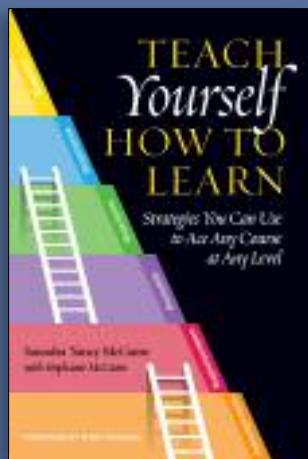
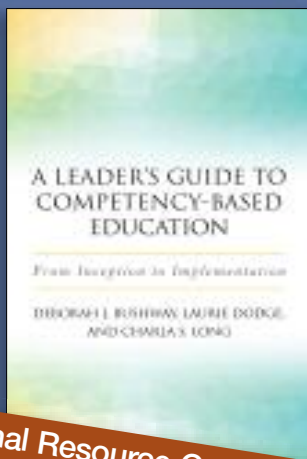
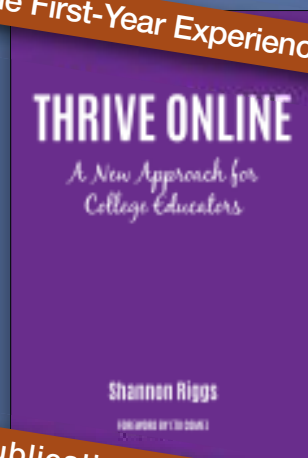
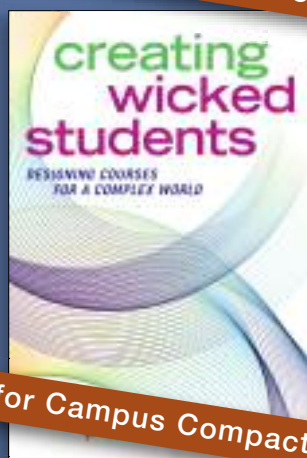
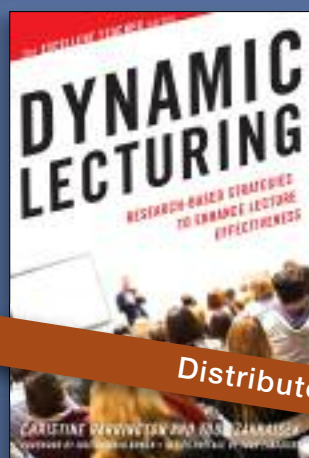


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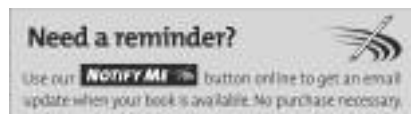
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## NEW

**Leading Academic Change***Vision, Strategy, Transformation***Elaine P. Maimon****Foreword by Carol Geary Schneider**

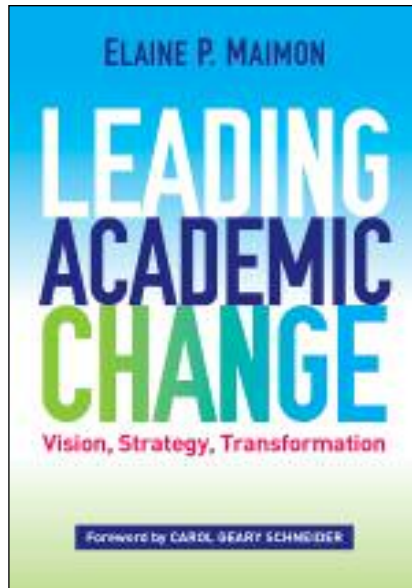
"Dr. Maimon has done a masterful job that will galvanize leaders to adopt an equity-minded, student-centered framework to increase student access, engagement, and success. Scholars and practitioners will appreciate the thoughtful guidance throughout this book that leverages design thinking to transform our nation's colleges and universities for long-term sustainability to produce graduates ready and able to tackle the challenges of the 21st century."—**Martha J. Kanter**, *Executive Director, College Promise Campaign, Former U.S. Under Secretary of Education (2009-2013)*

"Drawing from her decades of leadership in the Academy, Elaine sets forth a compelling case for reexamining traditional educational structures and hierarchies, and exploring possibilities for transforming our models, guided by the profound principle that, 'Nothing is more powerful in higher education than uncompromising commitment to student success.'"—**John J. DeGioia**, *President of Georgetown University*

"One of America's best university presidents has written a brilliant book that will surely inspire and instruct other educational leaders. Each page overflows with eloquence, wisdom, evidence, and powerful examples. This book is perhaps Maimon's most significant gift to higher education. Anyone interested in transformation must read it."—**Shaun R. Harper**, *Clifford and Betty Allen Professor, University of Southern California Rossier School of Education*

"A must-read for college teachers and administrators who seek a positive, principled response to the problems besetting US higher education."—**David Russell**, *Professor of English, Iowa State University*

"[This book] combines the author's scholarly knowledge and practical experience to provide guidance, encouragement, and inspiration for transformational leadership. This book is an indispensable resource for those committed to improving their institutions in the interest of student success."—**Muriel A. Howard**, *President,*



*American Association of State Colleges and Universities (AASCU)*

Written by a sitting college president who has presided over transformative change at a state university, this book takes on the big questions and issues of change and change management, what needs to be done and how to do it. Writing in a highly accessible style, the author recommends changes for higher education such as the reallocation of resources to support full-time faculty members in foundation-level courses, navigable pathways from community college to the university, infusion rather than proliferation of courses, and the role of state universities in countering the disappearance of the middle class. The book describes how these changes can be made, as well as why we must make them if our society is to thrive in the twenty-first century.

**176 pp, 6" x 9"**

**Cloth, Jan 2018, 978 1 62036 567 0, \$95.00**

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**E-Book, Jan 2018, 978 1 62036 570 0, \$23.99**

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**NEW**

## Envisioning Public Scholarship for Our Time

*Models for Higher Education Researchers*

**Edited by Adrianna Kezar, Yianna Drivalas and Joseph A. Kitchen**

**Foreword by Lorelle Espinosa**

"Every emerging and current scholar should read this book with this question in mind: How will my work embody the definition of public scholarship as connected to a diverse democracy, equity, and an avenue for social justice? The answer has the potential to reshape how we conduct research and how we prepare future scholars."—**Tia McNair**, Vice President for Diversity, Equity and Student Success, Association of American Colleges & Universities (AAC&U)

*Envisioning Public Scholarship* is an extremely helpful and timely book. As scholars consider strategies to translate research and scholarship for policymakers and local/national communities, *Envisioning* is a long overdue resource. Each contributor's perspective deepens readers' consideration of how research can be more accessible to diverse audiences within and beyond the academy."—**Lori D. Patton**, Professor, Higher Education and Student Affairs, Indiana University School of Education

"*Envisioning Public Scholarship* encourages scholars to engage the urgent problems of the communities in which they live, not simply by offering expertise, but also by cultivating authentic relationships, reciprocal learning, and improved writing and communication skills."

—**Paul E. Lingenfelter**, President Emeritus, State Higher Education Executive Officers. Author of "Proof," Policy, and Practice: Understanding the Role of Evidence in Improving Education.

"*Envisioning Public Scholarship* encourages scholars to engage the urgent problems of the communities in which they live, not simply by offering expertise, but also by cultivating authentic relationships, reciprocal learning, and improved writing and communication skills."

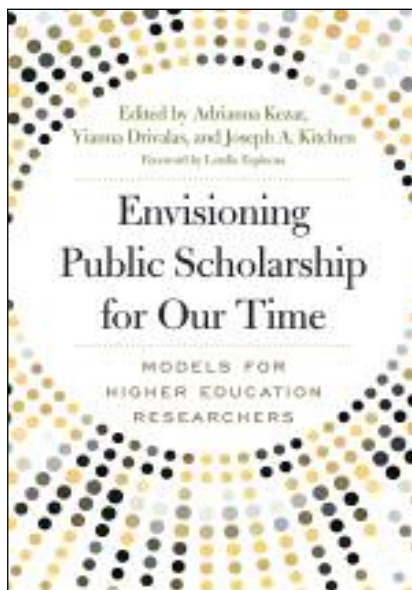
—**Paul E. Lingenfelter**, President Emeritus, State Higher Education Executive Officers.

Author of "Proof," Policy, and Practice:

Understanding the Role of Evidence in Improving Education.

This book proposes a new paradigm of public scholarship for our time, one that shifts from the notion of the public intellectual to the model of the engaged scholar.

The editors' premise is that the work of public scholarship should be driven by a commitment to supporting a diverse democracy and promoting equity and social justice. The contributors to this volume present models that eschew the top-down framing of policy to advocate for practice that drives bottom-up change by arming the widest



range of stakeholders — especially members of marginalized communities — with relevant research.

They demonstrate how public scholarship in higher education can increase its impact on practice and policy and compellingly argue that public scholarship should be recognized as normative practice for all scholars and indeed integrated into the curriculum of graduate courses.

The chapters describe multiple types of public scholarship and different strategies that move beyond informing policymakers, faculty, and administrators to engage publics such as students and parents, media, the general public, and particularly groups that may have had little or no access to research. Examples include partnering with a community agency to design a research project and disseminate results; writing for practitioner or policy venues and magazines outside the traditional academic journals; serving on boards for national groups that impact decisions related to your area of research; and the use of social media.

Whether scholar, director of graduate education, or graduate student of higher education, this book opens up a new vision of how research can inform practice that promotes the public good.

**256 pp., 6" x 9", figures**

**Cloth, Jun 2018, 978 1 62036 775 9, \$95.00**

**Paper, Jun 2018, 978 1 62036 776 6, \$32.50**

**E-Book, Jun 2018, 978 1 62036 778 0, \$25.99**

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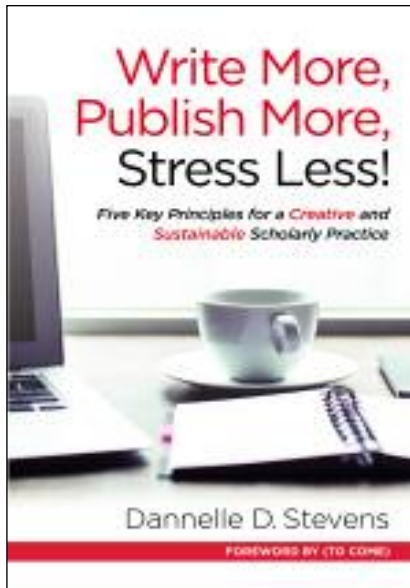
**NEW****Write More, Publish More, Stress Less!***Five Key Principles for a Creative and Sustainable Scholarly Practice***Dannelle D. Stevens**

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.

A successful and productive book and journal article author, writing coach, creator of a nationally-recognized, cross-disciplinary faculty writing program, and with a long career as a faculty member and experience as a department chair, Dr. Stevens offers a unique combination of motivation, reflective practices, analytical tools, templates, and advice to set you on the path to being a productive and creative writer.

Drawing on her experience as a writer and on her extensive research into the psychology of writing and the craft of scholarly writing, Dr. Stevens starts from the premise that most faculty have never been taught to write and that writers, both experienced and novice, frequently experience anxiety and self-doubt that erode confidence. She begins by guiding readers to understand themselves as writers and discover what has impeded or stimulated them in the past to establish positive new attitudes and sustainable habits.

Dr. Stevens provides strategies for setting doable goals, organizing a more productive writing life, and demonstrates the benefits of writing groups, including offering a variety of ways in which you can experiment with collaborative practice. In addition, she offers a series of reflections, exercises, and activities to spark your writing fluency and creativity.



Whether developing journal articles, book chapters, book proposals, book reviews, or conference proposals, this book will help you demystify the hidden structures and common patterns in academic writing and help you match your manuscript to the language, structures, and conventions of your discipline — be it in the sciences, social sciences, or humanities.

Most importantly, believing that connecting your passions with your work is essential to stimulating your ideas and enthusiasm, this essential guide offers you the knowledge and skills to write more.

**296 pp, 7" x 10", 35 tables, 50 figures**

**Cloth, Sept 2018, 978 1 62036 516 8, \$95.00**

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**NEW**

## Managing Your Professional Identity Online

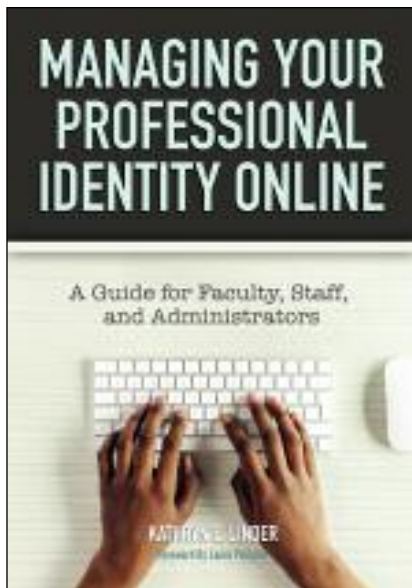
*A Guide for Faculty, Staff, and Administrators*

**Kathryn E. Linder**

In higher education, professional online identities have become increasingly important. A rightly worded tweet can cause an academic blog post to go viral. A wrongly worded tweet can get a professor fired. Regular news items in *The Chronicle of Higher Education* and *Inside Higher Ed* provide evidence that reputations are both built and crushed via online platforms. Ironically, given the importance of digital identities to job searches, the promotion and distribution of scholarly work, pedagogical innovation, and many other components of an academic life, higher education professionals receive little to no training about how to best represent themselves in a digital space.

*Managing Your Professional Identity Online: A Guide for Higher Education* fills this gap by offering higher education professionals the information and guidance they need to:

- Craft strong online biographical statements for a range of platforms;
- Prioritize where and how they want to represent themselves online in a professional capacity;
- Intentionally and purposefully create an effective brand for their professional identity online;
- Develop online profiles that are consistent, professional, accurate, organized, of good quality, and representative of their academic lives;
- Regularly update and maintain an online presence;
- Post appropriately in a range of online platforms and environments; and



- Successfully promote their professional accomplishments.

*Managing Your Professional Identity Online* is practical and action-oriented. In addition to offering a range of case studies demonstrating concrete examples of effective practices, the book is built around activities, templates, worksheets, rubrics, and bonus materials that walk readers through a step-by-step guide of how to design, build, and maintain professional online identities.

**240 pp, 6" x 9",**

**Cloth, Sept 2018, 978 1 62036 668 4, \$95.00**

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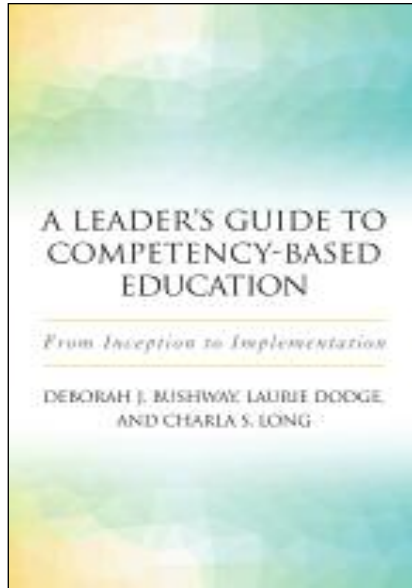
**NEW****A Leader's Guide to Competency-Based Education***From Inception to Implementation***Deborah J. Bushway, Laurie Dodge and Charla S. Long**

As interest in competency-based education (CBE) continues to grow by leaps and bounds, the need for a practical resource to guide development of high-quality CBE programs led the authors to write this book. Until now, there has been no how-to manual that captures in one place a big picture view of CBE along with the down-to-earth means for building a CBE program.

A variety of pressures are driving the growth in CBE, including the need for alternatives to the current model of higher education (with its dismal completion rates); the potential to better manage the iron triangle of costs, access, and quality; the need for graduates to be better prepared for the workforce; and the demands of adult learners for programs with the flexible time and personalized learning that CBE offers.

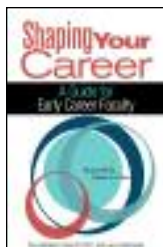
Designed to help institutional leaders become more competent in designing, building, and scaling high-quality competency-based education (CBE) programs, this book provides context, guidelines, and process. The process is based on ten design elements that emerged from research funded by the Gates Foundation, and sponsored by AAC&U, ACE, EDUCAUSE, and the Competency-Based Education Network (C-BEN), with thought partners CAEL and Quality Matters. In short, the book will serve administrators, higher education leaders, faculty, staff, and others who have an interest in CBE by:

- Giving context to enable the audience to discover the importance of each design element and to help frame the CBE program (the “why”);
- Providing models, checklists, and considerations to determine the “what” component for each design element;
- Sharing outlines and templates for the design elements to enable institutions to build quality, relevant, and rigorous CBE programs (the “how”).

**Table of Contents**

- 1) Introduction
- 2) Institutional Culture
- 3) Program Design
- 4) Assessment Essentials and Strategies
- 5) The Learning Journey
- 6) Faculty and Staff Models and Considerations
- 7) Business Models, Processes, and Systems
- 8) Approval Considerations
- 9) Conclusion and Next Steps

**144 pp, 6" x 9", 8 figures, 19 tables****Cloth, Jun 2018, 978 1 62036 592 2, \$95.00****Paper, Jun 2018, 978 1 62036 593 9, \$29.95****E-Book, Jun 2018, 978 1 62036 595 3, \$23.99****Stylus****NOTIFY ME** ➡



## Shaping Your Career

*A Guide for Early Career Faculty*

**Don Haviland, Anna M. Ortiz and Laura Henriques**  
Foreword by Ann E. Austin

"I wish I had this companion when I began academia. It would have saved me from multiple bouts of heartburn. This text goes over what they do not tell you as a graduate student or post-doc."—**Aaron Haines**, *Certified Wildlife Biologist, Assistant Professor of Conservation Biology, Millersville University*

"This book has vaulted to the top of my recommended reading list for new and prospective faculty members. This book counteracts the deluge of negative reports about how difficult life in academia has become. The message is positive, encouraging readers to exercise their agency and become the author of their careers."—**Chris Golde**, *Stanford University*

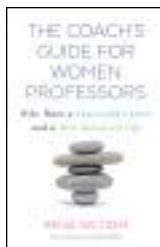
Going beyond providing you with the tools, strategies, and approaches that you need to navigate the complexity of academic life, Don Haviland, Anna Ortiz, and Laura Henriques offer an empowering framework for taking ownership of and becoming an active agent in shaping your career.

This book recognizes, as its point of departure, that faculty are rarely prepared for the range of roles they need to play or the varied institutions in which they may work, let alone understand how to navigate institutional context, manage the politics of academe, develop positive professional relationships, align individual goals with institutional expectations, or possess the time management skills to juggle the conflicting demands on their time.

This book offers an understanding of the changing nature of academic work, and pays attention to the circumstances faced by women and members of traditionally underrepresented racial and ethnic groups.

**276 pp, 6" x 9", 15 tables, 8 figures & 73 insets**  
**Cloth, 2017, 978 1 62036 443 7, \$95.00**  
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**BESTSELLER**

## The Coach's Guide for Women Professors

*Who Want a Successful Career and a Well-Balanced Life*

**Rena Seltzer**

**Foreword by Frances Rosenbluth**

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

This is a practical guide for women in academe – whether adjuncts, professors or administrators – who often encounter barriers and hostility, especially if women of color, and generally carry a heavier load of service, as well as household and care responsibilities, than their male colleagues. Rena Seltzer, a respected life coach and trainer who has worked with women professors and academic leaders for many years, offers succinct advice on how you can prioritize the multiplicity of demands on your life, negotiate better, create support networks, and move your career forward.

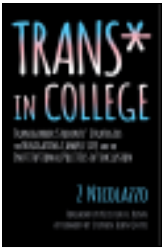
Using telling but disguised vignettes of the experiences of women she has mentored, Rena Seltzer offers insights and strategies for managing the situations that all women face – such as challenges to their authority – while also paying attention to how they often play out differently for Latinas, Black and Asian women.

She addresses concerns about time management; authority and influence; work/life balance; problems with teaching; leadership; negotiating better; finding time to write; developing networks and social support; or navigating tenure and promotion.

**248 pp, 5 1/2" x 8 1/4", 2 figures**  
**Cloth, 2015, 978 1 57922 895 8, \$95.00**  
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**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**

"This well-written, revealing ethnographic study of nine trans\* college students sheds light on an area of gender identity that has long needed attention and is especially recommended as a must-read resource for higher education administrators, faculty, and those providing support services. Summing Up: Highly recommended."—

**Choice**

"The work Z Nicolazzo undertakes in this book should be required reading for educators at every level of instruction. Gender is changing in ways we can scarcely comprehend, and millions of students already live lives that break the gender binary and contest what Nicolazzo calls 'compulsory heterogenderism.' We owe it to those students to acknowledge their reality, and reflect it in our pedagogy, curriculum, and institutional practices."—*Transgender Studies Quarterly*

"A beautifully written, rigorous, and masterful insight into the lives of nine trans\* collegians at City University [a pseudonym] and how postsecondary educators can do better to support the education, resilience practices, and life chances for trans\* collegians."—*Dafina-Lazarus Stewart, Higher Education and Student Affairs, Bowling Green State University*

**CHOICE 2017 OUTSTANDING ACADEMIC TITLE**

**WINNER of 2017 AERA DIVISION J  
OUTSTANDING PUBLICATION AWARD**

This is both a personal book that offers an account of the author's own trans\* identity and a deeply engaged study of trans\* collegians that reveals the complexities of trans\* identities, and how these students navigate the trans\* oppression present throughout society and their institutions, create community and resilience, and establish meaning and control in a world that assumes binary genders.

This book is addressed as much to trans\* students themselves as it is to faculty, student affairs professionals, and college administrators, opening up the implications for the classroom and the wider campus.

**232 pp., 6" x 9"****Cloth, 2016, 978 1 62036 455 0, \$95.00****Paper, 2016, 978 1 62036 456 7, \$24.95****E-Book, 2016, 978 1 62036 458 1, \$19.99**


## Journal Keeping

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

**Dannelle D. Stevens and  
Joanne E. Cooper**

"This is the book I wish that I'd had years ago when I first started experimenting with journals in my classes. I commend it highly, and believe it has the potential to bring journaling into more widespread and effective practice in reflective learning."—*Teaching Theology and Religion*

"A superb tool for educators who want to be reflective practitioners, and help their students become reflective learners. I hope this fine book will be widely read and used."—*Parker J. Palmer, author of The Courage to Teach*

"Stevens and Cooper offer multiple possibilities for readers to use journaling for personal growth, fostering their own and others' learning, and managing professional life."—*Marcia B. Baxter Magolda, Professor Emerita, Miami University of Ohio*

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

One of the most powerful ways to learn, reflect and make sense of our lives is through journal keeping.

This book presents the potential uses and benefits of journals for personal and professional development—particularly for those in academic life; and demonstrates journals' potential to foster college students' learning, fluency and voice, and creative thinking.

The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will fit appropriately with their teaching objectives or help manage their personal and professional lives. They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader's purposes.

**286 pp., 7" x 10", tables & figures****Cloth, 2009, 978 1 57922 215 4, \$95.00****Paper, 2009, 978 1 57922 216 1, \$27.00**

**NEW**

## Teach Yourself How to Learn

*Strategies You Can Use to Ace Any Course at Any Level*

**Saundra Yancy McGuire**

**With Stephanie McGuire**

**Foreword by Mark McDaniel**

"This book is going to help so many students!!! Dr. McGuire is a master story teller armed with the science of learning. From each chapter to the next, strategies are strategically laid out in a way to help any learner in any course. Read one chapter or the entire book, and if you follow the suggestions provided you will see a difference in not only what you learn, but more importantly, how you think about learning."—**Todd Zakrajsek**, *University of North Carolina at Chapel Hill*

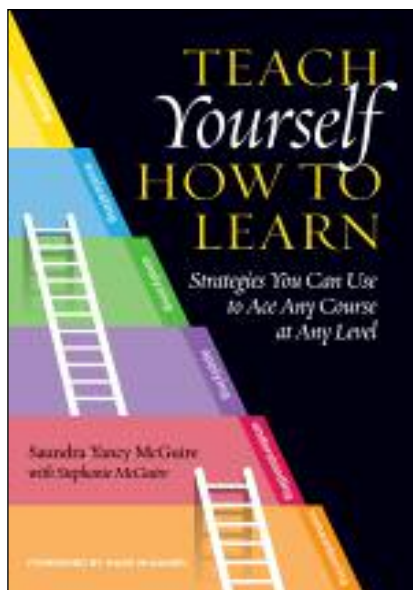
"McGuire hits it out of the park with this book written for students. She easily connects to them through her conversational style, empathy, case studies and a strong belief in their power to succeed. She shares strategies for learning through graphics and activities that ensure their active engagement. 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*

"*Teach Yourself How to Learn* can be a life changer. This book provides students with a toolkit for learning. No less important, the book is written so that students will want to read it. The information is conveyed without jargon and in a style that relates to students' experiences. I believe that students who read this book will be able to optimize their educational experiences and become enthusiastic and effective life-long learners."

—**Mark McDaniel**, *Co-author of Make It Stick: The Science of Successful Learning, Center for Integrative Research on Cognition, Learning, and Education, Washington University in St. Louis*

Following up on her acclaimed *Teach Students How to Learn*, that describes teaching strategies to facilitate dramatic improvements in student learning and success, Saundra McGuire here presents these "secrets" direct to students.



Her message is that "Any student can use simple, straightforward strategies to start making As in their courses and enjoy a lifetime of deep, effective learning."

Beginning with explaining how expectations about learning, and the study efforts required, differ between college and secondary school, the author introduces her readers, through the concept of metacognition, to the importance and powerful consequences of understanding themselves as learners. This framework and the recommended strategies that support it are useful for anyone moving on to a more advanced stage of education, so this book also has an intended audience of students preparing to go to high school, graduate school, or professional school.

With engaging exercises and thought-provoking reflections, this book is an ideal motivational and practical text for study skills and first year experience courses.

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

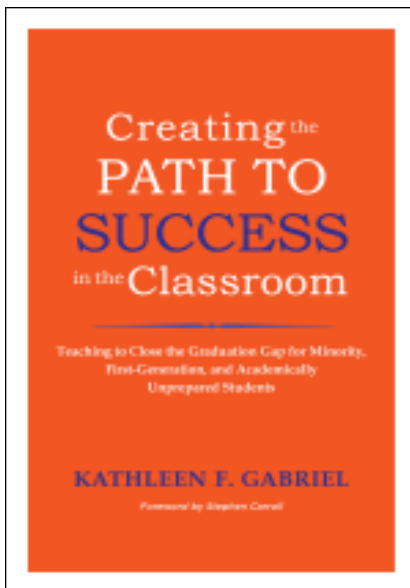
*"Creating the Path to Success in the Classroom: Teaching to Close the Graduation Gap for Minority, First-Generation, and Academically Unprepared Students is a must-read for college faculty. Gabriel wrote this book for all faculty, from 2-year community colleges to 4-year institutions of higher education. As she points out, nationwide graduation rates are dismal (particularly for many students of color, the economically disadvantaged, and the un- or under-prepared), indicating a need for systematic transformations in college classrooms. She highlights the need to provide high quality, evidence-based practices, without compromising expectations for high standards. Ready-to-use resources throughout the chapters and in the appendices are an added bonus for faculty who are ready to utilize multiple interventions on multiple fronts to minimize the graduation gap for marginalized groups within our society."*—**Denise K. Whitford**, *College of Education, Purdue University*

This is a book for all faculty who are concerned with promoting the persistence of all students whom they teach.

Most recognize that faculty play a major role in student retention and success because they typically have more direct contact with students than others on campus. However, little attention has been paid to role of the faculty in this specific mission or to the corresponding characteristics of teaching, teacher-student interactions, and connection to student affairs activities that lead to students' long-term engagement, to their academic success, and ultimately to graduation.

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

Recognizing that there are no easy answers, Kathleen Gabriel offers faculty ideas that can be



incorporated in, or modified to align with, faculty's existing teaching methods. She covers topics such as creating a positive and inclusive course climate, fostering a community of learners, increasing engagement and students' interactions, activating connections with culturally relevant material, reinforcing self-efficacy with growth mindset and mental toughness techniques, improving lectures by building in meaningful educational activities, designing reading and writing assignments for stimulating deep learning and critical thinking, and making grade and assessment choices that can promote learning.

**184 pp, 6" x 9", 9 figures**

**Cloth, May 2018, 978 1 57922 555 1, \$95.00**

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

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



**NOTIFY ME**



Also available:



### Creating Self-Regulated Learners

p.26



### Transitions

p. 43

*A path-breaking text for first-year orientation and study skills classes*



**BESTSELLER**

## The New Science of Learning

*How to Learn in Harmony with Your Brain*

**Terry Doyle and Todd Zakrajsek**

**Foreword by Jeannie H. Loeb**

"This book highlights and summarizes some of the most recent and impactful insights for learning and memory. In particular, it helps students to better understand a learner centered approach to teaching and learning, a movement which is slowly becoming the norm in higher education. It is not only packed with practical applications of current brain research but also describes why the application of these skills and strategies work in light of the brain's design. You don't want to miss being a part of this revolutionary approach to learning!"—**Jeannie Loeb**, *Senior Lecturer, Behavioral Neuroscience in Psychology, University of North Carolina, Chapel Hill*

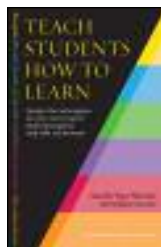
**Learning to learn is the key skill for tomorrow. This breakthrough book builds the foundation every student needs, from freshman orientation to graduate school**

Recent advances in brain science show that most students' learning strategies are highly inefficient, ineffective or just plain wrong. While all learning requires effort, better learning does not require more effort, but rather effectively aligning how the brain naturally learns with the demands of your studies. This book shows you what is involved in learning new material, how the human brain processes new information, and what it takes for that information to stick with you even after the test.

This book will put your students on the path to reaching their full learning potential.

**136 pages, 5 1/2" x 8 1/4", figures**  
**Cloth, 2013, 978 1 62036 008 8, \$95.00**  
**Paper, 2013, 978 1 62036 009 5, \$19.95**  
**E-Book, 2013, 978 1 62036 011 8, \$15.99**

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**BESTSELLER**

## Teach Students How to Learn

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

**Saundra Yancy McGuire**  
**With Stephanie McGuire**  
**Foreword by Thomas Angelo**

"This book is a wonderful resource for college faculty. It provides us with practical, yet powerful learning strategies and metacognition techniques that can be easily incorporated into our courses, and which in turn, will improve student learning. This book is a welcome addition for the post-secondary teaching and learning field and should be read and utilized by all."—**Kathleen F. Gabriel**, *Associate Professor, School of Education, California State University, Chico*

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

What is preventing your students from performing according to expectations? Saundra McGuire offers a simple but profound answer: If you teach students how to learn and give them simple, straightforward strategies to use, they can significantly increase their learning and performance.

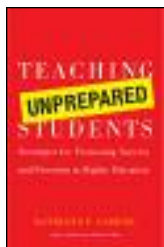
For over a decade Saundra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas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

The methods she proposes do not require restructuring courses or an inordinate amount of time to teach and indeed can often be accomplished in a single session, transforming students from memorizers and regurgitators to responsible learners.

**Co-published with NISOD**

**288 pp, 6" x 9", figures, tables & power point slides**  
**Cloth, 2015, 978 1 62036 315 7, \$95.00**  
**Paper, 2015, 978 1 62036 316 4, \$32.00**  
**E-Book, 2015, 978 1 62036 318 8, \$25.99**

**Stylus**



**BESTSELLER**

## Teaching Unprepared Students

*Strategies for Promoting Success and Retention in Higher Education*

**Kathleen F. Gabriel**

**Foreword by Sandra M. Flake**

"Though written with undergraduate institutions in mind, most of what she offers can easily be applied to other educational settings. It is a very readable and practical book."—*Teaching Theology and Religion*

"A practical and excellent resource for college and university faculty on how to enhance retention for students, particularly those who might need assistance transitioning from high school to college."—*Christine A. Stanley, Executive Associate Dean for Faculty Affairs, Texas A&M University*

"Kathleen Gabriel has created a professor-friendly discussion for all those concerned with classroom success."—*Judy Diane Grace, Center for Learning and Teaching Excellence, Arizona State University*

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.

The author shares proven practices that will not only engage all students in a class, but also create the conditions—while maintaining high standards and high expectations—to enable at-risk and under-prepared students to develop academically and graduate with good grades. The author also explains how to work effectively with academic support units on campus.

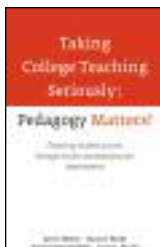
The author covers teaching philosophy and goals; issues of discipline and behavior; motivation and making expectations explicit; classroom climate and learning styles; developing time management and study skills; as well as the application of "universal design" strategies.

**160 pp., 6" x 9", figures**

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

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

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## Taking College Teaching Seriously: Pedagogy Matters!

*Fostering Student Success Through Faculty-Centered Practice Improvement*

**Gail O. Mellow, Diana D. Woolis, Marisa Klages-Bombich and Susan Restler**

**Foreword by Rosemary Arca**

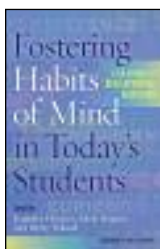
"The focus of this book is on teaching in community college settings. The authors of the book concentrate on the need to provide 'professional development of all faculty who teach the hardest to serve'. The focus on developmental course instructors offers strategies that can translate to other programs in community colleges. Their attention to faculty development builds on what the authors identify as the role of reflecting on teaching practices and on building competencies in faculty members regarding good classroom pedagogy."—*Community College Review*

**140 pp., 6" x 9", figures & tables**

**Cloth, 2015, 978 1 62036 079 8, \$95.00**

**Paper, 2015, 978 1 62036 080 4, \$29.95**

**E-Book, 2015, 978 1 62036 082 8, \$23.99**



## Fostering Habits of Mind in Today's Students

*A New Approach to Developmental Education*

**Edited by Jennifer Fletcher, Adela Najarro and Hetty Yelland**

**Foreword by Emily Lardner**

"The authors make a powerful case against a 'deficit-based' view of developmental instruction in favor of a long view that values each learner's unique gifts, intellectual capacity, and potential for growth. A collaborative effort of fifteen veteran teachers of developmental English and math, this must-read book will help any teacher create a transformative classroom that promotes engagement, curiosity, motivation, risk-taking, self-efficacy, and persistence."—*John C. Bean*

**Co-published with NISOD and NADE**

**320 pp., 6" x 9"**

**Cloth, 2015, 978 1 62036 179 5, \$95.00**

**Paper, 2015, 978 1 62036 180 1, \$28.95**

**E-Book, 2015, 978 1 62036 182 5, \$23.99**

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## Bandwidth Recovery

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

**Cia Verschelden**

**Foreword by Lynn Pasquerella**

"An insightful book that offers educators and counselors who work with socially marginalized youth to develop functional strategies for promoting a growth mindset and self-efficacy to increase learning capacity in and out of the classroom."

—**Joseph L. White**, *Professor Emeritus of Psychology and Psychiatry, School of Social Sciences, University of California, Irvine*

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

—**Sandra McGuire**, (*Ret.*) *Assistant Vice Chancellor & Professor of Chemistry; Director Emerita, Center for Academic Success, Louisiana State University*

This book argues that the cognitive resources for learning of over half our young people have been diminished by the negative effects of economic insecurity, discrimination and hostility against non-majority groups based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference.

Members of these groups systematically experience conditions in their lives that result in chronic stress and, therefore, decreased physical and mental health and social and economic opportunity. The costs of the many kinds of scarcity in their lives is seriously reduced "mental bandwidth," the cognitive and emotional resources needed to deal with making good decisions, learning, healthy relationships, and more.

This book presents variety of evidence-based interventions that have been shown to help students to regain bandwidth, intended for application inside and outside the classroom.

**Published in association with AAC&U**

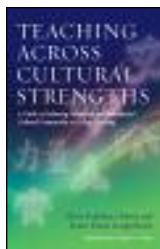
**170 pp, 6" x 9", 7 illus**

**Cloth, 2017, 978 1 62036 604 2, \$95.00**

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

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

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## Teaching Across Cultural Strengths

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

**Alicia Fedelina Chávez**

**and Susan Diana Longerbeam**

**Foreword by Joseph L. White**

"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 (AAC&U)*

"[A] book filled with rich insights, techniques, best practices, and personal stories of success about what works to engage both students and faculty in college classrooms today." —**Roberto Ibarra**, *Associate Professor, Department of Sociology and Criminology, University of New Mexico*

Promoting learning among college students is an elusive challenge, and all the more so when faculty and students come from differing cultures. This comprehensive guide addresses the continuing gaps in our knowledge about the role of culture in learning; and offers an empirically-based framework and model, together with practical strategies, to assist faculty in transforming college teaching for all their students through an understanding of and teaching to their strengths.

Recognizing that each student learns in culturally influenced ways, and that each instructor's teaching is equally influenced by her or his background and experiences, the authors offer an approach by which teachers can progressively learn about culture while they transform their teaching through reflection and the application of new practices that enrich student learning.

**Co-published with NISOD**

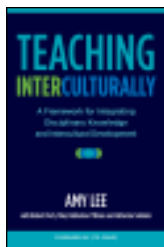
**272 pp, 6" x 9", 18 figures & 16 tables**

**Cloth, 2016, 978 1 62036 323 2, \$95.00**

**Paper, 2016, 978 1 62036 324 9, \$29.95**

**E-Book, 2016, 978 1 62036 326 3, \$23.99**

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## 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

"One of the book's bold claims is that to practice authentic, deliberate intercultural pedagogy, instructors must unlearn preconceived notions of diversity and socialized assumptions about teaching and learning. But here's the rub: discomfort, disruption, and humility are unavoidable prerequisites to the transformative faculty development often missing in our uneven, well-intended efforts to create inclusive educational environments. With research, theory, case studies, practical suggestions, and reflective exercises, the authors provide accessible tools for revising our development approaches, making them mindful and lasting in effectively preparing faculty to teach interculturally."—**John Zubizarreta**, *Carnegie Foundation/CASE U.S. Professor of the Year*, *Columbia College*

**How can I simultaneously support students' critical engagement with course content and develop their intercultural awareness?**

Most faculty have multiple diversities present in any given classroom or academic program—whether from an influx of international students or an increase of students from low-income, first generation, and/or racial/ethnic minority populations—and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed, given disparate backgrounds and varying degrees of prior knowledge.

This book provides faculty and instructors with a theoretical foundation, practical tools, and an iterative and reflective process for designing and implementing an intercultural pedagogy. The authors bring to bear the expertise of their various disciplinary backgrounds to offer a responsive, integrative framework to develop and continually refine a pedagogy that both promotes deep disciplinary learning and supports intercultural outcomes for all students.

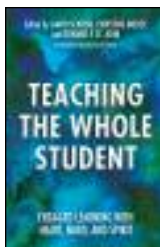
150 pp, 6" x 9", 9 illus

Cloth, 2017, 978 1 62036 379 9, \$95.00

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

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

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## Teaching the Whole Student

*Engaged Learning With Heart, Mind, and Spirit*

Edited by David Schoem,  
Christine Modey and  
Edward P. St. John

Foreword by Beverly  
Daniel Tatum

"This book reaches through the hype to explore, in rich, evidence-supported detail, how engaged pedagogies kindle students' own sense of purpose and build commitment to help create a more just, inclusive, and sustainable future."—**Carol Geary Schneider**, *Fellow, Lumina Foundation and President Emerita, Association of American Colleges and Universities (AAC&U)*

"Comprised of one-part call to action and two parts inspiration, *Teaching the Whole Student* offers encouragement and practical instructional strategies to college educators who care deeply about teaching and helping students discover meaning and purpose."—**Jillian Kinzie**, *Associate Director, Center for Postsecondary Research, Indiana University*

"In an era where administrative strategies to increase student retention tend to miss the mark, this elegant anthology of thoughtful essays by experienced college and university faculty helps bring attention back to the essentials of genuine, effective teaching and learning."—**John R. Thelin**, *Professor, University of Kentucky*

*Teaching the Whole Student* is a compendium of engaged teaching approaches by faculty across disciplines. These inspiring authors offer models for instructors who care deeply about their students, respect and recognize students' social identities and lived experiences, and are interested in creating community and environments of openness and trust to foster deep-learning, academic success, and meaning-making.

These approaches contribute to student learning and the core academic purposes of higher education, help students find meaning and purpose in their lives, and help strengthen our diverse democracy through students' active participation and leadership in civic life. They also have a demonstrated impact on critical and analytical thinking, student retention and academic success, personal well-being, commitments to civic engagement, diversity, and social justice.

Published in association with AAC&U

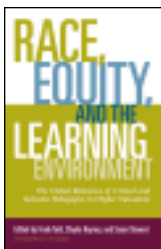
292 pp, 6" x 9", 19 illus

Cloth, 2017, 978 1 62036 303 4, \$95.00

Paper, 2017, 978 1 62036 304 1, \$35.00

E-Book, 2017, 978 1 62036 306 5, \$27.99

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## Race, Equity, and the Learning Environment

*The Global Relevance of Critical and Inclusive Pedagogies in Higher Education*

**Edited by Frank Tuitt, Chayla Haynes and Saran Stewart**

### Foreword by Lori D. Patton

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

Focusing on the higher education learning environment, this volume illuminates the global relevance of critical and inclusive pedagogies (CIP), and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among all students, but especially racially minoritized students.

The examples in this book illustrate the importance of recognizing the detrimental impact of dominant ideologies, of evaluating who is being included in and excluded from the learning process, and paying attention to when teaching fails to consider students' varying social, psychological, physical and/or emotional needs.

This edited volume brings CIP into the realm of comparative education by gathering scholars from across academic disciplines and countries to explore how these pedagogies not only promote deep learning among students, but also better equip instructors to attend to the needs of diverse students by prioritizing their intellectual and social development; creating identity affirming learning environments that foster high expectations; recognizing the value of the cultural and national differences that learners bring to the educational experience; and engaging the "whole" student in the teaching and learning process.

264 pp, 6" x 9"

Cloth, 2016, 978 1 62036 339 3, \$95.00

Paper, 2016, 978 1 62036 340 9, \$32.50

E-Book, 2016, 978 1 62036 342 3, \$25.99



## Sentipensante (Sensing/Thinking) Pedagogy

*Educating for Wholeness, Social Justice and Liberation*

**Laura I. Rendón**

**Foreword by Mark Nepo**

"In this visionary study...

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 (AAC&U)**

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

E-Book, 2012, 978 1 57922 853 8, \$18.99



## Intersectionality in Action

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

**Edited by Brooke Barnett and Peter Felten**

### Foreword by Eboo Patel

"A timely resource for campus leaders that recognizes the multidimensionality of students' identities and the imperative for institutions to pursue an intersectional approach to diversity on campus."—**anthony lising antonio**, *Associate Professor of Education, Stanford University*

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

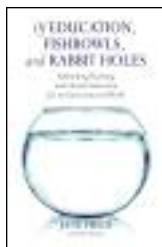
This book offers models for institutions to move intentionally toward intersections to open doors to new possibilities that better prepare our students for life in a diverse world.

176 pp, 6" x 9"

Cloth, 2016, 978 1 62036 319 5, \$95.00

Paper, 2016, 978 1 62036 320 1, \$29.95

E-Book, 2016, 978 1 62036 322 5, \$23.99



## Of Education, Fishbowls, and Rabbit Holes

*Rethinking Teaching and Liberal Education for an Interconnected World*

**Jane Fried**

**With Peter Troiano**

### Foreword by Dawn R. Person

"Rich in prompts for reflection, the book introduces a philosophically attuned approach to general and liberal education. It breaks down classic binaries—those between objectivity and subjectivity, between content coverage and student self-authorship, making a holistic approach to 21st century college learning in global context."

—**Susan Albertine**, *VP, Office of Diversity, Equity, and Student Success, AAC&U*

This book questions some of our most ingrained assumptions, not only about the nature of teaching and learning, but about what constitutes education, and about the cultural determinants of what is taught. An eye-opening vision of how to change our approach to teaching in a changing world.

**140 pp, 5 1/2" x 8 1/4", figures & boxes**  
**Cloth, 2016, 978 1 62036 419 2, \$95.00**  
**Paper, 2016, 978 1 62036 420 8, \$22.50**  
**E-Book, 2016, 978 1 62036 422 2, \$17.99**



## Getting Culture

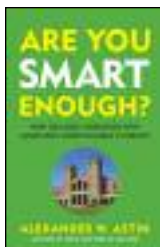
*Incorporating Diversity Across the Curriculum*

**Edited by Regan A. R. Gurung and Loreto R. Prieto**

"This volume's editors have compiled a set of wide-ranging tools for teaching

about diversity among diverse student populations. Articles cover an array of topics, including general approaches to diversity education, specific exercises within and across disciplines, and strategies for coping with the stresses of teaching controversial topics. The collection offers guidance that is particularly valuable for those just beginning to incorporate diversity in the classroom and is pertinent to veteran teachers as well."—**Diversity & Democracy (AAC&U)**

**400 pp, 6" x 9"**  
**Paper, 2009, 978 1 57922 280 2, \$29.95**



## Are You Smart Enough?

*How Colleges' Obsession with Smartness Shortchanges Students*

**Alexander W. Astin**

"Professor Astin discusses a fundamental defect in the way professors and college

officials regard their students, their own approach to teaching, and the quality of their institution. Every faculty member, dean, and college president can benefit from reflecting on the message of this book and pondering its implications for the way they go about their work."

