higher education — from academic departments to boards of trustees. An important resource for anyone leading or governing a college or university." —**Henry Stoeber**, *President and CEO, Association of Governing Boards of Universities and Colleges*

"A fundamental guide for those who are privileged to lead and guide our institutions, for those who study and comment on colleges and universities and most of all, educators committed to ensuring institutional vitality and student success." —

—**Robert D. Kelly**, *President, University of Portland*

This book provides institutional leaders — from department chairs to trustees — with a broad understanding of the academic enterprise, strategic guidance, and key principles, to assist them in navigating the future and drive the success of their institutions as they confront the unimagined.

Providing examples and ideas drawn from the spectrum of colleges and universities in the not-for-profit sector, this book covers the major functions and constituent departments and units within institutions; the stakeholders from students and faculty through the echelons of administration; the external environment of elected officials, foundations, philanthropists, and the new changing media; and innovations in teaching, technology, data analytics, legal frameworks, as well as economic, demographic, and political pressures.

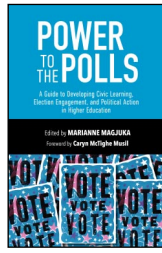
Winner of the 2012 ASHE/CAHEP Barbara Townsend Lecture Award

492 pp., 6" x 9", 8 illus

Cloth, Mar 2022, 978 1 64267 408 8, \$150.00

Paper, Mar 2022, 978 1 64267 409 5, \$55.00

E-book, Mar 2022, 978 1 64267 411 8, \$55.00



FORTHCOMING

Power to the Polls

A Guide to Developing Civic Learning, Election Engagement, and Political Action in Higher Education

Edited by Marianne Magjuka

Foreword by Carolyn McTighe Musil

"This book is a must-read for those who are invested in higher education's role in preparing students to be informed, engaged participants in our democracy. It asks us all to consider the ways in which colleges and universities and the organizations supporting these institutions can ensure that students are equipped with the knowledge, skills, and experiences necessary to develop their own political agency in a world in need of their ideas and leadership." —**Jennifer Domagal-Goldman**, *Executive Director, ALL IN Campus Democracy Challenge*

Given that students are increasingly arriving on campus with limited civic knowledge, and the fragile state of our democracy, there is an urgent need to incorporate civic learning into courses, programs, systems, and processes throughout our institutions.

This book provides administrators, student affairs educators, and faculty with frameworks and examples for developing initiatives and programs to promote students' civic learning and democratic engagement; set sustainable, campus-wide goals; track student learning outcomes; and make data-driven decisions that impact the campus climate for civic engagement.

Beyond two opening chapters that provide foundational grounding for this work, this volume offers nineteen emerging and promising examples of how a range of institutions—from community colleges and liberal arts universities to state and Research One institutions—are addressing the need for civic learning, promoting civil political discourse, engaging students in voter registration and mobilization, and on how to work with legislators on issues—and how to promote his work on a non-partisan basis.

The chapters identify a wide range of resources and organizations that support the work of civic engagement both nationally and at the state level.

267 pp., 6" x 9"

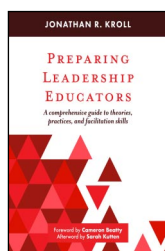
Cloth, Nov 2022, 978 1 64267 404 0, \$150.00

Paper, Nov 2022, 978 1 64267 405 7, \$37.50

E-book, Nov 2022, 978 1 64267 407 1, \$37.50



NOTIFY ME



FORTHCOMING

Preparing Leadership Educators

A Comprehensive Guide to Theories, Practices, and Facilitation Skills

Jonathan Kroll

This comprehensive and integrated resource prepares leadership educators to develop practice that is informed by theory, imbued with healthy leadership habits, and imparted with time-tested facilitation techniques—particularly experiential learning and reflective dialogue.

There are plenty of resources for those who desire to practice leadership more effectively. What has been absent until now is an extensive and accessible compilation of resources and preparatory materials for those who facilitate the leadership training and development of others. Leadership educators are responsible for preparing the next generations of change-makers to develop the leadership skills and capacities they need to navigate the challenges in the decades ahead. They enable organizations and communities to become the holding environments and learning laboratories that empower connections of meaning and depth, embolden courageous exploration, and enable needed structural and systemic change. The author offers this book as a resource to help readers become exceptional leadership educators—those who can empower others to enhance their leadership skills, capacities, and efficacy.

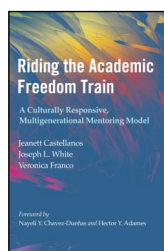
Designed to prepare those who are charged with the leadership training and development of others, this book includes: two dozen leadership theories, models, frameworks, and topics; an extensive collective of leadership practices; and tactics for facilitating powerful training experiences that are infused with experiential learning activities and reflective dialogue. Included with each theory and practice are detailed and easy-to-follow instructions on how to facilitate specific experiential learning activities—along with go-to reflective dialogue questions—that bring the topics to life and ensure this book serves as a practical resource.

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

Cloth, Nov 2022, 978 1 64267 276 3, \$150.00

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NEW

Riding the Academic Freedom Train

A Culturally Responsive, Multigenerational Mentoring Model

Jeanett Castellanos, Joseph L. White and Veronica Franco

Foreword by Nayeli Y. Chavez-Dueñas and Hector Y. Adames

"Should be mandatory reading for all university faculty, deans, and department chairs. For those who are committed to creating a truly inclusive environment, this book provides a roadmap to supporting BIPOC students so that classrooms and campuses can be culturally relevant and enriched."—**Anne Chan**, *author and diversity consultant*

"An important resource in understanding BIPOC student mentoring. This book explains the complexities of students' experiences, factors that promote their success, and practices that can ensure inclusivity [and] engagement."—**Lou Olivas**, *professor emeritus, Arizona State University, and past president, American Association of Hispanics in Higher Education*

This book offers a proven and holistic model of mentoring practice that not only helps mentees navigate their studies and the academy but provides them with an understanding of the systemic and racist barriers they will encounter, validates their cultural roots, and attends to their personal development.

Recognizing the demands that mentoring places on already busy faculty, the model addresses ways of distributing the work, developing mentees' capacities to mentor those that follow them, building a network of mentoring across generations, and adopting group mentoring. Intentionally planned and implemented, the model becomes self-perpetuating, building an intergenerational cadre of mentors who can meet the growing and continuing needs of the BIPOC community.

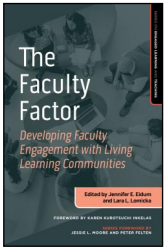
Opening with a review of the salient research, the core of the book describes the Freedom Train model developed by the father of Black psychology, Dr. Joseph White, setting out the principles and processes that inform the Multiracial / Multiethnic / Multicultural Mentoring Model that evolved from it.

408 pp., 6" x 9", 66 illus

Cloth, Jun 2022, 978 1 64267 352 4, \$150.00

Paper, Jun 2022, 978 1 64267 353 1, \$42.50

E-book, Jun 2022, 978 1 64267 355 5, \$42.50

**FORTHCOMING**

The Faculty Factor

Developing Faculty Engagement with Living Learning Communities

Edited by Jennifer E. Eidum and Lara L. Lomicka

Series edited by Jessie L. Moore and Peter Felten

This practical resource examines how colleges and universities foster sustainable faculty involvement in living learning communities (LLCs). This volume delivers evidence-based research as well as practical examples and voices from the field, to guide and support faculty serving in different capacities in LLCs, to serve as a resource for student affairs practitioners collaborating with faculty in residential environments, and to offer guidance to administrators developing new and revising existing LLC programs.

This book demonstrates that faculty are key to creating equitable, engaging, and sustainable LLCs in diverse higher education settings. Chapters delve into both the micro-level experiences of individual faculty and the macro-level campus-wide planning that positions LLCs as a meaningful learning experience for students.

The book is divided into three parts. The chapters in the first part envision a future of faculty-student engagement that meets the needs of new-majority students and faculty through intentional planning and forward-looking models of faculty engagement. The second part outlines ways to capitalize on faculty and residential life partnerships for successful LLCs. Authors focus on key areas of LLC development, including collaboration on programming, co-developing LLC curricula, fostering broad campus partnerships, and creating the conditions for effective faculty-student engagement. The third part serves as a resource for new and seasoned faculty-in-residence (FIR) who may wish to better understand their roles, as well as the roles and expectations for partners and families living with them, and strive to find a reasonable work-life balance. The chapters detail the lived experiences of FIR—they provide both a theoretical context as well as concrete ideas for new and seasoned faculty members who are serving LLCs.

In the conclusion the editors explore pathways for both expanding and deepening faculty involvement in LLCs and underscore the many avenues for faculty support and incentives presented throughout the book to enable administrators, staff, and faculty themselves to advocate for resources they need to thrive while working with students in LLCs.

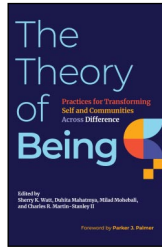
Series on Engaged Learning and Teaching

276 pp., 6" x 9", 6 illus

Cloth, Feb 2023, 978 1 64267 252 7, \$150.00

Paper, Feb 2023, 978 1 64267 253 4, \$45.00

E-Book, Feb 2023, 978 1 64267 255 8, \$45.00

**NEW**

The Theory of Being

Practices for Transforming Self and Communities Across Difference

Sherry K. Watt, Duhita Mahatmya, Milad Mohebali and Charles R. Martin-Stanley II

Foreword by Parker J. Palmer

"The dialogue process described in this book is rooted in real-life experience and sound theory, tested and proven in practice, and illustrated with compelling stories. It's a process that works for individuals and groups." —**Parker J. Palmer**, *Founder and Senior Partner Emeritus of the Center of Courage and Renewal*

"An important and innovative book that should be part of personal libraries, especially for those seeking new ways to work across difference via conversations hoping for self and institutional/community transformation. This book makes a significant contribution to the practice addressing difficult dialogue work." —**Nancy "Rusty" Barceló**, *Equity and Diversity Consultant*

This book presents a state-of-the-art, robust, and adaptable process, the Theory of Being, that offers strategies for working across Difference, and for embarking on constructive dialogue around the issues that drive us apart, both individually and collectively. Whether around racial, gender, and/or social class inequity, core beliefs, uses of power or other points of cultural conflict, this book offers a research-validated approach, developed and refined over twenty years, to engage in difficult dialogues.

It describes and offers applications of Being to help the reader understand and apply principles and practices that invite openness to controversy through facilitating deep reflection and shifting the focus of conflict from individuals to centering the issue of contention as a Third Thing about which participants can more safely express experiences and emotions.

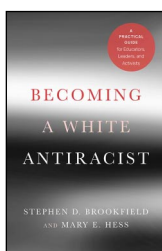
Via cases and narratives, the editors and contributors demonstrate how, through productively situating feelings of vulnerability and anger, individuals, organizations, and communities can work together to continuously evolve responsive, inclusive, and equitable practices that value social and cultural differences.

288 pp., 6" x 9"

Cloth, Aug 2022, 978 1 64267 364 7, \$150.00

Paper, Aug 2022, 978 1 64267 365 4, \$37.50

E-book, Aug 2022, 978 1 64267 367 8, \$37.50



Becoming a White Antiracist

A Practical Guide for Educators, Leaders, and Activists

Stephen D. Brookfield and Mary E. Hess

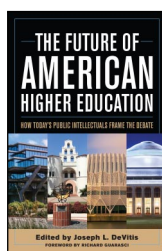
"Brookfield and Hess offer a range of strategies and

methods for liberating white imaginations from the debilitating and life draining legacies of white supremacy and racism in America. Through storytelling and truth-sharing dialogical methods, they provide readers with roadmaps by which individuals and groups might begin to dismantle structural racism. 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?" These were the cries the authors heard most frequently from those whites whose consciousness of racism was being raised.

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.

252 pp, 6" x 9", 1 fig & 1 table
Cloth, 2021, 978 1 62036 858 9, \$150.00
Paper, 2021, 978 1 62036 859 6, \$27.50
E-book, 2021, 978 1 62036 861 9, \$27.50



NEW

The Future of American Higher Education

How Today's Public Intellectuals Frame the Debate

Edited by Joseph L. DeVitis

Foreword by Richard Guarasci

"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."

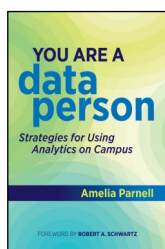
—**Penny A. Pasque**, *Professor of Educational Studies and Director of Qualitative Methods at Ohio State University*

"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*

The chapters in this book review the contributions of 17 public intellectuals who have been at the forefront of these issues and significantly contributed to these 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, Jan 2022, 978 1 64267 340 1, \$150.00
Paper, Jan 2022, 978 1 64267 341 8, \$37.50
E-book, Dec 2021, 978 1 64267 343 2, \$37.50



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 profes-

sionals 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

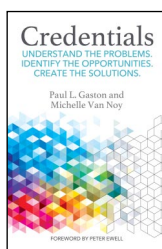
The book includes a set of self-assessment questions and a companion set of action steps and available resources to help readers use data to facilitate their work..

168 pp., 6" x 9"

Cloth, 2021, 978 1 64267 136 0, \$150.00

Paper, 2021, 978 1 64267 137 7, \$35.00

E-book, 2021, 978 1 64267 139 1, \$35.00



NEW

Credentials

Understand the problems. Identify the opportunities. Create the solutions.

Paul L. Gaston and Michelle Van Noy

Foreword by Peter Ewell

"When trying to understand, let alone navigate, a landscape as chaotic and confusing as America's credential ecosystem, a guidebook from trusted experts is essential. This is that—the resource you'll want to read and reread to ensure you have a firm foundation for the journey." —**Scott Cheney**, *CEO, Credential Engine*

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

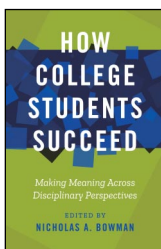
The plan of the book reflects the authors' practical aim. In the first of three parts, they offer a broad view of the credentials environment—how credentials work, how a proliferation in credentials has created an unprecedented array of educational choices, and why this abundance is a mixed blessing. In the second part, they focus on categories of credentials, from the associate degree to doctoral degrees 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: one discusses the importance of maintaining a priority on equity; the other offers 12 propositions for action.

252 pp., 6" x 9"

Cloth, Jan 2022, 978 1 62036 942 5, \$150.00

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E-Book, Feb 2022, 978 1 62036 945 6, \$39.95



NEW

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*

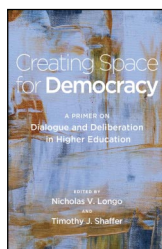
"Essential. Timely. ...will help inform practice for years to come." —**Doneka R. Scott**, *Vice Chancellor and Dean for the Division of Academic and Student Affairs, North Carolina State University*

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, Feb 2022, 9781642671322, \$150.00
Paper, Feb 2022, 9781642671339, \$42.50
E-Book, Mar 2022, 9781642671353, \$42.50



Creating Space for Democracy

A Primer on Dialogue and Deliberation in Higher Education

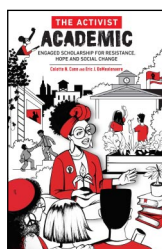
Edited by Timothy J. Shaffer and Nicholas V. Longo

"This book 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, *Creating Space for Democracy* 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. This book is a must read for if you are in higher education, care about dialogue and deliberation, and are yearning for new ideas." —**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 offer 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, \$150.00
Paper, 2019, 978 1 62036 927 2, \$39.95
E-book, 2019, 978 1 62036 929 6, \$39.95



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

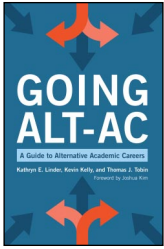
Following the journey of two academics, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating 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, \$150.00

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*

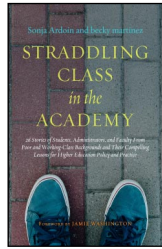
A growing number of people completing or holding graduate degrees now seek non-faculty positions—also called alternative academic, or "alt-ac" positions—at different stages in their careers. While an increasing number of people with doctoral degrees are hunting for a diminishing pool of tenure-track faculty jobs, most degree-granting institutions do not adequately prepare their graduate students 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, \$150.00

Paper, 2020, 978 1 62036 831 2, \$35.00

E-book, 2020, 978 1 62036 833 6, \$35.00



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

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, \$150.00

Paper, 2019, 978 1 62036 740 7, \$35.00

E-book, 2019, 978 1 62036 742 1, \$35.00

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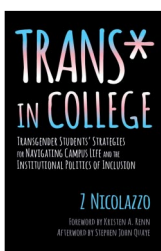
www.linkedin.com/company/styluspublishing



www.instagram.com/StylusPub



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



BESTSELLER

Trans* in College

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

Z Nicolazzo

Foreword by Kristen A. Renn

Afterword by Stephen John Quaye

"A must-read resource for higher education administrators, faculty, and those providing support services. Highly recommended. Upper-division undergraduates through practitioners." — **CHOICE**

"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

Winner of the 2017 AERA Division J Outstanding Publication Award

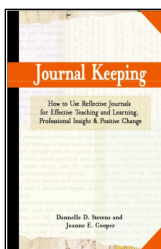
CHOICE 2017 Outstanding Academic Title

232 pp., 6" x 9"

Cloth, 2016, 978 1 62036 455 0, \$150.00

Paper, 2016, 978 1 62036 456 7, \$30.00

E-book, 2016, 978 1 62036 458 1, \$30.00



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*

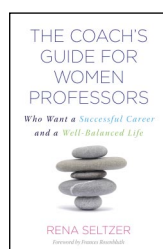
"An impressively complete and well organized exploration of the uses of journal writing. It provides rich backing for John Dewey's key insight, namely that it's not experience that makes us learn, it's reflection on experience." — **Peter Elbow**, author of *Writing with Power*, and Everyone Can Write,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

286 pp., 7" x 10", tables & figures

Cloth, 2009, 978 1 57922 215 4, \$150.00

Paper, 2009, 978 1 57922 216 1, \$33.00

E-book, 2020, 978 1 64267 203 9, \$33.00



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

"A thoughtful, immensely practical resource for women to achieve excellence and well-being in academic careers." — **Adam Grant**, Wharton professor and New York Times bestselling author of *Give and Take*

252 pp., 5 1/2" x 8 1/4", 2 figures

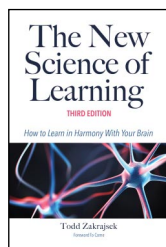
Cloth, 2015, 978 1 57922 895 8, \$150.00

Paper, 2015, 978 1 57922 896 5, \$25.00

E-book, 2015, 978 1 57922 898 9, \$25.00

Inclusive Teaching & Student Success Texts

NEW EDITION OF BESTSELLER



The New Science of Learning

How to Learn in Harmony With Your Brain

THIRD EDITION

Todd D. Zakrajsek

Foreword by John N. Gardner



"I have used prior editions in my courses for several years with much success! The third edition is loaded with practical and detailed advice to students on applying the science of learning for college success...a highly accessible and fun book!"—**Kathy Nabours**, *associate professor of mathematics, Riverside City College*

"An instant classic when first published in 2013, this updated third edition should be required reading for every college student. An invaluable resource for educators searching for concrete, evidence-based ways to help students build academic skills, agency, and self-efficacy."

—**Jessamyn Neuhaus**, *Director, SUNY Plattsburgh Center for Teaching Excellence*

Preserving the elements that have made the previous two editions so successful—such as chapters on sleep, exercise, memory and mindset—this third edition introduces students to wholly new aspects of brain function and how they impact learning; and, furthermore, addresses the challenges of learning online.

By introducing new concepts, strategies, and applications related to learning and memory that are based on current findings in cognitive, social, and motivational psychology, this text offers a richer and more complete picture of how brain science illuminates how we learn. Students assigned this book will be equipped to design effective learning plans, employ new strategies, recognize learning traps, discover ways to work effectively in groups, improve recall, and realize better academic performance through test-taking and paper-writing strategies.

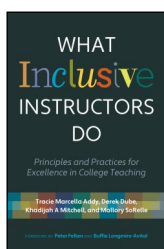
This new edition also addresses the concerns of students who may feel at a disadvantage or unsupported in a college setting.

200 pp., 6" x 9"

Cloth, Jun 2022, 978 1 64267 500 9, \$150.00

Paper, Jun 2022, 978 1 64267 501 6, \$22.50

E-book, Jun 2022, 978 1 64267 503 0, \$22.50



BESTSELLER

What Inclusive Instructors Do

Principles and Practices for Excellence in College Teaching

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

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. No stone is left unturned in connecting the practices shared and the research on why and how those practices support inclusion, making this 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.

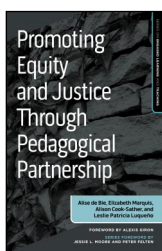
240 pp., 6" x 9", 1 fig

Cloth, 2021, 978 1 64267 192 6, \$150.00

Paper, 2021, 978 1 64267 193 3, \$33.00

E-book, 2021, 978 1 64267 195 7, \$33.00

INCLUSIVE TEACHING RESOURCES & STUDENT SUCCESS TEXTS



Promoting Equity and Justice Through Pedagogical Partnership

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

Foreword by Alexis Giron

"There are urgent and specific forms of violence faced by students from equity-seeking groups, practices that have led to harms that we, as educators and practitioners, are called on to redress. 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 literature review, and offer 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.

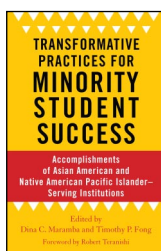
The Engaged Learning and Teaching Series

168 pp, 6" x 9", 6 illus

Cloth, 2021, 978 1 64267 208 4, \$150.00

Paper, 2021, 978 1 64267 209 1, \$37.50

E-book, 2021, 978 1 64267 211 4, \$37.50



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*

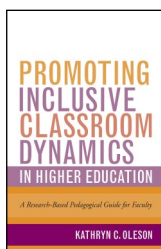
This book recognizes there is a large population of underserved Asian American and Pacific Islander college students who, given their educational disparities, are in severe need of attention. The contributors describe effective practices that enable instructors to validate the array of students' specific backgrounds and circumstances within the contexts of developing such skills as writing, leadership and cross-cultural communication for their class cohorts as a whole.

288 pp, 6" x 9"

Cloth, 2020, 978 1 64267 016 5, \$150.00

Paper, 2020, 978 1 64267 017 2, \$42.50

E-book, 2020, 978 1 64267 019 6, \$42.50



Promoting Inclusive Classroom Dynamics in Higher Education

A Research-Based Pedagogical Guide for Faculty

Kathryn C. Oleson

Foreword by Tia Brown McNair

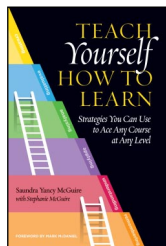
"Presenting research, strategies, and lived experiences in engaging and accessible ways, Kathryn C. Oleson invites us to reflect on ourselves as facilitators of learning, to recognize the necessity not just the benefits of more equitable and inclusive

classrooms, and to dedicate ourselves to transforming our thinking and our practices. She 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, Peace, Conflict and Social Justice concentration 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 (including educational psychology, scholarship of teaching and learning, intergroup dialogue, and social justice theory), this book provides practical solutions to help faculty create an inclusive learning environment in which all students can thrive.

223 pp, 6" x 9", 27 tables & 5 figs
Cloth, 2020, 978 1 62036 898 5, \$150.00
Paper, 2020, 978 1 62036 899 2, \$35.00
E-book, 2020, 978 1 62036 901 2, \$35.00



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

“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.” —

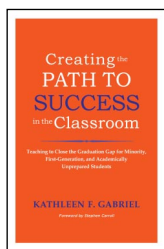
Reflective Teaching

“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*

“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*

176 pp, 5 1/2" x 8 1/4", 20 figures
Cloth, 2018, 978 1 62036 755 1, \$150.00
Paper, 2018, 978 1 62036 756 8, \$22.00
E-book, 2018, 978 1 62036 758 2, \$22.00



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

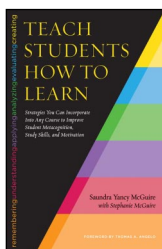
Foreword by Stephen Carroll

“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, \$150.00
Paper, 2018, 978 1 57922 556 8, \$33.00
E-book, 2018, 978 1 57922 558 2, \$33.00

INCLUSIVE TEACHING RESOURCES & STUDENT SUCCESS TEXTS



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!"

—**Roald 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.

