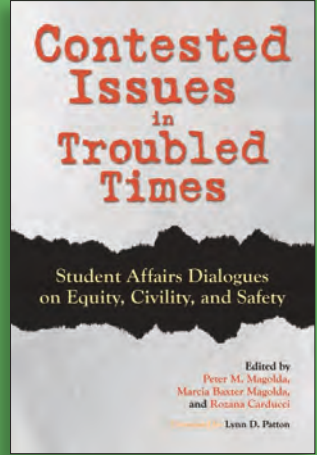
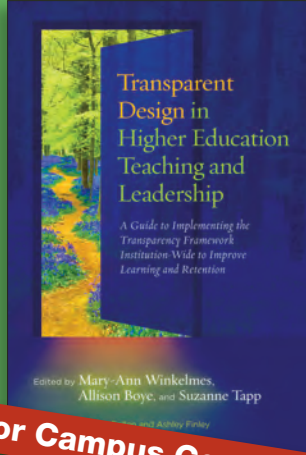
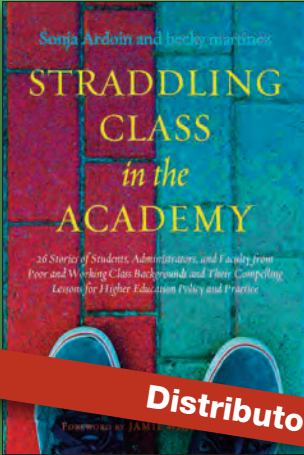
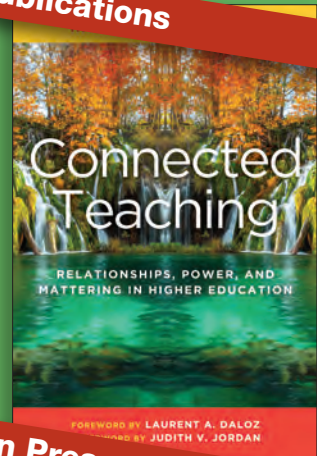
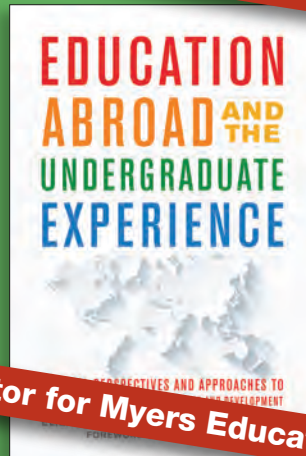
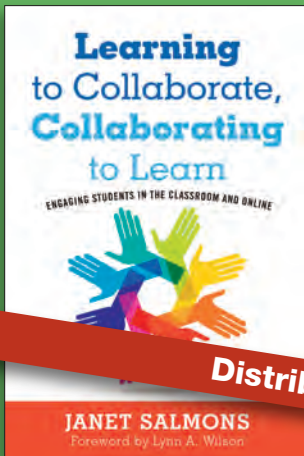


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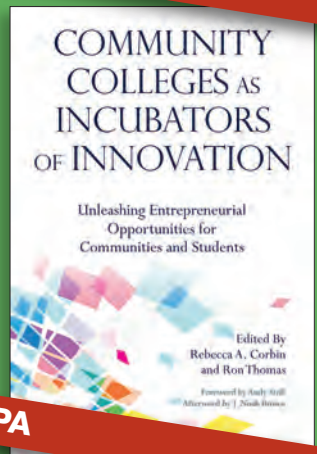
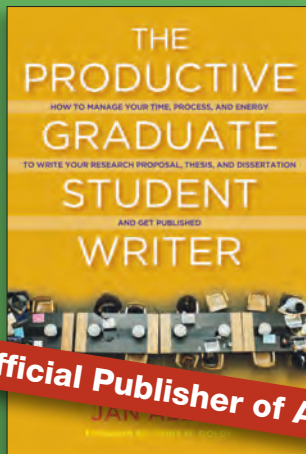
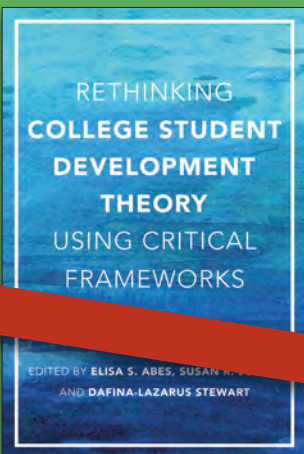
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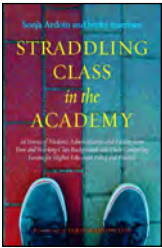
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**NEW**

Straddling Class in the Academy

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

Compelling Lessons for Higher Education Policy and Practice

Edited by Sonja Ardoin and Becky Martinez

Foreword by Jamie Washington

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

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

Through the powerful stories of individuals who hold many different identities—and naming a range of ways they identify in terms of race, ethnicity, gender, sexuality, age, ability, and religion, among others—this book shows how social class identity and classism impact people's experience in higher education and why we should focus more attention on this dimension of identity.

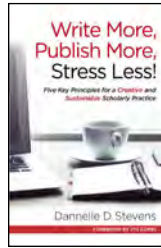
The book opens by setting the foundation by examining definitions of class, discussing its impact on identity, and summarizing the literature on class and what it can tell us about the complexities of class identity, its fluidity, sometimes performative nature, and the sense of dissonance it can provoke. It brings social class identity to the forefront of our consciousness, conversations, and behaviors and compels those in the academy to recognize classism and reimagine higher education to welcome and support those from poor and working class backgrounds.

240 pp, 6" x 9"

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

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

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

**NEW**

Write More, Publish More, Stress Less!

Five Key Principles for a Creative and Sustainable Scholarly Practice

Dannelle D. Stevens

Foreword by Stephen D. Brookfield

"Stevens delivers again! Following the pattern established in her previous books on rubrics and journal keeping, this text is extremely useful, immensely practical, and carefully grounded in sound scholarship. From the topics covered — such as how to foster creativity in academic writing or how to structure writing groups — to the numerous templates provided — for introducing an argument or for analyzing the structure of a text — Stevens' book is a treasure trove, which stands to become a classic in the academic writing genre. A 'must try' toolkit!" — **Patricia Goodson, Texas A&M University, and author of** *Becoming an Academic Writer*

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.

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.

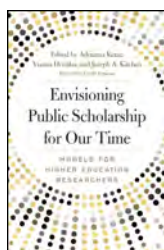
Dr. Stevens provides strategies for setting doable goals, organizing a more productive writing life, and demonstrates the benefits of writing groups, including offering a variety of ways in which you can experiment with collaborative practice. In addition, she offers a series of reflections, exercises,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

300 pp, 7" x 10", 35 tables & 50 figures

Cloth, Nov 2018, 978 1 62036 516 8, \$125.00

Paper, Nov 2018, 978 1 62036 517 5, \$29.95

E-Book, Nov 2018, 978 1 62036 519 9, \$23.99



Envisioning Public Scholarship for Our Time

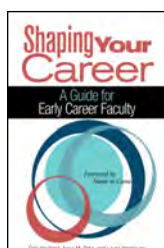
Models for Higher Education Researchers

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

Foreword by Lorelle L. Espinosa

"As educators, this book reminds us of our shared responsibility to contribute, and more importantly, to be in service to the public good. 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, AAC&U*

256 pp., 6" x 9", figures
Cloth, 2018, 978 1 62036 775 9, \$125.00
Paper, 2018, 978 1 62036 776 6, \$32.50
E-Book, 2018, 978 1 62036 778 0, \$25.99



Shaping Your Career

A Guide for Early Career Faculty

Don Haviland, Anna M. Ortiz and Laura Henriques

Foreword by Ann E. Austin

"Early faculty, please read and add some years onto your life. 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. It echoes great advice given to me by senior colleagues whom I respect and trust, especially in regards to tenure, promotion, grant writing and balancing work with family."—**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."—**Chris Golde**, *Stanford University*

276 pp., 6" x 9", 15 tables, 8 figures & 73 insets
Cloth, 2017, 978 1 62036 443 7, \$125.00
Paper, 2017, 978 1 62036 444 4, \$29.95
E-Book, 2017, 978 1 62036 446 8, \$23.99



NEW

Managing Your Professional Identity Online

A Guide for Faculty, Staff, and Administrators

Kathryn E. Linder

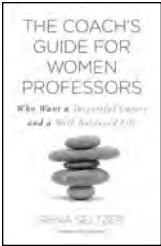
Foreword by Laura Pasquini

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

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 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.

196 pp., 7" x 10", figures, tables & boxes
Cloth, Oct 2018, 978 1 62036 668 4, \$125.00
Paper, Oct 2018, 978 1 62036 669 1, \$29.95
E-Book, Nov 2018, 978 1 62036 671 4, \$23.99

**BESTSELLER**

The Coach's Guide for Women Professors

Who Want a Successful Career and a Well-Balanced Life

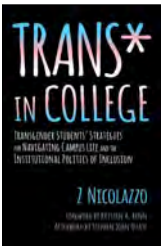
Rena Seltzer

Foreword by Frances Rosenbluth

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

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

252 pp., 5 1/2" x 8 1/4", 2 figures
Cloth, 2015, 978 1 57922 895 8, \$125.00
Paper, 2015, 978 1 57922 896 5, \$19.95
E-Book, 2015, 978 1 57922 898 9, \$15.99

**BESTSELLER**

Trans* in College

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

Z Nicolazzo

Foreword by Kristen A. Renn

Afterword by Stephen John Quaye

"This well-written, revealing ethnographic study of nine trans* college student sheds light on an area of gender identity that has long needed attention, ... 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."—**Susan Stryker**, *Associate Professor of Gender and Women's Studies, University of Arizona, and founding co-editor of TSQ: Transgender Studies Quarterly*

CHOICE 2017 OUTSTANDING ACADEMIC TITLE
WINNER OF AERA 2017 AERA DIVISION J
OUTSTANDING PUBLICATION AWARD

232 pp., 6" x 9"
Cloth, 2016, 978 1 62036 455 0, \$125.00
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

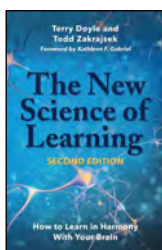
Dannelle D. Stevens and Joanne E. Cooper

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

"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 and author of Authoring Your Life*

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

286 pp., 7" x 10", tables & figures
Cloth, 2009, 978 1 57922 215 4, \$125.00
Paper, 2009, 978 1 57922 216 1, \$27.00



BESTSELLER

NEW EDITION

The New Science of Learning

How to Learn in Harmony with Your Brain

SECOND EDITION

Terry Doyle and Todd Zakrajsek
Foreword by Kathleen F. Gabriel



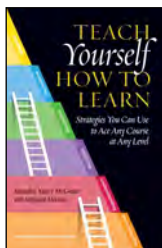
“Readable, practical, playful, and fresh. This book breathes new life into the student success space. Students at many levels will benefit from brain research made easy to understand and apply. Reading this book is a great start to more strategic and successful learning.”—**Kyle Heys**, *Co-Director: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

“Mathematics instructors at Riverside City College spent several years incorporating the first edition of this book into the curriculum with positive documented outcomes. The second edition is even more engaging than the first and includes good discussion questions at the end of each chapter. I look forward to using the new edition in my classes!”—**Kathy Nabours**, *Associate Professor of Mathematics, Riverside City College*

Learning to learn is the key skill for tomorrow.

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

192 pp, 5 1/2" x 8 1/4", figures & tables
Cloth, Dec 2018, 978 1 62036 656 1, \$125.00
Paper, Dec 2018, 978 1 62036 657 8, \$19.95
E-Book, Dec 2018, 978 1 62036 659 2, \$15.99



BESTSELLER

Teach Yourself to Learn

Strategies You Can Use to Ace Any Course at Any Level

Sandra Yancy McGuire
With Stephanie McGuire

Foreword by Mark McDaniel



“Much can be gained from this book by both students and instructors in all fields. My biggest take-away is the author's

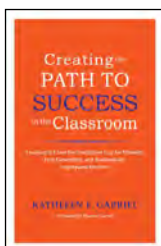
insistence, ‘Now hear this: All students are capable of excelling’. This book shows how.”—

Reflective Teaching

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

“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*

176 pp, 5 1/2" x 8 1/4", 20 figures
Cloth, 2018, 978 1 62036 755 1, \$125.00
Paper, 2018, 978 1 62036 756 8, \$19.95
E-Book, 2018, 978 1 62036 758 2, \$15.99



NEW

Creating the Path to Success in the Classroom

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

Academically Underprepared Students

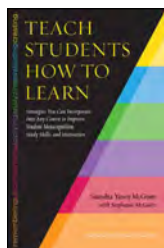
Kathleen F. Gabriel

Foreword by Stephen Carroll

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

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

190 pp, 6" x 9", 9 figures
Cloth, 2018, 978 1 57922 555 1, \$125.00
Paper, 2018, 978 1 57922 556 8, \$27.50
E-Book, 2018, 978 1 57922 558 2, \$21.99



BESTSELLER

Teach Students How to Learn

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

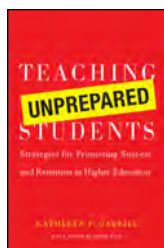
**Sandra Yancy McGuire
With Stephanie McGuire
Foreword by Thomas Angelo**

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

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

Co-published with NISOD

288 pp., 6” x 9”, figures, tables & power point slides
Cloth, 2015, 978 1 62036 315 7, \$125.00
Paper, 2015, 978 1 62036 316 4, \$32.00
E-Book, 2015, 978 1 62036 318 8, \$25.99



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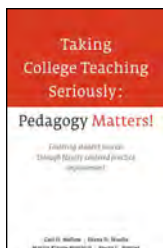
Teaching Unprepared Students

Strategies for Promoting Success and Retention in Higher Education

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

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

160 pp., 6” x 9”, figures
Paper, 2008, 978 1 57922 230 7, \$27.50
E-Book, 2017, 978 1 62036 795 7, \$21.99



Taking College Teaching Seriously: Pedagogy Matters!