—**Derek Bok**, *former President of Harvard University*

"For five decades, Alexander Astin has been one of the most powerful voices in higher education. In this volume, he challenges colleges and universities to shift their focus from selecting excellent students to developing excellence in all students. This is a book about the fundamental purposes of college that should be read by those who work in, attend, or care about higher education."—**Arthur Levine**, *President, Woodrow Wilson National Fellowship Foundation, and President Emeritus, Teachers College, Columbia University*

"While it seems a simple point that American colleges and faculty value being and acquiring smart over developing smartness, this observation proves a riveting and profound starting place for insights about rankings, test scores, admissions, grades, academic standards, remedial education, faculty culture, and reform. Astin imagines what a university focused on enhancing learning, adding value and affective learning might be like. This is a powerful and important book."—**José Antonio Bowen**, *President of Goucher College and author of Teaching Naked*

This book explores the many ways in which the obsession with "being smart" distorts the life of a typical college or university, and how this obsession leads to a higher education that shortchanges the majority of students, and by extension, our society's need for an educated population.

**128 pp, 5 1/2" x 8 1/4"**  
**Cloth, 2016, 978 1 62036 447 5, \$95.00**  
**Paper, 2016, 978 1 62036 448 2, \$22.50**  
**E-Book, 2016, 978 1 62036 450 5, \$17.99**

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**NEW**

## Creating Engaging Discussions

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

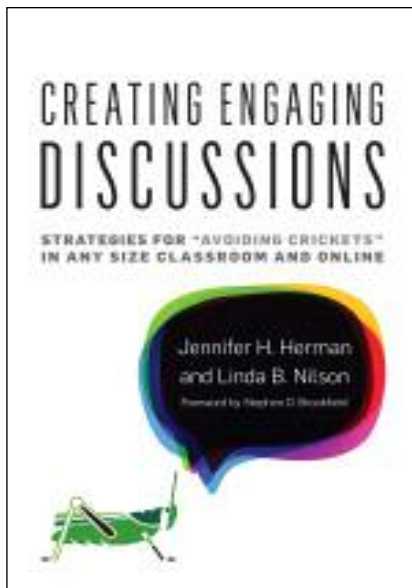
**Edited by Jennifer H. Herman and Linda Nilson**

**Foreword by Stephen D. Brookfield**

"This insightful, practical book not only summarizes best practices, explains common problems, and suggests possible solutions, it also helps us to diagnose and frame problems with discussions in the larger context of overall course design, challenging us to think carefully about and make explicit the exact purposes for discussions, *vis-a-vis* well-conceived course learning goals and assessments."—**Alan Bender**, *Associate Professor, Biology, Indiana University, Bloomington*

"This book injects new life into discussion as an active-learning tool by demonstrating that to be effective, discussions must be tethered to course learning outcomes and rigorously assessed. The book provides 12 principles and a framework that faculty and TAs can use to design discussion activities that result in meaningful learning. An essential resource for instructors who use discussion in teaching."—**Linda M. von Hoene**, *Assistant Dean for Graduate Student Professional Development, Director, GSI Teaching & Resource Center, University of California, Berkeley*

"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. Educational developers will appreciate its scholarly background and suggestions for using the book within reading groups and workshops."—**Greg Siering**, *Director, Center for Innovative Teaching and Learning, Indiana University Bloomington*



If you have ever been apprehensive about initiating classroom discussion, fearing silences, the domination of a couple of speakers, superficial contributions, or off-topic remarks, this book provides strategies for creating a positive learning experience.

Jennifer H. Herman and Linda B. Nilson demonstrate how to create the conditions to facilitate deep and meaningful learning as well as to assess the effectiveness of discussions. They identify, analyze, and solve common problems in both classroom and online discussions and in both small and large classes. They take a direct, practice-oriented approach that, in acknowledging common challenges, provides principles, guidance on design, examples of activities and techniques, and eight detailed case studies. These cases demonstrate successful approaches that faculty across disciplines and from a variety of institutions have adopted in their face-to-face, blended, or online courses at the undergraduate or graduate level.

You'll never again have to suffer such a profound silence that, as described by a contributor to the book, she could hear the crickets chirping outside.

**208 pp, 6" x 9"**  
**Cloth, Apr 2018, 978 1 62036 559 5, \$95.00**  
**Paper, Apr 2018, 978 1 62036 560 1, \$27.50**  
**E-Book, Apr 2018, 978 1 62036 562 5, \$21.99**



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**NEW****Creating Wicked Students***Designing Courses for a Complex World***Paul Hanstedt**

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. As the author puts it, “this book begins with the assumption that what we all want for our students is that they be capable of changing the world....When a student leaves college, we want them to enter the world not as drones participating mindlessly in activities to which they’ve been appointed, but as thinking, deliberative beings who add something to society.”

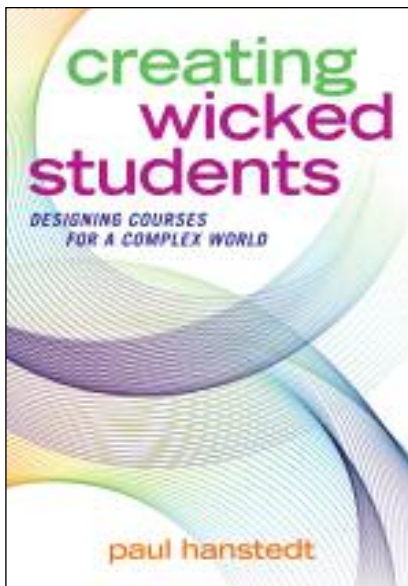
There’s a lot of talk in education these days about “wicked problems”—problems that defy traditional expectations or knowledge, problems that evolve over time: Zika, ISIS, political discourse in the era of social media. To prepare students for such wicked problems, they need to have wicked competencies, the ability to respond easily and on the fly to complex challenges. Unfortunately, a traditional education that focuses on content and skills often fails to achieve this sense of wickedness. Students memorize for the test, prepare for the paper, practice the various algorithms over and over again—but when the parameters or dynamics of the test or the paper or the equation change, students are often at a loss for how to adjust.

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. Achieving this goal requires a top-to-bottom reconsideration of courses, including student learning goals, text selection and course structure, day-to-day pedagogies, and assignment and project design.

*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.

**Contents**

- 1) Rethinking the Whole Student in Wicked Ways
- 2) Setting Goals for Our Courses
- 3) Structuring Wicked Courses
- Intermission 1

**Putting It All Together, Part 1**

- 4) Creating Wicked Assignments
- 5) Creating Authoritative Exams
- 6) Everyday Exercises
- Intermission 2

**Putting It All Together, Part 2**

- 7) Assessing Wickedness

Appendix A: Poster Project for English 322:  
Composition Theory and Practice

Appendix B: Travel Film Assignment for First-year  
Seminar on Travel Literature

Appendix C: Research Poster Assignment for  
Occupational Therapy

Appendix D

Appendix E: Mini-Group Essay Assignment

Appendix F: Group Log for Mini-Group Essays

References

**200 pp, 5 5/8" x 9", 15 figures & 1 table**

**Cloth, May 2018, 978 1 62036 696 7, \$95.00**

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Also see:

**Foundations for Critical Thinking**

p. 44

## EXCELLENT TEACHER SERIES

*This series offers fresh approaches to teaching and learning by reviewing traditional methods in light of evidence-based strategies to promote practices that best facilitate student learning. Each volume of the series is written to provide early career faculty with specific strategies that can be quickly implemented, mid-career faculty with the opportunity to adapt and expand to augment thinking on foundational aspects of teaching and student learning.*

**Series Editor: Todd Zakrajsek**

**NEW**

### Dynamic Lecturing

*Research-Based Strategies to Enhance Lecture Effectiveness*

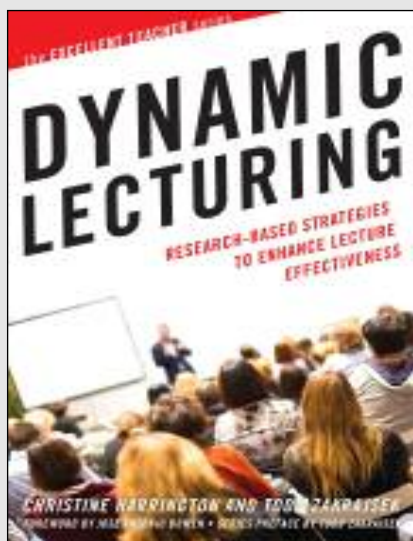
**Christine Harrington and Todd Zakrajsek**

**Foreword by José Antonio Bowen**

"This book is masterful in its ability to use modern research and thinking as a lens to inform an age-old method. As an advocate for inclusive teaching, it is wonderful to have a tool that honors this invaluable approach to instruction for both teachers and those they teach! I hope this book can help people who often use lecture as a last resort (like me), better embrace lecture for the powerful tool that it is."—**Carl S. Moore**, Assistant Chief Academic Officer, University of the District of Columbia

"This book provides so many practical ways to apply neuroscience and cognitive psychology research in the classroom for more intentional teaching and better student outcomes. From developing lecture examples to carefully choosing your questions, this book reveals the specific adjustments in planning that will help to create the best learning environment for your students! I have already begun to incorporate many of these ideas into my classroom planning and my students are much more involved with the content! Fantastic book!"—**Kathy Nabours**, Associate Professor of Mathematics, Riverside City College

"Finally, a book that lifts lecturing out of the land of ill-repute and positions it squarely in the midst of active learning strategies. Harrington and Zakrajsek present a plethora of simple strategies, based on numerous research studies, that will actively engage students in learning."—**Saundra McGuire**, Director Emerita, Center for Academic Success, Louisiana State University



Is the lecture an outmoded teaching method that inhibits active learning or is it a potentially powerful tool that is an essential part of every teacher's repertoire?

Christine Harrington and Todd Zakrajsek demonstrate that, rather than lecture and active learning being mutually exclusive or either-or propositions, the effectiveness of the former can be greatly enhanced when combined with active learning techniques through what they define as dynamic lecturing.

#### **The Excellent Teacher Series**

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# EXCELLENT TEACHER SERIES

## FORTHCOMING

### Understand How We Learn

*Applying Key Educational Psychology Concepts in the Classroom*

**Todd Zakrajsek and Donna Bailey**

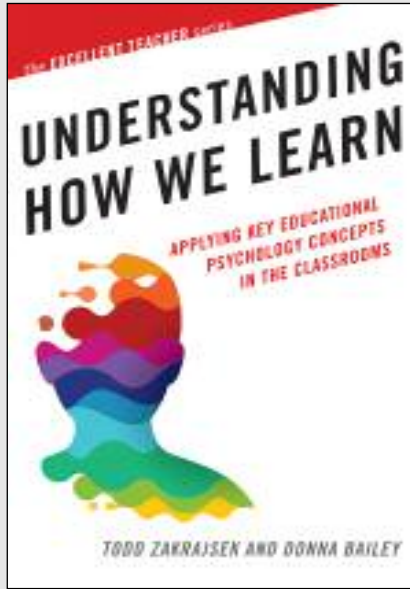
This succinct, jargon-free, and user-friendly volume offers faculty an introduction to 35 concepts from educational psychology that illuminate what's going through the minds of learners as they grapple with new information.

The concepts are conveniently grouped under major topics, each introduced by a summary of the field, its origins, the latest relevant research, and the implications for teaching: Cognition and Thinking, Memory, Learning, Perceiving and Living in the World, Working in Groups, Motivation, and Perceptions of Self.

Within each section Todd Zakrajsek and Donna Bailey provide summaries of each key concept, explaining the terminology, its background, relevance to student learning, and offering ideas and tips for immediate application in teaching.

As an example, the entry on Cognitive Load – the amount of information that the brain can process at any given time, and beyond which further input becomes hard to process, and usually induces errors – explains its constituent elements, intrinsic, extraneous, and germane, and how they are triggered. The authors conclude with specific tips to reduce cognitive load, and strategies to help students encountering difficulties with complex new material understand and accept the need to budget energy and time for certain tasks.

This is an illuminating book for teachers seeking to understand student learning, offering a foundational understanding of educational terms often tossed about in discussions of student learn-



ing, and a range of solutions to challenges they commonly encounter in the classroom.

#### Contents

- 1) Introduction
- 2) Cognition and Thinking
- 3) Memory
- 4) Learning
- 5) Perceiving and Living in the World
- 6) Working in Groups
- 7) Motivation
- 8) Perceptions of Self
- 9) Conclusion

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# EXCELLENT TEACHER SERIES

## FORTHCOMING

### Designing a Motivational Syllabus

*Creating a Learning Path for Student Engagement*

**Christine Harrington and Melissa Thomas**

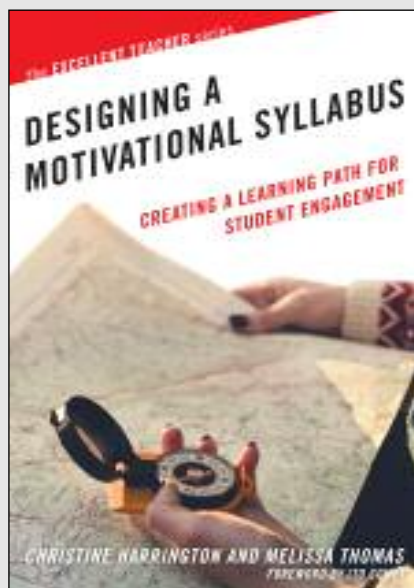
A thoughtfully constructed syllabus can be transformative for your students' learning, communicating the path they can take to succeed.

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

Developing or revising a syllabus also presents you with a perfect opportunity to review the learning possibilities for the semester. Well-designed, it can help you stay focused on achieving the learning outcomes, as well as determine if the class is on track and whether adjustments to the schedule are needed.

The authors show how, by adopting a welcoming tone and clearly stating learning outcomes, your syllabus can engage students by explaining the relevance of your course to their studies, create an all-important positive first impression of you as an instructor, and guide students through the resources you will be using, the assignments ahead, as well as clear guidance on how they will be assessed. Referred to frequently as the course progresses, an effective syllabus will keep students engaged and on task.

Christine Harrington and Melissa Thomas lead you through all the elements of a syllabus to help you identify how to present key messages and information about your course, think through the impressions you want to create, and, equally importantly, suggest how you can use layout and elements such as images and charts to make your syllabus visually appealing and easy to navigate.



#### Table of Contents

Foreword  
Introduction

#### Part 1: Exploring the Lecture

- 1) Why Lecture
- 2) Types of Lectures

#### Part 2: Lecture Enhancement Strategies

- 3) Activate Prior Knowledge
- 4) Capture Attention and Emphasize Important Points
- 5) Effective Use of Multi-Media
- 6) Make it Meaningful via Examples
- 7) Reflection Opportunities
- 8) Retrieval Practice
- 9) Questions for Critical Thinking

#### Part 3: Planning and Evaluating Lectures

- 10) Planning Effective Lectures
- 11) Evaluating Lecture

References

About the Authors

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

## Course-based Undergraduate Research

*Educational Equity and High-Impact Practice*

**Edited by Nancy Hensel**

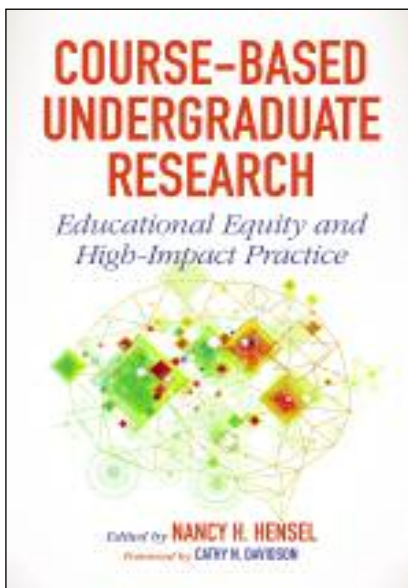
Undergraduate research has long been recognized as a high-impact practice (HIP), but has unfortunately been offered only to juniors and seniors, and very few of them (often in a summer programs). This book shows how to engage students in authentic research experiences, built into the design of courses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

Research that is embedded in a course, especially general education courses, addresses the issue of how to expand undergraduate research to all students. Research has shown that students who have early experiences in undergraduate research are more likely to pursue further research prior to and after graduation. This is also an issue of social justice because it makes the benefits of undergraduate research available to students who must work during the academic year and in the summer. It is widely accepted that the skills developed through undergraduate research help prepare students for their future careers.

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.

Designed for faculty at four-year and two-year colleges – and including examples from the sciences, the social sciences, and the humanities – the strategies and methods described can be adapted to disciplines not specifically mentioned in the book.



Many faculty are hesitant to engage first and second year students in undergraduate research because they worry students don't know enough to conduct authentic research in their discipline, because they worry about the time it will take to develop activities for these students, and because they wonder how they can mentor a whole class of students doing research. The authors have successfully dealt with these issues, and provide examples of how it's done.

**Co-publication with the Council for Undergraduate Research (CUR)**

**264 pp, 6" x 9"**

**Cloth, June 2018, 978 1 62036 779 7, \$95.00**

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**FORTHCOMING**

## Teaching as the Art of Staging

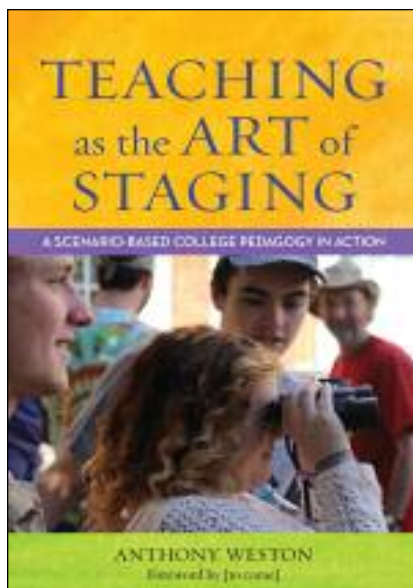
*A Scenario-based College Pedagogy in Action*

**Anthony Weston**

College teachers all too often still play Sage on the Stage – lecturing to rooms full of passive and supposedly absorbed students. The cutting-edge opposite is still supposed to be the Guide on the Side – facilitating wherever students themselves are already going, mentoring and coaching them along the way. But who says that these are the only – or the best – alternatives? This book advances another and sharply different model: the Impresario with a Scenario, a teacher who serves as class mobilizer, improviser, and energizer, staging dramatic, often unexpected and self-unfolding learning challenges and adventures with students.

In this book, the author argues that to pose a single alternative to lecturing is profoundly limiting. In fact, he says there is no reason to have to choose between “student-centered” and “teacher-centered” pedagogies. The best ways to teach and learn are both. The same applies to the false choice between “active” students and “active” teachers – there can be more than enough activity for everyone. In particular, the author argues that we need a model in which the teacher is notably *pro-active* – a kind of activity for which certain theatrical metaphors seem especially appropriate.

Picture a college teacher who regularly sets up classroom scenarios – challenging problems, unscripted dramas, role-plays, simulations, and the like – such that the scenario itself frames and drives most of the action and learning that follows. For teaching as staging, the primary work of the teacher is staging such scenarios. The basic goal is to put students into an urgently engaging



and self-unfolding scenario, trusting them to carry it forward, while being prepared to join in as needed.

This book offers a conceptual and practical framework for Teaching as Staging, grounding the approach with illustrative and sometimes provocative narrative from the literature as well as the author's own practice.

*Teaching as the Art of Staging* offers a visionary challenge to the prevailing models of pedagogy. The book presents a thoroughly practical model that opens up new possibilities for anyone interested in dramatic new directions in teaching and learning.

**240 pp, 6" x 9",**  
**Cloth, Oct 2018, 978 1 62036 520 5, \$95.00**  
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## NEW

## POGIL

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

**Edited by Shawn R. Simonson**

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.

Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry, POGIL 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. As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels. This is an introduction to the process and community.

Every POGIL classroom is different and is a reflection of the uniqueness of the particular context – the institution, department, physical space, student body, and instructor – but follows a common structure in which students work cooperatively in self-managed small groups of three or four. The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts *for themselves*, based entirely on data provided in class, not on prior reading of the textbook or other introduction to the topic. The learning environment is structured to sup-



port the development of process skills — such as teamwork, effective communication, information processing, problem solving, and critical thinking. The instructor's role is to facilitate the development of student concepts and process skills, not to simply deliver content to the students.

The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy. The second part of the book focusses on implementing POGIL, covering the formation and effective management of student teams, offering guidance on the selection and writing of POGIL activities, as well as on facilitation, teaching large classes, and assessment. The book concludes with examples of implementation in STEM and non-STEM disciplines as well as guidance on how to get started. Appendices provide additional resources and information about The POGIL Project.

**376pp, 6" x 9"**

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**NEW**

## Overcoming Student Learning Bottlenecks

*Decode the Critical Thinking of Your Discipline*

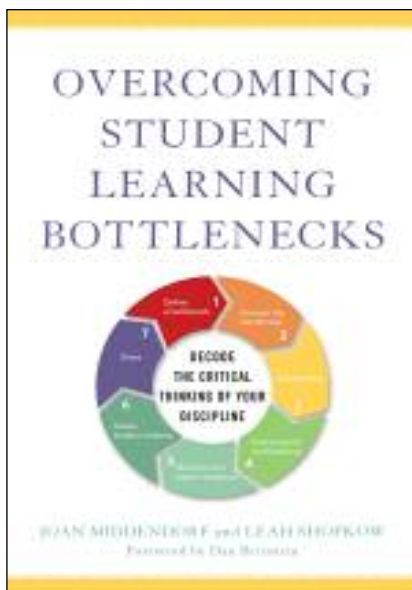
**Joan Middendorf and Leah Shopkow**

**Foreword by Dan Bernstein**

“Over a decade of investigation by the authors and their colleagues has been synthesized to produce this step-by-step guide to decoding the disciplines, a technique that has a relentless focus on improved student learning. We, as teachers, are given detailed signposts and ‘how-to’ pathways so that we can help students to navigate bottlenecks to learning. In doing so we unlock our own learning and deepen our own understanding of our disciplines. This book is a valuable resource for those trying ‘decoding’ for the first time, as well as for those who have begun and want to develop their practice further. The authors rightly situate decoding in the context of other pedagogical ideas and concepts, noting the differences and commonalities, and allowing the reader to develop a broad understanding of how students learn. The examples and templates are particularly useful.”—**Bettie Higgs**, *Senior Fellow, Teaching and Learning, University College Cork, Ireland*

“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.

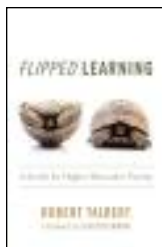


Through “decoding”, implicit expert knowledge can be turned into explicit mental tasks, and made available to students. This book presents a seven-step process for uncovering bottlenecks and determining the most effective way to enable students to surmount them.

The authors explain how to apply the seven steps of Decoding the Disciplines – how to identify bottlenecks, unpack the critical thinking of experts, teach students how to do this kind of thinking, and how to evaluate the degree to which students have learned to do it. They provide in-depth descriptions of each step and, at the end of each chapter, at least one exercise the reader can do on his or her own. Because the decoding process works well with groups, they also provide exercises for leading groups through the process.

**304 pp, 6" x 9", 70 figures & 34 exercises**  
**Cloth, Dec 2017, 978 1 62036 664 6, \$95.00**  
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## Flipped Learning

*A Guide for Higher Education Faculty*

**Robert Talbert**

**Foreword by Jon Bergmann**

"Robert Talbert provides the ultimate guide to flipping the classroom — mov-

ing the information transfer out of the classroom and the thinking back in! Whether you are just considering revising your approach to teaching or already a seasoned 'flipper', this book is a must-have reference."—**Eric Mazur, Harvard University**

"Think you know what flipped learning is? Think again. I had to. It's not about technology, recording your lectures, or physical classrooms. This is why you have to read Robert Talbert's *Flipped Learning*. It's the definitive book on the pedagogy, with a new and refreshing perspective. Talbert relates flipped learning to theories of motivation, cognitive load, and self-regulated learning and gives step-by-step directions for flipping your course, along with plenty of examples, answers to typical questions, and variations for hybrid and online courses."—**Linda B. Nilson, Director Emeritus, Office of Teaching Effectiveness and Innovation, Clemson University**

Flipped learning is an approach to the design and instruction of classes through which, *with appropriate guidance*, students gain their first exposure to new concepts and material prior to class, thus freeing up time *during* class for the activities where students typically need the most help, such as applications of the basic material and engaging in deeper discussions and creative work with it.

Robert Talbert, who has close to a decade's experience using flipped learning for majors in his discipline, in general education courses, in large and small sections, as well as online courses — and is a frequent workshop presenter and speaker on the topic — offers faculty a practical, step-by-step, "how-to" to this powerful teaching method.

**264 pp, 6" x 9", 8 figures**

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## The Neuroscience of Learning and Development

*Enhancing Creativity, Compassion, Critical Thinking, and Peace in Higher Education*

**Edited by Marilee J. Bresciani Ludvik**

**Foreword by Ralph Wolff and Gavin W. Henning**

"It has been almost twenty years since *How People Learn* summarized initial insights from the new discipline of cognitive science, but these insights have up to now not been turned into practical advice about how to improve teaching and learning in college. Bresciani Ludvik and her colleagues admirably remedy this situation with this far-reaching volume. Going beyond acquisition of classic content and skills proficiencies, the kinds of learning this book addresses embrace equally the development of creativity, empathy, and mindfulness, and include the importance of wellness and relaxation in sustaining mental performance. Everyone who touches students in today's institutions—from teaching faculty to student affairs professionals—will find something to learn here."—**Peter T. Ewell, Vice President, National Center for Higher Education Management Systems (NCHEMS)**

This book harnesses what we have learned from innovations in teaching, from neuroscience, experiential learning, and studies on mindfulness and personal development to transform how we deliver and create new knowledge, and indeed transform our students, developing their capacities for adaptive boundary spanning.

Starting from the premise that our current linear, course-based, educational practices are frequently at odds with how our neurological system facilitates learning and personal development, the authors set out an alternative model that emphasizes a holistic approach to education that integrates mindful inquiry practice with self-authorship and the regulation of emotion as the cornerstones of learning, while demonstrating how these align with the latest discoveries in neuroscience.

**Co-published with ACPA – College Student Educators International**

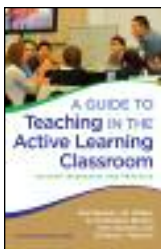
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## A Guide to Teaching in the Active Learning Classroom

*History, Research, and Practice*

**Paul Baepler, J. D. Walker, D. Christopher Brooks, Kem Saichaie**

**and Christina I. Petersen**

**Foreword by Bradley A. Cohen**

"If you are realizing the need for a new kind of learning space on your campus, or if you have new learning spaces but are unsure how to use them well or want to know how well you are using them, you could ask for no better guide than this one."—**Bradley A. Cohen**, *University of Ohio*

While Active Learning Classrooms, or ALCs, offer rich new environments for learning, they present many new challenges to faculty because, among other things, they eliminate the room's central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed.

The importance of learning how to use these classrooms well and to capitalize on their special features is paramount. The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls.

This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively. Among the questions this book addresses are:

- What types of learning activities work well in the ALCs and take advantage of the affordances of the room?
- How can teachers address familiar classroom-management challenges in these unfamiliar spaces?
- If assessment and rapid feedback are critical in active learning, how do they work in a room filled with circular tables and no central focus point?
- How do instructors balance group learning with the needs of the larger class?

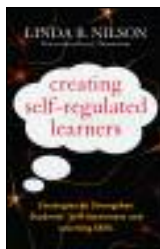
**280 pp, 6" x 9", 14 photos, 6 figures & 9 tables**

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**BESTSELLER**

## Creating Self-Regulated Learners

*Strategies to Strengthen Students' Self-Awareness and Learning Skills*

**Linda Nilson**

**Foreword by Barry J. Zimmerman**

"Nilson's contributions to higher education are substantial, and this book is another gift to all of us who care about good teaching and helping students become autonomous, deep learners."

—**John Zubizarreta**, *Professor of English, and Director of Honors & Faculty Development, Columbia College*

"[A] veritable gold mine of effective learning strategies that are easy for faculty to teach and for students to learn. Most students can turn poor course performance into success if they are taught even a few of the strategies presented. However, relatively few students will implement new strategies if they are not required to do so by instructors. Nilson shows how to seamlessly introduce learning strategies into classes, thereby maximizing the possibility that students will become self-regulated learners who take responsibility for their own learning."—**Saundra McGuire**, *Assistant Vice Chancellor (Ret.) & Professor of Chemistry, Louisiana State University*

The point of departure for this book is the literature on self-regulated learning that tells us that deep, lasting, independent learning requires learners to bring into play a range of cognitive skills, affective attitudes, and even physical activities – about which most students are wholly unaware; and that self-regulation, which has little to do with measured intelligence, can be developed by just about anyone and is a fundamental prerequisite of academic success.

Linda Nilson provides the theoretical background to student self-regulation, the evidence that it enhances achievement, and the strategies to help students develop it. Recognizing that most faculty are unfamiliar with these strategies, she also recommends how to prepare for introducing them into the classroom and adding more as instructors become more confident using them.

**180 pp, 6" x 9", tables**

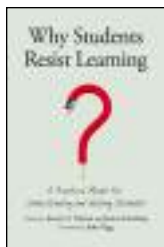
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## Why Students Resist Learning

*A Practical Model for Understanding and Helping Students*

**Edited by Anton O. Tolman and Janine Kremling**

**Foreword by John Tagg**

"Truly a book for our time. Meticulously describing a theoretical framework of resistance, crafting an operational definition, and offering polyvocal narrative examples of resistance in action, this volume offers a model of resistance that is highly useful to researchers and university/college teachers alike.

Overall [this book] introduces a much-needed systems perspective for understanding student resistance in higher education. The editors and their authors understand and make visible the relational, contextual, and systemic contributors to resistance and offer invaluable tools to help educators examine and address resistance in their own settings."—*Teachers College Record*

The purpose of this book is to help faculty develop a coherent and integrated understanding of the various causes of student resistance to learning, providing them with a rationale for responding constructively, and enabling them to create conditions conducive to implementing effective learning strategies.

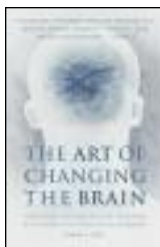
In this book readers will discover an innovative integrated model that accounts for student behaviors and creates a foundation for intentional and informed discussion, evaluation, and the development of effective counter strategies. The model takes into account institutional context, environmental forces, students' prior negative classroom experiences, their cognitive development, readiness to change, and metacognition. The various chapters take the reader through the model's elements, exploring their practical implications for teaching, whether relating to course design, assessments, assignments, or interactions with students.

**296 pp, 6" x 9"**

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**E-Book, 2016, 978 1 62036 346 1, \$25.99**



**BESTSELLER**

## The Art of Changing the Brain

*Enriching the Practice of Teaching by Exploring the Biology of Learning*

**James E. Zull**

"Engaging and logically organized....Readers will feel encouraged and eager to integrate the concepts into their own philosophy of teaching and learning."—*Effective Teaching*

"The book is not merely an explication but a thoughtfully crafted, neuroscientifically informed teaching device that obeys the advice offered."

—*American Journal of Psychology*

"James Zull's crystal-clear mapping of how learning occurs, how learning changes the brain, and how many parts of the brain are activated as one learns should be interesting for all who teach. Zull relays a teaching approach and the neuroscience behind that approach that can dramatically affect learning."—*Nursing Education Perspectives*

*Perspectives*

"This is the best book I have read about the brain and learning. Zull perspective forms the foundation for a teaching approach that can dramatically improve human learning."—*David A. Kolb, Dept. of Organizational Behavior, Case Western Reserve University*

James Zull invites teachers in higher education or any other setting to accompany him in his exploration of what scientists can tell us about the brain and to discover how this knowledge can influence the practice of teaching. He describes the brain in clear non-technical language and an engaging conversational tone, highlighting its functions and parts and how they interact, and always relating them to the real world of the classroom and his own evolution as a teacher.

**263 pp, 6" x 9"**

**Paper, 2002, 978 1 57922 054 9, \$27.50**





## Using Reflection and Metacognition to Improve Student Learning

*Across the Disciplines,  
Across the Academy*

**Edited by Matthew  
Kaplan, Naomi Silver,**

**Danielle LaVaque-Manty and Deborah Meizlish**

**Foreword by James Rhem**

Research has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit, and indeed demonstrates that metacognitive teaching strategies greatly improve student engagement with course material.

This book — by presenting principles that teachers in higher education can put into practice in their own classrooms — explains how to lay the ground for this engagement, and help students become self-regulated learners actively employing metacognitive and reflective strategies in their education.

Key elements include embedding metacognitive instruction in the content matter; being explicit about the usefulness of metacognitive activities to provide the incentive for students to commit to the extra effort; as well as following through consistently.

Recognizing that few teachers have a deep understanding of metacognition and how it functions, and still fewer have developed methods for integrating it into their curriculum, this book offers a hands-on, user-friendly guide for implementing metacognitive and reflective pedagogy in a range of disciplines.

Offering seven practitioner examples from the sciences, technology, engineering and mathematics (STEM) fields, the social sciences and the humanities, along with sample syllabi, course materials, and student examples, this volume offers a range of strategies for incorporating these pedagogical approaches in college classrooms, as well as theoretical rationales for the strategies presented.

By providing successful models from courses in a broad spectrum of disciplines, the editors and contributors reassure readers that they need not reinvent the wheel or fear the unknown, but can instead adapt tested interventions that aid learning and have been shown to improve both instructor and student satisfaction and engagement.

***New Pedagogies and Practices for Teaching in Higher Education Series***

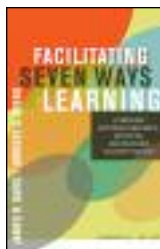
**232 pp., 6" x 9", figures**

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## Facilitating Seven Ways of Learning

*A Resource for More  
Purposeful, Effective,  
and Enjoyable College  
Teaching*

**James R. Davis and  
Bridget D. Arend**

**Foreword by L. Dee Fink**

"As faculty, we expect students to learn a wide variety of concepts, processes, and applications. This book not only explains that research, but also gives concrete examples and a solid rationale for each learning approach. This is the perfect book for groups and reading circles of experienced teachers. I will certainly add to my faculty development collection." —**Todd Zakrajsek**,

*Associate Professor, School of Medicine, University of North Carolina at Chapel Hill*

"With careful attention to the research about multiple types of learning, Davis and Arend have provided a treasure trove of tips and techniques, from low-tech engaging discussions to high-tech virtual reality simulations, to help college teachers create learning environments that work."

—**Michael Wesch**, *2008 US Professor of the Year, University Distinguished Teaching Scholar, Kansas State University*

For teachers in higher education who haven't been able to catch up with developments in teaching and learning, James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence-based strategies. The underlying rationale is to provide a framework to match teaching goals to distinct ways of learning, based on well-established theories of learning. The authors present approaches that readers can readily and safely experiment with to achieve desired learning outcomes, and build confidence in changing their methods of teaching.

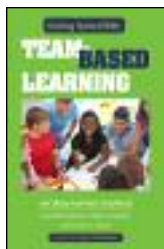
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## Getting Started With Team-Based Learning

**Jim Sibley and Pete Ostafichuk**

**With Bill Roberson, Billie Franchini and Karla Kubitz**

**Foreword by Larry K. Michaelsen**

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

"The book is full of practical advice which is well-grounded in literature about teaching and learning so that faculty members who are hesitant to transform a course to TBL can still benefit from reading (advice such as how to write effective multiple choice questions and how to facilitate discussions)...after reviewing the book, I am motivated to try this model in my teaching."—**David B. Howell**, *Ferrum College, Wabash Center for Teaching & Learning in Theology and Religion*

This book is written for anyone who has been inspired by the idea of Team-Based Learning (TBL) through his or her reading, a workshop, or a colleague's enthusiasm, and then asks the inevitable question: how do I start?

Written by five authors who use TBL in their teaching and who are internationally recognized as mentors and trainers of faculty making the switch to TBL, the book also presents the tips and insights of 46 faculty members from around the world who have adopted this teaching method.

This book provides the guidance, from first principles to examples of practice, together with concrete advice, suggestions, and tips to help you succeed in the TBL classroom.

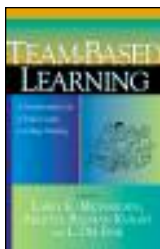
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## Team-Based Learning

*A Transformative Use of Small Groups in College Teaching*

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

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

This book describes team-based learning (TBL)—a powerful and versatile teaching strategy that enables teachers to take small group learning to a whole new level of effectiveness. It is the only pedagogical use of small groups that is based on a recognition of the critical difference between "groups" and "teams," and intentionally employs specific procedures to transform newly-formed groups into high performance learning teams.

This book is a complete guide to implementing TBL, across a wide variety of disciplines, in a way that will promote the deep learning all teachers strive for.

Part I covers the basics, beginning with an analysis of the relative merits and limitations of small groups and teams. It then sets out the processes, with much practical advice, for transforming small groups into cohesive teams, for creating effective assignments, and thinking through the implications of team-based learning.

In Part II teachers from disciplines as varied as accounting, biology, business, ecology, chemistry, health education, and law, describe their use of team-based learning.

Part III offers a synopsis of the major lessons and tips derived from the experiences of the teachers who have used TBL, as described in Part II.

**304 pp, 7" x 10"**

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## Team-Based Learning for Health Professions Education

*A Guide to Using Small Groups for Improving Learning*

**Edited by Larry K.**

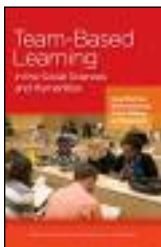
**Michaelsen, Dean X. Parmelee, Kathryn K. McMahon and Ruth E. Levine**

**Foreword by Diane M. Billings**

"Educators who use this book will transform their classrooms and find renewed satisfaction in their teaching." —**Diane M. Billings**, *Indiana University School of Nursing*

This introduction to TBL for health profession educators outlines the theory, structure, and process of TBL, explains how TBL promotes problem solving and critical thinking skills, aligns with the goals of science and health courses, improves knowledge retention and application, and develops students as professional practitioners. The book provides readers with models and guidance on everything they need to know about team formation and maintenance; peer feedback and evaluation processes, and facilitation.

**256 pp, 6" x 9", figures**  
**Paper, 2007, 978 1 57922 248 2, \$32.00**



## Team-Based Learning in the Social Sciences and Humanities

*Group Work that Works to Generate Critical Thinking and Engagement*

**Edited by Michael Sweet**

**and Larry K. Michaelsen**

The core of the book consists of examples of how TBL has been incorporated into the cultures of disciplines as varied as economics, education, literature, politics, psychology, and theatre. The authors explain why they felt a need to change how they taught and why they chose TBL. Furthermore, each chapter provides examples of the assignments and exercises they use to help their students achieve the specific learning outcomes of their courses.

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## Learner-Centered Teaching

*Putting the Research on Learning into Practice*

**Terry Doyle**

**Foreword by Todd Zakrajsek**

"This book is essential reading for everyone in higher education. Doyle has marshaled the evidence that proves the effectiveness of learner-centered pedagogy, and he has presented that research in a very accessible and engaging style." —**Michael Harris**, *Chancellor and Professor of Public and Environmental Affairs, Education and Business, Indiana University*

This book presents the research-based case that Learner-Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner-centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen.

To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate.

The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked.

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## Helping Students Learn in a Learner-Centered Environment

*A Guide to Facilitating Learning in Higher Education*

**Terry Doyle**

**Foreword by John Tagg**

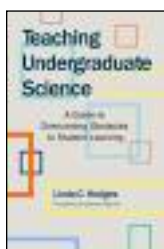
"This book is brilliant in that it does three things very simply and without unnecessary complexity: it explains why learner-centered environments should be used, how to create them (complete with how to sell students on an approach that will actually help them), and how to tell when students are learning.

What is different about this book is that Terry Doyle outlines WHY students will resist this change. His point-by-point guidance on creating a learner-centered classroom incorporates a strategy for bringing the students along as willing participants."—**Todd Zakrajsek**, *Director of the Faculty Center for Innovative Teaching at Central Michigan University*

**216 pp, 6" x 9"**

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**Paper, 2008, 978 1 57922 222 2, \$27.50**



## Teaching Undergraduate Science

*A Guide to Overcoming Obstacles to Student Learning*

**Linda C. Hodges**

**Foreword by Jeanne Narum**

"This book is a must read for any college science instructor. Hodges summarizes key ideas from a wide variety of educational research to highlight the most important barriers to student learning in college science courses. She then connects these ideas to a range of actionable instructional techniques. Each instructional technique is rated in terms of time and effort required to implement. This is an impressive synthesis of practical ideas written with minimal jargon."—**Charles**

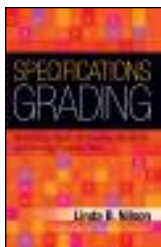
**Henderson**, *Professor, Department of Physics and Director, Mallinson Institute for Science Education, Western Michigan University*

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## Specifications Grading

*Restoring Rigor, Motivating Students, and Saving Faculty Time*

**Linda Nilson**

**Foreword by Claudia J. Stanny**

"A practical, time-saving, student-motivating system of grading. A major advance in our thinking about how we grade and how students learn."

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

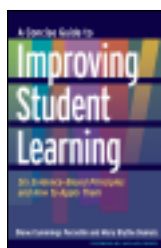
Linda Nilson presents an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that the public and employers are looking for.

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## A Concise Guide to Improving Student Learning

*Six Evidence-Based Principles and How to Apply Them*

**Diane Cummings Persellin and Mary Blythe Daniels**

**Foreword by Michael Reder**

"In just a few dozen pages, this research-based book will inspire and help you to make your teaching more intentional, engaging, and effective. This concise guide synthesizes recent scholarship to provide practical advice that is accessible to everyone who teaches in higher education."—**Peter Felten**, *Assistant Provost for Teaching and Learning, Director, Center for Engaged Learning, and Professor of History, Elon University*

This concise guidebook is intended for faculty who are interested in engaging their students and developing deep and lasting learning, but do not have the time to immerse themselves in the scholarship of teaching and learning.

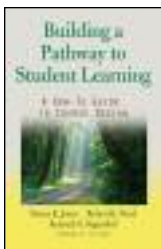
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## Building a Pathway to Student Learning

*A How-To Guide to Course Design*

**Steven G. Jones, Robert K. Noyd and Kenneth S. Sagendorf**

**Foreword by Peter Felten**

"Practical, comprehensive yet concise...the book is itself a cleverly designed 'curriculum' that will engage and assist faculty across the disciplines in understanding and implementing 'backward design.' I strongly commend and recommend this book."—**Tom Angelo**, *Assistant Provost, Director of the Center for the Advancement of Faculty Excellence*

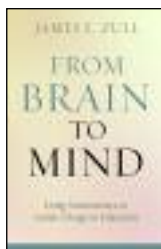
This book leads you through the process of designing a learning-centered course. It provides step-by-step guidance on creating a pathway to student learning, including 26 workboxes (also available free online) that lead you through each element of the course design process and promote a rich reflection process akin to being in a workshop setting.

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## From Brain to Mind

*Using Neuroscience to Guide Change in Education*

**James E. Zull**

"*From Brain to Mind* challenges educators to see what children learn from

the perspective of neuroscience, and to see what this perspective provides educators....The metacognition Zull advocates should lead the reader to work through the chapters and come up with ideas about or approaches to education. Recommended."—**Choice**

With his knack for making science intelligible and his ability to illuminate scientific concepts through analogy and reference to personal experience, James Zull offers the reader an engrossing and coherent introduction to what neuroscience can tell us about cognitive development through experience, and its implications for education.

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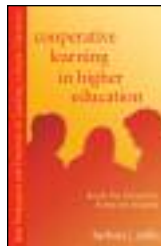
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## New Pedagogies and Practices for Teaching in Higher Education Series

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## Just in Time Teaching

*Across the Disciplines, and Across the Academy*

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**Foreword by James Rhem**

"The book is an excellent

resource... adeptly compiled and skillfully written."—  
*Teaching Theology and Religion*

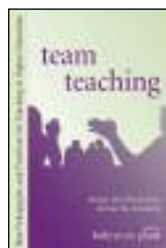
Just-in-Time Teaching (JiT) is a pedagogical approach that requires students to answer questions related to an upcoming class a few hours beforehand, using an online course management system.

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## Team Teaching

*Across the Disciplines, Across the Academy*

Edited by Kathryn M. Plank

Foreword by James Rhem

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The process naturally breaks down the teacher-centered classroom by creating a scholarly community in which teachers and students work together to understand important ideas, and where students don't just learn content, but begin to understand how knowledge is constructed, grasp the connections between disciplines as well as their different perspectives, and fosters dialogue and active learning.

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Laurie Richlin

Introduction by Shirley Ronkowski

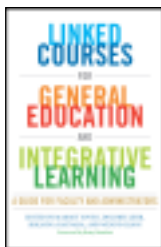
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## Linked Courses for General Education and Integrative Learning

*A Guide for Faculty  
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**Edited by Margot Soven,  
Dolores Lehr, Siskanna**

**Naynaha and Wendy Olson**

**Foreword by Betsy O. Barefoot**

This book focuses on the learning community model that is the most flexible to implement in terms of scheduling, teacher collaboration, and design: the linked course.