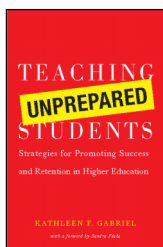
Co-published with NISOD and NADE

288 pp, 6" x 9", figures, tables & power point slides

Cloth, 2015, 978 1 62036 315 7, \$150.00

Paper, 2015, 978 1 62036 316 4, \$37.50

E-book, 2015, 978 1 62036 318 8, \$37.50



BESTSELLER

Teaching Unprepared Students

Strategies for Promoting Success and Retention in Higher Education

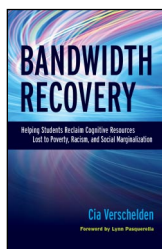
**Kathleen F. Gabriel
Foreword by Sandra M. Flake**

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, \$33.00

E-book, 2017, 978 1 62036 795 7, \$33.00



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 demographics 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

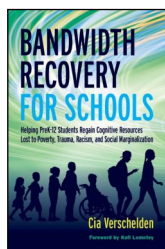
Published in association with AAC&U

170 pp, 6" x 9", 7 illus

Cloth, 2017, 978 1 62036 604 2, \$150.00

Paper, 2017, 978 1 62036 605 9, \$33.00

E-book, 2017, 978 1 62036 607 3, \$33.00



Bandwidth Recovery for Schools

Helping Pre-K-12 Students Regain Cognitive Resources Lost to Poverty, Trauma, Racism, and Social Marginalization

Cia Verschelden

Foreword by Kofi Lomotey

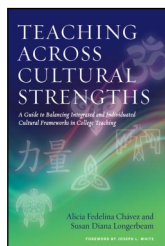


"To solve a problem, you need to ask the right questions. Cia Verschelden is asking the right questions about the impact of poverty, trauma, racism and social marginalization on school children, their families, and their teachers. Most importantly, she is providing much-needed answers that can help students thrive even when facing adversity. Every educator should read this book!"—**Beverly Daniel Tatum**, *author of Why Are All the Black Kids Sitting Together in the Cafeteria?*

230 pp., 6" x 9"

Paper, 2020, 978 1 64267 077 6, \$33.00

E-book, 2020, 978 1 64267 079 0, \$33.00



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, Association of American Colleges and Universities*

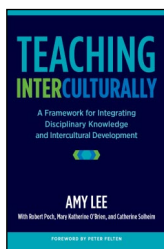
Co-published with NISOD

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

Cloth, 2016, 978 1 62036 323 2, \$150.00

Paper, 2016, 978 1 62036 324 9, \$35.00

E-book, 2016, 978 1 62036 326 3, \$35.00



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

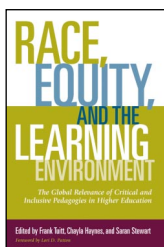
"This is not a book that asks, 'Is culture affecting my readers or users?' Instead, it goes further: 'How do I design and communicate effectively in this intercultural environment?' This is a tough question, and in a refreshing nod to practicality, the authors set out a developmental process instead 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, \$150.00

Paper, 2017, 978 1 62036 380 5, \$33.00

E-Book, 2017, 978 1 62036 382 9, \$33.00



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

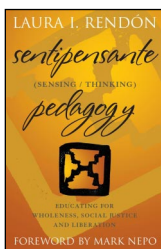
"This volume bridges the gap from thought to action, providing the necessary context for educators around the world to either embrace or recommit to centering race in postsecondary classrooms and engaging in necessary conversations to ensure that students do not leave our institutions the way they came. 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 Patton Davis**, *Associate Professor, Higher Education and Student Affairs, IUPUI*

264 pp., 6" x 9"

Cloth, 2016, 978 1 62036 339 3, \$150.00

Paper, 2016, 978 1 62036 340 9, \$37.50

E-book, 2016, 978 1 62036 342 3, \$37.50



BESTSELLER

Sentipensante (Sensing/ Thinking) Pedagogy

*Educating for
Wholeness, Social
Justice and Liberation*

Laura I. Rendón

Foreword by Mark Nepo

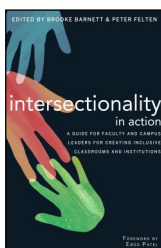
"Vital reading for anyone seeking to create more inclusive institutions for students and teachers alike." —*Diversity & Democracy*

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, \$30.00

E-book, 2012, 978 1 57922 853 8, \$30.00



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

"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 lising 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 the 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.

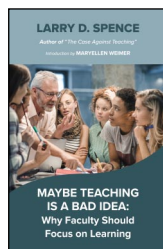
176 pp, 6" x 9"

Cloth, 2016, 978 1 62036 319 5, \$150.00

Paper, 2016, 978 1 62036 320 1, \$35.00

E-book, 2016, 978 1 62036 322 5, \$35.00

Teaching & Learning



NEW

Maybe Teaching is a Bad Idea

*Why Faculty Should
Focus on Learning*

Larry D. Spence

**Epilogue by Maryellen
Weimer**

"If you [are] ready to unshackle yourself from content delivery to really help students learn, this is the book to support your endeavors. In a marked departure from 'how to' books on teaching, we are invited to unabashedly first recognize how the status quo of instruction is flawed and then provided with seeds for change. Small part memoir, a larger part intellectual examination of a teaching life, leaving few practices unchallenged and big questions raised." —**Regan A. R. Gurung**, *Associate Vice Provost and Executive Director, Center for Teaching and Learning, Oregon State University*

"Larry Spence's prose sizzles with vivid energy as he provides heartfelt illustrations of how to conceptualize teaching as the promotion and support of learning." —**Stephen Brookfield**, *Antioch University Distinguished Scholar*

This book proposes a radical restructuring of teaching so that it conforms to how people learn. Spence maintains that teaching cannot and should not be aimed at transferring knowledge from teacher brains into student brains. In his words: "Decades of experience have made perfectly clear that this approach frustrates teachers, bores students, and results in minimal learning."

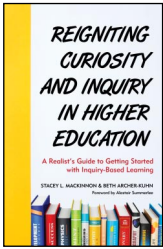
This is a book that challenges—it will poke and prod your thinking. The author states "I wanted to write a book that asked real questions and explored possible answers. I am not concerned that you agree with my answers or ideas, but I fervently hope the questions I'm raising will lead you to questions about habitual teaching practices and the resulting failure of students to learn."

204 pp, 6" x 9"

Cloth, May 2022, 978 1 64267 464 4, \$150.00

Paper, May 2022, 978 1 64267 465 1, \$35.00

E-book, Jul 2022, 978 1 64267 467 5, \$35.00

**FORTHCOMING**

Reigniting Curiosity and Inquiry in Higher Education

A Realist's Guide to Getting Started with Inquiry-Based Learning

Stacey L. MacKinnon and Beth Archer-Kuhn
Foreword by Alastair Summerlee

How do you develop students' capacities as independent learners, build their confidence and motivation to identify their own research agendas, and facilitate their critical thinking and research skills for effectively exploring their chosen topic? Inquiry-based learning (IBL) offers a proven means to achieve these outcomes.

IBL is a scaffolded learner-centered, student-led approach to inquiry whereby students—with support from the instructor—progressively design and lead their own inquiry process. It's a powerful pedagogical approach that you can progressively adopt, first as a course activity to develop your and your students' comfort with the practice, and then developing an entire course or program utilizing IBL. It offers varying levels of engagement as you and your students gain familiarity with the practice, from the instructor providing structured support, to formative guidance as students gain confidence, to a point where students become increasingly self-directed and independent and are supported by the review of student peers and validated by presentations of their work to the class. This pedagogy shifts the student/instructor relationship, with the former leading and the latter supporting.

IBL is a flexible teaching and learning approach that can be progressively adopted and developed without a specific formula, and that positions students as co-constructors of knowledge, rather than passive recipients. It is student-driven, creates engagement, develops a curiosity mindset, promotes group learning that is collaborative rather than competitive, fosters metacognition, and builds confidence as students learn to deal with ambiguity and risk.

IBL offers a perfect foundation for preparing students for Signature Work and capstone courses; and is adaptable to small and large classes.

312 pp., 6" x 9", 17 illus
Cloth, Nov 2022, 978 1 64267 444 6, \$150.00
Paper, Nov 2022, 978 1 64267 445 3, \$37.50
E-book, Nov 2022, 978 1 64267 447 7, \$37.50

**FORTHCOMING**

Student-Led Peer Review

A Practical Guide to Implementation Across Disciplines and Modalities

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

Foreword by Peggy L. Maki

"A comprehensive exploration of what it realistically takes to support and promote a commitment to peer review that, in turn, leads to students' development of enduring capabilities. It is grounded in research; recognizes the range of challenges those who implement a practice need to address both in teaching and learning; and identifies specific strategies and steps to address those challenges—particularly for our student demographics and the contexts within which they learn. Bravo." —**Peggy L. Maki**

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.

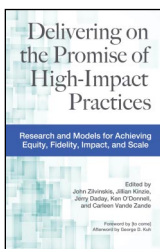
Based on the authors' extensive experience and research, this book provides a practical introduction to the key principles, steps, and strategies to implement student peer review – sometimes referred to as "peer critique" or "workshopping". It addresses common challenges that faculty and students encounter. 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.

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"
Cloth, Oct 2022, 978 1 64267 308 1, \$150.00
Paper, Oct 2022, 978 1 64267 309 8, \$37.50
E-book, Oct 2022, 978 1 64267 311 1, \$37.50





NEW

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 Daday, Ken O'Donnell and Carleen Vande Zande

Afterword by George D. Kuh

Epilogue by Shaun R. Harper

"Taking an equity-focused approach to interpreting research on HIPs, this book answers – and asks – questions about how these practices might be done with fidelity and at scale to improve educational outcomes for all students. It sets an agenda for the third decade of HIP implementation and assessment."—**Kristen A. Renn**, *Mildred B. Erickson Distinguished Chair and professor of higher education, Michigan State University*

"High impact practices, when delivered equitably and effectively across an institution, can ensure students are ready for the complex challenges that await them. This collection of discussions from national experts is a perfect guide for institutions that seek a robust strategy for providing the high impact practices that students need and deserve."—**Amelia Parnell**, *Vice-President for Research and Policy, NASPA*

Research shows that enriching learning experiences such as learning communities, service-learning, undergraduate research, internships, and senior culminating experiences – collectively known as High-Impact Practices (HIPs) – are positively associated with student engagement; deep and integrated learning; and personal and educational gains for all students – particularly for historically underserved students, including first-generation students and racially minoritized populations.

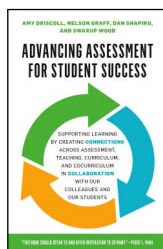
This volume provides examples from around the country of the ways educators are advancing equity, promoting fidelity, achieving scale, and strengthening assessment of their own local high-impact practices. Its chapters bring together the best current scholarship, methodologies, and evidence-based practices 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.

312 pp, 6" x 9", 51 illus

Cloth, July 2022, 978 1 64267 360 9, \$150.00

Paper, July 2022, 978 1 64267 361 6, \$42.50

E-Book, July 2022, 978 1 64267 363 0, \$42.50



Advancing Assessment for Student Success

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

Amy Driscoll, Swarup Wood, Dan Shapiro and Nelson Raff

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. What a true delight to read this book! 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 through learning 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*

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 together 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 requires that we do so in collaboration with our colleagues and our students for the rich insights that we gain from them.

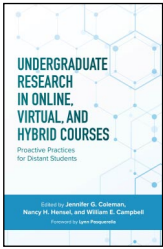
Conversational in style, this book offers a wide variety of illustrations of how your peers are putting assessment into practice in ways that are meaningful to them and their institutions, and that lead to improved student learning. The authors provide rich guidance for activities ranging from everyday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

252 pp, 6" x 9", 22 illus

Cloth, 2021, 978 1 62036 870 1, \$150.00

Paper, 2021, 978 1 62036 871 8, \$37.50

E-book, 2021, 978 1 62036 873 2, \$37.50

**NEW**

Undergraduate Research in Online, Virtual, and Hybrid Courses

Proactive Practices for Distant Students

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

"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

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, providing an introduction to undergraduate research, its evolution and practice, and an overview of the ways research can be incorporated into online and virtual courses to meet course and student learning objectives. The book offers examples that range across the behavioral sciences, business, education, the health professions, the humanities, social sciences, and STEM.

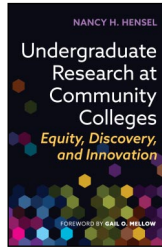
Co-published with AAC&U and CUR

300 pp, 6" x 9"

Cloth, Feb 2022, 978 1 64267 412 5, \$150.00

Paper, Feb 2022, 978 1 64267 413 2, \$39.95

E-Book, Feb 2022, 978 1 64267 415 6, \$39.95



Undergraduate Research at Community Colleges

Equity, Discovery, and Innovation

Nancy H. Hensel

"With her decades of experience in higher education,

Hensel provides her thoughtful and comprehensive perspectives on the state of undergraduate research at our nation's community colleges. This is a must-read for community college faculty and administrators committed to adopting this high impact practice on their campuses."

—**James A. Hewlett**, *Executive Director, Community College Undergraduate Research Initiative*

"This important book provides a wealth of excellent examples of transformative undergraduate research practices and describes their impact on the wide diversity of students who attend community colleges. I highly recommend it." —

Elizabeth J. Teles, *Retired ATE/NSF Co-lead and Community College Mathematics Faculty*

"This book offers examples from multiple disciplines, embracing core concepts in student development, student learning, and course-based undergraduate research. At a time when community colleges are poised to become even more important in higher education this book adeptly addresses innovation and equity in education."

—**Julio C. Rivera**, *William B. Yersin Professor of Applied Business Analytics, Carroll University*

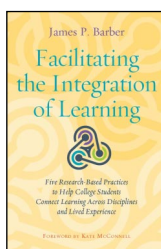
Co-published with the Council on Undergraduate Research

252 pp, 6" x 9"

Cloth, 2021, 978 1 62036 994 4, \$150.00

Paper, 2021, 978 1 62036 995 1, \$37.50

E-book, 2021, 978 1 62036 997 5, \$37.50



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*

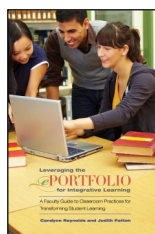
Students' ability to integrate learning across contexts is a critical outcome for higher education. Often the most powerful learning experiences that students report from their college years are those that prompt integration of learning, yet it remains an outcome that few educators explicitly work towards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

190 pp, 6" x 9", 15 illus

Cloth, 2020, 978 1 62036 747 6, \$150.00

Paper, 2020, 978 1 62036 748 3, \$30.00

E-book, 2020, 978 1 62036 750 6, \$30.00

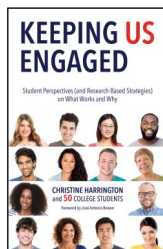


SEE ALSO

Leveraging the ePortfolio for Integrative Learning

A Faculty Guide to Classroom Practices for Transforming Student Learning

For description, see p. 44.



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

"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 and Executive Director for the TRHT Campus Centers, 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 why professor actions result in changed attitudes, stronger connections to others and the course material, and increased learning.

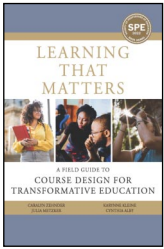
Structured to cover the key moments and opportunities to increase student engagement, Christine Harrington covers the all-important first day of class where first impressions can determine students' attitudes for the duration of the course, through to insights for rethinking assignments and enlivening teaching strategies, to ways of providing feedback that build students' confidence and spur them to greater immersion in their studies.

168 pp, 6" x 9"

Cloth, 2021, 978 1 64267 080 6, \$150.00

Paper, 2021, 978 1 64267 081 3, \$30.00

E-book, 2021, 978 1 64267 083 7, \$30.00



Learning That Matters

A Field Guide to Course Design for Transformative Education

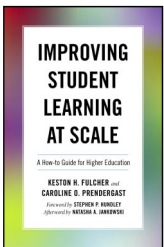
Caralyn Zehnder, Cynthia Alby, Karynne Kleine and Julia Metzker

“Learning That Matters: A Field Guide to Course Design for Transformative Education is a must-have text for new faculty and experienced faculty alike. From the personal stories from the authors’ own experiences to the connection to educational research, this text should be on the desk of all faculty in higher education.” —Teachers College Record

“This book gathers key topics and takes an accessible, practical approach to implementing impactful, meaningful change in your teaching. You can apply the concepts and exercises to a whole course design or re-design or focus on a module. You can approach this book by reading it from the beginning to the end, or you can jump to specific sections when those principles apply to the acute challenges you are facing. This book is applicable to educators of all levels and all disciplines and at all stages of their careers—as long as they share the goal of improving teaching and learning. You will feel inspired, invigorated, and motivated, and you will feel empowered to make an impact.” —**Melinda Maris**, *assistant dean, Foundation for Advanced Education in the Sciences, National Institutes of Health*

A 2022 SPE Outstanding Book Honorable Mention

225 pp, 7" x 10"
Cloth, 2020, 978 1 97550 450 2, \$150.00
Paper, 2020, 978 1 97550 451 9, \$29.95
E-Book, 2021, 978 1 97550 453 3, \$29.95



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

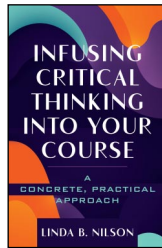
Jankowski

This book is a step-by-step guide for improving student learning in higher education. The authors argue that a fundamental obstacle to improve-

ment is that higher 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. movement.

216 pp, 6" x 9", 22 illus
Cloth, 2021, 978 1 64267 180 3, \$150.00
Paper, 2021, 978 1 64267 181 0, \$39.95
E-book, 2021, 978 1 64267 183 4, \$39.95



Infusing Critical Thinking Into Your Course

A Concrete, Practical Approach

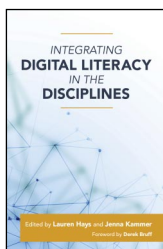
Linda B. Nilson

“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.

180 pp, 6" x 9", 4 illus
Cloth, 2021, 978 1 64267 168 1, \$150.00
Paper, 2021, 978 1 64267 169 8, \$33.00
E-book, 2021, 978 1 64267 171 1, \$33.00



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.

Integrating Digital Literacy in the Disciplines is a goldmine of information. Written by colleagues from throughout the world, this comprehensive book integrates habits of mind with multiple frameworks of digital literacy to deliver 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.

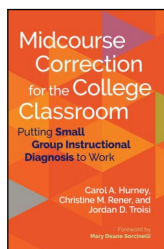
Rather than a wholly new core institutional outcome, digital literacy adds to the development of critical thinking, communication, problem-solving, and teamwork skills by building students’ capacities to assess online information so they can ethically share, communicate, or repurpose it through the appropriate 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.

276 pp, 6” x 9”, 25 illus

Cloth, 2021, 978 1 64267 212 1, \$150.00

Paper, 2021, 978 1 64267 213 8, \$37.50

E-book, 2021, 978 1 64267 215 2, \$37.50



NEW

Midcourse Correction for the College Classroom

Putting Small Group Instructional Diagnosis to Work

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

Foreword by Mary Deane Sorcinelli

“The authors have delivered the first one-stop, comprehensive guide to Small Group Instructional Diagnosis SGID in a research-informed, direct, and exceptionally readable style.

This a powerful tool for educational development practice and a must-read for faculty and educational developers striving for improvement. It can support the development of a shared vision and understanding of SGID and can flexibly be used with individual faculty and colleague-based programs, across career stages and institutional types. Imagine a book that is like having a respected and trusted faculty colleague just down the hall, ready with a wonderful array of lessons learned and insights. That is this book.” —**Mary Deane Sorcinelli**

This book is about using the Small Group Instructional Diagnosis (SGID) method to make improvements to the educational experience 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.

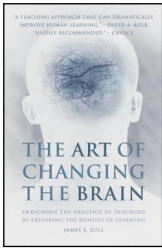
The SGID equips the instructor with the knowledge to make mid-semester course corrections that can profoundly impact the ways students navigate the course, communicate with the instructor, and enhance both teaching and learning.

204 pp, 6” x 9”, 25 illus

Cloth, 2021, 978 1 64267 312 8, \$150.00

Paper, 2021, 978 1 64267 313 5, \$37.50

E-book, 2022, 978 1 64267 315 9, \$37.50

**BESTSELLER**

The Art of Changing the Brain

Enriching the Practice of Teaching by Exploring the Biology of Learning

James E. Zull

"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"

Paper, 2002, 978 1 57922 054 9, \$33.00

E-book, 2020, 978 1 64267 202 2, \$33.00

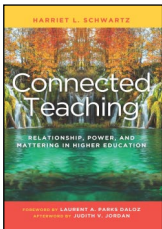


The Bloom's Cognitive Taxonomy Slider

Adapted by **Todd D. Zakrajsek** and **Adam M. Perskey**

4" x 10"

Multiple copy pack, 2019,
978 1 64267 044 8, \$99.75



Connected Teaching

Relationship, Power, and Mattering in Higher Education

Harriet L. Schwartz

Foreword by **Laurent A. Parks Daloz**

Afterword by **Judith V. Jordan**

"Every once in a great while a thinker comes along who upends traditional notions about how things get done...a groundbreaking work."

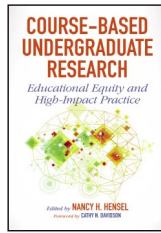
—**Maureen Walker**, *senior scholar and director of program development, Jean Baker Miller Training Institute*

192 pp, 6" x 9"

Cloth, 2019, 978 1 62036 636 3, \$150.00

Paper, 2019, 978 1 62036 637 0, \$37.50

E-book, 2019, 978 1 62036 639 4, \$37.50



Course-Based Undergraduate Research

Educational Equity and High-Impact Practice

Edited by **Nancy H. Hensel**

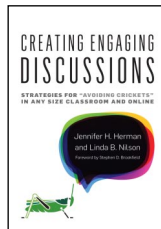
Foreword by **Cathy N. Davidson**

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

Cloth, 2018, 978 1 62036 779 7, \$150.00

Paper, 2018, 978 1 62036 780 3, \$39.95

E-book, 2018, 978 1 62036 782 7, \$39.95



Creating Engaging Discussions

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

Jennifer H. Herman and **Linda B. Nilson**

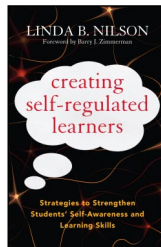
Foreword by **Stephen D. Brookfield**

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

Cloth, 2018, 978 1 62036 559 5, \$150.00

Paper, 2018, 978 1 62036 560 1, \$33.00

E-book, 2018, 978 1 62036 562 5, \$33.00

**BESTSELLER**

Creating Self-Regulated Learners

Strategies to Strengthen Students' Self-Awareness and Learning Skills

Linda B. Nilson

Foreword by **Barry J. Zimmerman**

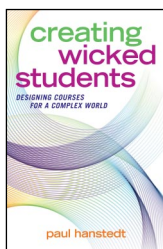
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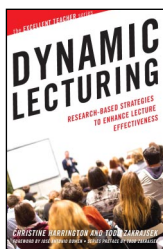
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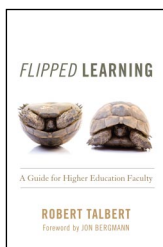
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Flipped Learning

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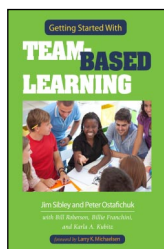
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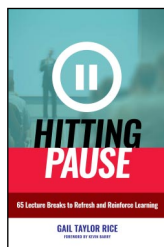
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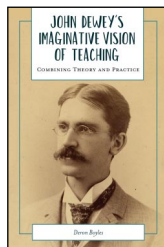
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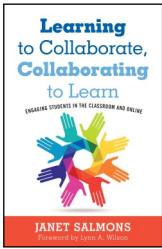
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Learning to Collaborate, Collaborating to Learn

Engaging Students in the Classroom and Online

Janet Salmons

Foreword by Lynn A. Wilson

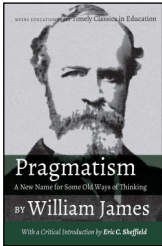
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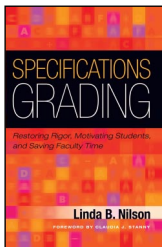
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Restoring Rigor, Motivating Students, and Saving Faculty Time

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Foreword by Claudia J. Stanny

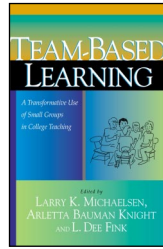
"Shows us how to make grading easier, more logical, and more consonant with research on learning and motivation."—**Barbara Walvoord**, *professor emerita, University of Notre Dame*

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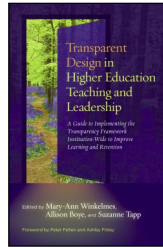
Team-Based Learning

A Transformative Use of Small Groups in College Teaching

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

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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

"Who knew we could enrich and deepen learning by clearly explaining to students what they should focus on and why it matters!"—**George D. Kuh**, *Chancellor's Professor Emeritus of Higher Education, Indiana University*

256 pp., 6" x 9", figures

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Online Learning



NEW

Creating Inclusive Online Communities

Practices that Support and Engage Diverse Students

Sharla Berry

Foreword by Kathryn E. Linder

"You will find a powerful and accessible vision for designing, facilitating, and investing in online communities that serve all students. Mark my words: this will soon be considered a foundational text for online educators." —*Karen Costa, faculty learning facilitator, 100 Faculty, LLC and author of 99 Tips for Creating Simple and Sustainable Videos*

Sharla Berry offers faculty practical strategies for building asynchronous, synchronous, and blended online courses and programs that are inclusive and engaging for diverse learners.

