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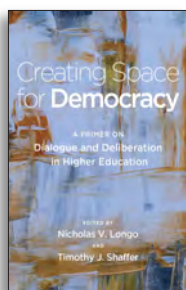
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NEW

Creating Space for Democracy

A Primer on Dialogue and Deliberation in Higher Education

Edited by Nicholas V. Longo and Timothy J. Shaffer

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

We live in divisive and polarizing times, often remaining in comfortable social bubbles and experiencing few genuine interactions with people who are different or with whom we disagree. Stepping out and turning to one another is difficult but necessary. We need to learn to listen, think, and act with others to solve public problems to create space for democracy. This book provides a guide for doing so on campus through deliberation and dialogue.

This primer offers a blueprint for achieving the civic mission of higher education by incorporating dialogue and deliberation into learning at colleges and universities. It opens by providing a conceptual framework, with leading voices in the dialogue and deliberation field providing insights on issues pertinent to college campuses, from free speech and academic freedom to neutrality and the role of deliberation in civic engagement. Subsequent sections describe a diverse range of methods and approaches used by several organizations that pioneered and sustained deliberative practices; and outline some of the many ways in which educators and institutions are using dialogue and deliberation in curricular, co-curricular, and community spaces, including venues such as student centers, academic libraries, and residence halls. This is an important resource for campus leaders, student affairs practitioners, librarians, and centers of institutional diversity, community engagement, teaching excellence and service-learning, as well as faculty, particularly those in the fields of communication studies, education, and political science.

CO-PUBLISHED WITH ASAC&U AND CAMPUS COMPACT

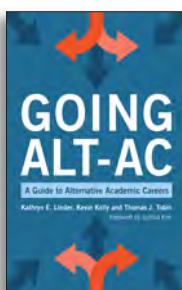
300 pp, 6" x 9", 3 figs & 1 table

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

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

E-Book, Oct 2019, 978 1 62036 929 6, \$ 27.99

NOTIFY ME 



NEW

Going Alt-Ac

A Guide to Alternative Academic Careers

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

"The authors have produced a book that anyone contem-

plating, or negotiating, a non-traditional academic career will want to read. Not only read, but workshop and teach and book-club and share. I think that we will keep Going-Alt Ac on our desks, as both a reference guide and a reminder that we are part of something bigger." —**Joshua Kim**, Director of Digital Learning Initiatives at the 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. Yet the administrative ranks in higher education institutions are growing, as colleges and universities are creating a diverse range of positions that support teaching and learning efforts.

Focusing on the range of potential alternative career choices, this highly practical book offers tools and prompts for readers who are:

- Considering whether to choose an alt-ac career path
- Seeking specific alt-ac positions
- Advising graduate students or mentoring recent professional graduates
- Encountering alt-ac career challenges

The authors offer case stories—their own and those of colleagues across North America in alt-ac roles—with concrete examples designed to help readers pursue, obtain, and excel in a wide variety of alt-ac positions. The book can equally be used as a resource for graduate courses on professional development and job-market preparation.

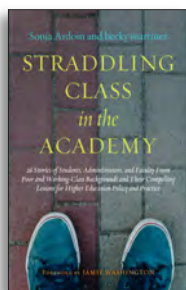
204 pp, 6" x 9", 11 illus

Paper, Jan 2020, 978 1 62036 831 2, \$ 32.95

Cloth, Jan 2020, 978 1 62036 830 5, \$ 125.00

E-Book, Jan 2020, 978 1 62036 833 6, \$ 25.99

NOTIFY ME 

**NEW**

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

"This is 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. 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

"A vital resource for all in academia. The editors and contributors provide invaluable first-hand accounts that help readers take ownership of their own class identity while also providing possibility models and pathways for persistence. Perhaps the largest contribution this book makes to higher education is that it provides narratives and tools to build campuses that serve equitably across class. This book is a must-read for all in higher education." — **Peter Paquette**, Dean of Students, Coastal Carolina University

Why do we feel uncomfortable talking about class? Why is it taboo? Why do people often address class through coded terminology like trashy, classy, and snobby? How does discriminatory language, or how do conscious or unconscious derogatory attitudes, or the anticipation of such behaviors, impact those from poor and working class backgrounds when they straddle class?

Through 26 narratives of individuals from poor and working class backgrounds — ranging from students, to multiple levels of administrators and faculty, both tenured and non-tenured — this book provides a vivid understanding of how people can experience and straddle class in the middle, upper, or even elitist class contexts of the academy.

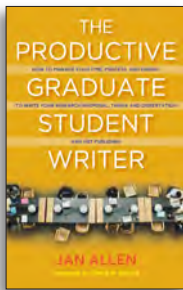
A concluding chapter proposes means for both increasing social class consciousness and social class inclusivity in the academy.

240 pp., 6" x 9", tables

Paper, May 2019, 978 1 62036 740 7, \$ 29.95

Cloth, May 2019, 978 1 62036 739 1, \$ 125.00

E-Book, May 2019, 978 1 62036 742 1, \$ 23.99

**NEW**

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

"For decades Jan Allen has brought her empathetic wisdom to help graduate student writers find their voices and their writing rhythms. This book is a pithy distillation of her wisdom. She serves it up in bite-sized chunks. Use it as an energy burst to start your daily writing time and set your new habits into place." — **Chris M. Golde**, Assistant Director of Career Communities for PhDs & Postdocs, Stanford University

"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. She focuses both on the process and habits of writing as well as on helping you uncover what kind of writer you are, and reflect on your challenges and successes. 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.

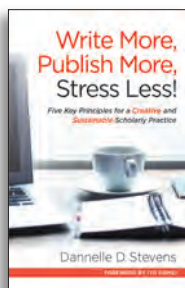
180 pp., 5 1/2" x 8 1/4"

Paper, Jun 2019, 978 1 62036 891 6, \$ 21.00

Cloth, Jun 2019, 978 1 62036 890 9, \$ 125.00

E-Book, Jul 2019, 978 1 62036 893 0, \$ 16.99





Write More, Publish More, Stress Less!

Five Key Principles for a Creative and Sustainable Scholarly Practice

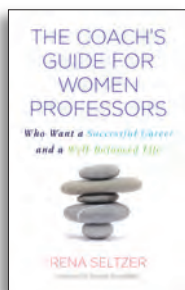
Dannelle D. Stevens

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

In this book, Dr. Dannelle D. Stevens offers five key principles that will bolster your knowledge of academic writing, enable you to develop a manageable, sustainable, and even enjoyable writing practice, and in the process, effectively increase your publication output and promote your academic career.

312 pp, 7" x 10", 35 tables & 50 figs
Paper, 2018, 978 1 62036 517 5, \$ 29.95
Cloth, 2018, 978 1 62036 516 8, \$ 125.00
E-Book, 2018, 978 1 62036 519 9, \$ 23.99



BESTSELLER

The Coach's Guide for Women Professors

Who Want a Successful Career and a Well-Balanced Life

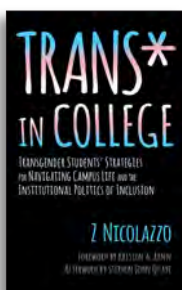
Rena Seltzer

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..." —**Tamar Szab 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
Paper, 2015, 978 1 57922 896 5, \$ 19.95
Cloth, 2015, 978 1 57922 895 8, \$ 125.00
E-Book, 2015, 978 1 57922 898 9, \$ 15.99



BESTSELLER

Trans* in College

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

Z Nicolazzo

Foreword by Kristen A. Renn

Afterword by Stephen John Quayle

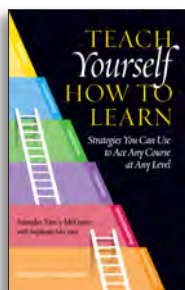
"The work Z Nicolazzo undertakes in this book should be required reading for educators at every level of instruction. Gender is changing in ways we can scarcely comprehend, and millions of students already live lives that break the gender binary and contest what Nicolazzo calls 'compulsory heterogeneity.' 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*

"As a scholar, I look forward to sharing this book with future graduate students as an example of how we can proliferate possibilities through and for scholarship. As a trans parent of a trans* child, I am unspeakably grateful to the nine trans* collegians who have collaborated with Nicolazzo to create together this beautiful reflection of us."* —**Dafina-Lazarus Stewart**, Higher Education and Student Affairs, Bowling Green State University

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WINNER of 2017 AERA DIVISION J OUTSTANDING PUBLICATION AWARD

232 pp, 6" x 9"
Paper, 2016, 978 1 62036 456 7, \$ 24.95
Cloth, 2016, 978 1 62036 455 0, \$ 125.00
E-Book, 2016, 978 1 62036 458 1, \$ 19.99

**BESTSELLER**

Teach Yourself How to Learn

Strategies You Can Use to Ace Any Course at Any Level

Sandra Yancy McGuire

With Stephanie McGuire

Foreword by Mark McDaniel

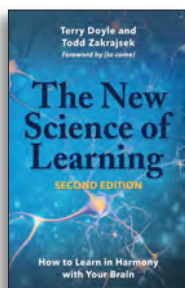
“McGuire hits it out of the park with this book written for students. She easily connects to them through her conversational style, empathy, case studies and a strong belief in their power to succeed. She shares strategies for learning through graphics and activities that ensure their active engagement.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

176 pp, 5 1/2" x 8 1/4", 20 figures

Paper, 2018, 978 1 62036 756 8, \$ 19.95

Cloth, 2018, 978 1 62036 755 1, \$ 125.00

E-Book, 2018, 978 1 62036 758 2, \$ 15.99

**BESTSELLER**

The New Science of Learning

How to Learn in Harmony With Your Brain

SECOND EDITION

Terry Doyle and Todd D. Zakrajsek

Foreword by Kathleen F. Gabriel

“Readable, practical, playful, and fresh, this book breathes new life into the student success space. Students at many levels will benefit from brain research made easy to understand and apply. Reading this book is a great start to more strategic and successful learning.”—**Kyle Heys**, Co-Director of Access and Instruction, Center for Student Success, Calvin College

Learning to learn is the key skill for tomorrow. This breakthrough book builds the foundation every student needs, from freshman orientation to graduate

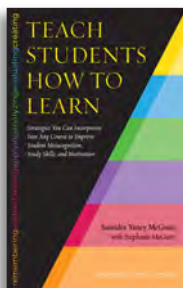
school. This second edition has been considerably updated to further illuminate learning for students, and help them understand what’s involved in retaining new information.

188 pp, 5 1/2" x 8 1/4", figures & tables

Paper, 2018, 978 1 62036 657 8, \$ 19.95

Cloth, 2018, 978 1 62036 656 1, \$ 125.00

E-Book, 2018, 978 1 62036 659 2, \$ 15.99

**BESTSELLER**

Teach Students How to Learn

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

Sandra Yancy McGuire
With Stephanie McGuire
Foreword by Thomas Angelo

“In a masterly and spirited exposition, spangled with wit and exhortation, rife with pragmatic strategies, Sandra McGuire teaches teachers how to awake in their students the powers dormant in them.”—**Roald Hoffmann**, 1981 Nobel Laureate in Chemistry

Acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies Sandra McGuire shares here have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates her model and methods 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

Paper, 2015, 978 1 62036 316 4, \$ 32.00

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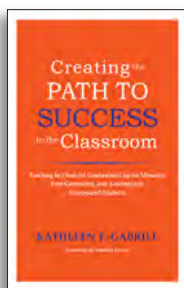
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Creating the Path to Success in the Classroom

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**

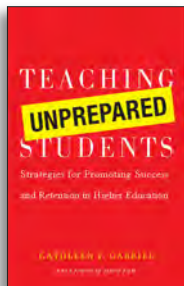
At a time when the numbers of underrepresented students—working adults, minority, first-generation, low-income, and international students—is increasing, this book, a companion to her *Teaching Underprepared Students*, provides faculty with additional evidence-based instructional practices geared toward 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

Paper, 2018, 978 1 57922 556 8, \$ 27.50

Cloth, 2018, 978 1 57922 555 1, \$ 125.00

E-Book, 2018, 978 1 57922 558 2, \$ 21.99



BESTSELLER

Teaching Unprepared Students

Strategies for Promoting Success and Retention in Higher Education

Kathleen F. Gabriel

Foreword by Sandra M. Flake

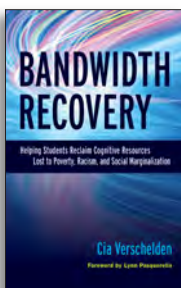
This book provides professors and their graduate teaching assistants – those at the front line of interactions with students – with techniques and approaches they can use in class to help at-risk students raise their skills so that they can successfully complete their studies.