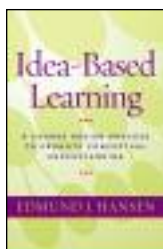
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**Edmund J. Hansen**

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put together courses that

will produce meaningful and long-lasting learning  
for our students."—**Terry Doyle**, *Faculty Center  
for Teaching & Learning, Ferris State University*

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"Draws on NACADA's vast knowledge of and experience with academic advising that help readers apply that wisdom directly to their institution's first-year advising practices. This is a 'must read' for anyone who is serious about continuous quality improvement in academic advising for new college students."—**John N. Gardner**, *President*, and **Andrew K. Koch**, *Chief Operating Officer*, both *John N. Gardner Institute of Excellence in Undergraduate Education, Brevard, NC*

"Provides academic advisors, including faculty and advising administrators, with knowledge and resources to work more effectively with students—making students the ultimate beneficiaries of this book."—**Chrissy Davis Jones**, *Dean of Student Support Services, Spokane Falls Community College*

"An invaluable resource for professional advisors, faculty, and administrators working with first year students. Comprehensive in its approach, including theory, practice, and assessment, it serves as a roadmap and resource for advisors and institutions that are committed to student persistence and success."—**Susan Fread**, *Director of Academic Advising, Lehigh Carbon Community College*

"As with most meaningful human endeavors, advising first-year college students is a challenging, complicated process. Happily, this book is replete with actionable insights about advising approaches that promise to enhance student success in the first college year and beyond."—**George D. Kuh**, *Chancellor's Professor of Higher Education Emeritus, Indiana University*

"At no time in the history of American higher education has student success been more important. *Academic Advising and the First College Year* provides readers with a clear and definitive understanding of the important role academic advisors play in first-year students' academic success and degree completion. Authors identify and investigate key issues, skills, and strategies for all who work with first-year students."—**Charlie L. Nutt**, *Executive Director, NACADA*



Academic advisors help students learn to make the most of their college years, not merely by completing requirements toward a degree but also by growing intellectually and developing all aspects of their identity. Yet, many professional and faculty advisors are new to academic advising and may feel ill-equipped to do more than help students register for classes. This new edited collection provides an overview of the theory and best practice undergirding advising today while exploring the transition challenges of a wide-range of first-year college students, including those attending two-year colleges, coming from underrepresented backgrounds, entering underprepared for college-level work, and/or experiencing academic failure.

**Published in partnership with NACADA: The Global Community for Academic Advising**

**260 pp., 6" x 9"**

**Paper, Sept 2017, 978 1 942072 00 3, \$30.00**



**NEW**

## **What's Next for Student Veterans?**

*Moving From Transition to Academic Success*

**Edited by David DiRamio**

**Foreword by David Blair**

"For me, this is one of the more comprehensive works on military-connected students—a very topical and important cohort in higher education today. *What's Next for Student Veterans?* should be mandatory reading for those of us who work with this unique set of adult learners and for those who wish to contribute to research in the academy."—**Paul H. Viau, Jr.**, *Associate University Registrar and Director, Veterans Academic Resource Center, University of Central Florida*

With the passage of the Post-9/11 GI Bill in 2008, more than 1.4 million service members and their families became eligible for higher education benefits, and veterans from the wars in Iraq and Afghanistan enrolled in colleges and universities in record numbers. The first wave of research about these new student veterans focused primarily on describing their characteristics and the transition from military service to civilian life and the college campus. This new edited collection presents findings from the second wave of research about student veterans, with a focus on data-driven evidence of academic success factors, including persistence, retention, degree completion, and employment after college. An invaluable resource for educators poised to enter the next phase of supporting military-connected college students.

### **Contents**

Foreword, David Blair

#### **Section I: Student Veterans in the 21st Century: Experiences and Perspectives**

- 1) Data-Driven Inquiry, Servicemembers' Perspectives, and Redefining Success, *Corri Zoli, Rosalinda Maury, and Daniel L. Fay*
- 2) Opportunity, Inequity, and America's Story: Intersections With Military-Connected Individuals in Higher Education, *Andrew Q. Morse and Dani Molina*
- 3) The Journey or the Destination: Exploring Engagement Patterns of Disabled Student Veterans, *Amanda Kraus, R. Cody Nicholls, and James S. Cole*



- 4) Mental Health and Academic Functioning of Student Servicemembers and Veterans in Higher Education: The Importance of Social Support, *Adam E. Barry, Shawn D. Whiteman, and Shelley MacDermid Wadsworth*

#### **Section II: Student Veterans in the 21st Century: Programs and Academic Outcomes**

- 5) Serving Those Who Served: Promising Institutional Practices and America's Military Veterans, *Dani Molina and Tanya Ang*
- 6) Navigating Toward Academic Success: Peer Support for Student Veterans, *Michelle Kees, Brittany Risk, Chrysta Meadowbrooke, Jane L. Spinner, and Marcia Valenstein*
- 7) Completing the Mission II: A Study of Veteran Students' Progress Toward Degree Attainment in the Post-9/11 Era, *Wendy A. Lang and Tom O'Donnell*
- 8) Academic Outcomes and the Million Records Project, *Chris Andrew Cate*
- 9) Where Do They Fit? Applying the Conceptual Model of Nontraditional Undergraduate Student Attrition to Student Veterans, *Ryan L. Van Dusen*
- 10) Essential Practices for Student Veterans in the California Community College System, *Wayne K. Miller II*

#### **Section III: Summary, Implications, and Recommendations**

- Chapter 11) What Next? Charting the Course Before Moving Off the Radar, *David DiRamio*

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## A Guide for Families of Commuter Students

*Supporting Your Student's Success*

SECOND EDITION

**Cathie Hatch, Tracy L. Skipper, Jennifer Porter and Caitlin Herby**

Family members of new college students are often unsure what to expect and how to best help their students succeed in higher education. Focusing on the unique needs of commuter students, this brief guide describes typical challenges in adjusting to college, support services and opportunities offered by colleges and universities, and strategies family members can use to encourage student learning and success. A glossary of college terms is included.

### Contents

A Letter to Families  
Introduction  
Adjusting to College  
Academic Expectations  
Student Engagement  
Health and Well-Being  
College Finances  
Campus Resources  
Concluding Thoughts  
References  
Glossary of College Terms

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**Paper, 2017, 978 1 942072 11 9, \$3.25**



## 2016 National Survey of Senior Capstone Experiences

*Expanding our Understanding of Culminating Experiences*

**Dallin George Young,**

**Jasmin K. Chung, Dory E. Hoffman and Ryan Bronkema**

Senior capstone experiences, one of a number of high-impact educational practices promoted by the Association of American Colleges and Universities, provide students with an opportunity to integrate and apply what they have learned throughout their undergraduate years.

Participating in capstone experiences has been linked to engagement in deep learning and gains in personal and social development, practical competence, and general education. The *2016 National Survey of Senior Capstone Experiences* is an institution-level study designed to gather a national profile of campus efforts to promote student success in the senior year. This research report presents findings related to institutional priorities for the senior year, the types of capstone experiences offered, and the organization and administration of select capstone experiences.

**Research Reports on College Transitions 8**

**225 pp, 8 1/2" x 11"**

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## **What Makes the First-Year Seminar High Impact?**

*Exploring Effective Educational Practices*

**Edited by Tracy L. Skipper**

First-year seminars have been widely hailed as a high-impact educational practice, leading to improved academic performance, increased retention, and achievement of critical 21st Century learning outcomes. While the first-year seminar tends to be narrowly defined in the literature, national explorations of course structure and administration underscore the diversity of these curricular initiatives across and within individual campuses. What then are the common denominators among these highly variable courses that contribute to their educational effectiveness?

This collection of case studies—representing a wide variety of institutional and seminar types—addresses this question. Using Kuh and O'Donnell's eight conditions of effective educational initiatives as a framework, authors describe the structure, pedagogy, and assessment strategies that lead to high-quality seminars. Introductory and concluding essays examine the structural conditions that are likely to support educational effectiveness in the seminar and describe the most commonly reported conditions across all cases. *What Makes the First-Year Seminar High Impact?* offers abundant models for ensuring the delivery of a high-quality educational experience to entering students.

***Research Reports on College Transitions 7***

**166 pp, 8 1/2" x 11", figures & tables  
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## **Academic Advising in the First Year of College**

*A Guide for Families*

**Virginia N. Gordon, Julie Levinson and Tim Kirkne**

As the focus on college completion and gainful

employment intensifies, the stakes for students entering higher education and the institutions that serve them have never been higher. Yet, new students and their families may not understand the value of an educational plan for helping them stay on track and achieve their goals. They may have even less knowledge about how to create one. This brief guide focuses on the role of academic advisors in helping students chart a course for success and suggests how parents and family members can be partners in the journey. A glossary of key terms and list of frequently asked questions help demystify the college experience and highlight the many purposes of the academic advising relationship. A particularly useful resource for the families of first-generation college students and ideal for distribution at recruitment events, orientation, or parent and family programs.

### **Table of Contents**

Academic Advising as a Foundation for College Success  
Transition Into College Life  
Educational Planning and Program Completion  
The College Major  
The First Academic Term  
Academic Engagement in the First Year and Beyond  
The Major–Career Connection  
Last Word  
Frequently Asked Questions  
A Glossary of College Terms

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Paper, 2014, 978 1 889271 94 1, \$3.00**





## Navigating the First College Year

*A Guide for Parents and Families*

**Leslie Banahan and Richard Mullendore**

Parents and family members play a critical role in

the success of new college students, but those who never attended college or who have been away from it for a while may lack critical information about the purpose, goals, and structure of higher education today. This brief guide offers parents and families an overview of the college experience, especially in the first year, and suggests strategies for helping their students succeed. A glossary of key terms is included. Grounded in the student success research and practice literature, the guide is ideal for use in orientation programs, recruitment events, and family weekends.

### Contents

The Transition From High School to College  
The Ebb and Flow of the Academic Year  
Communication and Support  
The Big Four: Behaviors Supporting Academic Success  
College Structures Supporting Student Success  
College Finances  
Technology and Higher Education  
Healthy Students Are Successful Students  
Campus Safety  
When the First Year Is Not a Success  
How Parents Can Stay Involved.  
Closing Thoughts  
A Glossary of College Terms

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## Thriving in Transitions

*A Research-Based Approach to College Student Success*

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

"At a time in higher education when retention and graduation rates are prominent topics in department meetings and committees, this book was a breath of fresh air .... The concept of thriving suggests that an expanded definition of student success—one that includes more than completion rates—is needed in higher education."

—*NACADA Journal*

*Thriving in Transitions: A Research-Based Approach to College Student Success* represents a paradigm shift in the student success literature. Grounded in positive psychology, the thriving concept reframes the student success conversation by focusing on the characteristics amenable to change and that promote high levels of academic, interpersonal, and intrapersonal performance in the college environment. The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond. The collection presents six research studies describing the characteristics that predict thriving in different groups of college students, including first-year students, transfer students, high-risk students, students of color, sophomores, and seniors, and offers recommendations for helping students thrive in college and life.

### Contents

Introduction: A New View of Student Success  
1) From Surviving to Thriving During Transitions  
2) Helping Students Thrive: A Strengths Development Model  
3) Thriving in the First College Year  
4) Thriving in Students of Color on Predominantly White Campuses: A Divergent Path?  
5) Thriving in High-Risk Students  
6) Beyond Sophomore Survival  
7) Transfer Students: Thriving in a New Institution  
8) Thriving in the Senior-Year Transition  
9) Recommendations for Facilitating Thriving in Transitions

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## NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE

### The First Year Seminar

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*This five-volume series is designed to assist educators who are interested in launching a first-year seminar or revamping an existing program. Each volume examines a different aspect of first-year seminar design or administration and offers suggestions for practice grounded in research on the seminar, the literature on teaching and learning, and campus-based examples. Because national survey research suggests that the seminar exists in a variety of forms on college campuses — and that some campuses combine one or more of these forms to create a hybrid seminar — the series offers a framework for decision making rather than a blueprint for course design.*

Set, 2011, 978 1 942072 02 7, \$100.00



#### The First-Year Seminar

*Volume 1: Designing and Administering the Course*

**Jennifer R. Keup and Joni Webb Petschauer**

The volume opens by defining common seminar configurations, goals, and course topics, drawing on national studies and institutional research reports. It also offers guidance in selecting a seminar model. The authors also address strategies for launching and administering the seminar and successfully managing change within the course.

102 pp, 6" x 9"

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#### The First-Year Seminar

*Volume 2: Instructor Training and Development*

**James E. Groccia and Mary Stuart Hunter**

"Their argument for the importance of teacher training in higher education ... is incredibly time-

ly and effective; it provides a solid foundation for advocates of faculty development to use in future research or to begin a conversation about this topic on their campuses." — ***Journal of College Orientation and Transition***

Guided by an understanding of adult development, the authors suggest strategies for designing and presenting a comprehensive faculty development program in support of the first-year seminar. Chapters focus on the organization of one-shot and ongoing development efforts, content for training programs, evaluation as a development activity, and strategies for recruiting and maintaining a dedicated instructor team. While focused on the first-year seminar, the volume offers useful insight for anyone charged with designing faculty development initiatives for first-year instructors.

138 pp, 6" x 9"

Paper, 2012, 978 1 889271 76 7, \$25.00



#### The First-Year Seminar

*Volume 3: Teaching in the First-Year Seminar*

**Brad Garner**

Building on the conversation begun in Volume II on instructor training and development, Garner

delves deeper into the concepts and strategies undergirding effective educational practice. Highly practical in nature, yet grounded in educational theory and research, Volume III offers a concise guide to teaching in the first-year seminar, from organizing a syllabus, structuring individual class sessions, and engaging students in the classroom to conducting meaningful assessments of their learning. Because Garner focuses on the learning process rather than specific content, the strategies are highly portable to a range of seminar types and undergraduate courses. An invaluable resource for college instructors looking to improve their own teaching.

148 pp, 6" x 9"

Paper, 2012, 978 1 889271 77 4, \$25.00



## The First-Year Seminar

*Volume 4: Using Peers in the Classroom*

**Jennifer A. Latino and Michelle Ashcraft**

In an effort to capitalize on some of the more positive aspects of peer influences,

colleges and universities have created a wide range of peer-to-peer education, leadership, and mentoring roles—especially in the first college year. Yet, the use of peers in first-year seminar instruction is still far from commonplace. Latino and Ashcraft offer guidance on defining the role of peers as co-instructors; recruiting, selecting, and training peer educators; facilitating relationship building within the instructional team; and assessing the impact of peer leaders on the course, the students served, and the peers themselves. Sample training agendas and activities, course syllabi, and evaluations are included.

116 pp, 6" x 9"

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## The First-Year Seminar

*Volume 5: Assessing the First-Year Seminar*

**Daniel B. Friedman**

"What type of method should I use? How do I collect and analyze the data? Once I have the information, what

do I do with it? And then what? Friedman thoroughly outlines the answers to these questions. While focused on first-year seminars, the guidance offered in this volume could be applied to a variety of programs, courses, and fields."—*NACADA Journal*

Friedman, a recognized expert on seminar administration and assessment, provides a comprehensive framework for deciding what to assess, what kinds of data to collect and from whom, and how to use findings for continuous program refinement and improvement. The volume is a useful tool for administrators launching a new seminar or managing a decades old course. While centered on the first-year seminar, Friedman's suggested strategies can be applied to a wide range of educational experiences in the first college year and beyond.

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## **A Faculty and Staff Guide to Creating Learning Outcomes**

**Jimmie Gahagan, John Dingfelder and Katharine Pei**

For more than a decade, educators have focused on illustrating the effectiveness of educational interventions by measuring changes in grade point averages, retention, satisfaction, and participation. What such measures don't tell us is what students know or are able to do as a result of their educational experiences. Yet, this is the kind of data colleges and universities are increasingly asked to report by state legislatures, regional accrediting agencies, and a number of other stakeholders. Responding to this call requires new assessment vehicles that report success through the eyes of students using measurable learning outcomes for courses, programs of study, and cocurricular experiences. *A Faculty and Staff Guide to Creating Learning Outcomes* presents a framework for developing and assessing student learning outcomes in a brief, accessible format.

### **Contents**

About This Guide  
What Is Assessment?  
What Are Learning Outcomes?  
Why Use Learning Outcomes  
A Model for Creating Learning  
Format of the Learning Outcome Statement  
Assessing Learning Outcomes  
Concluding Thoughts  
Assessment Resources

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## **Student Development in the First College Year**

*A Primer for College Educators*

**Tracy L. Skipper**

**Foreword by Jerry Pattengale**

"Skipper's book . . . is an excellent resource that clearly and concisely examines the individual components of student development theory but general enough to be useful for anyone who works with students."—***NACADA Journal***

*Student Development in the First College Year* provides a detailed overview of some of the most commonly referenced theories of learning and development in the college years. What sets this primer apart from other treatments of student development theory is its careful attention to the first college year and the wide range of educational environments in which learning and development take place. The primer includes a discussion of moving from theory to educational practice and strategies for assessing developmental outcomes.

### **Contents:**

Foreword by Jerry Pattengale

1. Student Development Theory and the First College Year
2. Psychosocial Theories of Student Development
3. Theories of Cognitive Development
4. Models of Student Retention
5. Applying Theory to Educational Practice
- Applying Developmental Theory to the Composition Classroom
- \* Applying Developmental Theory to Residential Learning Initiatives *by Anna M. McLeod*
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## Building Synergy for High-Impact Educational Initiatives

*First-Year Seminars and Learning Communities*

**Edited by Lauren Chism Schmidt and Janine Graziano**

*"Building Synergy for High-Impact Educational Initiatives is a virtual 'how to' manual for designing, implementing, and assessing a combination of two powerful high-impact practices—first-year seminars and learning communities. Recognizing that context matters, Chism Schmidt and Graziano offer us the bonus of case studies, preserving the unique voice and character of both the writers and the programs surveyed."—Jack Mino, Coordinator, Learning Community Program, Holyoke Community College*

This volume explores the merger of first-year seminars and learning communities, offering insight into how institutions connect them and the impact of those combined structures on student learning and success.

**Published in partnership with the Washington Center for Improving the Quality of Undergraduate Education**

**212 pp, 6" x 9", tables & figures  
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## An Exploration of Intersecting Identities of First-Generation, Low-Income Students

**Rashne R. Jehangir, Michael J. Stebleton and Veronica Deenanath**

This research report captures the challenges low-income, first-generation students face in their collegiate journey, examining the strategies they employ to persist. Organized thematically and using student narrative, the brief report explores the diversity of first-generation students, the intersections of their multiple identities, and their interactions with the institutional agents that affect college success. *An Exploration of Intersecting Identities of First-Generation, Low-Income Students* also offers practical suggestions for higher education professionals working with this diverse and growing population.

**Research Reports on College Transitions 5**

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**Edited by Dottie Weigel and Daniel B. Friedma**

*Transitions* is the customized textbook for students in the University of South Carolina's University 101 first-year seminar. It includes both general and institution-specific information for

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

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## Welcoming Blue-Collar Scholars Into the Ivory Tower

*Developing Class-Conscious Strategies for Student Success*

**Krista M. Soria**

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*Theory & Practice*

**Lea Masiello and Tracy L. Skipper**

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This book offers the rationale and practical guidance for infusing writing into culminating academic experiences for college seniors. The authors also offer a range of strategies and activities to support the development of independent senior projects, while honing students' thinking, writing, and presentation skills.

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## **Faculty Resource Manual 4.0**

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Designed by the University 101 staff and campus partners at the University of South Carolina, this CD-ROM resource manual provides instructional faculty

with a how-to guide for designing, managing, teaching, and evaluating student work in the first-year seminar.

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

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## **Guía para los padres de los estudiantes de primer año**

**Richard Mullendore and Leslie Banahan**

Helps parents understand the nature of the college transition and offers tips to make it successful for

first-year college student and their families.

**Published in partnership with NODA, the Association for Orientation, Transition, and Retention in Higher Education**

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## **Investigating Sophomore Student Success**

*The National Survey of Sophomore-Year Initiatives and the Sophomore Experiences Survey, 2014*

**Dallin George Young,**

**Laurie A. Schreiner and Eric J. McIntosh**

This report of a national survey increases our knowledge of this important, but sometimes neglected, year on the collegiate journey.

**Research Reports on College Transitions 6**

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## 2008 National Survey of Sophomore-Year Initiatives

*Curricular and  
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Supporting the Success  
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**Jennifer R. Keup, Jimmie Gahagan and Ryan  
N. Goodwin**

*Research Reports on College Transitions 1*

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## 2011 National Survey of Senior Capstone Experiences

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**Ryan D. Padgett and Cindy A. Kilgo**

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**Dallin George Young and Jessica M. Hopp**

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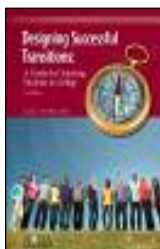
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*An Annotated  
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**174 pp, 8 1/2" x 11"**

**Paper, 2008, 978 1 889271 61 3, \$30.00**





## NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE

### Students in Transition

*Research and Practice in Career Development*

**Edited by Paul A. Gore and Louisa P. Carter**

*The First-Year Experience Monograph Series 55*

160 pp, 8 1/2" x 11"  
Paper, 2011, 978 1 889271 73 6, \$35.00



### Crafting and Conducting Research on Student Transitions

**Jean M. Henscheid and Jennifer R. Keup**

138 pp, 6" x 9"  
Paper, 2011, 978 1 889271 78 1, \$20.00



### Common Reading Programs

*Going Beyond the Book*

**Jodi Levine Laufgraben**

*The First-Year Experience Monograph Series 44*

110 pp, 8 1/2" x 11"  
Paper, 2006, 978 1 889271 53 8, \$25.00



### International Perspectives on the First-Year Experience in Higher Education

**Edited by Diane Nutt and Denis Calderon**

Published in partnership with Teesside University, United Kingdom

*The First-Year Experience Monograph Series 52*

140 pp, 8 1/2" x 11"  
Paper, 2009, 978 1 889271 66 8, \$40.00



### Fulfilling the Promise of the Community College

*Increasing First-Year Student Engagement and Success*

**Edited by Margaret C. King, Patricia Stanley and Thomas Brown**

Published in partnership with the American Association of Community Colleges

*The First-Year Experience Monograph Series 56*

212 pp, 8 1/2" x 11", tables & figures  
Paper, 2011, 978 1 889271 74 3, \$40.00



### The Role of the Library in the First College Year

**Edited by Larry Hardesty**

Published in partnership with the Association of College and Research Libraries, a division of the American Library Association

*The First-Year Experience Monograph Series 45*

296 pp, 8 1/2" x 11"  
Paper, 2007, 978 1 889271 54 5, \$30.00



### The Senior Year

*Culminating Experiences and Transitions*

**Edited by Mary Stuart Hunter, Jennifer R. Keup, Jillian Kinzie and Heather Maiett**

230 pp, 6" x 9"  
Paper, 2012, 978 1 889271 85 9, \$35.00



### Shedding Light on Sophomores

*An Exploration of the Second College Year*

**Edited by Barbara F. Tobolowsky and Bradley E. Cox**

*The First-Year Experience Monograph Series 47*

104 pp, 8 1/2" x 11"  
Paper, 2007, 978 1 889271 57 6, \$35.00



### Guía de consejería académica para la familia

SECOND EDITION

**Donald C. Smith and Virginia N. Gordon**

Published in partnership with NACADA, The Global Community for Academic Advising

36 pp, 5 1/2" x 8 1/2"  
Set of 100 copies, 2008, 978 1 942072 06 5, \$200.00  
Paper, 2008, 978 1 889271 63 7, \$3.00



### Guía para los padres de los estudiantes de primer año

**Richard Mullendore and Leslie Banahan**

Published in partnership with NODA, the Association for Orientation, Transition, and Retention in Higher Education

36 pp, 5 1/2" x 8 1/2"  
Set of 100 copies, 2008, 978 1 942072 05 8, \$200.00  
Paper, 2007, 978 1 889271 56 9, \$3.00







## NEW

## Social Media for Active Learning

*Engaging Students in Meaningful  
Networked Knowledge Activities*

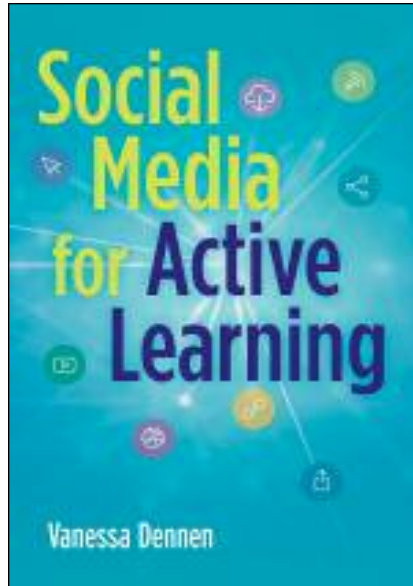
**Vanessa Dennen**

How can social media help transform a student's learning experience and promote active engagement with learning content and peers? *Social Media for Active Learning* helps instructors achieve this goal.

Many people use social media in their everyday lives, seeking information and informal learning opportunities via their online networks. However, harnessing the power and harvesting the breadth of social media tools and networks for formal learning purposes can be challenging. The sheer number of options is easily overwhelming, and social media use often requires a shift from teacher-centered activities to learner-centered ones, and from teacher-selected and created resources to class-selected, peer evaluated, and perhaps even learner-created learning resources. This book helps instructors approach social media integration in an organized and well planned fashion, with tips to help both complete novices and social media mavens succeed.

This book provides:

- Expert guidance written by a leader in social media-based instruction and research
- A social media knowledge activity framework to help instructors identify ways to align social media activities and tools with desired learning outcomes.
- Examples of social media learning activities, course policies, and assessments.
- Approaches for content creation, adoption, adaptation, and ownership in a social media context.
- A comprehensive overview of the role social media-based communities and networks play in supporting learners, both in and out of the classroom.
- Rich discussion of ethical concerns when social media is used in formal instruction.
- Suggestions for supporting lifelong learning via individual learning networks.



This volume serves as a guide for individuals teaching in higher education, continuing education, and those who wish to learn about social media-based pedagogy. It is appropriate for instructors who teach wholly online as well as those who are seeking the latest and most effective ways to enhance the traditional classroom experience.

**168 pp, 7" x 10", 25 figures**

**Cloth, Sept 2018, 978 1 62036 632 5, \$95.00**

**Paper, Sept 2018, 978 1 62036 633 2, \$29.95**

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## The Thrive Online series

Series Editor: Kathryn E. Linder

*Online teaching and learning continues to be a growing field in higher education, and online instructors and those who support them need a book series that is just for them, that provides a positive view of online teaching and learning, and that is full of practical tips and suggestions to make their professional lives easier.*

*The Thrive Online series is focused on the needs, interests, and the best practices of online educators with the ultimate goal of helping them to better serve online stu-*

**NEW**

### Thrive Online

*A New Approach for College Educators*

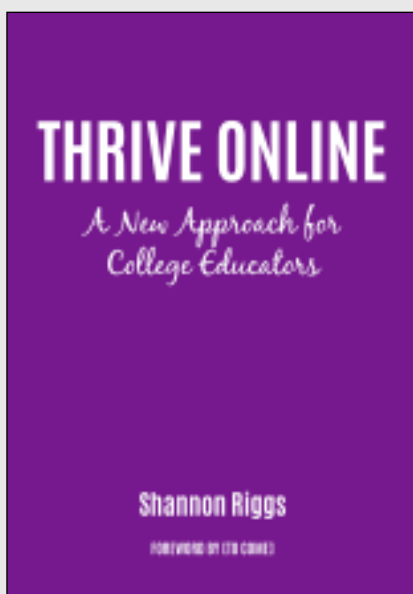
**Shannon Riggs**

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

*Thrive Online: A New Approach for College Educators* is an invitation for the rising tide of online educators that are relatively new to teaching online, and also for those more experienced instructors that are increasingly frustrated by the dominant bias against online education.

Readers will find:

- 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
- Strategies that celebrate effective skills and proficiencies developed by successful online educators
- Guidance for educators who want to develop fluency in the online learning environment
- Guidance for enhancing 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: A New Approach for College Educators* offers guidance, inspiration and strategies required to adapt and lead higher education through this change. This book is for higher education instructors who are seeking community, a sense of belonging, and the professional respect they deserve. Thriving is not a reaction to our environment, but rather a state of being we can create intentionally for ourselves!

#### **Thrive Online Series**

**228 pp, 5" x 7", tables & figures**

**Cloth, Sept 2018, 978 1 62036 743 8, \$95.00**

**Paper, Sept 2018, 978 1 62036 744 5, \$19.95**

**E-Book, Sept 2018, 978 1 62036 746 9, \$15.99**

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dents. The contributors to the Thrive Online Series are visionary, committed thought leaders who have embraced the online education landscape.

*The Thrive Online series offers readers the tools, strategies, and techniques they need to thrive as online educators and to embrace online education as a valuable component of their professional lives and careers.*

*We welcome you to join the #thriveonline community by engaging in conversation on Twitter or your favorite social media platform.*

**NEW**

## The Productive Online Professor

**Bonni Stachowiak**

**Foreword by Robert Talbert**

**Series Foreword by Kathryn E. Linder**

*The Productive Online 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 are designed with more asynchronous content may cause faculty to perceive that it is difficult to ever press the “off button” on their teaching.

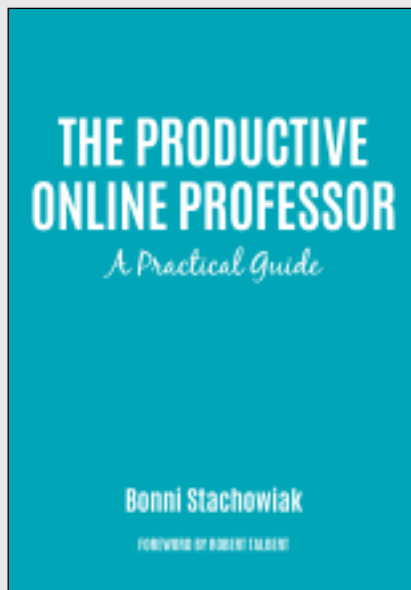
Part 1 addresses the challenges in defining productivity and presents a working definition for the text.

Part 2 describes the ability to communicate using both synchronous and asynchronous methods, 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 (PLN)

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 Professor* is a practical guide for how to provide high quality online classes to diverse students, all while managing other priorities in their personal and professional lives. This book shares specific technology and other tools that may be used in charting a course toward greater productivity. It is intended to be a professional resource for fulfilling our roles with excellence and joy, while managing other priorities in our personal and professional lives.

### **Thrive Online Series**

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**NEW**

## High-Impact Practices Online

*Research and Best Practices*

**Edited by Kathryn E. Linder and  
Chrysanthemum M. Hayes**

This volume offers the first comprehensive guide to how HIPs are being implemented in online environments and how HIPs can be adjusted to meet the needs of online learners. This multi-disciplinary approach will assist faculty and administrators to effectively implement HIPs in distance education courses and online programs.

With a chapter devoted to each of the eleven HIPs, this collection offers guidance that takes into account the differences between e-learners and traditional on-campus students.

A primary goal of *High-Impact Practices in Online Education* is to share the ways in which HIPs may need to be amended to meet the needs of online learners. Through specific examples and practical suggestions in each chapter, readers are introduced to concrete strategies for transitioning HIPs to the online environment that can be utilized across a range of disciplines and institution types. Each chapter of *High-Impact Practices in Online Education* also references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful.

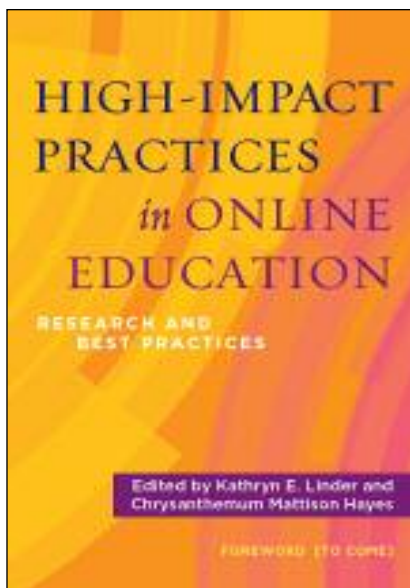
The book provides guidance on how best to implement HIPs to increase retention and completion for online learners.

### Contents

Introduction—*Kathryn E. Linder and  
Chrysanthemum Mattison Hayes*

1) First-year Seminars—*Jennifer R. Keup*

2) Common Intellectual Experience—*Jason D.  
Baker and Michael Pregitzer*



3) Learning Communities—*Kathy E. Johnson,  
Amy A. Powell, and Sarah S. Baker*

4) Writing-Intensive Classes—*June Griffin*

5) Collaborative Assignments and Projects—  
*Robert John Robertson and Shannon Riggs*

6) Undergraduate Research in the Humanities—  
*Ellen Holmes Pearson and Jeffrey W. McClurken*

7) Undergraduate Research in the Sciences—  
*Kevin F. Downing and Jennifer K. Holtz*

8) Diversity and Global Learning—*Jesse Nelson &  
Nelson Soto*

9) eService-learning—*Jean Strait and Katherine  
Nordyke*

10) Internships—*Pamela D. Pike*

11) Capstone Courses and Projects—*Zapoura  
Newton-Calvert and Deborah Smith Arthur*

12) ePortfolios—*Jennifer Sparrow and Judit  
Török*

13) High Impact Practices and Library and  
Information Resources—*Stefanie Buck*

Conclusion—*Kathryn E. Linder &  
Chrysanthemum Mattison Hayes*

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**NEW**

## The Business of Innovating Online

*Practical Tips and Advice from Industry Leaders*

**Kathryn E. Linder**

*The Business of Innovating Online* responds to a critical need for concrete narratives of innovation success that can serve as a foundation for administrators and leaders who are in need of practical guidance as they scale and grow their online learning organizations.

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

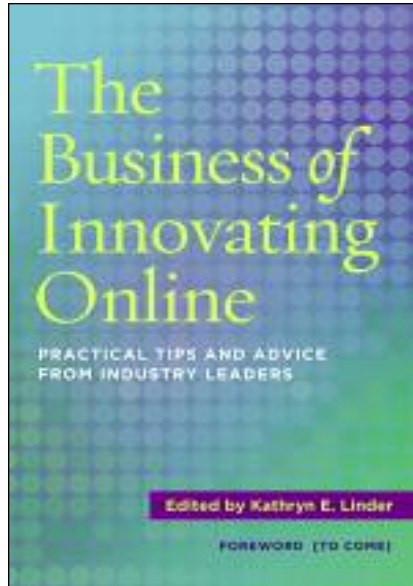
Topics discussed will include:

- Defining innovation and creativity for online education and e-learning
- Knowing when and how to innovate
- Creating a culture of innovation
- Effectively leading innovation
- Collaborative innovation
- Making innovation stick and transitioning innovative strategies into day-to-day practice
- Assuring quality in the midst of innovation
- Staffing structures/administrative stability to support creativity and innovation

*The Business of Innovating Online* provides both novice and experienced online 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.

### Contents

- 1) What is Academic Innovation? An Historical Look at an Emergent Phenomenon  
*Rolin Moe*
- 2) Strategies to Advance Innovation in Online Education within the Academy  
*Craig Weidemann*
- 3) Establishing an Innovation Vision



*Shannon Riggs, Lisa Templeton, Alfonso Bradoch, Jessica DuPont, Dianna Fisher, Kathryn E. Linder*

4) Consortium and Collaboration: The Impact on Online Learning Innovation  
*Dave King, Lois Brooks, James Hilton, Brad Wheeler*

5) Effectively Leading Innovation  
*Tom Cavanagh & Luke Dowden*

6) Making Innovation Stick  
*Phil Regier, Kathryn Scheckel, David Weissman*

7) Innovative Financial Models  
*Lisa Templeton, Rovy Branon, and Kathryn E. Linder*

8) Assuring Quality While Creating and Innovating  
*Kay Shattuck & Deborah Adair*

9) Supporting Creativity and Innovation through Professional Development and Community Building  
*Jill Buban, Amy Heitzman, Cali Morrison, Karen Pedersen*

Conclusion: Future Directions for Innovating Online

*Kathryn E. Linder & Rolin Moe*

**228 pp, 6" x 9"**

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**NEW**

## Learning to Collaborate, Collaborating to Learn

*Practical Guidance for Online and  
Classroom Instruction*

**Janet Salmons**

Students who know how to collaborate successfully in the classroom will be better prepared for professional success in a world where we are expected to work well with others. Students learn collaboratively, and acquire the skills needed to organize and complete collaborative work, when they participate in thoughtfully-designed learning activities.

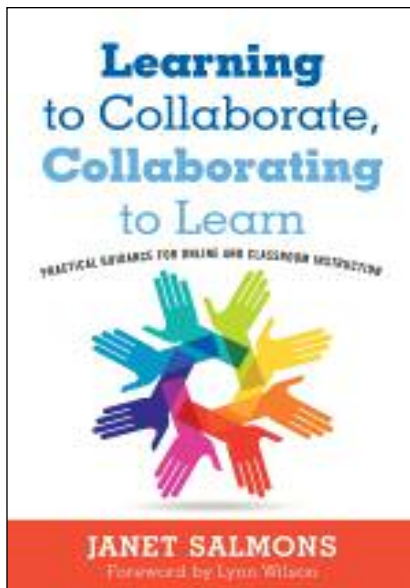
*Learning to Collaborate, Collaborating to Learn* uses the author's Taxonomy of Online Collaboration to illustrate levels of progressively more complex and integrated collaborative activities.

- Section I introduces the Taxonomy of Online Collaboration and offers theoretical and research foundations.
- Section II focuses on ways to use Taxonomy of Online Collaboration, including, clarifying roles and developing trust, communicating effectively, organizing project tasks and systems.
- Section III offers ways to design collaborative learning activities, assignments or projects, and ways to fairly assess participants' performance.

*Learning to Collaborate, Collaborating to Learn* 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.

### The Author

Janet Salmons is an independent researcher and writer through Vision2Lead. She is the author of five books about online research; the most recent are *Doing Qualitative Research Online* (2016) and *Qualitative Online Interviews* (2015). Dr. Salmons served on the Ph.D. faculty in Educational Technology at Walden University and on the graduate faculty of the Capella University School of Business, where was honored with the Harold Abel Distinguished Faculty Award for 2011-2012 and the Steven Shank Recognition for Teaching in 2012, 2013, 2014 and 2015. Dr. Salmons lives and works in Boulder, Colorado.



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SECTION I: Thinking About Collaboration  
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Chapter 2: Theories, Frameworks, and Models:  
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SECTION II: Using the Taxonomy of Online  
Collaboration

Chapter 3: Roles and Trust in the Collaborative  
Process

Chapter 4: Communication through Dialogue and  
Review

Chapter 5: Think in Sync

SECTION III: Devise and Assess Collaborative  
Activities

Chapter 6: Design and Plan Collaborative  
Activities

Chapter 7: Assess Collaborative Learning

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**BESTSELLER**

## The Blended Course Design Workbook

*A Practical Guide*

**Kathryn E. Linder**

"I find the step-by-step guides, templates, and

checklists to be very useful, particularly as they build on one another. In addition, Linder's references to theories and principles at the start of each chapter give instructors a sound footing on which to design their blended courses. The book's tone is encouraging, which makes for an easy read."—**Technical Communication**

"For the faculty member transitioning a course from face-to-face (F2F) to an online or blended learning environment, Kathryn Linder's workbook is a wonderful resource."—**Reflective Teaching** (Wabash Center)

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

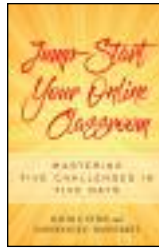
"The perfect mix of theory and practice, *The Blended Course Design Workbook* equips you to teach your first blended course, re-design an existing class to be more effective, or even launch an entire blended program at your institution."

—**Bonni Stachowiak**, Associate Professor of Business and Management, Vanguard University and host of the *Teaching in Higher Ed* podcast

"Faculty and faculty developers alike will find many practical tools for use in their professional practice."—**Kelvin Thompson**, Director of Online Design & Development Strategy, University of Central Florida

**224 pp, 8 1/2" x 11", figures & tables**  
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## Jump-Start Your Online Classroom

*Mastering Five*

*Challenges in Five Days*

**David S. Stein and Constance E. Wanstreet**

"This book is created for the novice online instructor.

Stein and Wanstreet have created a must-read that is filled with practical strategies and resources to meet the challenges of teaching online."—**Simone C. O. Conceicao**, Professor, Department of Administrative Leadership, University of Wisconsin-Milwaukee

"This book does a remarkable job of both challenging faulty assumptions related to the online classroom and providing practical advice based on sound pedagogical research. I highly recommend this text for any novice to online instruction."—**Meghan B. Raehll**, Director of Instructor Quality and Lead Faculty, Franklin University

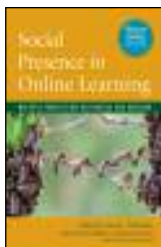
*Jump-Start Your Online Classroom* prepares a first-time online instructor to successfully manage the first few weeks of a course, including activities to help instructors plan, manage, and facilitate online instruction; and resources helpful during the beginning weeks of class. Each chapter is developed around the immediate challenges instructors face when teaching online. The authors address everyday problems and suggest solutions informed by their extensive research and experience. The five challenges, which are designed to be addressed in five days, are to:

- Make the transition to online teaching
- Build online spaces for learning
- Prepare students for online learning
- Manage and facilitating the online classroom
- Assess learner outcomes in an online classroom

The book is based on the authors' design and facilitation model that identifies five elements comprising an online learning environment: digital tools, participants, social practices, learning community, and outcomes. The book shows how each of those aspects influences instructional practices and interacts to create an environment for a meaningful online educational experience.

**170 pp, 6" x 9", 2 figure, 8 tables**  
**Cloth, 2017, 978 1 62036 580 9, \$95.00**  
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## Social Presence in Online Learning

*Multiple Perspectives on Practice and Research*

**Edited by Aimee L. Whiteside, Amy Garrett Dikkers and Karen Swan**

**Foreword by Charlotte**

**Nirmalani Gunawardena**

"*Social Presence in Online Learning* represents the most comprehensive research to application effort so necessary in the field of online learning. From Dr. Michael Moore's hopeful Foreword through chapters on establishing foundational language, the applications to blended learning, personalized learning, and the role of supporting technologies, this work covers the breadth, depth, and promise of social presence in any instructional format! A must have for anyone desiring to craft an engaged and connected online learning community."—**Lawrence C. Ragan**, *the Center for Online Innovation in Learning, Penn State University*

"The principals of this book are leaders in the field and this thoughtfully crafted collection of research and best practices related to social presence is impressive. These scholars, along with the distinguished authors of the chapters, have presented compelling guidance that bolsters this foundation of online learning. I strongly encourage educators to explore the insight shared in this extraordinary volume to inform their practice to the ultimate benefit of faculty and students."—

**Eric Frederickson**, *Associate Vice President for Online Learning & Associate Professor in Educational Leadership, University of Rochester, Vice President of the Board for Directors for the Online Learning*

Beyond outlining the relevant research, this book focuses on practical strategies that can immediately impact the teaching and learning experience, such as creating connections to build community, applying content to authentic situations, integrating a careful mix of tools and media, leveraging reflective and interactive opportunities, providing early and continuous feedback, designing with assessment in mind, and encouraging change in small increments.

**Published in Association with The Online Learning Consortium**

**Online Learning and Distance Education Series**

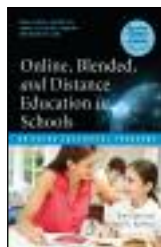
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## Online, Blended, and Distance Education in Schools

*Building Successful Programs*

**Edited by Tom Clark and Michael Barbour**

**Foreword by Cathy Cavanaugh**

"The book provides compelling insights into the growth and value of new forms of K-12 learning mediated by information and communication technologies (ICTs). A must-read for all those involved with K-12 learning, this book will no doubt become an essential resource."—**Elizabeth Murphy**, *internationally recognized researcher on technology-mediated learning, Professor, Faculty of Education, Memorial University of Newfoundland*

This book provides expert opinions and insights on the practice and policy regarding K-12 distance, online and blended programs, including curriculum, instruction, technology and management aspects.

**Co-Published with the Microsoft Corporation**

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## Teaching Science Online

*Practical Guidance for Effective Instruction and Lab Work*

**Edited by Dietmar Kennepohl**

**Foreword by Michael G. Moore**

Educators in science and science-related disciplines are recognizing that distance delivery opens up new opportunities for delivering information, providing interactivity, collaborative opportunities and feedback, as well as for increasing access for students.

This book presents the guidance of expert science educators from the US and from around the globe. They describe key concepts, delivery modes and emerging technologies, and offer models of practice. The book places particular emphasis on experimentation, lab and field work as they are fundamentally part of the education in most scientific disciplines.