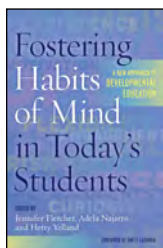
Fostering Student Success Through Faculty-Centered Practice Improvement

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

“The focus of this book on teaching in community college settings is particularly important given the expectations of student learning outcomes in today’s 2-year institutions and the number of students at these colleges enrolled in developmental education courses. The authors of the book concentrate on the need to provide ‘professional development of all faculty who teach the hardest to serve’. 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, \$125.00
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

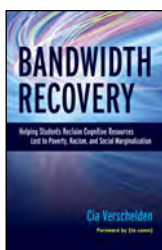
Edited by Jennifer Fletcher, Adela Najarro and Hetty Yelland

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. 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**, author of *Engaging Ideas: The Professor’s Guide to Writing, Critical Thinking, and Active Learning in the Classroom*

Co-published with NISOD and NADE

320 pp., 6” x 9”
Cloth, 2015, 978 1 62036 179 5, \$125.00
Paper, 2015, 978 1 62036 180 1, \$28.95
E-Book, 2015, 978 1 62036 182 5, \$23.99



BESTSELLER

Bandwidth Recovery

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

Cia Verschelden

Foreword by Lynn Pasquerella

"Verschelden effectively immerses readers into the array of economic; social; and physical, mental, and emotional realities that persistently drain non-majority and socially marginalized students' cognitive capacities to learn. Most important, she teaches us how to recover their capacities to become successful students. *Bandwidth Recovery* is a timely, essential, and uplifting read for faculty and other contributors to student learning, assisting them to draw out those students' potential for success."—**Peggy L. Maki**, *Education Consultant Specializing in Assessing Student Learning*

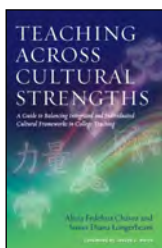
Co-published with AAC&U

170 pp, 6" x 9", 7 illus

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

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

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



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. Faculty need only to listen to students in this book—and in their own classes—to realize the transformative possibilities they can unleash in their classrooms."—**Caryn McTighe Musil**, *Senior Scholar, AAC&U*

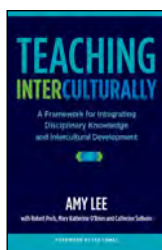
Co-published with NISOD

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

Cloth, 2016, 978 1 62036 323 2, \$125.00

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

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



Teaching Interculturally

A Framework for Integrating Disciplinary Knowledge and Intercultural Development

Amy Lee

With Robert K. Poch,

Mary Katherine O'Brien and Catherine Solheim

Foreword by Peter Felten

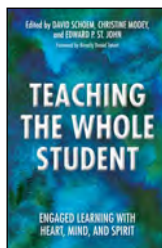
"One of the book's bold claims is that to practice authentic, deliberate intercultural pedagogy, instructors must unlearn preconceived notions of diversity and socialized assumptions about teaching and learning. But here's the rub: discomfort, disruption, and humility are unavoidable prerequisites to 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*

150 pp, 6" x 9", 9 illus

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

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

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



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

"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*

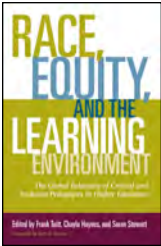
Co-published with AAC&U

292 pp, 6" x 9", 19 illus

Cloth, 2017, 978 1 62036 303 4, \$125.00

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

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



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 Patton Davis

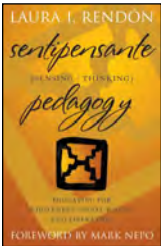
"This volume bridges the gap from thought to action, providing the necessary context for educators around the world to either embrace or recommit to centering race in postsecondary classrooms and engaging in necessary conversations to ensure that students do not leave our institutions the way they came.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

264 pp, 6" x 9"

Cloth, 2016, 978 1 62036 339 3, \$125.00

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

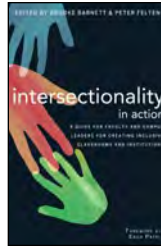
"Rendón invites the reader to join a burgeoning movement toward more inclusive classrooms that honor each learner's identity and support education for social justice. Her book is vital reading for anyone seeking to create more inclusive institutions for students and teachers alike."—**Diversity & Democracy**

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

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

Paper, 2014, 978 1 57922 984 9, \$23.95

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 Felton

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, \$125.00

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

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

Want to learn more from our best-selling authors?

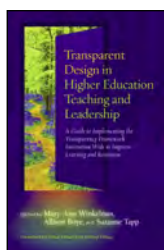
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NEW

Transparent Design in Higher Education Teaching and Leadership

A Guide to Implementing the

Transparency Framework Institution-Wide to Improve Learning and Retention

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

Foreword by Peter Felten and Ashley Finley

"AAC&U has advocated for higher levels of transparency as a key principle of twenty-first century general education design. This book provides practical examples on how to turn that vision into practice at institutions and across systems. *The Transparency Framework* represents a strategy that has the potential to transform siloed student success efforts to scalable and sustainable models for quality and equity." —**Tia Brown McNair**, Vice President, Office of Diversity, Equity, and Student Success, Association of American Colleges and Universities

"How I wish I had had this book a half century ago when I began my own career as a college professor. I would have known how to be 'transparent' with my underprepared, first generation, but motivated, intelligent and creative students, in ways that would have made both them and me more successful much sooner and much more intentionally." —**John N. Gardner**, Chair and Chief Executive Officer, John N. Gardner Institute for Excellence in Undergraduate Education

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

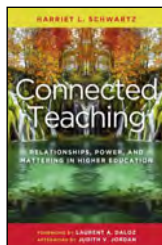
The book concludes with examples of how several institutions have used the Framework to connect the daily work of faculty with the learning goals that departments, programs and institutions aim to demonstrate.

240 pp, 6" x 9"

Paper, Mar 2019, 978 1 62036 823 7, \$35.00

Cloth, Mar 2019, 978 1 62036 822 0, \$125.00

E-Book, Mar 2019, 978 1 62036 825 1, \$27.99



NEW

Connected Teaching

Relationships, Power, and Mattering in Higher Education

Harriet L. Schwartz

Foreword by Laurent A. Daloz

Afterword by Judith V. Jordan

At a time when many aspects of the faculty role are in question, author Harriet Schwartz argues that the role of teachers is as important as ever and is evolving profoundly. She believes the relationships faculty have with individual students and with classes and cohorts are the essential driver of teaching and learning.

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

Connected Teaching is informed and inspired by Relational Cultural Theory (RCT). The premise of RCT is that the experience of engaging in growth-fostering interactions and relationships is essential to human development. RCT's founding scholars believed the theory would be relevant in many different settings, but this is the first book to apply them to teaching and learning in higher education. In this book, the author shows that RCT has much to offer those devoted to student learning and development, providing a foundation from which to understand the transformative potential of teaching as a relational practice.

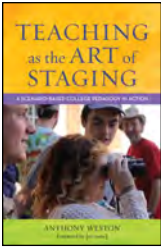
192 pp, 6" x 9"

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

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

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



**NEW**

Teaching as the Art of Staging

A Scenario-Based College Pedagogy in Action

Anthony Weston

Foreword by Peter Felten

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

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.

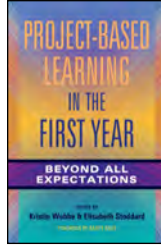
In this book, the author argues that to pose a single alternative to lecturing is profoundly limiting. In fact, he says there is no reason to have to choose between “student-centered” and “teacher-centered” pedagogies. The best ways to teach and learn are both. The same applies to the false choice between “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.

264 pp., 6” x 9”, 5 tables

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

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

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

**NEW**

Project-Based Learning in the First Year

Beyond All Expectations

Edited by Kristin K. Wobbe and Elisabeth A. Stoddard

Foreword by Randall Bass

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

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

The projects are applicable in any institution with first year undergraduate students that wants to actively engage them in understanding and solving real-world problems through project work. Evidence shows that project-based learning, with real world, team-based educational experiences, increases the engagement and retention rate of underserved students. Introducing project-based learning in the first year can set the stage for incorporating the culture and practice of inclusive excellence as foundation for learning on college and university campuses.

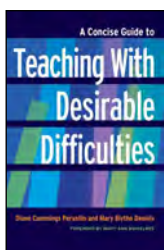
Published in association with AAC&U

348 pp., 6” x 9”

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

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

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



NEW

A Concise Guide to Teaching With Desirable Difficulties

**Diane Cummings
Persellin and Mary
Blythe Daniels**

Foreword by Mary-Ann Winkelmes

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

"Following their amazingly compact yet comprehensive book, *A Concise Guide to Improving Student Learning*, Persellin and Daniels have gifted us another research-grounded and ever-so-concise guide on the counterintuitive concept of 'desirable difficulties.' If making the material easier for students facilitates their learning, how can making it more challenging increase it? Persellin and Daniels resolve the paradox and offer concrete strategies for integrating productive difficulties and mitigating student resistance and fear." — **Linda B. Nilson**, *Director Emerita, Office of Teaching Effectiveness and Innovation, Clemson University*

This concise guidebook on desirable difficulties is designed to be a resource for academics who are interested in engaging students according to the findings of peer-reviewed literature and best practices but do not have the time to immerse themselves in the scholarship of teaching and learning.

Intentionally brief, the book is intended to: summarize recent research on five aspects of desirable difficulties; provide applications to the college classroom based on this research; include special sections about teaching strategies that are based on best practices; and offer annotated bibliographies and important citations for faculty who want to pursue additional study. The book will provide a foundation for instructors to teach using evidence-based strategies that will strengthen learning and retention in their classrooms.

Concise Guides to College Teaching and Learning Series

120 pp., 6" x 9"

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

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

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



The Bloom's Cognitive Taxonomy Slider

**Developed by Adam M.
Persky and Todd D.
Zakrajsek**

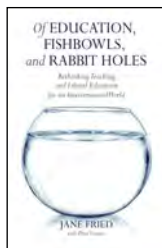
The Bloom's Cognitive Taxonomy Slider is a quick hand-held reference guide for developing course objectives, and can be used to promote

backward design. Taking the form of a slide rule, for each level of cognitive learning it suggests outcome verbs, assessment questions, and instructional strategies. It is designed to accomplish three things:

- Help faculty ask good questions. The suggested outcome verbs and assessment questions will facilitate the creation of essay questions for exams and quizzes, prompts for classroom discussions, and items designed to solicit formative feedback from students.
- Suggest instructional strategies to use in the classroom. The slider offers faculty a selection of ideas on how to mix things up a bit in class by providing suggestions for a wide variety of instructional strategies that are appropriate at each level of Bloom's Taxonomy.
- Promote backward design thinking. It is designed to help faculty better understand the cognitive level of their backward design efforts.

4" x 10 3/8"

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



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

"For educators puzzling over the Grand Narrative of general education, pondering what students need to be educated persons now and into the future, Fried's book offers refreshing, provocative guidance. 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 con-

text.”—**Susan Albertine**, *Vice President, Office of Diversity, Equity, and Student Success, Association of American Colleges & Universities*

140 pp., 5 ½" x 8 ¼", boxes & figures
Paper, 2016, 978 1 62036 420 8, \$22.50
Cloth, 2016, 978 1 62036 419 2, \$125.00
E-Book, 2016, 978 1 62036 422 2, \$17.99



Hitting Pause

65 Lecture Breaks to Refresh and Reinforce Learning

Gail Taylor Rice

Foreword by Kevin Barry

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

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

Pauses constitute a simple technique for enlivening and enhancing the effectiveness of lectures, or indeed of any form of instruction, whether a presentation or in an experiential setting. This book presents the evidence and rationale for breaking up lectures into shorter segments by using pauses to focus attention, reinforce key points, and review learning. It also provides 65 adaptable pause ideas to use at the opening of class, mid-way through, or as closers.

266 pp., 6" x 9", 21 figures
Cloth, 2018, 978 1 62036 652 3, \$125.00
Paper, 2017, 978 1 62036 653 0, \$32.50
E-Book, 2017, 978 1 62036 655 4, \$25.99

High-Impact Practices

A Guide to Titles on Implementing HIPs

FIRST-YEAR EXPERIENCES

What Makes the First-Year Seminar High Impact?

See p. 29

COMMON INTELLECTUAL EXPERIENCES

Common Reading Programs

See p.31

LEARNING COMMUNITIES

Living-Learning Communities that Work

See p. 68

WRITING INTENSIVE COURSES

Understanding Writing Transfer

See p. 21

COLLABORATIVE ASSIGNMENTS AND PROGRAMS

Getting Started with Team-Based Learning

See p. 18

High-Impact Practices in Online Education

See p. 23

POGIL

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Project-Based Learning in the First Year

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UNDERGRADUATE RESEARCH

Course-Based Undergraduate Research

See p. 14

EPORTFOLIOS

Catalyst in Action

See p. 44

High-Impact ePortfolio Practice

See p. 45

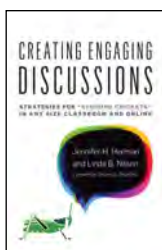
SERVICE-LEARNING

Learning Through Serving

See p. 54

The Student Companion to Community-Engaged Learning

See p. 53



Creating Engaging Discussions

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

Jennifer H. Herman and Linda B. Nilson

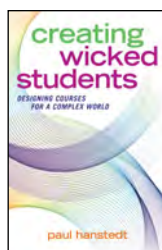
Foreword by Stephen D. Brookfield

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

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

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.