160 pp, 6" x 9", figures

Paper, 2008, 978 1 57922 230 7, \$ 27.50

Cloth, 2008, 978 1 57922 229 1, \$ 75.00

E-Book, 2017, 978 1 62036 795 7, \$ 21.99



BESTSELLER

Bandwidth Recovery

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

Cia Verschelden

Foreword by Lynn Pasquerella

"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. A timely, essential, and uplifting read for faculty." —**Peggy L. Maki**, Education Consultant Specializing in Assessing Student Learning

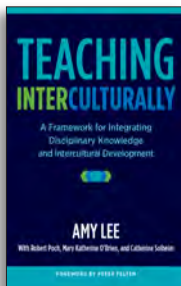
PUBLISHED IN ASSOCIATION WITH AAC&U

170 pp, 6" x 9", 7 illus

Paper, 2017, 978 1 62036 605 9, \$ 27.50

Cloth, 2017, 978 1 62036 604 2, \$ 125.00

E-Book, 2017, 978 1 62036 607 3, \$ 21.99



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

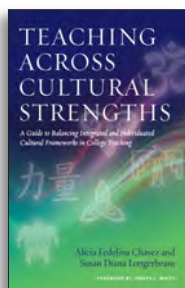
"According to [this] timely new book, we cannot ignore the increasing cultural diversity of our students. This is true even in technical and scientific courses: '...you are teaching in and experiencing intercultural classrooms regardless of whether you want to, whether you are aware of it, and whether you think it is your responsibility or relevant to your discipline'. This book asks 'How do I design and communicate effectively in this intercultural environment?' 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, critical reflection, repeated observations, and refinement." —**Technical Communication**

137 pp, 6" x 9", 9 illus

Paper, 2017, 978 1 62036 380 5, \$ 27.50

Cloth, 2017, 978 1 62036 379 9, \$ 125.00

E-Book, 2017, 978 1 62036 382 9, \$ 21.99



Teaching Across Cultural Strengths

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

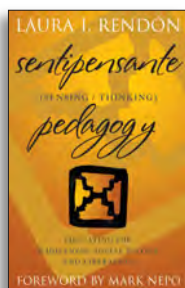
Alicia Fedelina Chavez and Susan Diana Longerbeam

Foreword by Joseph L. White

"Peppered 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
Paper, 2016, 978 1 62036 324 9, \$ 29.95
Cloth, 2016, 978 1 62036 323 2, \$ 125.00
E-Book, 2016, 978 1 62036 326 3, \$ 23.99



BESTSELLER

Sentipensante (Sensing/Thinking) Pedagogy

Educating for Wholeness, Social Justice and Liberation

Laura I. Rendón

Foreword by Mark Nepo

"Rendón invites the reader to join a burgeoning movement toward more inclusive classrooms that honor each learner's identity and support education for social justice. Her book is vital reading for anyone seeking to create more inclusive institutions for students and teachers alike." —Diversity & Democracy

Laura 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.

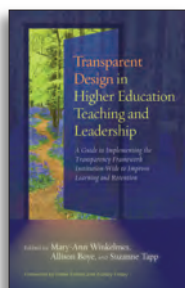
198 pp, 5 1/2" x 8 1/2", figures
Paper, 2014, 978 1 57922 984 9, \$ 23.95
Cloth, 2008, 978 1 57922 325 0, \$ 32.50
E-Book, 2012, 978 1 57922 853 8, \$ 18.99

TEACHING AND LEARNING

NEW

Transparent Design in Higher Education Teaching and Leadership

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



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

Foreword by Peter Felten and Ashley Finley

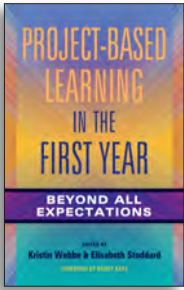
"This book reinforces the general idea of the more information a student has about him/herself, the way they learn and the subject being studied, the more successful they will be in achieving academic success. The authors present a process (The Transparency Framework) that includes the who, what, when, where and why of what a student is expected to learn and how a faculty member can help ensure they do. Their research shows that the model is adaptable to every class size and institutional type. While not the proverbial silver bullet, it comes as close in its practical implementation of research based theories on student learning as I've ever seen."

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

"This book takes the mystery out of improving learning and teaching by appropriating a powerful idea hiding in plain sight to concentrate student and instructor effort on understandable, purposeful educational tasks adaptable to any classroom, lab or studio." —George D. Kuh, Chancellor's Professor Emeritus of Higher Education, Indiana University, Founding Director, National Survey of Student Engagement National Institute on Learning Outcomes Assessment

Transparent instruction involves faculty/student discussion about several important aspects of academic work before students undertake that work, making explicit the purpose of the work, the knowledge that will be gained, and providing multiple examples of real-world work applications of the specific academic discipline. The simple change of making objective and methods explicit creates substantial benefits for students and demonstrably increases such predictors of college students' success as academic confidence, sense of belonging in college, self-awareness of skill development, and persistence.

256 pp, 6" x 9", figures
Paper, Apr 2019, 978 1 62036 823 7, \$ 35.00
Cloth, Apr 2019, 978 1 62036 822 0, \$ 125.00
E-Book, Apr 2019, 978 1 62036 825 1, \$ 27.99

**NEW**

Project-Based Learning in the First Year

Beyond All Expectations

**Edited by Kristin K. Wobbe
and Elisabeth A. Stoddard**

Foreword by Randall Bass

"This book offers a powerful rationale and supportive evidence for using project-based learning in the first year rather than in the traditional place as a capstone project. Projects in the first year can offer a richer early college experience and the development of important professional skills like communication, persistence, and emotional intelligence. They also can lead to early opportunities for internships and more professional-level summer work, motivation for subsequent coursework, and the building of confidence and academic community through deep relationships with faculty and peers. I really like that each chapter ends with 'Try this!' prompts, which guide readers to the next steps needed for the adoption of particular tools and approaches in their own classroom, program, or university." —**Ken Bain**, President, Best Teachers Institute

This book has two goals: First, to show the value of significant project-based work for first-year undergraduate students; and Second, to share how to introduce this work into first year programs. The authors spend the bulk of the book sharing what they have learned about this practice, including details about the administrative support and logistics required. They have also included sample syllabi, assignments and assessments, and classroom activities.

The projects are applicable in a liberal arts education, in engineering programs, in two and four year colleges, in public and private universities—any institution with first year undergraduate students that wants to actively engage them in understanding and solving real-world problems through project work. Evidence shows that project-based learning, with real world, team-based educational experiences, increases the engagement and retention rate of underserved students.

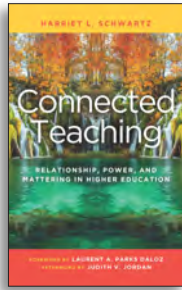
PUBLISHED IN ASSOCIATION WITH AAC&U

348 pp, 6" x 9"

Paper, Jan 2019, 978 1 62036 689 9, \$ 37.50

Cloth, Jan 2019, 978 1 62036 688 2, \$ 125.00

E-Book, Jan 2019, 978 1 62036 691 2, \$ 29.99

**NEW**

Connected Teaching

Relationship, Power, and Mattering in Higher Education

Harriet L. Schwartz

Foreword by Laurent A. Daloz

Afterword by Judith V. Jordan

"Harriet Schwartz has provided an open door for all who are interested in rediscovering the importance of teaching as a relational practice. Teaching has always been a difficult task, but changes in technology, student expectations, and other aspects has created an even more challenging undertaking. However, the core aspect of teaching have always been in building relationships between the teacher and the student - no matter what additional technological tools are available. Schwartz presents us with new ways to think about connected teaching and the value of understanding relational cultural theory in the context of 21st century education." —**Catherine M. Wehlburg**, Dean, Sciences, Mathematics, and Education, Marymount University

"Every once in a great while a thinker comes along who upends traditional notions about how things get done. Harriet Schwartz takes on that role in her groundbreaking work." —**Maureen Walker**, Senior Scholar and Director of Program Development, Jean Baker Miller Training Institute

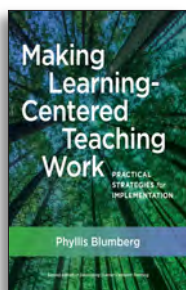
This book explores teaching as a relational practice—a practice wherein connection and disconnection with students, power, identity, and emotion shape the teaching and learning endeavor. The author describes moments of energetic deep learning and what makes these powerful moments happen. She calls on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

192 pp, 6" x 9"

Paper, May 2019, 978 1 62036 637 0, \$ 32.50

Cloth, May 2019, 978 1 62036 636 3, \$ 125.00

E-Book, May 2019, 978 1 62036 639 4, \$ 25.99

**NEW**

Making Learning-Centered Teaching Work

Practical Strategies for Implementation

Phyllis Blumberg

This is a substantially expanded and enhanced revision of Phyllis Blumberg's acclaimed and bestselling book, *Developing Learner-Centered Teaching: A Practical Guide for Faculty* (Jossey-Bass, 2009).

This easy to follow how-to-guide provides faculty with both a thorough introduction to this evidence-based approach to teaching and practical guidance on how to progressively implement it to strengthen the impact of their teaching. It demonstrates how they can integrate learning-centered teaching into their classroom practice without sacrificing content and rigor, and how to positively engage students in the process by demonstrating its impact on their mastery and recall of key concepts and knowledge.

An added outcome, given that learning-centered teaching is correlated with improved student learning, is the resulting assessment data that it generates, providing faculty with the increased demands by accreditors, legislators and society for evidence of improved teaching and learning outcomes. Phyllis Blumberg demonstrates how to use rubrics to not only satisfy outside requirements and accreditation self-studies but, more importantly, for faculty to use for the purposes of self-improvement or their teaching portfolios.

She provides examples of how the rubrics can be used to ascertain whether college-wide strategic plans for teaching excellence are being met, for program review, and to determine the effectiveness of faculty development efforts. The book includes the following features:

- Boxes with easy-to-implement and adaptable examples, covering applications across disciplines and course types
- Worksheets that foster easy implementation of concepts
- Rubrics for self-assessment and peer assessment of learning-centered teaching
- Detailed directions on how to use the rubrics as a teaching assessment tool for individuals, courses, and programs
- List of examples of use classified by discipline and type of course

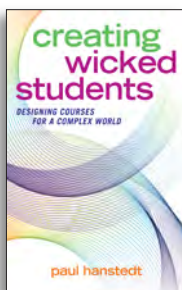
240 pp, 8 1/2" x 11", 108 figures

Paper, Nov 2019, 978 1 62036 895 4, \$ 37.50

Cloth, Nov 2019, 978 1 62036 894 7, \$ 125.00

E-Book, Nov 2019, 978 1 62036 897 8, \$ 29.99

NOTIFY ME 

**BESTSELLER**

Creating Wicked Students

Designing Courses for a Complex World

Paul Hanstedt

"Paul Hanstedt is a teacher's teacher. He approaches the

college classroom with a combination of excitement, experience, skill, and humor. His goal—to create 'wicked' students, ready to face the daunting challenges of the twenty-first century—is right on point. And his strategies and recommendations are clear, practical and instructive. I can't wait to share this highly readable and valuable book with my colleagues." —**Bret Eynon**, Associate Provost, LaGuardia Community College (CUNY), Co-Author, *High Impact ePortfolio Practice*

"From its playful title to its final chapter, Creating Wicked Students offers a thought-provoking new approach to course design, focused on helping college students develop the abilities and self-authorship needed to work—and live—meaningfully. Hanstedt guides the reader through a design process for courses where students learn skills and content, but more significantly, develop 'the ability to step into a complex, messy world and interact with that world in thoughtful and productive ways'." —**Deandra Little**, Director, Center for the Advancement of Teaching and Learning and Associate Professor, Elon University

In *Creating Wicked Students*, Paul Hanstedt argues that courses can and should be designed to present students with what are known as "wicked problems" because the skills of dealing with such knotty problems are what will best prepare them for life after college.