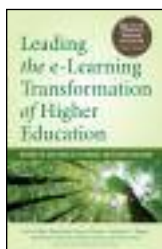
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## Leading the e-Learning Transformation of Higher Education

*Meeting the Challenges of Technology and Distance Education*

**Gary Miller, Meg Benke, Bruce Chaloux, Lawrence**

**C. Ragan, Raymond Schroeder, Wayne Smutz and Karen Swan**

"This book is a must-read for present and aspiring educational leaders. The authors demonstrate clearly how institutional leaders must embrace the impact of instructional technology on organizational culture. This is volume is a *tour de force* in transformation and technology—the first that redefines the leadership construct in the modern era."—**Charles (Chuck) Dziuban**

*Published in association with The Online Learning Consortium*

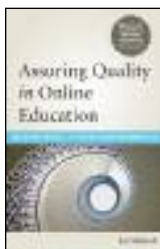
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## Assuring Quality in Online Education

*Practices and Processes at the Teaching, Resource, and Program Levels*

**Edited by Kay Shattuck**

"From departmental, institutional, state, and national levels, Kay Shattuck has masterfully collected a great overview of the scope of issues relating to quality in on-line education with concrete examples to assist newcomers to this field. The experts she has assembled for this book make it a valuable resource for everyone interested in quality of online education."—**Sally M. Johnstone, Vice President for Academic Advancement, Western Governors University**

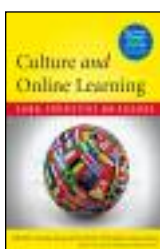
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## Culture and Online Learning

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This groundbreaking book remedies a dearth of empirical research on how digital cultures and teaching and learning cultures intersect, and offers grounded theory and practical guidance on how to integrate cultural needs and sensibilities with the innovative opportunities offered by online learning. It offers:

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- Culture-sensitive instructional design strategies and teaching guidelines for online instructors and trainers
- Facilitation and support strategies for online learners from different cultures
- An overview on issues of design, development, communication, and support from a cross-cultural perspective

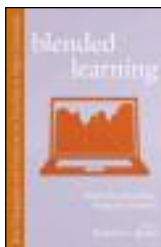
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**Foreword by James Rhem**

"*Blended Learning* offers readers an opportunity to develop and/or refine

online pedagogical teaching skills, strategies, and dispositions while enhancing overall teaching style in a blended learning environment. It takes a practical approach to blended learning course design, informed by academic practitioners. The book is easy to navigate and provides simple examples for application. Readers can readily use the book as an instructional guide to eliminate complexities often associated with online and blended learning course design."—*The Review of Higher Education*

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**Jay Caulfield**

**Foreword by Alan Aycock**

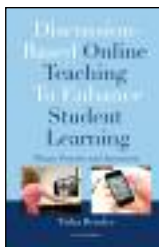
"This book will be a valuable resource for faculty in higher education who are planning, designing, teaching, and evaluating a hybrid course. Jay Caulfield combines interview data from experienced hybrid teachers with an extensive literature review to provide practical tips and guidelines for creating a successful hybrid teaching and learning experience."—*Norm Vaughan, co-author of Blended Learning in Higher Education; professor, Mount Royal University, Canada*

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## Understanding and Promoting Transformative Learning

*A Guide to Theory and Practice*

THIRD EDITION

**Patricia Cranton**

PRAISE FOR THE SECOND EDITION

"Perceptive, provocative, and lucid. Patricia Cranton's clear and careful analysis and her down-to-earth examples of transformative learning concepts move my work significantly close to the practitioner. Highly recommended!"—**Jack Mezirow**

**Mezirow**

"Researchers and students seeking an understandable intro to this field...will find this text a very helpful place to begin."—**Teachers College Record**

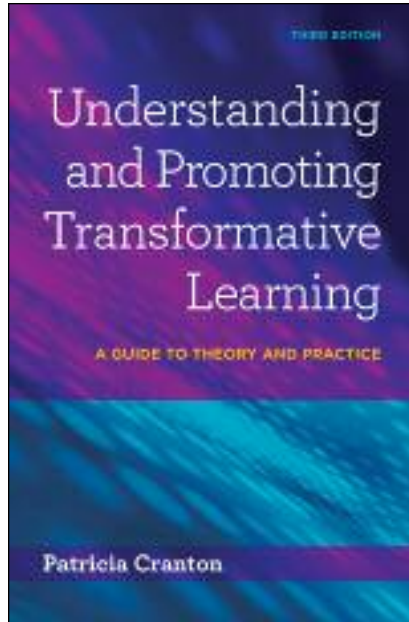
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"Very strongly recommended"—**Library Bookwatch**

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"Patricia Cranton shows us how teachers and facilitators can and must be understood as adults engaged in transformative learning. By highlighting case studies of how individual educators learn about their practice, she helps us rethink the way professional development is conceived and conducted."—**Stephen Brookfield**, *Distinguished Professor, University of St. Thomas, St. Paul, Minnesota*

The third edition of Patricia Cranton's *Understanding and Promoting Transformative Learning* brings a wealth of new insight from the tremendous growth in the field during the decade since the previous edition. As in the previous editions, the book helps adult educators understand what transformative learning is, distinguish it from other forms of learning, and foster it in their practice. The first part of the book is dedicated to clarifying transformative learning theory and



relating it to other theoretical frameworks. The author examines transformative learning from the learner's perspective, and discusses individual differences in how learners go through the process. In the second half of the book, the focus is squarely on strategies for promoting transformative learning in a wide variety of adult and higher education contexts. Practitioners will be able to take ideas from the text and apply them directly in their teaching.

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## Mapping the Field of Adult and Continuing Education

*An International Compendium*

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

**Foreword by Steven B. Frye**

The field of Adult and Continuing Education (ACE) has long been influential beyond its already porous borders, and continues to be a source of important ideas, inspiration, and innovative practices for those in disciplines such as educational administration, social work, nursing, and counseling. Recognizing this, the American Association for Adult and Continuing Education commissioned the editors to create this compendium, which provides an invaluable resource to readers already established in the field, those entering the field, and to myriad neighbors of the field as well.

This four-volume compendium (also available as a combined e-book) brings together a host of national and international contributors to map the field of ACE in a series of brief articles addressing key theories and practices across its many domains and settings. These are arranged in four volumes, available either individually or as a set:

**Volume One: The Adult Learner**

**Volume Two: Teaching and Learning in ACE**

**Vol. Three: Leading and Managing ACE**

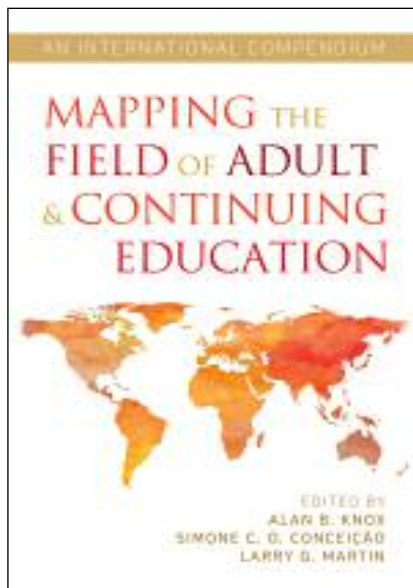
**Volume Four: Inquiry and Influences**

The volume on Adult Learners will include articles addressing topics such as adult development, diversity, learning abilities, the influence of personality on learning, and the role of experience in adult learning. By far the largest segment of learners in society, and currently the largest segment of college students as well, a better understanding of the adult learner is vital for educators of all kinds.

Volume two addresses Teaching and Learning topics ranging from methods and roles to programs and materials. Encompassing formal and informal learning, as well as the variety of focus and setting, from cultural to occupational, this volume explores the wide range of theory and practice in ACE.

Issues of Leadership and Administration such as planning and resource allocation, organizational change and culture, and the value of a shared vision for all stakeholders are addressed in the third volume. From practical matters like staffing and volunteers, to big-picture issues such as alternative visions for the future of the field, this volume offers vital knowledge and insight.

The final volume, on Inquiry and Influences, examines the context, trends, and methods of



research and evaluation in the field's many domains. Wide-ranging inquiry has always been a hallmark of ACE, and only continues to grow along with the recognition of the importance of adult learning for learners and for the society as a whole.

All four volumes are available as a single e-book, to make the most of the inter-relatedness of the various topics. This version uses live links in the table of contents and combined index (as well as keywords at the start of each article) to enable readers to follow their own topical interests and thus create unique learning pathways for themselves.

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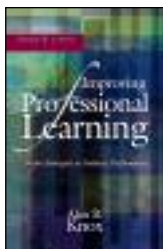
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## Improving Professional Learning

*Twelve Strategies to Enhance Performance*

**Alan B. Knox**

**Foreword by Ronald M. Cervero**

*"Improving Professional*

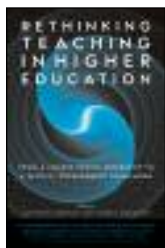
*Learning* is an immediately useful resource to meet this need, providing specific strategies for effective learning sessions, examples that show how others have implemented those strategies, and reflective guidelines to ensure appropriate implementation within individual contexts. These practical tasks are grounded in concepts developed from over 60 years of research on helping adults learn in a variety of professions, enabling leaders of professional learning to have confidence in the learning activities they offer. A must-read for leaders of professional learning everywhere!"—**Jean E. Fleming**, *President, American Association for Adult and Continuing Education*

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## Rethinking Teaching in Higher Education

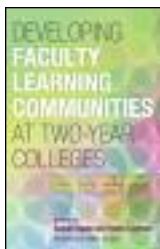
*From a Course Design Workshop to a Faculty Development Framework*

**Edited by Alenoush Saroyan and Cheryl Amundsen**

"If one could write the shortest review I would write: 'read this book.' It is a well-designed and structured description of how to provide an environment conducive to reflection through meaningful dialogues and relevant and informative workshops [for faculty development]. This book is highly readable, informative and engaging. It is a good text to have on the shelf, when pondering: what to do, why do I do this and what can I do to change others' practice."—**Quality Assurance in Education** (Australia)

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## Developing Faculty Learning Communities at Two-Year Colleges

*Collaborative Models to Improve Teaching and Learning*

**Edited by Susan Supple and Robin Lightner**

**Foreword by Milton D. Cox**

"Practical, detailed case histories, generously amplified with references to relevant research and best practice, show how faculty, working together, can use simple types of classroom inquiry to analyze and improve learning in their community college classrooms."—**Barbara E. Walvoord**, *Interim Director, Center for Excellence in Teaching, Simmons College, and Professor Emerita, University of Notre Dame*

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## Coming in from the Margins

*Faculty Development's Emerging Organizational Development Role in Institutional Change*

**Connie Schroeder**

**With Phyllis Blumberg, Nancy Van Note Chism, Catherine E. Frerichs, Susan Gano-Phillips, Deborah Lieberman, Diana G. Pace and Tamara Rosier**

"This important volume locates a key player – the faculty development professional – in the distributed leadership needed for institutional change. The authors provide insight into becoming involved in strategic planning, mission statement development, and collaborating with administrators. Schroeder notes the wholesale change in the identity of faculty developers, and identifies key enabling factors that alter faculty developers' role to be more central to institutional direction setting. Comprehensive, practical, inspirational, and timely — a must have book for anyone in the profession."—**Adrianna Kezar**, *Associate Professor, Rossier School of Education, and Associate Director, of CHEPA, University of Southern California*

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**NEW**

## Building Blocks to Improve the Quality of Adjunct Faculty Teaching

*A Handbook for Administrators and Faculty Developers*

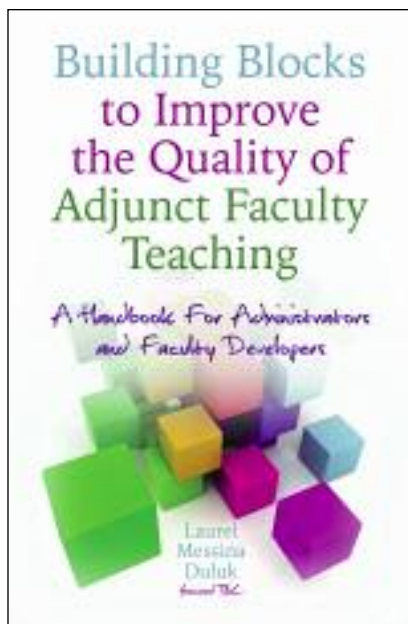
**Laurel Messina Duluk**

Based on a proven and successful adjunct faculty professional development model, this handbook is grounded in extensive program research and offers effective strategies for how to design, develop, implement, evaluate, and support a successful adjunct faculty program across disciplines. It focuses on the unique and specific needs of adjuncts, highlighting the types of professional development areas that adjuncts perceive to be most valuable and beneficial to their teaching practices. Based on seven years of extensive research surveys, interviews, and college-wide feedback, the program curricula aligns with the current needs of adjuncts and promotes an adjunct faculty culture of inclusion and professional respect.

This guide offers:

- Step by step guidelines for developing a successful adjunct faculty professional development program
- Example questionnaires and guidelines for conducting a needs assessment survey
- Guidance for developing a range of professional development initiatives
- Strategies for staying current with state-wide trends, policies and teaching, and learning practices
- Diversity and classroom management
- Navigation techniques to overcome common obstacles and keep moving forward
- Guidance for how to support online and blended learning communities
- Well established assessment and evaluation tools
- A checklist for addressing ethical and legal concerns

Recognizing that the better informed and trained ALL faculty members are, the better the educational process will be for achieving student retention and success. Providing adjunct faculty with up-to-date and innovative information further establishes a culture and an invitation to be involved in a life-long, transformative learning environment with ongoing professional development opportunities. The philosophy is to create a win-win, positive environment for all stakeholders



which results in a fully engaged community for learners.

### Table of Contents

#### Part One

- 1) Historical and Etiological Considerations of Adjunct Faculty
- 2) The Theoretical Framework and the Building Blocks for the Adjunct Faculty Professional Development Model

#### Part Two: Organizational Change—Creating the Building Blocks

- 3) Theoretical Framework for Creating an Institutional Change Model
- 4) Putting the Building Blocks Together—The Step by Step Process
- 5) Use of Instructional Technology—Exploring the rapid need for change

#### Part Three: Building Blocks for Research Design

- 6) The Literature Framework as it applies to the Research Design
- 7) The Research Design and Breakdown on the DP Model

#### Part Four: Where do we go from here?

- 8) What have we learned? Summary and Recommendations
- 9) Where do we go from here? Next Steps

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## Contingent Academic Labor

*Evaluating Conditions to Improve Student Outcomes*

**Daniel B. Davis**

**Foreword by Adrianna Kezar**

"Daniel B. Davis has proposed an important practical tool for addressing the contingent faculty crisis and ensuring that all stakeholders participate in the transformation of higher education into a site of authentic excellence, and commitment to equity and equality."  
—**Maria Maisto**, *President/ED, New Faculty Majority*

"This book, in my estimation, is one of the most important books focused on contingent faculty in higher education... I highly recommend this book to leaders within unions, academic administrators, faculty leaders—both tenure-track and contingent—as THE approach for advancing equity on college campuses."  
—**Adrianna Kezar**, *Professor, USC, Co-director Pullias Center and Director Delphi Project*

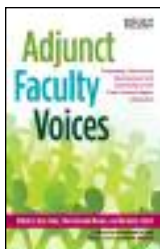
*Contingent Academic Labor* is a concise guide that offers higher education professionals a way to measure the degree of equality taking place in work environments for non-tenure track faculty across institutional settings. It frames the relevant issues and examines the nationwide situation facing contingent faculty across the professional landscape. The goal is to review contingent faculty treatment, and offer a standardized way to identify both equitable and unjust practices that impact adjunct faculty and their students by extension.

The main feature of this guide is The Contingent Labor Conditions Score, a tool to help evaluate current labor practices that impact adjuncts in both positive and negative ways. The report card measures 3 areas of labor conditions:

- **Material Equity:** Pay, job security and benefits
- **Professional Equity:** Opportunities for advancement, professional development, academic freedom, sense of professional inclusion, and job satisfaction
- **Social Equity:** Gender and race parity between contingent and non-contingent faculty in proportion to the population served

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## Adjunct Faculty Voices

*Cultivating Professional Development and Community at the Front Lines of Higher Education*

**Edited by Roy Fuller, Marie Kendall Brown and**

**Kimberly Smith**

**Foreword by Adrianna Kezar**

"This book is a lucid analysis of the adjunct faculty crisis. Finally, a book that gives voice to contingent faculty themselves, their struggles and their accomplishments. The 4 areas for improvement identified—identification/ recruitment, community, equity, and development—are followed up with replicable models. A remarkable work, appealing to both adjunct faculty and administrators!"  
—**Michele DiPietro**, *Executive Director, Faculty Development and Recognition, Center for Excellence in Teaching and Learning, Kennesaw State University*

"The editors bring these 'invisible' part-time educators into clear view. A welcome addition to the growing body of research on contingent faculty, and recommended reading for full-time faculty and administrators whose departments and institutions rely on adjunct faculty."  
—**Cynthia Wilson**, *Vice President for Learning and Chief Impact Officer, League for Innovation in the Community College*

This book remedies the absence of adjunct voices in the discourse about their roles, and deepens our awareness of the importance of offering adjuncts opportunities to participate in professional development (PD) programs. Part I presents narratives by adjuncts who have benefitted from PD programs. Part II offers chapters written by faculty developers who are running exemplary programs that serve the adjunct workforce. They showcase PD programs and teaching and learning centers from a range of institutional types across the country, including a research-intensive university that has developed a program over more than 10 years.

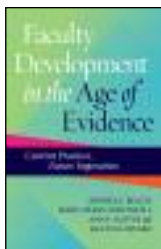
This volume will be of value to administrators and professional development centers seeking to implement or improve support for adjunct faculty within their own institutional context.

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## 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*

This volume provides the field with an important snapshot of faculty development structures, priorities and practices in a period of change, and uses the collective wisdom of those engaged with teaching, learning, and faculty development centers and programs to identify important new directions for practice.

Building on their previous study of a decade ago, published under the title of *Creating the Future of Faculty Development*, the authors explore questions of professional preparation and pathways, programmatic priorities, collaboration, and assessment

What emerges from the findings are what the authors term a new *Age of Evidence*, influenced by heightened stakeholder interest in the outcomes of undergraduate education and characterized by a focus on assessing the impact of instruction on student learning, of academic programs on student success, and of faculty development in institutional mission priorities. The book delineates how faculty developers are responding to a wider range of institutional priorities, such as blended and online teaching, diversity, evidence-based practices, as well as addressing the needs of part-time, non-tenure-track, and graduate student instructors as well as of pre-tenure and post-tenure faculty.

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## Faculty Mentoring

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

**Susan L. Phillips and Susan T. Dennison**

**Foreword by Milton D. Cox**

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

The book provides step-by-step guidelines for setting up, planning, and facilitating mentoring programs for new faculty members, whether one-on-one, or using a successful group model developed and refined over twenty-five years by the authors. While it offers detailed guidance on instituting such programs at the departmental level, it also makes the case for establishing school or institutional level programs, and delineates the considerable benefits and economies of scale these can achieve.

The authors provide guidance for mentors and mentees on developing group mentoring and individual mentor / protégé relationships – the corresponding chapters being available online for separate purchase; as well as detailed outlines and advice to department chairs, administrators and facilitators on how to establish and conduct institution-wide group mentoring programs, and apply or modify the material to meet their specific needs.

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*Also Available*

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## Successful STEM Mentoring Initiatives for Underrepresented Students

*A Research-Based Guide for Faculty and Administrators*

**Becky Wai-Ling Packard**

**Foreword by Norman L. Fortenberry**

"A wonderful compendium of research-based strategies and insights that can be adapted in a wide variety of settings."—**Carol B. Muller**, *Founder, MentorNet, and Executive Director, WISE Ventures, Stanford University*

"I have every confidence that this book will lead scientists and STEM educators to engage in empirically proven inclusive practices, one step at a time, to effect the essential changes in STEM that Dr. Packard so ably champions."—**Wendy E. Raymond**, *Vice President for Academic Affairs and Dean of Faculty, Professor of Biology, Davidson College; Chair, National Science Foundation Committee on Equal Opportunity in Science and Engineering*

*Successful STEM Mentoring Initiatives for Underrepresented College Students* is a step-by-step, research-based guide for higher education faculty and administrators who are charged with designing mentoring programs to recruit and retain students from underrepresented groups. Written by an acknowledged expert in the field of STEM mentoring, the book constitutes a virtual consultant that enables readers to diagnose the issues they face, identify priorities, and implement appropriate practices to achieve their goals.

The book describes the real and perceived barriers that underrepresented students—to include women, students of color, transfer students, and first-generation college students—encounter when considering enrollment, or participating, in science courses; considers the issues they face at the various transitions in their education, from entering college to declaring a major and moving on to a profession; and sets out the range of mentoring options available to program designers.

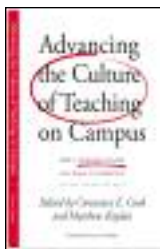
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## Advancing the Culture of Teaching on Campus

*How a Teaching Center Can Make a Difference*

**Edited by Constance Cook and Matthew Kaplan**

**Foreword by Lester P. Monts**

"This book assists the reader in thinking more deeply about how to successfully navigate institutional organization, politics, and managing change at a campus where faculty have little discretionary time. The book also explains how the CRLT effectively manages the yearly changes of services based on institutional priorities. It is an excellent text for those considering entering a career in a teaching center."—**Teachers College Record**

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## Powerful Learning Communities

*A Guide to Developing Student, Faculty, and Professional Learning Communities to Improve Student Success and Organizational Effectiveness*

**Organizational Effectiveness**

**Oscar T. Lenning, Denise M. Hill, Kevin P. Saunders, Alisha Solan and Andria Stokes**

**Foreword by Vincent Tinto**

"[This book] should be read by every faculty member and administrator in postsecondary education who is concerned with maximizing the developmental potential of this powerful educational intervention for students."—**Ernest T. Pascarella**, *Professor and Mary Louise Petersen Chair in Higher Education, The University of Iowa*

*Chair in Higher Education, The University of Iowa*

This book provides the tools for planning, designing and implementing what the authors define as "powerful" LCs, addressing three types of learning communities – student, professional (faculty, staff), and institutional LCs concerned with student learning.

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**NEW**

## SoTL in Action

*Illuminating Critical Moments of Practice*

**Edited by Nancy L. Chick**

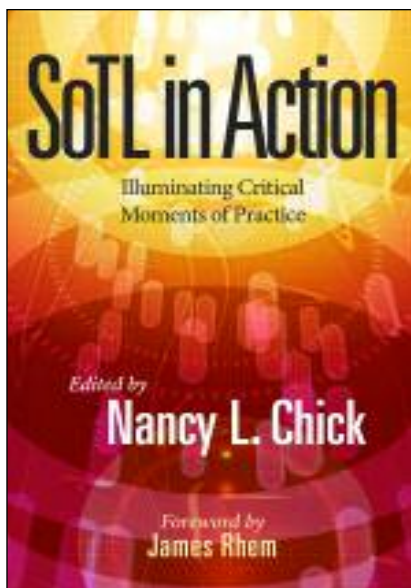
**Foreword by James Rhem**

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.

This book takes discussions of SoTL to a new level. It illuminates the thinking of SoTL practitioners as they seek to unpack student learning experiences to understand how they happen, what they mean, and what we can do about them. 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.

The aim is to support potential practitioners, inform educational developers who teach new SoTL practitioners, and inspire experienced SoTL scholars to reflect on their own practice. This is a compelling collection for anyone interested in practitioner reflection, intentional design, and advancing the field of SoTL and the quality of teaching and learning.



### Contents

Introduction—*Nancy Chick*

#### **Part I: Strong Foundations: Planning for Meaningful Work**

- 1) Using Intuition, Anecdote, and Observation as Rich Sources of SoTL Projects—*Gary Poole*
- 2) Asking Meaningful Questions—*Tony Ciccone*
- 3) The SoTL Literature Review—*Margy MacMillan*
- 4) SoTL and Education Research—*Kim Grant*
- 5) Identifying the Tradition of Inquiry—*Carol Berenson*
- 6) Design Alignment—*Robin Mueller*
- 7) The Ethics Review—*Ryan Martin*

#### **Part II: Methods and Methodologies: Taking Student Learning Seriously**

- 8) Meaningful Surveys—*Trent Maurer*
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- 10) Close Reading Student Work—*Karen Manarin*
- 11) Conducting Interviews—*Janice Miller-Young*
- 12) Student Think-Alouds—*Lendol Calder*

#### **Part III: Projects in Action: Making an Impact**

- 13) The SoTL Conference—*Jennifer Meta Robinson*
- 14) Writing SoTL—*Jessie Moore*
- 15) Reading SoTL—*David Voelker*
- 16) Applying SoTL Locally: From Project to Classroom—*Dan Bernstein*

196 pp., 6" x 9", figs.

Cloth, Sept 2018, 978 1 62036 692 9, \$95.00

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E-Book, Sept 2018, 978 1 62036 695 0, \$25.99

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## 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*

"Cathy Bishop-Clark and Beth Dietz-Uhler bring to this volume their own contagious passion for the scholarship of teaching and learning—but also an ability to translate their journey into steps that those newer to the work can easily follow. The result is both practical and inspiring."—**Pat**

**Hutchings**, *Consulting Scholar, The Carnegie Foundation for the Advancement of Teaching*

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**

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## Exploring Signature Pedagogies

*Approaches to Teaching Disciplinary Habits of Mind*

**Edited by Regan A. R. Gurung, Nancy L. Chick and Aeron Haynie**

**Foreword by Anthony A. Ciccone**

"A remarkable achievement that is sure to find its way onto everyone's short shelf of essential books on teaching and learning. This book belongs in the hands of every beginning teacher or anyone wanting a good road map to the problems and possibilities of teaching the liberal arts."—**Lendol**

**Calder**, *Associate Professor of History at Augustana College*

Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field, and to verify the resulting learning. Each author is concerned about how to engage students in the ways of knowing, the habits of mind, and the values used by experts in his or her field.

**340 pp, 6" x 9"**

**Cloth, 2008, 978 1 57922 306 9, \$95.00**

**Paper, 2008, 978 1 57922 307 6, \$33.50**



## Exploring More Signature Pedagogies

*Approaches to Teaching Disciplinary Habits of Mind*

**Edited by Nancy L. Chick, Aeron Haynie and Regan A. R. Gurung**

**Foreword by Anthony A. Ciccone**

This companion volume to *Exploring Signature Pedagogies* covers disciplines not addressed in the earlier volume and further expands the scope of inquiry by interrogating the teaching methods in interdisciplinary fields and a number of professions.

**272 pp, 6" x 9"**

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## 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**

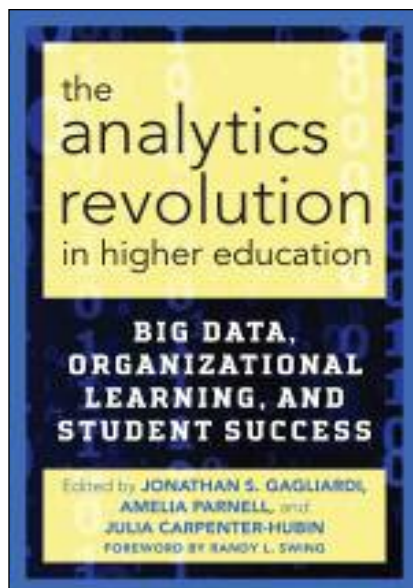
In this era of “Big Data,” institutions of higher education are challenged to make the most of the information they have to improve student learning outcomes, close equity gaps, keep costs down, and address the economic needs of the communities they serve at the local, regional, and national levels. 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. 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.

### Contents

Foreword—*Randy L. Swing*

- 1) The Analytics Revolution in Higher Education—*Jonathan S. Gagliardi*
- 2) Higher Education Decision Support: Building Capacity, Adding Value—*Daniel Cohen-Vogel*
- 3) Cultural and Organizational Structures and Functions of Institutional Research—*Julia Carpenter-Hubin and Jason Sullivan*
- 4) Data Analytics for Student Success: Elaborate Profusion of Institutional Research into Student Affairs—*Amelia Parnell*
- 5) The It-IR Nexus: Three Essentials for Driving Institutional Change Through Data and Analytics—*Timothy Chester*
- 6) Pursuit of Analytics and the Challenge of Organizational Change Management for Institutional Research—*Angela Y. Baldasare*



- 7) Enrollment to Career: Dynamics of Education and the Workforce—*Stephanie Bond-Huie*
- 8) State System Research: Increasing Products, Data, Roles, and Stakeholders—*Angela Bell*
- 9) Moving from Data to Action: Changing Institutional Culture and Behavior—*Desdemona Cardoza and Jeff Gold*
- 10) New and Emerging Frameworks for Decision Analytics: A Data Governance Perspective—*Ronald L. Huesman and Steve A. Gillard*
- 11) Examining How the Analytics Revolution Matters to Higher Education Policy Makers: Data Analytics, Systemness, and Enabling Student Success—*Jason E. Lane*
- 12) Evolving from Reflective to Predictive: Montgomery Community College and Analytics—*Celeste Schwartz, Kent Phillipe, David Kowalski, and Angela Polec*
- 13) Unpacking the Messiness of Harnessing the Analytics Revolution—*Jonathan S. Gagliardi*

**Co-published with AIR**

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

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Also see:



**Using Focus Groups to Listen, Learn and Lead in Higher Education**

p. 120





## Outcomes-Based Program Review

*Closing Achievement Gaps in and outside the Classroom with Alignment to Predictive Analytics and Performance Metrics*

**Marilee J. Bresciani Ludvik**

SECOND EDITION OF *OUTCOMES-BASED ACADEMIC AND CO-CURRICULAR PROGRAM REVIEW*

REVIEWS OF THE FIRST EDITION:

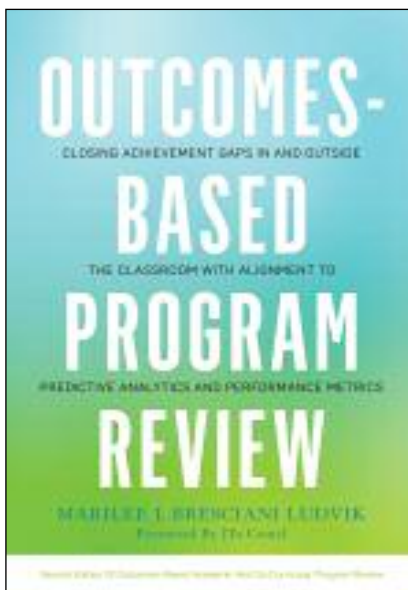
"This is an important tool in the movement to transform higher education. It makes an important contribution to the scholarship of assessment by providing a research-based framework for merging student learning assessment processes with cyclical academic program review processes."—**Linda Suskie**, *Executive Associate Director, Middle States Commission on Higher Education*

"The strength and appeal of the volume are the variety of examples of good practices from different types of institutions assessing different aspects of their educational programs. Novice and experienced assessment practitioners alike will benefit from the host of practical tips threaded throughout."—**George D. Kuh**, *Chancellor's Professor and Director, Indiana University Center for Postsecondary Research*

This book introduces the reader to the principles of assessment of student learning outcomes in the context of program review, and illustrates how to implement a sustainable outcomes-based assessment program review process based on over 30 case studies of exemplary practice across a range of institutional types.

Since publication of the first edition just over a decade ago, the landscape of higher education has been transformed. With the emergence of competency-based education, the questioning of the value of a post-secondary degrees, the explosion of neuroscientific research, the emphasis on metacognition, as well as demographic changes in who is going to college and why, new questions are being asked and new methods of collecting data have multiplied. This new edition retains the goals of the first, which is to inform institutional self-reflection of how well the organization is achieving its intended purpose, in a manner that is reflective, adaptive, and collaborative, but which recognizes today's changed environment.

Among the new topics Marilee Bresciani



Ludvik introduces in this edition is how to appropriately connect outcomes-based program review (OBPR) to performance indicators and predictive analytics and develop meaningful new performance metrics to inform our understanding of the student experience. She also addresses the intersection of OBPR with competency-based assessment, introduces the reader to new concepts and terminology, and demonstrates the implications of neuroscientific research for learning and development and how that influences OBPR design. All the cases, a signature feature of the first edition to illustrate best practice, have been replaced for this edition.

Marilee Bresciani Ludvik postulates the importance of developing institutions as learning organizations where OBPR is designed collaboratively between student services, academic services, business services professionals, and faculty.

Each chapter concludes with key learning points as well as questions for organizational leadership to promote ongoing professional development as institutions implement OBPR practices that are appropriate for their specific contexts.

**200 pp, 8½" x 11", 12 figures**

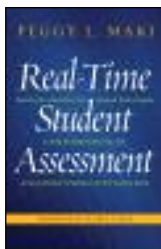
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## Real-Time Student Assessment

*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**

"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. 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

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

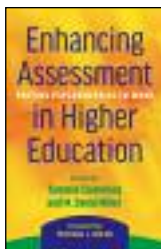
This book challenges institutions and their programs to prioritize the use of chronological assessment results to benefit enrolled students in comparison with the more common practice of prolonged assessment cycles that generally benefit future students.

She 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.

The book is an urgent call for higher education to ensure that all students graduate in a timely fashion with the competencies they need to be active and productive citizens.

**214 pp, 6" x 9", 20 figures & 5 tables**  
**Cloth, 2017, 978 1 62036 487 1, \$95.00**  
**Paper, 2017, 978 1 62036 488 8, \$29.95**  
**E-Book, 2017, 978 1 62036 490 1, \$23.99**

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## Enhancing Assessment in Higher Education

*Putting Psychometrics to Work*

**Edited by Tammie Cumming and M. David Miller**

**Foreword by Michael J. Kolen**

"Good decision making at every level – classroom, program, institution – is advantaged by high quality, actionable data. The stellar cast of contributors to this timely volume offer a treasure trove of measurement principles, practices and applications that both assessment experts and those new to documenting student learning will find instructive and useful."—**George D. Kuh**, *Chancellor's Professor of Higher Education Emeritus, Indiana University*

"*Enhancing Assessment in Higher Education* is a valuable addition to assessment practitioners' bookshelves, especially for those who want a deeper understanding of the vocabulary and methods for evaluating the validity and reliability of their assessments of student learning."—**Linda Suskie**, *Assessment and Accreditation Consultant*

Assessment and accountability are now inescapable features of the landscape of higher education, and ensuring that these assessments are psychometrically sound has become a high priority for accrediting agencies and therefore also for higher education institutions. Bringing together the higher education assessment literature with the psychometric literature, this book focuses on how to practice sound assessment.

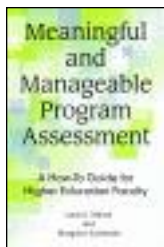
This volume provides comprehensive and detailed descriptions of tools for and approaches to assessing student learning outcomes in higher education.

The book is divided into three sections: overview, assessment in higher education, and case studies. The central section looks at direct and indirect measures of student learning, and how to assure the validity, reliability, and fairness of both types. The first six chapters (the first two sections) alternate chapters written by experts in assessment in higher education and experts in psychometrics. The remaining three chapters are applications of assessment practices in three higher education institutions. Finally, the book includes a glossary of key terms in the field.

**Co-published with AIR and AAC&U**

**246 pp, 6" x 9", figures**  
**Cloth, 2017, 978 1 62036 367 6, \$35.00**  
**E-Book, 2017, 978 1 62036 370 6, \$27.99**

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## Meaningful and Manageable Program Assessment

*A How-To Guide for Higher Education Faculty*

**Laura J. Massa and Margaret Kasimatis**

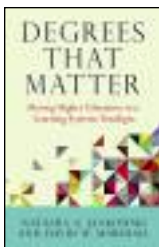
"This book provides a much needed how-to guide for program-level assessment. Program chairs and faculty charged with conducting assessment will find the authors' approach practical and the baker's dozen modules succinct, instructive and rich with program-specific examples of effective assessment."—**Jillian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

"Assessment may seem to be so firmly established that little more needs to be said. Then along comes Massa and Kasimatis' compact, step-by-step primer. They provide a practical overview of an essential institutional responsibility with proven, practical advice for a new generation of faculty. Massa and Kasimatis have given academe a guide to relearn and reaffirm the means and ends of assessment at the program level—this time with a clear message that assessing student learning is a necessary—and doable—part of faculty work. Every new faculty member should receive a copy."—**William Plater**, *Executive Vice Chancellor Emeritus, IUPUI*

The authors provide readers with a straightforward approach to doing assessment in a way that is meaningful, manageable and sustainable over time. Including a straightforward overview of assessment concepts and principles, as well as practical, easy-to-follow instructions for multiple assessment tools and key steps in the assessment process, this book is a handy, all-in-one how-to guide. In addition, the text guides readers toward the development of a culture of assessment. Writing in a conversational tone that has helped the authors to successfully teach assessment principles and practices to faculty and administrators from a variety of academic disciplines and institutions, the book reads as if a friendly, supportive assessment professional is by your side.

**176 pp, 6" x 9", 13 figs & 19 tables**  
**Cloth, 2017, 978 1 62036 563 2, \$95.00**  
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**E-Book, 2017, 978 1 62036 566 3, \$23.99**

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## Degrees That Matter

*Moving Higher Education to a Learning Systems Paradigm*

**Natasha A. Jankowski and David W. Marshall**

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

"Drawing on two historic outcomes-based frameworks developed in this century, the Degree Qualifications Profile and Tuning, Jankowski and Marshall describe and illustrate how institutions can now develop their own holistic learning system. Their 'consensus-based, aligned, learner-centered, and communicated' system prepares students with relevant twenty-first-century outcomes regardless of when they enter or re-enter our institutions. A must-read for institutional leaders, administrators, faculty, and staff across all institutional types."—**Peggy Maki**, *Higher Education Consultant specializing in assessing student learning*

Concerned by ongoing debates about higher education that talk past one another, the authors of this book show how to move beyond these and other obstacles to improve the student learning experience and further successful college outcomes. Offering an alternative to the culture of compliance in assessment and accreditation, they propose a different approach which they call the Learning System Paradigm. Building on the shift in focus from teaching to learning, the new paradigm encourages faculty and staff to systematically seek out information on how well students are learning and how well various areas of the institution are supporting the student experience and to use that information to create more coherent and explicit learning experiences for students.

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

**216 pp, 6" x 9", 7 tables, 8 figures**  
**Cloth, 2017, 978 1 62036 463 5, \$95.00**  
**Paper, 2017, 978 1 62036 464 2, \$35.00**  
**E-Book, 2017, 978 1 62036 466 6, \$23.99**

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**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**

"A rubric, the authors emphasize, is a tool. And their book itself is a wonderful tool for exploring how to use rubrics as tools. For a long time, I have been recommending the first edition to faculty in workshops I lead. I can recommend this second edition with even greater enthusiasm, because it does so much more, and does it so intelligently.

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*

This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment.

The authors have extended coverage to include: Expanded discussion on use of rubrics for grading, Grading on-line with rubrics, Rubric construction in student affairs, Pros and cons of working with "ready-made" rubrics, Using rubrics to improve your teaching and for SoTL, Application of rubrics in the arts, for study abroad, service learning and students' independent learning.

232 pp, 7" x 10"

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E-Book, 2013, 978 1 57922 590 2, \$21.99

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## Excellence in Higher Education Guide

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

EIGHTH EDITION

**Brent D. Ruben**

This new Eighth edition of the *Excellence in Higher Education Guide: A Framework for the Design*, updates a classic work. This edition includes a broad and integrated approach to the design, assessment, planning, and improvement of colleges and universities of all types, as well as individual academic, student affairs, administrative and services units. The framework included in the Guide is adaptable to institutions and units with any mission, and is consistent with the current directions within regional and programmatic accreditation.

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

The eighth edition series also includes a *Workbook and Scoring Instructions* (available in print and electronic format) and *Facilitator's Materials* (available only by download).

In recognition of Brent Rubin's contribution to the field through publication of the *Excellence in Higher Education Guide*, he is the recipient of the 2018 Malcolm Baldrige National Leadership Award.

110 pp, 8 1/2" x 11"

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**Guide and Facilitator's Materials Set**

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## Connecting the Dots

*Developing Student Learning Outcomes and Outcomes-Based Assessment*

SECOND EDITION

**Ronald S. Carriveau**

This book is designed to help faculty and institutions of higher obtain, manage, use, and report valid outcome attainment measures at the course level; and map outcomes attainment from the course level to departmental, degree program, and institutional levels, and beyond. It demonstrates how to communicate clearly what students are supposed to know and be able to do, and produce test scores that are valid for their intended use and interpretation.

This “how-to” manual offers guidelines, model forms, and examples that will lead the reader through the steps to “connect the dots” from outcomes assessment to outcomes-based reporting.

**128 pp, 8 1/2" x 11"**

**Cloth, 2016, 978 1 62036 479 6, \$95.00**

**Paper, 2016, 978 1 62036 480 2, \$24.95**

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## Developing Outcomes-Based Assessment for Learner-Centered Education

*A Faculty Introduction*

**Amy Driscoll and Swarup Wood**

“An excellent resource.”—*Journal of College Student Development*

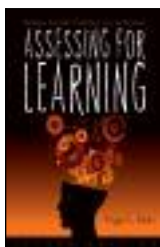
The purpose of the book is to empower faculty to develop and maintain ownership of assessment by articulating the learning outcomes and evidence of learning that are appropriate for their courses and programs.

**287 pp, 6" x 9", figures**

**Cloth, 2007, 978 1 57922 194 2, \$95.00**

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## Assessing for Learning

*Building a Sustainable Commitment Across the Institution*

SECOND EDITION

**Peggy L. Maki**

“Peggy Maki’s text as a whole represents a comprehensive and realist approach to assessment and constructs a notion of assessment that is an uncommon blend of the pragmatic and sustainable, meaningful and valuable, theoretical and practical. Maki has artistically drawn together esoteric, philosophical foundations with pragmatic, real-world applications from which nearly any assessment practitioner will benefit... The second edition of *Assessing for Learning* verges on being a seminal work in higher education assessment scholarship.”—*The Review of Higher Education*

**356 pp, 8 1/2" x 11", boxes & figures**

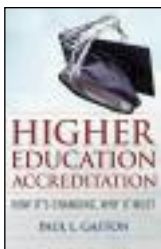
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## Higher Education Accreditation

*How It's Changing, Why It Must*

**Paul L. Gaston**

**Foreword by Eduardo M. Ochoa**

"Paul Gaston's thoughtful book gives us a balanced assessment of American higher-education accreditation and recommends a measured set of reforms to meet the challenges of this new era."—**Eduardo M. Ochoa**, *President, California State University, Monterey Bay, and former U.S. Assistant Secretary for Postsecondary Education*

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## Portfolio Development and the Assessment of Prior Learning

*Perspectives, Models and Practices*

**SECOND EDITION**

**Elana Michelson and Alan Mandell**

"The authors offer twenty-two practical activities to orient students to self-reflection, academic writing, and distinguishing between their common life knowledge and the learning that can translate into college credits. This volume is recommended to guide planners who want to initiate or revise a process of assessment of incoming students through portfolio."—*Teaching Theology & Religion*

**304 pp, 6" x 9"**

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**Paper, 2004, 978 1 57922 090 7, \$33.50**

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## Electronic Portfolios 2.0

*Emergent Research on Implementation and Impact*

**Edited by Darren Cambridge, Barbara Cambridge and Kathleen Blake Yancey**

"The book contains a wealth of data from schools that have been pioneers in the use of electronic portfolios. The authors identify emerging new critical questions, challenges, and opportunities for further development of this genre. A school seeking to integrate this pedagogical strategy will find this to be a helpful reference volume."

—*Teaching Theology and Religion*

This book features emergent results of studies from 20 institutions that have examined effects on student reflection, integrative learning, establishing identity, organizational learning, and designs for learning supported by technology. It also describes how institutions have responded to multiple challenges in ePortfolio development, from engaging faculty to going to scale.

These studies exemplify how ePortfolios can spark disciplinary identity, increase retention, address accountability, improve writing, and contribute to accreditation. The chapters demonstrate the applications of ePortfolios at community colleges, small private colleges, comprehensive universities, research universities, and a state system.

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

**Cloth, 2009, 978 1 57922 320 5, \$79.95**

**Paper, 2009, 978 1 57922 321 2, \$37.50**

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## NEW

## Catalyst in Action

*Case Studies of High Impact ePortfolio Practice*

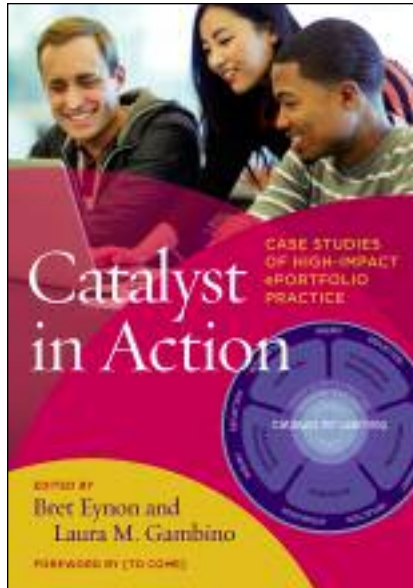
**Edited by Bret Eynon and Laura M. Gambino**

In 2017, Bret Eynon and Laura M. Gambino released *High Impact ePortfolio Practice*, which drew broad acclaim from faculty and educational leaders. “An instant classic,” wrote one reviewer. “The book I’ve been waiting for!” exclaimed another. With compelling evidence of the impact of ePortfolio “done well,” and a practical framework for educators to follow, this research study quickly led to the formal recognition of ePortfolio as a validated High Impact Practice.

Now, with *Catalyst in Action: Case Studies of High Impact ePortfolio Practice*, Eynon and Gambino have taken the next step. The book offers 20 powerful case studies, drawn from campuses ranging from Bronx Community College to Yale University, from the University of South Carolina, to Dublin University and Arizona State.

In *High Impact ePortfolio Practice*, Eynon and Gambino outlined the Catalyst Framework, spotlighting the strategies needed to launch, build and sustain a “high-impact” ePortfolio practice. Linking integrative social pedagogy to technology, assessment and professional development, the Catalyst Framework offers guiding principles and classroom-based ePortfolio practices that improve student success, deepen the student learning experience, and catalyze learning-centered institutional change.

In *Catalyst in Action*, teams of faculty and college leaders detail their experiences exploring and testing the Framework on their campuses. Working with diverse groups of students in a broad range of disciplines and settings, the case study authors put Eynon and Gambino’s integra-



tive strategies into practice. *Catalyst in Action* shares their findings and their insights.

As higher education enters a challenging new era, it must find new ways adapt and change, to support and demonstrate student growth and development. *Catalyst in Action* is a powerful combination of intensive research and practical experiencing. Offering exciting new evidence and fresh new insights, *Catalyst in Action* will be an invaluable resource for those who wish to build student success, advance higher learning, and meet the demands of the 21st century.

**392 pp, 7" x 10", multiple screen captures**  
**Cloth, Sept 2018, 978 1 62036 866 4, \$95.00**  
**Paper, Sept 2018, 978 1 62036 867 1, \$39.95**  
**E-Book, Sept 2018, 978 1 62036 869 5, \$31.99**

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## High-Impact ePortfolio Practice

*A Catalyst for Student, Faculty, and Institutional Learning*

**Bret Eynon and Laura M. Gambino**

**Foreword by George D. Kuh**

"A handbook of everything educators need to know about the current state of the art, capped off with a provocative look at the synergy of ePortfolios with other student success interventions."—**John N. Gardner**, *President, Gardner Institute for Excellence in Undergraduate Education*; and **Betsy O. Barefoot**, *Senior Scholar, Gardner Institute for Excellence in Undergraduate Education*

"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.