208 pp., 6" x 9", Images, tables & figures
Paper, 2018, 978 1 62036 560 1, \$27.50
Cloth, 2018, 978 1 62036 559 5, \$125.00
E-Book, 2018, 978 1 62036 562 5, \$21.99



Creating Wicked Students

Designing Courses for a Complex World

Paul Hanstedt

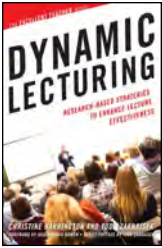
"Paul Hanstedt is a teacher's teacher. He approaches the college classroom with a combina-

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

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

"A must-read for anyone who cares about educating the next generation of change agents. Hanstedt combines practical advice for all college teachers committed to learning outcomes that will help students thrive post-graduation with a thoughtful analysis of what our true jobs as educators should be in a world that is in flux, deeply inequitable, but also in need of many more wicked problem-solvers."—**Debra Humphreys**, *Vice President of Strategic Engagement, Lumina Foundation*

200 pp., 6" x 9", figures
Paper, 2018, 978 1 62036 697 4, \$24.95
Cloth, 2018, 978 1 62036 696 7, \$125.00
E-Book, 2018, 978 1 62036 699 8, \$19.99

**BESTSELLER**

Dynamic Lecturing

Research-Based Strategies to Enhance Lecture Effectiveness

Christine Harrington and Todd Zakrajsek

Foreword by José Antonio Bowen

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

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

"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

The Excellent Teacher Series

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



Designing a Motivational Syllabus

Creating a Learning Path for Student Engagement

Christine Harrington and Melissa Thomas

Foreword by Kathleen F. Gabriel

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

"Designing a syllabus is a task that faculty often give little thought to. However, in this engaging and thoughtful book, the authors have crafted a guide that is both helpful and a teaching tool. The authors weave student learning throughout the book and have developed a resource that will help both new and seasoned faculty."—**Chris Hakala**, Director, Center for Excellence in Teaching, Learning and Scholarship, Springfield College

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

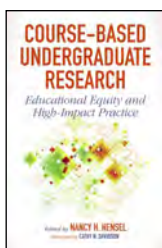
A well-designed syllabus can help you stay focused on achieving the learning outcomes, as well as determine if the class is on track and whether adjustments to the schedule are needed.

The Excellent Teacher Series

204 pp., 6" x 9", 8 tables & 10 figures
Cloth, 2018, 978 1 62036 624 0, \$125.00
Paper, 2018, 978 1 62036 625 7, \$24.95
E-Book, 2018, 978 1 62036 627 1, \$19.99

See also:

Advancing Online Teaching, p. 23



Course-Based Undergraduate Research

Educational Equity and High-Impact Practice

Edited by Nancy H. Hensel

Foreword by Cathy N. Davidson

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

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

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

The book addresses all aspects of the topic, including:

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

Co-published with the Council for Undergraduate Research

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



NEW POGIL

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

Edited by Shawn R. Simonson

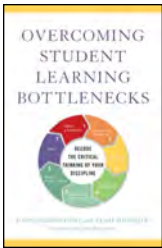
"*POGIL* is a well-envisioned and superbly-executed volume. Initial chapters lay a comprehensive theoretical and empirical foundation for the POGIL approach. The following chapters provide an accessible scaffolding for implementing POGIL. The book is full of usable principles and informative examples for developing POGIL across a variety of STEM and non-STEM courses, even for large classes. This volume is a gem both for readers wanting an introduction to POGIL and for readers poised to initiate and improve their POGIL instruction." — **Mark A. McDaniel**, *Co-Director, Center for Integrative Research on Cognition, Learning, and Education (CIRCLE), Washington University in St. Louis*

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

384 pp, 6" x 9", 37 figures & 32 tables
Cloth, Apr 2019, 978 1 62036 543 4, \$125.00
Paper, Apr 2019, 978 1 62036 544 1, \$37.50
E-Book, Apr 2019, 978 1 62036 546 5, \$30.99





Overcoming Student Learning Bottlenecks

Decode the Critical Thinking of Your Discipline

Joan Middendorf and Leah Shopkow

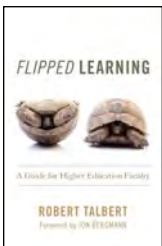
Foreword by Dan Bernstein

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

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

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

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



Flipped Learning

A Guide for Higher Education Faculty

Robert Talbert

Foreword by Jon Bergmann

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

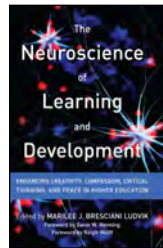
as much more than just putting videos online, diving into the real story of how and why flipping works. The models, examples, and detailed explanations presented in this book will inspire faculty to try flipping if they haven't already, and for those who have, will show them how to make the

approach work even better." — **Michelle Miller**, *Director, First Year Learning Initiative and Professor, Department of Psychological Sciences, Northern Arizona University*

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
Cloth, 2017, 978 1 62036 431 4, \$125.00
Paper, 2017, 978 1 62036 432 1, \$32.50
E-Book, 2017, 978 1 62036 434 5, \$25.99



The Neuroscience of Learning and Development

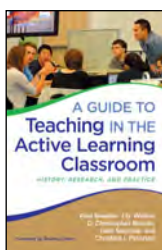
Enhancing Creativity, Compassion, Critical Thinking, and Peace in Higher Education

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)*

376 pp., 6" x 9", 16 figures & 13 tables
Cloth, 2016, 978 1 62036 283 9, \$125.00
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E-Book, 2016, 978 1 62036 286 0, \$27.99



BESTSELLER

A Guide to Teaching in the Active Learning Classroom

History, Research, and Practice

Paul Baepier, 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.

280 pp, 6" x 9", 14 photos, 6 figures & 9 tables
Cloth, 2016, 978 1 62036 299 0, \$125.00
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E-Book, 2016, 978 1 62036 302 7, \$23.99

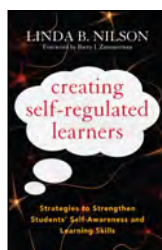
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BESTSELLER

Creating Self-Regulated Learners

Strategies to Strengthen Students' Self-Awareness and Learning Skills

Linda B. Nilson

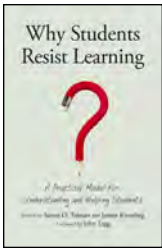
Foreword by Barry J. Zimmerman

"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. She presents an array of tested activities and assignments through which students can progressively reflect on, monitor and improve their learning skills; describes how they can be integrated with different course components and on various schedules; and elucidates how to intentionally and seamlessly incorporate them into course design to effectively meet disciplinary and student development objectives. 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
Cloth, 2013, 978 1 57922 866 8, \$125.00
Paper, 2013, 978 1 57922 867 5, \$28.95
E-Book, 2013, 978 1 57922 869 9, \$22.99



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.

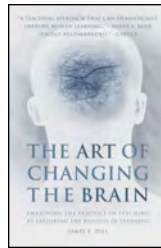
In this book readers will discover an innovative integrated model that accounts for student behaviors and creates a foundation for intentional and informed discussion, evaluation, and the development of effective counter strategies. The model takes into account institutional context, environmental forces, 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"

Cloth, 2016, 978 1 62036 343 0, \$125.00

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BESTSELLER

The Art of Changing the Brain

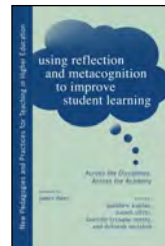
Enriching the Practice of Teaching by Exploring the Biology of Learning

James E. Zull

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

263 pp., 6" x 9"

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.

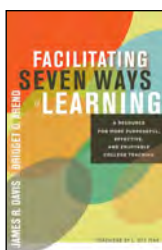
New Pedagogies and Practices for Teaching in Higher Education Series

232 pp., 6" x 9", figures

Cloth, 2013, 978 1 57922 824 8, \$125.00

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E-Book, 2013, 978 1 57922 827 9, \$23.99



BESTSELLER

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

"In a crowded marketplace of snake oil cure-alls for Higher Education comes this refreshingly straight-forward, sensible, and practical guide for college teachers. As Davis and Arend point out, learning is not just one thing, but many. Learning a skill is different from learning information, which is different from learning to think critically or creatively. It follows that there cannot be one way to teach it all. 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*

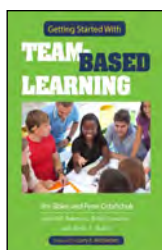
For teachers in higher education who haven't been able to catch up with developments in teaching and learning, James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence-based strategies. The underlying rationale is to provide a framework to match teaching 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.

326 pp., 6" x 9"

Cloth, 2012, 978 1 57922 840 8, \$125.00

Paper, 2012, 978 1 57922 841 5, \$29.95

E-Book, 2013, 978 1 57922 843 9, \$22.99



Getting Started With Team-Based Learning

Jim Sibley and Pete Ostafichuk

With Bill Roberson, Billie Franchini and Karla Kubitz

Foreword by Larry K. Michaelsen

From the Foreword:

"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**

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.

256 pp., 7" x 10", figures

Cloth, 2014, 978 1 62036 195 5, \$125.00

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E-Book, 2015, 978 1 62036 198 6, \$23.99

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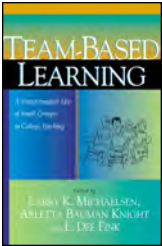
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**BESTSELLER**

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 is a complete guide to implementing TBL 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. They also demonstrate how this teaching strategy can be applied equally effectively in environments such as large classes, mixed traditional and on-line classes, and with highly diverse student populations.

Part III offers a synopsis of the major lessons to be learned from the experiences of the teachers who have used TBL, as described in Part II. For teachers contemplating the use of TBL, this section provides answers to key questions, e.g., whether to use team-based learning, what it takes to make it work effectively, and what benefits one can expect from it—for the teacher as well as for the learners.

304 pp., 7" x 10"

Paper, 2004, 978 1 57922 086 0, \$32.00



Team-Based Learning for Health Professions Education

A Guide to Using Small Groups for Improving Learning

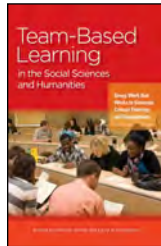
Edited by Larry K. Michaelsen, Dean X. Parmelee, Kathryn K. McMahon and Ruth E. Levine

Foreword by Diane M. Billings

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; and includes a directory of tools and resources.

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

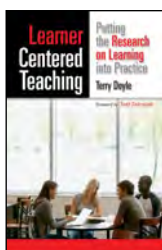
The core of the book consists of examples of how TBL has been incorporated into the cultures of disciplines as varied as economics, education, literature, politics, psychology, and theatre. The authors explain why they felt a need to change how they taught and why they chose TBL. Furthermore, each chapter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

330 pp., 7" x 10", illus

Cloth, 2012, 978 1 57922 609 1, \$125.00

Paper, 2012, 978 1 57922 610 7, \$32.00

E-Book, 2012, 978 1 57922 612 1, \$25.99



BESTSELLER

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. Doyle leaves no room for doubt regarding the need to adopt learner-centered practices."—

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.

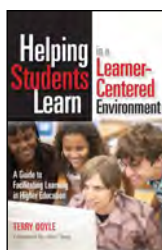
To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning 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; and on successful communication techniques.

224 pp, 6" x 9", figures

Cloth, 2011, 978 1 57922 742 5, \$125.00

Paper, 2011, 978 1 57922 743 2, \$27.50

E-Book, 2012, 978 1 57922 745 6, \$20.99



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.

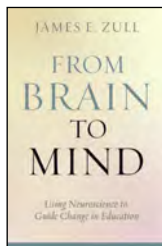
What is different about this book is that Terry Doyle outlines WHY students will resist this change. His point-by-point guidance on creating a learner-centered classroom incorporates a strategy for bringing the students along as willing participants." — **Todd Zakrajsek**, *Director of the Faculty Center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

216 pp, 6" x 9"

Cloth, 2008, 978 1 57922 221 5, \$125.00

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

E-Book, 2018, 978 1 62036 057 6, \$21.99



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

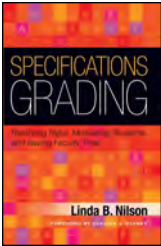
the perspective of neuroscience, and to see what this perspective provides educators... The metacognition Zull advocates should lead the reader to work through the chapters and come up with ideas about or approaches to education. Summing Up: Recommended."— **Choice**

320 pp, 6" x 9", figures

Cloth, 2011, 978 1 57922 461 5, \$125.00

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E-Book, 2012, 978 1 57922 606 0, \$21.99

**BESTSELLER**

Specifications Grading

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

Linda B. Nilson

Foreword by Claudia J. Stanny

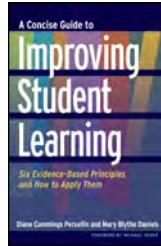
"This book will change your life! Every instructor should buy it now. Nilson shows us how to make grading easier, more logical, and more consonant with research on learning and motivation. A practical, time-saving, student-motivating system of grading. A major advance in our thinking about how we grade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

Barbara Walcoord, *Professor Emerita, University of Notre Dame*

Linda Nilson puts forward 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.

This new specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process—all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals.