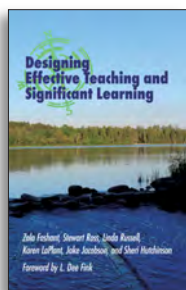
This is a course design book centered on the idea that the goal in the college classroom—in all classrooms, all the time—is to develop students who are not just loaded with content, but capable of using that content in thoughtful, deliberate ways to make the world a better place. *Creating Wicked Students* takes readers through each step of the process, providing multiple examples at each stage, while always encouraging instructors to consider concepts and exercises in light of their own courses and students.

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

Paper, 2018, 978 1 62036 697 4, \$ 24.95

Cloth, 2018, 978 1 62036 696 7, \$ 125.00

E-Book, 2018, 978 1 62036 699 8, \$ 19.99



NEW

Designing Effective Teaching and Significant Learning

Zala Fashant, Stewart Ross,
Linda Russell, Karen P.
LaPlant, Jake Jacobson,
and Sheri Hutchinson

Foreword by L. Dee Fink

"This book is a great resource for Higher Education instructors willing to challenge their traditional strategies and practices. It promotes self-reflection on current teaching approaches, and helps faculty understand, through illustrative examples, how the adoption of integrative strategies leads to significant learning experiences. The reader is guided smoothly through the major steps of integrated course design: from using the taxonomy for significant learning to assessing and reflecting on the teaching and learning procedure, as well as defining and aligning the course outcomes with the learning and assessment activities, communicating effectively, making the course accessible and integrating learning technologies. Not to be missed!"—**Faten el Hage Yahchouchi**, Faculty of Sciences, Holy Spirit University of Kaslik-USEK, Lebanon

Designing courses to deliver effective teaching and significant learning is the best way to set students up for success, and this book guides readers through the process. The authors have worked with faculty world-wide, and share the stories of how faculty have transformed courses from theory to practice. They start with Dee Fink's foundation of integrating course design. Then they provide additional design concepts to expand the course blueprint to implement plans for communication, accessibility, technology integration, as well as the assessment of course design as it fits into the assessment of programs and institutions, and how faculty can use what they learn to meet their professional goals.

Contents: Foreword by L. Dee Fink, 1) Preparing for Your Course Design, 2) Integrating Your Course Design, 3) Communicating in Your Course, 4) Creating a Learning Framework, 5) Developing Learning Activities and Techniques, 6) Making Your Course Accessible, 7) Integrating Learning Technologies, 8) Assessing Student Learning, 9) Assessing Course Quality, 10) Assessing Your Program and Institution, 11) Reflecting on Your Teaching, 12) Learning How to Learn.

336 pp., 7" x 10"

Paper, Nov 2019, 978 1 64267 005 9, \$ 37.50

Cloth, Nov 2019, 978 1 64267 004 2, \$ 125.00

E-Book, Nov 2019, 978 1 64267 007 3, \$ 29.99

NOTIFY ME 



NEW

POGIL

An Introduction to Process Oriented Guided Inquiry Learning for Those Who Wish to Empower Learners

Edited by Shawn R.
Simonson

"This book is a must-read for every instructor interested in POGIL—whether they are already using the pedagogy in their classes, planning to use, or are just curious to learn about it. I love the way it is organized!"—**Pratibha Varma-Nelson**, Professor, Department of Chemistry and Chemical Biology and Founding Executive Director, STEM Education Innovation and Research Institute, IUPUI

"This collected wisdom of the POGIL community is immense, reflecting both practical classroom strategies and strong ties to theoretical frameworks in science education, sociology, and the learning sciences. The ideas contained in this guide are relevant to any instructor—in any discipline and at any cognitive level—who aspires to structure an engaging and equitable classroom environment that also challenges students to be architects of their own learning."—**Kimberly Tanner**, San Francisco State University

Process Oriented Guided Inquiry Learning (POGIL) is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines. Beyond facilitating students' mastery of a discipline, it promotes vital educational outcomes such as communication skills and critical thinking. Its active international community of practitioners provides accessible educational development and support for anyone developing related courses.

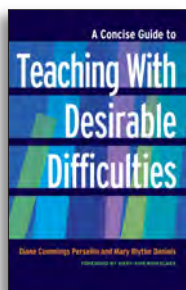
The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success, develop curricular materials to assist this process, conduct research expanding what is known about learning and teaching, and provide professional development and collegiality from elementary teachers to college professors. This is an introduction to the process and the community.

350 pp., 6" x 9", 37 figs & 32 tables

Paper, Apr 2019, 978 1 62036 544 1, \$ 37.50

Cloth, Apr 2019, 978 1 62036 543 4, \$ 125.00

E-Book, Apr 2019, 978 1 62036 546 5, \$ 30.99



A Concise Guide to Teaching With Desirable Difficulties

Diane Cummings Persellin
and Mary Blythe Daniels

Foreword by Mary-Ann
Winkelmess

"Deep learning is hard. This book shows how we can help all of our students transform the challenge and struggle of learning into a desirable difficulty. By blending the latest research with concrete instructional applications, Persellin and Daniels offer practical strategies that faculty in any discipline can use to enhance student learning and motivation. This slim volume is worth its weight in pedagogical gold." —**Peter Felten**, Executive Director, Center for Engaged Learning, and Professor of History, Elon University

This concise book summarizes recent research on five aspects of desirable difficulties, their application to the college classroom, and includes sections on teaching strategies based on best practices.

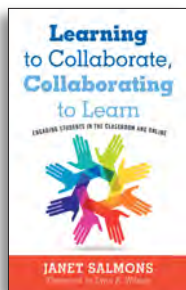
CONCISE GUIDES TO COLLEGE TEACHING AND LEARNING SERIES

120 pp, 6" x 9"

Paper, 2018, 978 1 62036 501 4, \$ 24.95

Cloth, 2018, 978 1 62036 500 7, \$ 125.00

E-Book, 2018, 978 1 62036 503 8, \$ 19.99



NEW

Learning to Collaborate, Collaborating to Learn

Engaging Students in the Classroom and Online

Janet Salmons

Foreword by Lynn A. Wilson

"Employers keep saying that they want employees who can be good team players and work collaboratively, and Janet Salmons has finally provided faculty and course-writing teams with a useful, well-grounded and practical guidebook for creating learning experiences that help our students build those critical skill-sets. Dr. Salmons has provided us with a remarkably well-grounded and useful guidebook for helping create truly collaborative learning experiences for our students—and helping students move from 'ugh, group work' to 'yes, collaborative teamwork!'" —**William C. Schulz III**, Director of Academic Initiatives, Office of Academic Affairs, School of Management, and Founding Director, Walden Center for Social Change, Walden University

"Collaboration is fast becoming one of the most important skills for leadership in the 21st-century. This fact is widely acknowledged and yet educators have few resources to teach students how to systematically pursue collaborative problem-solving. Janet Salmons's book fills this gap with this practical guide book that can be applied across any discipline. Dr. Salmons writes in a clear, logical, and engaging style that is research-based and creates a sense of excitement and motivation for the collaborative experience." —**Louise Kelly**, Professor of Management and Leadership, University of La Verne, and author of *The Psychologist Manager*

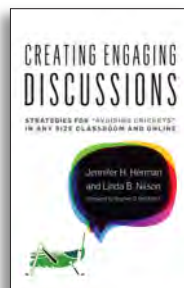
This book is a professional guide intended for faculty, curriculum planners, or instructional designers who want to design, teach, facilitate, and assess collaborative learning. The book covers the use of information and communication technology tools by collaborative partners who may or may not be co-located. As such, the book will be appropriate for all-online, blended learning, or conventional classrooms that infuse technology with "flipped" instructional techniques.

189 pp, 6" x 9", figures

Paper, Apr 2019, 978 1 62036 805 3, \$ 29.95

Cloth, Apr 2019, 978 1 62036 804 6, \$ 125.00

E-Book, Apr 2019, 978 1 62036 807 7, \$ 23.99



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

"This book examines one of the most challenging parts of teaching—designing and managing discussion activities that engage students while contributing meaningfully to their learning. Faculty members will love the way the book addresses their common instructional challenges with a mix of evidence-based principles, use-it-on-Monday activities, and in-depth case studies. A must-have addition for your bookshelf." —**Greg Siering**, Director, Center for Innovative Teaching and Learning, Indiana University, Bloomington

This book demonstrates how to create the conditions to facilitate deep and meaningful learning as well as to assess the effectiveness of discussions. It identifies, analyzes, and solves common problems in both classroom and online discussions, and in small and large classes.

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

Paper, 2018, 978 1 62036 560 1, \$ 27.50

Cloth, 2018, 978 1 62036 559 5, \$ 125.00

E-Book, 2018, 978 1 62036 562 5, \$ 21.99



Hitting Pause

65 Lecture Breaks to Refresh and Reinforce Learning

Gail Taylor Rice

Foreword by Kevin Barry

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

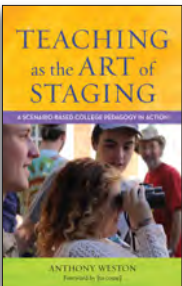
ices to college faculty. First, she draws together research and arguments from a wide range of fields in order to demonstrate that simple, brief activities in class—built around the idea of creating 'pauses' for student learning—can have a major positive impact on student success. Second, she presents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

266 pp, 6" x 9", 21 figures

Paper, 2017, 978 1 62036 653 0, \$ 32.50

Cloth, 2018, 978 1 62036 652 3, \$ 125.00

E-Book, 2017, 978 1 62036 655 4, \$ 25.99



Teaching as the Art of Staging

A Scenario-Based College Pedagogy in Action

Anthony Weston

Foreword by Peter Felten

"Do you want to be a truly creative and inspiring in-

structor? Then you must read Weston's Teaching as the Art of Staging. Taking 'student-centered' and 'experiential learning' to whole new levels, his innovative pedagogy relies on staging learning situations and letting your students run with them. Weston deftly demonstrates how you can become an impresario with scenarios, whatever your discipline, by drawing on his broad teaching experience in the sciences, social sciences, and humanities."—**Linda B. Nilson**, Director Emerita, Office of Teaching Effectiveness and Innovation, Clemson University

264 pp, 6" x 9", 5 tables

Paper, 2018, 978 1 62036 521 2, \$ 29.95

Cloth, 2018, 978 1 62036 520 5, \$ 125.00

E-Book, 2018, 978 1 62036 523 6, \$ 23.99



Designing a Motivational Syllabus

Creating a Learning Path for Student Engagement

Christine Harrington and Melissa Thomas

Foreword by Kathleen F. Gabriel

"Harrington and Thomas insightfully apply principles from the motivation research literature to demonstrate how course syllabi can be powerful tools for stimulating students' enthusiasm and motivation to actively engage in course activities. While the book is an invaluable resource for designing a syllabus that maps out a path for student success, it also provides information on course design, assessment, and teaching approaches. It is a must-read for all faculty who want to construct a syllabus that is sure to increase student engagement and learning!"—**Sandra McGuire**, (Ret) Assistant Vice Chancellor & Professor of Chemistry

This book demonstrates how, rather than being a mundane document to convey policies, you can construct your syllabus to be a motivating resource that conveys a clear sense of your course's learning goals, how students can achieve those goals, and makes evident your teaching philosophy and why you have adopted the teaching strategies you will use.