Recognizing that community is a complex, contextual and constantly shifting concept, Sharla Berry opens this book by addressing how to develop an inclusive approach to online teaching that takes into account the experiences and needs of historically marginalized and underrepresented students. Covering the affordances and limitations of synchronous and asynchronous teaching, as well as hybrid and fully online instruction, she outlines different approaches to course design, and identifies how to use the myriad functions of learning management systems—from collaborative tools to administering tests—to engage students and assess their involvement and progress.

While primarily designed to provide faculty with practical and actionable ideas and strategies, this book will also prove useful to those that support faculty in cultivating teaching excellence. Administrators, instructional designers, faculty developers and support staff will gain insight into how to support faculty in developing robust and inclusive online courses.

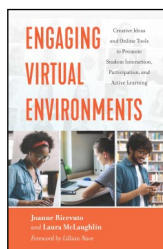
This book is a thoughtful and practical resource for anyone involved in the teaching and design of online courses and programs that meet the needs of an increasingly diverse student body in an evolving and multifaceted online environment.

132 pp, 6" x 9"

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Paper, Sep 2022, 978 1 64267 305 0, \$33.00

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NEW

Engaging Virtual Environments

Creative Ideas and Online Tools to Promote Student Interaction, Participation, and Active Learning

Joanne Ricevuto and Laura McLaughlin

Foreword by Lillian Nave

From the Foreword:

"Ricevuto and McLaughlin provide the rationale behind what it means to be a virtual instructor in every facet that the role entails. They describe the many hats that a virtual instructor must wear in order to design, build, facilitate, and evaluate a collaborative, engaging virtual experience. Each chapter is divided into two sections. The first part of each chapter explores the related roles or facets of a virtual instructor, and the second section provides tips, tools, and templates to help the instructor in each one of these roles.

[Everything] you could ask for to make teaching online fun and satisfying for the instructor, and interesting and engaging for the student...an essential tool." —*Lillian Nave*

In a classroom setting interaction among students is the norm. How do you replicate that informality, spontaneity, and focus online? This book provides you with a framework to think about the different kinds of engagement you want to foster — whether participation, collaboration, or quick feedback — and then introduce you to available online tools, some of which may be in your LMS — offer practical tips, and guide you to how make the most of commonly available technologies to achieve your goals.

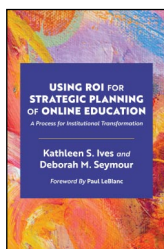
Within the context and progression of a course — from developing a welcome page, presenting yourself and the purpose of your course, to ice-breakers, assignments, and alternative forms of assessment — the authors introduce you to a range of easy-to-use online tools that they have introduced to the faculty and teachers in their classes, and that foster active learning and student engagement.

276 pp, 6" x 9"

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E-book, Jul 2022, 978 1 64267 391 3, \$29.95

**NEW**

Using ROI for Strategic Planning of Online Education

A Process for Institutional Transformation

Edited by Kathleen S. Ives and Deborah M. Seymour

Foreword by Paul LeBlanc

"This is the most thoughtful, thorough, and technically useful book I have read on how ROI analysis can help improve the design, development, and delivery of online programs. Though ROI is sometimes viewed with skepticism in education, the authors make a clear and compelling case for including it as one of the strategic planning tools critical to the success of any program. The perspectives of leaders, faculty, and learners are addressed insightfully, recognizing their possible reservations about the value of ROI and offering helpful ideas for using it in their decision-making processes. Whether you are a supporter or skeptic of online education, I think you will find this book enlightening and essential for your strategic planning efforts."—**Dale P. Johnson**, *Director of Digital Innovation, University Design Institute, Arizona State University*

While higher education has rarely employed ROI methodology—focusing more on balancing its revenue streams, such as federal, state, and local appropriations, tuition, and endowments with its costs—the rapid growth of online education and the history of how it has evolved, with its potential for institutional transformation and as a major source of revenue, as well as its need for substantial and long-term investment, makes the use of ROI an imperative. This book both demonstrates how ROI is a critical tool for strategic planning and outlines the process for determining ROI.

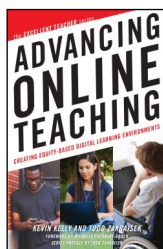
This book offers presidents and senior administrators, faculty engaged in shared governance, online learning administrators, and stakeholders representing student, community and employer interests with a rigorous process for developing an online strategy.

272 pp., 6" x 9"

Cloth, Sep 2022, 978 1 64267 324 1, \$150.00

Paper, Sep 2022, 978 1 64267 325 8, \$39.95

E-book, Sep 2022, 978 1 64267 327 2, \$39.95



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**

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.

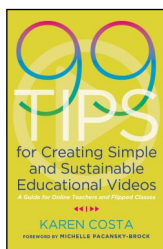
The Excellent Teacher Series

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

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E-book, 2020, 978 1 62036 724 7, \$33.00



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. As Karen's examples show, even just a minute or two of video can make a big impact. So if you're looking for creative new ways to connect with your students, you've come to the right book. Highly recommended for teachers and instructional designers in all fields. Bravo, Karen!"

—**Laura Gibbs**, *Online Instructor, University of Oklahoma*

Student satisfaction and course engagement levels increase with the use of instructor-generated videos – the subject of this book.

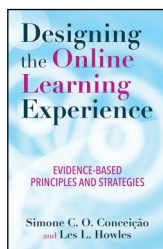
Beginning by outlining the different types of videos you can create, and what the research says about their effectiveness, Karen Costa explains how they can be designed to reinforce learning, to align with and promote course outcomes, and to save you time across your courses. She then describes how to 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, \$150.00

Paper, 2020, 978 1 64267 085 1, \$33.00

E-book, 2020, 978 1 64267 087 5, \$33.00



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 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.

212 pp, 6" x 9", 9 tables & 18 figures

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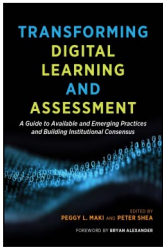
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Transforming Digital Learning and Assessment

A Guide to Available and Emerging Practices and Building Institutional Consensus

Edited by Peggy L. Maki and Peter Shea

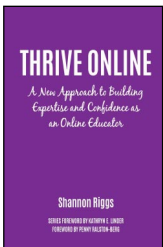
Foreword by Bryan Alexander

"This timely book proves essential for educational technologists, transformative for instructors, and critical for higher education's online learning leaders." —**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 effectively integrate learning technologies into their courses and programs.

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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

"Riggs has written an accessible and practical guide to creating well-designed online learning experiences." —**Julie Uranis**, *VP for online and strategic initiatives, University Professional and Continuing Education Association (UPCEA)*

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

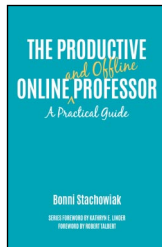
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The Productive Online and Offline Professor

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**, *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" on their teaching. 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.

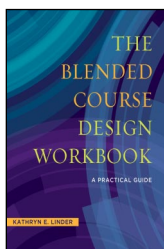
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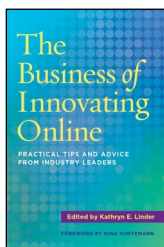
The Blended Course Design Workbook

A Practical Guide

Kathryn E. Linder

224 pp, 8 1/2" x 11",
figures & tables

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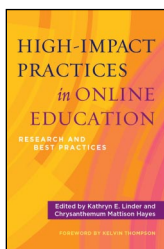
The Business of Innovating Online

Practical Tips and Advice From Industry Leaders

Edited by Kathryn E. Linder

Foreword by Nina B. Huntemann

156 pp, 6" x 9"
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High-Impact Practices in Online Education

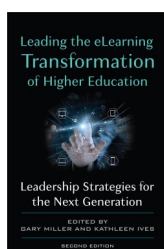
Research and Best Practices

Edited by Kathryn E. Linder and Chrysanthemum Mattison Hayes

Foreword by Kelvin Thompson

"This timely and much-needed publication clearly shows that it is possible to engage learners in high-impact practices online."—**Susana Rivera-Mills**, provost and executive VP for academic affairs, Ball State University

264 pp, 6" x 9", figures & tables
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Leading the eLearning Transformation of Higher Education

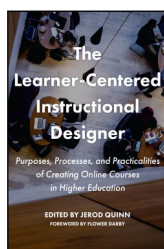
Leadership Strategies for the Next Generation

SECOND EDITION

Edited by Gary E. Miller and Kathleen S. Ives
Foreword by Michael Grahame Moore

Published in Association with OLC

360 pp, 6" x 9", 17 figures & 1 table
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E-book, 2020, 978 1 64267 151 3, \$39.95



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 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

252 pp, 6" x 9", 13 illus
Cloth, 2020, 978 1 64267 040 0, \$150.00
Paper, 2020, 978 1 64267 041 7, \$39.95
E-book, 2020, 978 1 64267 043 1, \$39.95



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

FORTHCOMING

Academic Recovery

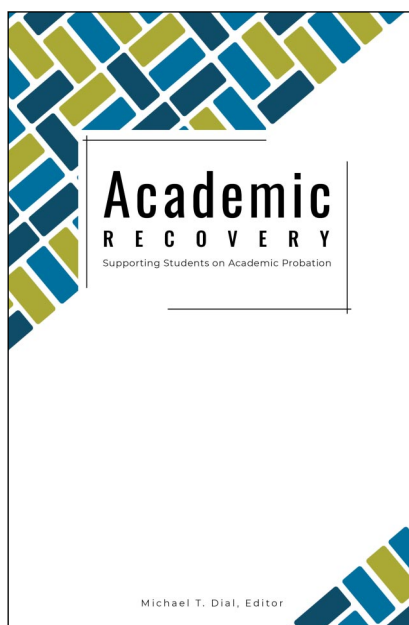
Supporting Students on Academic Probation

Edited by Michael T. Dial

Research suggests that as many as a quarter of all undergraduate students may find themselves on academic probation during their collegiate years. If students on probation choose to return to their institutions the semester following notification, they find themselves in a unique transitional period between poor academic performance and either dismissal or recovery. Effectively supporting students through this transition may help to decrease equity gaps in higher education. As recent literature implies, the same demographic factors that affect students' retention and persistence rates (e.g., gender, race and ethnicity, age) also affect the rate at which students find themselves on academic probation.

This book serves as a resource for practitioners and institutional leaders. The volume presents a variety of interventions and institutional strategies for supporting the developmental and emotional needs of students on probation in the first-year and beyond. The chapters in this book are the result of years of dedication and passion for supporting students on probation by the individual chapter authors. While the chapters reflect a culmination of combined decades of personal experiences and education, collectively they amount to the beginning of a conversation long past due.

Scholarship on the impact of academic recovery models on student success and persistence is limited. Historically, attention and resources have been directed toward establishing and strengthening the first-year experience, sophomore programs, and student-success efforts to prevent students from ending up on academic probation. However, a focus on preventative measures with-



out a consideration of academic recovery program design considering the successes of these programs is futile.

This volume should be of interest to academics and practitioners focused on creating or refining institutional policies and interventions for students on academic probation. The aim is to provide readers with the language, tools, and theoretical points of view to advocate for and to design, reform, and/or execute high-quality, integrated academic recovery programs on campus. Historically, students on probation have been an understudied and underserved population, and this volume serves as a call to action.

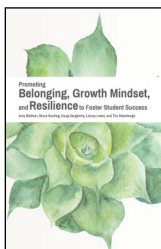
175 pp

Paper, Dec 2022, 9781942072591, \$25.00

E-Book, Dec 2022, 9781942072607, \$25.00



THE NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION



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

Amy Baldwin, Bryce Bunting, Doug Daugherty, Latoya Lewis and Tim Steenbergh

“Solidly based in the latest research, this book tackles three key ‘learning mindsets’ that are not often packaged together but should be. Through a combination of storytelling, empirical research, questions for further reflection and campus dialogue, and concrete next steps to enact the principles, the authors have created a highly user-friendly book that can serve almost as a blueprint for student success programming.” —**Laurie Schreiner**, chair & professor, Department of Higher Education, Azusa Pacific University

“This book does two important things: It uses research to distill definitions of belonging, growth mindset, and resilience that are actually useful for practitioners, and it tells stories that show how paying attention to these things can change the lives of actual students.” —**Gary Daynes**, provost and VP for academic affairs, Barton College

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

- Learning Mindset Stories, highlighting how students, faculty, and staff members dealt with issues related to belonging, growth mindset, and resilience
- Campus Conversations, providing questions for generating discussion among faculty, staff, and students on what institutions can do to incorporate learning mindsets with an eye toward student success
- Next Steps, serving as a roadmap for implementing institutional change

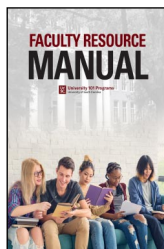
180 pp, 6" x 9"

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

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



NATIONAL RESOURCE CENTER



The University 101 Faculty Resource Manual, 2022

Edited by Daniel B. Friedman and Kristy Sokol

The University 101 Faculty Resource Manual, 2022 is

the 13th edition of the publication and builds off previous versions. This edition has been updated to reflect best practices for teaching a first-year seminar. The first nine chapters constitute the “textbook” for U101 instructors and were written by University 101 Programs Staff.

Each of the 10 learning outcome chapters were developed by committees with diverse representation from across campus based on their expertise, review of literature and best practices, and approaches that have worked well in past years. The manual is updated each year based on assessment data indicating which approaches work best for achieving course outcomes.

To order the PDF — please send an email request to stylusinfo@styluspub.com which includes your full name, billing address, and phone number. We will call you to obtain your payment information.

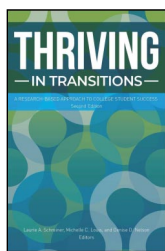
A publication of University 101 Programs, University of South Carolina.

598 pp, 8 ½" x 11"

PDF, Feb 2022, 9781942072577, \$85.00



NATIONAL RESOURCE CENTER



Thriving in Transitions

A Research-Based Approach to College Student Success

SECOND EDITION

Edited by Laurie A. Schreiner, Michelle C. Louis and Denise D. Nelson

When it was originally released, *Thriving in Transitions: A Research-Based Approach to College Student Success* represented a paradigm shift in the student success literature, moving the student success conversation beyond college completion to focus on student characteristics that promote high levels of academic, interpersonal, and intrapersonal performance in the college environment. The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond. Drawing on research on college student thriving completed since 2012, the newly revised collection presents six research studies describing the characteristics that predict thriving in different groups of college students, including first-year students, transfer students, high-risk students, students of color, sophomores, and seniors, and offers recommendations for helping students thrive in college and life. New to this edition is a chapter focused on the role of faculty in supporting college student thriving.

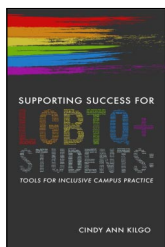
240 pp, 6" x 9"

Paper, 2020, 9781942072461, \$35.00

E-Book, 2020, 9781942072485, \$35.00



NATIONAL RESOURCE CENTER



Supporting Success for LGBTQ+ Students

Tools for Inclusive Campus Practice

Cindy Ann Kilgo

The newest edition to the Special Student Populations series focuses

on supporting LGBTQ+ students on campus. Despite increasing visibility and acceptance in

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

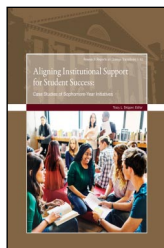
Series on Special Student Populations

Paper, 2020, 9781942072331, \$25.00

E-Book, 2020, 9781942072348, \$25.00



NATIONAL RESOURCE CENTER



Aligning Institutional Support for Student Success

Case Studies of Sophomore-Year Initiatives

Edited by Tracy L. Skipper

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

Research Reports on College Transitions 10

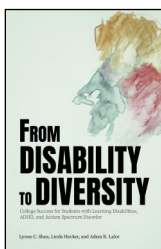
82 pp, 8 1/2" x 11"

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



NATIONAL RESOURCE CENTER

THE NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION



From Disability to Diversity

College Success for Students with Learning Disabilities, ADHD, and Autism Spectrum Disorder

Lynne C. Shea, Linda Hecker and Adam R. Lalor

"This up-to-date book provides college faculty and support staff with guidance on how to reach and teach students who learn differently. By understanding the cognitive profiles of these students, the authors are changing the campus mindset. Disability is viewed as a facet of diversity to be embraced." —**Loring C. Brinckerhoff**, *Director, Office of Disability Policy, Educational Testing Service*

Approaching disability from the perspective of difference, the authors offer guidance on creating more inclusive learning environments on campus so that all students—whether or not they have a recognized disability—have the opportunity to succeed. Strategies for supporting students with specific learning disabilities, attention-deficit/hyperactivity disorder, autism spectrum disorder or who display learning and behavioral characteristics associated with these profiles are described. A valuable resource for instructors, advisors, academic support personnel, and others who work directly with college students.

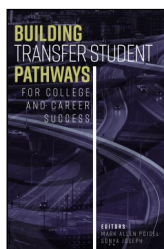
144 pp, 6" x 9"

Paper, 2019, 978 1 94207 229 4, \$30.00

E-book, 2019, 978 1 94207 230 0, \$30.00



NATIONAL RESOURCE CENTER



Building Transfer Student Pathways for College and Career Success

Edited by Sonya Joseph and Mark Allen Poisel

"Makes for a great guide for action steps for any

institution that has the will to provide justice for transfer students." —**John N. Gardner**, *Chief Executive Officer, Gardner Institute for Excellence in Undergraduate Education*

Analysis of bachelor's degree completion suggests that only about a third of college graduates attend a single institution from start to finish. More than one quarter earn college credits from three or more schools before completing a degree. For most, these student-defined pathways lead to increased time-to-degree and higher costs. Many will simply drop out long before crossing the finish line. Ensuring college completion and success requires an understanding of the evolving nature of transfer transitions and a system-wide approach that reaches beyond two-year and four-year institutions to include high schools participating in dual enrollment programs and military college initiatives. A new edited collection offers insight into institutional and statewide partnerships that create clearly defined pathways to college graduation and career success for all students.

Published in partnership with the National Institute for the Study of Transfer Students

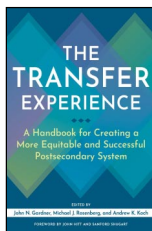
172 pp, 6" x 9", 2 tables

Paper, 2018, 978 1 94207 227 0, \$30.00

E-book, 2018, 978 1 94207 226 3, \$30.00



NATIONAL RESOURCE CENTER



SEE ALSO

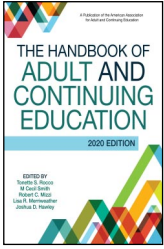
The Transfer Experience

A Handbook for Creating a More Equitable and Successful Postsecondary System

For description, see p. 94.



Adult Education



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



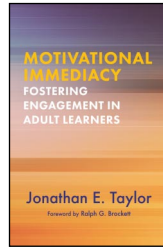
Colleges and universities are increasingly becoming significant sites for adult education scholarship—in large part due to demographic shifts. With fewer U.S. high school graduates on the horizon, higher education institutions will need to attract “non-traditional” (i.e., older) adult learners to remain 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, 2020, 978 1 62036 684 4, \$135.00
E-book, 2020, 978 1 62036 687 5, \$100.00



Motivational Immediacy

Fostering Engagement in Adult Learners

Jonathan E. Taylor
Foreword by Ralph G. Brockett

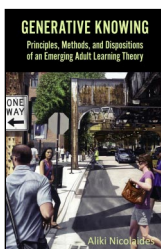


This book provides a

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 both 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, 2021, 978 1 62036 954 8, \$150.00
Paper, 2021, 978 1 62036 955 5, \$37.50
E-book, 2021, 978 1 62036 957 9, \$37.50



NEW

Generative Knowing

Principles, Methods, and Dispositions of an Emerging Adult Learning Theory

Aliki Nicolaides

This book explores the mystery of learning from the unknown in ways that reveal that learning is a dynamic phenomenon, encompassing both personal and societal contexts.

Dewey defines learning in terms of experience, reflection, continuity, and interactivity. When learning happens, it eventually solidifies into reliable truths that become a shortcut for taking action or making decisions—thus a habit of learning is formed and becomes rigid.

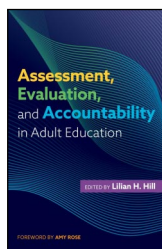
Generative knowing is an emerging theory of adult learning that seeks the not-yet-foreknown potential that waits to be uncovered in the richness of experience. The book delivers vignettes of different lived experiences of being and becoming, signaling multiple ways in which a person shapes and transcends traditional conceptions of self-other binary activating the power to respond to the ongoing complex evolution of self and society.

Adult education as a field of practice is grappling presently with how adults learn in a world being recomposed by a global pandemic. Generative knowing—defined as ways of being and becoming that creatively activate potential—restores many rhythms of learning, helping readers gain fresh perspectives on how learning emerges from the unknown. The vital and personal stories in this book guide readers to walk in the territory of the unknown and to pay attention to the sensations of entanglements of self with multiple societal forces as a new way of learning.

125 pp, 6" x 9"

Paper, Sep 2022, 978 1 97550 399 4, \$39.95

E-book, Sep 2022, 978 1 97550 401 4, \$39.95



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." —**Steven W. Schmidt**, *professor and program coordinator, Adult Education Program, East Carolina University*

"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*

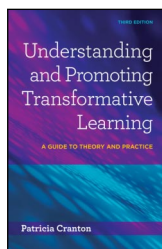
This book is intended to help practitioners in adult education become better informed about assessment, evaluation, and accountability as these are critical functions of administering and running adult education programs.

300 pp, 6" x 9", 12 tables & 5 figures

Cloth, 2020, 978 1 62036 850 3, \$150.00

Paper, 2020, 978 1 62036 851 0, \$37.50

E-book, 2020, 978 1 62036 853 4, \$37.50



Understanding and Promoting Transformative Learning

A Guide to Theory and Practice

THIRD EDITION

Patricia Cranton



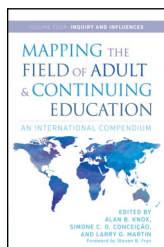
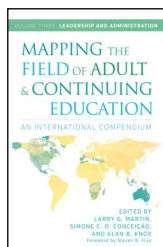
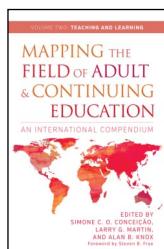
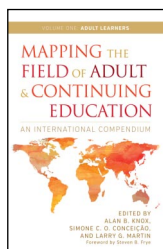
"This new edition of Patricia Cranton's classic book offers the most accessible and contemporary perspective on transformative learning theory. It is the ideal guide for both students and teachers who want to begin a journey related to the theory and practice of transformative learning." —**Ed Taylor**,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

208 pp, 6" x 9"

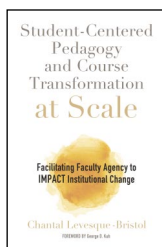
Cloth, 2016, 978 1 62036 411 6, \$150.00

Paper, 2016, 978 1 62036 412 3, \$39.95

E-book, 2016, 978 1 62036 414 7, \$39.95



Educational and Faculty Development



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 [is] 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, and explains how the focus on SDT principles shaped the program's evolution and transformation from a course redesign to a professional faculty development program.