The core of the book presents a comprehensive research-based framework, along with practical examples and strategies for implementation, and identifies the key considerations that need to be addressed in the areas of Pedagogy, Professional Development, Outcomes Assessment, Technology and Scaling Up.

**256 pp., 7" x 10", 49 figures, 5 tables & 50 boxes**  
**Cloth, 2017, 978 1 62036 504 5, \$95.00**  
**Paper, 2017, 978 1 62036 505 2, \$35.00**  
**E-Book, 2017, 978 1 62036 507 6, \$27.99**

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## Leveraging the ePortfolio for Integrative Learning

*A Faculty Guide to Classroom Practices for Transforming Student Learning*

**Candyce Reynolds and Judith Patton**

**Foreword by Terry Rhodes**

"[This] is the most accessible book I have seen about using ePortfolios in higher education. The book keeps you reading as if you are listening to the authors tell you all you want to hear about from every aspect of defining your ePortfolio's campus purpose to choosing a platform to the structure of a showcase ePortfolio to tips and cautions. I was impressed with their thoroughness and lucidity. Thanks to Reynolds and Patton for this significant contribution to the field of ePortfolio studies."—**Trent Batson**, *President, The Association for Authentic, Experiential and Evidence-Based Learning*

This book is a comprehensive and practical guide to the use of the ePortfolio as a pedagogy that facilitates the integrative learning that is a central goal of higher education.

Faculty and administrators of programs using ePortfolios can use this guide to help their students work individually on an ePortfolio or as part of a class or program requirement. Readers will discover through examples of student portfolios and targeted exercises how to assist students in making their learning visible to themselves, their peers, their instructors and their future employers

The book opens by outlining the underlying learning theory and the key concepts of integrative learning and by describing the purpose, structure and implementation of ePortfolios. Subsequent sections cover classroom practices and assignments to help students understand themselves as learners; make connections between course content, their personal lives, and to the curriculum; bridge theory to practice; and consider issues of audience and communication and presentation in developing their portfolios. The book goes on to cover technological issues and assessment, with a particular emphasis on the use of rubrics; and concludes with explicated examples of ePortfolios created in a first-year program, ePortfolios created by graduating students, career-oriented ePortfolios, and lifelong ePortfolios.

**186 pp., 7" x 10", figures & tables**  
**Cloth, 2014, 978 1 57922 899 6, \$95.00**  
**Paper, 2014, 978 1 57922 900 9, \$29.95**  
**E-Book, 2015, 978 1 57922 902 3, \$23.99**

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**NEW****Leading Internationalization**

*A Handbook for International Education Leaders*

**Edited by Darla K. Deardorff and Harvey Charles**

**Foreword by E. Gordon Gee**

**Afterword by Allan Goodman**

What do university leaders need to know and be able to do to internationalize their institutions?

This volume provides senior professionals in international education, increasingly known as Senior International Officers (SIOs), with the foundational knowledge that informs leadership practices, together with suggested strategies for implementing and developing the wide range of functions, activities and skills associated with comprehensive internationalization that will ensure effective support for their institutions' educational mission in today's globalized and interdependent world.

This book addresses strategic leadership issues in internationalization including strategic planning, shaping the curriculum, recruiting students, risk management, and developing partnerships. Throughout, the Association of International Education Administrators' (AIEA) Standards of Professional Practice for SIOs and International Education Leaders (reproduced in the appendix) are integrated as a point of reference, providing a much needed guide for international education leaders.

This resource is a vital starting point for anyone in a senior leadership role in higher education, as well as for anyone desiring to understand more about this key leadership position essential to higher education institutions in developing institutional global capacity and in educating global-ready graduates.

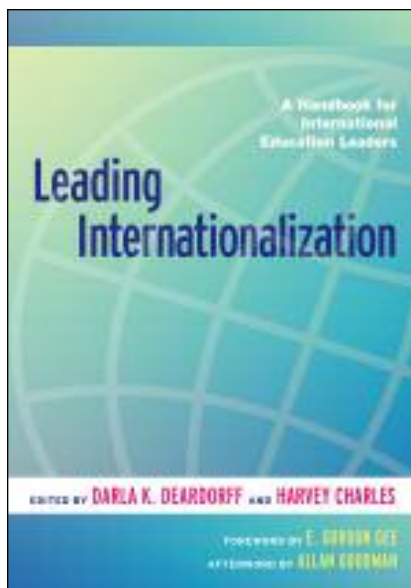
**Contents****Part 1: Understanding the Context for Internationalization**

Introduction—*Darla Deardorff and Harvey Charles*

- 1) Phases of Internationalization and the SIO role—*Gil Merckx*
- 2) Foundations in Leading Internationalization: Lessons from Mestenhauser—*Darla Deardorff, Dafina Diabate, and Katy Rosenbaum*
- 3) The SIO's World: A Change Agent Faces a Reality Check—*John Heyl*

**Part 2: SIO Leadership and Management**

- 4) Strategic Planning for Senior International Officers—*Riall Nolan*
- 5) International Education Administration—*Harvey Charles and Judith Pennywell*
- 6) Forming Alliances and Working with the Administration—*Gil Merckx and Riall Nolan*
- 7) Financing Internationalization—*Nell Pynes*

**Part 3: Internationalization Expertise**

8) Internationalizing the Curriculum—*Betty Leask and Harvey Charles*

9) Outcomes Assessment for SIOs—*Darla Deardorff*

10) Senior International Officers and International Student Recruitment—*Pia Wood*

11) The SIO Managing Risk and Liability—*Meredith McQuaid and Sabine Klahr*

**Part 4: Internationalization and Advocacy**

12) Making the Case for Internationalization—*Nell Pynes*

13) Fostering Global Culture and Engaging Student Leadership on Campus—*Susie Bender*

14) Connecting with the Community—*Gil Latz and Tom Bogenschild*

15) Establishing and Building Higher Educational International Partnerships—*Pia Wood*

**Part 5: Personal Effectiveness for Internationalization**

16) The SIO as Entrepreneur—*Nell Pynes and Harvey Charles*

17) Intercultural Knowledge for Senior International Officers: Communicating Successfully Across Differences—*Darla Deardorff*

18) Harnessing Data to Lead Internationalization—*Rajika Bhandari and Terry Miller*

19) Ethical Issues in Leading Internationalization—*Darla Deardorff, Katy Rosenbaum, and Hanneke Teekens*

Appendices: SIO Standards of Professional Practice

**156 pp, 6" x 9", figures**

**Cloth, July 2018, 978 1 62036 783 4, \$95.00**

**Paper, July 2018, 978 1 62036 784 1, \$29.95**

**E-Book, July 2018, 978 1 62036 786 5, \$23.99**



**NOTIFY ME**

**NEW**

## Community-Based Global Learning

*The Theory and Practice of Ethical Engagement at Home and Abroad*

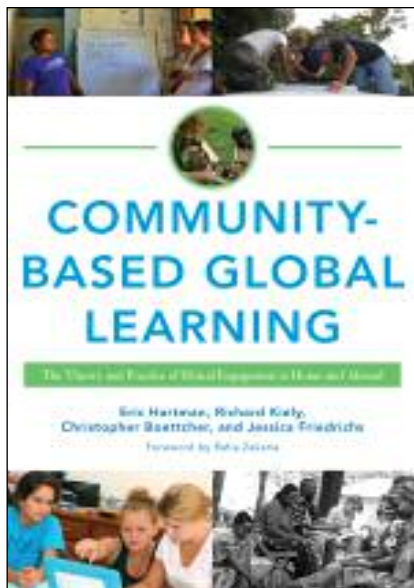
**Eric Hartman, Richard C. Kiely, Christopher Boettcher and Jessica Friedrichs**

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

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

Emphasizing the key drivers of community-driven learning and service, cultural humility and exchange, seeking global citizenship, continuous and diverse forms of critically reflective practice, and ongoing attention to power and privilege, this book constitutes a guide to course or program design that takes into account the unpredictable and dynamic character of domestic and international community-based global learning experiences, the varying characteristics of destination communities, and a framework through which to integrate any discipline or collaborative project.

Readers will appreciate the numerous toolboxes and reflective exercises to help them think through the creation of independent programming or courses that support targeted learning and community-driven development. The book ultimately moves beyond course and program design to explore how to integrate these objectives and values in the wider curriculum and throughout formal and informal community-based learning partnerships.



### Table of Contents

- 1) The Community-Campus Contribution: Defining Community-Based Global Learning
- 2) Educating for Global Citizenship
- 3) Advancing Reflection and Critical Reflection
- 4) Power, Self as a Cultural Being, Cultural Humility, and Intercultural Communication
- 5) Community-Driven Partnerships
- 6) Program Design: What are your team's goals?
- 7) Planning for Global Learning
- 8) Staying Safe, Healthy, and Happy
- 9) The Journey Continues

**288 pp, 6" x 9", tables, toolboxes & figures**

**Cloth, June 2018, 978 1 62036 087 3, \$95.00**

**Paper, June 2018, 978 1 62036 088 0, \$32.95**

**E-Book, June 2018, 978 1 62036 090 3, \$25.99**





**NEW****Learning Across Cultures***Locally and Globally*

THIRD EDITION

**Edited by Barbara Kappler Mikk and Inge Ellen Steglitz**

"A broader-based compendium of theory and practice that is useful for teachers, trainers, advisers, and facilitators in an array of intercultural learning contexts. Usable as a reader or a reference, this edition can help any practitioner who wants to improve intercultural education or training."

—**Gary Althen**, retired director of the Office of International Students and Scholars at the University of Iowa

"It is refreshing indeed to find a book that so effectively bridges theory and practice. The themes it explores and the resources it provides are both contemporary and timeless. It has the potential to change the way educators think about their students, themselves, and the work they do. There is something for every reflective teacher, adviser, student support provider, and researcher in this book. It delivers on its promise to illustrate that effective learning across cultures, while complex, is not only possible but essential in today's world."—**Betty Leask**, Pro Vice Chancellor, Teaching and Learning, La Trobe University

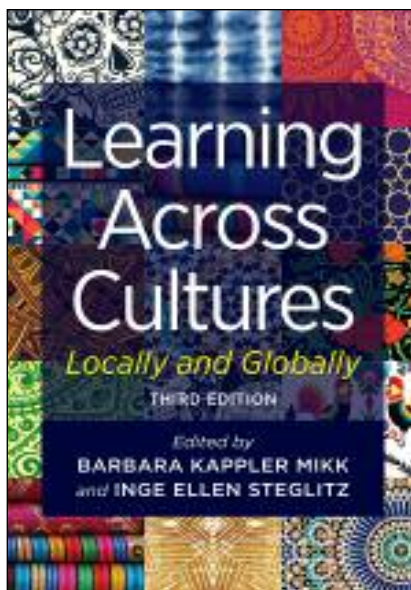
"Assuming a global context, *Learning Across Cultures: Locally and Globally* highlights theoretical frameworks, practical applications, and recommendations for educators working in diverse environments, providing a much-needed resource in today's turbulent times."—**Darla K.**

**Deardorff**, Executive Director of the Association of International Education Administrators

*Learning Across Cultures: Locally and Globally* is a comprehensive guide to integrating intercultural learning into the fabric of twenty-first century higher education. This updated NAFSA classic departs from earlier editions by synthesizing two decades of societal, theoretical, and technological developments. It combines established and emerging voices from education, history, anthropology, and communication to provide a holistic perspective on learning across cultures.

Topics include:

- Student identity in the age of globalization
- Social psychology and neuroscience in intercultural contexts
- Intercultural curricula design, pedagogy, and facilitation
- Reflection tools and practices
- Approaches to meaningful assessment



Incorporating the latest terminology, theories, research, and practices, this book provides the tools and strategies for building and improving successful approaches to learning across cultures that are applicable to a wide range of contexts.

**Contents**

Introduction, *Inge Ellen Steglitz and Barbara Kappler Mikk*

- 1) Terminology and Intersections, *Jeremy R. Geller*
  - 2) International Student Identity and the Digital Environment, *Shanton Chang and Catherine Gomes*
  - 3) Social Psychology in Intercultural Contexts, *Katherine Punteney*
  - 4) Neuroscience Behind Intercultural Learning, *Yuliya Kartoshkina*
  - 5) Design and Pedagogy for Transformative Intercultural Learning, *Tara A. Harvey*
  - 6) Intercultural Facilitation, *Barbara Kappler Mikk and Thorunn Bjarnadottir*
  - 7) Mindful Reflection in Intercultural Learning, *Linda S. Gross and Michael Goh*
  - 8) Learning Outcomes and Assessment, *James M. Lucas and Scott G. Blair*
- Conclusion, *Barbara Kappler Mikk and Inge Ellen Steglitz*

**Co-published with NAFSA**

**242 pp, 6" x 9", figures**

**Paper, Oct 2017, 978 1 942719 14 4, \$32.50**

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**NEW**

## Making Global Learning Universal

*Promoting Inclusion and Success for All Students*

**Hilary Landorf, Stephanie Doscher, and Jaffus Hardrick**

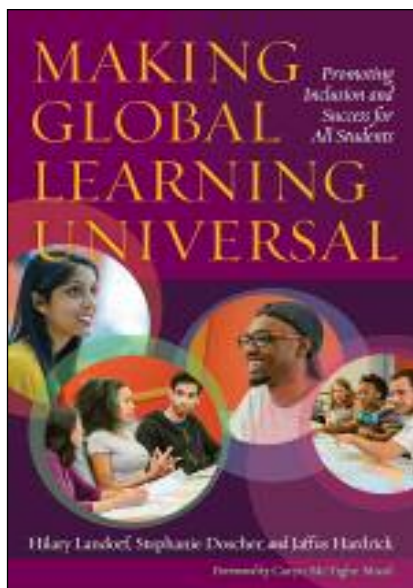
**Foreword by Caryn McTighe Musil**

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

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

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

The authors conceptualize global learning as the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders of all kinds. They demonstrate how institutions can enable all students to engage with diverse perspectives on problems and develop equitable, sustainable solutions for the world's interconnected human and natural communities. What's more, they describe how a leadership



process—collective impact—can enable all stakeholders across departments and disciplines to align and integrate universal global learning throughout the institution and achieve the aims of inclusive excellence.

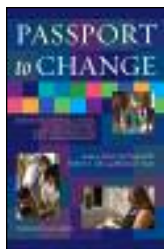
Providing examples of practice, this book:

- Offers a model to make global learning universal;
- Provides a definition of global learning that incorporates diversity, collaboration, and problem solving as essential components;
- Describes effective leadership for implementation consistent with the attributes of global learning;
- Illustrates integrative, high-impact global learning strategies within the access pipeline, students' coursework, and co-curricular activities;
- Offers practical strategies for global learning professional development, student learning assessment, and program evaluation;
- Promotes inclusive excellence through universal global learning.

**276 pp, 6" x 9", 4 figures & 10 tables**  
**Cloth, Sept 2018, 978 1 62036 359 1, \$95.00**  
**Paper, Sept 2018, 978 1 62036 360 7, \$32.50**  
**E-Book, Sept 2018, 978 1 62036 362 1, \$25.99**

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**NEW**

## Passport to Change

*Designing Academically Sound, Culturally Relevant, Short-Term, Faculty-Led Study Abroad Programs*

**Edited by Susan Lee Pasquarelli, Robert A. Cole and Michael J. Tyson**

**Foreword by Hilary Landorf**

"*Passport to Change* will become an indispensable handbook for individuals and institutions developing faculty-led study abroad programs. The volume provides outstanding, clear, practical guidance for planning, implementing and assessing an academically sound, culturally relevant program."

— **Rebecca S. Thomas**, *Professor of German, Wake Forest University*

"Short-term faculty-led study abroad programs are an important high impact practice for college students, and *Passport to Change* is an indispensable guide for all who believe in long-term student success." — **Hilary Landorf**, *Associate Professor, International & Intercultural Education; Director, Office of Global Learning Initiatives, Florida International University; and Executive Director, Comparative & International Education Society*

The purpose of this volume is to demystify the processes of planning, designing, and delivering faculty-led short-term programs that are academically sound, culturally relevant, and seek to transform students' knowledge and cultural attitudes. Seasoned faculty leaders and administrators describe an overall program development process, identify comprehensive elements for designing an abroad curriculum, and offer advice and solutions to unique challenges inherent in various types of faculty-led short term programs.

This volume incorporates the logistics for managing program details at home and abroad and provides advice on writing a university proposal, creating a budget, marketing and recruiting students, and preparing students for the abroad experience — all illustrated by examples drawn from the contributors' experiences. Most importantly, readers will come to understand the difference between programs that are more scholarly than touristic, and gain guidance on designing or redesigning their own programs to ensure academically sound, culturally relevant curricula that complement the international field site.

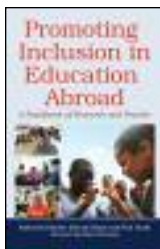
**265 pp, 6" x 9", 39 figures**

**Cloth, 2017, 978 1 62036 547 2, \$95.00**

**Paper, 2017, 978 1 62036 548 9, \$29.95**

**E-Book, 2017, 978 1 62036 550 2, \$23.99**

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**NEW**

## Promoting Inclusion in Education Abroad

*A Handbook of Research and Practice*

**Edited by Heather**

**Barclay Hamir and Nick J. Gozik**

**Foreword by Esther Brimmer**

"This volume provides a compelling argument for shifting our attention to inclusion and success as essential methods for increasing the quality and value of education abroad for all students. By presenting research, as a foundation for model practices, this volume offers new directions for scholarship while presenting practitioners with recommendations and practical tools for advancing inclusive excellence." — **David Wick**, *Assistant Professor, International Education Management, Middlebury Institute of International Studies at Monterey*

"In this practical guide brimming with examples and insights, the co-editors provide university administrators, scholars, and the public with a crisp analysis of why different groups are 'underrepresented' and offer ways to increase the diversity of students engaged in international education." — **Esther Brimmer**, *Exec. Dir. and CEO of NAFSA – Association of International Educators, Former assistant secretary for international organization affairs at U.S. Department of State*

While education abroad — including studying, volunteering, researching, and interning abroad — is increasingly emphasized as a critical factor in preparing undergraduates for a globally interconnected world, diversifying the pool of participants in such activities has proven challenging. Framed within the concept of "inclusive excellence" with the objective of promoting diversity, inclusion, and equity in higher education as foundational to educational excellence, the contributors present research and practices that have been proven successful in improving participation among groups of students traditionally underrepresented in education abroad.

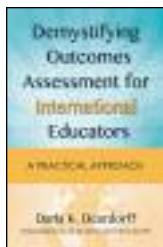
Through research-based chapters and case studies this book illuminates the barriers that disproportionately impact specific groups of students, including: students with disabilities; first-generation and undocumented students; racial and ethnic minorities; STEM majors; and males. The authors illuminate the issues and present strategies reflecting a broad range of institutional contexts, resources, and needs.

**248 pp, 6" x 9", 10 figures & 11 tables**

**Cloth, Jan 2018, 978 1 62036 555 7, \$95.00**

**Paper, Jan 2018, 978 1 62036 556 4, \$32.50**

**E-Book, Jan 2018, 978 1 62036 558 8, \$25.99**



## Demystifying Outcomes Assessment for International Educators

*A Practical Approach*

**Darla K. Deardorff**

**Foreword by Trudy W. Banta and Hans de Wit**

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

"For many in international education, assessment can seem daunting and overwhelming, especially given that such efforts need to involve much more than a pre/post survey. This book is a practical guide to learning-outcomes assessment in international education for practitioners who are starting to engage with the process, as well as for those who want to improve the quality and effectiveness of their assessment efforts."—**Clay Hensley**, *Senior Director, International Strategy & Outreach, The College Board*

"This is a terrific book that will be enormously useful to international education professionals who are involved in the important work of assessing student learning outcomes."—**Brian Whalen**, *CEO, Forum on Education Abroad*

Assuming no prior knowledge, this book offers an accessible and clear road map to the application of assessment. Recognizing that a "one size fits all" approach cannot capture the diversity of goals and settings of international education, or the rich variety of programs and organizations involved in delivering it, author Darla Deardorff provides the reader with foundational principles and knowledge to develop appropriate assessment approaches for evaluating and improving student learning outcomes, which are the drivers of higher education internationalization.

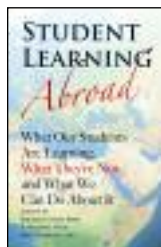
**242 pp, 7" x 10"**

**Cloth, 2015, 978 1 62036 127 6, \$95.00**

**Paper, 2015, 978 1 62036 128 3, \$29.95**

**E-Book, 2015, 978 1 62036 130 6, \$23.99**

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## Student Learning Abroad

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

**Edited by Michael Vande Berg, R. Michael Paige and Kris Hemming Lou**

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

—**The Review of Higher Education**

"Argues for the re-evaluation of longstanding assumptions and practices in study-abroad programs."—**The Chronicle of Higher Education**

A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad.

Traditional metrics of enrollment increases and student self-report, and practices of structural immersion, are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad. This book looks into whether these criticisms are justified—and what can be done if they are.

*Student Learning Abroad* reviews the dominant paradigms of study abroad; marshals rigorous research findings, with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning; brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice; and presents six examples of study abroad courses or programs whose interventions apply this knowledge.

This book prompts a re-consideration of long-held assumptions, beliefs and practices about teaching and learning in study abroad and a re-examination of the design and delivery of programs. In doing so, it provides a foundation for responding to the question that many faculty and staff are now asking: What do I need to know, and what do I need to be able to do, to help my students learn and develop more effectively abroad?

**470 pp, 6" x 9", figures**

**Cloth, 2012, 978 1 57922 713 5, \$95.00**

**Paper, 2012, 978 1 57922 714 2, \$39.95**

**E-Book, 2012, 978 1 57922 716 6, \$31.99**

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**BESTSELLER**

## Building Cultural Competence

*Innovative Activities  
and Models*

**Edited by Kate Berardo  
and 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*

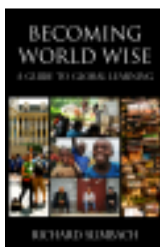
"A new book of training activities is always welcome, but this volume offers something more: a thoughtful, careful analysis of how to design and execute relevant cultural training. You get the toolkit, in short, as well as guidance from some of the master builders."—**Craig Sorti**, *author, trainer and consultant in intercultural communications*

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.

*Building Cultural Competence* presents the latest work in the intercultural field and provides step-by-step instructions for how to effectively work with the new models, frameworks, and exercises for building learners' cultural competence. 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**  
**Cloth, 2012, 978 1 57922 803 3, \$95.00**  
**Paper, 2012, 978 1 57922 804 0, \$56.00**  
**E-Book, 2012, 978 1 57922 806 4, \$44.99**

## A Student Guide to Deep Engagement in the Host Culture



## Becoming World Wise

*A Guide to Global  
Learning*

**Richard Slimbach**

**A Student Guide to  
Engagement in Study  
Abroad**

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

This book is intended to help the new generation of ethical and educational travelers make the most of their international experience, and show them how to broaden their cultural horizons while also making a contribution to their host community.

Richard Slimbach offers a comprehensive framework for pre-field preparation that includes, but goes beyond, discussions of packing lists and assorted "do's and don'ts" to consider the ultimate purposes and practical learning strategies needed to enter deeply into a host culture. It also features an in-depth look at the post-sojourn process, helping the reader integrate the experiences and insights from the field into her or his studies and personal life. This book constitutes a vital road map for anyone intent on having their whole being—body, mind, and heart—stretched through the intercultural experience.

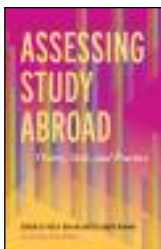
**238 pp, 6" x 9"**

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**Paper, 2010, 978 1 57922 347 2, \$26.00**

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## Assessing Study Abroad

*Theory, Tools, and Practice*

**Edited by Victor Savicki and Elizabeth Brewer**

**Foreword by Brian Whalen**

"An accessible demystification of assessment relative to study abroad, this book offers a good balance of general research considerations and specific case studies. The writers adopt a straightforward, conversational tone in their sharing of first-hand accounts of the why's, how's, and what's of the assessment process. There is food for inspiration and controversy and, above all, substance for the on-going dialogue regarding learning outcomes so important to the evolution of our problematic field."

—**Lilli Engle**, *Founding Director, American University Center of Provence*

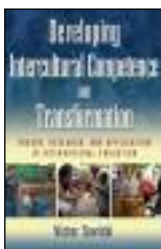
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## Developing Intercultural Competence and Transformation

*Theory, Research, and Application in International Education*

**Edited by Victor Savicki**

"Savicki and contributors urge educators to craft international opportunities for learning based in experiential and reflective practices. Combining educational theory, program assessment, and pedagogical design, their essays serve as a guide for educators hoping to lead students toward transformation through intercultural exchange."

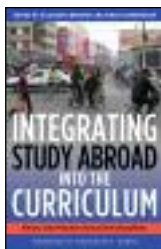
—**Diversity and Democracy**

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**Paper, 2008, 978 1 57922 266 6, \$34.00**

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## Integrating Study Abroad Into the Curriculum

*Theory and Practice Across the Disciplines*

**Edited by Elizabeth Brewer and Kiran Cunningham**

**Foreword by Madeleine F. Green**

"This book presents a wide range of strategies aimed at effectively integrating the benefits of time spent abroad with developments in the home campus curriculum. Drawing on a wealth of study abroad experience, this book focuses on the intentional integration of students' educational and personal experiences abroad for transformational learning and development at home."

—**Comparative Education Review**

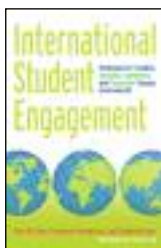
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## International Student Engagement

*Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments*

**Chris R. Glass, Rachawan Wongtrirat and Stephanie Buus**

**Foreword by Fanta Aw**

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

—**International Educator**

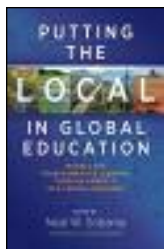
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## Putting the Local in Global Education

*Models for Transformative Learning Through Domestic Off-Campus Programs*

**Edited by Neal W. Sobania**

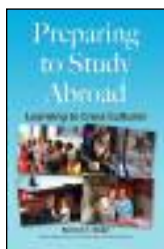
**Foreword by Adam Weinberg**

This book presents both the rationale for and examples of “study away” demonstrating that domestic off-campus study can be just as powerful a transformative learning experience as study overseas, and equally expand students’ horizons, their knowledge of global issues and processes, their experience with cultural diversity, and intercultural skills.

**392 pp, 6" x 9", 3 figures & 7 tables**  
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**E-Book, 2015, 978 1 62036 170 2, \$31.99**

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## A Text for Students First Embarking on Study Abroad



## Preparing to Study Abroad

*Learning to Cross Cultures*

**Steven T. Duke**

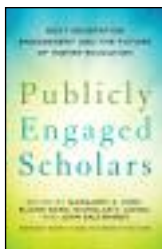
**Foreword by Steven S. Reinemund and Ken Bouyer**

“I highly recommend that college students include a well-planned and rigorous international immersion experience in their college curriculum. This book makes an excellent starting place for embarking on this vital transformative journey.”—**Steven S. Reinemund**, *Dean, Wake Forest University School of Business and Retired Chairman/CEO, PepsiCo*

A text to build self-awareness about values and expectations, confidence to navigate unfamiliar situations, and deal with the ambiguities of life.

**162 pp, 6" x 9", illus**  
**Cloth, 2014, 978 1 57922 993 1, \$95.00**  
**Paper, 2014, 978 1 57922 994 8, \$23.50**  
**E-Book, 2014, 978 1 57922 996 2, \$18.99**

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## Publicly Engaged Scholars

*Next-Generation Engagement and the Future of Higher Education*

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

**John Saltmarsh**

**Foreword by Timothy K. Eatman**

**Afterword by Peter Levine**

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

This book presents the voices of a new generation of scholars, educators, and practitioners who are committed to civic renewal and the public purposes of higher education. They question existing policies, structures, and practices, and put forward new forms of engagement that can help to shape and transform higher education to align it with societal needs.

The scholars featured in this book make the case for public scholarship and argue that, in order to strengthen the democratic purposes of higher education for a viable future that is relevant to the needs of a changing society, we must recognize and support new models of teaching and research, and the need for fundamental changes in the core practices, policies, and cultures of the academy.

This book offers a vision of the university as a part of an ecosystem of knowledge production, addressing public problems with the purpose of advancing a more inclusive, deliberative democracy; and explores the new paradigm for teaching, learning, and knowledge creation necessary to make it a reality.

**312 pp, 6" x 9", 3 figures & 8 tables**  
**Cloth, 2016, 978 1 62036 263 1, \$95.00**  
**Paper, 2016, 978 1 62036 264 8, \$35.00**  
**E-Book, 2016, 978 1 62036 266 2, \$27.99**

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*A succinct, accessible, and self-paced student orientation to service-learning*

**NEW**

## 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 Mitchell**

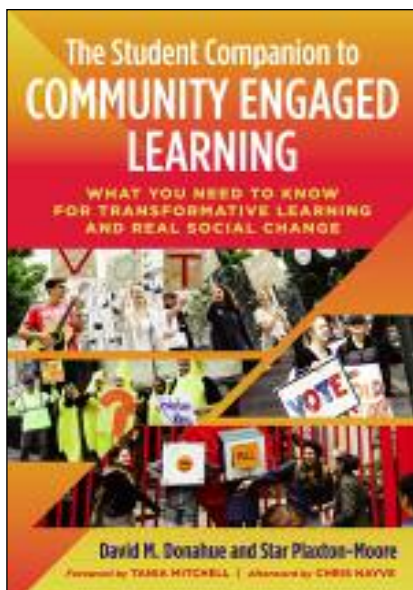
**Afterword by Chris Nayve**

"The authors face head on the most urgent issues that affect communities, and encourage us to embrace the notion that it is through reciprocal relationships that one earns the privilege of working alongside leaders in the community not as saviors but as partners. As you begin your journey in the community, this book will serve as a meditative companion and roadmap. When used as a guide, this book will help you develop a daily practice of discovering assets in yourself and your community, and lead you to a destination that experiences community engagement as 'desire-centered' work."—**Chris Nayve**, *Associate Vice President for Community Engagement & Anchor Initiatives, Mulvaney Center, University of San Diego*

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. Faculty can use the book as a tool to deepen the educational experience of the course and enrich community engagement.

This text is a guide to what's involved in community engaged learning, from understanding the pervasiveness of social, economic and environmental problems, to learning about how individuals and organizations in communities work to overcome them. Students will discover through a process of reflection how service connects to per-



sonal development and the content of their courses, builds their ability to engage with people different from themselves, and develops new life skills, all in the context of working with communities to overcome systemic injustice.

Critical questions woven into each chapter prompt students to reflect on ideas and perspectives about social justice, community development, and their role in fostering them.

The book concludes with case studies of students who have experienced the transformative power of community-engaged learning. The stories illustrate common themes inherent in the student experience, including listening to understand, challenging stereotypes, learning the nature of their role, and seeing the world through a new lens.

A special feature of this book is the embedded QR codes that provide access, as students read the text, to online resources, and original and public videos that explore particular themes or perspectives more deeply. The authors conclude with brief guidance to faculty to provide ideas about framing their community-engaged course and integrating the book in their classes.

**128pp, 5 1/2" x 8 1/4"**

**Cloth, July 2018, 978 1 62036 648 6, \$95.00**

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

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

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## NEW

## Transformative Civic Engagement Through Community Organizing

Maria Avila

Foreword by Scott J. Peters

Afterword by Michael Gecan

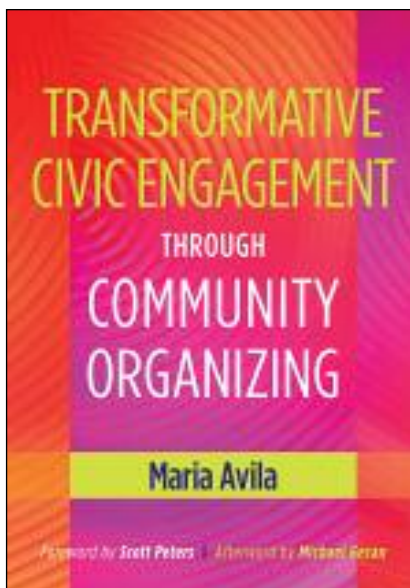
"Since 2001, when she became founding director of the Center for Community-Based Learning at Occidental College, Maria Avila has been a pioneer in bringing the relational organizing methods she learned as a grassroots community organizer into cultural and institutional change in higher education. This is tough, difficult and also transformative work at the cutting edge of reviving the public purposes of higher education and education. *Transformative Civic Engagement through Community Organizing* is a brilliant gift to all who believe in and work for vibrant democratic societies in turbulent times."—**Harry C. Boyte**, *Senior Scholar in Public Work Philosophy, Augsburg University*

"There is no greater challenge in higher education than the construction of a genuine democracy within the system and in the wider community. Only re-finding its original mission to seek knowledge to build a better society will achieve this. Maria Avila's book is an exemplary contribution to this mission based on deep study but also, indispensably, her own experience in community organizing. A must read for faculty, students and all who care about education and democracy."—

**Ronaldo Munck**, *Professor and Head of Civic Engagement, Dublin City University*

Maria Avila presents a personal account of her experience as a teenager working in a factory in Ciudad Juarez to how she got involved in community organizing. She has since applied the distinctive practices of community organizing to civic engagement in higher education, demonstrating how this can help create a culture that values and rewards civically engaged scholarship and advances higher education's public, democratic mission.

Adapting what she learned during her years as an organizer with the Industrial Areas Foundation, she describes a practice that aims for full reciprocity between partners and is achieved through the careful nurturing of relationships, a mutual understanding of personal narratives, leadership building, power analysis, and critical reflection. She demonstrates how she implement-



ed the process in various institutions and in various contexts and shares lessons learned.

Community organizing recognizes the need to understand the world as it is in order to create spaces where stakeholders can dialogue and deliberate about strategies for creating the world as we would like it to be. Maria Avila offers a vision and process that can lead to creating institutional change in higher education, in communities surrounding colleges and universities, and in society at large.

This book is a narrative of her personal and professional journey and of how she has gone about co-creating spaces where democracy can be enacted and individual, institutional, and community transformation can occur. In inviting us to experience the process of organizing, and in keeping with its values and spirit, she includes the voices of the participants in the initiatives in which she collaborated – stakeholders ranging from community partners to faculty, students, and administrators in higher education.

136 pp, 6" x 9"

Cloth, Aug 2017, 978 1 62036 103 0, \$95.00

Paper, Aug 2017, 978 1 62036 104 7, \$35.00

E-Book, Aug 2017, 978 1 62036 106 1, \$27.99

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**NEW**

## Re-conceptualizing 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**

The role of educational developer in the realm of service-learning and community engagement (S-LCE) is multidimensional. Given the potentially transformational nature, for both faculty and students, of the experiences and courses in whose design they may be directly or indirectly involved, as well as their responsibility to the communities served by these initiatives, they have to be particularly attentive to issues of identity, values, and roles. As both practitioners and facilitators, they are often positioned as third-space professionals.

This edited volume aims to provide educational developers and community engagement professionals with an analysis of approaches to faculty development around service-learning and community engagement.

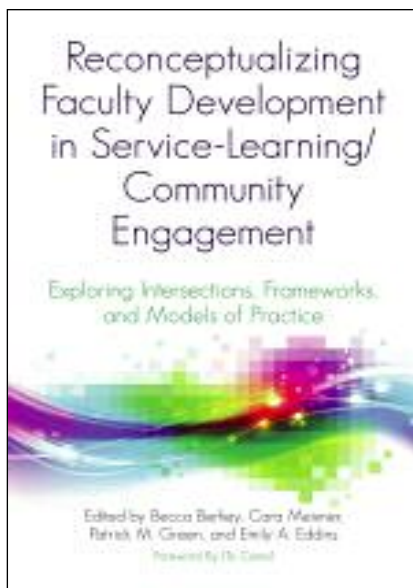
Using an openly self-reflective approach, the contributors to this volume offer an array of examples and models, as well as realistic strategies, to empower readers to evolve their faculty development efforts in service-learning and community engagement on their respective campuses. It is also a call for recognition that the practice of S-LCE needs to be institutionalized and improved. The book further addresses the field's potential contributions to scholarship, such as the scholarship of teaching and learning (SoTL), publically engaged scholarship, and collaborative inquiry, among others.

The case studies provide an outline of program models and promising practices, including an authentic analysis of the institutional context within which they operate, the positionality of the practitioner-scholars overseeing them, the resources required, and the evidence related to both successes and challenges of these approaches.

The contributed chapters are organized under four themes: the landscape of faculty development and community engagement; models of faculty development in S-LCE; challenges and opportunities in pedagogy and partnerships; and engendering change in educational development.

### The Editors

*Becca Berkey*, Director of Service-Learning, Center of Community Service, Northeastern University



*Cara Meixner*, Executive Director, Center for Faculty Innovation Associate Professor, Graduate Psychology, James Madison University

*Patrick M. Green*, Director, Center for Experiential Learning/Clinical Instructor of Experiential Learning, Loyola University Chicago

*Emily A. Eddins*, Assistant Director, Service-Learning Office of Leadership & Student Involvement, Old Dominion University

**348 pp, 6" x 9"**

**Cloth, Aug 2018, 978 1 62036 612 7, \$95.00**

**Paper, Aug 2018, 978 1 62036 613 4, \$35.00**

**E-Book, Aug 2018, 978 1 62036 615 8, \$27.99**

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**NOTIFY ME** 



## NEW

## Place-Based Community Engagement in Higher Education

*A Strategy to Transform Universities and Communities*

**Erica K. Yamamura and Kent Koth**

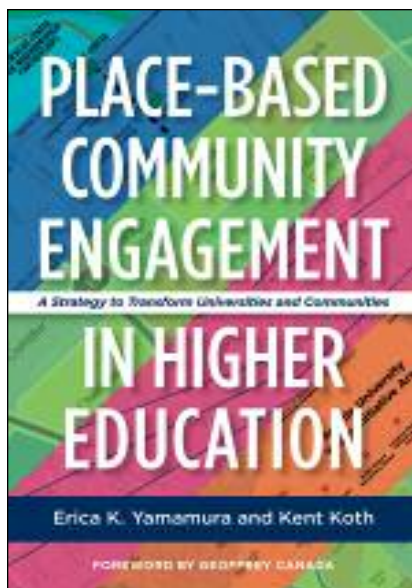
**Foreword by Geoffrey Canada**

"Yamamura and Koth offer a spectacular resource for postsecondary leaders, scholars, and community change agents pursuing place-based community engagements between communities and universities. They outline five key principles in practice by presenting institutional cases, portray a developmental process of three phases, render community perspectives, and promote the role of assessment. Perhaps most valuable is their robust exploration of critical issues such as the centrality of mutual benefit, aka the 50-50 proposition (distinct from the postsecondary tendency to focus more on student learning and faculty research impacts); how considerations of power, privilege, racial equity and voice are encountered within place-based engagements; and the 'virtuous cycle' that is possible when residents pursue degrees through the university and leverage their education to serve their community or become community change leaders. This book is required reading for those seeking to develop or refine place-based engagement initiatives."—**Lina D. Dostilio**, Assistant Vice Chancellor of Engagement, Associate Professor of Practice in Education, University of Pittsburgh

"The arrival of *Place-Based Community Engagement in Higher Education: A Strategy to Transform Universities and Communities* is particularly welcome because it provides universities with both the theory and practical logistics for pursuing community-based work. This book invites universities to pursue deeper and more-powerful partnerships with the communities around them, helping to create a comprehensive strategy for disadvantaged children as we have done in Harlem."—**Geoffrey Canada**, President, Harlem Children's Zone

While an increasing number of universities have or are committed to engaging their campuses in their surrounding communities, many recognize they lack the strategic focus and resources to maximize and sustain their impact on those communities. Place-based community engagement provides a powerful way to creatively connect campus and community to foster positive social transformation.

This book presents the emerging model of place-based community engagement as a powerful



process for attaining more positive and enduring results in their local communities as well as stimulating wider engagement by campus constituencies. Drawing upon the concept of collective impact and using data-driven decision making, place-based initiatives build long-term partnerships based upon a shared vision. Done thoughtfully, these place-based initiatives have attained impressive results.

### Table of Contents

Foreword

### Part 1: Introduction, Context, and Methodology

1. Introduction to Place-Based Community Engagement
2. Place-Based Community Engagement in Practice
3. Methodology and Institutional Profiles

### Part 2: Phases Of Place-Based Community Engagement

4. The Exploration Phase: Listening and Visioning
5. The Development Phase: Experimenting and Growing
6. The Sustaining Phase: In it for the Long Haul

### Part 3: Key Considerations for Practice

7. A View From the Community: Community Partners' Perspectives
8. Pursuing Results: The Practice of Assessment and Outcomes
9. Lessons Learned and Moving Forward

**160 pp, 6" x 9", figures, tables & maps**

**Cloth, June 2018, 978 1 62036 676 9, \$95.00**

**Paper, June 2018, 978 1 62036 677 6, \$35.00**

**E-Book, June 2018, 978 1 62036 679 0, \$27.99**

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**NEW**

## **A Guide to Collaborative Communication for Service-Learning and Community Engagement Partners**

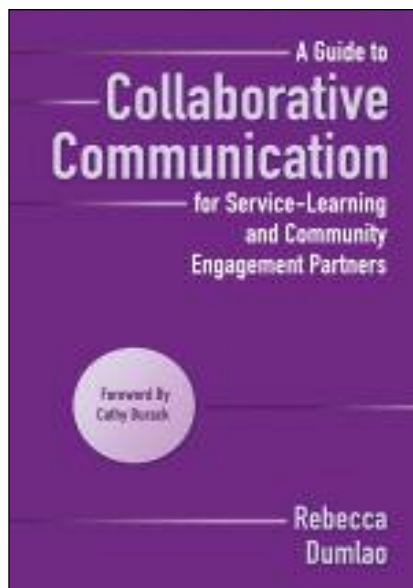
**Rebecca Dumlao**

**Foreword by Cathy Burack**

"There are few resources that thoroughly address the hows of good practice; the ways to authentically and effectively bring the principles required for successful campus/community partnerships to life. And what about community partners? What resources and tools exist for them to engage with their higher education partner? The currently popular idiom 'not so much' comes to mind. This volume powerfully addresses both the shoulds and the hows of what I believe is the central component of the success of any on-going partnership or relationship: communication."—**Cathy Burack**, *Senior Fellow, Higher Education Center for Youth and Communities, Heller School for Social Policy and Management, Brandeis University*

This book focuses on partnerships at the most basic level of interaction – between two people as they work toward common goals. Interpersonal dynamics described in this book are intended to guide formal and institutional relationships between members of a community or community organization on the one hand and representatives from campus on the other. Collaborative communication principles and practices shared can form a foundation for individuals to build flexible, lasting relationships that will weather most challenges and sustain the larger partnerships of their respective organizations.

This book offers a conceptual framework of collaborative communication to build and sustain partnerships, recognizing that relationships change over time as the people involved and their circumstances evolve. Collaborative communication uses a repertoire of knowledge and skills that allow partners to make choices that fit their situation or context and to work through differences and challenges as they occur, to include managing conflict and navigating cultural differences. It further takes into account the different means of communication, whether face-to-face, using e-mail, text messaging, or social media. Readers will appreciate the numerous real world examples that illustrate and bring its key concepts to life



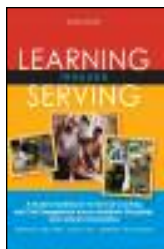
This book is addressed to partners at all levels focused on community engagement and service-learning. It is intended for preparing college students to work more effectively in the community, as well as for workshops for community and campus members who work with service-learning students. It can equally be used in leadership workshops in academic and community settings. Scholars, students, or community members involved in community engaged research will also find useable ideas for their work.

The appendices offer an annotated bibliography of useful resources and provide readers with a repertoire of activities for building a collaborative communication repertoire.

**192pp, 6" x 9", 10 tables & figs**  
**Cloth, Aug 2018, 978 1 62036 107 8, \$95.00**  
**Paper, Aug 2018, 978 1 62036 108 5, \$27.50**  
**E-book, Aug 2018, 978 1 62036 110 8, \$21.99**



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**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. Intended as a textbook, this work reads like a conversation between the authors and the college student learner. The publication is student-friendly, comprehensive, easy-to-follow, and full of helpful activities."

— *Journal of College Student Development*

This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders.

This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning experiences, and incorporates considerable revisions to the original chapters.

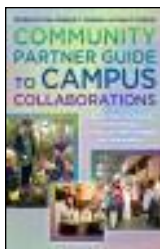
240 pp, 8 1/2" x 11"

Cloth, 2013, 978 1 57922 989 4, \$95.00

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

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

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## Community Partner Guide to Campus Collaborations

*Enhance Your Community By Becoming a Co-Educator With Colleges and Universities*

**Christine M. Cress, Stephanie T. Stokamer and Joyce P. Kaufman**

"Interacting with colleges can be confusing and frustrating. We learned the hard way through trial and error over the years. This Guide has great strategies for developing effective collaborations from the outset so that resources are leveraged for education and improvement."—*Sheila, Boys and Girls Club*

This Guide is addressed to non-profit organizations who want to increase the effectiveness of their relationship with campus partners.