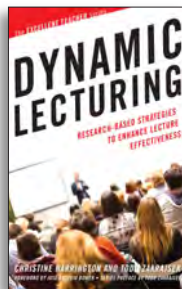
THE EXCELLENT TEACHER SERIES

204 pp, 6" x 9", 8 tables & 10 figures

Paper, 2018, 978 1 62036 625 7, \$ 24.95

Cloth, 2018, 978 1 62036 624 0, \$ 125.00

E-Book, 2018, 978 1 62036 627 1, \$ 19.99



BESTSELLER

Dynamic Lecturing

Research-Based Strategies to Enhance Lecture Effectiveness

Christine Harrington and Todd D. Zakrajsek

Foreword by José Antonio Bowen

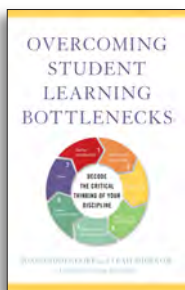
"Harrington and Zakrajsek have put together an array of lecture techniques and strategies (supported by evidence-based research), and as such, they demonstrate how we can use lectures as an effective teaching tool for moving our students to be more interested in their own learning. All in all, this book is

continued overleaf

an excellent resource for our learner-centered classrooms where lecturing and active learning are combined. —**Kathleen Gabriel**, Associate Professor, School of Education, California State University, Chico

THE EXCELLENT TEACHER SERIES

200 pp., 6" x 9", 2 figures, 1 table
 Paper, 2017, 978 1 62036 617 2, \$ 24.95
 Cloth, 2017, 978 1 62036 616 5, \$ 125.00
 E-Book, 2017, 978 1 62036 619 6, \$ 19.99



Overcoming Student Learning Bottlenecks

Decode the Critical Thinking of Your Discipline

Joan Middendorf and Leah Shopkow

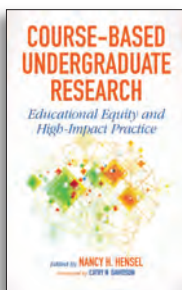
Foreword by Dan Bernstein

"Learning can be hard, and one of the beauties of the decoding the disciplines process described in this new volume is its respect for the real difficulties students face as they encounter unfamiliar ideas and mental models. With those difficulties—or bottlenecks—as a starting point, Middendorf and Shopkow lay out an elegant step-by-step structure for improving learning, rethinking classroom practice, and creating a more teaching-positive campus culture." —**Pat Hutchings**, Senior Scholar, National Institute for Learning Outcomes Assessment and Bay View Alliance

Decoding the Disciplines is a widely-used and proven methodology that prompts teachers to identify the bottlenecks — the places where students get stuck — that impede learners' paths to expert thinking in a discipline. The process is based on recognizing the gap between novice learning and expert thinking, and uncovering tacit knowledge that may not be made manifest in teaching.

Through "decoding", *implicit* expert knowledge can be turned into *explicit* mental tasks, and made available to students. This book presents a seven-step process for uncovering bottlenecks and determining the most effective way to enable students to surmount them.

276 pp., 6" x 9", 70 figures & 34 exercises
 Paper, 2017, 978 1 62036 665 3, \$ 35.00
 Cloth, 2018, 978 1 62036 664 6, \$ 125.00
 E-Book, 2017, 978 1 62036 667 7, \$ 27.99



Course-Based Undergraduate Research

Educational Equity and High-Impact Practice

Edited by Nancy H. Hensel

Foreword by Cathy N. Davidson

"This is an essential resource for faculty members who are looking to orient themselves to course-based undergraduate research theory, practice, and assessment." —**Elizabeth L. Ambros**, Executive Officer, Council on Undergraduate Research

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

Undergraduate research has long been recognized as a high-impact practice (HIP), but has unfortunately been offered only to juniors and seniors, and to very few of them (often in summer programs). This book shows how to engage students in authentic research experiences, built into the design of courses in the first two years, thus making the experience available to a much greater number of students.

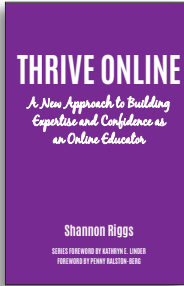
The book addresses all aspects of the topic, including:

- What are appropriate expectations for research in the first two years
- How to design appropriate course-based research for first- and second-year students
- How to mentor a class rather than individual students
- How students can disseminate the results of their research
- Possible citizen-science projects appropriate for the first and second years
- Providing additional resources available to support course-based research in the first two years

CO-PUBLISHED WITH THE COUNCIL FOR UNDERGRADUATE RESEARCH

264 pp., 6" x 9", figures, tables & boxes
 Paper, 2018, 978 1 62036 780 3, \$ 35.00
 Cloth, 2018, 978 1 62036 779 7, \$ 125.00
 E-Book, 2018, 978 1 62036 782 7, \$ 27.99

Concise, Practical Guides to Thriving and Excelling as an Online Educator



NEW

Thrive Online

A New Approach for College Educators

Shannon Riggs

"I love everything about Thrive Online: the metaphor evoked by the title, the book's

format, and the content! This is a book written for today's online educator whether one is new/seasoned, instructor/administrator/designer, etc. The prominent share-worthy quotes accompanied by the #ThriveOnline tag is a clear invitation to engage in community via social media with the ideas presented. Perhaps most of all, I love the reminder that 'when designed well,' we can all fully expect to Thrive Online."—**Kelvin Thompson**, Executive Director of Center for Distributed Learning, University of Central Florida

"Engaging with this book can inform administrators and improve the practice of experienced online educators; new online instructors will find the why-and-how insights to be truly transformational."—**Deb Adair**, Executive Director, Quality Matters

Research shows that online education, when designed and facilitated well, is as effective as traditional campus-based instruction. *Thrive Online* is an invitation for the rising tide of online educators who are relatively new to teaching online, and also for those more experienced instructors who are frustrated by a continuing bias against online education.

This book presents:

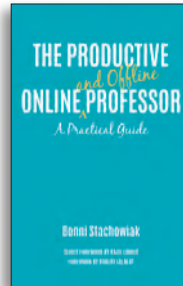
- An approach that empowers online educators to thrive professionally using a set of specific agentic behaviors
- Strategies for approaching conversations about online learning in new ways that inform the skeptics and critics
- Skills and proficiencies developed by successful online educators
- Guidance on developing fluency in the online learning environment
- Guidance on leveraging the user-centered nature of online spaces to create student-centered learning environments
- Encouragement for online educators to pursue leadership opportunities

The internet is changing how people communicate and learn. *Thrive Online* offers guidance, inspiration and strategies required to adapt and lead higher education through this change.

THRIVE ONLINE SERIES

228 pp, 5 in x 7 in, tables & figures
Paper, Nov 2019, 978 1 62036 744 5, \$22.50
Cloth, Nov 2019, 978 1 62036 743 8, \$125.00
E-Book, Nov 2019, 978 1 62036 746 9, \$15.99

NOTIFY ME 



NEW

The Productive Online (and Offline) Professor

A Practical Guide

Bonni Stachowiak

Foreword by Robert Talbert

The Productive Online (and Offline) Professor assists those who teach online and blended courses with managing their personal productivity. Faculty are often expected to provide support and feedback to learners outside of normal work hours in non-traditional classes. Programs that rely heavily on asynchronous communication may cause faculty to perceive that it is difficult to ever press the "off button" on their teaching.

Part 1 addresses the challenges in defining productivity and presents a working definition for the text.

Part 2 offers guidance on effective and efficient communication in both synchronous and asynchronous environments, along with ways of enriching such communication.

Part 3 describes methods for finding, curating, and sharing relevant knowledge both within one's courses and to a broader personal learning network.

Part 4 examines specific tools for navigating the unique challenges of productivity while teaching online. It includes ways to grade more productively while still providing rich feedback to students.

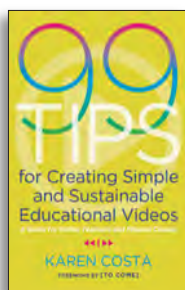
Part 5 shares techniques for keeping one's course materials current and relevant in the most efficient ways possible.

The Productive Online (and Offline) Professor is a practical guide for how to provide high quality online classes to diverse students. The author identifies specific software and other tools that can increase productivity and enhance learning for *all* faculty, whether teaching online or face-to-face. She offers a professional resource for fulfilling our roles with excellence and joy, while balancing the priorities of our personal and professional lives.

THRIVE ONLINE SERIES

220 pp, 5" x 7", 6 figures
Paper, Jan 2020, 978 1 62036 730 8, \$22.50
Cloth, Jan 2020, 978 1 62036 729 2, \$125.00
E-Book, Jan 2020, 978 1 62036 732 2, \$17.99

NOTIFY ME 

**NEW**

99 Tips for Creating Simple and Sustainable Educational Videos

A Guide for Online Teachers and Flipped Classes

Karen Costa

The research is clear: online learning works best when faculty build regular, positive, and interactive relationships with students. A strategy that helps forge such a relationship is the use of videos. Student satisfaction and course engagement levels also 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, demonstrating the simple steps she took to develop her bank of videos and build her confidence to deliver short, straightforward learning aids that are effective and personal.

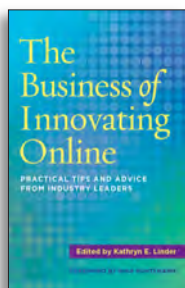
If you've been wanting to include videos in your teaching but haven't found the time or confidence, this book will help you to develop a simple and sustainable video development process, supporting both your success and the success of your students.

240 pp, 6" x 9"

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

Cloth, Feb 2020, 978 1 64267 084 4, \$ 125.00

E-Book, Feb 2020, 978 1 64267 087 5, \$ 23.99



The Business of Innovating Online

Practical Tips and Advice From Industry Leaders

Edited by Kathryn E. Linder

Foreword by Nina B. Huntemann

This book provides both novice and experienced on-

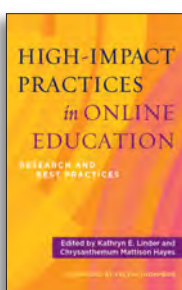
line education administrators with a comprehensive overview of a range of online innovations, how they came to be created, the components that led to their success, and concrete steps that they can take to create a more innovative culture for their own e-learning organization.