184 pp., 6" x 9", figures & tables
Cloth, 2014, 978 1 62036 241 9, \$125.00
Paper, 2014, 978 1 62036 242 6, \$29.95
E-Book, 2015, 978 1 62036 244 0, \$23.99



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*

Concise Guides to College Teaching and Learning Series

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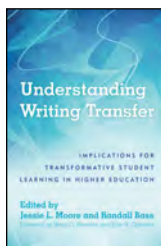
A Concise Guide to Teaching with Desirable Difficulties, p.10



Teaching Your First College Class

*A Practical Guide for New
Faculty and Graduate Student
Instructors*

Carolyn Lieberg
216 pp., 6" x 9", figures
Paper, 2008, 978 1 57922 226 0, \$24.95



Understanding Writing Transfer

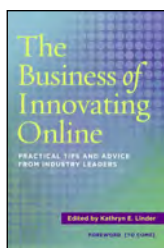
*Implications for
Transformative Student
Learning in Higher Education*

**Edited by Jessie L. Moore
and Randall Bass**

**Foreword by Betsy O.
Barefoot and John N.
Gardner**

The fruit of two-year multi-institutional studies, identifies enabling practices for, and five essential principles about, writing transfer that should inform decision-making by all in higher education about how to promote the transfer of knowledge.

176 pp., 6" x 9", 2 figures & 11 tables
Cloth, 2017, 978 1 62036 584 7, \$125.00
Paper, 2017, 978 1 62036 585 4, \$29.95
E-Book, 2017, 978 1 62036 587 8, \$23.99



NEW

The Business of Innovating Online

Practical Tips and Advice from E-Learning Leaders

Edited by Kathryn E. Linder

Foreword by Nina Huntemann

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* demystifies 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

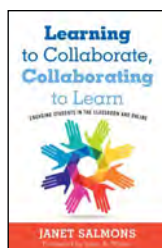
This book provides online education administrators with a comprehensive overview of a range of online innovations, how they came to be created, the components that led to their success, and concrete steps that they can take to create a more innovative culture for their own e-learning organization.

156 pp., 6" x 9"

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

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

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



NEW

Learning to Collaborate, Collaborating to Learn

Engaging Students in the Classroom and Online

Janet Salmons

Foreword by Lynn A. Wilson

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.

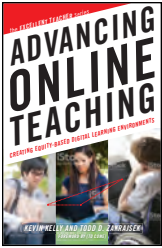
This is a professional guide intended for faculty, curriculum planners, or instructional designers who want to design, teach, facilitate, and assess collaborative learning. The book covers the use of information and communication technology tools by collaborative partners who may or may not be co-located.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

189 pp., 6" x 9"

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

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

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

**FORTHCOMING****Advancing
Online Teaching***Creating Equity-Based
Digital Learning
Environments***Kevin Kelly and Todd D.
Zakrajsek**

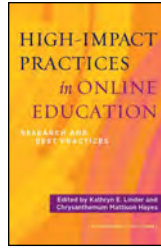
The goal of teaching online is fundamentally the same as teaching face-to-face: facilitating the learning of all students to the greatest extent possible.

This book differs from other books on online teaching in that, in the process of offering guidance on course design and planning, developing outcomes and appropriate engaging activities, managing the workload and assessment, the authors pay explicit attention throughout to the distinct and diverse needs of students and offer effective strategies to accommodate them in a comprehensive and inclusive way by using the principles of Universal Design for Learning.

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

Beyond good planning and design, Kelly and Zakrajsek offer ideas for creating inclusive course environments and activities, such as using culturally appropriate content and making it accessible in multiple formats. They also share methods to foster faculty-learner interaction and increase personal connections with students, and among students, through group activities or learning communities, which are so critical to motivation and success.

Faculty new to online teaching as well as more experienced readers will find a wealth of practical guidance on developing and honing both fully online and blended courses and, as importantly, a wealth of proven ideas to help the new generation of students with diverse needs to succeed.

The Excellent Teacher Series**160pp, 6" x 9", tables****Cloth, 978 1 62036 721 6, \$125.00****Paper, 978 1 62036 722 3, \$24.95****E-Book, 978 1 62036 724 7, \$19.99****NEW****High-Impact
Practices in
Online Education***Research and Best
Practices***Edited by Kathryn E.
Linder and****Chrysanthemum Mattison Hayes****Foreword by Kelvin Thompson**

"This collection offers grounded, practical suggestions for evolving online pedagogy toward a purposeful form of teaching that offers possibilities beyond anything we've done until now."—

Matthew Reed, *Vice President for Learning,
Brookdale Community College*

This volume offers the first comprehensive guide to how high-impact practices (HIPs) are being implemented in online environments and how they 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 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.

264 pp, 6" x 9", figures & tables**Paper, 2018, 978 1 62036 847 3, \$35.00****Cloth, 2018, 978 1 62036 846 6, \$125.00****E-Book, 2018, 978 1 62036 849 7, \$27.99**



The Blended Course Design Workbook

A Practical Guide
Kathryn E. Linder

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

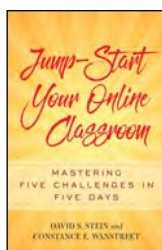
environment, Kathryn Linder's workbook is a wonderful resource. — **Reflective Teaching**

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

"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

224 pp, 8 1/2" x 11", figures & tables
Cloth, 2016, 978 1 62036 435 2, \$125.00
Paper, 2016, 978 1 62036 436 9, \$30.00
E-Book, 2016, 978 1 62036 438 3, \$23.99



Jump-Start Your Online Classroom

Mastering Five Challenges in Five Days

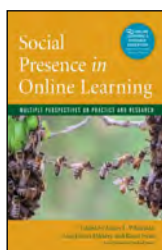
David S. Stein and Constance E. Wanstreet

"*Jump-Start Your Online Classroom* 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.**

Conceição, Professor, Department of Administrative Leadership, University of Wisconsin-Milwaukee

170 pp, 6" x 9", 2 figures & 8 tables
Cloth, 2017, 978 1 62036 580 9, \$125.00
Paper, 2017, 978 1 62036 581 6, \$22.50
E-Book, 2017, 978 1 62036 583 0, \$17.99



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

"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

Published in Association with The Online Learning Consortium.

Online Learning and Distance Education Series

256 pp, 7" x 10", 20 figures
Cloth, 2017, 978 1 62036 508 3, \$125.00
Paper, 2017, 978 1 62036 509 0, \$35.00
E-Book, 2017, 978 1 62036 511 3, \$27.99

Want to learn more from our best-selling authors?

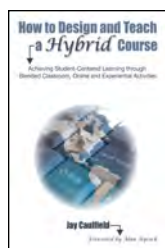
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How to Design and Teach a Hybrid Course

Achieving Student-Centered Learning through Blended Classroom, Online and Experiential Activities

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*

266 pp., 6" x 9", tables

Cloth, 2011, 978 1 57922 422 6, \$125.00

Paper, 2011, 978 1 57922 423 3, \$29.95

E-Book, 2012, 978 1 57922 604 6, \$23.99



BESTSELLER

Discussion-Based Online Teaching To Enhance Student Learning

Theory, Practice and Assessment

SECOND EDITION

Tisha Bender

"The new edition of Tisha Bender's book exceeds even the virtues of the first. Much more than a simple 'how-to', this book offers a deep reading of a significant dimension of online teaching. Readers will learn how to be better online teachers and also better thinkers about what they do in the virtual classroom."—**Steven Weiland**, *College of Education, Michigan State University*

256 pp., 6" x 9"

Cloth, 2012, 978 1 57922 746 3, \$125.00

Paper, 2012, 978 1 57922 747 0, \$31.95

E-Book, 2012, 978 1 57922 700 5, \$25.99



NEW

Faculty Resource Manual 2019

Edited by Dan Friedman, Katie Hopkins, and Kevin Clarke

Designed by the University 101 staff and campus partners at the University of South Carolina, this resource manual provides instructional faculty with a how-to guide for designing, managing, teaching, and evaluating student work in the first-year seminar. The manual includes a detailed discussion of course management that offers suggestions for working with first-year students, designing a syllabus, establishing grading policies, building community in the classroom, and working with a peer leader. Chapters on topics common to first-year seminars offer resources for students, suggested assignments, and classroom activities. Presented as a PDF, the materials can be adapted for particular campus contexts.

Contents

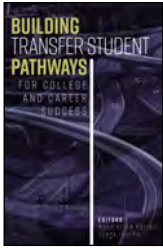
- Course Overview and Management
- About University 101
- Understanding First-Year Students
- Building Community
- Teaching and Learning
- Grading and Assignments
- Syllabus Preparation
- Instructor Resources
- Working with a Peer or Graduate Leader
- Course Evaluation and Feedback
- Foster Academic Success
- Academic Strategies
- Managing Time
- Academic Policies, Processes, and Resources
- Discover and Connect with Carolina
- Student Engagement and Opportunities
- Positive Relationships
- History and Traditions
- Promote Personal Development, Wellbeing, and Social Responsibility

A publication of University 101 Programs, University of South Carolina

PDF is only available from the Stylus and FYE websites.

PDF, Feb 2019, 978 1 94207 240 9, \$85.00

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



NEW

Building Transfer Student Pathways for College and Career Success

Edited by Mark Allen Poisel and Sonya Joseph

"Building Transfer Student Pathways for College and Career Success is timely and enlightening. Assembling the contributions of transfer researchers and practitioners from around the country, editors Mark Allen Poisel and Sonya Joseph have created a valuable resource for higher education professionals who wish to enhance their service to and advocacy of transfer students."—**Stephen J. Handel**, *Executive Director, The College Board*

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

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

Paper, Oct 2018, 978 1 94207 227 0, \$30.00
E-Book, Oct 2018, 978 1 94207 226 3, \$23.99



NEW

From Disability to Diversity

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

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

Colleges and universities are seeing increasing numbers of students with a range of disabilities enrolling in postsecondary education. Many of these disabilities are invisible and, despite their potential for negative impact on students' academic and social adjustment, some students will choose not to identify as having a disability or request support.

Approaching disability from the perspective of difference, the authors of this new volume offer guidance on creating more inclusive learning environments on campus so that all students—whether or not they have a recognized disability—have the opportunity to succeed. Strategies for supporting students with specific learning disabilities, attention-deficit/hyperactivity disorder, autism spectrum disorder or who display learning and behavioral characteristics associated with these profiles are described.

144 pp, 6" x 9"
Paper, Mar 2019, 978 1 94207 229 4, \$30.00
E-Book, Mar 2019, 978 1 94207 230 0, \$23.99



NEW

Transitions

2018-2019

Edited by Carrie Van Haren and Daniel B. Friedman

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 first-year students. Topics include time management, academic success strategies, career development, information literacy, health and wellness, and values and identity. An ideal model for institutions working to design a custom-published first-year seminar text.

A publication of University 101 Programs, University of South Carolina

234 pp, 8" x 10"
Spiral Bound, May 2018, 978 1 942072 25 6, \$30.00



NEW

2017 National Survey on The First-Year Experience

Structures for Supporting Student Success

Edited by Dallin George Young

The 2017 National Survey on the First-Year Experience marks a change from previous surveys by exploring a broad range of initiatives designed to support success in the first college year. Recognizing that individual first-year programs are connected to extensive bodies of literature and practice, authors representing diverse professional networks focused on college student success contribute their voices to the analyses and presentation of results. The report includes an overview of institutional attention to the first year and the prevalence of and connections between first-year programs, a review of the results relating to selected first-year programs, and implications for practice and future research.

Research Reports on College Transitions 9

150 pp, 8 1/2" x 11"

Paper, Jun 2019, 978 1 942072 32 4, \$25.00



NOTIFY ME



Academic Advising and the First College Year

Edited by Jenny R. Fox and Holly E. Martin

"Academic Advising and the First College Year draws on NACADA's vast knowl-

edge 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*

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 under-prepared 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, 2017, 978 1 94207 200 3, \$30.00

E-Book, 2017, 978 1 94207 218 8, \$23.99



What's Next for Student Veterans?

Moving From Transition to Academic Success

Edited by David DiRamio

"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.

176 pp, 6" x 9"

Paper, 2017, 978 1 942072 10 2, \$30.00

The First Year Seminar

Five-Volume Set

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"

Paper, 2011, 978 1 889271 75 0, \$25.00



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 timely 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"

Paper, 2012, 978 1 889271 79 8, \$25.00



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.

112 pp., 6" x 9"

Paper, 2012, 978 1 889271 81 1, \$25.00



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 Series

166 pp., 8.5" x 11", figures & tables

Paper, Mar 2017, 978 1 94207 201 0, \$25.00

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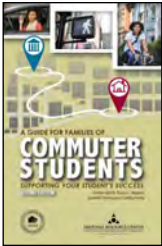
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THE NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION



A Guide for Families of Commuter Students

Supporting Your Student's Success

SECOND EDITION

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

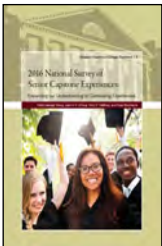
Family members of new college students are often unsure what to expect and how to best help their students succeed in higher education. Focusing on the unique needs of commuter students, this brief guide describes typical challenges in adjusting to college, support services and opportunities offered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

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

30 pp, 5 1/2" x 8 1/2"

Set of 100, 2017, 978 1 889271 84 2, \$225.00

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.