252 pp, 6" x 9", 19 illus
Cloth, 2021, 978 1 64267 100 1, \$150.00
Paper, 2021, 978 1 64267 101 8, \$37.50
E-book, 2021, 978 1 64267 103 2, \$37.50

Mapping the Field of Adult and Continuing Education

An International Compendium

Edited by Alan B. Knox, Simone C. O. Conceição and Larry G. Martin

Foreword by Steven B. Frye

Co-published with AAACE

Volume 1: Adult Learners

128 pp, 6" x 9"
Cloth, 2017, 978 1 62036 524 3, \$150.00
Paper, 2017, 978 1 62036 525 0, \$37.50
E-book, 2017, 978 1 62036 527 4, \$37.50

Volume 2: Teaching and Learning

120 pp, 6" x 9"
Cloth, 2017, 978 1 62036 528 1, \$150.00
Paper, 2017, 978 1 62036 529 8, \$37.50
E-book, 2017, 978 1 62036 531 1, \$37.50

Volume 3: Leadership and Administration

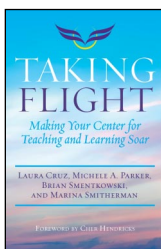
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Cloth, 2017, 978 1 62036 532 8, \$150.00
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Volume 4: Inquiry and Influences

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E-book, 2017, 978 1 62036 539 7, \$37.50

Four-Volume Set

496 pp, 6" x 9"
Paper, 2017, 978 1 62036 540 3, \$125.00
E-book, 2017, 978 1 62036 542 7, \$125.00



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.

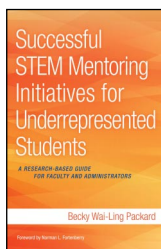
The materials in *Taking Flight* were honed through a series of national workshops developed under the aegis of the POD Network. This book answers a need for a resource for directors and staff of centers that has been identified by leaders in the field. It also provides valuable context for all leaders 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, \$150.00

Paper, 2020, 978 1 64267 021 9, \$39.95

E-book, 2020, 978 1 64267 023 3, \$39.95



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.

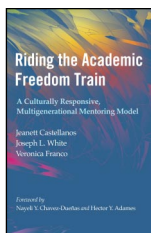
This book provides a complete package. I believe this book will be immensely useful to individual faculty, department chairs, deans, and academic staff. More than simply a resource for individuals, this volume will provide a useful basis for workshops and seminars. It is a wonderful achievement." —**Norman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

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

Cloth, 2015, 978 1 62036 295 2, \$150.00

Paper, 2015, 978 1 62036 296 9, \$39.95

E-book, 2015, 978 1 62036 298 3, \$39.95



SEE ALSO

NEW

Riding the Academic Freedom Train

A Culturally Responsive, Multigenerational Mentoring Model

For description, see p. 2.



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*

The accompanying booklets are affordably priced, and intended for individual purchase by mentors and mentees, and are only available through our website.

146 pp, 8 1/2" x 11", figures & tables
Cloth, 2015, 978 1 62036 171 9, \$150.00
Paper, 2015, 978 1 62036 172 6, \$35.00
E-book, 2015, 978 1 62036 174 0, \$35.00

Faculty Mentoring / Mentee Guide

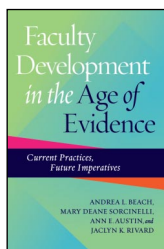
Tips for Mentors Inside or Outside the Department

16 pp
E-book, 2015, 978 1 62036 274 7, \$9.95

Faculty Mentoring / Mentor Guide

Tips for Mentors Inside or Outside the Department

16 pp
E-book, 2015, 978 1 62036 273 0, \$9.95



Faculty Development in the Age of Evidence

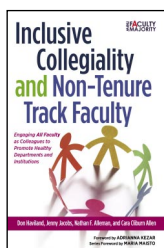
Current Practices, Future Imperatives

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, \$150.00
Paper, 2016, 978 1 62036 268 6, \$35.00
E-book, 2016, 978 1 62036 270 9, \$35.00



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

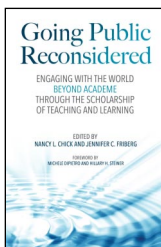
"Given the increased population of Non-Tenure Track Faculty serving at colleges and universities, it is vital that these important members within the academic community are respected, supported, and fully integrated into our departments and institutions. This provocative text is informed by rigorous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

Inclusive Collegiality and Nontenure-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, University of Idaho*

The New Faculty Majority Series

125 pp, 6" x 9", illus
Cloth, 2020, 978 1 62036 644 8, \$150.00
Paper, 2020, 978 1 62036 645 5, \$33.00
E-book, 2020, 978 1 62036 647 9, \$33.00

Scholarship of Teaching & Learning



NEW

Going Public Reconsidered

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

Edited by Nancy L. Chick and Jennifer C. Friberg

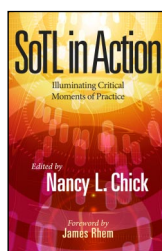
Foreword by Michele DiPietro and Hillary H. Steiner

"This book provides an important new direction for the scholarship of teaching and learning (SoTL) conceptualizing and operationalizing broader audiences than campus communities for these vital insights. How learning occurs should be a priority for discussion within our society and part of the mainstream discourse in the US and globally. The editors bring together authors representing different countries and educational contexts to explore social media, the Internet, public partnerships, and connections with the world of journalism as avenues for advocating for improvements to our learning environments. This provides a bold vision for future SoTL work." — **Adrianna Kezar**, professor and director of the Pullias Center for Higher Education

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 SoTL's ubiquitous call to "go public." This book 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 focuses on conceptualizing, planning, and shaping the message, and clarifying appropriate audiences. It offers guidance on the "who" and the "how" of public SoTL.

168 pp, 6" x 9", 20 illus
Cloth, Feb 2022, 978 1 64267 188 9, \$150.00
Paper, Feb 2022, 978 1 64267 189 6, \$33.00
E-book, Feb 2022, 978 1 64267 191 9, \$33.00



SoTL in Action

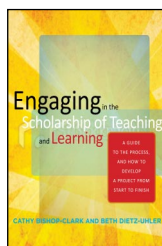
Illuminating Critical Moments of Practice

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, Elon University

176 pp, 6" x 9", figures, tables & boxes
Cloth, 2018, 978 1 62036 692 9, \$150.00
Paper, 2018, 978 1 62036 693 6, \$37.50
E-book, 2018, 978 1 62036 695 0, \$37.50



BESTSELLER

Engaging in the Scholarship of Teaching and Learning

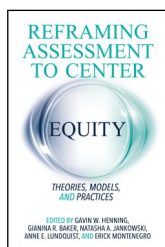
A Guide to the Process, and How to Develop a Project from Start to Finish

Cathy Bishop-Clark and Beth Dietz-Uhler
Foreword by Craig E. Nelson

Text "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, \$150.00
Paper, 2012, 978 1 57922 471 4, \$30.00
E-book, 2012, 978 1 57922 812 5, \$30.00

Assessment and Accreditation



NEW

Reframing Assessment to Center Equity

Theories, Models, and Practices

Edited by Gavin W. Henning, Gianina R. Baker, Natasha A. Jankowski, Anne E. Lundquist, and Erick Montenegro

Baker, Natasha A. Jankowski, Anne E. Lundquist and Erick Montenegro

"Never before have we faced such an urgent need to make sure every college student receives the best possible education—a truly equitable education. [Here], some of our most distinguished assessment scholars and practitioners offer compelling thinking and practical suggestions on how to ensure equity and fairness in our higher education practices, with a particular focus on equity in assessment." —**Linda Suskie**, *higher education assessment consultant*

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, STEM fields, HBCUs, and the role of technology-enabled assessment as a possible tool for equitable assessment.

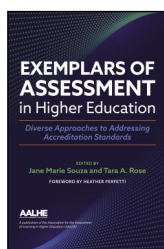
The final two chapters in the book address the "now what", providing a way for assessment professional to develop a conceptual framework to anchor equity in their work.

384 pp, 6" x 9", 11 illus

Cloth, Apr 2022, 978 1 64267 256 5, \$150.00

Paper, May 2022, 978 1 64267 257 2, \$45.00

E-Book, Apr 2022, 978 1 64267 259 6, \$45.00



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, and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors.

Co-published with AALHE

336 pp, 6" x 9"

Cloth, 2021, 978 1 64267 248 0, \$150.00

Paper, 2021, 978 1 64267 249 7, \$42.50

E-book, 2021, 978 1 64267 251 0, \$42.50



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." —**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 twenty-five years, and includes chapters by acknowledged experts who describe how emerging assessment trends and ideas apply to their programs and pedagogies, covering:

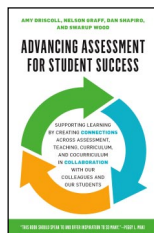
- Community Engagement
- ePortfolios
- Faculty Development
- Global Learning
- Graduate and Professional Education
- High-Impact Practices
- Learning Improvement and Innovation
- Assessment Trends from NILOA
- STEM
- Student Affairs Programs and Services

256 pp., 6" x 9", illus

Cloth, 2019, 978 1 64267 092 9, \$150.00

Paper, 2019, 978 1 64267 093 6, \$37.50

E-book, 2019, 978 1 64267 095 0, \$37.50



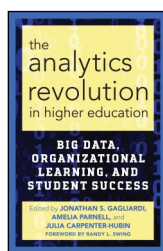
SEE ALSO

Advancing Assessment for Student Success

Supporting Learning by Creating

Connections Across Assessment, Teaching, Curriculum, and Cocurriculum in Collaboration With Our Colleagues and Our Students

For description, see p. 16



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.

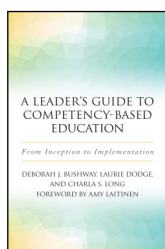
Co-published with AIR and ACE

252 pp., 6" x 9", 29 figures

Cloth, 2018, 978 1 62036 576 2, \$150.00

Paper, 2018, 978 1 62036 577 9, \$39.95

E-book, 2018, 978 1 62036 579 3, \$39.95



A Leader's Guide to Competency-Based Education

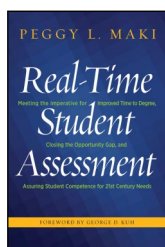
From Inception to Implementation

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, \$150.00
Paper, 2018, 978 1 62036 593 9, \$35.00
E-book, 2018, 978 1 62036 595 3, \$35.00



Real-Time Student Assessment

Meeting the Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student Competencies for 21st-Century Needs

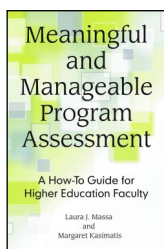
Peggy L. Maki

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, \$150.00
Paper, 2017, 978 1 62036 488 8, \$35.00
E-book, 2017, 978 1 62036 490 1, \$35.00



Meaningful and Manageable Program Assessment

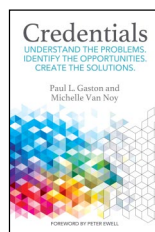
A How-To Guide for Higher Education Faculty

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**, *VP, Office of Quality, Curriculum and Assessment, AAC&U*

176 pp., 6" x 9", 13 figures & 19 tables
Cloth, 2017, 978 1 62036 563 2, \$150.00
Paper, 2017, 978 1 62036 564 9, \$35.00
E-book, 2017, 978 1 62036 566 3, \$35.00



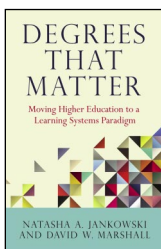
SEE ALSO

NEW

Credentials

Understand the problems. Identify the opportunities. Create the solutions.

For description, see p. 5.



Degrees That Matter

Moving Higher Education to a Learning Systems Paradigm

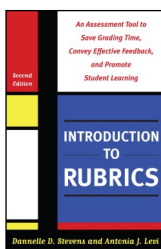
Natasha A. Jankowski and David W. Marshall

"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 complacency 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 National Institute for Learning Outcomes Assessment (NILOA)

216 pp., 6" x 9", 7 tables & 8 figures
Cloth, 2017, 978 1 62036 463 5, \$150.00
Paper, 2017, 978 1 62036 464 2, \$39.95
E-book, 2017, 978 1 62036 466 6, \$39.95



BESTSELLER

Introduction to Rubrics

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

SECOND EDITION

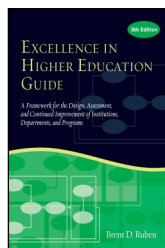
Dannelle D. Stevens and Antonia J. Levi

Foreword by Barbara E. Walvoord

"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*

232 pp., 7" x 10"
Cloth, 2012, 978 1 57922 587 2, \$150.00
Paper, 2012, 978 1 57922 588 9, \$33.00
E-book, 2013, 978 1 57922 590 2, \$33.00



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 a 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.

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"
Cloth, 2016, 978 1 62036 395 9, \$150.00
Paper, 2016, 978 1 62036 396 6, \$42.50
E-book, 2016, 978 1 62036 398 0, \$42.50

Workbook and Scoring Instructions

144 pp., 8 1/2" x 11"
Paper, 2016, 978 1 62036 400 0, \$30.00
E-book, 2016, 978 1 62036 402 4, \$30.00

Facilitator's Materials

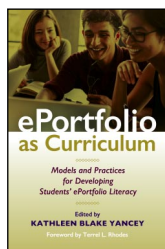
E-book, 2016, 978 1 62036 406 2, \$30.00

Guide & Facilitator's Materials Set

This bundle consists of the Guide (print version) and the Facilitator's Materials (e-book).

180 pp., 8 1/2" x 11", 17 illus
Other book format, Apr 2016, 978 1 62036 399 7, \$55.00

Portfolios



ePortfolio as Curriculum

*Models and Practices
for Developing Students'
ePortfolio Literacy*

**Edited by Kathleen Blake
Yancey**

**Foreword by Terrel L.
Rhodes**

"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 IUPUI

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.

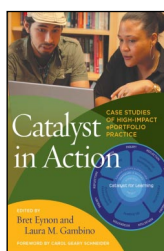
Individually and collectively, the chapters explain ways to engage students in understanding the potential purposes, structures, audiences, and designs of ePortfolios; in developing the reflective practices for contextualizing and informing the selection and curation of artifacts; and in creating appropriate focus and coherence.

286 pp., 6" x 9", figures

Cloth, 2019, 978 1 62036 759 9, \$150.00

Paper, 2019, 978 1 62036 760 5, \$35.00

E-book, 2019, 978 1 62036 762 9, \$35.00



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

Published in association with AAC&U

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

Cloth, 2018, 978 1 62036 866 4, \$150.00

Paper, 2018, 978 1 62036 867 1, \$39.95

E-book, 2018, 978 1 62036 869 5, \$39.95

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events, and trends in Higher Education.**

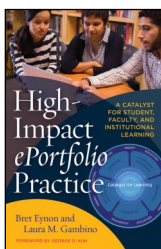
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High-Impact ePortfolio Practice

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**, founder of AAEEBL, the international ePortfolio organization

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, \$150.00

Paper, 2017, 978 1 62036 505 2, \$39.95

E-book, 2017, 978 1 62036 507 6, \$39.95

High-Impact ePortfolio Practice and Catalyst in Action Set

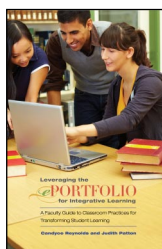
Bret Eynon and Laura M. Gambino

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

636 pp., 7" x 10"

Paper, 2019, 978 1 64267 185 8, \$72.00

E-book, 2019, 978 1 64267 187 2, \$72.00



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

“[This] is the most accessible book I have seen about using ePortfolios in higher education. I was impressed with their thoroughness and lucidity.”

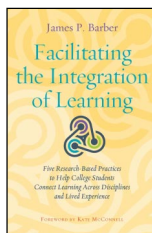
—**Trent Batson**, founder of AAEEBL, the international ePortfolio organization

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

Cloth, 2014, 978 1 57922 899 6, \$150.00

Paper, 2014, 978 1 57922 900 9, \$35.00

E-book, 2015, 978 1 57922 902 3, \$35.00



SEE ALSO

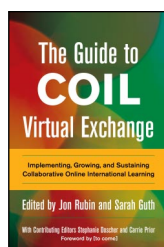
Facilitating the Integration of Learning

Five Research-Based Practices to Help College

Students Connect Learning Across Disciplines and Lived Experience

For description, see p. 18.

International Education & Study Abroad



FORTHCOMING

The Guide to COIL Virtual Exchange

Implementing, Growing, and Sustaining Collaborative Online

International Learning

Edited by Jon Rubin and Sarah Guth

With Contributing editors Stephanie Doscher and Carrie Prior

Foreword by Hans de Wit

This is the authoritative guide to implementing COIL Virtual Exchange, conceived and edited by one of the originators of this innovative approach to internationalization, Jon Rubin. COIL, the acronym for Collaborative Online International Learning, is a central modality of what has come to be known as virtual exchange (VE). It has established itself, since its first iteration in 2002, as a mature pedagogy that is being increasingly implemented across the world and is validated by a growing body of research.

COIL VE at its most essential is a bi-lateral online exchange involving the integration of existing courses across two, or sometime more, institutions that are geographically and/or culturally distinct. To launch a COIL VE course, the instructor of a class at a higher education institution in one location links online with a professor and his or her class in another region or country. Together, their students engage and develop joint projects, usually over a continuous five to eight-week period.

COIL VE opens up equitable and inclusive participation in international education and intercultural experiences to all students and involves them in rigorous disciplinary studies.

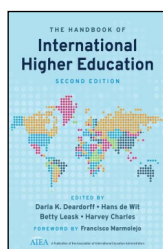
This guide covers COIL VE pedagogy, provides examples of what takes place in the COIL classroom, and explores what instructors and staff need to know to facilitate and support a variety of COIL courses across the curriculum. It addresses how institutional stakeholders, especially those in leadership positions, can develop and embed a successful COIL initiative at their institution. It offers varied perspectives of COIL viewed from different institutional and cultural vantage points – from research universities, community and technical colleges – and a number of case studies.

552 pp., 6" x 9"

Cloth, Oct 2022, 978 1 62036 982 1, \$150.00

Paper, Oct 2022, 978 1 62036 983 8, \$55.00

E-book, Oct 2022, 978 1 62036 985 2, \$55.00



NEW

The Handbook of International Higher Education

SECOND EDITION

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

Foreword by Francisco Marmolejo

"This handbook combines current and comprehensive analysis that offers essential insights in the fast-changing field of international higher education. The contributions to this volume offer critical analysis, including practical insights and further reading lists, make this an essential resource for international educators and researchers to use again and again." —**Chris Glass**, *Professor of the Practice, Lynch School of Education and Human Development, Boston College*

"An essential reference work for anyone with a professional or scholarly interest in internationalisation of higher education." —**Piet Van Hove**, *VP, European Association for International Education*

International higher education has evolved, in some respects dramatically, in the decade since publication of the first edition. 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 the reality of the present in which they were written and insights for the future.

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.

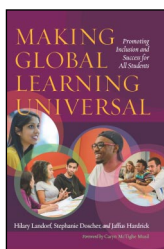
Co-published with AIEA

588 pp., 7 ½" x 10 ½"

Cloth, 2021, 978 1 64267 112 4, \$165.00

Paper, 2021, 978 1 64267 113 1, \$82.50

E-book, 2021, 978 1 64267 115 5, \$82.50



Making Global Learning Universal

Promoting Inclusion and Success for All Students

Hilary Landorf, Stephanie Doscher and Jaffus Hardrick

Foreword by Caryn McTighe Musil

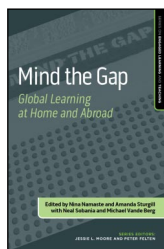
From the Foreword:
 “[This book] provides extraordinary vision, and bolsters the reluctant to not hold back, and has redrawn the map for global learning.” —**Caryn McTighe Musil**, *director of civic learning and democracy initiatives, AAC&U*

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, \$150.00
Paper, 2018, 978 1 62036 360 7, \$37.50
E-book, 2018, 978 1 62036 362 1, \$37.50



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

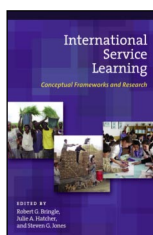
“What results is more than a collection of perspectives on global engagement; it’s a role model for using reliable data, continuous faculty professional development, and rigorous learning outcomes assessment to tackle some of our most vexing questions.” —**Ken O’Donnell**, *vice provost, California State 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

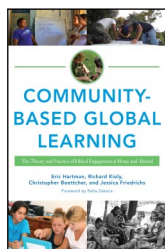
230 pp, 6” x 9”, 23 illus
Cloth, 2020, 978 1 64267 056 1, \$150.00
Paper, 2020, 978 1 64267 057 8, \$35.00
E-book, 2020, 978 1 64267 059 2, \$35.00



SEE ALSO International Service Learning

Conceptual Frameworks and Research

For description, see p. 54.



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

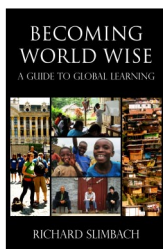
Foreword by Rafia Zakaria

"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, \$150.00
Paper, 2018, 978 1 62036 088 0, \$37.50
E-book, 2018, 978 1 62036 090 3, \$37.50



Becoming World Wise

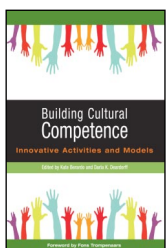
A Guide to Global Learning

Richard Slimbach

Text "Richard Slimbach has skillfully taken on a gargantuan task in writing a

comprehensive 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"
Paper, 2010, 978 1 57922 347 2, \$30.00
E-book, 2012, 978 1 57922 498 1, \$30.00



BESTSELLER

Building Cultural Competence

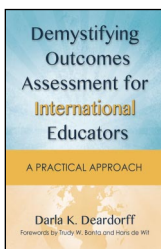
Innovative Activities and Models

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**, 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, \$150.00
Paper, 2012, 978 1 57922 804 0, \$63.00
E-book, 2012, 978 1 57922 806 4, \$63.00



Demystifying Outcomes Assessment for International Educators

A Practical Approach

Darla K. Deardorff

Foreword by Trudy W. Banta and Hans de Wit

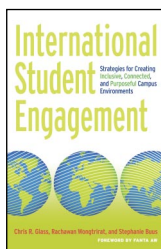
"In the service of international outcomes assessment, this book provides an accessible introduction to the uninitiated, reassurance to the intimidated, and new insights to the accustomed practitioner. An indispensable book for international educators who recognize the value in demonstrating the transformative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

242 pp., 7" x 10"

Cloth, 2015, 978 1 62036 127 6, \$150.00

Paper, 2015, 978 1 62036 128 3, \$35.00

E-book, 2015, 978 1 62036 130 6, \$35.00



International Student Engagement

Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments

Chris R. Glass, Rachawan Wongtrirat and Stephanie Buus

Foreword by Fanta Aw

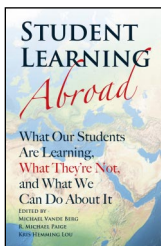
"This book will be of great value for new professionals entering the student affairs field on campus as international student advisers. It may also play a constructive role in informing campus policy debates swirling around the recruitment of international students." —**International Educator**

124 pp., 6" x 9"

Cloth, 2014, 978 1 62036 147 4, \$150.00

Paper, 2014, 978 1 62036 148 1, \$35.00

E-book, 2015, 978 1 62036 150 4, \$35.00



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**

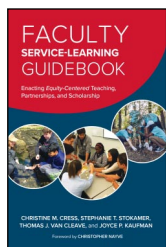
470 pp., 6" x 9", figures

Cloth, 2012, 978 1 57922 713 5, \$150.00

Paper, 2012, 978 1 57922 714 2, \$45.00

E-book, 2012, 978 1 57922 716 6, \$45.00

Community Engagement & Service Learning



FORTHCOMING

Faculty Service-Learning Guidebook

Enacting Equity-Centered Teaching, Partnerships, and Scholarship

Christine M. Cress, Stephanie T. Stokamer, Thomas J. Van Cleave and Joyce P. Kaufman

Foreword by Christopher Nayve

This is a practical guide to designing, teaching, and coordinating service-learning courses, and for developing reciprocal community partnerships and community-based research through a lens of equity.

The text provides a comprehensive framework for developing both in-person and on-line service-learning, with a chapter on virtual delivery of courses that integrates the principles and practices described throughout the book. The authors uniquely integrate the how-to of conducting service-learning with the theoretical foundations to enact effective, equitable, and inclusive community engagement.

Given this moment of enormous social inequality and divisiveness, the authors offer a new definition and set of educational principles that they characterize as Equity-Centered Community Engagement Excellence. These principles serve to guide academic and community engagement that is democratic, recognizes the voice and expertise of community partners, addresses the power imbalances between communities and academic institutions, and develops an educational experience that is potentially transformative and promotes civic responsibility.