140 pp, 7" x 10", 16 tables, 18 figures & 22 pull-out texts

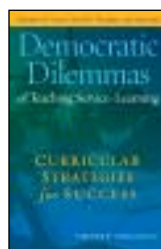
Cloth, 2015, 978 1 62036 135 1, \$90.00

Paper, 2015, 978 1 62036 136 8, \$17.95

E-Book, 2015, 978 1 62036 138 2, \$13.99

Set of 12, 2015, 978 1 62036 272 3, \$150.00

Set of 6, 2015, 978 1 62036 271 6, \$87.00



## Democratic Dilemmas of Teaching Service-Learning

*Curricular Strategies for Success*

**Christine M. Cress, David M. Donahue and Associates**

**Foreword by Thomas Erlich**

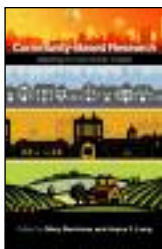
"This book provides faculty with thought provoking scenarios on how to address dilemmas encountered in implementing service learning. It provides useful illustrations on how 'to handle' the dilemmas without infringing on intellectual freedom, values, or judgment of all parties involved by utilizing civil public discourse and reinforcing the importance of civic engagement. Excellent work by all the authors."—*Lyvier Conss, Executive Director, MESA Community College National Center for Community Engagement*

220 pp, 6" x 9"

Cloth, 2011, 978 1 57922 430 1, \$95.00

Paper, 2011, 978 1 57922 431 8, \$32.50

E-Book, 2012, 978 1 57922 600 8, \$25.99



## Community-Based Research

*Teaching for  
Community Impact*

**Edited by Mary Beckman  
and Joyce F. Long**

**Foreword by Timothy K.  
Eatman**

"As a resource to assist scholars and practitioners who wish to effectively conduct CBR, this volume provides useful suggestions for facilitating the process and substantive examples of research projects within a range of disciplines and at different stages of development."—**Timothy K. Eatman**, *Higher Education Department, School of Education, Syracuse University, and faculty co-director, Imagining America*

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## Engaging Higher Education

*Purpose, Platforms, and  
Programs for  
Community  
Engagement*

**Marshall Welch**

**Foreword by John  
Saltmarsh**

"Provides models for structure and operations that offer a useful guide to those seeking to expand the engagement of their institutions in their communities. A much needed guide for institutions and faculty."—**Ann Weaver Hart**, *President, University of Arizona*

This book is organized around the purpose (the "why"), platforms (the "how"), and programs (the "what") that drive and frame community engagement in higher education. It also offers practitioners valuable information on trends of current practice based on Carnegie Classification criteria.

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## IUPUI Series on Service Learning Research



## Research on Student Civic Outcomes in Service Learning

*Conceptual  
Frameworks and  
Methods*

**Edited by Julie A.  
Hatcher, Robert G.**

**Bringle and Thomas W. Hahn**

At this time of a renewed call for colleges and universities to create campus cultures that support and develop students' understanding and commitment to civic participation, what is known about the design of service learning courses and their effectiveness to achieve this goal? This volume presents research on—and deepens understanding of—teaching strategies that foster the knowledge, skills and dispositions of students to be actively engaged in their communities as citizens and civic-minded professionals.

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

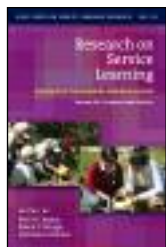
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## Research on Service Learning Set

*Conceptual Frameworks and Assessments*

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

The purpose of this work is to improve service learning research and practice through strengthening its theoretical base.

Contributing authors include both well-known and emerging service learning and community

engagement scholars, as well as scholars from other fields. The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research, describe assessment methods and instruments, develop future research agendas, and consider implications of theory-based research for enhanced practice.

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

Volume 2A then moves on to research related to students, comprising chapters that focus on cognitive processes, academic learning, civic learning, personal development, and intercultural competence. The concluding faculty section presents chapters on faculty development, faculty motivation, and faculty learning.

Volume 2B addresses community development, and the role of nonprofit organizations in service learning. It focuses on institutions, examining the institutionalization of service learning, engaged departments, and institutional leadership. The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships, inter-organizational partnerships, and student partnerships.

Together these two volumes constitute a rich resource that suggests new approaches to conceptualizing, understanding, implementing, assessing, and studying service learning. Each chapter offers recommendations for future research.

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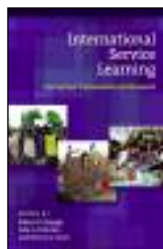
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## International Service Learning

*Conceptual Frameworks and Research*

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

This book focuses on conducting research on

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

Individual chapters discuss conceptual frameworks, research design issues, and measurement strategies related to student learning outcomes; the importance of ISL course and program design; the need for faculty development activities to familiarize faculty with the component pedagogical strategies; the need for resources and collaboration across campus units to develop institutional capacity for ISL; and the role that community constituencies should assume as co-creators of the curriculum, co-educators in the delivery of the curriculum, and co-investigators in the evaluation of and study of ISL.

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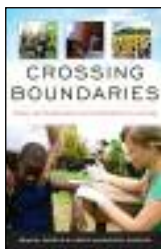
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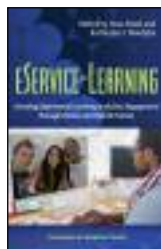
This book constitutes a guide for student and staff leaders in alternative break (and other community engagement, both domestic and international) programs, offering practical advice, outlining effective program components and practices, and presenting the underlying community engagement and global learning theory.

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**Foreword by Andrew Furco**

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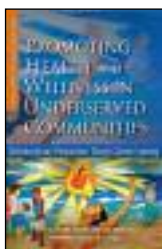
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Campus Compact

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

### The Elective Carnegie Community Engagement Classification

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

**Edited by John Saltmarsh and Mathew B. Johnson**

The Carnegie Engagement Classification is designed to be a form of evidence-based documentation that a campus meets the criteria to be recognized as a community engaged institution. Editors John Saltmarsh and Mathew B. Johnson use their extensive experience working with the Carnegie Engagement Classification to offer a collection of resources for institutions that are interested in making a first-time or reclassification application for this recognition. Contributors offer insight on approaches to collecting the materials needed for an application and strategies for creating a complete and successful application. Chapters include detailed descriptions of what happened on campuses that succeeded in their application attempts and even reflection from a campus that failed on their first application. Readers can make use of worksheets at the end of each chapter to organize their own classification efforts.

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Foreword — *Andrew J. Seligsohn*

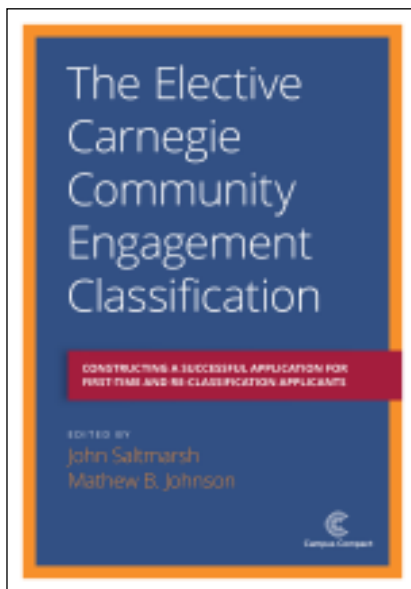
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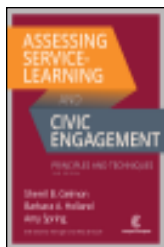
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Campus Compact







## Assessing Service-Learning and Civic Engagement

*Principles and Techniques*

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**Amy Spring**

**With Seanna Kerrigan and Amy Driscoll**

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

### Table of Contents

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**NOTIFY ME**



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—**Marshall Welch**

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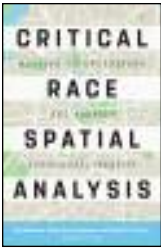
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**Edited by Deb Morrison, Subini Ancy Annamma and Darrell D. Jackson**

"This ground-breaking volume brings together cutting-edge scholarship that applies the principles and inspiration of critical race theory (CRT) to critical spatial analyses. The result is a provocative and fascinating collection that will have a lasting impact on the field."—**David Gillborn**, *Director, Centre for Research in Race & Education, University of Birmingham*

"*Critical Race Spatial Analysis* (CRSA) is an intellectually captivating text. The use of practical, real life examples and accessible language are ideal for beginners in critical race studies, providing them conceptual and empirical anchors to develop multi-scalar investigations for diverse contexts. Theoretically rich and methodologically sound studies feature both nuanced and comprehensive complexities, compelling the more experienced to envision novel interstices. CRSA is an inspiration, an impetus to rethink and retool efforts that address educational inequities."

—**Eileen R. Carlton Parsons**, *Professor, Science Education, University of North Carolina at Chapel Hill*

This book explores the use of critical spatial analysis to uncover the dimensions of entrenched and systemic racial inequities in educational settings and identify ways to redress them. The contributors to this book – some of whom are pioneering scholars of critical race spatial analysis theory and methodology – demonstrate the application of the theory and tools applied to specific locales, and in doing so illustrate how this spatial and temporal lens enriches traditional approaches to research.

**200 pp, 7" x 10", 34 maps & figures**  
**Cloth, 2017, 978 1 62036 423 9, \$95.00**  
**Paper, 2017, 978 1 62036 424 6, \$35.00**  
**E-Book, 2017, 978 1 62036 426 0, \$27.99**

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## Using Action Inquiry in Engaged Research

*An Organizing Guide*

**Edward P. St. John, Kim Callahan Lijana and Glenda D. Musoba**

**Foreword by Timothy K. Eatman**

**Afterword by Rick Dalton**

"The authors pair a description of the Action Inquiry Method (AIM) with practices for the reader to use in his or her own context. In addition, the authors employ specific cases to explicate the relation of practitioners, institutions, partners, and researchers. As 'an organizing guide,' [it] provides specific questions for the reader to use in assessing a situation and organizing a response."—**Reflection in Action**

"An essential read for any activist, educator or researcher committed to effecting meaningful social change."—**Cliona Hannan**, *Director, Trinity Access Programmes, Trinity College (University of) Dublin*

**Engaged Research and Practice for Social Justice in Education Series**

**166 pp, 6" x 9", 19 illus**  
**Cloth, 2017, 978 1 57922 834 7, \$95.00**  
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## "Proof," Policy, and Practice

*Understanding the Role of Evidence in Improving Education*

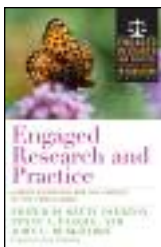
**Paul E. Lingenfelter**

**Foreword by Michael S. McPherson**

"Paul Lingenfelter's book provides new insights on how to construct evidence-based public policies based on solid research and evaluation."—**Michael N. Bastedo**

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

**264 pp, 6" x 9", 11 figures & 6 tables**  
**Cloth, 2015, 978 1 57922 750 0, \$95.00**  
**Paper, 2015, 978 1 57922 751 7, \$29.95**  
**E-Book, 2015, 978 1 57922 753 1, \$23.99**



## Engaged Research and Practice

*Higher Education and the Pursuit of the Public Good*

**Edited by Betty Overton,  
Penny A. Pasque and  
John C. Burkhardt**

### Foreword by Tony Chambers

"READ this book! This collection calls higher education to question, again, its claim to relevance at a time in American society when neoliberal and commercial objectives of higher education are winning out over the broader life sustaining objectives of justice, knowledge, compassion and community."—**Tony Chambers**

This book focusses on two prevailing and complementary ideas: engaged research and higher education for the public good. Engaged research is scholarship that not only attempts to open up new knowledge, but it does so with a sense that the new knowledge, insight and directions have a direct relationship to needs and problems within our communities, institutions, and policy arenas.

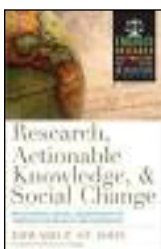
**Engaged Research and Practice for Social Justice in Education Series**

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Paper, 2016, 978 1 62036 440 6, \$39.95

E-Book, 2016, 978 1 62036 442 0, \$27.99



## Research, Actionable Knowledge, and Social Change

*Reclaiming Social Responsibility Through Research Partnerships*

**Edward P. St. John**

### Foreword by Penny A. Pasque

A professional text written for social science researchers and practitioners, this book provides strategies and frameworks for using social science research to engage in critical social and educational problem solving. Combining the best practices of critical analysis and traditional research methods, this book offers guidance for using the Action Inquiry Model (AIM), a transformative model that explains how to successfully conduct action-oriented research in a multitude of professional service organizations.

**Engaged Research and Practice for Social Justice in Education Series**

276 pp, 6" x 9"

Cloth, 2013, 978 1 57922 734 0, \$95.00

Paper, 2013, 978 1 57922 735 7, \$35.00

E-Book, 2013, 978 1 57922 737 1, \$27.99



## Intersectionality in Educational Research

*Edited by Dannielle Joy Davis, Rachelle J. Brunn-Bevel and James L. Olive*

**Foreword by Susan R. Jones**

"*Intersectionality in Educational Research* is an ambitious book designed to introduce readers to definitions and uses of intersectional theory in studying educational policy, practice, and theory. The editors have brought together scholars who employ intersectional theory in empirical and theoretical projects that span K-12 and higher education, students and faculty, and research approaches. This book is an ideal text for readers seeking to enter the scholarly conversation about intersectionality in education research."

—**Kristen Renn**, Professor of Higher, Adult, and Lifelong Education (HALE) in the Department of Educational Administration, Michigan State University

**Engaged Research and Practice for Social Justice in Education Series**

330 pp, 6" x 9", 11 illus

Cloth, 2015, 978 1 62036 095 8, \$95.00

Paper, 2015, 978 1 62036 096 5, \$35.00

E-Book, 2015, 978 1 62036 098 9, \$27.99



## Leading the Use of Research and Evidence in Schools

**Edited by Chris Brown**

This book presents diverse views on the often vexed drive for schools to become "research-engaged".

Teachers, journalists, researchers, senior academics and policy advisers offer advice for schools as they grapple with the challenges of using (and generating) evidence effectively. Each chapter opens with a brief overview, includes resource boxes (signposting extra information and case studies) and summarizes the key areas of discussion. The book closes with a checklist of the core themes to help leaders take stock of the progress they have made in embedding successful research-engagement in their schools.

184 pp, 6 1/8" x 9 1/5"

Paper, 2015, 978 1 78277 111 1, \$41.95



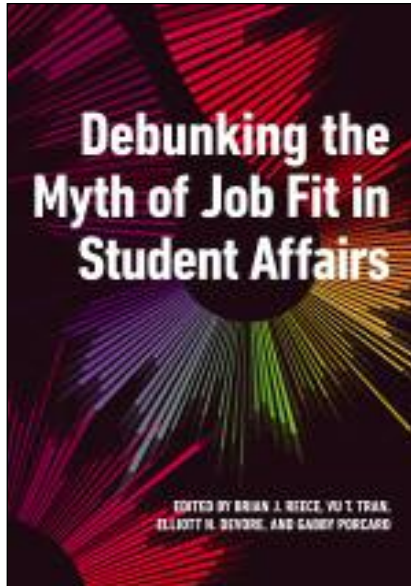
**NEW****Debunking the Myth of Job Fit in Student Affairs****Edited by Brian J. Reece, Vu Tran, Elliott N. DeVore, and Gabby Porcaro**

This groundbreaking book examines a concept that has gone unexamined for too long: The concept of “job fit” in the student affairs profession. Fit is a term used by nearly everyone in student affairs throughout the hiring process, from search committees and hiring managers to supervisors and HR professionals. This book opens a conversation about the use of “job fit” as a tool for exclusion that needs to be critically investigated from multiple standpoints.

This edited collection brings together a number of voices to look at the issues involved through various lenses to explore the ways policies, procedures, environments, and cultural norms provide inequitable job search experiences for individuals from various marginalized groups. These include looking at the legal aspects, employer definitions, communication barriers, as well as scholarly personal narratives looking at the concept from the perspective of class, race, gender and sexual orientation.

Emerging from the Commission for Social Justice of ACPA, the personal narratives and critical explorations in this book are an attempt to provide graduate students and professionals with a resource that is relevant to the job search in an increasingly competitive job market, while taking into account the complex realities of their identities. The normative assumptions of “fit” are analyzed by the authors to make visible the barriers those assumptions create for those with non-dominant identities.

The student affairs profession strives for inclusion and acceptance as a core value, and an essential competency. The profession has made progress in the way it serves students, but there is a disconnect between the conversation about students and the way those same values play out in the treatment of practitioners and scholars in the field. This book aims to help job seekers looking to evaluate fit in their current and possible future positions, as well as hiring managers who face



challenges in creating equitable hiring processes.

Challenging the norms and rhetoric about job fit in student affairs means that scholars and practitioners alike must be able to incorporate this topic explicitly into various aspects of the profession.

**Co-published with ACPA****264 pp, 6" x 9"****Cloth, Nov 2018, 978 1 62036 787 2, \$95.00****Paper, Nov 2018, 978 1 62036 788 9, \$35.00****E-Book, Nov 2018, 978 1 62036 790 2, \$28.00****Stylus****NOTIFY ME** **Want to learn more from our best-selling authors?**

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**NEW**

## Trans\* Policies and Experience in Housing and Residence Life

Edited by Jason C. Garvey, Stephanie H. Chang, Z Nicolazzo, and Rex Jackson

Foreword by Kathleen G. Kerr

"Cultural change does not happen suddenly and completely. Instead, within our sphere of influence, we must remove those structural artifacts that support a gender binary and are not gender inclusive. Our students deserve all of our focus and energy to dismantle those artifacts, piece by piece. Making sure every student has a residence hall 'home' to return to at the end of the day is the least we can do. This book gives us the tools needed to accomplish that."—**Kathleen G. Kerr**, Associate Vice President for Student Life and Executive Director of Residence Life & Housing at the University of Delaware

What are the institutional politics associated with fostering trans\* inclusive policies? When formalizing a policy, what unanticipated challenges may emerge? How are students, particularly trans\* students, influenced by the implementation of gender-inclusive housing practices and policies? Also, what are campus administrators and practitioners learning from their involvement with the development of trans\* work on campus?

Housing and Residence Life (HRL) plays an important role in the safety, well-being, and sense of belonging for college students, but gender-inclusive policies and practices in HRL are largely under-explored in student affairs and higher education publications.

### Contents

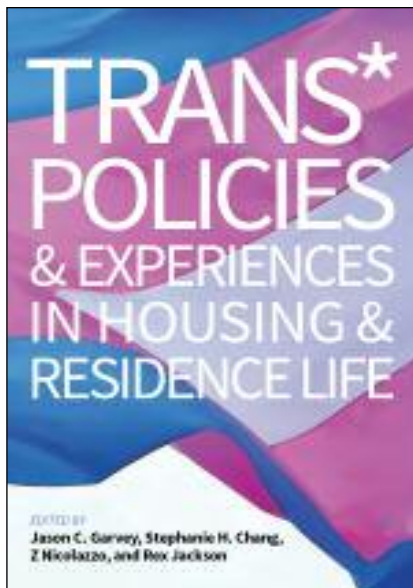
Foreword—*Kathleen G. Kerr*

Preface—*Jason C. Garvey*

Introduction—*Stephanie H. Chang and Craig Leets*

### Part I: Initiatives Through Student Organizing and Activism

- 1) Walking the Talk: Managing Institutional Culture to Put Values into Action—*Bridget Le Loup Collier, Ellen O'Brien, Jennifer Tani, Bob Brophy, Brenden Paradies, and Brandon Rohlwing*
- 2) Student Advocacy, Campus Consensus, & Evaluation: Introducing Trans\* Inclusive Housing Policies—*Seth Weinshel, Andrew Sonn, Robert Snyder, Timothy Kane, Kristen Franklin, and Chantal Champaloux*
- 3) Beyond Coeducation: The Politics and Representation of Gender—*Adrian Bautista, Rebecca Mosely, and Maura Sternberg*
- 4) Gender Inclusive Housing Inside and Outside of an LGBTQ Residential Living Community—



*James C. Smith and Nancy Jean Tubbs*

5) Redefining Community through Collaboration: Defining Gender Neutral Housing for a Four-Year Residential Liberal Arts College—*Brian J. Patchcoski and Angie Harris*

6) Our House: Our Gender Focused Learning Community—*Andrew John Erdmann and Jon Tingley*

### Part II: Initiatives Through Staff and Administration

7) Three Student Affairs Professionals' Stories: The Journey to Gender Inclusive Housing—*Deborah Grandner, Erin Iverson, and Amy Martin*

8) Supporting All Students with Open Gender Housing Options—*Chris Moody, Sara Bendoraitis, Matt Bruno, and Ryan Anderson*

9) Transforming the Trans Housing Process: A Tailored Approach to Trans Housing—*Luca Maurer and Bonnie Solt Prunty*

10) The University of Arizona: Our Journey towards Justice—*Jennifer Hoefle-Olson and Hannah Lozon*

11) Why We Can't Wait: Gender Inclusive Residence Hall Spaces—*Chicora Martin, Lori Lander, and Maure Smith-Benanti*

Epilogue: When Policies Are Not Enough—*Z Nicolazzo*

### An ACPA Co-Publication

264 pp., 6" x 9"

Cloth, Mar 2018, 978 1 62036 767 4, \$95.00

Paper, Mar 2018, 978 1 62036 768 1, \$35.00

E-Book, Mar 2018, 978 1 62036 770 4, \$27.99



**NOTIFY ME**

## NEW

**A Good Job***Campus Employment as a High-Impact Practice***George S. McClellan, Kristina L. Creager and Marianna Savoca****Foreword by George D. Kuh**

"With so many undergraduates today working while they pursue their studies, it is incumbent on [those] committed to helping students succeed become more informed about how to harness the benefits of employment to enrich student engagement and improve educational outcomes.

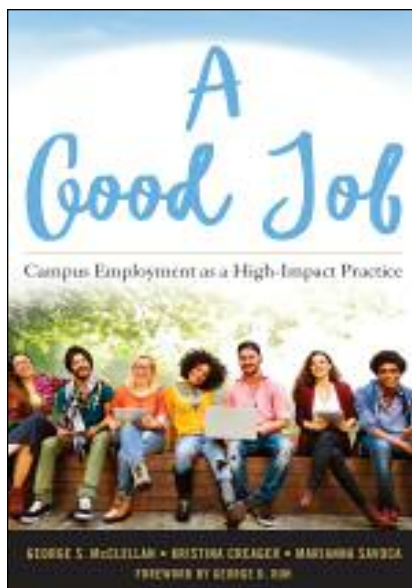
Promoting greater levels of deep learning and goal realization through the work experience is one of the few promising approaches that does not require additional resources to implement. This timely book can help us better understand how to make working during college more educationally purposeful to the benefit of students, institutions, and employers."—**George D. Kuh**, *Senior Scholar at the National Institute for Learning Outcomes Assessment and Chancellor's Professor of Higher Education Emeritus, Indiana University*

For many students, working while in college is a defining characteristic of the undergraduate experience. However, student workers often view campus employment as a money-making opportunity rather than a chance for personal development. Likewise, institutions often neglect to consider campus jobs as a means to education and student engagement.

It is the distinction between work for remuneration and work for personal development which shapes much of the discussion of student employment throughout *A Good Job*. This book makes the case for campus employment as a high-impact practice in higher education and provides models for institutional efforts to implement new student employment strategies.

Carefully designed campus employment opportunities can have numerous benefits, including career exploration and preparation, learning, and increased engagement leading to increased retention. The authors make the case that employment can and should be a purposeful and powerful component in any higher education institution's efforts to support student learning, development, and success.

This book is an excellent resource for anyone interested in capitalizing on the developmental



and learning potential of student employment on campus.

**Contents**

- 1) Student Employment on Campus: An Overview
- 2) Student Development and Campus Employment
- 3) Career Development and Campus Employment
- 4) Student Employment and Student Learning
- 5) Student Employment on Campus as a Vehicle for Student Retention, Persistence, and Student Success
- 6) The Importance of Intentional Management and Supervision in Student Employment
- 7) Legal Issues in Student Employment Programs on Campus
- 8) Student Employment as High Impact Practice and Hallmark of Institutional Excellence

**272 pp, 6" x 9"****Cloth, Mar 2018, 978 1 62036 471 0, \$95.00****Paper, Mar 2018, 978 1 62036 472 7, \$35.00****E-Book, Mar 2018, 978 1 62036 474 1, \$27.99**

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**NEW**

## Living-Learning Communities that Work

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

**Karen Kurotsuchi Inkelas, Jody Jessup-Anger, Mimi Benjamin and Matt Wawrzynski**

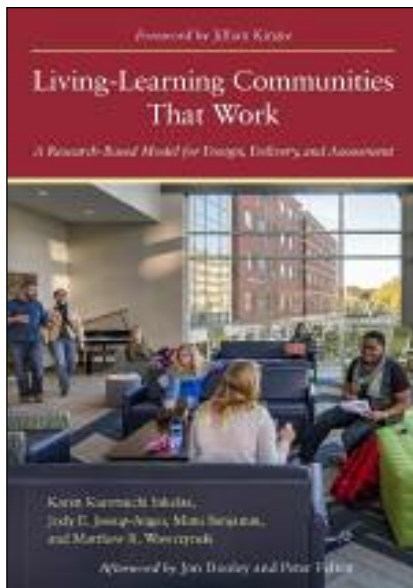
**Foreword by Jillian Kinzie**

**Afterword by Jon Dooley and Peter Felten**

"[This book] provides a much needed Living-Learning Community (LLC) model that promises a unified living and learning experience. Despite LLCs' respected history in American higher education and identification as a high-impact practice, tight fiscal contexts and the press of accountability has continued to make it necessary for institutional leaders to demonstrate with evidence the value of LLCs, and in particular their contribution to contemporary concerns about student retention, learning, and success....The LLC best practices model in this book provides needed resources to institutions and LLC practitioners interested in designing and delivering LLCs that work better for all our students."—**Jillian Kinzie**, Associate Director Indiana University Center for Postsecondary Research and NSSE, and Senior Scholar National Institute for Learning Outcomes Assessment (NILOA)

This book thoughtfully combines research and field-tested practice to document the essential components for best practices in living learning communities and presents them as a clear blueprint—the LLC best practices model—for LLC design.

Practitioners, researchers, and institutional leaders can use the book as a guide to more effectively allocate resources to create and sustain LLCs and to realize the potential of these commu-



nities to improve undergraduate education.

### Contents

Foreword by *Jillian Kinzie*

- 1) Introduction
- 2) Best Practices Model for Living-Learning Communities
- 3) Building the Infrastructure for Living-Learning Communities that Work
- 4) Academic Environment – Intellectual Hub of the Program
- 5) Co-curricular Environment – Reinforcing Goals and Objectives
- 6) The Pinnacle and Mortar of the Pyramid: The Final, Yet Crucial, Components
- 7) LLC Logistics and Costs
- 8) Sustainability and Concluding Thoughts

Afterword by *Jon Dooley and Peter Felten*

**A co-publication with ACUHO-I**

**200 pp, 6" x 9", 16 figures, 4 tables**

**Cloth, Jun 2018, 978 1 62036 600 4, \$95.00**

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

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

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## 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 Kevin Kruger and Cindi Love**

"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 student's religious, secular, and spiritual identity.

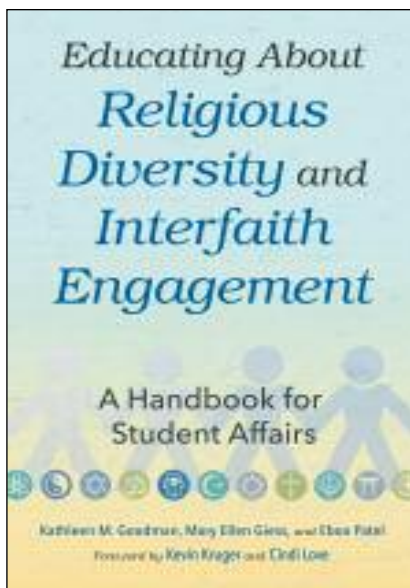
This book, through case studies and examples of relevant research and practice, will be an important resource for creating programs that encourage interfaith dialogue and promote a greater understanding of the religious and secular diversity represented among our students."

—**Kevin Kruger**, *President, NASPA – Student Affairs Administrators in Higher Education*

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

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

This book serves multiple audiences in student affairs by providing teaching ideas for practitioners who want to include a session or two about interfaith in their programs as well as ideas for



student affairs faculty who may be teaching one session on this topic or a whole course.

The book is divided into four sections. The first offers context, provides the findings of research, and asks readers to reflect on the framework they use to embark on this work, whether a social justice framework that aims to highlight issues of power and privilege or an interfaith cooperation framework that aims to create religious pluralism.

Part Two provides concrete ideas for creating courses, activities, events, and programs focused on spirituality, religion, secularity, and interfaith engagement, as well as ideas for incorporating these topics into courses typically offered in student affairs preparation programs. Part Three presents case studies to engage students, practitioners, and faculty in thinking about campus situations related to religious diversity. Part Four provides some basic information about a variety of religions and worldviews held by college students.

**328 pp, 6" x 9"**

**Cloth, Oct 2018, 978 1 62036 608 0, \$95.00 [Pub Date?]**

**Paper, Oct 2018, 978 1 62036 609 7, \$35.00**

**E-Book, Oct 2018, 978 1 62036 611 0, \$27.99**

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**BESTSELLER**

## Critical Mentoring

*A Practical Guide*

**Torie Weiston-Serdan**

**Foreword by Bernadette Sánchez**

"Sustained by extensive theoretical and practice-based research, *Critical Mentoring: A Practical Guide* equips the reader with effective strategies to provide youth development programs with tools necessary for Critical Mentoring and Critical Consciousness. While the foundations of oppression are deeply seated in contemporary society, Weiston-Serdan presents an avenue along which, mentors, protégés, and their respective communities can bring to light crucial issues and stride toward a new paradigm."

—*Mentoring & Coaching Monthly*

"This is a brilliant book. It is also an extremely useful one. Torie Weiston-Serdan has accomplished the great achievement of writing something that is immediately accessible, deeply thoughtful and theoretically-engaged, and of practical use to all those engaged in youth mentoring. It is also beautifully written. *Critical Mentoring* has the potential to change the paradigms of practice in the field."—**Viv Ellis**, *School of Education, Communication and Society, King's College London*

This book introduces the concept of critical mentoring, presenting its theoretical and empirical foundations, and providing telling examples of what it looks like in practice, and what it can achieve.

At this juncture when the demographics of our schools and colleges are rapidly changing, critical mentoring provides mentors with a new and essential transformational practice that challenges deficit-based notions of protégés, questions their forced adaptation to dominant ideology, counters the marginalization and minoritization of young people of color, and endows them with voice, power and choice to achieve in society while validating their culture and values.

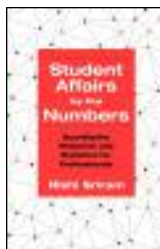
Critical mentoring places youth at the center of the process, challenging norms of adult and institutional authority and notions of saviorism to create collaborative partnerships with youth and communities that recognize there are multiple sources of expertise and knowledge.

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

**Cloth, 2017, 978 1 62036 551 9, \$95.00**

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

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



## Student Affairs by the Numbers

*Quantitative Research and Statistics for Professionals*

**Rishi Sriram**

"*Student Affairs by the Numbers* couldn't arrive at a better time. The pressure

from state-based performance-based funding, increased rigor from regional accrediting agencies, and an increase in a 'return-on-investment' approach to funding and program review underscores the critical importance of developing a core competence in quantitative statistics and assessment. This book is a valuable resource for student affairs professionals and graduate students who are developing research and evaluation efforts on core student affairs programs and services."—**Kevin Kruger**, *President of NASPA – Student Affairs Administrators in Higher Education*

"Both graduate students in student affairs masters programs and full-time student affairs professionals will find great value in this well-written and relatable book."—**Robert D. Reason**, *Professor, Student Affairs and Higher Education, Iowa State University*

*Student Affairs by the Numbers* aims to be the go-to book for student affairs professionals who want to know the basics of quantitative research and statistics for their work. It connects practitioners to these concepts by drawing on examples from student affairs.

Student Affairs professionals need to know how to design a study, collect data, analyze data, interpret results, and present the results in an understandable manner. This book will begin by establishing the need for these skills in student affairs and then quickly move to how to develop a research culture, how to conduct research, how to understand statistics, and concluding with how to change our research/assessment behaviors in order to make higher education better for students.

**200 pp, 6" x 9", 27 illus**

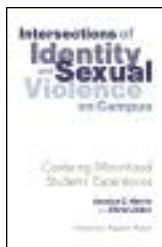
**Cloth, 2017, 978 1 62036 451 2, \$95.00**

**Paper, 2017, 978 1 62036 452 9, \$32.00**

**E-Book, 2017, 978 1 62036 454 3, \$25.60**







## Intersections of Identity and Sexual Violence on Campus

*Centering Minoritized Students' Experiences*

**Edited by Jessica C. Harris and Chris Linder**

**Foreword by Wagatwe Wanjuki**

"I am amazed and humbled by the opportunity to introduce the contents of this book. It may sound like hyperbole when I say, 'It changed my life', but I honestly cannot think of a better way to describe its impact on my beliefs on organizing to eradicate sexual violence—on campuses and off. *Intersections* outlines what I've needed as a survivor during my times as a student and activist. This book should be mandatory reading for every individual who works with the issue of campus gender-based violence. Journalists, activists, and administrators alike stand to gain the knowledge needed to spur the transformative work of a power-conscious, history-informed, and intersectional understanding of the dynamics of sexual violence."—**Wagatwe Wanjuki**, *feminist writer and activist*

This book makes an important contribution to and provides a foundation for better contextualizing and understanding sexual violence by focusing on populations that are not often centered in the discourse of campus sexual violence.

Challenging dominant ideologies concerning assumptions of white women as the only victims-survivors, the racialization of aggressors, and the deleterious rape myths present in both research and practice, this book draws attention to the complexities of sexual violence on the college campus by highlighting populations that are frequently invisible in research, reporting, and practice. The book places sexual violence on campus in a historical context, centering the experiences of populations relegated to the margins, and highlighting the relationship between racism, classism, homophobia, transphobia, and other forms of domination to sexual violence. The final chapters of the book explore how critical models of intervention and prevention and a critical analysis of existing institutional policies may be implemented across college campuses to better address sexual violence for multiple populations and identities in higher education.

290 pp, 6" x 9"

Cloth, 2017, 978 1 62036 387 4, \$95.00

Paper, 2017, 978 1 62036 388 1, \$32.50

E-Book, 2017, 978 1 62036 390 4, \$25.99

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## Measuring Noncognitive Variables

*Improving Admissions, Success and Retention for Underrepresented Students*

**William Sedlacek**

**Foreword by David Kalsbeek**

"William Sedlacek, the 'Father of Non-Cognitive Variables' in higher education, has impacted millions of college students around the world. With over 40 years of research, his new book reveals the importance of noncognitive skill measurement and development. This is a must-read for every institution and individual genuinely interested in strategically engaging and retaining diverse groups."—**Connie Tingson-Gatuz**, *Vice President for Student Affairs and Integration at Madonna University*

"Through *Measuring Noncognitive Variables* Bill Sedlacek continues to display why he is the eminent leader in exploring the usefulness of noncognitive variables by highlighting the dangers of using 'standard' assessment models across social groups and associated experiences. Social justice meets student evaluation in this masterpiece. Considering the changes occurring in the United States of America in 2017, there is no better time for this book than now."—**Ryan C. Holmes**, *Assistant Vice President for Student Support, The University of Texas at El Paso*

*Measuring Noncognitive Variables: Improving Admissions, Success, and Retention for Underrepresented Students* is written for admissions professionals, counselors, faculty and advisors who admit, teach, or work with students during the admissions process and post-enrollment period. It brings together theory, research and practice related to non-cognitive variables in a practical way by including assessment methods provided at no cost. Non-cognitive variables have been shown to correlate with the academic success of students of all races, cultures, and backgrounds. Non-cognitive variables include personal and social dimensions, adjustment, motivation, and student perceptions, rather than the traditional verbal and quantitative areas (often called cognitive) typically measured by standardized tests.

**Co-published with Big Picture Learning**

192 pp, 6" x 9", rubrics, tables & questionnaires

Cloth, 2017, 978 1 62036 255 6, \$95.00

Paper, 2017, 978 1 62036 256 3, \$35.00

E-Book, 2017, 978 1 62036 258 7, \$27.99

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**NEW**

## Open Mic Night

*Campus Programs That Champion College Student Voice and Engagement*

**Toby S. Jenkins, Crystal Leigh Endsley, Maria L. Jaksch and Anthony R. Keith**

**With Robb Ryan Q. Thibault**

**Foreword by Wilson K. Okello and Stephen John Quayle**

"Utilizing art, spoken word and Hip Hop Pedagogy as as a vehicle, the authors drop serious knowledge about how to engage students and provide platforms for student voice and collaboration on college and university campuses. This book is an imperative as campuses learn to partner with a new generation of youth who live in a diverse and civically-engaged world."—**Torie Weiston-Serdan**, *Executive Director at Youth Mentoring Action Network, author of Critical Mentoring*

"Open Mic Night provides a comprehensive, insider's account of what makes spoken word poetry spaces integral to campus life. The conceptual foundations and practical recommendations from educators, scholars, artists, and event organizers are essential resources for making campuses more dynamic, creative, and justice-centered."—**Emery Petchauer**, *Associate Professor, Michigan State University, Author of Hip Hop Culture in College Students' Lives*

While campuses across the United States have been offering spoken word programs for over 20 years, little attention has been paid to their purpose and impact beyond their contribution to the campus social aesthetic.

This book – compiled by scholar artists, including internationally recognized spoken word performers – offers guidance to student affairs professionals on using spoken word as a tool for college student engagement, activism, and civic awareness. It makes the case that campus event spaces need to transcend their association with the theatre or art departments to provide a venue where students are allowed to be different and find opportunities for personal and intellectual development and civic engagement. Open mic nights offer college students a way to speak out, advocate, lead, educate, and explore with their peers.

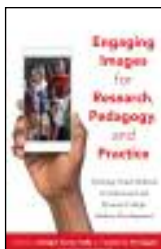
**170 pp., 6" x 9"**

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**Stylus**



**NEW**

## Engaging Images for Research, Pedagogy, and Practice

*Utilizing Visual Methods to Understand and Promote College Student Development*

**Edited by Bridget Turner Kelly and Carrie A. Kortegast**

**Foreword by Peter M. Magolda**

"Engaging Images is an all-in-one resource for the innovative use of visual methods to study, teach, and practice student development in higher education. It introduces new approaches and revives or repurposes others, providing the field with theory behind the use of visual methods as well as concrete examples of how to use them in a time when digitization both enables and challenges scholars and educators to interact with the world in new ways."—**Kristen A. Renn**, *Professor of Higher, Adult, & Lifelong Education, Associate Dean of Undergraduate Studies for Student Success Research, Michigan State University*

"Filled with detailed, practical, and powerful examples of visual practices, the chapters of this book carefully and candidly guides readers through every aspect of what it means to work with visual content in college student development research, pedagogy, and practice. This book is a 'must-read' for anyone in student affairs who wants to develop a praxis that is attentive and responsive to the power of the visual in contemporary society."—**Nana Osei-Kofi**, *Associate Professor of Women, Gender, & Sexuality Studies & Director of the Difference, Power, and Discrimination Program, Oregon State University*

This book introduces practitioners and researchers of student affairs to the use of images as a means to gaining new insights in researching and promoting student learning and development, and understanding the campus environment. Visual research methods can surface and represent ideas in compelling ways and augment the traditional written word and numerical data methodologies of social science research. The purpose of this book is to provide informative, rich examples of the use of visuals to understand and promote college student development research, pedagogy, and practice.

**224 pp., 6" x 9", 37 figures, 1 table**

**Cloth, Dec 2017, 978 1 62036 588 5, \$95.00**

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**Stylus**



## Closing the Opportunity Gap

*Identity-Conscious  
Strategies for Retention  
and Student Success*

**Edited by Vijay Pendakur**

**Foreword by Shaun R. Harper**

"This book is a roadmap that outlines the dimensions of a systemic approach towards decreasing the attainment gap for our most under-represented students. The upfront focus on racial identity and the need for systemic change make this a 'must-read' for college presidents, provosts and senior administrators who seek real equity at their colleges and universities."—**Kevin Kruger**, *President, NASPA*

"Guided by an inclusive and positive vision, the chapters recommend new approaches to identity-conscious programming that can be woven across the institution—integrative and collaborative evidence-based practices toward outcomes any institution can achieve. The collection offers silo-busting advice on ways to address the opportunity gap and help new majority students thrive."

—**Susan Albertine**, *Vice President, Office of Diversity, Equity, and Student Success, AAC&U*

This book offers a novel and proven approach to the retention and success of underrepresented students. It advocates a strategic approach through which an institution sets clear goals and metrics and integrates the identity support work of cultural/diversity centers with skill building through cohort activities to enable students to successfully navigate college, graduate on time and transition to the world of work. Underlying the process is an intersectional and identity-conscious, rather than identity-centered, framework that addresses the complexity of students' assets and needs as they encounter the unfamiliar terrain of college.

Colleges and universities normally divide their efforts between departments and programs that explicitly work on developing students' identities, and separate departments or programs that work on retaining and graduating higher-risk students. This book contends that the gap between cultural/diversity centers and institutional retention efforts is both a missed opportunity and one that perpetuates the opportunity gap between students of color and low-income students and their peers.

**188 pp, 6" x 9", 5 figures**

**Cloth, 2016, 978 1 62036 311 9, \$95.00**

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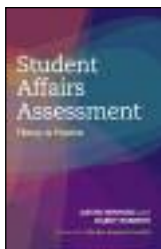
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**BESTSELLER**

## Student Affairs Assessment

*Theory to Practice*

**Gavin W. Henning and Darby Roberts**

**Foreword by Marilee J. Bresciani Ludvik**

"If my graduate program curriculum had included an assessment course, I would have liked for this new book from Henning and Roberts to be the text. And as I prepare to introduce a position dedicated to assessment and storytelling into my Student Affairs portfolio in the coming months, I'll certainly purchase this book as a resource for our staff. Accessible to assessment newcomers and useful for seasoned professionals, *Student Affairs Assessment: Theory to Practice* belongs in Student Affairs libraries everywhere."—**John Austin**, *Executive Director, Student Affairs, Ryerson University*

"Henning and Roberts bring their superb scholar-practitioner orientations to this informed, accessible, and comprehensive approach to assessment. Both graduate students and those coming into student affairs work new to assessment will find this book foundation to their professional practice."—**Susan R. Komives**, *professor emerita, University of Maryland, and Past President of both ACPA and CAS*

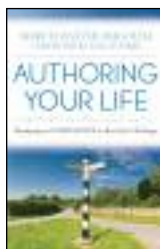
This book is intended both as a text for student affairs and higher education master's programs, and as a practical guide for early career staff who have had little formal preparation in assessment. It can be used for self-study or in professional development workshops. For divisions, departments, or units getting started with assessment, the discussion questions at the end of the chapters can engage staff in the process of developing an effective assessment culture.

This book provides a thorough introduction to all aspects of assessment, assuming no prior knowledge, and illustrated throughout with examples of application in student affairs settings.

**356 pp, 6" x 9", 6 figures & 3 tables**  
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## Now In Paper: A Common Read for FYE Courses



## Authoring Your Life

*Developing Your Internal Voice to Navigate Life's Challenges*

**Marcia B. Baxter Magolda**

**Foreword by Sharon**

**Daloz Parks**

**Illustrated by Matthew Henry Hall**

"Geared for a popular rather than an academic audience, this book is designed to assist young adults in moving from dependence on external authorities to taking charge of their own life decisions. Secondly, the book serves as a guide to significant others who wish to help these individuals more effectively address the challenges that life brings.

Written in comprehensible language, it contains fascinating in-depth narratives that demonstrate the evolution of life during the young adult years."—**Journal of College Student Development**

"This book should be considered an essential addition to the library for the young professional just entering a career in academic advising."

—**NACADA Journal**

This is a guide to addressing life's challenges and competing demands. It will help you to reflect on the problems and setbacks you encounter to discover your own voice, uncover your authentic sense of values, build your confidence, and find meaning in your life.

In addition to helping you identify the phases of your journey to self-authorship, Marcia Baxter Magolda offers reflective exercises and questions to help you uncover your strengths and identify the barriers that may be inhibiting you from building the internal, psychological compass that will serve as the foundation for your journey.

**400 pp, 6" x 9", 10 maps & diagrams**  
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## The Strategic Guide to Shaping Your Student Affairs Career

Sonja Ardoin

Foreword by Marcia B. Baxter Magolda

*"The Strategic Guide to Shaping Your Student*

*Affairs Career* is a one of a kind resource for student affairs administrators in any stage of their career. The book is well organized around five key elements of career strategy that helpfully prompt readers to not only focus and reflect on critical stages in their career development and advancement, but also on their personal motivations and goals. This is enhanced by the inclusion of voices of current administrators who share their stories and insights to illustrate the book's message."

—**Ashley Tull**, *Director of Assessment and Strategic Initiatives, Division of Student Affairs, Southern Methodist University*

"As a professor in a higher education program I seek activities and resources that can bookend a student's experience in our program. I have finally found the book that will both stimulate discussion among new professionals in their first class and foster rich dialogue in their last class.

Actually reading the book twice affords students the opportunity to consider the core elements of a career strategy as discussed in this text: lifelong learning, extending your experiences, planning for professional development, networking/connecting, and self-reflection. *The Strategic Guide to Shaping Your Student Affairs Career* will be a must read for our students."—**Audrey J. Jaeger**, *Professor; Educational Leadership & Policy Analysis, Co-Executive Director, National Initiative for Leadership & Institutional Effectiveness, North Carolina State University*

This is a book for any student affairs professional who wants to strategically shape his or her career path, whether in early or mid-career, or contemplating a career, in student affairs.