Research Reports on College Transitions 8

134 pp, 8 1/2" x 11"

Paper, 2017, 978 1 942072 12 6, \$25.00



Building Synergy for High-Impact Educational Initiatives

First-Year Seminars and Learning Communities

Edited by Lauren Chism Schmidt and Janine

Graziano

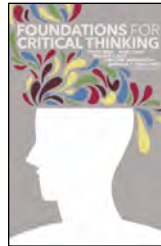
"*Building Synergy for High-Impact Educational Initiatives* is a virtual 'how to' manual for designing, implementing, and assessing a combination of two powerful high-impact practices—first-year seminars and learning communities. Recognizing that context matters, Chism Schmidt and Graziano offer us the 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*

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

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

Paper, 2016, 978 1 889271 98 9, \$30.00

E-Book, 2016, 978 1 942072 13 3, \$23.99



Foundations for Critical Thinking

Trudy Bers, Marc Chun, William T. Daly, Christine Harrington and Barbara F. Tobolowsky

Faculty, staff, and administrators will find strategies for developing successful teaching techniques to

prepare students to face the challenges of a global economy and lead creative, productive, and fulfilling lives.

224 pp, 6" x 9"

Paper, 2015, 978 1 889271 93 4, \$30.00



Welcoming Blue-Collar Scholars Into the Ivory Tower

Developing Class-Conscious Strategies for Student Success

Krista M. Soria

Series on Special Student Populations

92 pp, 6" x 9"

Paper, 2015, 978 1 889271 96 5, \$25.00

2008 National Survey of Sophomore-Year Initiatives

Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students

Jennifer R. Keup, Jimmie Gahagan and Ryan N. Goodwin

Research Reports on College Transitions 1

58 pp, 8 1/2" x 11"

Paper, 2010, 978 1 889271 72 9, \$20.00

2012-2013 National Survey of First-Year Seminars

Exploring High-Impact Practices in the First College Year

Dallin George Young and Jessica M. Hopp

Research Reports on College Transitions 4

134 pp, 8 1/2" x 11"

Paper, 2014, 978 1 889271 90 3, \$25.00

A Faculty and Staff Guide to Creating Learning Outcomes

Jimmie Gahagan, John Dingfelder and Katharine Pei

Published in partnership with the Office of Student Engagement, University of South Carolina

30 pp, 5 1/2" x 8 1/2"

Paper, 2010, 978 1 889271 67 5, \$3.00

Academic Advising

New Insights for Teaching and Learning in the First Year

Edited by Mary Stuart Hunter, Betsy McCalla-Wriggins and Eric White

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

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250 pp, 8 1/2" x 11"

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Virginia N. Gordon, Julie Levinson and Tim Kirkner

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

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Richard Mullendore and Leslie Banahan

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Paper, 2007, 978 1 889271 56 9, \$3.00

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

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Investigating Sophomore Student Success

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Research Reports on College Transitions 6

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Leslie Banahan and Richard Mullendore

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The University College Model

Edited by Scott E. Evenbeck, Barbara Jackson, Maggy Smith and Dorothy Ward

Published in partnership with the Association of Deans & Directors of University Colleges & Undergraduate Studies

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Paper, 2010, 978 1 889271 70 5, \$40.00

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Teaching for Engagement in College

Edited by Barbara F. Tobolowsky

177 pp, 6" x 9"

Paper, 2014, 978 1 889271 92 7, \$30.00

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Edited by Larry Hardesty

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

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

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A Primer for College Educators

Tracy L. Skipper

Foreword by Jerry Pattengale

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Paper, 2005, 978 1 889271 52 1, \$20.00

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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

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Paper, 2012, 978 1 889271 83 5, \$35.00

Welcoming Blue-Collar Scholars Into the Ivory Tower

Developing Class-Conscious Strategies for Student Success

Krista M. Soria

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92 pp., 6" x 9"

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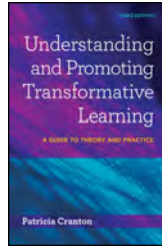
Writing in the Senior Capstone

Theory & Practice

Lea Masiello and Tracy L. Skipper

156 pp., 6" x 9"

Paper, 2013, 978 1 889271 87 3, \$30.00



Understanding and Promoting Transformative Learning

A Guide to Theory and Practice

THIRD EDITION

Patricia Cranton



"This new edition of Patricia

Cranton's classic book offers the most

accessible and contemporary perspective on transformative learning theory. It is the ideal guide for both students and teachers who want to begin a journey related to the theory and practice of transformative learning."—**Ed Taylor**,
Professor of Adult Education, Penn State University at Harrisburg

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.

Patricia Cranton was the recipient of The Order of Canada, the country's highest civilian honor.

208 pp., 6" x 9"

Cloth, 2016, 978 1 62036 411 6, \$125.00

Paper, 2016, 978 1 62036 412 3, \$35.00

E-Book, 2016, 978 1 62036 414 7, \$27.99

NEW

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

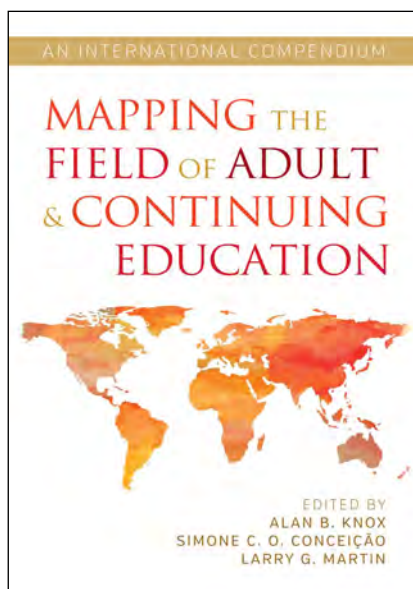
Volume Four: Inquiry and Influences

The volume on Adult Learners includes 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.

Co-published with AAACE

Volume One: Adult Learners

128 pp, 6" x 9"

Cloth, 2017, 978 1 62036 524 3, \$125.00

Paper, 2017, 978 1 62036 525 0, \$28.00

E-Book, 2017, 978 1 62036 527 4, \$22.99

Volume Two: Teaching and Learning

120 pp, 6" x 9"

Cloth, 2017, 978 1 62036 528 1, \$125.00

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E-Book, 2017, 978 1 62036 531 1, \$22.99

Volume Three: Leadership and Administration

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Paper, 2017, 978 1 62036 533 5, \$28.00

E-Book, 2017, 978 1 62036 535 9, \$22.99

Volume Four: Inquiry and Influences

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Paper, 2017, 978 1 62036 537 3, \$28.00

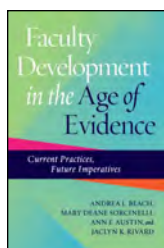
E-Book, 2017, 978 1 62036 539 7, \$22.99

Four Volume Set

496 pp, 6" x 9"

Paper, 2017, 978 1 62036 540 3, \$100.00

E-Book, 2017, 978 1 62036 542 7, \$80.00



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.

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. Faculty developers are responding to institutional needs for assessment, at the same time as they are being asked to address a wider range of institutional priorities in areas such as blended and online teaching, diversity, and the scale-up of evidence-based practices. They face the need to broaden their audiences, and address the needs of part-time, non-tenure-track, and graduate student instructors as well as of pre-tenure and post-tenure faculty. They are also feeling increased pressure to demonstrate the "return on investment" of their programs.

176 pp., 6" x 9", tables & figures
Cloth, 2016, 978 1 62036 267 9, \$125.00
Paper, 2016, 978 1 62036 268 6, \$29.95
E-Book, 2016, 978 1 62036 270 9, \$23.99

See also:

Success After Tenure, p. 82



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.

146 pp., 8 1/2" x 11", figures & tables
Cloth, 2015, 978 1 62036 171 9, \$125.00
Paper, 2015, 978 1 62036 172 6, \$29.95
E-Book, 2015, 978 1 62036 174 0, \$23.99

Also Available:

Faculty Mentoring / Mentee Guide

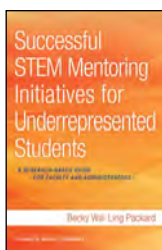
Tips for Mentors Inside or Outside the Department

16 pp
E-Book, 2015, 978 1 62036 274 7, \$5.00

Faculty Mentoring / Mentor Guide

Tips for Mentors Inside or Outside the Department

16 pp
E-Book, 2015, 978 1 62036 273 0, \$5.00



Successful STEM Mentoring Initiatives for Underrepresented Students

A Research-Based Guide for Faculty and Administrators

Becky Wai-Ling Packard

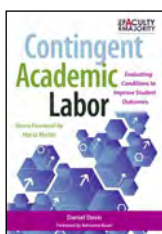
Foreword by Norman L. Fortenberry

"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, Chair, National Science Foundation Committee on Equal Opportunity in Science and Engineering, Davidson College*

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 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.

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



Contingent Academic Labor

Evaluating Conditions to Improve Student Outcomes

Daniel B. Davis

Foreword by Adrianna Kezar

The New Faculty Majority Series

136 pp., 6" x 9", 23 tables & 4 figures
Paper, 2017, 978 1 62036 252 5, \$19.95
Cloth, 2017, 978 1 62036 251 8, \$125.00
E-Book, 2017, 978 1 62036 254 9, \$15.99



Coming in from the Margins

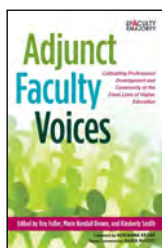
Faculty Development's Emerging Organizational Development Role in Institutional Change

Connie Schroeder

With Phyllis Blumberg, Nancy Van Note Chism, Catherine E. Frerichs, Susan Gano-Phillips, Devorah 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*

304 pp., 6" x 9", tables & graphs
Cloth, 2010, 978 1 57922 362 5, \$125.00
Paper, 2010, 978 1 57922 363 2, \$32.50
E-Book, 2012, 978 1 57922 504 9, \$25.99



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

Kimberly Smith

Foreword by Adrianna Kezar

"This book is a lucid analysis of the adjunct faculty crisis. It adds to the literature by updating the taxonomy of adjuncts in useful ways, but it is not just an academic exercise. 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. *Adjunct Faculty Voices* is 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*

The New Faculty Majority Series

170 pp., 6" x 9", 3 tables

Cloth, 2017, 978 1 62036 371 3, \$125.00

Paper, 2017, 978 1 62036 372 0, \$25.00

E-Book, 2017, 978 1 62036 374 4, \$19.99



Powerful Learning Communities

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

Organizational Effectiveness

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

Foreword by Vincent Tinto

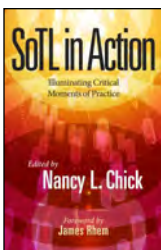
"Oscar Lenning and his colleagues have produced a landmark scholarly and policy statement on effective learning communities. It should be read by every faculty member and administrator in postsecondary education who is concerned with maximizing the developmental potential of this powerful educational intervention for students."—**Ernest T. Pascarella**, *Professor and Mary Louise Petersen Chair in Higher Education, The University of Iowa*

370 pp., 6" x 9"

Cloth, 2013, 978 1 57922 579 7, \$125.00

Paper, 2013, 978 1 57922 580 3, \$33.50

E-Book, 2013, 978 1 57922 582 7, \$26.99



NEW

SoTL in Action

Illuminating Critical Moments of Practice

Edited by Nancy L. Chick

Foreword by James Rhem

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

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

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

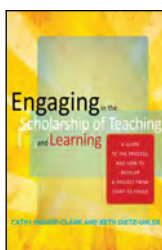
The authors represent a range of disciplines (the humanities, social sciences, natural sciences, and professions) and a mixture of familiar and unfamiliar names. Nancy Chick has selected contributions that compellingly illuminate why their authors focused on a particular critical moment, the questions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

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

Paper, 2018, 978 1 62036 693 6, \$32.50

Cloth, 2018, 978 1 62036 692 9, \$125.00

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



BESTSELLER

Engaging in the Scholarship of Teaching and Learning

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

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

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

Nelson, Emeritus Professor of Biology, Indiana University, and Founding President, International Society for the Scholarship of Teaching and Learning

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

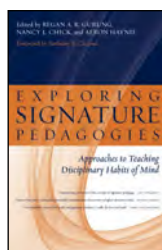
Each stage is illustrated by examples of actual SoTL studies and is accompanied by worksheets to help the reader refine ideas and map out his or her next steps. The process and worksheets are the fruit of the successful SoTL workshops the authors have offered at their institution for many years.

160 pp, 6" x 9", tables

Cloth, 2012, 978 1 57922 470 7, \$125.00

Paper, 2012, 978 1 57922 471 4, \$24.95

E-Book, 2012, 978 1 57922 812 5, \$19.99



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

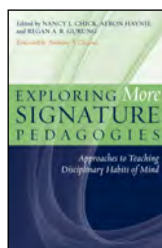
"A remarkable achievement that is sure to find its way onto everyone's short shelf of essential books on teaching and learning. [This book] belongs in the hands of every beginning teacher or anyone wanting a good road map to the problems and possibilities of teaching the liberal arts."—**Lendol Calder**, Associate Professor of History at Augustana College, currently represents the Organization of American Historians on the board of the National Council on History Education.

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, \$125.00

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

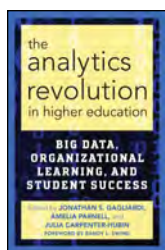
This companion volume to *Exploring Signature Pedagogies* covers disciplines not addressed in the earlier volume and further expands the scope of inquiry by interrogating the teaching methods in interdisciplinary fields and a number of professions.