156 pp, 6" x 9"

Paper, May 2019, 978 1 62036 843 5, \$ 35.00

Cloth, May 2019, 978 1 62036 842 8, \$ 125.00

E-Book, May 2019, 978 1 62036 845 9, \$ 27.99



High-Impact Practices in Online Education

Research and Best Practices

Edited by Kathryn E. Linder and Chrysanthemum Mattison Hayes

Foreword by Kelvin Thompson

Thompson

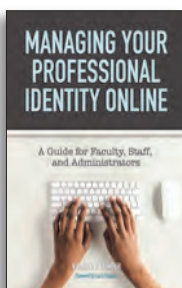
"Allows faculty and staff to begin to think deeply about how these practices, which have largely existed in the traditional, face-to-face environment, can be adapted and applied to engage students across all learning modalities. With chapters dedicated to each high-impact practice, this book will revolutionize high-impact practices as we know them by making them truly accessible to all students."—Stephanie M. Foote, Assistant Vice President, John N. Gardner Institute for Excellence in Undergraduate Education

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

Paper, 2018, 978 1 62036 847 3, \$ 35.00

Cloth, 2018, 978 1 62036 846 6, \$ 125.00

E-Book, 2018, 978 1 62036 849 7, \$ 27.99



Managing Your Professional Identity Online

A Guide for Faculty, Staff, and Administrators

Kathryn E. Linder

Foreword by Laura Pasquini

"I found this book to be a practical and compelling

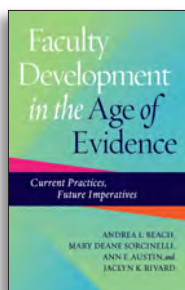
guide for building an online professional brand. This text pulls together the technical experience with why and how-to of building an online professional presence and is a much-needed resource in the field. It fills a unique niche that has needed a publication like this."—Jennifer H. Herman, Director, Center for Excellence in Teaching, Simmons College

196 pp, 7" x 10", figures, tables & boxes

Paper, 2018, 978 1 62036 669 1, \$ 29.95

Cloth, 2018, 978 1 62036 668 4, \$ 125.00

E-Book, 2018, 978 1 62036 671 4, \$ 23.99



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
Paper, 2016, 978 1 62036 268 6, \$ 29.95
Cloth, 2016, 978 1 62036 267 9, \$ 125.00
E-Book, 2016, 978 1 62036 270 9, \$ 23.99



NEW

Taking Flight

Making Your Center for Teaching and Learning Soar

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

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 authors offer the necessary background, relevant examples, and practical exercises specifically designed to support the sustained vitality of educational development and its role in fostering organizational change. The book is practical in nature, with step sheets, diagrams, and similar materials designed to facilitate reflection and application.

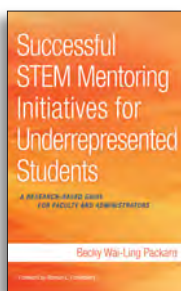
The book guides educational developers in extending and applying their knowledge, skills and abilities to establish a leadership role which, in turn, will enable them to play a pivotal role in translating visionary strategies into meaningful actions across their respective campuses. An effective, well-managed center for teaching and learning has the potential to benefit its institution's faculty, staff, students, and community members. Through fostering

a productive relationship with campus administration, centers can improve morale, contribute to shaping and achieving institutional learning mission and outcomes, enhance institutional reputation, and make a contribution to the practice of teaching and learning across the academy.

The materials in *Taking Flight* were honed through a series of national workshops developed under the aegis of the POD Network – the professional organization for educational developers in the United States. 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", 61 figures
Paper, Nov 2019, 978 1 64267 021 9, \$ 37.50
Cloth, Nov 2019, 978 1 64267 020 2, \$ 125.00
E-Book, Nov 2019, 978 1 64267 023 3, \$ 29.99

NOTIFY ME 



Successful STEM Mentoring Initiatives for Underrepresented Students

A Research-Based Guide for Faculty and Administrators

Becky Wai-Ling Packard

Foreword by Norman L. Fortenberry

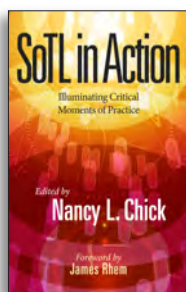
"For members of populations underrepresented in STEM (i.e., women of all ethnicities, persons from underserved racial and ethnic groups, and persons with disabilities) purposeful and active mentoring is particularly important."

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.

More than simply a resource for individuals, this volume will provide a useful basis for workshops and seminars. It is a wonderful achievement."—

Norman L. Fortenberry, Executive Director, American Society for Engineering Education

180 pp., 6" x 9", figures & tables
Paper, 2015, 978 1 62036 296 9, \$ 35.00
Cloth, 2015, 978 1 62036 295 2, \$ 125.00
E-Book, 2015, 978 1 62036 298 3, \$ 27.99



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

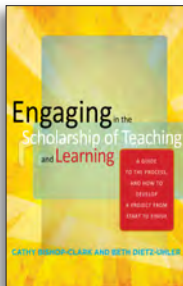
about the Scholarship of Teaching and Learning. Readers are invited to sit down with a diverse range of experts for inviting in-depth conversations about central aspects of SoTL. Whether you're new to or experienced with SoTL, this book will encourage you to think — and to act — with more clarity and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

What are the foundational moments of meaningful scholarship of teaching and learning (SoTL) projects? How do teacher-scholars collect, develop, and share useful insights about student learning? How do they work through the pinch points that frustrate, confuse, or elude many SoTL practitioners? By unpacking SoTL processes through rich narratives that illustrate what they look like, this collection offers inspiration to anyone at any stage of engagement with SoTL.

Going beyond definitions, how-to, theory, and debates about methods and standards, the contributors offer a SoTL primer documenting how practitioners have intentionally thought through key moments in their work. These procedural vignettes present powerful examples of what doing SoTL looks like when done well.

The authors represent a range of disciplines (the humanities, social sciences, natural sciences, and professions) and a mixture of familiar and unfamiliar names. Nancy Chick has selected contributions that compellingly illuminate why their authors focused on a particular critical moment, the questions they asked as they refined their approaches, and the theoretical and observational tools they employed to conduct their research. Each introduces a specific critical moment in doing SoTL, taking the reader through the author's reflections, concerns, and choices in doing meaningful SoTL work.

176 pp, 6" x 9", figures, tables & boxes
Paper, 2018, 978 1 62036 693 6, \$ 32.50
Cloth, 2018, 978 1 62036 692 9, \$ 125.00
E-Book, 2018, 978 1 62036 695 0, \$ 25.99



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

"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

This guide provides prospective SoTL scholars with the necessary background information, foundational theory, tools, resources, and methodology to develop their own SoTL projects, taking the reader through the five stages of the process: Generating a research question; Designing the study; Collecting the data; Analyzing the data; and Presenting and publishing your SoTL project.

Each stage is illustrated by examples of actual SoTL studies, and is accompanied by worksheets to help the reader refine ideas and map out his or her next steps. The process and worksheets are the fruit of the successful SoTL workshops the authors have offered at their institution for many years.

160 pp, 6" x 9", tables
Paper, 2012, 978 1 57922 471 4, \$ 24.95
Cloth, 2012, 978 1 57922 470 7, \$ 125.00
E-Book, 2012, 978 1 57922 812 5, \$ 19.99

**NEW**

Trends in Assessment

Ideas, Opportunities, and Issues for Higher Education

Edited by Stephen P. Hundley and Susan Kahn

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

Trends in Assessment provides readers with a survey of the state-of-the-art of the enduring assessment concepts and approaches developed over the past 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

The concluding chapter presents a planning framework to guide readers in applying the new assessment approaches to their own contexts.

The book was conceived by organizers and contributors of the Assessment Institute in Indianapolis, the nation's oldest and largest higher education assessment event, and includes contributions by the following partners of the Institute: Association for the Assessment of Learning in Higher Education, Association for Authentic, Experiential, and Evidence-Based Learning, Association for General and Liberal Studies, Association for Institutional Research, Association of American Colleges and Universities, Higher Education Data Sharing Consortium, State Higher Education Executive Officers, and VALUE Institute.

A vital resource for faculty, student affairs professionals, administrators, anyone involved in accreditation, and scholars in the field.

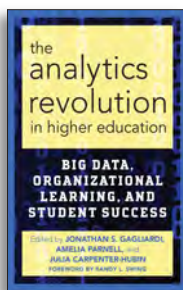
204 pp., 6" x 9", illus

Paper, Oct 2019, 978 1 64267 093 6, \$ 32.50

Cloth, Oct 2019, 978 1 64267 092 9, \$ 125.00

E-Book, Oct 2019, 978 1 64267 095 0, \$ 25.99

NOTIFY ME 



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.

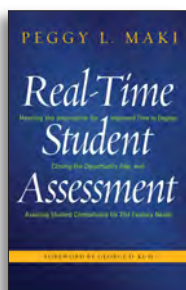
CO-PUBLISHED WITH AIR AND ACE

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

Paper, 2018, 978 1 62036 577 9, \$ 35.00

Cloth, 2018, 978 1 62036 576 2, \$ 125.00

E-Book, 2018, 978 1 62036 579 3, \$ 27.99



Real-Time Student Assessment

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

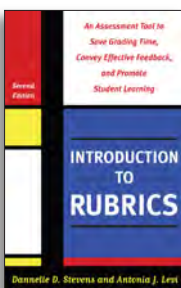
Peggy L. Maki

Foreword by George D. Kuh

"This is the absolute best book on the market today for anyone engaged in student learning outcomes assessment. It is current, based on exhaustive research and actual practice, exemplified through multiple case studies and extensive references for follow-up. Maki demonstrates why real-time student assessment (RTSA) is different from many assessment practices, and provides both commentary on why RTSA is the most effective as well as step-by-step approaches on how to make assessment work for both faculty and students. I will be buying copies for many of my colleagues myself!"—**Ralph Wolff**, President, The Quality Assurance Commons for Higher and Postsecondary Education; former President, WASC Senior Accrediting Commission

Peggy Maki identifies the six principles necessary to implement a real-time assessment process, illustrated by case studies of how campuses have operationalized them to advance students' equitable progress towards achieving a high-quality degree; and demonstrates the benefits of real-time assessment compared to more future-oriented processes, among which is engaging students in reflecting on their own progress along their degree pathways.

214 pp., 6" x 9", 20 figures & 5 tables
Paper, 2017, 978 1 62036 488 8, \$ 29.95
Cloth, 2017, 978 1 62036 487 1, \$ 125.00
E-Book, 2017, 978 1 62036 490 1, \$ 23.99



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

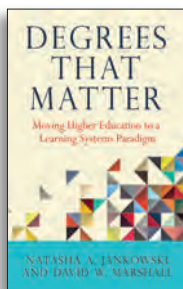
Foreword by Barbara E. Walvoord

"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, and author of *Effective Grading and Assessment Clear and Simple*

232 pp., 7" x 10"
Paper, 2012, 978 1 57922 588 9, \$ 27.50
Cloth, 2012, 978 1 57922 587 2, \$ 125.00
E-Book, 2013, 978 1 57922 590 2, \$ 21.99



Degrees That Matter

Moving Higher Education to a Learning Systems Paradigm

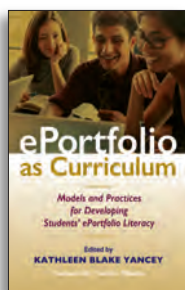
Natasha A. Jankowski and David W. Marshall

"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."—**Paul L. Gaston**, Trustees Professor, Kent State University

"This book is an important reminder of the necessity for college and university actors to become aware of the critical role they play in the construction of effective learning environments. The authors advocate for a renewed sense of agency where students, faculty, and administrators do not succumb to a culture of compliance. The authors not only ask for a more active and conscious participation in the construction of learning environments, but also for a more honest and public dialogue about the dynamics that work or do not work in higher education institutions. This book is required reading for educational leaders who want to construct creative, caring, and collaborative forms of learning in higher education institutions."—**Teachers College Record**

SPONSORED BY NILOA

216 pp., 6" x 9", 7 tables, 8 figures
Paper, 2017, 978 1 62036 464 2, \$ 35.00
Cloth, 2017, 978 1 62036 463 5, \$ 125.00
E-Book, 2017, 978 1 62036 466 6, \$ 23.99



NEW

ePortfolio as Curriculum

*Models and Practices for
Developing Students'
ePortfolio Literacy*

**Edited by Kathleen Blake
Yancey**

Foreword by Terrel L. Rhodes

"Excellent! In ePortfolio as Curriculum, master teacher/learner Kathy Yancey curates a richly fine-grained collection, zooming in on the exciting ways that today's faculty — and students — use one of higher education's most transformative practices. Provocative and satisfying. First rate!" —Bret Eynon, Associate Provost, LaGuardia Community College (CUNY) and Co-Editor, Catalyst in Action

"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, and Professor, Indiana University Purdue University Indianapolis

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

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

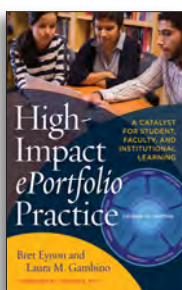
In taking up questions focused on what students need to know and do in becoming informed, effective ePortfolio makers, the contributors to this volume — from the standpoint of their course outcomes and institutional contexts — present various approaches to developing an ePortfolio curriculum. Individually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

286 pp., 6" x 9", figures

Paper, 2019, 978 1 62036 760 5, \$ 29.95

Cloth, 2019, 978 1 62036 759 9, \$ 125.00

E-Book, 2019, 978 1 62036 762 9, \$ 23.99



BESTSELLER

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.