196 pp, 6" x 9"

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## A Graduate Text and Professional Development Resource That Engages Readers in Reflection and Dialog



**BESTSELLER**

## Contested Issues in Student Affairs

*Diverse Perspectives and Respectful Dialogue*

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

"The smooth flow of the writing and format, the variety of perspectives presented, and the currency of the contested issues all offer a very thought-provoking and worthwhile read for graduate students in their preparation. This book will offer a sense of realities of student affairs practice. For that reason, professionals will also find this book useful as excellent fodder for professional development dialogue and reflection."—**Journal of College Student Development**

- Designed to stimulate reflection and discussion about critical and often contentious issues that confront today's student affairs professionals
- Written by leaders in the field
- Related blog site enables readers to teach and learn from each other, and interact with colleagues beyond their immediate campus

This book augments traditional introductory handbooks that focus on functional areas (e.g., residence life, career services) and organizational issues. It fills a void by addressing the social, educational and moral concepts and concerns of student affairs work that transcend content areas and administrative units, such as the tensions between theory and practice, academic affairs and student affairs, risk taking and failure; and such as issues of race, ethnicity, sexual orientation, and spirituality.

498 pp, 6" x 9"

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## Student Affairs for Academic Administrators

Edited by T. Lynn Hogan

This book is intended to help academic administrators make the best use of one vital campus resource: student affairs. By provid-

ing this concise introduction to student affairs as a discipline and a profession, the authors of this volume provide a foundation for working together to improve the student experience and enhance learning.

After a chapter on how to build successful collaborations between academic affairs and student affairs, two final chapters explore specific examples of how such collaborations work in practice: Academic honor codes, and undergraduate research. While written for academic administrators, the book also provides valuable insights for those in student affairs seeking to improve understanding and facilitate collaboration with colleagues in academic affairs.

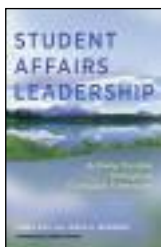
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172 pp., 6" x 9"

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## Student Affairs Leadership

*Defining the Role Through an Ecological Framework*

Linda Kuk and James H. Banning

Foreword by Cynthia Cherrey

"This work opens new doors into the study of leadership for the student affairs profession. 'Contextual leadership' is a developing area. This concept, researched and aided by the theory of the ecological perspective, will help future administrators prepare and execute their leadership roles well for years to come."—**John R. Laws**, Vice Chancellor Student Affairs, Ivy Tech Community College

This book is addressed to aspiring and senior student affairs officers and offers a new "ecological" framework that recognizes that today's leaders are affected by factors they may not control, and work within an environment they cannot expect to mold solely through their execution of skills and strategies.

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

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## Coordinating Student Affairs Divisional Assessment

*A Practical Guide*

Edited by Kimberly Yousey-Elsener, Erin Bentrim and Gavin W. Henning

Foreword by Larry D. Roper

"The authors offer a practical and professionally grounded model to inform and support successful leadership of student affairs assessment.

This book should be on the reading list of every senior student affairs officer, regardless of where his or her division is in implementation of its assessment program, as [it] not only offers a process for initiating assessment program, but also provides a guide for evaluating the successful functioning of programs."—**Larry D. Roper**

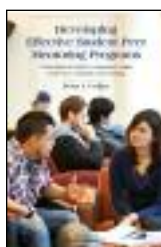
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## Developing Effective Student Peer Mentoring Programs

*A Practitioner's Guide to Program Design, Delivery, Evaluation, and Training*

Peter J. Collier

Foreword by Nora Domínguez

"Collier's treatment of peer mentorship is THE resource you want on this topic. It is grounded in theory and scholarship but also provides practical advice and institutional examples of peer mentor programs. It is comprehensive in its coverage of the history and purpose of these programs and also addresses the important elements of successful program delivery such as recruitment, training, and evaluation. Further, it is inclusive of peer mentoring for 'new-traditional' student populations such as international, service members and veteran, and first-generation undergraduates."

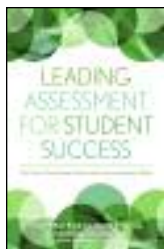
—**Jennifer R. Keup**, Director, National Resource Center for The First-Year Experience and Students in Transition

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## Leading Assessment for Student Success

*Ten Tenets That Change Culture and Practice in Student Affairs*

**Edited by Rosie Phillips Bingham, Daniel Bureau and Amber Garrison Duncan**

**Foreword by Marilee J. Bresciani Ludvik**

"This book explains how to tell the story of assessment while engaging each student affairs team member on your campus, whether it is the senior student affairs officer or a front-line professional. This book provides a 'how to' in making assessment an integral practice of the student affairs profession."—**Marilee J. Bresciani Ludvik**, Professor, Postsecondary Education, San Diego State University

The authors in this volume identify and explicate ten tenets of practice for leading and implementing a culture of change committed to student learning and sound assessment methods.

**168 pp., 6" x 9", figures & tables**  
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## A Guide to Becoming a Scholarly Practitioner in Student Affairs

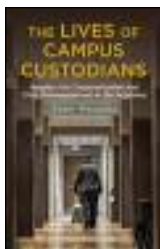
**Lisa J. Hatfield and Vicki L. Wise**

**Foreword by Kevin Kruger**

"This is a practical guide that will inspire student affair educators to become scholar practitioners. The authors provide step-by-step insights and guidance for promoting the worthwhile scholarship of student affairs professionals."—**Sarah Marshall**, Associate Professor of Educational Leadership and Director of the Doctor of Education Program, Central Michigan University

"I would recommend this book to my Chief Student Affairs Officer as well as the doctoral students in our program, and everyone in between."—**Audrey J. Jaeger**, Alumni Distinguished Graduate Professor, and Executive Director, National Initiative for Leadership & Institutional Effectiveness, North Carolina State University

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## The Lives of Campus Custodians

*Insights into Corporatization and Civic Disengagement in the Academy*

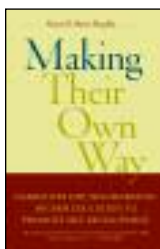
**Peter M. Magolda**

**Foreword by Jeffrey F. Milem**

"The greatest contribution this book makes is that it sensitizes readers to a subculture that remains disregarded, but one that contributes to student learning. Although higher education administrators at best view campus custodians as the 'cleaning people,' or at worst, barely human, custodians view themselves as educators and valuable contributors to the communities they serve."—**The Review of Higher Education**

This book uncovers the lives and working conditions of a group of individuals who are usually rendered invisible on college campuses, the custodians who clean our spaces. It also reveals universities' equally invisible practices that frequently contradict their espoused values of inclusion and equity, and their profession that those on the margins are important members of the campus community.

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## Making Their Own Way

*Narratives for Transforming Higher Education to Promote Self-Development*

**Marcia B. Baxter Magolda**

"[P]rovides long-awaited answers to critical questions regarding how college impacts students' lives. Through an accomplished interview technique, the author provides us with an inside tour of the lives and minds of hundreds of college graduates. The author weaves these stories into a highly usable framework for educational improvement. Her concrete suggestions help the reader transform insights gained from the interviews into current college curricular and co-curricular practices. This book will be immediately useful for anyone connected to the college experience."—**AAHE Bulletin**

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## The First Generation Student Experience

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

**Jeff Davis**

"Jeff Davis offers keen insight into the first-generation student experience with this readable, informative, and persuasive volume. Smartly pairing academic analysis with student narratives, Davis describes and demonstrates the key barriers to student success for this growing contingent of American students. He presents a range of promising recommendations to support the increasing number of first-generation students who are now enrolling in American higher education."—*Diversity and Democracy*

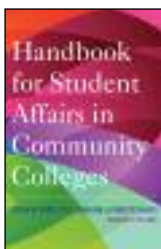
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## Handbook for Student Affairs in Community Colleges

**Edited by Ashley Tull, Linda Kuk and Paulette Dalpes**

**Foreword by Florence B. Brawer**

"This pioneering work fills a void in the literature about the work of student affairs and should be on the bookshelf of every student affairs professional. [It] is an excellent resource for those considering a career in student affairs in community colleges."—*Gwen Dungy, Executive Director Emeritus, NASPA*

This book is intended for student affairs administrators and professionals at all stages of their careers, as well as for students in graduate preparation programs.

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## Learning Partnerships

*Theory and Models of Practice to Educate for Self-Authorship*

**Edited by Marcia B. Baxter Magolda and Patricia M. King**

"Those interested in strengthening the ties between theory and practice and between faculty and student affairs can find inspiration here. Those committed to developing the co-curriculum to promote self-authorship will have a better sense of how to do that."

—*Journal of College Student Development*

**342 pp, 6" x 9"**

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## New Realities in the Management of Student Affairs

*Emerging Specialist Roles and Structures for Changing Times*

**Edited by Ashley Tull and Linda Kuk**

"I highly recommend [this book]. Student affairs leaders embarking upon organizational change efforts will find this book immensely useful, as will faculty and professional association leaders charged with cultivating student affairs practitioners ready to work in the collaborative and dynamic organizations of today and tomorrow. Additionally, scholars with interests in leadership and administration may find the book a valuable source of ideas for future research."—*The*

*Review of Higher Education*

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## Demonstrating Student Success

*A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs*

**Marilee J. Bresciani  
Ludvik, Megan Moore**

**Gardner and Jessica Hickmott**

"A wonderful addition to existing resources on assessment in student affairs."—**John H. Schuh**, *Distinguished Professor, Iowa State University*

A feature of the book is its use of real case studies that both illustrate current best practices in student affairs assessment and that illuminate theory and provide examples of application. The cases allow the authors to demonstrate that there are several approaches to evaluating student learning and development within student affairs; illustrating how practice may vary according to institutional type, institutional culture, and available resources.

**224 pp, 6" x 9"**

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## It's All About Jesus!

*Faith as an Oppositional Collegiate Subculture*

**Peter M. Magolda and  
Kelsey Ebben Gross**

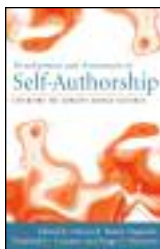
"If after picking up *It's All About Jesus*, you feel motivated and equipped to begin an ethnography of a nearby religious community, you are not alone. It is a sign of their success that Magolda and Gross are able to captivate their readers early and to hold their attention firmly. It challenges public and private, secular and religiously affiliated institutions to recognize that dialogue about religion and spirituality are 'essential to students' identity development and essential to living out American higher education standards'."

—**Teaching Theology and Religion**

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**Paper, 2009, 978 1 57922 355 7, \$35.00**



## Development and Assessment of Self-Authorship

*Exploring the Concept Across Cultures*

**Edited by Marcia B.  
Baxter Magolda,  
Elizabeth G. Creamer and**

**Peggy S. Meszaros**

This book brings together new scholarship that expands and refines the concept of self-authorship across cultures. It adopts a constructive-developmental approach to self-evolution that emphasizes the interaction of personal characteristics and contextual influences on individuals' construction of knowledge, identities, and relationships.

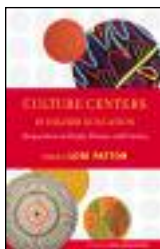
The book concludes by addressing questions about the challenges and opportunities involved in developing a valid measure of self-authorship that is less time and expertise-intensive than the in-depth one-on-one interview employed until now; and offering an outline of future theoretical and methodological research needed to further our understanding of self-evolution in general and self-authorship in particular.

**316 pp, 6" x 9", figures & tables**

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## Culture Centers in Higher Education

*Perspectives on Identity, Theory, and Practice*

**Edited by Lori D. Patton  
Foreword by Gloria  
Ladson-Billings**

"This book makes a unique contribution to the higher education literature by thoroughly exploring culture centers. Although the research on cultural centers and their effect on predominantly White Institutions is minimal, Patton should be applauded for her effort to shed light on their importance. This is truly a 'must read' for institutional leaders, student affairs practitioners, and graduate students who want to work as faculty or administrators in the field of higher education."—**The Review of Higher Education**

**230 pp, 6" x 9"**

**Cloth, 2010, 978 1 57922 231 4, \$95.00**

**Paper, 2010, 978 1 57922 232 1, \$29.95**

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## A Day in the Life of a Student Affairs Educator

*Competencies and Case Studies for Early-Career Professionals*

**Sarah M. Marshall and Anne M. Hornak**

**Foreword by Susan R. Komives**

"The authors of this publication were wise to organize the case studies in the framework of the 10 Professional Competency Areas for Student Affairs Practitioners developed jointly by ACPA and NASPA. The pedagogical utility of this organization is superb and will allow for targeted use in staff development programming and for individuals who seek to challenge their own development through the complexity of the basic, intermediate, and advanced levels of each competency."

—**Susan R. Komives**, *Professor Emerita, University of Maryland, Former President*

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## Why Aren't We There Yet?

*Taking Personal Responsibility for Creating an Inclusive Campus*

**Edited by Jan Arminio, Vasti Torres and Raechele L. Pope**

This book focuses on guiding individuals and groups through learning how to have difficult conversations that lead us to act to create more just campuses, and provides illustrations of multiple ways to respond to difficult situations.

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

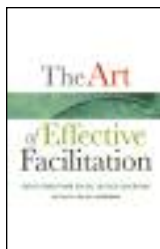
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## The Art of Effective Facilitation

*Reflections From Social Justice Educators*

**Edited by Lisa M. Landreman**

This book is intended for the increasing number of faculty and student affairs administrators who are being asked to become social justice educators to prepare students to live successfully within, and contribute to, an equitable multicultural society.

It enables facilitators to create programs that go beyond superficial discussion of the issues to fundamentally address the structural and cultural causes of inequity, and provide students with the knowledge and skills to work for a more just society. Beyond theory, design, techniques and advice on practice, the book concludes with a section on supporting student social action.

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## Becoming Socialized in Student Affairs Administration

*A Guide for New Professionals and Their Supervisors*

**Edited by Ashley Tull, Joan B. Hirt and Sue Saunders**

"With the stated intent of improving practice, enhancing work life quality, and stemming the attrition of new professionals from student affairs, the authors of this edited text apply socialization theory as an overarching framework and articulate a multifaceted approach to the preparation and transition of new professionals across multiple venues...In summary, [this book] articulates a common framework that holds significant promise for both improving student affairs practice and enhancing the quality of new professionals work life."—*Journal of College Student Development*

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## Reflection in Action

*A Guidebook for  
Student Affairs  
Professionals and  
Teaching Faculty*

**Edited by Kimberly A. Kline**

**Foreword by Edward P. St. John**

This guidebook will stimulate student affairs professionals and higher education faculty alike to adopt new approaches when discussing sensitive or controversial topics with their students. It provides teachers and professionals with a critical understanding of social justice, social agency, reflection, and actionable knowledge to develop new and effective skills, practice them in safe spaces, and apply them in the field.

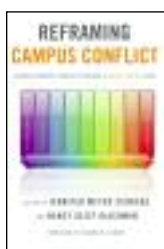
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## Reframing Campus Conflict

*Student Conduct  
Practice Through a  
Social Justice Lens*

**Edited by Jennifer Meyer Schrage and Nancy Geist Giacomini**

**Foreword by Edward N. Stoner**

"This publication is endorsed by ASCA as a collaborative, collegial new lens through which to consider how social justice practices and student conduct administration can come together to inform best practices in conduct and conflict management on college and university campuses."—**Tamara J. King, J.D., 2009 President, Association for Student Conduct Administration**

"The essays in this book start to fill an opening left by the Model Student Code. It is written by student affairs professionals with, collectively, centuries of student affairs experience [who] have worked in large and small institutions, public and private, all across the country and have experimented (and used successfully) a wide range of approaches

This book contains not only suggestions, but also models. You probably will not find one that fits your campus 'exactly'. But what you will find is the treasure of careful thought that has been

given to many different approaches."—**Edward Stoner**

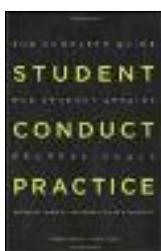
Social justice theory provides the lens for expanding our conception of student conduct administration, and the foundation for considering systemic changes in practice – changes that are vital to address the concerns and issues raised by an increasingly diverse student population.

Complementing the Model Student Disciplinary Code, this book opens up a whole new range of approaches and models that readers can adapt to their institutional circumstances.

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## Student Conduct Practice

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Professionals*

**Edited by James M. Lancaster and Diane M. Waryold**

**Foreword by Linda Timm**

"I recommend it for those who are entering the field of student conduct practice as well as for those who are seeking more depth in their understanding of the student conduct process."—**The Review of Higher Education**

"Includes the thinking of notable experts in the profession and offers a smorgasbord of practical, insightful, up-to-date information for student conduct and larger student affairs community. The editors have compiled an astute guide that can be read from cover to cover or referenced as a particular issue arises. I highly recommend this guide as a source for practical guidance, relevant information and food for thought."—**Journal of College Student Development**

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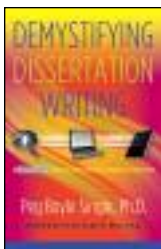
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**Peg Boyle Single**

**Foreword by Richard M. Reis**

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"I was so impressed with this book that I offered to write the foreword for it."—*Rick Reis, editor of the Tomorrow's Professor eNewsletter*

"Whether you're inching towards a dissertation topic, choosing an adviser or already coping with the last stage of doctoral work, this book will be a life-saver."—*JoAnn Moody, Faculty Development and Diversity Specialist*

Research shows that five strategies correlate with the successful completion of a dissertation:

- Establishing a consistent writing routine
- Working with a support group
- Consulting your advisor
- Understanding your committee's expectations
- Setting a realistic and timely schedule

Building on these insights, this book is for anyone who needs help in preparing for, organizing, planning, scheduling, and writing the longest sustained writing project they have encountered, particularly if he or she is not receiving sufficient guidance about the process, but also for anyone looking to boost his or her writing productivity.

Few scholars, let alone graduate students, have been taught habits of writing fluency and productivity. The writing skills imparted by this book will not only help the reader through the dissertation writing process, but will serve her or him in whatever career she or he embarks on, given the paramount importance of written communication, especially in the academy.

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**Foreword by Laurie Richlin and Steadman Upham**

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"This manual's strength is in the crisp, straightforward tips on subjects ranging from how to handle students who may present a physical danger to how to navigate new technology for better teaching, research and writing. It is presented with a clever wit [and] includes a chapter on diversity that is brief and blunt."—*Black Issues in Higher Education (now Diverse)*

- This irreverent, but serious guide to what life in higher education institutions is really like, now enhanced by 100 new tips
- Invaluable advice that ranges from getting your Ph.D. to setting the course of your academic career

The 100 new hints expand sections on the dissertation process, job hunting, life in the classroom and on dealing with students, as well as on matters that affect readers' careers, such as research, publication, and tenure. The book concludes with a tongue-in-cheek appendix on How to Become a Millionaire while an academic.

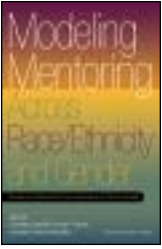
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## Modeling Mentoring Across Race/Ethnicity and Gender

*Practices to Cultivate the Next Generation of Diverse Faculty*

**Edited by Caroline**

**Sotello Viernes Turner and Juan Carlos González**

**Foreword by Christine A. Stanley**

"Insightful and informative [it] can help us to experience mentoring relationships in deeper and impactful ways to bridge the gender, social, and cultural divide."—**Christine A. Stanley**, *Vice President and Associate Provost for Diversity, Texas A&M University*

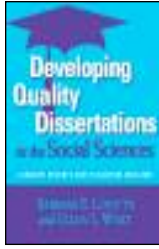
The under-representation of faculty of color and women in higher education greatly reduces the opportunities for graduate students from these selfsame groups to find mentors of their race, ethnicity or gender. This book both provides an in-depth look at successful mentorships between senior white and under-represented scholars and emerging women scholars and scholars of color.

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## Developing Quality Dissertations in the Social Sciences

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**Barbara E. Lovitts and Ellen L. Wert**

This short booklet is designed to be given to graduate students as they begin their studies. It explains the purposes of the dissertation and the criteria by which it will be assessed. It helps students understand the context of their course work; the need to take an active role in shaping their studies; and the importance of thinking ahead about the components of the dissertation and the quality of scholarship they will need to demonstrate.

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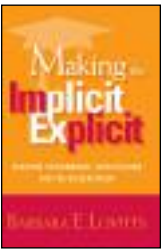
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## Developing Quality Dissertations in the Humanities

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## Making the Implicit Explicit

*Creating Performance Expectations for the Dissertation*

**Barbara E. Lovitts**

"An excellent resource for graduate students beginning the dissertation

phase, for faculty who serve on dissertation committees or as dissertation advisors, and for faculty who may teach dissertation process courses. The text is also a valuable resource for academic departments who may want or need to develop dissertation standards from the ground up or to revamp their existing standards and expectations."—**The Review of Higher Education**

This book is about making explicit to doctoral students the tacit "rules" for the assessment of the final of all final educational products—the dissertation – thus helping them achieve to higher levels of accomplishment.

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## Research Methods for Successful PhD

**Dinesh Kumar**

Research Methods for Successful PhD is written to help PhD students and other young researchers navigate through this

phase to give them a direction and purpose. It is a candid conversation developed from the experience of supervising 30 research students and publishing 400 papers over 20 years.

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**NEW**

## Using Focus Groups to Listen, Learn, and Lead in Higher Education

**Mona J. E. Danner, J. Worth Pickering and Tisha M. Paredes**

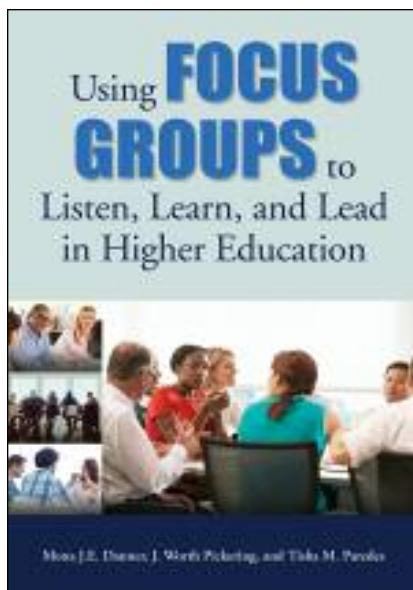
"A friendly, practical, and principled DIY guide. Its process approach aims for the relevance of qualitative research combined with the rigor of quantitative methods. Guiding readers from first steps through data analysis and reporting, the book offers extended vignettes as well as templates and models. Engaging both faculty and staff in the process, the book identifies resources ready to hand on every campus."—**Susan Albertine**, *Senior Scholar, Association of American Colleges & Universities (AAC&U)*

"While surveys and other quantitative tools provide broad data regarding higher education and its impact, they cannot accurately reflect the socially constructed, interpretivist experience of individual participants. [The authors] embrace this reality and have created a comprehensive text for implementing focus groups. This vital resource should be on the bookshelf of every higher education researcher and practitioner."

—**Gavin Henning**, *Director, Doctorate of Education and Master of Higher Education Administration Programs, New England College*

This easy-to-use 6-step guide helps leaders in higher education listen to and learn from their stakeholders in order to enhance decision making. The big questions facing institutions today, especially those surrounding access, affordability, and accountability, require more than dashboards. Metrics and quantitative data alone do not offer lasting solutions and improvements. Using qualitative methods to listen to the voices of those involved, especially students and staff, is critical. Focus groups constitute the most appropriate, rigorous, and relevant qualitative research tool for this purpose, and one that is cost-effective and builds community when conducted using the ODU Method described in this book.

This comprehensive and practical resource describes why, when, and how to use focus groups. The authors provide detailed guidance for using focus groups, from developing the research questions with stakeholders, through training and recruiting moderators, and identifying and



recruiting participants, to the logistics of conducting focus groups, and ultimately analyzing data and developing final reports. Conversational vignettes illustrate the discussions that regularly occur in each step and help the reader better understand the process. Fifteen appendices provide templates and examples of every part of the process.

Written particularly for institutional research and assessment staff and upper-level administrators, this book will also appeal to deans, department and program chairs and directors, faculty leaders, and administrative unit directors, including those in auxiliary and student services, alumni associations, and university foundations. It also serves as an excellent resource for higher education research methods courses.

The authors are uniquely positioned to guide readers in this process. The team developed and refined this technique over two decades at Old Dominion University. They have conducted over 100 focus groups with campus, nonprofit, local, and international community organizations to assist them in assessing student learning, transition, and preparedness for the workforce, as well as evaluating their organizations work and planning future projects.

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## NEW

## Success After Tenure

*Supporting Mid-Career Faculty*

**Edited by Vicki L. Baker, with Associate Editors Laura Gail Lunsford, Gretchen Neisler, Aimee LaPointe Terosky, and Meghan J. Pifer**  
**Foreword by Mary Deane Sorcinelli**

This book brings together leading practitioners and scholars engaged in professional development programming for and research on mid-career faculty members. The chapters focus on key areas of career development and advancement that can enhance both individual growth and institutional change to better support mid-career faculties.

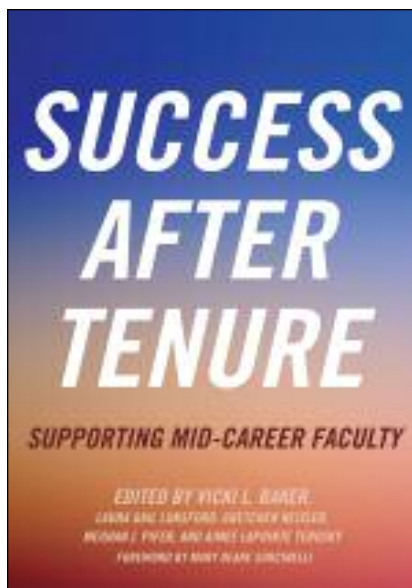
The mid-career stage is the longest segment of the faculty career and it contains the largest cohort of faculty. Also, mid-career faculty are tasked with being the next generation of faculty leaders and mentors on their respective campuses, with little to no supports to do so effectively, at a time when higher education continues to face unprecedented challenges while managing the continued goal of diversifying both the student and faculty bodies.

The stories, examples, data, and resources shared in this book will provide inspiration, and reality checks, to the administrators, faculty developers, and department chairs charged with better supporting their faculties as they engage in academic work. Current and prospective faculty members will learn about trends in mid-career faculty development resources, see examples of how to create such supports when they are lacking on their campuses, and gain insights on how to strategically advance their own careers based on the realities of the professoriate.

The book features a variety of institution types: Community colleges, regional/comprehensive institutions, liberal arts colleges, public research universities, ivy league institutions, international institutions, and those with targeted missions such as HSI/MSI and Jesuit.

Topics include faculty development for formal and informal leadership roles; strategies to support professional growth, renewal, time and people management; teaching and learning as a form of scholarship; the role of learning communities and networks as a source of support and professional revitalization; global engagement to support scholarship and teaching; strategies to recruit, retain, and promote underrepresented faculty populations; the policy-practice connection; and gender differences related to key mid-career outcomes.

While the authors acknowledge that the challenges facing the mid-career stage are numerous and varying, they offer a counter-narrative by



looking at ways that faculty and/or institutions can assert themselves to find opportunities within challenging contexts. They suggest that these challenges highlight priority mentoring areas, and support the creation of new and innovative faculty development supports at institutional, departmental, and individual levels.

**320 pp, 6" x 9"**

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*Also see:*

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p. 107

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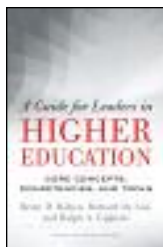


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## A Guide for Leaders in Higher Education

*Core Concepts, Competencies, and Tools*

**Brent D. Ruben, Richard De Lisi and Ralph A. Gigliotti**

**Foreword by Doug Lederman**

"The Strengths, Weaknesses, Opportunities, and Threats analysis that constitutes the foreword sets a tone that pervades this book: challenges abound in the current landscape of American higher education, but informed and prepared leaders can respond to these challenges and achieve excellence.

*A Guide for Leaders in Higher Education* succeeds in providing accessible and useful resources to individuals across different leadership roles... As a midpoint between textbook and reference work, it is successful at both and provides a clear and unbiased background to issues facing current leaders."—**Reflective Teaching**

This book is intended as a practical resource for academic and administrative leaders in higher education who seek guidance in dealing with today's complexity and demands. It is also addressed to those who aspire to hold positions of leadership, and to the many faculty and staff members who serve in informal leadership roles within their departments, disciplines, or institutions. It also constitutes a guide for those responsible for the design and implementation of the increasing number leadership development programs in higher education.

While recognizing the differences in mission and circumstance across institutional types, the authors begin by offering a foundational understanding of higher education as a sector, the political, social and economic climate in which it operates, and the potential opportunities ahead. Subsequent sections of the book cover leadership concepts and the applied tools for leadership and organizational effectiveness. Each chapter concludes with related case studies and guiding questions. The final section addresses models for developing institutional leadership programs that progressively meet the needs of leaders along their careers, as well as assure effective succession planning.

496 pp, 6" x 9", 36 tables, 56 figs & 5 boxes  
Cloth, 2016, 978 1 62036 391 1, \$95.00  
Paper, 2016, 978 1 62036 392 8, \$39.95  
E-Book, 2016, 978 1 62036 394 2, \$31.99



## The Department Chair as Transformative Diversity Leader

*Building Inclusive Learning Environments in Higher Education*

**Edna Chun and Alvin Evans**

**Foreword by Walter H. Gmelch**

"Edna Chun and Alvin Evans recognize the pivotal role that department heads and departments play in the structure, culture and climate of our colleges and universities. For diversity and inclusion efforts to really make progress, they must be nurtured and implemented at the grassroots level in each department where personnel decisions are made."—**Santa J. Ono, President, University of Cincinnati**

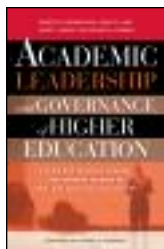
With the imminent demographic shifts in our society and the need to prepare students for citizenship in a global, knowledge-based society, the role of the academic department chair in creating diverse and inclusive learning environments is arguably the most pivotal position in higher education today.

This is the first book to address the role of the department chair in diversity and addresses an unmet need by providing a research-based, systematic approach to diversity leadership in the academic department based upon survey findings and in-person interviews.

This book examines the multidimensional contributions that chairs make in advancing diversity within their departments and institutions; in the representation of diverse faculty and staff; in tenure and promotion; curricular change; student learning outcomes; and departmental climate.

Using qualitative and quantitative research methods, the book analyzes predominant structural and behavioral barriers that can impede diversity progress within the academic department. It then focuses upon the opportunities and challenges chairs face in their collaborative journey with faculty and administration toward inclusive departmental and institutional practices. Each chapter provides concrete strategies that chairs can use to strengthen diversity in the academic department

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**BESTSELLER**

## Academic Leadership and Governance of Higher Education

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

*Four-Year Institutions*

**Robert M. Hendrickson, Jason E. Lane, James T. Harris and Richard H. Dorman**

**Foreword by Stan Ikenberry**

"The book is content rich for those looking for detailed background information on a wide range of topics. The list is far too long to repeat here, but suffice it to say that this is a comprehensive work that addresses issues related to organizational dynamics, policy frameworks, government interests, academic programs, faculty responsibilities, trusteeship, global education, legal matters, strategic planning, and, of course, student success. If there is one comprehensive text you are prepared to study about higher education, make it this one."—*The Department Chair*

"A treasure trove of important concepts and practical wisdom for anyone interested in mastering the nuances of effective academic leadership in higher education. The authors combine key theory and real-world insight in ways that are incisive, interesting, and informative. A comprehensive guide and valuable resource for seasoned administrators and newly appointed board members alike."—*Joseph P. Zolner, Senior Director of Higher Education Programs, Harvard Graduate School of Education*

To meet the new and rapidly changing demands facing today's higher education managers and leaders – from department chairs to trustees – this book offers guidance on how to effectively discharge their responsibilities and how to develop their skills for managing their relationships with internal and external stakeholders. It also provides a broad understanding of the structure and functions of their institution and of the appropriate loci of decision-making.

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**Cloth, 2012, 978 1 57922 481 3, \$49.00**

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## Rethinking Leadership in a Complex, Multicultural, and Global Environment

*New Concepts and Models for Higher Education*

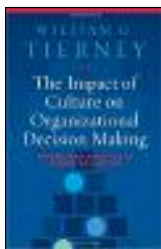
**Edited by Adrianna Kezar**

"An excellent compilation of the concepts, models, and good practices to develop the contemporary leadership capacity so needed in a new generation of college leaders...The audience for this book is any administrator accountable to develop talent and capacity for faculty and staff in the leadership pipeline. Each chapter is well written, rich in context and detail, well researched with useful resources, and anchored by direct practical applications. The chapters are uniformly of high quality. Many students tell me they usually skip the 'preface,' but in this book, that would be a big mistake! This preface is a substantive contribution to the evolution of leadership development programs and framework for the argument for the book."—*The Review of Higher Education*

**270 pp, 6" x 9", figures**

**Cloth, 2009, 978 1 57922 281 9, \$95.00**

**Paper, 2009, 978 1 57922 282 6, \$33.50**



## The Impact of Culture on Organizational Decision-Making

*Theory and Practice in Higher Education*

**William G. Tierney**

"At a time when institutions recognize the need

for change but may be unsure of how to make that change happen, I found [this book] a must-read. I would recommend it to leaders engaging their campuses in improvement and prioritization processes."—*Business Officer Magazine*

"A wake-up call to college and university administrators who wish to lead their organizations to success and excellence in the 21st century."

—*Jim Mello, Assistant Provost for Financial Planning, University of Hartford*

Understanding organizational culture is critical for those who recognize that academe must change, but are unsure how to make that change happen.

**190 pp, 6" x 9"**

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## Understanding College and University Organization

*Theories for Effective Policy and Practice*

**James L. Bess and Jay R. Dee**

**Foreword by D. Bruce Johnstone**

**A Management Resource for Higher Education Leaders**

"Quite simply a *tour de force*. Not only have the authors written by far the broadest and deepest theoretical analysis of college and university organization I've seen, but they have clearly organized a complex topic, and written it engagingly. This will be seen as a landmark work in the field. It should be required reading for all who claim to understand higher education institutions and the behavior that goes on inside and around them."—**David W. Leslie**, *Chancellor Professor of Education, The College of William and Mary*

"An extraordinarily comprehensive treatment of the uses of theory to understand and manage organizations of academic life....recommended for every student of American higher education."—**Theodore J. Marchese**, *Senior Consultant, Academic Search Consultation Service, and formerly Vice President of the American Association for Higher Education*

### The Comprehensive Textbook for Graduate and Master's Courses

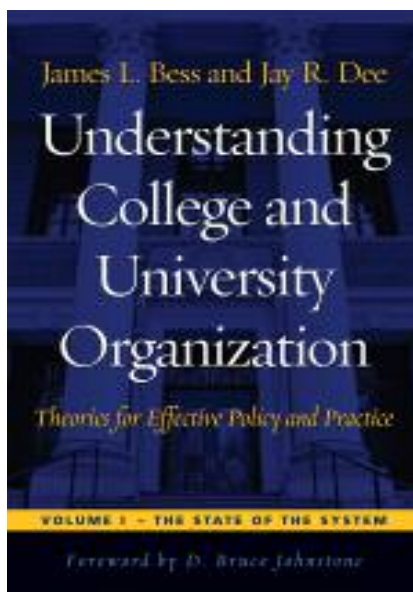
"The best introduction to organizational theory and its implications for higher education leadership/management that I have ever seen. By the end of the course, the students were in an excellent position to place current literature within a framework and relate it to the 'big picture' and what they already knew. It provided them with the conceptual lenses to navigate this convoluted intellectual terrain. This work is a treasure!"

—**Martin J. Finkelstein**, *College of Education and Human Services, Seton Hall University*

"Not only did the text exceed my expectations, but I was amazed by how the students embraced the book's theoretical perspectives. I highly recommend this textbook to master's level instructors who seek to foster critical thinking about theory and practice."—**Cheryl J. Daly**, *Director, College Student Personnel Master's Program, Western Carolina University*

This two-volume work is intended to help readers develop powerful new ways of thinking about organizational principles, and apply them to policy-making and management in colleges and universities.

It systematically presents a range of theories that can be applied to many of the difficult management situations that college and university leaders encounter. It provides them with the the-



oretical background to knowledgeably evaluate the many new ideas that emerge in the current literature, and in workshops and conferences. The purpose is to help leaders develop their own effective management style and approaches, and feel confident that their actions are informed by appropriate theory and knowledge of the latest research in the field.

The book offers readers the tools to balance the real-world needs to succeed in today's challenging and competitive environment with the social and ethical aspirations of all its stakeholders and society at large. The authors' aim is to elucidate how administration can be made more efficient and effective through rational decision-making while also respecting humanistic values. This approach highlights a range of phenomena that require attention if the institution is ultimately to be considered successful.

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***A conceptual and evidence-based framework for addressing diversity; a blueprint for rethinking institutional strategies and organizational structures for effective implementation***



## **The Chief Diversity Officer**

*Strategy Structure, and Change Management*

**Damon A. Williams and Katrina C. Wade-Golden**

**Foreword by Mark A. Emmert**

*"The Chief Diversity Officer*

provides an extremely thorough and thoughtful overview of the importance of the evolving role and responsibilities of this position in higher education. This timely volume includes a sophisticated discussion of the structural issues involved in diversity leadership, incorporating both educational theory and practical wisdom and advice. It will be a valuable resource for academic leaders across the country who care about the educational imperatives of diversity in higher education."

—**Jonathan Alger**, *President, James Madison University*

This volume addresses the issue of who should be tasked to advance in institution's diversity initiatives and policies. Having established in the companion volume the parameters for an effective diversity strategy, Damon Williams, here in conjunction with Katrina Wade Golden, address such questions as: Does the process need a chief diversity officer (CDO) to implement it? And, if it does, at what level of the organization should the position be established, and what resources and functions should it control? This book is the first to identify and define this new role.

Rather than prescribing a specific model for designing the CDO role, this book provides the reader with the key dimensions that she or he must consider in developing, supporting, or undertaking this strategic diversity leadership role.

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**Damon A. Williams and Katrina C. Wade-Golden**

This set includes *Strategic Diversity Leadership* and *The Chief Diversity Officer*.

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## **Strategic Diversity Leadership**

*Activating Change and Transformation in Higher Education*

**Damon A. Williams**

*"Williams provides a wealth of practical guidance for*

leaders who see the need to move beyond episodic diversity interventions toward comprehensive institutional engagement and change. I warmly recommend this exceptionally useful book for any educational institution that already sees diversity as an educational value and now wants to reach toward the next and more challenging level of making excellence inclusive."—**Carol Schneider**, *President, Association of American Colleges and Universities (AAC&U)*

"Williams melds a deep understanding of diversity with a sophisticated understanding of the nuances of leadership and organizational change. This is an important book, which harnesses research and theory to lead real world change."

—**Molly Corbett**, *President, American Council of Education*

There is a growing recognition, particularly in business and the military, that we have to educate and develop the capacities of our citizens from all levels of society and all demographic and social groups to live fulfilling lives in an inter-connected globe.

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

This book offers an overarching conceptual framework for pursuing diversity; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organizational structures and models drawn from institutions of all types and sizes.

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## Provost

*Experiences, Reflections and Advice From a Former "Number Two" on Campus*

**Larry A. Nielsen**

**Foreword by D.H. DeHayes**

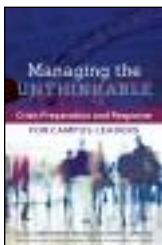
"Nielsen is an engaging and superb writer. More valuable than any of the conferences I have attended, I felt I had found a mentor. Reading this book was like visiting with Larry Nielsen over a cup of coffee, laughing about shared experiences as provost, and gleaned wisdom from a smart and successful former 'Number Two'."—*The Department Chair*

"Read this book and learn about the inner workings of our universities, the roles and responsibilities of the Provost position, the subtle dimensions of effective leadership."—*D.H. DeHayes, Provost and Vice President for Academic Affairs, The University of Rhode Island*

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## Managing the Unthinkable

*Crisis Preparation and Response for Campus Leaders*

**Edited by Gretchen M. Bataille and Diana I. Cordova**

**Foreword by John G. Peters**

"*Managing the Unthinkable* is absolutely a must-read for campus leadership. The insights provided by these firsthand, expert accounts of crisis management will go a long way toward helping campuses create cultures of effective, as well as immensely sensitive, responsiveness."—*Nancy L. Zimpher, Chancellor, The State University of New York*

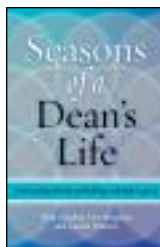
Through the examples of those who have successfully managed crises, this book provides expert insights and guidance on preparedness, assigning roles and responsibilities, and planning for contingencies ahead of time so that, in the moment, when there is pressure for immediate response that will be scrutinized by the media, by the public, and by the local constituencies, leaders can act with confidence.

**256 pp, 6" x 9"**

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## Seasons of a Dean's Life

*Understanding the Role and Building Leadership Capacity*

**Walter H. Gmelch, Dee Hopkins and Sandra Damico**

This book identifies the range of leadership skills required, and illuminates the process of building leadership capacity, by drawing on interviews with over 50 sitting deans, both women and men; on the insights derived from conducting professional development seminars for several hundred deans; and on the authors' 48 years of collective experience in eight different deanships.

The abundant examples and accounts of individual deans' leadership successes and failures, and the competencies they developed along their career paths, give the reader a taste of what the deanship is really like—and how the role changes over time.

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## The Power of Integrated Learning

*Higher Education for Success in Life, Work, and Society*

**William M. Sullivan**

"Anyone who wants to see the best that American higher education can offer will find it on display in this fine book."—*Edward L. Ayers, President Emeritus of the University of Richmond*

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## Higher Education Institutions in a Global Warming World

*The Transition of Higher Education Institutions to a Low Carbon Economy*

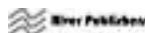
**Edited by Ulisses M. Azeiteiro, Walter Leal Filho and Joao Paulo Davim**

This book addresses how universities can play a critical role in fostering a low carbon future.

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## Search Committees

*A Comprehensive Guide to Successful Faculty, Staff, and Administrative Searches*

SECOND EDITION

Christopher D. Lee

### Foreword by Edna Chun

"The book is well organized, and referenced, and provides some outstanding tools and ready-to-use templates for HR professionals supporting searches, as well as committee chairs and committee members. Rather than 'guessing', or simply utilizing the process your institution has had for many years, this book can help any institution build (or re-invigorate) its search committee process!"—**Isaac Dixon**, *Associate Vice President and Director Human Resources, Lewis & Clark College*

Finding the right candidate for administrative, professional and faculty positions is one of the most important tasks that any institution or enterprise undertakes. However, few higher education professionals receive training on the search committee process, but are expected to serve on or lead committees.

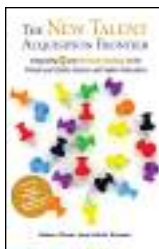
This book provides advice, training, and a step-by-step guide for conducting a rigorous, thorough search. Following the expert model presented in this book will virtually guarantee successful searches. This guide furthermore provides advanced diversity selection techniques that are not commonly found in many resources inside or outside of higher education, and that have become institutional priorities in the context of demographic changes and globalization that require that higher education serve more diverse populations and compete internationally.

This guide covers the complete cycle of hiring, starting with defining the position and forming and briefing the committee, through cultivating a rich and diverse pool of candidates and screening and evaluating candidates, to making the selection, successfully completing the search successfully, and welcoming colleagues to campus.

This volume includes over 30 templates that are designed to be copied and used as training handouts or as handy reference and resource materials that provide guidance at various stages of the search process.

204 pp, 8 1/2" x 11", tables, checklists & worksheets  
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## The New Talent Acquisition Frontier

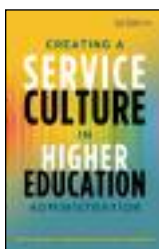
*Integrating HR and Diversity Strategy in the Private and Public Sectors and Higher Education*

Edna Chun and Alvin Evans

### Foreword by Andy Brantley and Benjamin D. Reese

"The demographic transformation of society compels leaders to adapt. This book makes the business case for integrated diversity and HR initiatives and shows how many sectors, whether public or private and including higher education, can learn from one another. This book is an excellent synthesis of research and original case studies that provides an excellent start for all of us. Those who would lead would be well served by reading this volume."—**Frank H. Wu**, *Chancellor & Dean, University of California Hastings College of Law*

208 pp, 6" x 9", 7 figures & 7 tables  
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Paper, 2013, 978 1 62036 084 2, \$0.00



## Creating a Service Culture in Higher Education Administration

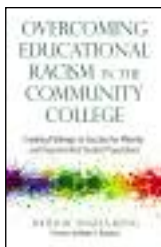
Mario C. Martinez, Brandy Smith and Katie Humphreys

"This is a blueprint for excellence in Higher Education."—**Jeffrey P. Levine**, *Director of Admissions, Manor College*

Service delivery is part and parcel of every higher education professional's job, both to improve service to students and to each other as "internal customers". Until now higher education professionals have had to rely on books and training designed for the business sector. This book is the first to specifically address the needs of higher education professionals across a wide range of administrative functions within this environment.

126 pp, 7" x 10"  
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## Overcoming Educational Racism in the Community College

*Creating Pathways to Success for Minority and Impoverished Student Populations*

**Edited by Angela Long**

**Foreword by Walter G. Bumphus**

"This book makes a valuable contribution to the literature and can act as an important resource for institutional leaders looking to understand and improve the experiences of community colleges' most vulnerable populations. The 20 contributing authors of *Overcoming Educational Racism* should applaud themselves for this timely work, as it can help institutional leaders eliminate structural inequities that impede minoritized student success in our nation's community colleges."—**Teachers College Record**

"[This book] draws upon the perspectives of our best researchers and leaders to remind us of the urgency of the problems and to identify promising practices that can make a difference."—**George Boggs**, *President & CEO Emeritus, American Association of Community Colleges*

"I will be recommending [this book] as part of our reading materials for our current leadership development institute for faculty and staff."—**Ervin V. Griffin, Sr.**, *President/CEO, Halifax Community College, North Carolina (2016 AACC Advancing Diversity Award Winner)*

Overall, nearly half of all incoming community college students "drop-out" within twelve months of enrolling, with students of color and the economically disadvantaged faring far worse. Given the high proportion of underserved students these colleges enroll, the detrimental impact on their communities, and for the national economy as a whole at a time of diversifying demographics, is enormous.