Rigorously grounded in theory, this book attempts to deconstruct the assumption of the pre-eminence of academic knowledge to reconstruct a new operational paradigm of equity-centeredness that validates community capacity to guide faculty in their redesign of service-learning curriculum, activities, collaborations, and scholarship.

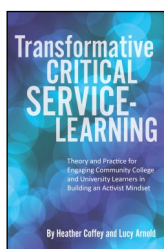
The authors offer examples of syllabi, lessons and assignments, reflection questions, evaluation rubrics, as well as an array of teaching tips that illustrate strategies for use in the classroom and in the field.

312 pp, 7" x 10"

Cloth, Nov 2022, 978 1 62036 483 3, \$150.00

Paper, Nov 2022, 978 1 62036 484 0, \$42.50

E-book, Nov 2022, 978 1 62036 486 4, \$42.50



NEW

Transformative Critical Service-Learning

Theory and Practice for Engaging Community College and University Learners in Building an Activist Mindset

Heather Coffey and Lucy Arnold

"The authors introduce the Critical Service-Learning Implementation Model (CSLIM) as a tool for critical service-learning design and provide examples of this work to better understand the pragmatics and affordances of implementation. This book is a superb resource for faculty implementing or teaching about critical service-learning." —**Barri Tinkler**, *interim dean and professor, Missouri State University*

"While much of the existing scholarship on critical service-learning focuses on questions of definition and theory, Coffey and Arnold offer a well-scaffolded guide to what critical service-learning actually looks like in practice in K-12 schools and higher education. The authors engagingly delineate strategically crafted instructional activities, implementation models, case studies, asset mapping schemes, assessment strategies, and an array of thoughtful tools for effectively implementing critical service-learning." —**David Malone**, *director of the Service-Learning Program, Duke University*

This book offers hands-on tools for implementing, reflecting on, and assessing critical service-learning in classrooms and community spaces.

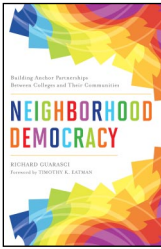
Answering a need from practitioners for a practical tool for making sense of critical service-learning, the authors introduce the Critical Service-Learning Implementation Model as a way to encourage conversations among stakeholders. Materials include specific criteria to examine, examples of application and context, and ways to incorporate the model into reflective practices. Valuing partnerships, reflection, and analysis of power dynamics, the research and strategies offered here provide an entry point for faculty new to critical service-learning, while also offering new ideas and tools for long-time practitioners.

165 pp, 6" x 9"

Paper, Feb 2022, 978 1 97550 499 1, \$37.95

E-book, Feb 2022, 978 1 97550 501 1, \$37.95





NEW

Neighborhood Democracy

Building Anchor Partnerships Between Colleges and Their Communities

Richard Guarasci

Foreword by Timothy K. Eatman

"A timely, informative, and inspirational book highlighting the importance of educating for democratic citizenship. It speaks to transformative university and community partnerships with an exciting vision to help solve society's grand challenges: climate change, education access, immigration, mass incarceration, public health, race and inequality, and voter engagement. A must read for presidents, provosts, and faculty who are working to develop the next generation of exceptional leaders our society needs." —**Jan Risë Liss**, executive director, *Project Pericles*

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.

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.

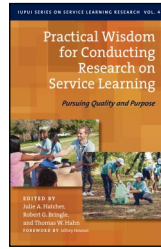
Published in association with AAC&U

216 pp, 6" x 9", 2 figures

Cloth, Jan 2022, 978 1 64267 356 2, \$150.00

Paper, Jan 2022, 978 1 64267 357 9, \$33.00

E-book, Dec 2021, 978 1 64267 359 3, \$33.00



Practical Wisdom for Conducting Research on Service Learning

Pursuing Quality and Purpose

Edited by Julie A. Hatcher, Robert G. Hahn

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.

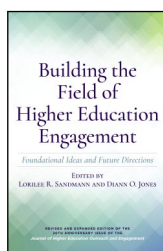
IUPUI Series on Service Learning Research 4

300 pp, 6" x 9"

Cloth, 2019, 978 1 62036 467 3, \$150.00

Paper, 2019, 978 1 62036 468 0, \$49.95

E-book, 2019, 978 1 62036 470 3, \$49.95



Building the Field of Higher Education Engagement

Foundational Ideas and Future Directions

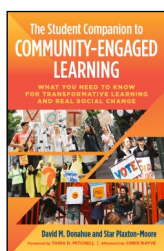
Edited by Lorilee R. Sandmann and Diann O. Jones

"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*

300 pp., 6" x 9", figures & tables
Cloth, 2019, 978 1 62036 854 1, \$150.00
Paper, 2019, 978 1 62036 855 8, \$42.00
E-book, 2019, 978 1 62036 857 2, \$42.00



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

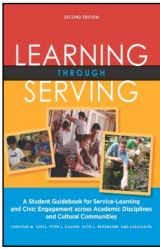


"Engaging students in a familiar voice and pulling them into deeper conversation through embedded digital content, *The Student Companion* walks students through decades of wisdom and insight about community engagement. For students, the book can be a macro-reflection - encouraging careful critical examination 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." —**Mathew**

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

This compact, accessibly-written text 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, \$150.00
Paper, 2018, 978 1 62036 649 3, \$25.00
E-book, 2018, 978 1 62036 651 6, \$25.00



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



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

Instructor's Manual

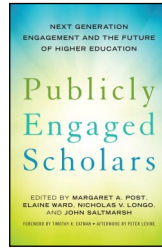
A free Instructor Manual is available for download in PDF format by clicking on "INSTRUCTOR MANUAL" on the left side of the webpage, just underneath the cover image.

240 pp, 8 1/2" x 11"

Cloth, 2013, 978 1 57922 989 4, \$150.00

Paper, 2013, 978 1 57922 990 0, \$33.00

E-book, 2013, 978 1 57922 992 4, \$33.00



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*

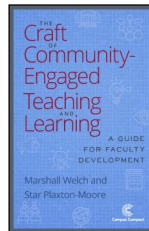
"*Publicly Engaged Scholars* is both unflinching in its presentation of the challenges—personal, professional, political—facing those who seek to transform higher education for the greater good and hopeful in its demonstration of the persistence and adaptability of engaged scholarship. Anyone concerned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

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

Cloth, 2016, 978 1 62036 263 1, \$150.00

Paper, 2016, 978 1 62036 264 8, \$39.95

E-book, 2016, 978 1 62036 266 2, \$39.95

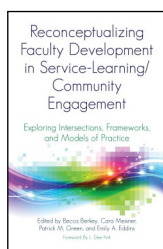


SEE ALSO

The Craft of Community-Engaged Teaching and Learning

A Guide for Faculty Development

For description, see p. 55.



Reconceptualizing Faculty Development in Service-Learning/Community Engagement

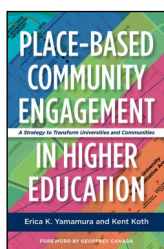
Exploring Intersections, Frameworks, and Models of Practice

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 an analysis of approaches to faculty development around service-learning and community engagement.

370 pp, 6" x 9", figures
Cloth, 2018, 978 1 62036 612 7, \$150.00
Paper, 2018, 978 1 62036 613 4, \$39.95
E-book, 2018, 978 1 62036 615 8, \$39.95



Place-Based Community Engagement in Higher Education

A Strategy to Transform Universities and Communities

Erica K. Yamamura and Kent Koth

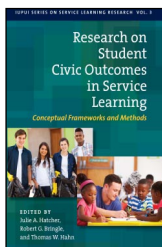
Foreword by Geoffrey Canada

“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, \$150.00
Paper, 2018, 978 1 62036 677 6, \$39.95
E-book, 2018, 978 1 62036 679 0, \$39.95

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, \$150.00
Paper, 2016, 978 1 57922 343 4, \$49.95
E-Book, 2016, 978 1 57922 345 8, \$49.95

Stylus

Research on Service Learning

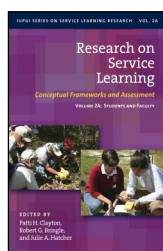
Conceptual Frameworks and Assessments

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.

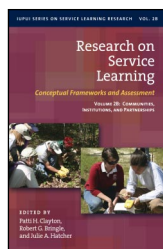
Both volumes open with common chapters focused on defining the criteria for quality research.

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, \$150.00
Paper, 2012, 978 1 57922 341 0, \$57.50
E-Book, 2013, 978 1 57922 839 2, \$57.50



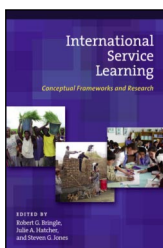
Volume 2B: Communities, Institutions, and Partnerships

336 pp, 6" x 9", tables & figures
Cloth, 2012, 978 1 57922 883 5, \$150.00
Paper, 2012, 978 1 57922 884 2, \$57.50
E-Book, 2013, 978 1 57922 886 6, \$57.50

Research on Service Learning

Two-Volume set
660 pp, 6" x 9"
Paper, 2012, 978 1 57922 919 1, \$99.00

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, \$150.00
Paper, 2010, 978 1 57922 339 7, \$49.95
E-Book, 2012, 978 1 57922 536 0, \$49.95

Stylus

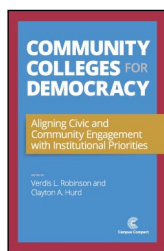
Campus Compact



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.



NEW

Community Colleges for Democracy

Aligning Civic and Community Engagement with Institutional Priorities

Edited by Verdis L. Robinson and Clayton A. Hurd

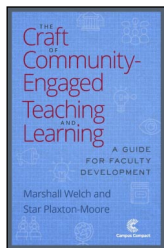
Community colleges, as local institutions, are an essential part of the American landscape of higher education, playing key roles to democratize it and to provide more people access to upward mobility. At the same time, community colleges are especially well positioned to provide benefits for the larger communities in which they are located in ways that actively engage students and deepen their educational experiences. Yet with decreasing budgets and in some cases decreasing enrollments, we are seeing institutional priorities being scaled back to only those that would appear most obvious in their ability to advance institutional effectiveness and student success. In this context, support for civic engagement programs has languished and, in some instances, disappeared altogether.

This book presents a set of contemporary case studies examining how civic engagement and learning strategies at community colleges can be

leveraged to advance institutional effectiveness, college completion, and student success. The chapters provide evidence of strategies and innovative ways that community colleges have extended their efforts to institutionalize civic learning and democratic engagement and the impact of those efforts. Collectively, the case studies suggest that to ensure civic engagement and democratic learning for all community college students, community college leaders should intentionally align and infuse civic engagement and democratic learning with their institutional priorities, making their connections apparent and measurable. This book provides evidence that there are a variety of effective strategies to educate community college students for democracy while advancing student and institutional success.

200 pp, 6" x 9", 13 illus

Paper, Feb 2022, 978 1 94545 925 2, \$39.95



The Craft of Community-Engaged Teaching and Learning

A Guide for Faculty Development

Marshall Welch and Star Plaxton-Moore

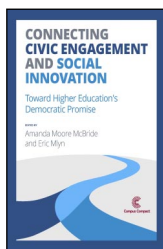
Using a conversational voice, the authors provide a foundation as well as a blueprint and tools to craft a community-engaged course. Based on extensive research, the book provides a scope and sequence of information and skills ranging from an introduction to community engagement, to designing, implementing, 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"

Cloth, 2019, 978 1 73390 281 6, \$150.00

Paper, 2019, 978 1 73390 280 9, \$39.95

E-Book, 2019, 978 1 73390 283 0, \$31.99



Connecting Civic Engagement and Social Innovation

Toward Higher Education's Democratic Promise

Edited by Amanda Moore McBride and Eric Mlyn

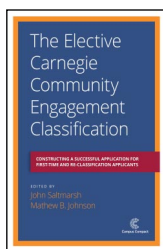
This book offers a much-needed appraisal of two key social change movements within higher education: civic engagement and social innovation. The authors critically explore the historical and contemporary contexts as well as democratic foundations (or absence thereof) of both approaches, concluding with 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"

Cloth, 2018, 978 1 94545 913 9, \$150.00

Paper, 2018, 978 1 94545 914 6, \$39.95

E-book, 2018, 978 1 94545 916 0, \$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*

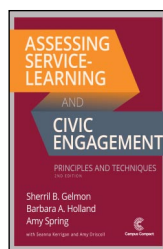
The Carnegie Engagement Classification is designed to be a form of evidence-based documentation that a campus meets the criteria to be recognized as a community engaged institution. Editors John Saltmarsh and Mathew B. Johnson use their extensive experience working with the Carnegie Engagement Classification 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"

Cloth, 2018, 978 1 94545 913 9, \$150.00

Paper, 2018, 978 1 94545 914 6, \$39.95

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 M. Kerrigan and Amy Driscoll

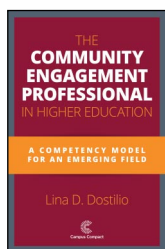
This book offers a broad overview of many issues related to assessment in higher education, with specific application for understanding the impact of service-learning and civic engagement initiatives. This revised edition includes an additional chapter that explores recent changes in the assessment landscape 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"

Cloth, 2018, 978 1 94545 909 2, \$150.00

Paper, 2018, 978 1 94545 910 8, \$49.95

E-book, 2018, 978 1 94545 911 5, \$39.99



The Community Engagement Professional in Higher Education

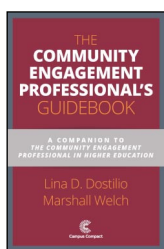
A Competency Model for An Emerging Field
Edited by Lina D. Dostilio

"This volume provides a comprehensive and broad

contextual spectrum of necessary skills for serving students, faculty, campus centers, institutions, and the community. This book 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, 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
Cloth, 2017, 978 1 94545 902 3, \$150.00
Paper, 2017, 978 1 94545 903 0, \$39.95
E-book, 2017, 978 1 94545 905 4, \$31.99



The Community Engagement Professional's Guidebook

A Companion to The Community Engagement Professional in Higher Education

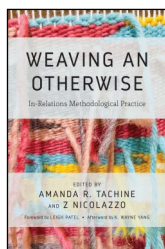
Lina D. Dostilio and Marshall Welch
Foreword by Andrew J. Seligsohn

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 who "are trying to navigate the political environment on their campuses to expand and deepen their unit's reach."

250 pp., 6" x 9"
Cloth, 2019, 978 1 94545 917 7, \$150.00
Paper, 2019, 978 1 94545 918 4, \$39.95
E-Book, 2019, 978 1 94545 920 7, \$31.99

Research & Policy



NEW

Weaving an Otherwise

*In-Relations
Methodological Practice*

**Edited by Amanda
Tachine and Z Nicolazzo**

Foreword by Leigh Patel

Afterword by K. Wayne Yang

"From the very first page of this book, indeed from the foreword onward, Tachine and Nicolazzo provide readers with a richly woven set of chapters that will surely provoke fresh ideas, innovative practices, and deeper thinking about the possibilities of qualitative research. The metaphor-and practice-of weaving is omnipresent in this evocative and beautifully written text to suggest that rigid boundaries of research need to be called into question to open up new possibilities. Every chapter provides a moving example of such possibilities." —**Susan R. Jones**, professor emerita, Department of Educational Studies, The Ohio State University

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

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.

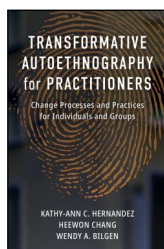
What are the modes and ways of knowing through which we approach our research? How can the practice of research bring us closer to the peoples, places, more than human beings, histories, presents, and futures in which we are embedded and connected to? These questions animate *Weaving an Otherwise*, providing a well-spring from which we think about our interconnections to the past, present, and future possibilities of research.

204 pp, 6" x 9", 7 illus

Cloth, April 2022, 978 1 64267 332 6, \$150.00

Paper, April 2022, 978 1 64267 333 3, \$33.00

E-Book, May 2022, 978 1 64267 335 7, \$33.00



NEW

Transformative Autoethnography for Practitioners

Change Processes and Practices for Individuals and Groups

**Kathy-Ann C. Hernandez,
Heewon Chang and Wendy A. Bilgen**

"What a remarkable and timely contribution to autoethnographic research! In this thoroughly researched book, the authors clear the path both theoretically and methodologically for their model of transformation as a meaningful and worthy goal of autoethnography for scholars and practitioners alike. They not only talk the talk; they walk the walk in explaining and demonstrating how transformation can be a vital part of the entire research process. This book itself is transformative in the way it lays out possibilities and processes for doing autoethnography as a change agent for ourselves as researchers, for engaging and improving the life of readers and participants in our studies, and for assisting organizations and communities to solve real-life problems. What a gift! Especially to practitioners, but also to all of us who value autoethnography for the good it can add to our world." —**Carolyn S. Ellis**, distinguished professor emerita of communication and sociology, University of South Florida

Can transformation be the primary goal of autoethnographic research? In this book, the authors present a compelling case that this is indeed possible.

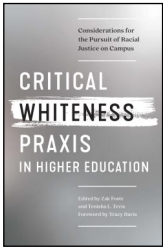
In *Transformative Autoethnography for Practitioners*, Hernandez, Chang and Bilgen turn the spotlight on autoethnography as a tool for practitioners where the primary goal is to solve real world problems by facilitating transformational change at the individual, group and/or organizational levels. They draw on existing scholarship as well as their collective work and expertise to provide a Transformative Autoethnographic Model (TAM) for use by practitioners who are intent on effecting such changes in their respective contexts.

160 pp, 6" x 9"

Paper, Mar 2022, 978 1 97550 487 8, \$34.95

E-book, Mar 2022, 978 1 97550 489 2, \$34.95



**NEW**

Critical Whiteness Praxis in Higher Education

Considerations for the Pursuit of Racial Justice on Campus

Edited by Zak Foste and Tenisha L. Tevis
Foreword by Tracy Davis

"Critical Whiteness Praxis in Higher Education: Considerations for the Pursuit of Racial Justice on Campus is timely, rich, and an important contribution to the scholarly literature. The editors should be commended for bringing together this cadre of scholars and leaders. Foste and Tevis brilliantly unearth the enormity of whiteness and its corresponding consequences on communities of color in higher education. This text is salient in challenging white supremacy and promoting racial equity in postsecondary educational contexts and beyond." —**Brian L. McGowan**, *associate professor and associate director of the Center for Teaching, Research, and Learning, American University*

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.

Exploring the role of race and racism in college and university contexts through a lens of Critical Whiteness Studies 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.

288 pp, 6" x 9"

Cloth, July 2022, 978 1 64267 268 8, \$150.00

Paper, July 2022, 978 1 64267 269 5, \$35.00

E-Book, July 2022, 978 1 64267 271 8, \$35.00



Exploring the Archives

A Beginner's Guide for Qualitative Researchers

Kathryn Roulston and Kathleen deMarrais

"Roulston and deMarrais bring together foundational as well as newer, cutting

edge ideas related to archival research. From a discussion of what it means to be an archivist to an examination of the different kinds of archival research, this book offers a thoughtful, thorough, and accessible overview of archival research practices. The book includes both core chapters that introduce key concepts of archival research, as well as reflection chapters that offer rich and illustrative examples of archival research. Indeed, this book serves as the leading resource for scholars interested in completing archival research."

—**Jessica Nina Lester**, *associate professor of inquiry methodology, Indiana University*

A 2022 SPE Outstanding Book Award Winner

This book offers qualitative researchers an entrée into the world of working with archival repositories and special collections. It serves as a primer for students and researchers who might not be familiar with these sorts of collections, but with an interest in what has become known as the "archival turn," in which the use of archival materials and artifacts in contemporary research has increased dramatically since the 1990s. Suited to novice researchers seeking a general introduction into how special collections are created and how they can be used, the book offers useful, clear guidance on using different types of archives, developing topics for research within the archives, assessing materials available, how to work with archivists and curators, documenting the research process, and writing up an archival study. Archival records and material culture (including manuscripts, documents, audio- and video-recordings, and visual and material culture) housed in special collections provide a wealth of resources for qualitative researchers seeking to conduct research in the social sciences.

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies

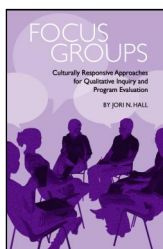
175 pp, 6" x 9"

Cloth, 2021, 978 1 97550 311 6, \$150.00

Paper, 2021, 978 1 97550 312 3, \$36.95

E-book, 2021, 978 1 97550 314 7, \$36.95





Focus Groups

Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation

Jori N. Hall

"Dr. Hall artfully demonstrates how to use cultur-

ally responsive focus groups for social justice through practical research techniques and case examples that show how the researcher can be an agent of change and give a voice to marginalized communities." —**Stacy Penna**, *NVivo community director, QSR International*

A 2021 AERA Qualitative Research SIG Outstanding Book Award winner

Focus Groups: Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation takes an in-depth look at how culturally-responsive focus groups are developed and implemented within the context of qualitative inquiry broadly, and program evaluation more specifically. The book showcases various forms of focus groups and how they can be responsive to specific communities across different disciplines. This book provides:

- A historical perspective on focus groups
- A theoretical foundation helpful for supporting focus groups with marginalized groups, vulnerable populations (older adults, children), and participants within non-Western settings
- Basic procedures for conducting focus groups
- Guidelines for cultural responsiveness and
- Case examples of alternative approaches to focus groups that target specific communities and those in different contexts.

It also considers ethical issues around the use of culturally responsive focus groups, while providing guidance on analyzing and interpreting your data and establishing the credibility of your study. *Focus Groups* is an information rich resource for qualitative researchers and program evaluators at various levels who want to learn about or enhance their knowledge on designing and conducting culturally responsive focus groups.

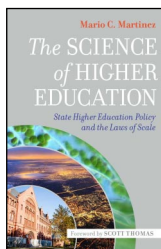
Qualitative Research Methodologies: Traditions, Designs, and Pedagogies

175 pp, 6" x 9"

Cloth, 2020, 978 1 97550 192 1, \$155.00

Paper, 2020, 978 1 97550 193 8, \$43.95

E-book, 2020, 978 1 97550 195 2, \$43.95



The Science of Higher Education

State Higher Education Policy and the Laws of Scale

Mario C. Martinez

Foreword by Scott L. Thomas

"Mario C. Martinez is a big,

broad thinker in higher education scholarship. 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 (the number and type of institutions in a state) 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 uncovered in the *Science of Higher Education* 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.

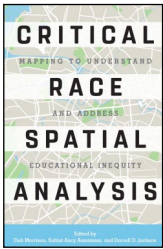
The various features of state higher education systems that conform to scale patterns do not alone provide definitive answers for appropriate funding levels, however. As this book addresses, policymakers need to take into account the macro forces, from demography to geography and the economy, that situate 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.

216 pp, 6" x 9"

Cloth, 2021, 978 1 64267 088 2, \$150.00

Paper, 2021, 978 1 64267 089 9, \$37.50

E-book, 2021, 978 1 64267 091 2, \$37.50



Critical Race Spatial Analysis

*Mapping to Understand
and Address
Educational Inequity*

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

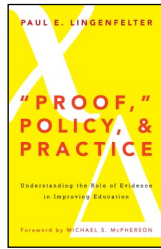
"The growth of critical race studies has prompted huge advances in our understandings of the numerous complex, shifting and often hidden ways in which racism operates in the contemporary world. This ground-breaking volume brings together cutting-edge scholarship that applies the principles and inspiration 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**, *professor, science education, University of North Carolina at Chapel Hill*

200 pp, 7" x 10", 34 maps & figures
Cloth, 2017, 978 1 62036 423 9, \$150.00
Paper, 2017, 978 1 62036 424 6, \$39.95
E-book, 2017, 978 1 62036 426 0, \$39.95



"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, and former education commissioner in Kentucky and Arkansas*

264 pp, 6" x 9", 11 figures & 6 tables
Cloth, 2015, 978 1 57922 750 0, \$150.00
Paper, 2015, 978 1 57922 751 7, \$35.00
E-book, 2015, 978 1 57922 753 1, \$35.00

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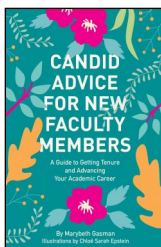
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 www.instagram.com/StylusPub

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

Professional Development



Candid Advice for New Faculty Members

A Guide to Getting Tenure and Advancing Your Academic Career

Marybeth Gasman

A 2022 SPE Outstanding Book Honorable Mention

"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 to this book, the newest and most comprehensive "how to" guide for graduate students, post-docs, and junior faculty across a variety of academic disciplines. Drawing upon her own extensive experiences and that of many colleagues, Marybeth Gasman provides you with a valuable tool for attaining tenure and for 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

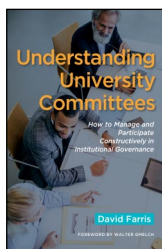
In addition to this valuable career advice, Gasman provides a peek behind the academy's curtain by painting a vivid picture of the inner workings of the academy and all of its players. *Candid Advice for New Faculty Members* is required reading for every newly-minted faculty member, regardless of academic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

275 pp, 6" x 9"

Cloth, 2021, 978 1 97550 220 1, \$155.00

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

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



Understanding University Committees

How to Manage and Participate Constructively in Institutional Governance

David A. Farris

Foreword by Walter H. Gmelch

"Dr. Farris has made a significant contribution to understanding the critical importance as well as the sometimes mysterious role of committees in shared governance in higher education leadership and management. As high level as committees of the governing board to the daily mundane operational and academic committees, these bodies are the communication neural synapses that allow for shared governance and accountability within the complex governance and administrative structures that are the foundation of colleges and universities today. I commend David for his research and understandable and relatable work and recommend this book to anyone who aspires to maximize their effectiveness in higher education leadership and management." —**Lawrence D. Czarda**, Greensboro College

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.