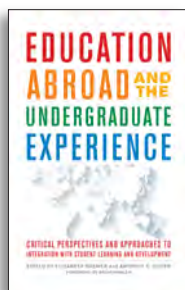
Drawing on the campus ePortfolio projects developed by a constellation of institutions that participated in the Connect to Learning network, Eynon and Gambino present a wealth of data and revealing case studies. Their broad-based evidence demonstrates that, implemented with a purposeful framework, ePortfolios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

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

Paper, 2017, 978 1 62036 505 2, \$ 35.00

Cloth, 2017, 978 1 62036 504 5, \$ 125.00

E-Book, 2017, 978 1 62036 507 6, \$ 27.99

**NEW**

Education Abroad and the Undergraduate Experience

Critical Perspectives and Approaches to Integration with Student Learning and Development

Edited by Elizabeth Brewer and Anthony C. Ogden

Foreword by Brian Whalen

"This important new book offers a timely extension of Brewer and Ogden's many years of critical study into the tensions between the acclaimed value of international education on the one hand, and its complex integration into the arc of the undergraduate experience, on the other. But it also goes well beyond that to address the integration of mobility experiences in broad sectors of the U.S. higher education landscape, including community college, lifelong learning, and the transition to employment. This edited volume, which includes some of the most influential scholars and practitioners working today, is a critical milestone that helps to further establish the emerging scholarship of international education and deflect criticism that there remains a missing link between the use of theory and its impact on practice." —**Bernhard T. Streitwieser**, Assistant Professor of International Education & International Affairs, The George Washington University

"When a field voices critical perspectives it often signals that a paradigm shift is underway. The progressive improvement of education abroad depends on these adjustments in thinking, which will over time impact practices. The power of this book and its authors is in how it propels the education abroad field forward by:

- 1) questioning its inherited structures and actions
- 2) critically examining current challenges and opportunities
- 3) positing new ways to think about and conduct the work of education abroad.

—**Brian Whalen**, President and CEO, The Forum on Education Abroad, 2006-2018

This volume focuses on two questions. First, how can education abroad be embedded into undergraduate education so that students experience it as an integral component of their education and something they help shape, rather than as time away from their education and as a commodity to be consumed? Second, how can colleges and universities maximize the educational value of education abroad by forging stronger connections between it and other undergraduate experiences? The volume argues that learning abroad be positioned within the work of the larger institution and students' overall education.

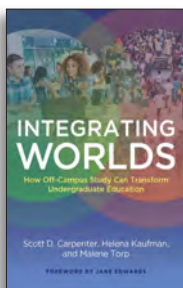
CO-PUBLISHED WITH NAESA

306 pp, 6" x 9"

Paper, May 2019, 978 1 62036 827 5, \$ 35.00

Cloth, May 2019, 978 1 62036 826 8, \$ 125.00

E-Book, May 2019, 978 1 62036 829 9, \$ 27.99

**NEW**

Integrating Worlds

How Off-Campus Study Can Transform Undergraduate Education

Scott D. Carpenter, Helena Kaufman, and Malene Torp

Foreword by Jane Edwards

What if our students learn the most when they're far from campus?

Integrating Worlds demonstrates how high-quality off-campus study epitomizes integrative learning, both supporting and enhancing the entire undergraduate experience.

While off-campus study (both study abroad or study away) occupies a marginal position on most campuses, it has the almost unique capacity to bring together a high concentration of high-impact educational practices. When we combine global learning with collaborative work, shared intellectual pursuits, learning communities, and more, these practices reinforce each other, exerting a multiplier effect that can potentially result in the most intense learning experience our students will have. It can energize and inspire them for the work they will continue to undertake on their home campus.

It thus becomes crucial for us to identify or design high-quality programs that will achieve these goals. Moreover, we need to reimagine off-campus study as an integrated portion of the undergraduate arc — one that begins well before our students depart and continues long after they return. In this way, we help them understand the interconnectedness not only of the world, but also of their own education.

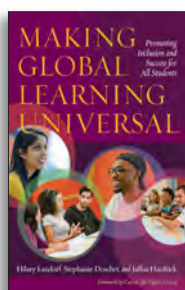
At the same time, the authors recognize material constraints and educational imperatives. Off-campus study costs money; its complexity makes it difficult to assess; it overlaps increasingly with internships and civic engagement; and by its nature, it is more subject to external forces than the on-campus experience. In careful, practical ways *Integrating Worlds* advances suggestions for dealing with these issues.

198 pp, 6" x 9"

Paper, Apr 2019, 978 1 62036 001 9, \$ 32.50

Cloth, Apr 2019, 978 1 62036 000 2, \$ 125.00

E-Book, Apr 2019, 978 1 62036 003 3, \$ 25.99



Making Global Learning Universal

Promoting Inclusion and Success for All Students

Hilary Landorf, Stephanie Doscher, and Jaffus Hardrick

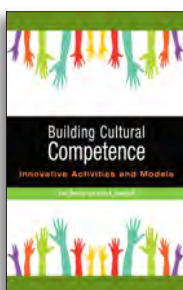
Foreword by Caryn McTighe Musil

"From the pioneers of global learning, a much-welcomed guide to this new terrain, written for any postsecondary educator concerned with equity and quality. Landorf, Doscher, and Hardrick offer global learning as an inclusive, participatory process for every student. Unlike traditional international education, global learning dissolves the false binaries of U.S. and global, 'we' and 'other', study abroad and study at-home, so that students learn in and of the world, and not merely about it."—**Heather H. Ward**, Associate Dean for Study Abroad and International Exchanges, University of North Carolina, Chapel Hill

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.

CO-PUBLISHED WITH NAFSA

290 pp, 6" x 9", 4 figures & 10 tables
 Paper, 2018, 978 1 62036 360 7, \$ 32.50
 Cloth, 2018, 978 1 62036 359 1, \$ 125.00
 E-Book, 2018, 978 1 62036 362 1, \$ 25.99



BESTSELLER

Building Cultural Competence

Innovative Activities and Models

Edited by Kate Berardo, Darla K. Deardorff

Foreword by Fons Trompenaars

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

For HR directors, corporate trainers, college administrators, diversity trainers and study abroad educators, this book provides a cutting-edge framework and an innovative collection of ready-to-use tools and activities to help build cultural competence from the basics of understanding core concepts of culture to the complex work of negotiating identity and resolving cultural differences.

Featuring fresh activities and tools from experienced coaches, trainers, and facilitators from around the globe, this collection of over 50 easy-to-use activities and models has been used successfully worldwide in settings that range from Fortune 500 corporations to the World Bank, non-profits, and universities.

Featuring fresh activities and tools from experienced coaches, trainers, and facilitators from around the globe, this collection of over 50 easy-to-use activities and models has been used successfully worldwide in settings that range from Fortune 500 corporations to the World Bank, non-profits, and universities.

400 pp, 8 1/2" x 11", figures, tables & activities
 Paper, 2012, 978 1 57922 804 0, \$ 56.00
 Cloth, 2012, 978 1 57922 803 3, \$ 125.00
 E-Book, 2012, 978 1 57922 806 4, \$ 44.99



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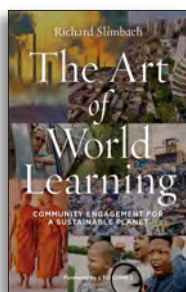
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INTERNATIONAL EDUCATION & STUDY ABROAD COMMUNITY ENGAGEMENT & SERVICE LEARNING



NEW

The Art of World Learning

Community Engagement for a Sustainable Planet

Richard Slimbach

This is a visionary, consciousness-raising book that asks us to rethink the purposes and design of study away and study abroad experiences in the context of a broadened set of global threats, including climate disruption, soaring inequality, ecosystem breakdown, the dying off of distinct languages and cultural communities, and the threat of a nuclear catastrophe.

As we ask students to truly comprehend this world from the privileged perspective of the global North, Rich Slimbach asks us to consider two fundamental questions: What and how should we learn? And having learned, for what should we use what we know?

What temperaments, social habits, and intellectual abilities will students need to help heal their corner of creation? And what pedagogical perspectives, principles, and procedures can best support them in this creative challenge?

Rich Slimbach argues that transforming student consciousness and life choices requires a global learning curriculum that integrates multi-disciplinary inquiry into the structural causes of problems that riddle the common good, along with mechanisms that bid students to cross borders, to pay attention, and to listen to those unlike themselves. At its heart, this book proposes a truly transformative approach to community-engaged global learning.

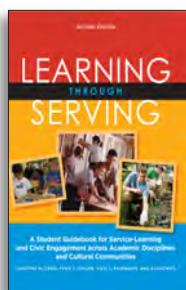
240 pp, 6" x 9", 29 illus

Paper, Dec 2019, 978 1 57922 966 5, \$ 27.50

Cloth, Dec 2019, 978 1 57922 965 8, \$ 125.00

E-Book, Dec 2019, 978 1 57922 968 9, \$ 21.99

COMMUNITY ENGAGEMENT AND SERVICE-LEARNING



BESTSELLER

Learning Through Serving

A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and 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. The publication is student-friendly, comprehensive, easy to follow, and full of helpful activities." —**Journal of College Student Development**

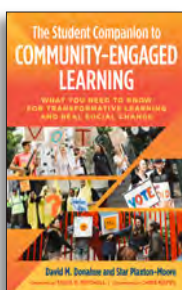
240 pp, 8 1/2" x 11"

Paper, 2013, 978 1 57922 990 0, \$ 27.50

Cloth, 2013, 978 1 57922 989 4, \$ 125.00

E-Book, 2013, 978 1 57922 992 4, \$ 21.99

Text



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, this book 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. It 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 prepares students for their experience of community-based learning.

It is designed for students to read and reflect on independently or to foster discussion in class on

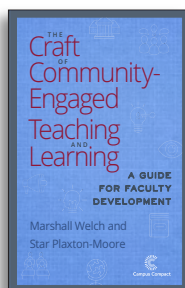
their motivations and dispositions toward community engagement and service learning. It prepares students to work with diverse individuals, groups, and organizations that may be outside their prior experience.