This book addresses this urgent issue by bringing together nationally recognized researchers whose work throws light on the structural and systemic causes of student attrition, as well as college presidents and leaders who have successfully implemented strategies to improve student outcomes

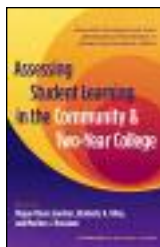
**Innovative Ideas for Community Colleges Series**

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**E-Book, 2016, 978 1 62036 350 8, \$27.99**



## Assessing Student Learning in the Community and Two-Year College

*Successful Strategies and Tools Developed by Practitioners in Student*

*and Academic Affairs*

**Edited by Megan Moore Gardner, Kimberly A. Kline, and Marilee J. Bresciani Ludvik**

**Foreword by William E. Piland**

"This book is about empowering educators with practical, tested activities that help community colleges design and put in to action a system of assessment that provides evidence-based outcome information. This book is a must have resource for any community college professional engaged in assessment of student learning."—**Brad C. Phillips**, *President/CEO, Institute for Evidence-Based Change*

**216 pp, 6" x 9", 14 figures & 5 tables**

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## Working With Students in Community Colleges

*Contemporary Strategies for Bridging Theory, Research, and Practice*

**Edited by Lisa S. Kelsay**

**and Eboni M. Zamani-Gallaher**

**Foreword by Susan Salvador**

**Afterword by Stephanie R. Bulger**

"This volume will inform and prepare graduate students in higher education administration, counseling, and student affairs programs. This volume is an indispensable tool in the administrator's toolkit and will be well used as we go boldly into the future."—**Stephanie R. Bulger**, *District Vice Chancellor of Educational Affairs, Wayne County Community College District*

This timely volume addresses the urgent need for new strategies and better ways to serve community colleges' present and future students at a time of rapid diversification.

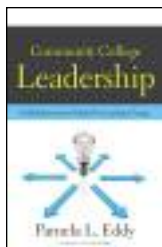
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## Community College Leadership

*A Multidimensional Model for Leading Change*

**Pamela L. Eddy**

**Foreword by George R. Boggs**

"This is an excellent resource for all aspiring community college leaders as well as those serving as senior leaders in our institutions. The book is well written and contains an exceptional combination of theory to practice ideas and thoughts. It is sure to become required reading in community college leadership development programs."—**Larry H. Ebberts**, *Community College Leadership Programs*, Iowa State University

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## Leadership Theory and the Community College

*Applying Theory to Practice*

**Carlos Nevarez, J. Luke Wood and Rose Penrose**

**Foreword by Eduardo J. Padrón**

"This text offers an innovative approach to case analysis that encourages the reader to engage in reflective practice. The authors effectively align theoretical perspectives and the application of leadership principles in steering deliberation on problems and solutions. This work is a definitive compendium of community college case studies that will provide a useful framework for emerging and current community college leaders."—**Eboni M. Zamani-Gallaher**, *Professor and Coordinator, Community College Leadership Program, Eastern Michigan University*

This book presents a theoretical and practical framework for analyzing leadership styles to help leaders determine the dimensions they need to improve to strengthen their capacity to resolve complex issues.

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## Gateway to Opportunity?

*A History of the Community College in the United States*

**J. M. Beach**

**Foreword by W. Norton Grubb**

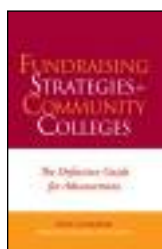
"A strength of this book is Beach's focus on the community college as an evolving social institution, a perspective not common in previous literature. Another strength is Beach's focus on the dilemmas faced by community colleges as presented from the perspectives of faculty, administrators, state officials, local communities, and students."—**NACADA Journal**

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## Fundraising Strategies for Community Colleges

*The Definitive Guide for Advancement*

**Steve Klingaman**

"Steve Klingaman's results-oriented strategies will benefit anyone ready to take a fresh look at their community college's fundraising. He provides a systematic approach to assessing what's effective, tackles barriers and myths, and offers countless practical, doable strategies that will instill confidence and produce positive results."—**Paul Heaton**, *Director of the Center for Community College Advancement, The Council for Advancement and Support of Education (CASE)*

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**NEW**

## Difficult Subjects

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

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

This resource – presenting the work of scholars across disciplines, institutions, and ranks – offers diverse and multi-faceted approaches to teaching about subjects that prove both challenging and often uncomfortable for both the professor and the student. It encourages college educators to engage in forms of practice that do not pretend that teachers and students are unaffected by world events and incidents that highlight social inequalities. Readers will find the collected essays useful for identifying new approaches to taking on the “difficult subjects” of race, gender, and sexuality.

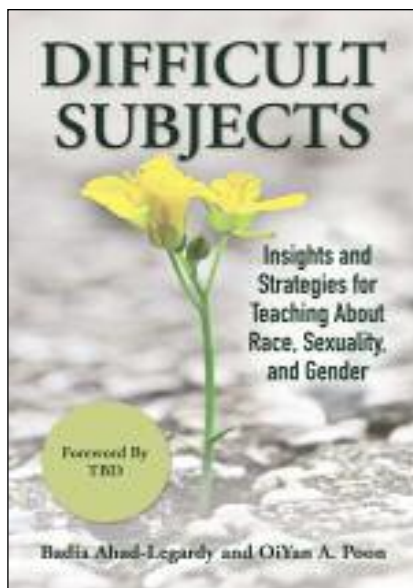
The book will also serve as inspiration for academics who believe that their area of study does not allow for such pedagogical inquiries to also teach in ways that address difficult subjects.

Contributors to this volume span a range of disciplines from criminal justice to gender studies to organic chemistry, and demonstrate the productive possibilities that can emerge in college classrooms when faculty consider “identity” as constitutive of rather than divorced from their academic disciplines.

Discussions of race, gender, and sexuality are always hot-button issues in the college classroom, whether they emerge in response to a national event or tragedy or constitute the content of the class over a semester-long term. Even seasoned professors who specialize in these areas find it difficult to talk about identity politics in a room full of students. And many professors for whom issues of racial, and sexual identity is not a primary concern find it even more challenging to raise these issues with students.

### Contents

- 1) A Conversation on Challenging and Using Comfort-Zone Racism in the Classroom—*Rucha Ambikar, Daniel Guentchev, and Dennis Lunt*
- 2) When Racially Just Teaching Becomes Your Own Heart: Pedagogical Strategies for Teaching Whiteness—*Cheryl E. Matias, and Lisa Silverstein*
- 3) Addressing Incivility in the Classroom: Effective Strategies for Faculty at the Margins—*Chavella Pittman*
- 4) Whiteness Matters: Tourism, Customer Service, and the Neoliberal University—*David Leonard and Paula Price Groves*



5) Black Lives, Black Women, and the Academy: “Doing” Equity and Inclusion Work at PWIs—*Nicole Truesdell*

6) Feeling Our Way to Knowing: Decolonizing the American Studies Classroom—*Adriana Estill*

7) Feeling Black and Blue in Pre-service Teacher Education: Encountering Emotion and Embodiment in Antiracist Teaching—*Esther O. Ohito and Sherry L. Deckman*

8) Transformational Pedagogies of the Abject Body: An Argument for Radical Fat Pedagogies—*Breanne Fahs*

9) “The Least We Can Do”: Gender-Affirming Pedagogy Starting on Day One—*Erica Chu*

10) Creating Inclusive Classrooms: Toward Collective and Diverse Intersectional Success—*Dian D. Squire, Azura Booth, and Brandon Arnold*

11) A Call for Difficult Conversations Around Diversity in STEM Courses—*Thomas Poon*

12) Diversity Matters in the STEM Classroom—*Jennifer S. Fang*

13) Between Critique and Professional Ambition—*Akhila L. Ananth*

14) Uncomfortable Learning: Teaching Race through Discomfort in Higher Education—*Jasmine L. Harris*

**296 pp, 6" x 9", 7 figures, 4 tables**

**Cloth, May 2018, 978 1 62036 791 9, \$95.00**

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**NOTIFY ME**



**NEW**

## Beyond Access

*Indigenizing Programs for Native American Student Success*

**Edited by Stephanie J. Waterman, Shelly C. Lowe and Heather J. Shotton**

**Foreword by George S. McClellan**

"This is another important work in the growing body of Indigenous scholarship. Stephanie Waterman, Shelly Lowe, and Heather Shotton have once again assembled an impressive group of contributing authors. Members of tribes and campus communities from across the country, the authors report on model programs designed to support the success of Native American students in undergraduate and graduate majors in a variety of institutional settings. One can clearly see that these programs are framed in Indigenous ways of knowing and being, and the 4 Rs—respect, relevance, reciprocity, responsibility—are in clear evidence throughout all of them."

**George S. McClellan**, *Former Vice Chancellor for Student Affairs, Indiana University - Purdue University Fort Wayne*

This book argues that two principal factors are inhibiting Native students from transitioning from school to college and from succeeding in their post-secondary studies. It presents models and examples of pathways to success that align with Native American students' aspirations and cultural values.

Many attend schools that are poorly resourced where they are often discouraged from aspiring to college. Many are alienated from the educational system by a lack of culturally appropriate and meaningful environment or support systems that reflect Indigenous values of community, sharing, honoring extended family, giving-back to one's community, and respect for creation.

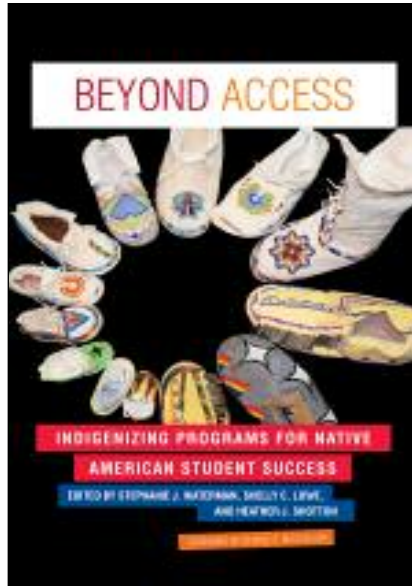
The contributors to this book highlight Indigenized college access programs, meaning programs developed by, not just for, the Indigenous community, and are adapted, or developed, for the unique Indigenous populations they serve. The chapters are interspersed with narratives from current Indigenous graduate students.

This is an invaluable resource for student affairs practitioners and higher education administrators wanting to understand and serve their Indigenous students.

### Contents

Introduction: Natives Don't Go To College—*Stephanie Waterman, Heather Shotton and Shelly C. Lowe*

1) My Story: Making the Most of College Access Programs—*Natalie Rose Youngbull*



2) Links College Awareness Program: Oklahoma American Indian Public School Transition—*Jerry Bread*

Breanna's Story—*Breanna Faris*

3) Tough Conversations and "Giving Back": Native Freshman Perspectives on the College Application Process—*Adrienne Keene*

4) Getting Started Locally: How Tribal Colleges and Universities are Opening Doors to the Undergraduate Experience—*Matthew Van Alstine Makomenaw and David Sanders*

Monty's Story—*Monty Begaye*

5) Journey into the Sciences—*LeManuel Bitsoi*

6) Recruiting and Supporting Native Students in Alaska: The Recruitment and Retention of Alaska Natives into Nursing (RRANN) Program at the University of Alaska Anchorage School of Nursing—*Stephanie Sanderlin, Jackie Pflaum and Tina DeLapp*

Corey's Story—*Corey Still*

7) The Evolution of Native Education Leadership: Learning from the Past, Leading for the Future—*Susan Faircloth and Robin Minthorn*

Nakay's Story—*Nakay Flotte*

8) American Indian College Students and Ability Status: Considerations for Improving the College Experience—*John Garland*

Conclusion: Achieving the ImPossible—*Stephanie Waterman, Heather Shotton and Shelly C. Lowe*

176 pp, 6" x 9", 2 tables

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**NEW**

## Understanding the Latinx Experience

*Developmental and Contextual Influences*

**Vasti Torres, Ebelia Hernandez and Sylvia Martinez**

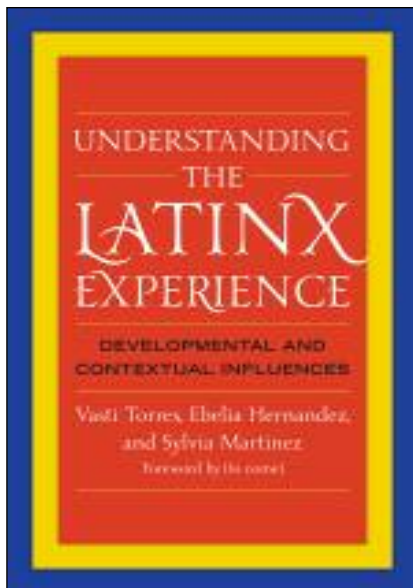
The Latino presence continues to grow in traditional population enclaves and has tripled in areas that are not traditionally associated with this pan-ethnic group.

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 college students and beyond, the authors offer a holistic view of the Latino population.

Each chapter uses mixed method data points to highlight the experiences of this growing population and provide helpful insights for those who work with Latinx individuals within higher education and community settings. The new Lifespan Model of Latinx Ethnic Identity Development constitutes a framework to consider the development and tensions experienced by Latinos as they engage with the various cultures represented within U.S. society. The studies presented in this book provide an evidence-based understanding how environmental differences may produce differing levels of development for college students and how change in environments produce reflective refinement of adult Latinx identity.

Practitioners will learn about practices that help Latinx college students. Faculty and researchers will gain new understandings of the Latinx experience, and discover a starting point for further reflection and investigation.



### Contents

- 1) A Uniquely American State of Mind: Being Latino in Higher Education
- 2) Introduction to the Voices of Latinx
- 3) A Lifespan Model of Latinx Ethnic Identity Development
- 4) Environmental Differences that Influence the Experiences of Latinx Individuals
- 5) Intersections of Multiple Identities and Contextual Influences
- 6) Influences on the Persistence of Latinx Students in Higher Education
- 7) Critical Insights into the Future of Latino Education

**256 pp, 6" x 9"**

**Cloth, Sept 2018, 978 1 57922 314 4, \$95.00**

**Paper, Sept 2018, 978 1 57922 315 1, \$35.00**

**E-Book, Sept 2018, 978 1 62036 734 6, \$27.99**



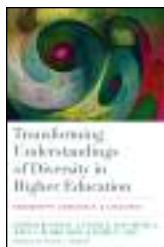
**NOTIFY ME**



*Also see:*

### Measuring Noncognitive Variables

p. 107



## Transforming Understandings of Diversity in Higher Education

*Demography, Democracy, and Discourse*

**Edited by Penny A. Pasque, Noe Ortega,**

**John C. Burkhardt and Marie P. Ting**

**Foreword by Phillip Bowman**

"This book features many dynamic scholar activists whose collective works push us to complicate and re-conceptualize our staid notions of student and institutional diversity experiences. They also provide us with important new perspectives and frameworks on diversity discourses that help to bridge scholarship with engagement, thus serving as a practical guide for scholars and practitioners alike."—**Victor B. Sáenz**, *Department of Educational Administration, The University of Texas at Austin*

"While diversity in all its forms has always been a natural aspect of our world and of higher education, the scholarship in this book takes the term and its usage to a leading-edge level. Chapter authors dig deep into entrenched belief systems, policies and practices to illuminate newly-appearing challenges and to fashion breakthroughs in our understanding of diversity. For all who seek to fashion a transformational vision of higher education operating in its natural state of diversity, look no further than this revelatory body of work."

—**Laura I Rendón**, *Professor Emerita, University of Texas-San Antonio*

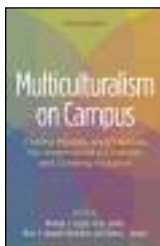
"If how we think about diversity during the University of Michigan's defense of race conscious admissions is regarded as Diversity 1.0 and the University of Texas' subsequent defense is version 2.0, then the fine collection of work in this volume moves us toward version 3.0. This new version moves to position diversity for deeper and broader impact."—**Mitchell J. Chang**, *Graduate School of Education & Information Studies, University of California, Los Angeles*

A distinguished group of diversity scholars explore the latest discourse on diversity and how it is reflected in research and practice. The chapters trace how the discourse on diversity is newly shaped after many of the 20th century concepts of race, ethnicity, gender and class have lost authority.

**276 pp, 6" x 9", tables & b/w photos**  
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**Stylus**

*New edition of a bestselling text*



## Multiculturalism on Campus

*Theory, Models, and Practices for Understanding Diversity and Creating Inclusion*

SECOND EDITION

**Edited by Michael J.**

**Cuyjet, Chris Linder, Mary F. Howard-Hamilton and Diane L. Cooper**

"In two words: impressively comprehensive. New professionals and seasoned administrators alike will find much that is useful in this book. The editors have assembled a dynamic constellation of scholars who offer rich insights into the texture and substance of multiculturalism on contemporary college campuses. Anyone who aspires to become a more culturally competent and responsive educator should read this text."—**Shaun R. Harper**, *Graduate School of Education, Africana Studies and Gender Studies, University of Pennsylvania*

### REVIEWS OF THE FIRST EDITION

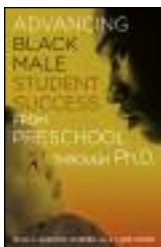
"This is an excellent resourceful book that faculty and administrators can use to enhance multiculturalism on college campuses."—**Journal of College Student Development**

"A *tour de force*. In this single volume noted scholars have created an excellent textbook for undergraduate and graduate students; a teaching tool for faculty; and, a comprehensive resource for all who strive for multiculturalism and social justice on college campuses."—**Paul Shang**, *Assistant Vice President and Dean of Students, University of Oregon, Past President, ACPA-College Student Educators International*

This second edition retains the structure and vision of the first, includes a new chapter on intersectionality, updates several chapters, presents a number of new cultural frameworks and updated best practices for creating an inclusive environment for marginalized groups, and expands the third section of the book on cultural competent practice.

**432 pp, 6" x 9"**  
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**BESTSELLER**

## Advancing Black Male Student Success From Preschool Through Ph.D.

Edited by Shaun R. Harper and J. Luke Wood

"Harper and Wood have provided a timely and definitive text that offers rich conceptual, empirical, and practical analysis on Black males and education. This book explains the challenges Black boys and men encounter in pursuit of education, and offers meaningful ways to disrupt these troubling trends. It is mandatory reading for scholars, practitioners, and policymakers."

—**Tyrone C. Howard**, *Professor and Director, UCLA Black Male Institute*

"This book provides practical approaches for educators, parents, policymakers, and others who are committed to improving Black male student achievement. Instead of simply documenting challenges boys of color face, authors focus on proven structures, programs, and initiatives we can build upon. This is required reading for anyone committed to bringing out the genius in our youth."—**Jonathan Foy**, *Principal, The Eagle Academy for Young Men – Bronx, New York Campus*

*Advancing Black Male Student Success* presents a comprehensive portrait of Black male students at every stage in the U.S. education system: pre-school and kindergarten; elementary, middle and high schools; community colleges and four-year postsecondary institutions; and master's and doctoral programs. Each chapter is a synthesis of existing research on experience, educational outcomes, and persistent inequities at each pipeline point. Throughout the book, data are included to provide statistical portraits of the status of Black boys and men. Each chapter includes forward-thinking recommendations for education policy, research and practice.

Most published scholarship on Black male students blames them and their families for their failures in school. Through this deficit thinking and resultant practices, Black boys and men have continually experienced disparate outcomes. This book departs from prior scholarship in that the editors and authors argue that much is done to Black male students, which explains their troubled status in U.S. education.

192 pp., 6" x 9", 7 illus  
Cloth, 2015, 978 1 62036 183 2, \$90.00  
Paper, 2015, 978 1 62036 184 9, \$25.95  
E-Book, 2015, 978 1 62036 186 3, \$20.99

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## Designing Transformative Multicultural Initiatives

*Theoretical Foundations, Practical Applications, and Facilitator Considerations*

Edited by Sherry K. Watt

Foreword by Marybeth Gasman

For those scholars who want to deepen and center difference in their classroom and across their university this book strikes me as incredibly valuable."—**Reflective Teaching** (*Wabash Center*)

"[This book] provides an urgently needed pragmatic map for addressing the stubborn realities confronting college campuses around equity and justice. It is truly an outstanding contribution to the field."—**Tracy L. Davis**, *Professor and College Student Personnel Program Coordinator, Director, Center for the Study of Masculinities & Men's Development, Educational and Interdisciplinary Studies, Western Illinois University*

Higher education is facing a perfect storm as it contends with changing demographics, shrinking budgets and concerns about access and cost, while underrepresented groups are voicing dissatisfaction with campus climate and demanding changes to structural inequities.

This book argues that colleges and universities need both to centralize the value of diversity and inclusion and employ a set of strategies that are enacted at all levels of their institutions. It argues that individual and institutional change efforts can only be achieved by implementing "diversity as a value" – that is embracing social change efforts as central and additive rather than episodic and required – and provides the research and theoretical frameworks to support this approach, as well as tools and examples of practice that accomplish change.

The contributors to this book identify the elements that drive successful multicultural initiatives and that strengthen the effectiveness of campus efforts to dismantle systemic oppression, as well as the individual and organization skills needed to manage *difference* effectively.

270 pp., 6" x 9", figures & tables  
Cloth, 2015, 978 1 62036 059 0, \$95.00  
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**BESTSELLER**

## Everyday White People Confront Racial and Social Injustice

15 Stories

Edited by Eddie Moore,  
Marguerite W. Penick-

Parks and Ali Michael

Foreword by Paul C. Gorski

While we are all familiar with the lives of prominent Black civil rights leaders, few of us have a sense of what is entailed in developing a White anti-racist identity. Few of us can name the White activists who joined the struggle against discrimination, let alone understand the complexities, stresses and contradictions of doing this work while benefiting from the privileges they enjoyed as Whites.

This book fills that gap by vividly presenting – in their own words – the personal stories, experiences and reflections of fifteen prominent White anti-racists. They recount the circumstances that led them to undertake this work, describe key moments and insights along their journeys, and frankly admit their continuing lapses and mistakes. They make it clear that confronting oppression (including their own prejudices) – whether about race, sexual orientation, ability or other differences – is a lifelong process of learning.

This is an eye-opening book for anyone who wants to understand what it means to be White and the reality of what is involved in becoming a White anti-racist and social justice advocate; is interested in the paths taken by those who have gone before; and wants to engage reflectively and critically in this difficult and important work.

### Contributing Authors

Warren J. Blumenfeld	Frances E. Kendall
Abby L. Ferber	Paul Kivel
Jane K. Fernandes	James W. Loewen
Michelle Fine	Peggy McIntosh
Diane J. Goodman	Julie O'Mara
Paul C. Gorski	Alan Rabinowitz
Heather W. Hackman	Andrea Rabinowitz
Gary R. Howard	Christine E. Sleeter
Kevin Jennings	

206 pp, 6" x 9"

Cloth, 2015, 978 1 62036 207 5, \$95.00

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**BESTSELLER**

## Beyond the Asterisk

*Understanding Native Students in Higher Education*

Edited by Heather J.  
Shotton, Shelly C. Lowe

and Stephanie J. Waterman

Foreword by John Garland

"Within this important and long overdue addition to the literature, higher education faculty and administrators have important new resources for helping shift the landscape of Native American college student experiences toward success. The importance of this particular new text cannot be understated. It has been conceived, written, and edited by Native American higher education leaders and those who have made Native students a priority in their practice. My hope is that this book becomes a catalyst for new higher education practices that lead to direct, and increased support for, Native Americans and others who are vigorously working to remove the Native American asterisk from research and practice. This text also signals a renewed call-to-action for increasing the representation of Native students, faculty, and staff on our campuses"—*John Garland*

Native Americans are often excluded from data reporting and research on college students, relegated to an asterisk denoting the population as statistically insignificant. This book provides the higher education community with a solid foundation for responding to the needs not only of these students, but also renders visible all Native Americans on campus, including faculty, and staff.

While predominantly addressed to the student affairs profession – providing an understanding of the needs of the Native students it serves, describing the multi-faceted and unique issues, characteristics and experiences of this population, and sharing proven approaches to developing appropriate services – it also covers issues of broader administrative concern, such as collaboration with tribal colleges; as well academic issues, such as graduate and professional education.

204 pp, 6" x 9"

Cloth, 2013, 978 1 57922 623 7, \$95.00

Paper, 2013, 978 1 57922 624 4, \$37.50

E-Book, 2013, 978 1 57922 626 8, \$29.99



Also Available

## Beyond Access

pg. 131



## The Nigger in You

*Challenging  
Dysfunctional  
Language, Engaging  
Leadership Moments*

**J. W. Wiley**

**Embrace Leadership to  
Combat All Forms of  
Prejudice**

"Is there a 'nigger' in you?" If you have attempted to avoid and/or escape oppression, been made to feel as if you are a problem, been treated as "less-than" or even like a criminal, all just because you are different in a given context, then what Dr. J. W. Wiley asserts through the title of this book inescapably applies to you. Through any of our multiple identities—stereotyped, marginalized, or ostracized by our socio-economic class, level of education, gender, disability, age, race, sexual orientation, or religion—we are all potential victims as well as perpetrators of denigrating language and discrimination.

Dr. Wiley borrows the agency of nigger, arguably the quintessential, most universally known term of disparagement to re-frame the word as no longer just a racial term but one that symbolizes many of the ways we disrespect or demonize the Other. He defines the word in a way that demonstrates its equivalence to other dysfunctional language (retard, bitch, fag, trailer trash, etc.) that suggests that those so targeted are unworthy of consideration in our society. By creating a conversation around such language, Dr. Wiley challenges us to recognize that, when we give in to our prejudices and stereotypes, the "nigger in you" is what we are apt to see when we encounter those different from ourselves.

Dr. Wiley provokes us to recognize that, since every one of us has multiple identities beyond just the color of our skin, it is virtually impossible for most of us not to have felt the sting of oppression, or the power of privilege that some of those same multiple identities may confer on us. Consequently, it is morally incumbent on us to contest and ultimately transcend oppression wherever we encounter it, to respect the humanity of those different from us, and become allies in the war to protect and advance people's right to be different.

**256 pp., 6" x 9"**

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**BESTSELLER**

## We ARE Americans

*Undocumented  
Students Pursuing the  
American Dream*

**Edited by William Perez**

**Foreword by Daniel G.  
Solorzano**

"This fascinating look at the next generation of undocumented immigrants unpacks the complexities of the debate and puts unforgettable human faces to its subjects. Perez, a developmental psychologist and professor in Southern California, plumbs the stories of students living with the constant threat of deportation for an answer to the question, 'What does it mean to be an American?' No matter what one's position is on legalizing immigrants, this collection of inspiring, heart-breaking stories puts a number of unforgettable faces to the issue, making it impossible to defend any one side in easy terms or generalities."

**—*Starred Web Pick of the Week, Publishers Weekly***

"Professor Perez paints a portrait of undocumented students that is as inspiring as it is tragic. We ARE Americans emphasizes the need to rethink current immigration policies to be more inclusive and welcome immigrants as equal citizens who contribute to making America great."

**—*California State Senator Gilbert Cedillo***

Through the inspiring stories of 16 students—from seniors in high school to graduate students—William Perez gives voice to the estimated 2.4 million undocumented students in the United States, and draws attention to their plight.

**200 pp., 6" x 9"**

**Cloth, 2009, 978 1 57922 375 5, \$95.00**

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## Ensuring the Success of Latino Males in Higher Education

*A National Imperative*

**Edited by Victor B. Sáenz, Luis Ponjuán and Julie L. Figueroa**

**Foreword by William Serrat**

"Anyone who is serious about ensuring the success of Latino men in higher education will surely find much inspiration and guidance in this important text."—**Shaun R. Harper**

"The contributors to this book present important new research on factors that limit and promote Latino success in both four-year institutions and community colleges. For policymakers and practitioners this book will be an invaluable and insightful resource."—**Pedro A. Noguera**, *Distinguished Professor of Education, Graduate School of Education and Information Studies, UCLA*

**272 pp, 6" x 9", figures**

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## Building on Resilience

*Models and Frameworks of Black Male Success Across the P-20 Pipeline*

**Edited by Fred A. Bonner II**

**Foreword by Tim King**

"A much needed and important resource on how to advance the success of Black males in education."—**Robert T. Palmer**, *Department of Student Affairs Administration, State University of New York at Binghamton University*

"The promising research and practical examples of strategies proven to drive success for African-American boys should help re-frame our conversations about failure and achievement for years to come. This vein of research will provide critical advancement of our ability to design effective interventions that will lead even greater numbers of African-American boys to academic success."

—**Tim King**, *Founder & CEO, Urban Prep Academies*

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## Hispanic-Serving Institutions in American Higher Education

*Their Origin, and Present and Future Challenges*

**Edited by Jesse Perez Mendez, Fred A. Bonner II, Josephine Méndez-Negrete and Robert T. Palmer**

**Foreword by Frank Hernandez**

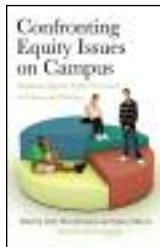
"This book...can help my institution and other Hispanic Serving Institutions increase their effectiveness when working with Hispanic students. [The editors] have brought together an outstanding group of scholars to probe questions of what it means to attend, persist in, and graduate from—as well as work in—HSIs. We now have a book that will play a critical role in how we think about the future of these important institutions of higher learning."—**Frank Hernandez**, *Dean, College of Education, The University of Texas of the Permian Basin*

**230 pp, 6" x 9", figures & tables**

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## Confronting Equity Issues on Campus

*Implementing the Equity Scorecard in Theory and Practice*

**Edited by Estela Mara Bensimon and Lindsey Malcom**

**Foreword by David Longanecker**

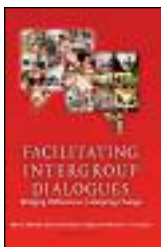
"This volume examines how colleges and universities are using the Equity Scorecard to create racial equity on campus. With in-depth examinations of the process as well as reflections from practitioner teams and researchers, the book is a testament to the role thoughtful data assessment can play in generating more racially equitable outcomes for students. The book calls educators and administrators to take personal responsibility for their roles in moving from deficit model to an equity model, and provides helpful context for anyone currently using or considering the scorecard as a tool for change."—**Diversity & Democracy**

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## Facilitating Intergroup Dialogues

*Bridging Differences, Catalyzing Change*

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

**Foreword by Patricia Gurin**

"This valuable volume focuses on an aspect of intergroup dialogue that is rarely discussed in depth: the experiences of facilitators, who are often undergraduate students. The book incorporates guidelines for facilitator training with rich examples of facilitation challenges and consequences, including long-term outcomes for the facilitators themselves. Drawing on an array of models for dialogue on campus and in the community, contributing authors offer important resources particularly for those doing facilitator training on campuses, but also for anyone interested in this important pedagogical strategy."—

***Diversity and Democracy***

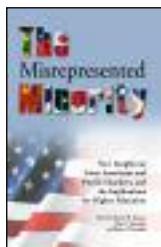
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## The Misrepresented Minority

*New Insights on Asian Americans and Pacific Islanders, and the Implications for Higher Education*

**Edited by Samuel D.**

**Museus, Dina C. Maramba and Robert T. Teranishi**

This book presents disaggregated data and offers new insights that promote more authentic understandings of the realities masked by the designation of AAPI. In offering new perspectives, conceptual frameworks, and empirical research by seasoned and emerging scholars, this book both makes a significant contribution to the emerging knowledge base on AAPIs, and identifies new directions for future scholarship on this population.

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## Men of Color in Higher Education

*New Foundations for Developing Models for Success*

**Edited by Ronald A. Williams**

**With LeManuel Bitsófi, Edmund T. Gordon, Shaun**

**R. Harper, Victor B. Sáenz and Robert T. Teranishi**

**Foreword by Freeman A. Hrabowski**

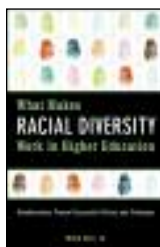
For practitioners who work with these populations, these scholars offer insights and signposts to create successful programs; for researchers, a set of new directions for analysis; and for policy-makers, new ways of thinking about how policy and funding mechanisms ought to be reconsidered to be more effective in responding to this issue.

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## What Makes Racial Diversity Work in Higher Education

*Academic Leaders Present Successful Policies and Strategies*

**Edited by Frank W. Hale**

**Foreword by William E. Kirwan**

"This is a very useful for department chairs, deans, provosts, and others in positions of responsibility who are able to influence a college or university's policies and strategies to develop and advance a racially and culturally inclusive teaching and learning environment."—

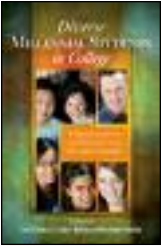
***Teaching Theology and Religion Journal***

"A compendium of resources. Some chapters might be more useful to student affairs practitioners. Others might be useful to teachers and administrators. In general the personal narratives emerge most strongly as a testament to the efforts and struggles involved in transforming the capacity of higher education to successfully educate students of color."—

***Journal of College Student Development***

**336 pp, 6" x 9"**

**Paper, 2003, 978 1 57922 067 9, \$33.50**



## Diverse Millennial Students in College

*Implications for Faculty and Student Affairs*

**Edited by Fred A. Bonner II, Aretha F. Marbley and**

**Mary F. Howard-Hamilton**

"In revealing how assumptions about millennials may or may not apply across different groups, contributors challenge the view of millennial students as a monolithic group while confirming aspects of millennial identity. The book makes important advances toward complicating assumptions about today's traditionally-aged college students without eschewing a level of generalization necessary to understanding particular groups and subgroups."—*Diversity and Democracy*

"A bountiful resource for the advisor who wants to ... gain deeper insight in to the diverse cultural groups that compromise this generation."—

*NACADA Journal*

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## Black British Graduates

*Untold Stories*

**Amanda Arbouin**

Ten British graduates of African Caribbean heritage review their education, compulsory and post-compulsory, and their careers.

They relate how they navigated the obstructions and micro-aggressions encountered while they pursued academic qualifications and discuss their choices of employment and the obstacles they must tackle in their careers. This is a key text for education studies, social studies and teacher training courses.

156 pp, 6 1/8" x 9 1/5"

Paper, Mar 2018, 978 1 85856 853 9, \$32.95



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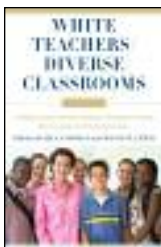
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## White Teachers / Diverse Classrooms

*Creating Inclusive Schools, Building on Students' Diversity, and Providing True*

*Educational Equity*

SECOND EDITION

**Edited by Julie Landsman and Chance W. Lewis**

"The second edition of *White Teachers / Diverse Classrooms* adds seven essays to 14 of the original chapters. In the first edition, the editors selected essays about pedagogical methods that might close the achievement gap between white and African American students. The new edition contains seven articles describing approaches for teachers working with Latino, Asian, or Native American students. Summing Up: Recommended."—*Choice*

This second edition has been considerably expanded with chapters that illuminate the Asian American, Native American, and Latina/o experience, including that of undocumented students, in our schools.

**384 pp, 7" x 10"**

**Cloth, 2013, 978 1 57922 858 3, \$95.00**

**Paper, 2013, 978 1 57922 859 0, \$35.00**

**E-Book, 2013, 978 1 57922 861 3, \$27.99**

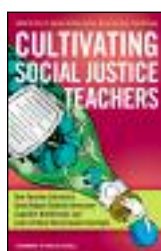
writers, from teachers and students to parents and scholars, discussing views of poor students and their families and approaches that have made a difference. Don't consider this a 'fix' for poor students: look at it as a series of articles on ways youth is alienated by education practices - and how to overcome this with new school and classroom routines."—*Midwest Book Review*

**388 pp, 7" x 10"**

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## Cultivating Social Justice Teachers

*How Teacher Educators Have Helped Students Overcome Cognitive Bottlenecks and Learn Critical Social Justice Concepts*

**Edited by Paul C. Gorski, Nana Osei-Kofi, Jeff Sapp and Kristien Zenkov**

**Foreword by David O. Stovall**

"This book is one that no teacher educator—or any educator—can or should do without."  
—*Kevin Kumashiro, author of Bad Teacher!:*  
*How Blaming Teachers Distorts the Bigger Picture*

The contributors to this book present their struggles and achievements in developing approaches that have successfully guided students to complex understandings of such threshold concepts as White privilege, homophobia, and heteronormativity, overcoming the "bottlenecks" that impede progress toward bigger learning goals and understandings.

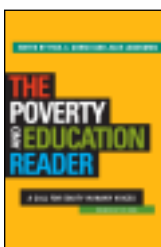
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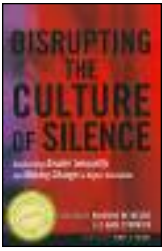
## The Poverty and Education Reader

**A Call for Equity in Many Voices**

**Edited by Paul C. Gorski and Julie Landsman**

*"The Poverty and Education Reader is a top*

*pick for teachers and educators as well as social issues readers, and packs in essays, memoirs and poetry with the idea of analyzing the schooling experience of poor and working-class students. Low-income family experiences are targeted with the idea of profiling proven strategies teachers and schools have used for closing educational gaps, and contributions come from a range of*



## Disrupting the Culture of Silence

*Confronting Gender Inequality and Making Change in Higher Education*

**Edited by Kristine De Welde and Andi Stepnick**

### Foreword by Penny A. Pasque

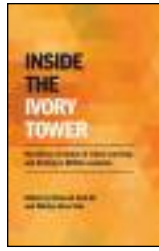
"Engagingly written and rich in formal data and telling anecdote, this sociologically smart collection will be an important tool for graduate students and faculty confronting what remains a male-biased system of higher education. The editors draw on their own interviews with women in many academic disciplines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

### CHOICE 2015 Outstanding Academic Title

This book is a "tool kit" for advancing greater gender equality and equity in higher education. It presents the latest research on issues of concern to them, and to anyone interested in a more equitable academy. It documents the challenging, sometimes hostile experiences of women academics through feminist analysis of qualitative and quantitative data, including narratives from women of different races and ethnicities across disciplines, ranks, and university types.

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## Inside the Ivory Tower

*Narratives of Women of Colour Surviving and Thriving in British Academia*

**Edited by Deborah Gabriel and Shirley Anne Tate**

These narratives by women of color in British academia reveal a space dominated by whiteness and patriarchy, in which they must develop strategies for survival and success despite their day-to-day experiences within faculties and departments that are shaped by race and gender. Presented as a collection of autoethnographies, the book touches on common themes such as invisibility, hypervisibility, exclusion and belonging, highlighting intersectional experiences.

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## Empowering Women in Higher Education and Student Affairs

*Theory, Research, Narratives, and Practice From Feminist Perspectives*

**Edited by Penny A.**

**Pasque and Shelley Errington Nicholson**

### Foreword by Linda J. Sax

"The authors and editors have done a remarkable job conveying the multivocal, multilayered, and complex nature of feminist inquiry... Overall, the theory, practice and research contributions were most impressive... The narratives, in turn, were extraordinary."—*Journal of College Student Development*

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## Training to Imagine

*Practical  
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Theatre Techniques for  
Trainers and Managers  
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and Learning*

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**Kat Koppett**

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*"Training to Imagine in its second updated edition goes beyond the first edition's focus on trainers to show how everyone can be a performer using improvisation techniques to promote productivity within and outside the theatre. From evolving new improvisation approaches to business survival to extending the theories and exercises inherent in improve to organizational structures, chapters draw close connections between management goals and theatre training, making this a strong dual pick for stage and business collections alike."*—**California Bookwatch**

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**Foreword by Didier Elzinga**

*"Trina Hoefling masterfully maps the three most powerful paths you'll travel to succeed virtually. She is the perfect guide, simplifier, and coach for every virtual team and overworked manager! Get *Working Virtually* now — to get working virtually, and to unleash all that is within you and your teams!"*—**Bill Jensen**, *author of Future Strong and Disrupt!*

*"A gem of a book! Despite rapid advancements in collaboration technology and dramatic increases in the 'work from home' movement, many leaders are left to figure out on their own what it takes to drive high performing teams in this new environment. Trina Hoefling reminds us that the quality of human interaction ultimately makes, or breaks, a team and expertly lays out the tools and techniques for success."*—**John Short**, *Global HR Business Partner, Integrated Supply Chain Operations - Biologics Technology Cluster, MilliporeSigma, a business of Merck KGaA, Darmstadt, Germany*

*Working Virtually* is for the executive leading changes in an enterprise that is preparing for virtual work or seeking to improve current performance. It offers tools to assess readiness, advice on creating appropriate reward policies, and strategies to adapt performance management processes to be more team-driven and technology leveraged.

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*Teacher Moonlighting and the Dark Side of Teachers' Work*

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Teacher moonlighting has been studied and documented since at least the

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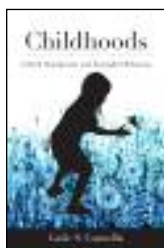
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*Critical Standpoints and Entangled Relations*

**Gaile S. Cannella**

For more than 30 years, critical scholars and educators have challenged the dualistic thinking that

reinforces an adult/child dichotomy and the normative bias in human development knowledge. Yet those who are younger continue to be represented, often controlled, and objectified by self-labeled "adults," who purposely or unconsciously function as developmental experts, all knowing educators, academics, researchers, theorists, parents, politicians, or capitalists. This book provides an overview of this history, as well as the contemporary global colonial past and present in which

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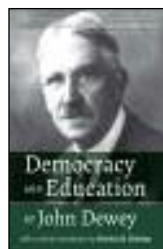
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## Employing Critical Qualitative Inquiry to Mount Non-Violent Resistance

Yvonna S. Lincoln and Gaile S. Cannella

This book engages researchers with the notion of Critical Qualitative Inquiry (CQI) as a direct practice of resistance. First, the authors define CQI and its criticisms; provide an in-depth examination of the contemporary neoliberal, capitalist patriarchal condition as requiring immediate resistance within research locations; and discuss the theories/perspectives that have been historically and are contemporarily useful for challenging forms of domination. Specific examples of CQI as resistance in response to a particular neoliberal, patriarchal, whitelash event are then provided by a range of contributing authors. Finally, Lincoln and Cannella address future research practices.

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*Fraternities & Sororities in the Contemporary Era* examines the issues and challenges pertaining to the American college fraternity/sorority community on American college campuses. The text argues for its continuing relevance despite widespread media criticism but also provides an alternative counternarrative by providing a brief history of the academy's relationship with "Greek life" and examples where the latter is no longer relevant to university ideals in which residential functions and developmental gains can be replicated by other campus programs and initiatives. This volume concludes that host

institutions will need to exert greater jurisdiction and accountability.

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book contributes to the search for a more radical decolonial education and practice that allows for the coexistence of, and conversation among, “multiple-epistemes.”

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## Let's Chat: Cultivating Community University

*A Coffee Table Textbook  
on Partnerships*

**Suzanne SooHoo,  
Patricia R. Perales  
Huerta-Meza, and  
Timothy Bolin**

This volume presents a collection of community stories, concepts and analyses that highlight the journey of border crossings between two co-existing neighbors: a non-profit community organization and a university. Written with and by the community, this book represents a break-away genre that privileges the “voices of the people”, accompanied by academic voices, in a format that is accessible, aesthetic and attractive to both community and university audiences.

This book will be useful to academics and community leaders interested in partnerships, public pedagogy, and community-based research.

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## Making Research Public in Troubled Times

*Pedagogy, Activism,  
and Critical Obligations*

**Edited by Julianne Cheek  
and M. Francyne  
Huckaby**

Diverse pedagogies that can facilitate the education of critical public researchers across disciplines are illustrated in the first set of chapters addressing questions like: What is important in teaching critical qualitative inquiry? How do students, materials, histories, and the public influence this teaching? In the second section activist local scholars share their projects and explain what this work means for critical qualitative inquiry. This work includes methods used to incorporate critical qualitative inquiry into community activism.

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## Philanthropy, Hidden Strategy, and Collective Resistance

*A Primer for Concerned  
Educators*

**Kathleen deMarrais, T.  
Jameson Brewer, Jamie  
C. Atkinson, Brigitte**

**Herron, and Jamie B. Lewis**

*Philanthropy, Hidden Strategy, and Collective Resistance* examines the ideologies behind the philanthropic efforts in education from the 1970s until today. Authors examine specific strategies philanthropists have used to impact both educational policy and practice in the U.S. as well as the legal and policy context in which these initiatives have thrived. The book, aimed for a broad audience of educators, provides a depth of knowledge of philanthropic funding as well as specific strategies to incite collective resistance to the current context of hyperaccountability, privatization of schooling at all levels, and attempts to move the U.S. further away from a commitment to the collective good.

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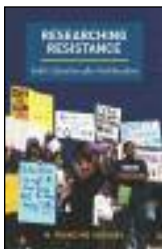
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## Researching Resistance

*Public Education after Neoliberalism*

**M. Francyne Huckaby**

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explores, explicates, and encourages critical qualitative research that engages the arts and born-digital scholarship. Second, it offers options for understanding neoliberalism, revealing its impact on communities, and resisting it as ideology, practice, and law.

It is an excellent text for classes in qualitative research and public policy. It is the companion text to the digital native ethnographic film project entitled *Public Education! Participatory Democracy After Neoliberalism* (<http://scalar.usc.edu/works/publiceducation/index>).

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## A School with a View

*Teachers' Work, Social Justice and 21st Century Schools*

**Eleanor J. Blair**

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*Schools* is an examination of teachers' work, its history, and its current status. However, more importantly, it is a critical analysis that lays the groundwork for moving forward and asserting a vision of the role that teachers must play in the transformation of 21st century schools that promote social justice as their first priority.

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*Its Struggles and Promise*

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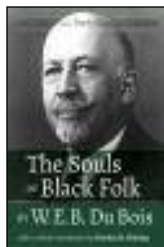
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