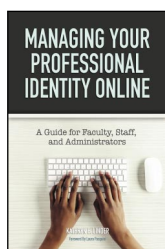
In addition to reviewing the mechanism of committees, David Farris provides practical information regarding the functional application of committees (tactical, operational, or strategic), committee leadership and management, group dynamics that influence committee performance, and the importance of diversity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

228 pp, 6" x 9", 23 illus

Cloth, 2020, 978 1 62036 938 8, \$150.00

Paper, 2020, 978 1 62036 939 5, \$33.00

E-book, 2020, 978 1 62036 941 8, \$33.00



Managing Your Professional Identity Online

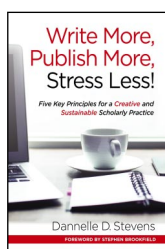
A Guide for Faculty, Staff, and Administrators

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, \$150.00
Paper, 2018, 978 1 62036 669 1, \$35.00
E-book, 2018, 978 1 62036 671 4, \$35.00



Write More, Publish More, Stress Less!

Five Key Principles for a Creative and Sustainable Scholarly Practice

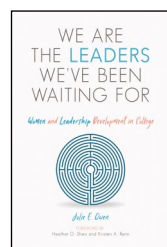
Dannelle D. Stevens

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, \$150.00
Paper, 2018, 978 1 62036 517 5, \$35.00
E-book, 2018, 978 1 62036 519 9, \$35.00

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



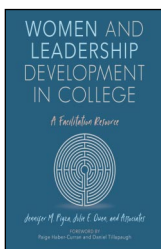
"Masterful. Far more than a book about women's leadership. Owen weaves a complex yet accessible narrative that is rooted in feminist and intersectional theory and exposes so much more than just barriers to women's leadership, but also a range of areas of gender inequality from the pay gap to sexual violence. The active learning exercises make this book a must have not only for courses on feminist leadership, but also an ideal tool for anyone exploring their own leadership. I finished the book more confident that I can be and maybe am a leader I've always waited for!" —**Angela Hattery**, *professor and director, Women and Gender Studies, George Mason University*

"The book will undoubtedly transform students, educators, and our world. I can confidently say this is the book I've been waiting for." —**Paige Haber-Curran**, *associate professor, Texas State University*

This text 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, \$150.00
Paper, 2020, 978 1 64267 009 7, \$35.00
E-book, 2020, 978 1 64267 011 0, \$35.00



Women and Leadership Development in College

A Facilitation Resource

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

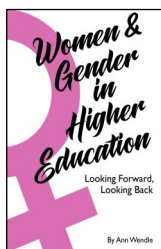
Foreword by Paige Haber-Curran and Daniel Tillapaugh

"This book is a testament to [the editors'] commitment to helping all students — but centering women, in particular — think critically about the ways gender and leadership are intertwined in systems of power, privilege, and oppression. The lessons provided in this text promise to serve as powerful learning experiences for learners to gain critical self-awareness around their own identities and leadership practice. This text is a gift to the field of leadership education." —**Paige Haber-Curran**, *associate professor at Texas State University*; and **Daniel Tillapaugh**, *associate professor at California Lutheran University*

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.

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, 2021, 978 1 64267 012 7, \$150.00
Paper, 2021, 978 1 64267 013 4, \$37.50
E-book, 2021, 978 1 64267 015 8, \$37.50



Women and Gender in Higher Education

Looking Forward, Looking Back

Ann Wendle

Text

"Wendle's book is a valuable

resource, outlining the

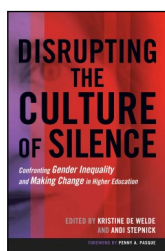
fraught and difficult history of women in higher education, and encouraging readers to think about how that legacy informs the urgent matters of our present moment. So many of us are working every day on issues of representation, diversity, and equity in colleges, universities, and beyond. For us, these topics are not just theoretical but vitally tied to our lived experience. [This book] provides us with the background, theory, and strategies to enable real progress and change." —**Heidi Hanrahan**, *professor of English, Shepherd University*

This book offers 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 Series

200 pp., 7" x 10"
Cloth, 2021, 978 1 97550 295 9, \$154.95
Paper, 2021, 978 1 97550 296 6, \$48.95
E-Book, 2021, 978 1 97550 298 0, \$48.95





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

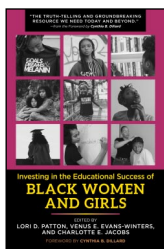
392 pp., 6" x 9", tables & figures

Cloth, 2014, 978 1 62036 217 4, \$150.00

Paper, 2014, 978 1 62036 218 1, \$39.95

E-book, 2015, 978 1 62036 220 4, \$39.95

Race & Diversity



BESTSELLER

Investing in the Educational Success of Black Women and Girls

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

Foreword by Cynthia B. Dillard

“Demonstrates, from our own lived experiences, the multifaceted and continued need to look critically at the historically and present day exclusionary policies, practices and structure of US education that serve to predetermine our success. This anthology pushes us all to dig deeper into the organizational intent of learning as a transformational and liberatory practice, and to cast aside its role as indoctrination.” —*Clarice Bailey, faculty, Organizational Development and Leadership, Saint Joseph's University*

“What an amazing collection of essays! What a profound acknowledgement and powerful testament of the lives, histories, brilliance, beauty, and perseverance of Black women and girls.” —*Valerie Kinloch, Renée and Richard Goldman Dean, and professor, School of Education, University of Pittsburgh*

“This critical resource positions Black women and girls at the center, which is where they belong, in postsecondary research and beyond.” —*Tiffany Jones, deputy director of measurement learning and evaluation for postsecondary success, Bill & Melinda Gates Foundation*

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, 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.

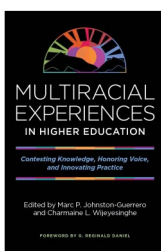
The purpose of this book is to illuminate scholarship on Black women and girls throughout the educational pipeline. The contributors—all Black women educators, scholars, and advocates—name the challenges Black women and girls face while pursuing their education as well as offer implications and recommendations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

324 pp., 6" x 9"

Cloth, Jan 2022, 978 1 62036 796 4, \$150.00

Paper, Jan 2022, 978 1 62036 797 1, \$39.95

E-book, Dec 2021, 978 1 62036 799 5, \$39.95



Multiracial Experiences in Higher Education

Contesting Knowledge, Honoring Voice, and Innovating Practice

Edited by Marc P. Johnston-Guerrero and Charmaine L. Wijeyesinghe

Foreword by G. Reginald Daniel

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

"The editors have compiled one of the most comprehensive, informative, and thought-provoking resources for those hoping to expand their knowledge of mixed-race populations. 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*

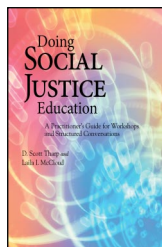
Recipient of the 2021 Innovation Award of The Multiracial Network (MRN)

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, 2021, 978 1 64267 068 4, \$150.00
Paper, 2021, 978 1 64267 069 1, \$37.50
E-book, 2021, 978 1 64267 071 4, \$37.50



Doing Social Justice Education

A Practitioner's Guide for Workshops and Structured Conversations
D. Scott Sharp

With Roger A. Moreano

Foreword by Jamie Washington

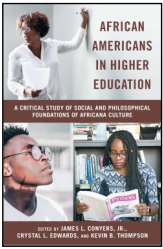
"This work provides an essential contribution on how to design, facilitate, and assess social justice education workshops. It is a timely and practical addition to the literature for educators seeking to develop workshops and structured conversations related to power, privilege, and social identity. 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.

142 pp, 8 1/2" x 11", 9 figures, 24 handouts & 10 tables
Cloth, 2020, 978 1 64267 036 3, \$150.00
Paper, 2020, 978 1 64267 037 0, \$33.00
E-book, 2020, 978 1 64267 039 4, \$33.00



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.

For the first time, 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.

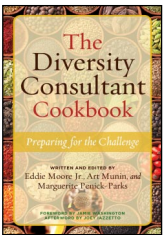
Critical Race Issues in Education

370 pp., 6" x 9"

Cloth, 2020, 978 1 97550 204 1, \$155.00

Paper, 2020, 978 1 97550 205 8, \$43.95

E-book, 2020, 978 1 97550 207 2, \$43.95



The Diversity Consultant Cookbook

Preparing for the Challenge

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

Foreword by Jamie Washington

Afterword by Joey Iazzetto

"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...While the demand is greater now than ever, the work needed to hone your craft and establish your unique brand is also greater. 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; and 2019 President, ACPA

Written to advise how to get started in, and develop a career as a diversity consultant, 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.

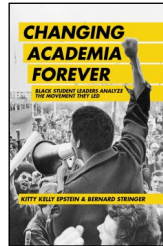
The book addresses developing your strategic plan with a clear sense of mission, vision, and values; moves on to topics such as financial planning, pricing, contracts, scheduling, and considerations about presentation styles and handouts; and gets down to the specifics of marketing, with ideas on business 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, \$150.00

Paper, 2019, 978 1 62036 979 1, \$39.95

E-book, 2019, 978 1 62036 981 4, \$39.95



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?

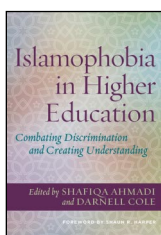
165 pp., 6" x 9"

Cloth, 2020, 978 1 97550 271 3, \$150.00

Paper, 2020, 978 1 97550 272 0, \$40.95

E-Book, 2020, 978 1 97550 274 4, \$40.95





Islamophobia in Higher Education

*Combating
Discrimination and
Creating
Understanding*

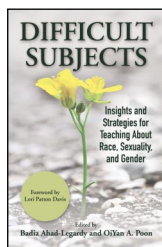
**Edited by Shafiqah Ahmadi
and Darnell Cole**

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 and the Marshall School of Business; 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 Islamophobia, 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, \$150.00
Paper, 2020, 978 1 62036 975 3, \$33.00
E-book, 2020, 978 1 62036 977 7, \$33.00



Difficult Subjects

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

**Edited by Badia Ahad-Legardy
and QiYan A. Poon**

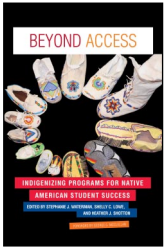
Foreword by Lori D. Patton

"*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

This book 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 offers guidance for faculty uncomfortable with addressing such issues in disciplinary courses. 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, \$150.00
Paper, 2018, 978 1 62036 792 6, \$42.00
E-book, 2018, 978 1 62036 794 0, \$42.00



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*

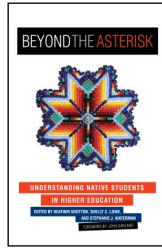
This book argues that two principal factors are inhibiting Native students from transitioning from school to college and from succeeding in their post-secondary studies—many attend schools that are poorly resourced where they are often discouraged from aspiring to college and many are alienated from 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, \$150.00

Paper, 2018, 978 1 62036 288 4, \$39.95

E-book, 2018, 978 1 62036 290 7, \$39.95



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

A Choice Outstanding Academic Title for 2013

“A tool for action in that it provides examples of successful student support practices and illustrations of responsive programming for Native American/Alaska Native/Indigenous students in higher education. *Beyond the Asterisk* is much needed for moving with intentionality to action that addresses the challenges and problems that currently exist for these students in higher education.” —**The Review of Higher Education**

“[The] editors challenge academicians to go beyond the ‘American Indian research asterisk’: exclusion from institutional data and reporting, omission from the curriculum, and nonexistence in research and literature. Essential.” —**Choice**

This book provides the higher education community with a solid foundation for responding to the needs not only of Indigenous students, but also renders visible all Native Americans on campus, including faculty and staff.

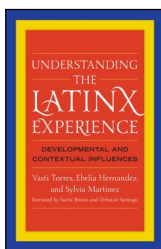
While predominantly addressed to the student affairs profession, it also covers issues of broader administrative concern, such as collaboration with tribal colleges; and academic issues, such as graduate and professional education.

204 pp, 6" x 9"

Cloth, 2013, 978 1 57922 623 7, \$150.00

Paper, 2013, 978 1 57922 624 4, \$42.00

E-book, 2013, 978 1 57922 626 8, \$42.00



Understanding the Latinx Experience

Developmental and Contextual Influences

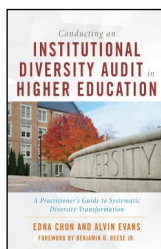
Vasti Torres, Ebelia Hernández and Sylvia Martínez

Foreword by Sarita E. Brown and Deborah A. Santiago

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

"Not only are Latinx a diverse group from many different cultural backgrounds, but from many different economic circumstances, family backgrounds and expectations, communities, and academic experiences. 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, \$150.00
Paper, 2019, 978 1 57922 315 1, \$39.95
E-book, 2019, 978 1 62036 734 6, \$39.95



Conducting an Institutional Diversity Audit in Higher Education

A Practitioner's Guide to Systematic Diversity Transformation

Edna Chun and Alvin Evans

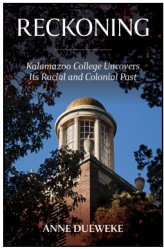
Foreword by Benjamin D. Reese

"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*

"Chun and Evans provide an empirically-based approach to auditing campus diversity and inclusion that engages a wide range of campus constituents in comprehensively highlighting the current state and shining a light on the path to transformation. It's a must read!" —**Benjamin D. Reese, Jr.**, *VP 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, \$150.00
Paper, 2019, 978 1 62036 819 0, \$39.95
E-book, 2019, 978 1 62036 821 3, \$39.95



NEW

Reckoning

*Kalamazoo College
Uncovers Its Racial and
Colonial Past*

Anne Dueweke

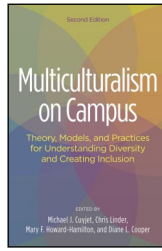
At a time when many individuals and institutions are reexamining their histories to better understand their tangled roots of racism and oppression, this book tells the story of how American ideas about colonialism and race shaped Kalamazoo College, a progressive liberal arts institution in the Midwest.

This close look at the colonial and racial history of one institution reveals academia's investment in White supremacy and the permutations and contradictions of race and racism in higher education. Though the details are unique to Kalamazoo, other predominantly White colleges and universities would have similar historical trajectories, for in the end our institutional histories reflect the history of the United States. By examining the ways in which a progressive, midwestern college has absorbed, resisted, and perpetuated American systems of colonialism and racism, the book challenges higher education to use this moment to make the deep, structural changes necessary to eliminate disparities in experiences and outcomes among students of color and their White peers.

300 pp, 6" x 9"

Paper, Feb 2022, 978 1 97550 506 6, \$34.95

E-book, Mar 2022, 978 1 97550 508 0, \$34.95



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." —

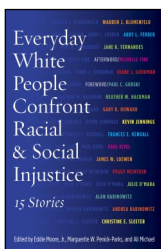
Paul Shang, *Assistant Vice President and Dean of Students, University of Oregon, Past President, ACPA-College Student Educators International*

432 pp, 6" x 9"

Cloth, 2016, 978 1 62036 415 4, \$150.00

Paper, 2016, 978 1 62036 416 1, \$42.00

E-book, 2016, 978 1 62036 418 5, \$42.00



BESTSELLER
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

Text 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.

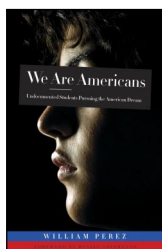
This book fills that gap by vividly presenting – in their own words – the personal stories, experiences and reflections of fifteen prominent White anti-racists. They recount the circumstances that led them to undertake this work, describe key moments and insights along their journeys, and frankly admit their continuing lapses and mistakes.

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.

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, \$150.00
Paper, 2015, 978 1 62036 208 2, \$25.00
E-book, 2015, 978 1 62036 210 5, \$25.00



We ARE Americans

Undocumented Students Pursuing the American Dream

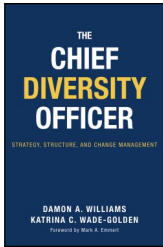
Edited by William Perez
 Foreword by Daniel G. Solorzano

"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, heartbreaking 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*

Winner of the CEP Mildred Garcia Award for Exemplary Scholarship

200 pp, 6" x 9"
Cloth, 2009, 978 1 57922 375 5, \$150.00
Paper, 2009, 978 1 57922 376 2, \$30.00
E-book, 2018, 978 1 62036 998 2, \$30.00

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, \$57.50

E-Book, 2013, 978 1 57922 818 7, \$57.50

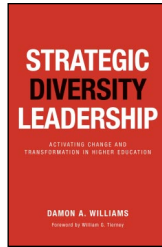
The Diversity Officer Set

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, \$104.00



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.

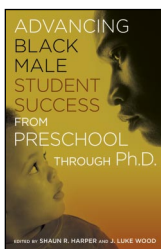
For higher education that means not only increasing the numbers of diverse students, faculty, and staff, but simultaneously pursuing excellence in student learning and development, as well as through research and scholarship—in other words pursuing what this book defines as strategic diversity leadership.

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, \$57.50

E-Book, 2013, 978 1 57922 822 4, \$57.50



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." —

Tyrene C. Howard, professor and director, UCLA Black Male Institute

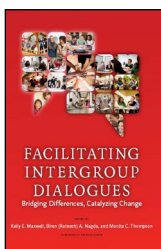
"This book provides practical approaches for educators, parents, policymakers, and others who are committed to improving Black male student achievement. Instead of simply documenting challenges boys of color face, authors focus on proven structures, programs, and initiatives we can build upon. This is 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, \$150.00

Paper, 2015, 978 1 62036 184 9, \$30.00

E-book, 2015, 978 1 62036 186 3, \$30.00



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

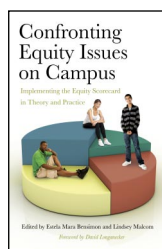
Co-published with ACPA

288 pp, 6" x 9"

Cloth, 2011, 978 1 57922 290 1, \$150.00

Paper, 2011, 978 1 57922 291 8, \$37.50

E-book, 2012, 978 1 57922 524 7, \$37.50



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***

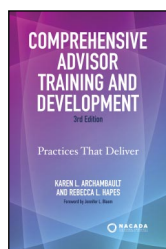
300 pp, 6" x 9"

Cloth, 2012, 978 1 57922 707 4, \$150.00

Paper, 2012, 978 1 57922 708 1, \$39.95

E-book, 2012, 978 1 57922 710 4, \$39.95

Student Affairs



NEW

Comprehensive Advisor Training and Development

Practices That Deliver

THIRD EDITION

Edited by Karen L.

Archambault and Rebecca L. Hapes

Foreword by Jennifer L. Bloom

"This edition is a must have for those who are dedicated to the academic advising profession. From establishing a culture for training and development, to funding implications, the use of technology, and assessment, this book helps guide those who recognize the critical needs of professionals who are dedicated to improving academic advising practices and student success. I wholeheartedly recommend this book for senior-level administrators, directors, primary role advisors, and faculty advisors." —*Melinda J. Anderson, NACADA, Executive Director*

"This new edition is a timely update to the first, capturing and addressing the complex issues facing the field in an ever-changing and global higher education environment. Without a doubt, this new edition is a must-have and value-added addition to an academic advisor's library." —*Susan M. Campbell, chief student affairs officer emerita, University of Southern Maine*

This edited collection provides a practical framework for advisor training and professional development, underpinned by the theoretical rationale for those frameworks. This text is not focused on the "what" of advisor training but is instead intentionally focused on the "how" and the "why," encouraging those responsible for development and implementation to have a clear means by which to support advisor success. Readers of this text will identify the centrality of the NACADA Core Values and Core Competencies to effective training and development but will also gain a practical suite of tools to be used in various higher educational contexts. Including, but not limited to initial program creation, the authors consider complex concerns such as funding, technology, intercultural competence, and self-care—among others—as components of a comprehensive program to support advising professionals.

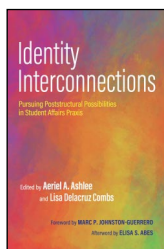
Co-published with NACADA

288 pp., 6" x 9"

Cloth, Sep 2022, 978 1 64267 284 8, \$150.00

Paper, Sep 2022, 978 1 64267 285 5, \$42.50

E-book, Sep 2022, 978 1 64267 287 9, \$42.50



NEW

Identity Interconnections

Pursuing Poststructural Possibilities in Student Affairs Praxis

Edited by Aerial A. Ashlee and Lisa Delacruz Combs

Foreword by Marc Johnston-Guerrero

Afterword by Elisa S. Abes

This book advocates an approach the authors call Identity Interconnections as a way of moving considerations of identity differences and commonalities from theory to socially just action in student affairs practice.

Through pursuing complex commonalities expansive enough to hold both similarities and differences, student affairs educators can ethically consider identity interconnections in such a way that does not diminish difference, but instead recognizes points of difference as opportunities for social justice action. By pursuing radical interconnectivity, student affairs educators can advance an interdependent understanding of inherited systems of power; recognizing the ways in which all systems (and thus all oppression, and all liberation) are interconnected. This interconnected insight can enable student affairs educators to extend beyond binary and oppositional thinking, and in turn, give rise to the formation of new coalitions. Finally, by listening with raw openness (allowing themselves, and encouraging their students, to be changed by others' experiences), student affairs educators can facilitate identity development and social justice action as interrelated endeavors.

The editors have heard comments like, "This is all great in theory, but how can student affairs practitioners actually apply this?" This book answers that question by providing a theoretical framework and multiple practical examples for employing identity interconnections as expansive approaches to identity development and social justice action in student affairs.

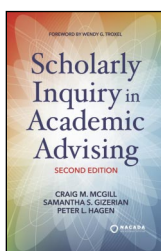
Co-published with ACPA

192 pp., 6" x 9"

Cloth, Aug 2022, 978 1 64267 344 9, \$150.00

Paper, Aug 2022, 978 1 64267 345 6, \$32.50

E-book, Aug 2022, 978 1 64267 347 0, \$32.50



NEW Scholarly Inquiry in Academic Advising

SECOND EDITION

**Edited by Craig M.
McGill, Samantha S.
Gizerian and Peter L.
Hagen**

Foreword by Wendy G. Troxel

A large and growing number of academic advisors are interested in researching and publishing scholarly inquiry in academic advising. Since the first edition of this book was published, the scope of relevant inquiry has widened and deepened, and public attention and accountability is at an all-time high. This second edition of *Scholarly Inquiry in Academic Advising* provides scholar-practitioners with methodological perspectives from each of the major ways of knowing: the social sciences, including qualitative, quantitative, and now mixed methods approaches; the arts; the humanities; and the natural sciences. This book is a *vade mecum* for researchers in academic advising to formulate research questions, structure research, point to useful theoretical and methodological approaches, guide analysis, and help find publication outlets. Authors from a multitude of backgrounds seek to raise the level of discourse about academic advising, to illustrate its history, to reflect on how research can foster new perspectives, and to connect with and foster social justice, internationality, and inclusivity. This volume will assist those who seek to push back the frontiers of knowledge in the field, because it serves as a handbook for advising scholars, whatever their epistemological, theoretical, axiological, and methodological predilections. As for practitioners, this book "raises the bar" and conveys to even non-researching practitioners that scholarly inquiry in academic advising is a desirable avenue to professional development that must inform their practice.