272 pp, 6" x 9"

Cloth, 2012, 978 1 57922 475 2, \$125.00

Paper, 2012, 978 1 57922 476 9, \$33.50

E-Book, 2012, 978 1 57922 767 8, \$26.99



The Analytics Revolution in Higher Education

Big Data, Organizational Learning, and Student Success

Edited by Jonathan S. Gagliardi, Amelia Parnell

and Julia Carpenter-Hubin

Foreword by Randy L. Swing

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

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

Internally, there is a growing need among senior leaders, administrators, faculty, advisors, and staff for decision analytics that help craft better resource strategies and bring greater efficiencies and return-on-investment for students and families. Externally, state legislators, the federal government, and philanthropies demand more forecasting and more evidence than ever before. These demands require new and creative responses, as they are added to previous demands, rather than replacing them, and do not come with additional resources to produce the analysis to make data into actionable improvements. Thus the IR function must become that of teacher, ensuring that data and analyses are accurate, timely, accessible, and compelling, whether produced by an IR office or some other source. Despite formidable challenges, IR functions have begun to leverage big data and unlock the power of predictive tools and techniques, contributing to improved student outcomes.

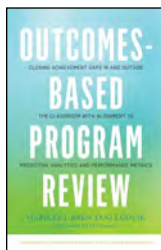
Co-published with AIR and ACE

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

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

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

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



NEW

Outcomes-Based Program Review

Closing Achievement Gaps In- and Outside the Classroom With Alignment to Predictive Analytics and

Performance Metrics

SECOND EDITION

Marilee J. Bresciani Ludvik

Foreword by Ralph Wolff

"This book has laid out a very effective case for using assessment in response to the cry for accountability from all constituents of higher education." — **Belle S. Wheelan**, *President, Southern Association of Colleges and Schools Commission on Colleges*

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.

With the emergence of competency-based education, the questioning of the value of a post-secondary degree, 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 in a manner that is reflective, adaptive, and collaborative, but which recognizes today's changed environment.

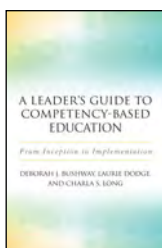
Among the new topics Marilee J. Bresciani Ludvik introduces in this edition is how to appropriately connect outcomes-based program review (OBPR) to performance indicators and predictive analytics and develop meaningful new performance metrics to inform our understanding of the student experience. All the cases, a signature feature of the first edition to illustrate best practice, have been replaced for this edition.

264 pp., 6" x 9", figures

Paper, Nov 2018, 978 1 62036 230 3, \$35.00

Cloth, Nov 2018, 978 1 62036 229 7, \$125.00

E-Book, Nov 2018, 978 1 62036 232 7, \$27.99



A Leader's Guide to Competency-Based Education

From Inception to Implementation

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

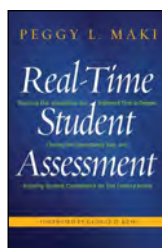
**Foreword by Amy
Laitinen**

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

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.

Designed to help institutional leaders become more competent in designing, building, and scaling high-quality 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.

176 pp, 6" x 9", 8 figures & 19 tables
Cloth, 2018, 978 1 62036 592 2, \$125.00
Paper, 2018, 978 1 62036 593 9, \$29.95
E-Book, 2018, 978 1 62036 595 3, \$23.99



Real-Time Student Assessment

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

Peggy L. Maki

Foreword by George D. Kuh

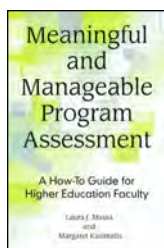
"This must-read, leading-edge, powerful volume challenges those in academe committed to increasing graduation rates, closing educational opportunity gaps, and enhancing quality learning, to move assessment to its critical next level—the integration of real-time student assessment into the fabric of the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

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

Peggy Maki 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 achieve the values of equity, transparency and quality it espouses; and 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, \$125.00
Paper, 2017, 978 1 62036 488 8, \$29.95
E-Book, 2017, 978 1 62036 490 1, \$23.99



Meaningful and Manageable Program Assessment

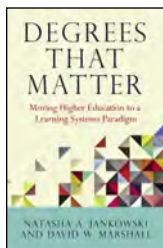
A How-To Guide for Higher Education Faculty

Laura J. Massa and Margaret Kasimatis

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

The 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, \$125.00
Paper, 2017, 978 1 62036 564 9, \$29.95
E-Book, 2017, 978 1 62036 566 3, \$23.99



Degrees That Matter

Moving Higher Education to a Learning Systems Paradigm

Natasha A. Jankowski and David W. Marshall

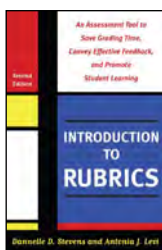
"Rather than rehashing current debates about the usefulness of higher education, Jankowski and Marshall focus on the heart of the matter, student learning. By rethinking tired conventions, by questioning long held assumptions, and by pointing to the most useful and applicable resources, they offer practical steps for making education more effective and students more successful. 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*

"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, \$125.00
Paper, 2017, 978 1 62036 464 2, \$35.00
E-Book, 2017, 978 1 62036 466 6, \$23.99



BESTSELLER

Introduction to Rubrics

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

SECOND EDITION

Dannelle D. Stevens and Antonia J. Levi

Foreword by Barbara E. Walvoord

“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”

Cloth, 2012, 978 1 57922 587 2, \$125.00

Paper, 2012, 978 1 57922 588 9, \$27.50

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



Excellence in Higher Education Guide

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

EIGHTH EDITION

Brent D. Ruben

This edition provides a broad and integrated approach to 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 within a particular department, division or campus.

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

The *Guide* is also sold as an e-book bundle with the Facilitator’s materials.

110 pp., 8 1/2” x 11”

Cloth, 2016, 978 1 62036 395 9, \$125.00

Paper, 2016, 978 1 62036 396 6, \$39.95

E-Book, 2016, 978 1 62036 398 0, \$31.99

Workbook and Scoring Instructions

144 pp., 8 1/2” x 11”

Paper, 2016, 978 1 62036 400 0, \$25.00

E-Book, 2016, 978 1 62036 402 4, \$19.99

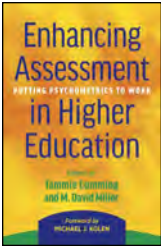
Facilitator’s Materials

E-Book, 2016, 978 1 62036 406 2, \$19.99

Guide & Facilitator’s Materials Set

180 pp., 8 1/2” x 11”, 17 illus

Paper & E-Book, 2016, 978 1 62036 399 7, \$45.00



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*

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



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 education meet demands for accountability by obtaining, managing, using, and reporting valid outcome attainment measures at the course level; and mapping outcome 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; write assessments that measure the expectations; and produce test scores that are valid for their intended use and interpretation, so that valid inferences can be made about students and programs.

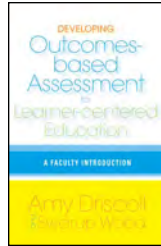
It is a "how-to" manual that is rich with guidelines, model forms, and examples that will lead the reader through the steps to "connect the dots" from outcomes assessment to outcomes-based reporting.

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

Cloth, 2016, 978 1 62036 479 6, \$125.00

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

E-Book, 2016, 978 1 62036 482 6, \$19.99



Developing Outcomes-Based Assessment for Learner-Centered Education

A Faculty Introduction

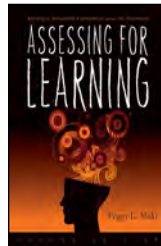
Amy Driscoll and Swarup Wood

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, \$125.00

Paper, 2007, 978 1 57922 195 9, \$28.95



Assessing for Learning

Building a Sustainable Commitment Across the Institution

SECOND EDITION

Peggy L. Maki

"Peggy Maki's text as a whole represents a compre-

hensive 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

Cloth, 2010, 978 1 57922 440 0, \$125.00

Paper, 2010, 978 1 57922 441 7, \$39.95

E-Book, 2012, 978 1 57922 496 7, \$31.99

Higher Education Accreditation

How It's Changing, Why It Must

Paul L. Gaston

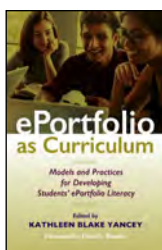
Foreword by Eduardo M. Ochoa

"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*

240 pp., 6" x 9"

Cloth, 2013, 978 1 57922 762 3, \$37.50

E-Book, 2013, 978 1 57922 765 4, \$29.99



NEW

ePortfolio as Curriculum

*Models and Practices
for Developing Students'
ePortfolio Literacy*

**Edited by Kathleen Blake
Yancey**

Foreword by Terry Rhodes

"Excellent! Master teacher/learner Kathy Yancey curates a richly fine-grained collection, zooming in on the exciting ways that today's faculty – and students – use one of higher education's most transformative practices. Provocative and satisfying. First rate!"—**Bret Eynon**, *Associate Provost, LaGuardia Community College (CUNY)* and co-editor, *Catalyst in Action: Case Studies of High Impact ePortfolio Practice*.

At a moment when the ePortfolio has been recognized as a high impact practice – as a unique site for hosting student integrative learning and as a powerful genre for assessment.

This book both illustrates and provides guidance on how to support the development of students' ePortfolio literacy. The ePortfolio curricular models illustrated include both those integrated within existing disciplinary courses and those offered through credit-bearing stand-alone courses.

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

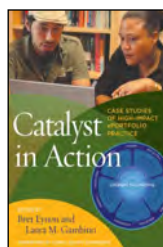
Synthesizing insights from the previous chapters, the concluding chapter identifies six consistent features of an ePortfolio curriculum that support the development of students' ePortfolio literacy. In addition, Kathleen Blake Yancey identifies and defines seven common ePortfolio curricular dimensions that contribute to students' ePortfolio literacy, among them student agency, digital identity, and campus and global citizenship. Not least, she describes new practices emerging from ePortfolio curricula, including new ePortfolio-specific genres; new metaphors used to characterize ePortfolios and their practices; and new issues that the ePortfolio curriculum raises.

252 pp, 6" x 9"

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

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

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



Catalyst in Action

*Case Studies of High-
Impact ePortfolio
Practice*

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

**Foreword by Carol Geary
Schneider**

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

In 2017, Bret Eynon and Laura M. Gambino released *High-Impact ePortfolio Practice*, which drew broad acclaim from faculty and educational leaders.

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 this book, 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 integrative strategies into practice. *Catalyst in Action* shares their findings and their insights.

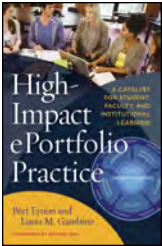
Published in association with AAC&U

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

Paper, Oct 2018, 9781620368671, \$35.00

Cloth, Oct 2018, 9781620368664, \$125.00

E-Book, Oct 2018, 9781620368695, \$27.99

**BESTSELLER**

High-Impact ePortfolio Practice

A Catalyst for Student, Faculty, and Institutional Learning

Bret Eynon and Laura M. Gambino

Foreword by George D. Kuh

"The Eynon-Gambino book will become an instant classic, readable, authoritative, reflecting the experience of many diverse institutions and finally settling the question 'what is an ePortfolio?' I recommend this book to anyone in higher education."—**Trent Batson**, *Founder of AAEEBL, the international ePortfolio organization*

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

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

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, \$125.00
Paper, 2017, 978 1 62036 505 2, \$35.00
E-Book, 2017, 978 1 62036 507 6, \$27.99



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

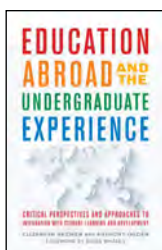
"[This] is the most accessible book I have seen about using ePortfolios in higher education. I was impressed with their thoroughness and lucidity. Thanks to Reynolds and Patton for this significant contribution to the field of ePortfolio studies."—**Trent Batson**, *President, The Association for Authentic,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

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, 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 life-long ePortfolios.

186 pp., 7" x 10", figures & tables
Cloth, 2014, 978 1 57922 899 6, \$125.00
Paper, 2014, 978 1 57922 900 9, \$29.95
E-Book, 2015, 978 1 57922 902 3, \$23.99



NEW

Education Abroad and the Undergraduate Experience

Critical Perspectives and Approaches to Integration with Student Learning and Development

Student Learning and Development

Edited by Elizabeth Brewer and Anthony C. Ogden

Foreword by Brian Whalen

"The power of this book and its authors is in how it propels the education abroad field forward by:

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

This book informs and is useful to the multiple stakeholders who have varied interests in and concerns about education abroad: higher education administrators, education abroad researchers, faculty members, policy makers, graduate students, and of course education abroad professionals"—**Brian Whalen**, *President and CEO of The Forum on Education Abroad, 2006-2018*

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

Co-published with NAFSA

288 pp, 6" x 9"

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

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

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



NEW

The Senior International Officer as Change Agent

SECOND EDITION

John D. Heyl and Fiona J. H. Hunter

This new edition reflects the dramatic changes that have taken place across the world in higher education in the decade since it first was published, and addresses how they specifically impact international education and inform the role of senior international officer (SIO) today.

Facing such issues as the global competition for student talent at a time of declining enrollments; the impacts of technology; the increasing diversity on campus; pressures to partner across borders; changing emphases in institutional mission; and the expectations of both parents and students in gaining a global perspective during university studies, it's clear that the key issue facing SIOs is managing change as colleges and universities seek to strengthen, professionalize, and centralize - or in some cases decentralize - their international offices.

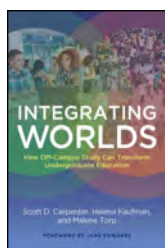
Published by AIEA. Distributed by Stylus.