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

Paper, 2018, 978 1 62036 649 3, \$ 18.95

Cloth, 2018, 978 1 62036 648 6, \$ 125.00

E-Book, 2018, 978 1 62036 651 6, \$ 14.99



NEW

The Craft of Community-Engaged Teaching & Learning

A Guide for Faculty Development

Marshall Welch and Star Plaxton-Moore

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

240 pp, 6" x 9"

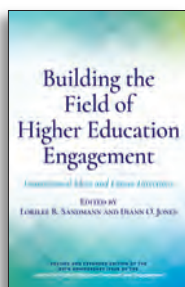
Paper, Aug 2019, 978 1 73390 280 9, \$ 39.95

Cloth, Aug 2019, 978 1 73390 281 6, \$ 95.00

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



NOTIFY ME



NEW

Building the Field of Higher Education Engagement

Foundational Ideas and Future Directions

Edited by Lorilee R. Sandmann and Diann O. Jones

"Grounded in principles of mutuality, diversity and inclusion, integrity, and purpose, this book is a must-read for campus leaders. With an all-star group of scholars, this book synthesizes wisdom to inform our engagement with society. Colleges and universities cannot meet their missions of developing critical thinking, leadership, and moral citizens without this type of engagement in our communities." —Adrianna Kezar, Dean's Professor of Leadership, University of Southern California, Co-Director, Pullias Center, and Director, Delphi Project

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

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

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

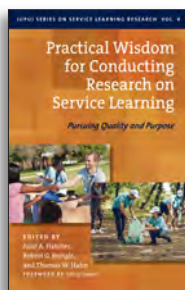
Community engagement has evolved as a respected field and now occupies a seat at the academic table. In the past, this work had often been relegated to the institutional fringes of higher education, its practitioners marginalized, and the work often portrayed as service, not scholarly. Today, higher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

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

Paper, Jan 2019, 978 1 62036 855 8, \$ 37.50

Cloth, Jan 2019, 978 1 62036 854 1, \$ 125.00

E-Book, Jan 2019, 978 1 62036 857 2, \$ 29.99



NEW

Practical Wisdom for Conducting Research on Service Learning

Pursuing Quality and Purpose

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

Foreword by Jeffrey Howard

"Preeminent SLCE researchers share their research stories, lessons learned, and guidance for future research and researchers. Each chapter is replete with each author's SLCE research trajectory, homespun stories of their research and campus experiences, and past and future research agendas and practice plans, in essence portraits of reflective practitioners and researchers. Although it may seem counter-normative to blend the practical and research, doing so makes perfect sense. When we read a published article, we have no idea the trials and tribulations faced by the scholar, and often do not know the role of that particular study in the author's overall research agenda. This book makes such matters and others transparent, and its focus is unprecedented in the SLCE field.

If you consider yourself an SLCE researcher or a prospective one, then you will find this book a must-read because it illuminates the trajectory of some of the talented SLCE researchers' stories of becoming involved in the work. Seasoned, early career, and aspiring SLCE researchers will find this book chock-full of guidance to inform and improve SLCE research.

I cannot overstate the value of this book (and the entire book series) to advancing SLCE research agenda and movement." —**Jeffrey Howard**, Assistant Director, Center for Learning Through Community Service, University of Michigan

For scholars seeking to undertake consequential research in service-learning and community engagement (SLCE) at a time when there is widening interest in and increasing acceptance of research in this field as a primary area of scholarship, this book provides accounts by preeminent scholars about the trajectories of their research, their methodologies, lessons learned along the way, as well as their views about the future direction of the field. The contributors to this volume represent a range of disciplines and fields including education, history, organizational leadership, political science, philanthropic studies, psychology, and public health, as well as

both qualitative and quantitative traditions, and offer models of scholarly learning that contribute to a knowledge base that can guide practice and further the broader public purposes of the academy.

IUPUI SERIES ON SERVICE LEARNING RESEARCH

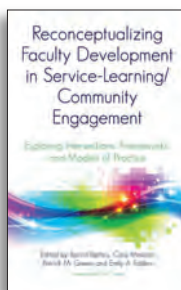
300 pp, 6" x 9"

Paper, Oct 2019, 978 1 62036 468 0, \$ 39.95

Cloth, Oct 2019, 978 1 62036 467 3, \$ 125.00

E-Book, Oct 2019, 978 1 62036 470 3, \$ 31.99

NOTIFY ME 



Reconceptualizing Faculty Development in Service Learning/Community Engagement

Exploring Intersections, Frameworks, and Models of Practice

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

"This book firmly establishes the community engagement field as one that is boundary spanning and inclusive and integrative of multiple stakeholders. Different approaches to the development of faculty, community engagement professionals, and community leaders are highlighted in this text in a useful and accessible format that allows readers to identify lessons, challenges, and new directions for practice. I appreciated the infusion of multiple institution types and the varied resources and strategies that structure educational development for community engaged work. The text invites all of us who care about this work to be attentive to our journeys in the field, reflective about our practice, honest about our shortcomings, and committed to our values. The chapters do a good job of building on and engaging with each other in a way that will make this a valuable and timely resource for the field."

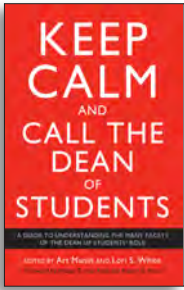
—**Tania D. Mitchell**, College of Education and Human Development, University of Minnesota

370 pp, 6" x 9", figures

Paper, 2018, 9781620366134, \$35.00

Cloth, 2018, 9781620366127, \$125.00

E-Book, 2018, 9781620366158, \$27.99

**NEW**

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

"An excellent resource for those in current Dean of Students positions and for those aspiring to be in the role at some point in their career." — **Vernon A. Wall**, Director, Business Development at LeaderShape and President and Founder, One Better World, LLC, and 2020-2021 President ACPA, College Student Educators International

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

"This book will stimulate your thinking and enrich your practice." — **Larry D. Roper**, Professor of Language, Culture and Society, Oregon State University

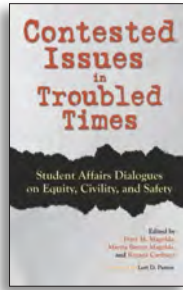
What preparation, skills, dispositions, and knowledge do DOSs need to be effective in their role; and, indeed, what areas and range of activities generally fall under their responsibility? Through chapters by experienced DOSs — from early career to veterans and in between — this book provides vivid first-hand 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"

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

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

E-Book, Jul 2019, 978 1 62036 885 5, \$ 25.99

**NEW**

Contested Issues in Troubled Times

Student Affairs Dialogues on Equity, Civility, and Safety

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

Foreword by Lori Patton Davis

"This book invites readers to engage some of the most perplexing issues confronting college and university educators in the 21st century. As the essayists wrestle with provocative questions that defy simplistic solutions, they model productive dialogue and offer a rich constellation of perspectives for the reader to consider. Contested Issues urges those of us invested in the student affairs profession to think beyond traditional field assumptions and strategies as we construct novel and nuanced practices that will help us move from troubled times toward a promising future." — **Alyssa Rockenbach**, Professor of Higher Education, North Carolina State University

"In an era where overt oppression, righteous indignation, and name-calling are on the rise, an important skill for student affairs educators to practice is engaging about difficult issues productively. The contributors of this book model this kind of dialogue in thoughtful ways." — **Stephen John Quayle**, Past President, ACPA: College Student Educators International, Associate Professor, Miami University

Provides student affairs educators with frameworks to constructively think about and navigate the contentious climate they are increasingly encountering on campus.

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

In this companion volume to *Contested Issues in Student Affairs* (whose issues remain as relevant today as they were upon publication in 2011), a new set of contributors explore new questions which foreground issues of equity, safety, and civility — themes which dominate today's higher education headlines and campus conversations.

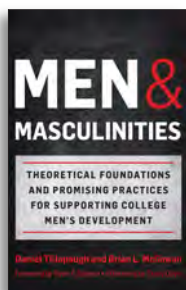
540 pp., 6" x 9"

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

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

E-Book, Apr 2019, 978 1 62036 803 9, \$ 31.99





NEW

Men and Masculinities

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

Edited by Daniel Tillapaugh and Brian L. McGowan

Foreword by Ryan P. Barone

Afterword by Tracy Davis

"An essential resource for everyone who works with college men, from the newest faculty member or student affairs professional to the experienced veteran. The editors introduce new voices that challenge us to examine our assumptions with an intersectional lens. Perhaps most useful is their practical advice for creating campus coalitions and taking our work into the future."—**Jan Deeds**, Director, University of Nebraska-Lincoln Women's Center

"A theoretically rich and practically useful text that is a must read for any student affairs staff facing the challenges of helping men during the college experience. Tillapaugh and McGowan present new theory, program designs, and specific programs to expand services for men on campus. This book is highly recommended to any professional wanting to start, improve, and expand their work with men."—**Jim O'Neil**, Professor, Educational Psychology, University of Connecticut

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

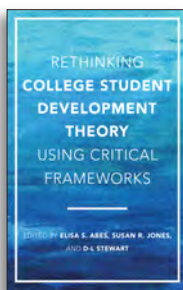
This book highlights programs and services designed to have college men engage with and dialogue around issues of hegemonic, toxic, or unhealthy aspects of masculinity. These promising practices can offer college men opportunities to understand their power, privilege, and identity in ways that can be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

240 pp., 6" x 9"

Paper, Jun 2019, 978 1 62036 931 9, \$ 35.00

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

E-Book, Jun 2019, 978 1 62036 933 3, \$ 27.99



NEW

Rethinking College Student Development Theory Using Critical Frameworks

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

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

"This book is exactly what we need to push our thinking about student development theory forward. As a field, we have been stymied for some time around SDT, and the authors of this book give permission for educators to pursue new and different questions and practices through critical and post-structural lenses."—**Chris Linder**, Assistant Professor, Higher Education, University of Utah

"This book should be required reading in graduate programs, especially within advanced student development theory courses."—**Lori Patton Davis**, Professor of Higher Education and Student Affairs and Chair, Department of Educational Studies, The Ohio State University

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

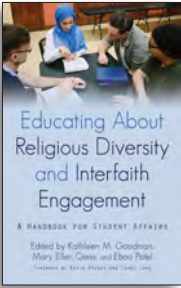
267 pp., 6" x 9"

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

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

E-Book, Jul 2019, 978 1 62036 766 7, \$ 27.99



**NEW**

Educating About Religious Diversity and Interfaith Engagement

A Handbook for Student Affairs

Edited by Kathleen M. Goodman, Mary Ellen Giess, and Eboo Patel

Foreword by Cindi Love and Kevin Kruger

"While we have increased our emphasis on racial and gender identity over the past twenty years, higher education has not had a commensurate effort to create a deeper understanding of the important role college years play in students' religious, secular, and spiritual identity. This book, through case studies and examples of relevant research and practice, will be an important resource for creating programs that encourage interfaith dialogue and promote a greater understanding of the religious and secular diversity represented among our students." —**Kevin Kruger**, President, NASPA — Student Affairs Administrators in Higher Education

"If you dream about humanity bending toward justice, or relationships that nurture peace and even love, you understand that religious, secular, and spiritual diversity education is a critical frontier for higher education. A treasure of pedagogically sound and practical wisdom. I could not stop reading." —**Frank Shushok, Jr.**, Senior Associate Vice President for Student Affairs & Associate, Virginia Tech

"An invaluable resource for institutional stakeholders specifically interested in inclusive interfaith engagement." —**Matthew J. Mayhew**, The William Ray and Marie Adamson Flesher Professor of Educational Administration, The Ohio State University

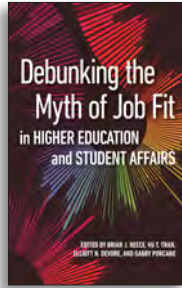
This book arises out of a recognition that student affairs professionals have little preparation or guidance in dealing with matters of spirituality, religion, secularity, and interfaith work at a time of greater diversity in students' beliefs and, from a broad recognition that there is a need to engage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

324 pp, 6" x 9"

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

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

E-Book, Feb 2019, 978 1 62036 611 0, \$ 27.99



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

Foreword by Stephen John Quayle

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

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

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

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

E-Book, Jan 2019, 978 1 62036 790 2, \$ 27.99



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, Peter Felten

Co-published with ACUHO-I

180 pp, 6" x 9", 16 figures, 4 tables

Paper, 2018, 978 1 62036 601 1, \$ 35.00

Cloth, 2018, 978 1 62036 600 4, \$ 125.00

E-Book, 2018, 978 1 62036 603 5, \$ 27.99



A Good Job

Campus Employment as a High-Impact Practice

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

Foreword by George D. Kuh

260 pp, 6" x 9"

Paper, 2018, 978 1 62036 472 7, \$ 35.00

Cloth, 2018, 978 1 62036 471 0, \$ 125.00

E-Book, 2018, 978 1 62036 474 1, \$ 27.99



Critical Mentoring

A Practical Guide

Torie Weiston-Serdan

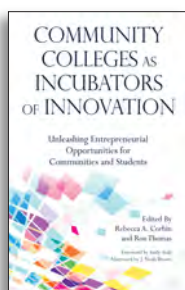
Foreword by Bernadette Sánchez

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

Paper, 2017, 978 1 62036 552 6, \$ 24.95

Cloth, 2017, 978 1 62036 551 9, \$ 125.00

E-Book, 2017, 978 1 62036 554 0, \$ 19.99



NEW

Community Colleges as Incubators of Innovation

Unleashing Entrepreneurial Opportunities for Communities and Students

Students

Edited by Rebecca A. Corbin, Ron Thomas

Foreword by Andy Stoll

Afterword by J. Noah Brown

"Entrepreneurial thinking has the power to facilitate transformational change within our colleges, and this book captures the essence of not only how it can, but why it should. Whether energizing educators to seek innovative curriculum designs, or creating partnerships to better address complex workforce issues in the twenty-first century, the contributing authors make it clear that the entrepreneurial college is the new standard of excellence." —**Edwin Massey**, President, Indian River State College

This book addresses the urgent need for community colleges to prioritize entrepreneurship education both to remain relevant in a changing economy and to give their graduates 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.