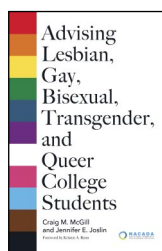
Co-published with NACADA

336 pp, 6" x 9"

Cloth, Sep 2022, 978 1 64267 336 4, \$150.00

Paper, Sep 2022, 978 1 64267 337 1, \$42.50

E-book, Sep 2022, 978 1 64267 339 5, \$42.50



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

**Edited by Craig M. McGill
and Jennifer Joslin**

**Foreword by Kristen A.
Renn**

"[An] exciting new resource for department advisers and student affairs staff as well as higher ed faculty and graduate students. 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*

"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*

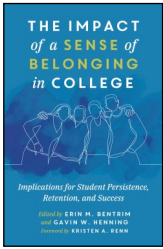
In the face of hostile campus cultures, LGBTQ students rely on knowledgeable academic advisers for support, nurturance, and the resources needed to support their persistence. This edited collection offers theoretical understanding of the literature of the field, practical strategies that can be implemented at different institutions, and best practices that helps 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.

348 pp, 6" x 9", 4 illus

Cloth, 2021, 978 1 64267 176 6, \$150.00

Paper, 2021, 978 1 64267 177 3, \$45.00

E-book, 2021, 978 1 64267 179 7, \$45.00

**NEW**

The Impact of a Sense of Belonging in College

Implications for Student Persistence, Retention, and Success

Edited by Erin M. Bentrim 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 the relationship between sense of belonging and intersectionality of identity cannot be ignored, and must be integrated into any approach to fostering belonging.

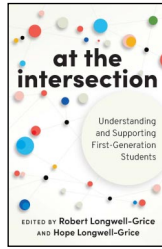
Over the last 10 years, colleges and universities have started grappling with the notion that their approaches to maintaining and increasing student retention, persistence, and graduation rates were no longer working. As focus shifted to uncovering barriers to student success while concurrently recognizing 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.

324 pp., 6" x 9"

Cloth, Aug 2022, 978 1 64267 260 2, \$150.00

Paper, Aug 2022, 978 1 64267 261 9, \$39.95

E-Book, Aug 2022, 978 1 64267 263 3, \$39.95



At the Intersection

Understanding and Supporting First-Generation Students

Edited by Robert Longwell-Grice and Hope Longwell-Grice



cators, 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 scholars who can be considered respected authorities on the demographics and issues of first-generation college students. They have gathered an impressive assemblage of other 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 these 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*

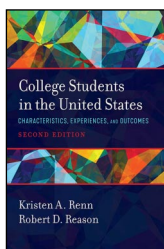
The experiences of first-generation college students are not monolithic. The nexus of identities matter, and this book is intended to challenge the reader to explore what it means to be a first-generation college student in higher education. Designed for use in classrooms and for use by the higher education practitioner, it will serve readers throughout their professional careers.

372 pp., 6" x 9", 8 tables & 6 figures

Cloth, 2021, 978 1 64267 060 8, \$150.00

Paper, 2021, 978 1 64267 061 5, \$42.50

E-book, 2021, 978 1 64267 063 9, \$42.50



College Students in the United States

Characteristics, Experiences, and Outcomes

SECOND EDITION

Kristen A. Renn and Robert D. Reason

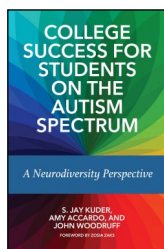
Text

“True to its purpose, *College Students in the United States* 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, they present an introduction to studying student characteristics, college choice and enrollment patterns, institutional types and environments, student learning, persistence, and outcomes of college.

Substantially revised and updated, this new edition addresses contemporary and anticipated student demographics and enrollment patterns. 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.

276 pp., 7" x 10", 11 illus
Cloth, 2021, 978 1 64267 128 5, \$150.00
Paper, 2021, 978 1 64267 129 2, \$42.50
E-book, 2021, 978 1 64267 131 5, \$42.50



College Success for Students on the Autism Spectrum

A Neurodiversity Perspective

S. Jay Kuder, Amy Accardo and John Woodruff

Foreword by Zosia Zaks

“For higher education practitioners seeking to serve autistic college students more inclusively on their campuses, this book clearly walks through considerations that should be on their minds and features countless resources that they can implement.” —**Brett Ranon Nachman**, *director of research at College Autism Network*

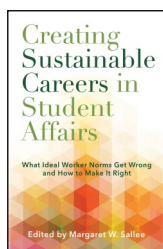
“Stands alone as the resource for the field of higher education when it comes to supporting autistic students. Without question, this long-awaited text will equip those who work in colleges and universities to include, engage, and graduate students on the spectrum.” —**Edlyn Vallejo Peña**, *professor of higher education leadership and director of the Autism and Communication Center*

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 navigating the social demands of college life to college to career readiness after graduation.

216 pp., 6" x 9"
Cloth, 2021, 978 1 64267 024 0, \$150.00
Paper, 2021, 978 1 64267 025 7, \$37.50
E-book, 2021, 978 1 64267 027 1, \$37.50



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 *Creating Sustainable Careers in Student Affairs* will help illuminate the way."

—**Melissa S. Shivers**, *VP 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.

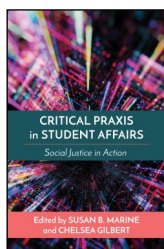
Student affairs professionals can meet the needs of their students without being overworked. The authors in this book use ideal worker norms in conjunction with other theories to interrogate the impact on student affairs staff across functional areas, institutional types, career stage, and identity groups.

336 pp., 6" x 9", 2 tables

Cloth, 2020, 978 1 62036 950 0, \$150.00

Paper, 2020, 978 1 62036 951 7, \$37.50

E-book, 2020, 978 1 62036 953 1, \$37.50



Critical Praxis in Student Affairs

Social Justice in Action

Edited by Susan B. Marine and Chelsea Gilbert

"This book responds to our field's need for clear, rigorous, and courageous schol-

arship that deepens our collective capacity to implement equitable frameworks to support students' flourishing. Filled with powerful vignettes and current research, each chapter offers meaningful questions for rich dialogue and reflection. As scholar-practitioners committed to building just futures in higher education, Marine and Gilbert have assembled a required volume for established and emergent practitioners in the field." —**Andrés Castro Samayoa**, *assistant professor of higher education, Boston College*

"This book is a must have for anyone who continues to strive towards effective practices in an always evolving higher education landscape." —**Zduy Peter Chu**, *deputy chief officer of student affairs, Valdosta State University*

Student affairs work is fundamentally 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 describes and documents these practices of intentionally centering critical theories.

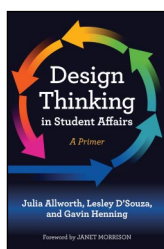
The first section of this text examines the ways that critically-minded practitioners lead through equitable, liberatory frameworks, offering important models for reimagining the future of higher education. In the second section, the editors take up thinking and acting to support the development of critical 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 conclusion, the editors provide a model for critical praxis.

240 pp., 6" x 9", 3 figures

Cloth, 2021, 978 1 64267 272 5, \$150.00

Paper, 2021, 978 1 64267 273 2, \$39.95

E-book, 2021, 978 1 64267 275 6, \$39.95



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... the book makes a compelling case for using design thinking to facilitate human-centered, cocreated, 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 the most complete picture of an issue and its possible solutions, whether a product, program, or service.

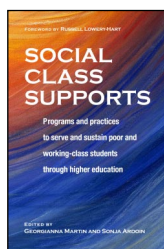
Design thinking is an innovative process that can change the way higher education and student affairs operate, realizing the potential it offers.

250 pp, 6" x 9"

Cloth, 2021, 978 1 64267 032 5, \$150.00

Paper, 2021, 978 1 64267 033 2, \$37.50

E-book, 2021, 978 1 64267 035 6, \$37.50



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

"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 the field of higher education – at both two- and four-year, public and private institutions – that cover:

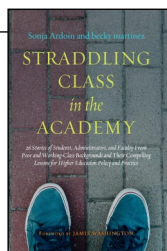
- Access supports
- Basic needs supports
- Academic and learning supports
- Advising supports
- Supports for specific populations at the intersection of social class with other identities
- Gaining support through external partnerships with social services, business entities, and fundraising

432 pp, 6" x 9", 22 illus

Cloth, 2021, 978 1 64267 120 9, \$150.00

Paper, 2021, 978 1 64267 121 6, \$39.95

E-book, 2021, 978 1 64267 123 0, \$39.95

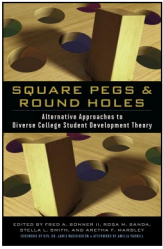


SEE ALSO — BESTSELLER

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

For description, see p. 7.



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



"I have taught Student Development Theory for the majority of my faculty career. For a long time, I had to teach using theoretical frameworks that [were] outdated and not representative of the diverse student populations on college campuses today. *Square Pegs and Round Holes* provides a much-needed expansion of theories and perspectives to understand better the lives and experiences of the multiple, inter-sectional, and complex populations left out of traditional student development theories. Texts like this one challenge our thinking, research, and practice in ways that help us 'know better so that we can do better!' "—**Joy Gaston Gayles**, professor, senior advisor for the advancement of diversity, equity, and inclusion, former president, ASHE

"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**, VP 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.

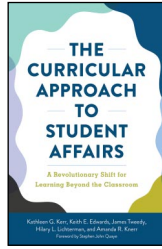
Using Critical Race Theory as their central frame, each author offers an alternative model or framework that can be applied to the diverse population each chapter addresses.

432 pp., 6" x 9", 28 images

Cloth, 2021, 978 1 62036 771 1, \$150.00

Paper, 2021, 978 1 62036 772 8, \$39.95

E-book, 2021, 978 1 62036 774 2, \$39.95



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. Kner

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, 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.

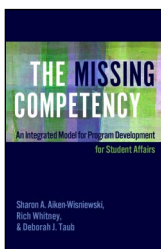
The authors explain how to implement a curricular approach for educating students beyond the classroom. The book is based on more than a decade of implementing curricular approaches on multiple campuses, contributing to the scholarship on the curricular approach, and helping many campuses design, implement, 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, \$150.00

Paper, 2020, 978 1 62036 935 7, \$33.00

E-book, 2020, 978 1 62036 937 1, \$33.00



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

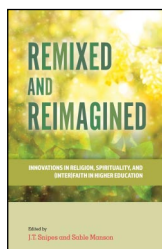
"The authors have done a great service to student affairs and to student learning and development with this fine book, providing a contemporary model to implement programs of quality."—

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
Cloth, 2020, 978 1 62036 874 9, \$150.00
Paper, 2020, 978 1 62036 875 6, \$35.00
E-book, 2020, 978 1 62036 877 0, \$35.00



Remixed and Reimagined

Innovations in Religion, Spirituality, and (Inter)Faith in Higher Education

Edited by J.T. Snipes and Sable Manson

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 Series

250 pp, 7" x 10"
Cloth, 2020, 978 1 97550 078 8, \$185.00
Paper, 2020, 978 1 97550 079 5, \$56.95
E-book, 2020, 978 1 97550 081 8, \$56.95



Student Activism in the Academy

Its Struggles and Promise

Edited by Joseph L. DeVitis and Pietro A. Sasso

This book is a wide-ranging, provocative survey of

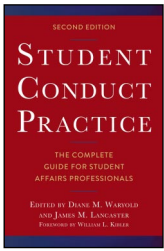
student activism in America's colleges and universities that critically analyzes the contentious problems and progress of a movement that has stirred public reaction in and out of academe. Its fundamental purpose is to engage diverse publics in both reasoned and passionate reflection and soul searching 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 Series

240 pp, 7" x 10"
Cloth, 2019, 978 1 97550 035 1, \$184.95
Paper, 2019, 978 1 97550 036 8, \$56.95
E-book, 2019, 978 1 97550 038 2, \$56.95



**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*

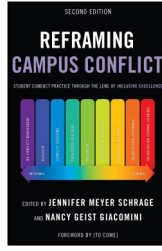
This up-dated and considerably expanded edition maintains the objectives of the first, which is to constitute a compendium of current best practices in the administration of student conduct, to summarize the latest thinking on key issues facing practitioners today, and to provide an overview of the role 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

Cloth, 2020, 978 1 64267 104 9, \$150.00

Paper, 2020, 978 1 64267 105 6, \$39.95

E-Book, 2020, 978 1 64267 107 0, \$39.95

**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"

Cloth, 2020, 978 1 64267 048 6, \$150.00

Paper, 2020, 978 1 64267 049 3, \$42.50

E-Book, 2020, 978 1 64267 051 6, \$42.50

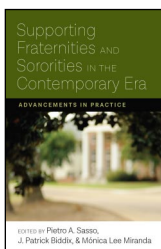
Student Conduct Practice/Reframing Campus Conflict Set

Edited by Jennifer Meyer Schrage, Nancy Geist Giacomini, James M. Lancaster and Diane M. Waryold

736 pp, 6" x 9"

Paperback Set, 2020, 9781642672015, \$68.00

E-Book Set, 2020, 9781642672008, \$68.00



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.

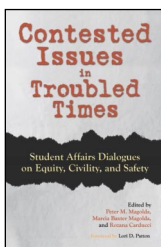
Culture and Society in Higher Education Series

225 pp, 7" x 10"

Cloth, 2019, 978 1 97550 267 6, \$185.00

Paper, 2019, 978 1 97550 268 3, \$46.95

E-book, 2019, 978 1 97550 270 6, \$46.95



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, student affairs and higher education, 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.

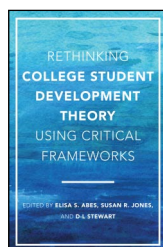
Rather than attempting to offer readers definitive solutions, this book illustrates the possibilities and promise of acknowledging multiple approaches to addressing contentious issues, articulating a persuasive argument anchored in professional judgment, listening attentively to others for points of connection as well as divergence, and drawing upon new ways of thinking to foster safe and inclusive campuses.

540 pp, 6" x 9"

Cloth, 2019, 978 1 62036 800 8, \$150.00

Paper, 2019, 978 1 62036 801 5, \$39.95

E-book, 2019, 978 1 62036 803 9, \$39.95



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**, associate dean of undergraduate studies for student success research, Michigan State University

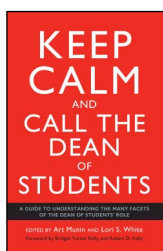
A major new contribution to college student development theory, this book brings "third wave" theories to bear on this vitally important topic. The book has three sections: the first briefly introduces the third wave theories that have recently expanded the frame of the topic; the second uses those theories 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, \$150.00

Paper, 2019, 978 1 62036 764 3, \$39.95

E-book, 2019, 978 1 62036 766 7, \$39.95



Keep Calm and Call the Dean of Students

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

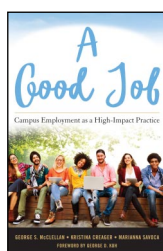
Edited by Art Munin and Lori S. White

Foreword by Bridget Turner Kelly and Robert D. Kelly

"A timely contribution to the literature, this book 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**, *VP 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, \$150.00
Paper, 2019, 978 1 62036 883 1, \$37.50
E-book, 2019, 978 1 62036 885 5, \$37.50



A Good Job

Campus Employment as a High-Impact Practice

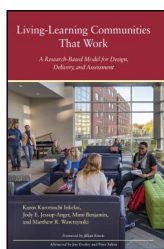
George S. McClellan, Kristina L. Creager and Marianna Savoca

Foreword by George D. Kuh

"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*

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, \$150.00
Paper, 2018, 978 1 62036 472 7, \$39.95
E-book, 2018, 978 1 62036 474 1, \$39.95



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

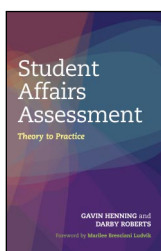
Foreword by Jillian Kinzie

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, NILOA*

Co-published with ACUHO-I

180 pp., 6" x 9", 16 figures & 4 tables
Cloth, 2018, 978 1 62036 600 4, \$150.00
Paper, 2018, 978 1 62036 601 1, \$39.95
E-book, 2018, 978 1 62036 603 5, \$39.95



Student Affairs Assessment

Theory to Practice

Gavin W. Henning and Darby Roberts

Foreword by Marilee J. Bresciani Ludvik

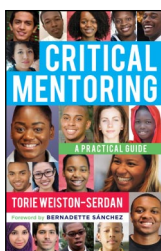


“Henning and Roberts bring

their superb scholar-practitioner orientations to this informed, accessible, and comprehensive approach to assessment. 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, \$150.00
Paper, 2016, 978 1 62036 336 2, \$39.95
E-book, 2016, 978 1 62036 338 6, \$39.95



BESTSELLER

Critical Mentoring

A Practical Guide

Torie Weiston-Serdan

Foreword by Bernadette Sánchez

“*Critical Mentoring* offers an unwavering and accessible 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-

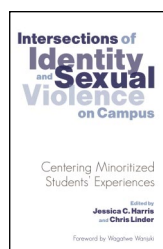
based research, *Critical Mentoring: A Practical Guide* equips the reader with effective strategies to provide youth development programs with tools necessary for Critical Mentoring and Critical Consciousness. While the foundations of oppression are deeply seated in contemporary society, Weiston-Serdan 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, \$150.00

Paper, 2017, 978 1 62036 552 6, \$30.00

E-book, 2017, 978 1 62036 554 0, \$30.00



Intersections of Identity and Sexual Violence on Campus

Centering Minoritized Students' Experiences

Edited by Jessica C. Harris and Chris Linder

Foreword by Wagatwe Wanjuki

“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

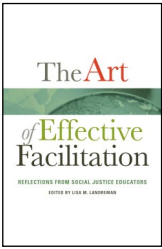
Challenging dominant ideologies concerning assumptions of white women as the only victims-survivors, the racialization of aggressors, and the deleterious rape myths present in both research and practice, this book draws attention to the complexities of sexual violence on the college campus by highlighting 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, \$150.00

Paper, 2017, 978 1 62036 388 1, \$37.50

E-book, 2017, 978 1 62036 390 4, \$37.50



The Art of Effective Facilitation

Reflections From Social Justice Educators

Edited by Lisa M. Landreman

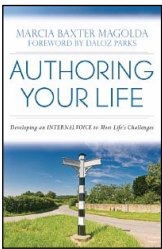
Co-Published with ACPA

292 pp, 6" x 9"

Cloth, 2013, 978 1 57922 973 3, \$150.00

Paper, 2013, 978 1 57922 974 0, \$37.50

E-book, 2013, 978 1 57922 979 5, \$37.50



Authoring Your Life

Developing Your INTERNAL VOICE to Navigate Life's Challenges

Marcia B. Baxter Magolda

Foreword by Sharon Daloz Parks

Illustrated by Matthew Henry Hall

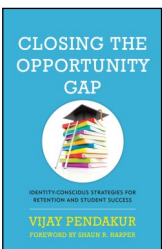


"Designed to assist young adults in moving from dependence on external authorities to taking charge of their own life decisions."—*Journal of College Student Development*

400 pp, 6" x 9", 10 maps & diagrams

Paper, 2017, 978 1 57922 272 7, \$27.50

E-book, 2017, 978 1 62036 700 1, \$27.50



Closing the Opportunity Gap

Identity-Conscious Strategies for Retention and Student Success

Edited by Vijay Pendakur

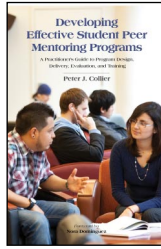
Foreword by Shaun R. Harper

188 pp, 6" x 9", 5 figures

Cloth, 2016, 978 1 62036 311 9, \$150.00

Paper, 2016, 978 1 62036 312 6, \$35.00

E-book, 2016, 978 1 62036 314 0, \$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

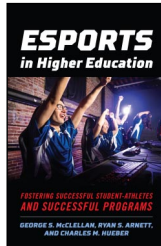
"THE resource you want on this topic...inclusive of peer mentoring for 'new-traditional' student populations."—*Jennifer R. Keup, director, National Resource Center for The First-Year Experience and Students in Transition*

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

Cloth, 2015, 978 1 62036 075 0, \$150.00

Paper, 2015, 978 1 62036 076 7, \$42.00

E-book, 2015, 978 1 62036 078 1, \$42.00



Esports in Higher Education

Fostering Successful Student-Athletes and Successful Programs

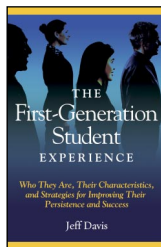
George S. McClellan, Ryan S. Arnett and Charles M. Hueber

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

Cloth, 2020, 978 1 64267 144 5, \$150.00

Paper, 2020, 978 1 64267 145 2, \$35.00

E-book, 2020, 978 1 64267 147 6, \$35.00



The First Generation Student Experience

Implications for Campus Practice, and Strategies for Improving Persistence and Success

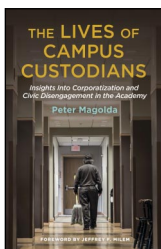
Jeff Davis

Co-Published with ACPA

214 pp, 6" x 9"

Paper, 2010, 978 1 57922 370 0, \$37.50

E-book, 2012, 978 1 57922 526 1, \$37.50



The Lives of Campus Custodians

Insights into Corporatization and Civic Disengagement in the Academy

Peter M. Magolda

Foreword by Jeffrey F. Milem

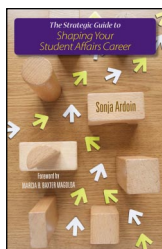
"This book is a must read, a moral imperative, rooted in social justice."—**Patty Perillo**, VP for student affairs and assistant professor of higher education, Virginia Tech

288 pp, 6" x 9"

Cloth, 2016, 978 1 62036 459 8, \$150.00

Paper, 2016, 978 1 62036 460 4, \$39.95

E-book, 2016, 978 1 62036 462 8, \$39.95



The Strategic Guide to Shaping Your Student Affairs Career

Sonja Ardoin

Foreword by Marcia B. Baxter Magolda

"Fills a huge hole in the field of student affairs—

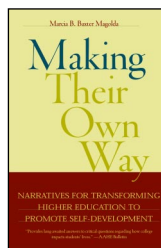
namely, helping graduate students and new professionals chart a path for their career."—**Robert A. Schwartz**, chair, Department of Educational Leadership and Policy Studies, Florida State University

196 pp, 6" x 9"

Cloth, 2014, 978 1 57922 957 3, \$150.00

Paper, 2014, 978 1 57922 958 0, \$30.00

E-book, 2014, 978 1 57922 960 3, \$30.00



Making Their Own Way

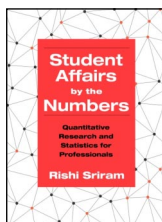
Narratives for Transforming Higher Education to Promote Self-Development

Marcia B. Baxter Magolda

356 pp, 6" x 9"

Paper, 2004, 978 1 57922 091 4, \$35.00

E-book, 2020, 978 1 64267 296 1, \$35.00



Student Affairs by the Numbers

Quantitative Research and Statistics for Professionals

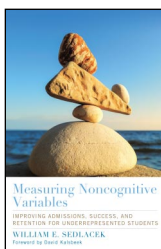
Rishi Sriram

200 pp, 6" x 9", 27 illus

Cloth, 2017, 978 1 62036 451 2, \$150.00

Paper, 2017, 978 1 62036 452 9, \$37.50

E-book, 2017, 978 1 62036 454 3, \$37.50



Measuring Noncognitive Variables

Improving Admissions, Success and Retention for Underrepresented Students

William Sedlacek

Foreword by David Kalsbeek

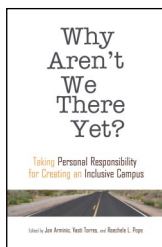
Co-published in association with Big Picture Learning

192 pp, 6" x 9", rubrics, tables & questionnaires

Cloth, 2017, 978 1 62036 255 6, \$150.00

Paper, 2017, 978 1 62036 256 3, \$39.95

E-book, 2017, 978 1 62036 258 7, \$39.95



Why Aren't We There Yet?

Taking Personal Responsibility for Creating an Inclusive Campus

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

Co-Published with ACPA

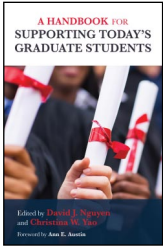
216 pp, 6" x 9"

Cloth, 2012, 978 1 57922 465 3, \$150.00

Paper, 2012, 978 1 57922 466 0, \$35.00

E-book, 2012, 978 1 57922 749 4, \$35.00

Doctoral Education



NEW

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." —**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.

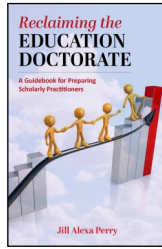
The opening section highlights the shifting demographics and contextual factors shaping graduate education over the past 20 years, while the second describes institutional practices to develop the requisite academic and professional development necessary to succeed in master's and doctoral programs. In conclusion, the editors curate a conversation about different ways institutions can support graduate students beyond the classroom.