96 pp, 6" x 9"

Paper, Jan 2019, 978 1 62036 959 3, \$24.95

Cloth, Jan 2019, 978 1 62036 958 6, \$125.00

E-Book, Jan 2019, 978 1 62036 961 6, \$19.99

**NEW**

Integrating Worlds

How Off-Campus Study Can Transform Undergraduate Education

Scott D. Carpenter,

Helena Kaufman and Malene Torp

Foreword by Jane Edwards

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

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

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

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

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

216 pp, 6" x 9"

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

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

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



NOTIFY ME



Leading Internationalization

A Handbook for International Education Leaders

Edited by Darla K. Deardorff and Harvey Charles

Foreword by E. Gordon Gee

Afterword by Allan E. Goodman

"A practical guide for university leadership based on standards of professional practice and the distilled wisdom of highly successful senior international officers, this book shares successful strategies and tactics to advance the global priorities of any campus. It is an essential guide for institutions at every level of internationalization."—

Brian Whalen, *Former President and CEO, The Forum on Education Abroad*

"An essential and comprehensive resource for new and current senior international officers (SIOs). The contributors examine the complexities of the SIO's role while offering practical, purposeful chapters on the key dimensions of the position. They make a compelling case for the professionalization of the SIO position, and detail the nuances of on-campus and off-campus alliance building that are critical in achieving success with diverse communities in a methodical and easily applicable manner."—**Dawn Michele Whitehead**, *Senior Director for Global Learning and Curricular Change, Office of Integrative Liberal Learning and the Global Commons, AAC&U*

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.

Co-published with AIEA.

200 pp, 6" x 9", figures

Cloth, 2018, 978 1 62036 783 4, \$125.00

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

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



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

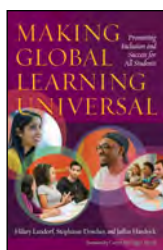
Foreword by Rafia Zakaria

"The authors invite readers to re-imagine global service learning through a lens of community-based global learning and they do this by putting criticality at the center. This book creates a space for the tension that CBGL educators and practitioners confront and experience when engaging in global community-based learning programs. It offers strong theoretical insights and practical tools to go deeper with our students and ourselves, especially as it relates to reflective practices and intentional program design. It's a strong resource for doing CBGL with critically reflective intentionality."—**Marisol Morales**, *Vice-President for Network Leadership, Campus Compact*

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

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

288 pp, 6" x 9", tables, toolboxes & figures
Cloth, 2018, 978 1 62036 087 3, \$125.00
Paper, 2018, 978 1 62036 088 0, \$32.95
E-Book, 2018, 978 1 62036 090 3, \$25.99



Making Global Learning Universal

Promoting Inclusion and Success for All Students

Hilary Landorf, Stephanie Doscher and Jaffus Hardrick

Foreword by Caryn McTighe Musil

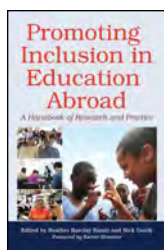
"[This book] records a remarkable institutional venture, provides extraordinary vision, and bolsters the reluctant to not hold back. The authors offer contemporary theories that undergird this new conception of global learning, the engagement with diversity as foundational, the nuts and bolts of how they proceeded and where they stumbled, the strategies that involved 1200 faculty in 97 different professional development opportunities, and the leadership and infrastructure that have been critical to sustaining momentum. This book has redrawn the map for global learning. The authors not only recognize that the world is not flat, but they reveal that it can be seen, understood, experienced, and engaged with right here on American soil."—**Caryn McTighe Musil**, *Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U*

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

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

Co-published with NAFLA

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



Promoting Inclusion in Education Abroad

A Handbook of Research and Practice

Edited by Heather Barclay Hamir and Nick J. Gozik

Foreword by Esther D. Brimmer

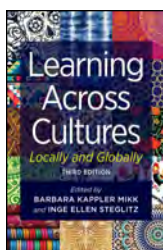
"In this practical guide brimming with examples and insights, co-editors Heather Barclay Hamir and Nick Gozik provide university administrators, scholars, and the public with a crisp analysis of why different groups are underrepresented and offer ways to increase the diversity of students engaged in 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 college students; undocumented students; racial and ethnic minorities; science, technology, engineering, and mathematics (STEM) majors; and males. The authors illuminate the issues which may inhibit education abroad participation, from individual to institutional, and present strategies reflecting a broad range of institutional contexts, resources, and needs.

Co-published with NAFSA

248 pp, 6" x 9", 10 figures & 11 tables
Cloth, 2018, 978 1 62036 555 7, \$125.00
Paper, 2018, 978 1 62036 556 4, \$32.50
E-Book, 2018, 978 1 62036 558 8, \$25.99



Learning Across Cultures

Locally and Globally

THIRD EDITION

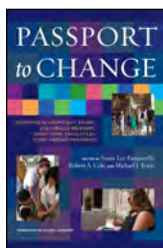
Edited by Barbara Kappler Mikk and Inge Ellen Steglitz

"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*

Co-published with NAFSA

242 pp, 6" x 9", figures
Paper, 2017, 978 1 942719 14 4, \$32.50



Passport to Change

Designing Academically Sound, Culturally Relevant, Short-Term, Faculty-Led Study Abroad Programs

Edited by Susan Lee Pasquarelli, Robert A.

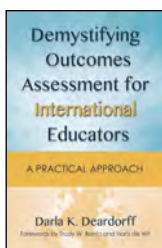
Cole and Michael J. Tyson

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, 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*

266 pp, 6" x 9", 39 figures
Cloth, 2017, 978 1 62036 547 2, \$125.00
Paper, 2017, 978 1 62036 548 9, \$29.95
E-Book, 2017, 978 1 62036 550 2, \$23.99



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**

"Strategic internationalization has rapidly become one of the most significant trends within higher education. With precision and purpose, Dr. Deardorff provides a rigorous and flexible model to measure, evaluate and showcase key student-based outcomes associated with international education initiatives. With its focus on inputs and approach, her work helps us measure outcomes and impact (what counts in international education), and makes an invaluable contribution to the community."—**Clay Hensley, Senior Director, International Strategy & Outreach, The College Board**

242 pp, 7" x 10"

Cloth, 2015, 978 1 62036 127 6, \$125.00

Paper, 2015, 978 1 62036 128 3, \$29.95

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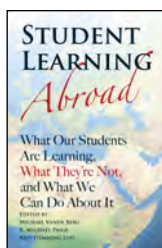
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BESTSELLER

Student Learning Abroad

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

Edited by Michael Vande Berg, R. Michael Paige and Kris Hemming Lou

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

The Review of Higher Education

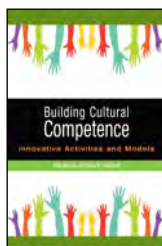
Student Learning Abroad reviews the dominant paradigms of study abroad; marshals rigorous research findings, with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning; brings to bear the latest knowledge about human learning and development that 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.

470 pp, 6" x 9", figures

Cloth, 2012, 978 1 57922 713 5, \$125.00

Paper, 2012, 978 1 57922 714 2, \$39.95

E-Book, 2012, 978 1 57922 716 6, \$31.99



BESTSELLER

Building Cultural Competence

Innovative Activities and Models

Edited by Kate Berardo and Darla K. Deardorff

Foreword by Fons Trompenaars

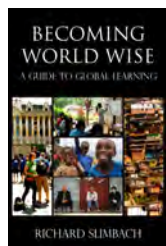


"*Building Cultural Competence* makes a valuable contribution to intercultural trainers by presenting 50+ innovative activities designed specifically for the development of intercultural competence and framing the use of these activities in terms of intercultural facilitation and intercultural development."—**R.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

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, \$125.00
Paper, 2012, 978 1 57922 804 0, \$56.00
E-Book, 2012, 978 1 57922 806 4, \$44.99



Becoming World Wise

A Guide to Global Learning

Richard Slimbach



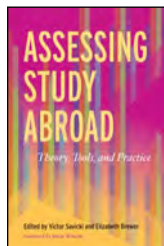
"Richard Slimbach has skillfully taken on a gargantuan task in writing a

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.

238 pp., 6" x 9"
Cloth, 2010, 978 1 57922 346 5, \$125.00
Paper, 2010, 978 1 57922 347 2, \$26.00
E-Book, 2012, 978 1 57922 498 1, \$20.99



Assessing Study Abroad

Theory, Tools, and Practice

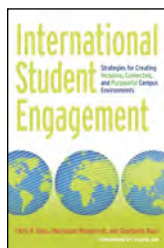
Edited by Victor Savicki and Elizabeth Brewer

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*

344 pp., 6" x 9"
Cloth, 2015, 978 1 62036 213 6, \$125.00
Paper, 2015, 978 1 62036 214 3, \$35.00
E-Book, 2015, 978 1 62036 216 7, \$27.99



International Student Engagement

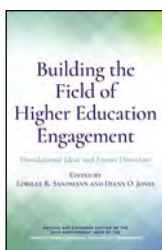
Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments

Chris R. Glass, Rachawan Wongtirat and Stephanie Buus

Foreword by Fanta Aw

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

124 pp., 6" x 9"
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Paper, 2014, 978 1 62036 148 1, \$29.95
E-Book, 2015, 978 1 62036 150 4, \$23.99



NEW

Building the Field of Higher Education Engagement

Foundational Ideas and Future Directions

Edited by Lorilee R.

Sandmann and Diann O. Jones

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

The three parts of this book are designed to promote a continuing field-building conversation: a look back at foundational documents of the field; a set of provocative questions interrogating those foundational works; and a look to the future by the next generation of leaders in the field. The central part is the special 20th anniversary issue of the *Journal of Higher Education Outreach and Engagement*, which brings together key documents of the scholarship of engagement with reflections on those documents by key scholars and/or the authors of the original works. In addition to highlighting the foundations and evolution of the field, this work also looks ahead to the next generation of voices and views as input to the conversation, with a closing chapter that includes invited essays by nine outstanding community-engaged thinkers and writers of the next 20 years who share their ideas about probable futures.

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

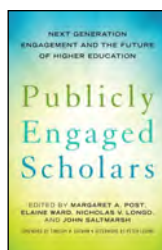
Paper, Jan 2019, 978 1 62036 855 8, \$37.50

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

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

Also see:

Community-Based Global Learning, p. 48



Publicly Engaged Scholars

Next-Generation Engagement and the Future of Higher Education

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

Foreword by Timothy K. Eatman

Afterword by Peter Levine

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

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

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.

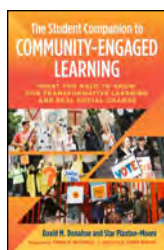
This book offers a vision of the university as a part of an ecosystem of knowledge production, addressing public problems with the purpose of advancing a more inclusive, deliberative democracy; and explores the new paradigm for teaching, learning, and knowledge creation necessary to make it a reality.

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

Cloth, 2016, 978 1 62036 263 1, \$125.00

Paper, 2016, 978 1 62036 264 8, \$35.00

E-Book, 2016, 978 1 62036 266 2, \$27.99



The Student Companion to Community Engaged Learning

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

David M. Donahue and Star Plaxton-Moore

Foreword by Tania D. Mitchell

Afterword by Chris Nayve



"Engaging students in a familiar voice and pulling them into deeper conversation through embedded digital content, *The Student Companion* walks students through decades of wisdom and insight about community engagement. For students, the book can be a macro-reflection — encouraging careful critical examination of engagement while honoring the challenging emotional terrain and power dynamics embedded, yet often ignored, in community engagement. Most importantly the volume honors the beauty, complexity, and strength of communities as rich resources for the world, and for students. *The Companion* is a key resource for students and higher education."—**Mathew Johnson**, Associate Dean of the College for Engaged Scholarship, Executive Director of the Howard R. Swearer Center, Brown University

This compact, accessibly written text 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.

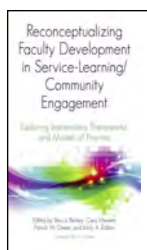
This text is a guide to what's involved in community-engaged learning, from understanding the pervasiveness of social, economic and environmental problems, to learning about how individuals and organizations in communities work to overcome them. Students will discover through a process of reflection how service connects to personal 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.

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

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

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

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



Reconceptualizing Faculty Development in Service-Learning/Community Engagement

Exploring Intersections, Frameworks, and Models of Practice

Edited by Becca Berkey, Cara Meixner, Patrick M. Green and Emily Eddins

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

The role of educational developer in the realm of service-learning and community engagement (SLCE) is multidimensional. 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 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.

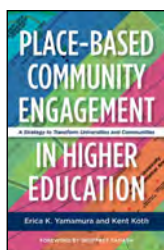
The case studies provide an outline of program models and promising practices, including an authentic analysis of the institutional context within which they operate, the positionality of the practitioner-scholars overseeing them, the resources required, and the evidence related to both successes and challenges of these approaches.

348 pp., 6" x 9"

Cloth, 2018, 978 1 62036 612 7, \$125.00

Paper, 2018, 978 1 62036 613 4, \$35.00

E-Book, 2018, 978 1 62036 615 8, \$27.99



Place-Based Community Engagement in Higher Education

A Strategy to Transform Universities and Communities

Erica K. Yamamura and Kent Koth

Foreword by Geoffrey Canada

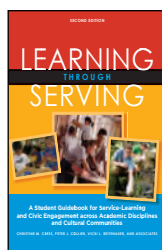
"This book is required reading for those seeking to develop or refine place-based engagement initiatives."—**Lina D. Dostilio**, *Assistant Vice Chancellor of Engagement, Associate Professor of Practice in Education, University of Pittsburgh*

"The arrival of [this book] 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.