The expert contributors, with the support of the National Association for Community College Entrepreneurship (NACCE), start from the premise that community colleges are uniquely positioned to lead entrepreneurial initiatives through both internally-generated curriculum design and through collaboration with the local entrepreneurial community to build bridges between the classroom to the community which in turn can offer models of implementation and constitute a network or support system for students. 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.

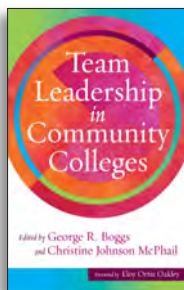
INNOVATIVE IDEAS FOR COMMUNITY COLLEGES SERIES

204 pp., 6" x 9"

Paper, Feb 2019, 978 1 62036 863 3, \$ 35.00

Cloth, Feb 2019, 978 1 62036 862 6, \$ 125.00

E-Book, Feb 2019, 978 1 62036 865 7, \$ 27.99



NEW

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

"This book is a valuable blueprint for preparing current and future leaders. Every new president should receive this book on taking office —as should trustees and vice-presidents, deans, and department chairs. It not only serves as an excellent textbook for higher education doctoral programs, but it can be the 'survival manual' for effective governance, leadership, and vision." —**Barbara Gellman-Danley**, President, Higher Learning Commission

"This book should serve a guiding narrative for anyone privileged to play a leadership role in community colleges." —**J. Noah Brown**, President and CEO, Association of Community College Trustees

"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

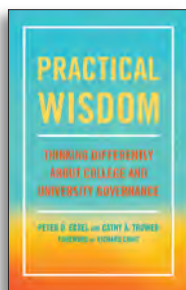
240 pp., 6" x 9"

Paper, Dec 2019, 978 1 62036 887 9, \$ 32.50

Cloth, Dec 2019, 978 1 62036 886 2, \$ 125.00

E-Book, Dec 2019, 978 1 62036 889 3, \$ 25.99

NOTIFY ME 



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!" —**Isiaah Crawford**, President, University of Puget Sound

This series of essays written for trustees and administrative leaders of universities and colleges draws on the authors' extensive consulting experience, research into the dynamics of boards, and service as trustees, to focus on practical insights that will help readers improve governance. The authors have contributed a series of essays on governing well to Inside Higher Education, which formed the inspiration for this volume.

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.

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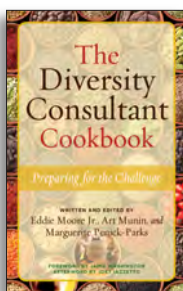
228 pp, 6" x 9", figures & tables

Paper, 2018, 978 1 62036 839 8, \$ 32.00

Cloth, 2018, 978 1 62036 838 1, \$ 125.00

E-Book, 2018, 978 1 62036 841 1, \$ 25.99

RACE & DIVERSITY



NEW

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

"Some of the most powerful diversity, equity, and inclusion experts I know offer insightful practical advice on entering and living in this work. More importantly, they offer wise words on sustaining the integrity of equity and diversity work. I will return to this book regularly. I'm willing to bet you will, too." —**Paul Gorski**, Social Justice Activist, Educator, and Author, Associate Professor, George Mason University

"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."

—**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. As with cooking where a dash of seasoning, the choice of temperature, or cooking time, impact the final dish, so the wrong balance in creating an environment that is welcoming and constructive while addressing issues that may be disorienting for the audience can ruin a presentation before it gets started.

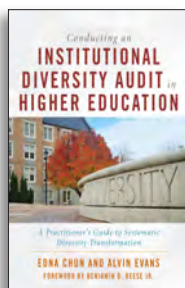
This book addresses developing your strategic plan with a clear sense of mission, vision, and values; moves on to topics such as financial planning, pricing, contracts, scheduling, and considerations about presentation styles and handouts; and gets down to the specifics of marketing.

120 pp, 5 1/2" x 8 1/4", figures

Paper, Mar 2019, 978 1 62036 979 1, \$ 35.00

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

E-Book, Apr 2019, 978 1 62036 981 4, \$ 27.99



NEW

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 road-map for the academy to self-assess our progress towards the institutional inclusiveness that we strive to achieve. Higher Education will benefit from this book for institutional strategic planning around the diversity, equity, and inclusion space." —**Dennis A. Mitchell**, Vice Provost for Faculty Advancement, Columbia University

"Many colleges and universities have made a commitment to implementing diversity practices without a similar commitment to assessing the effectiveness of those practices. This book is a critical resource to help move institutions toward that important next step." —**Bryan Cook**, Vice President, Data and Policy Analysis, Association for Public & Land-Grant Universities

"Chun and Evans provide an empirically-based approach to auditing campus diversity and inclusion. It's a must read!" —**Benjamin D. Reese, Jr.**, Vice President and Chief Diversity Officer, Office for Institutional Equity, Duke University/Duke University Health System

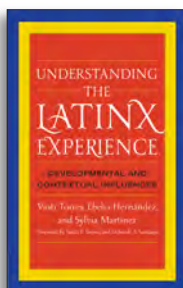
This book lays out a framework for a systematic and sustained diversity process that first recognizes that too many diversity initiatives have generated more statements of intent than actual change, and that audits conducted by outside bodies frequently fail to achieve buy-in or long-term impact, and are costly endeavors. The authors' framework identifies nine dimensions that need to be addressed to achieve a comprehensive audit that leads to action, describes the underlying research-based practices, and offers guidance on ensuring that all relevant voices are heard. The process is designed to be implemented by and within the institution, saving the considerable expense of outside consulting and design. In addition, it offers flexibility in the timing and sequence of implementation, and provides the means for each institution to interrogate its unique circumstances, context, and practices.

228 pp, 8 1/2 in x 11 in, 21 illus

Paper, May 2019, 978 1 62036 819 0, \$ 35.00

Cloth, May 2019, 978 1 62036 818 3, \$ 125.00

E-Book, May 2019, 978 1 62036 821 3, \$ 27.99



NEW

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. It is imperative that we understand the students we serve and provide them the tools necessary to succeed. This book is essential if we are to indeed educate the future of our nation." —**Mildred Garcia**, President, American Association of State Colleges and Universities

"This book is important for policymakers and campus administrators in defying the all too easy over-generalizations of groups that result in poor policies and practices. Not only are Latinx diverse groups from many different cultural backgrounds, but from many different economic circumstances, family backgrounds and expectations, communities, and academic experiences. These differences reflect unique and multifaceted identities that are important for and shape learning and development — our core mission." —**Adrianna Kezar**, Dean's Professor of Leadership and Director of the Pullias Center for Higher Education, University of Southern California

The Latino presence continues to grow in traditional population enclaves and has tripled in areas that are not traditionally associated with this pan-ethnic group. The dramatic growth of this population in the U.S. requires a considerably deeper understanding of individuals that share this multifaceted identity. This timely book synthesizes new research and its implications for practice that is critical for professionals working with Latinos in educational and counseling contexts.

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

156 pp, 6" x 9", 9 figs & 10 tables

Paper, Feb 2019, 978 1 57922 315 1, \$ 35.00

Cloth, Mar 2019, 978 1 57922 314 4, \$ 125.00

E-Book, Mar 2019, 978 1 62036 734 6, \$ 27.99

High-Impact Practices

A Guide to Titles on Implementing HIPs

FIRST-YEAR EXPERIENCES



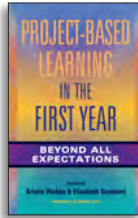
What Makes the First-Year Seminar High Impact?

Exploring Effective Educational Practices

Edited by Tracy L. Skipper

Research Reports on College Transitions Series 9

Paper, 2017, 9781942072010, \$25.00



Project-Based Learning in the First Year

Beyond All Expectations

Edited by Kristin K. Wobbe and Elisabeth A. Stoddard

Foreword by Randall Bass

Published in association with AAC&U
Paper, Jan 2019, 9781620366899, \$37.50
Cloth, Jan 2019, 9781620366882, \$125.00
E-Book, Jan 2019, 9781620366912, \$29.99

COMMON INTELLECTUAL EXPERIENCES



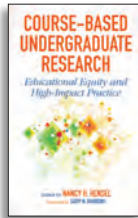
Common Reading Programs

Going Beyond the Book

Jodi Levine Laufgraben

The First-Year Experience Monograph Series 44

Paper, 2006, 9781889271538, \$25.00



Course-Based Undergraduate Research

Educational Equity and High-Impact Practice

Edited by Nancy H. Hensel

Foreword by Cathy N. Davidson

Co-published with the Council for Undergraduate Research

Paper, 2018, 9781620367803, \$35.00
Cloth, 2018, 9781620367797, \$125.00
E-Book, 2018, 9781620367827, \$27.99

LEARNING COMMUNITIES



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

Co-published with ACUHO-I

Paper, 2018, 9781620366011, \$35.00
Cloth, 2018, 9781620366004, \$125.00
E-Book, 2018, 9781620366035, \$27.99

EPORTFOLIOS



High-Impact ePortfolio Practice

A Catalyst for Student, Faculty, and Institutional Learning

Bret Eynon and Laura M. Gambino

Foreword by George D. Kuh

Paper, 2017, 9781620365052, \$35.00
Cloth, 2017, 9781620365045, \$125.00
E-Book, 2017, 9781620365076, \$27.99

SERVICE-LEARNING



The Student Companion to Community-Engaged Learning

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

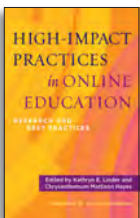
David M. Donahue and Star Plaxton-Moore

Foreword by Tania D. Mitchell

Afterword by Chris Nayve

Paper, 2018, 9781620366493, \$18.95
Cloth, 2018, 9781620366486, \$125.00
E-Book, 2018, 9781620366516, \$14.99

COLLABORATIVE ASSIGNMENTS



High-Impact Practices in Online Education

Research and Best Practices

Edited by Kathryn E. Linder and Chrysanthemum Mattison Hayes

Foreword by Kelvin Thompson

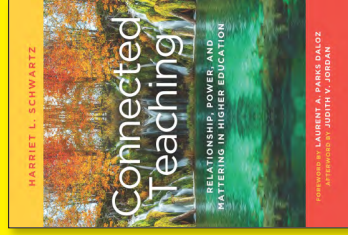
Paper, 2018, 9781620368473, \$35.00
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