264 pp., 6" x 9", 19 illus

Cloth, April 2022, 978 1 64267 064 6, \$150.00

Paper, April 2022, 978 1 64267 065 3, \$37.50

E-Book, May 2022, 978 1 64267 067 7, \$37.50



FORTHCOMING

Reclaiming the Education Doctorate

A Guidebook for Preparing Scholarly Practitioners

Jill Alexa Perry

This book is a practical guide for those seeking to (re)design a professional practice doctorate program in education that prepares scholarly practitioners. To tackle the comprehensive change process necessary for (re)designing the EdD, this book will guide the reader with an improvement lens that looks at the roots of the confusion of the EdD, the system that created it, and the framework that helped to reclaim it.

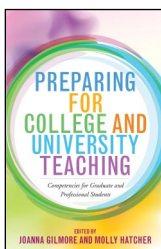
Readers will be guided through a backward mapping (re)design process that begins with defining graduate outcomes, maps through the milestones and courses, ends with rethinking the admissions process. Along the way, readers will learn how to design and integrate a dissertation in practice into the curriculum, consider best practices for their program (re)design, and view examples of successful programs. Additionally, to support readers in their (re)design efforts, each chapter will offer exercises, tools, and resources that will guide the process. The book will prove to be an invaluable resource for anyone developing or revising their EdD program.

Coming of Age of the Education Doctorate Series

Paper, Dec 2022, 978 1 97550 491 5, \$35.95

E-Book, Dec 2022, 978 1 97550 493 9, \$35.95





Preparing for College and University Teaching

Competencies for Graduate and Professional Students

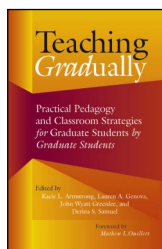
Edited by Joanna Gilmore and Molly Hatcher

“Preparing for College and University Teaching is the culmination of decades of experiences, conversations, and ideas intended to positively improve the teaching experience of graduate student instructors (GSIs). The authors created a framework of 10 teaching competencies essential for the development of graduate students. The competencies include foundational, postsecondary, and pedagogical concepts and provide critical insight for graduate student instructors looking to uncover more about a career in academia. These competencies outline the understanding and knowledge necessary to be a successful scholar, educator, and teacher. Each chapter is organized to consistently provide a description of the competency, the rationale for the competency, and examples of how to implement or teach the competency.

Instructors of current faculty preparation programs may consider including this text in their courses to enhance the graduate student’s learning. [This book] is comprehensive, detailed, and derived from many years of relevant work and experience. As a result of its thoroughness, there is much for graduate student instructors, faculty GSI supervisors, and institutions at large to glean from their framework of the ten competencies. *Preparing for College and University Teaching* provides an opportunity for reflection and assessment to further develop graduate student teachers across academia.”—***Journal of Faculty Development***

This book is a guide for designing professional development programs for graduate students. The teaching competencies framework presented here can serve as the intended curriculum for such programs.

252 pp., 6" x 9", 6 illus
Cloth, 2021, 978 1 62036 910 4, \$150.00
Paper, 2021, 978 1 62036 911 1, \$39.95
E-book, 2021, 978 1 62036 913 5, \$39.95



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



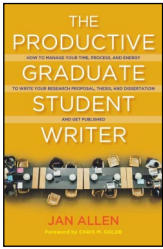
“A unique resource for graduate student instructors at all levels. In brief, in highly readable chapters, the authors draw on the wisdom of their practice grounded in pedagogical research and the unique positionality of graduate students as teachers. Readers will find themselves returning regularly to 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. Each author featured in this book was a graduate student at the time they wrote their contribution. Consequently, 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, and 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, 2021, 978 1 64267 160 5, \$150.00
Paper, 2021, 978 1 64267 161 2, \$35.00
E-book, 2021, 978 1 64267 163 6, \$35.00



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

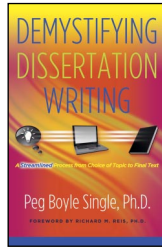
While Jan Allen recognizes that writing is not an innate talent for most of us, she demonstrates that it is a process based on skills which we can identify, learn, practice and refine. With a light touch and an engaging sense of humor, she proposes strategies to overcome procrastination and distractions, 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, \$150.00

Paper, 2019, 978 1 62036 891 6, \$25.00

E-book, 2019, 978 1 62036 893 0, \$25.00



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**

—**NACADA Journal**

"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.*

192 pp., 6" x 9"

Cloth, 2009, 978 1 57922 312 0, \$150.00

Paper, 2009, 978 1 57922 313 7, \$27.50

E-book, 2011, 978 1 57922 686 2, \$27.50



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

Foreword by Laurie Richlin and Steadman Upham

Illustrated by Matthew Henry Hall



"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**)

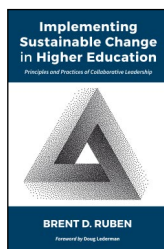
The 100 new hints expand sections on the dissertation process, job hunting, life in the classroom and on dealing with students, as well as on matters that affect readers' careers, such as research, publication, and tenure.

224 pp., 5 1/2" x 8 1/4", 16 illus

Paper, 2012, 978 1 57922 644 2, \$25.00

E-book, 2012, 978 1 57922 646 6, \$25.00

Leadership & Administration



FORTHCOMING

Implementing Sustainable Change in Higher Education

Principles and Practices of Collaborative Leadership

Brent D. Ruben

Foreword by Doug Lederman



"This book provides indispensable guidance for those who are now—or envision themselves in the future—helping institutions navigate an uncertain future." —*Doug Lederman*, editor and co-founder, *Inside Higher Ed*

This book offers formal and informal leaders at all levels of their institution theory-informed and practical guidance on implementing and sustaining change through collaborative leadership. The framework and concepts presented are applicable at the department, program, campus, or system level to guide minor, incremental, or transformative change.

Achieving a shared organizational vision can be a daunting challenge, given the multiple missions of higher education, varied and often conflicting stakeholder viewpoints, siloed organizational structures, traditions of shared governance, and a highly educated workforce bringing together colleagues with diverse disciplinary perspectives. Achieving these aims requires taking into account the organization's systems and values and the needs and aspirations of corresponding stakeholders across the enterprise. Ruben provides a guide for achieving and sustaining these goals in an engaged and collaborative manner.

Employing the author's widely used Excellence in Higher Education (EHE) framework, this book offers principles and practices relative to change, collaboration, and organizational vision that can greatly enhance the prospects for effective outcomes.

Beyond faculty and staff who want to advance the effectiveness and impact of their unit, this book serves as a text for the growing number of leadership development programs, and for courses with a focus on higher education leadership.

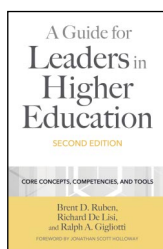
240 pp., 6" x 9"

Cloth, Oct 2022, 978 1 64267 440 8, \$150.00

Paper, Oct 2022, 978 1 64267 441 5, \$39.95

E-book, Oct 2022, 978 1 64267 443 9, \$39.95





A Guide for Leaders in Higher Education

Concepts, Competencies, and Tools

SECOND EDITION

Brent D. Ruben, Richard

De Lisi and Ralph A. Gigliotti

Foreword by Jonathan Scott Holloway

Text

"This book 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. Pawalko**, *vice provost for faculty & academic affairs, 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, or 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 and equity have impacted institutions and challenged many long-standing assumptions – 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.

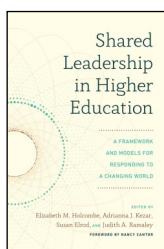
This book is intended for faculty and staff leaders, whether in formal leadership roles, such as deans, chairs, or directors of institutes, committees, or task forces, or those who perform informal leadership functions within their departments, disciplines, or institutions, and as a textbook in graduate courses.

492 pp, 6" x 9"

Cloth, 2021, 978 1 64267 244 2, \$150.00

Paper, 2021, 978 1 64267 245 9, \$49.95

E-book, 2021, 978 1 64267 247 3, \$49.95



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

"The harder the challenges get for higher education, the more we must learn the lessons of shared leadership. Refreshingly, in a time when we all feel pressed for answers, the wisdom in this volume is wide-ranging, crossing lessons learned at very different institutions, touching on topics as varied as maximizing student success, managing budget constraints, fostering high-impact practices and pedagogy in STEM, strategically distributing DEI ownership, collaborating on community-engaged problem solving, and more. This trenchant volume has lessons from which we can all surely draw." —**Nancy Cantor**, *Chancellor of Rutgers University—Newark*

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.

The book concludes with ten cases ranging from institution-wide to departmental change.

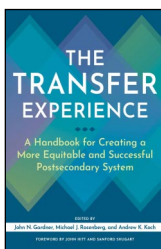
This resource is intended to build capacity at all levels and functions within institutions and for use in leadership courses and programs.

256 pp, 6" x 9"

Cloth, 2021, 978 1 64267 224 4, \$150.00

Paper, 2021, 978 1 64267 225 1, \$37.50

E-book, 2021, 978 1 64267 227 5, \$37.50



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 that goes beyond a mechanistic, processual experience. Shattering outmoded transfer assumptions, the authors take care to present a more thoughtful, holistic view of transfer keeping in mind that underserved, first-generation, adult learners should be assisted in every way to fulfill their hopes and dreams of earning a bachelor's degree. The text offers fertile ground for significant equity and justice dialogue, transformational changes and policy considerations."

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

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.

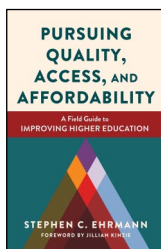
Co-published with The Gardner Institute

360 pp, 7" x 10"

Cloth, 2021, 978 1 62036 946 3, \$150.00

Paper, 2021, 978 1 62036 947 0, \$42.50

E-book, 2021, 978 1 62036 949 4, \$42.50



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.

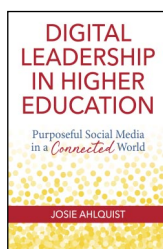
These challenges are global. But, in a higher education system such as that in the United States, the primary response must be institutional. This book analyzes how, over the years, six pioneering colleges and universities have begun to make visible, cumulative progress on all three fronts.

264 pp, 6" x 9", illus

Cloth, 2021, 978 1 62036 990 6, \$150.00

Paper, 2021, 978 1 62036 991 3, \$37.50

E-book, 2021, 978 1 62036 993 7, \$37.50



Digital Leadership in Higher Education

Purposeful Social Media in a Connected World

Josie Ahlquist

"What this well researched and must-read book offers

leaders in higher education is the case for why they need to be ACTIVE in digital spaces. The reality is that you can either define you and your institution or let others do it." —**Miles K. Davis**, *President, Linfield College*

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

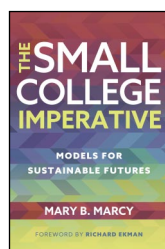
Each chapter includes tools and tactics, as well as stories that bridge the gap between technology and connection with community. While this book doesn't have a recipe for cooking up the next viral video, it offers lots of ways to stay true to individual and organizational values while engaging online, whether as 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, \$150.00

Paper, 2020, 978 1 62036 752 0, \$42.50

E-book, 2020, 978 1 62036 754 4, \$42.50



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. The thoughtful overview of the environment in which these colleges function is coupled with clear descriptions of five emerging models for small institutions. Marcy's imperative—that fundamental change is necessary for survival and mission delivery—is spot-on and offered in compelling terms and with thoughtful guidance. The book provides readers with a clear-eyed look at challenging trends as well as reasons to hope for a healthy future for small institutions." —**Susan Wheeler Johnston**, *President and CEO, National Association of College and University Business Officers (NACUBO)*

"Over the years I've worked with college and university leaders. I've seen many shift from confidence to apprehension about their institution's future. For them, Mary Marcy's book is a must-read. Identifying a taxonomy of approaches that small private colleges and universities are adopting to respond to challenges in the current higher education environment, Marcy offers examples of each approach and suggests how institutions might consider which is best for them. 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*

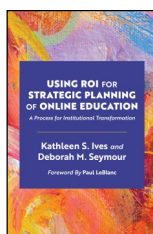
With pundits predicting that huge numbers of colleges will close in the next few decades, small colleges cannot afford to pretend that business-as-usual can sustain them. This book offers five emerging models for how small colleges can hope to survive and thrive in these very challenging times: Traditional, 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, \$150.00

Paper, 2020, 978 1 62036 971 5, \$37.50

E-book, 2020, 978 1 62036 973 9, \$37.50



SEE ALSO

Using ROI for Strategic Planning of Online Education

A Process for Institutional Transformation

For description, see p. 25.

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

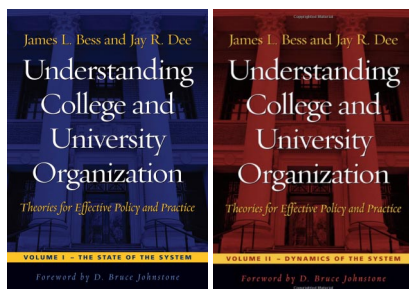
“The best introduction to organizational theory and its implications for higher education leadership/management that I have ever seen. By the end of the course, the students were in an excellent position to place current literature within a framework and relate it to the ‘big picture’ and what they already 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"

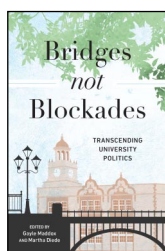
Paper, 2012, 978 1 57922 769 2, \$44.00

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



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*

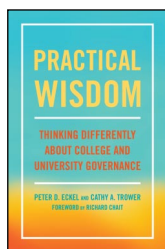
More than 3,400 colleges and universities in the United States serve 20.5 million students. While each campus is unique, most campuses and institutions face common issues, including tenure and promotion; budgeting; competition among disciplines for space and funding, academic bullying, and issues of identity. The contributors of 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 Series

Cloth, 2019, 978 1 97550 118 1, \$154.95

Paper, 2019, 978 1 97550 119 8, \$43.95

E-Book, 2019, 978 1 97550 121 1, \$43.95



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!" —**Isiah Crawford**, *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, \$150.00

Paper, 2018, 978 1 62036 839 8, \$37.50

E-book, 2018, 978 1 62036 841 1, \$37.50



Provost

Experiences, Reflections and Advice From a Former "Number Two" on Campus

Larry A. Nielsen

Foreword by D.H. DeHayes

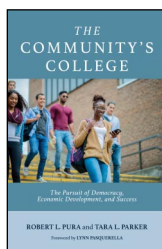
"Read this book and learn about the inner workings of our universities, the roles and responsibilities of the Provost position, the subtle dimensions of effective leadership, and, equally as interesting, the experiences and reflections of an individual who loves the academy." —**D.H. DeHayes**, *provost and VP for academic affairs, The University of Rhode Island*

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

Paper, 2019, 978 1 57922 970 2, \$33.00

E-book, 2013, 978 1 57922 972 6, \$33.00

Community Colleges



NEW

The Community's College

The Pursuit of Democracy, Economic Development, and Success

Robert L. Pura and Tara L. Parker

Foreword by Lynn Pasquerella



"The diverse narratives captured in *The Community's College* demonstrate the ways in which community colleges continue to serve as powerful catalysts for social and economic mobility. Equally important, the analysis offered by Dr. Pura and Dr. Parker unveils how community colleges are more essential than ever to fulfilling our nation's historic mission of educating for democracy." —**Lynn Pasquerella**, *president, AAC&U*

Offering the insights of the former president of Greenfield Community College—located in Massachusetts's poorest rural county—who has been a national leader in community college and higher education organizations as well as closely involved with local businesses and organizations; and commentary and background data provided by professor of higher education and chair of the Department of Leadership in Education at the University of Massachusetts Boston, this book addresses the challenges that community colleges face as they strive to achieve their complex missions in a changing world.

This book offers vivid accounts of the diversity of students that community colleges serve, the complexity of their missions—from dual enrollment with high schools, to vocational training, adult education, and transfer to four-year colleges—and the role they play in supporting and responding to the needs of local business, as well in regional economic development.

As well as addressing state and federal policy makers, this book serves as a roadmap for aspiring leaders of community colleges as well as a text for leadership and higher education courses. College leaders may find it useful for internal training and learning community groups.

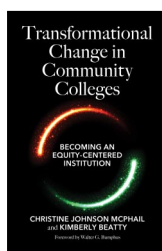
Co-published with AAC&U

216 pp, 6" x 9"

Cloth, Jun 2022, 978 1 64267 424 8, \$150.00

Paper, Jun 2022, 978 1 64267 425 5, \$35.00

E-book, Jun 2022, 978 1 64267 427 9, \$35.00



Transformational Change in Community Colleges

Becoming an Equity-Centered Institution

Christine Johnson McPhail and Kimberly Beatty

Foreword by Walter G. Bumphus



"Thankfully, McPhail and Beatty's book, *Transformational Change in Community Colleges: Becoming an Equity-Centered Institution*, provides readers with a steady guide through the process of bringing equity into the core of the institution's culture.

This book is practical and immediately useful. It is a must-read for current and aspirant community college leaders. The book could be used within graduate courses, as part of a grow-your-own leadership program, and by any community college leader charged with spearheading change. McPhail and Beatty have added a critical equity-focused text to the community college leadership canon. Their insights and experience make this book shine with relevance and applicability."

—**Teachers College Record**

This book provides a step-by-step implementation approach to integrating equity-centered principles in practice and policies to implement or improve equity work into the organizational culture.

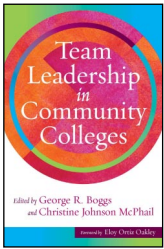
The authors define the act of becoming an equity-centered institution in terms of a transformational change approach using Kotter's Eight-Stage Process. His model described in the opening chapter frames the chapters that follow. The authors show how the stages of change may occur at different times and 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, 2021, 978 1 62036 966 1, \$150.00

Paper, 2021, 978 1 62036 967 8, \$33.00

E-book, 2021, 978 1 62036 969 2, \$33.00



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**, *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." —**Walter G. Bumphus**, *President and CEO, American Association of Community Colleges*

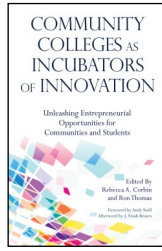
This edited collection is the first book to address the topic of how leaders work with teams to manage and transform community colleges. There is a need to develop better leadership teams in order to administer community colleges effectively and to improve these organizations, whether it be an individual 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, \$150.00

Paper, 2019, 978 1 62036 887 9, \$37.50

E-book, 2019, 978 1 62036 889 3, \$37.50



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

"This book has several unique merits. First, it incorporates both theoretical groundings and practical perspectives. The book not only focuses on theoretical frameworks and models that address the underlying factors that influence the development of entrepreneurial mindsets and ecosystems; it also highlights the valuable first-hand experiences gained by community college leaders and entrepreneurial education experts regarding how community colleges can serve as focal points for entrepreneurship education, thereby impacting job creation and economic development." —**Teachers College Record**

"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.." —**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 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.

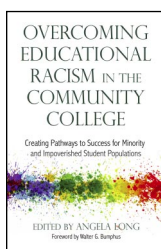
Innovative Ideas for Community Colleges Series

204 pp, 6" x 9"

Cloth, 2019, 978 1 62036 862 6, \$150.00

Paper, 2019, 978 1 62036 863 3, \$39.95

E-book, 2019, 978 1 62036 865 7, \$39.95



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*

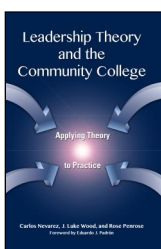
Innovative Ideas for Community Colleges Series

306 pp., 6" x 9", figures

Cloth, 2016, 978 1 62036 347 8, \$150.00

Paper, 2016, 978 1 62036 348 5, \$39.95

E-book, 2016, 978 1 62036 350 8, \$39.95



Leadership Theory and the Community College

Applying Theory to Practice

Carlos Nevarez, J. Luke Wood and Rose Penrose

Foreword by Eduardo J. Padrón



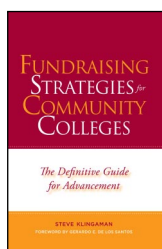
"This text offers an innovative approach to case analysis that encourages the reader to engage in reflective practice. The authors effectively align theoretical perspectives and the application of leadership principles in steering deliberation on problems and solutions. This work is a definitive compendium 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, \$150.00

Paper, 2013, 978 1 57922 632 9, \$35.00

E-book, 2015, 978 1 57922 634 3, \$35.00



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, \$150.00

Paper, 2012, 978 1 57922 731 9, \$55.00

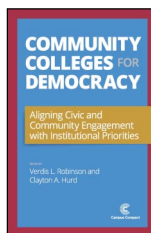
E-book, 2012, 978 1 57922 733 3, \$55.00



SEE ALSO

Undergraduate Research at Community Colleges

Equity, Discovery, and Innovation
For description, see p. 17.



SEE ALSO

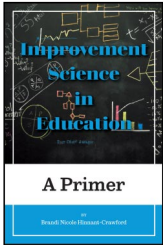
NEW

Community Colleges for Democracy

Aligning Civic and Community Engagement with Institutional Priorities

For description, see p. 55.

Improvement Science



Improvement Science in Education

A Primer

Brandi Nicole Hinnant-Crawford

"This is an important book for educators who seek to use scientific means for

solving all kinds of problems—particularly problems of educational equity. It addresses problems of practice, from instructional problems to organizational problems, and the nature of problems in general. As described by Hinnant-Crawford, improvement science will serve as a useful framework to undergird our continuous improvement efforts to alleviate inequities in education."

—**Gloria Ladson-Billings**, *President, National Academy of Education Fellow, American Academy of Arts & Sciences*

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. The book first explores the philosophical and methodological foundations of improvement science, juxtaposing it with traditional forms of research so that clear distinctions can be drawn. Chapters in the latter half of the book introduce the principles of improvement, give guidance and tools for operationalizing the principles in practice, and conclude with questions to ensure you are improving with equity in mind. 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.

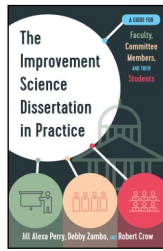
Improvement Science in Education and Beyond Series

230 pp, 6" x 9"

Cloth, 2020, 978 1 97550 354 3, \$150.00

Paper, 2020, 978 1 97550 355 0, \$23.95

E-Book, 2020, 978 1 97550 357 4, \$23.95



The Improvement Science Dissertation in Practice

A Guide for Faculty, Committee Members, and their Students

Jill Alexa Perry, Debby Zambo and Robert Crow

"The tools in this book will help you design a model for rapid personal and organizational change. Our group dissertation in practice took our research beyond the written page and allowed us to apply improvement science to benefit my institution. If you are looking for means to transform educational systems, you've found them." —

Brandon Smith, *associate dean of academic affairs for student success, Brevard College*

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.

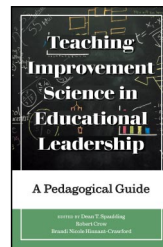
Improvement Science in Education and Beyond Series

180 pp, 6" x 9"

Cloth, 2020, 978 1 97550 319 2, \$150.00

Paper, 2020, 978 1 97550 320 8, \$29.95

E-Book, 2020, 978 1 97550 322 2, \$29.95



Teaching Improvement Science in Educational Leadership

A Pedagogical Guide

Edited by Dean T. Spaulding, Robert Crow and Brandi Nicole Hinnant-Crawford

Improvement Science in Education and Beyond Series

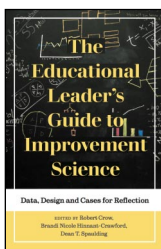
256 pp, 6" x 9"

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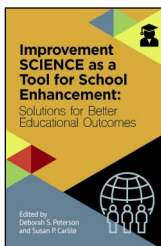
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If you are curious about how Improvement Science has been used, or how others have succeeded—or failed—at equity-focused improvement efforts in our classrooms and in our schools, or if you're wondering how to spur discussions in school districts, universities, and communities about leading equity-focused improvement, this book is for you.

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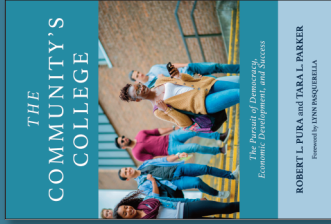
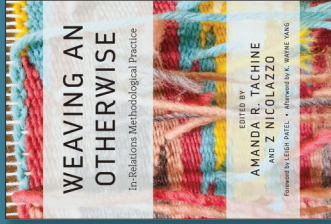
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