160 pp., 6" x 9", figures, tables & maps
Cloth, 2018, 978 1 62036 676 9, \$125.00
Paper, 2018, 978 1 62036 677 6, \$35.00
E-Book, 2018, 978 1 62036 679 0, \$27.99



BESTSELLER

Learning Through Serving

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

Cultural Communities

SECOND EDITION

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



REVIEW OF THE FIRST EDITION

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

Journal of College Student Development

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, \$125.00
Paper, 2013, 978 1 57922 990 0, \$27.50
E-Book, 2013, 978 1 57922 992 4, \$21.99



Transformative Civic Engagement Through Community Organizing

Maria Avila

Foreword by Scott J. Peters

Afterword by Michael Gecan

"We strongly recommend this book for anyone who is attempting to combine community organizing with their scholarship. Through the use of personal experiences and practical advice, Avila offers a text that is both deeply personal and profoundly universal. Avila's reflections on her journey in community organizing in higher education are engaging as they provide lessons for newcomers to the field. For instance, she documents how civic engagement and scholarship are not mutually exclusive practices. As she makes clear in the opening chapter, they are interconnected and intersecting."—*Partnerships: A Journal of Service-Learning and Civic Engagement*

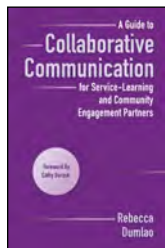
Community organizing recognizes the need to understand the world as it is in order to create spaces where stakeholders can dialogue and deliberate about strategies for creating the world as we would like it to be. Maria Avila offers a vision and process that can lead to creating institutional change in higher education, in communities surrounding colleges and universities, and in society at large.

136 pp., 6" x 9"

Cloth, 2017, 978 1 62036 103 0, \$125.00

Paper, 2017, 978 1 62036 104 7, \$35.00

E-Book, 2017, 978 1 62036 106 1, \$27.99



A Guide to Collaborative Communication for Service-Learning and Community Engagement Partners

Rebecca Dumlaio

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. 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 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.

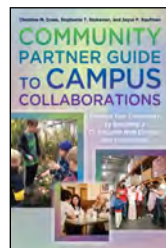
This book is addressed to partners at all levels focused on community engagement and service-learning. It is intended for preparing college students to work more effectively in the community, as well as for workshops for community and campus members who work with service-learning students. It can equally be used in leadership workshops in academic and community settings.

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

Paper, 2018, 978 1 62036 108 5, \$27.50

Cloth, 2018, 978 1 62036 107 8, \$125.00

E-Book, 2018, 978 1 62036 110 8, \$21.99



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 also available in sets of six or twelve, at reduced prices, to facilitate its use for planning, and for training of leaders engaged in partnerships.

140 pp., 7" x 10", 16 tables, 18 figures & 22 pull-out texts

Cloth, 2015, 978 1 62036 135 1, \$125.00

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



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*

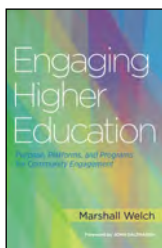
This text is designed for faculty, graduate students, service-learning and other engaged learning and scholarship practitioners, alliance members, special interest groups, and organizations that desire to strengthen student learning and utilize research for improvement in their communities.

360 pp, 6" x 9", 11 illus

Cloth, 2016, 978 1 62036 355 3, \$125.00

Paper, 2016, 978 1 62036 356 0, \$35.00

E-Book, 2016, 978 1 62036 358 4, \$27.99



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 new and much needed guide for institutions and faculty seeking to expand and improve community engagement in their institutions.”—**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. It will also serve the needs of graduate students aspiring to become the future professoriate as engaged scholars, or considering preparation for new administrative positions being created at centers.

Co-published with Campus Compact

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

Cloth, 2016, 978 1 62036 383 6, \$125.00

Paper, 2016, 978 1 62036 384 3, \$45.00

E-Book, 2016, 978 1 62036 386 7, \$35.99



Working Side by Side

*Creating Alternative
Breaks as Catalysts for
Global Learning,
Student Leadership,
and Social Change*

**Shoshanna Sumka,
Melody Christine Porter
and Jill Piacitelli**

Foreword by Tanya O. Williams



“[This book] is an essential resource for educators and student leaders

who seek to engage students in alternative breaks.”—**Barbara Jacoby**, *Faculty Associate, Leadership & Community Service-Learning, University of Maryland*

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.

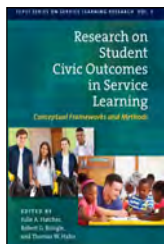
390 pp, 6" x 9", figures & tables

Cloth, 2015, 978 1 62036 123 8, \$125.00

Paper, 2015, 978 1 62036 124 5, \$32.50

E-Book, 2015, 978 1 62036 126 9, \$25.99

IUPUI Series on Service Learning Research



Research on Student Civic Outcomes in Service Learning

Conceptual Frameworks and Methods

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

Bringle and Thomas W. Hahn

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

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

336 pp, 6" x 9"

Cloth, 2016, 978 1 57922 342 7, \$125.00

Paper, 2016, 978 1 57922 343 4, \$39.95

E-Book, 2016, 978 1 57922 345 8, \$31.99



Research on Service Learning

Conceptual Frameworks and Assessments

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

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

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

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



Volume 2A: Students and Faculty

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

Cloth, 2012,

978 1 57922 340 3, \$99.95

Paper, 2012,

978 1 57922 341 0, \$49.95

E-Book, 2013,

978 1 57922 839 2, \$39.99



Volume 2B: Communities, Institutions, and Partnerships

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

Cloth, 2012,

978 1 57922 883 5, \$99.95

Paper, 2012,

978 1 57922 884 2, \$49.95

E-Book, 2013,

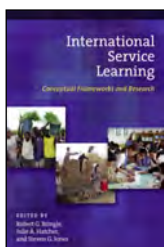
978 1 57922 886 6, \$39.99

Research on Service Learning

Two-Volume set

660 pp, 6" x 9"

Paper, 2012, 978 1 57922 919 1, \$85.00



International Service Learning

Conceptual Frameworks and Research

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

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

416 pp, 6" x 9", tables

Cloth, 2010, 978 1 57922 338 0, \$125.00

Paper, 2010, 978 1 57922 339 7, \$39.95

E-Book, 2012, 978 1 57922 536 0, \$31.99



Service Learning in the Disciplines Series



AAHE
AMERICAN ASSOCIATION
OF HIGHER EDUCATION

Edited by Edward Zlotkowski

The practical guides in this set combine the “how-to” information and the rigorous intellectual framework sought by teachers. Each volume has been written by scholars writing for peers in their own discipline, discussing how service-learning can be implemented within a specific discipline, and what that discipline contributes to the pedagogy of service-learning. Each of these 21 titles offers the theoretical background and practical pedagogical chapters describing the design, implementation, and outcomes of specific service-learning programs, as well as annotated bibliographies, program descriptions, and course syllabi.

Service Learning in the Disciplines Series 21 Volume Set

978 1 56377 005 0, \$600.00

Individual volumes: Paper, 6”x 9”, \$35.00

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Foreword by Carmen Chaves Tessner

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Edited by Linda Adler-Kassner, Robert Crooks and Ann Watters

978 1 56377 006 7

Service-Learning for Civic Engagement Series

Series Editor: Gerald Eisman,
*Institute for Civic & Community
Engagement at San Francisco State
University*

Each volume in this series is organized around a specific community issue, and provides multiple perspectives on both the theoretical foundations for understanding the corresponding issue, and purposeful approaches to addressing it.

The contributors to these books – who represent disciplines in the sciences, humanities and social sciences – offer vivid examples of how they have integrated civic engagement in their courses, explain their objectives, and demonstrate how they assess outcomes.

They provide a panoply of exemplary practice, insight, and course materials to enhance civic learning.

To stimulate the adaptation of the approaches described in these books, each volume includes an Activity / Methodology table that summarizes key elements of each example, such as class size and other potential disciplinary applications.

5-Volume Paperback Set:
978 1 57922 727 2, \$140.00



Social Responsibility and Sustainability

Multidisciplinary Perspectives Through Service Learning

Edited by Tracy McDonald

Foreword by Robert A. Corrigan

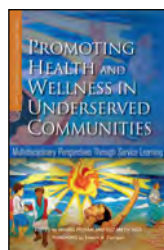
This volume presents the work of faculty who have been moved to make sustainability the focus of their work, and to use service learning as one method of teaching sustainability to their students.

The opening section of this book offers models for opening students to the awareness of the ecological aspects of sustainability, and of the inter-

dependence of the ecosystem with human and with institutional decisions and behavior.

Part II explores means for fostering commitment to community service and experiencing the capacity to effect change. Part III addresses sustainability within the business context, with emphasis on the “triple bottom line.”

270 pp., 6" x 9", graphs & tables
Cloth, 2011, 978 1 57922 417 2, \$125.00
Paper, 2011, 978 1 57922 418 9, \$35.00
E-Book, 2012, 978 1 57922 726 5, \$27.99



Promoting Health and Wellness in Underserved Communities

Edited by Anabel Pelham and Elizabeth Sills

260 pp., 6" x 9"
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Paper, 2010, 978 1 57922 241 3, \$35.00
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Race, Poverty, and Social Justice

Edited by José Z. Calderón

“With topics ranging from day laborer centers and homelessness to preparing the student for life in a diverse global society, the collection provides practical strategies for achieving transformative learning in multiple contexts.”—*Diversity & Democracy (AAC&U)*

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Edited by Sally Tannenbaum

“Highly recommended.”—*Choice*
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Edited by Geraldine B. Stahly

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Stylus

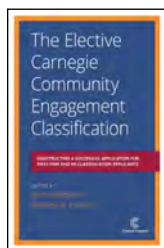
Campus Compact



Campus Compact

Campus Compact is a national coalition of nearly 1,100 colleges and universities committed to the public purposes

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



The Elective Carnegie Community Engagement Classification

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

Edited by John Saltmarsh and Mathew B. Johnson

"In *The Elective Carnegie Community Engagement Classification*, Saltmarsh and Johnson have brought together scholars and practitioners from a diverse array of institutions who provide thoughtful, practical advice and insights about community engagement efforts in higher education. These experts offer candid reflections on how the process of applying for (or renewing) the classification can benefit an institution's culture, commitment, self-assessment, strategic planning, and outreach. Institutions interested in pursuing this voluntary classification, as well as in enhancing their community engagement initiatives more broadly, will find this volume to be an extremely valuable resource." — **Jonathan Alger**, President, James Madison University

"Whether your campus plans to apply for the classification or you want an excellent guide for internal planning and assessment, this book is an excellent resource to help inform your path toward a strong and effective agenda of engagement." — **Barbara A. Holland**, Distinguished Professor of Community Engagement, University of Nebraska, Omaha

Saltmarsh and 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-

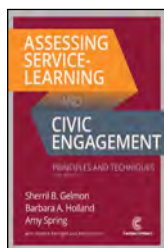
time or reclassification application for this recognition. Contributors offer insight on approaches to collecting the materials needed for an application and strategies for creating a complete and successful application. Chapters include detailed descriptions of what happened on campuses that succeeded 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.

166 pp, 6" x 9"

Cloth, 2018, 978 1 945459 13 9, \$125.00

Paper, 2018, 978 1 945459 14 6, \$39.95

E-Book, 2018, 978 1 945459 16 0, \$31.99



Assessing Service-Learning and Civic Engagement

Principles and Techniques

SECOND EDITION

**Sherril B. Gelmon,
Barbara A. Holland and Amy Spring
With Seanna Kerrigan and Amy Driscoll**

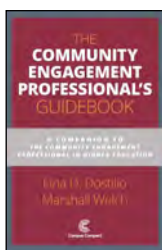
This book offers a broad overview of many issues related to assessment in higher education, with specific application for understanding the impact of service-learning and civic engagement initiatives. This revised edition includes an additional chapter that explores recent changes in the assessment landscape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

500 pp, 8 1/2" x 11"

Cloth, 2018, 978 1 945459 09 2, \$125.00

Paper, 2018, 978 1 945459 10 8, \$49.95

E-Book, 2018, 978 1 945459 11 5, \$39.99



NEW

The Community Engagement Professionals' Guidebook

A Companion to The Community Engagement

Professional in Higher Education

Lina D. Dostilio and Marshall Welch

Foreword by Andrew J. Seligsohn

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

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

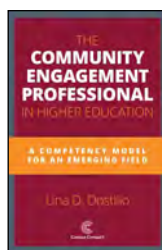
The *Guidebook* offers a rich and deep dive, breaking down the essential components of a professional’s work. From mentoring faculty research, leading campaigns to build civic engagement curriculum on campus, to managing the staff who support community engagement units, Dostilio and Welch tackle the breadth of the CEP’s work by drawing on key resources and their own decades of experience in the field. Throughout the book, readers will encounter “Compass Points” that call for personal reflection and engagement with the text. These interactive moments combine with end-of-chapter questions to prompt thinking about a CEP’s critical commitments, to create a powerful and engaging toolkit that will be essential for any person doing community and civic engagement work on campus.

224 pp, 6” x 9”, tables & figures

Paper, Dec 2018, 978 1 94545 918 4, \$39.95

Cloth, Dec 2018, 978 1 94545 917 7, \$125.00

E-Book, Dec 2018, 978 1 94545 920 7, \$31.99



The Community Engagement Professional in Higher Education

A Competency Model for An Emerging Field

Edited by Lina D. Dostilio

“This volume provides a comprehensive and broad

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

Marshall Welch

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

224 pp, 6” x 9”, tables & figures

Cloth, 2017, 978 1 945459 02 3, \$125.00

Paper, 2017, 978 1 945459 03 0, \$39.95

E-Book, 2017, 978 1 945459 05 4, \$31.99

Benchmarks for Campus Community Partnerships

Edited by Jan Torres

45 pp, 8” x 10 1/4”

Pamphlet, 2000, 978 0 9667371 4 1, \$18.00

Civic Engagement Across the Curriculum

A Resource Book for Service-Learning Faculty in All Disciplines

Richard M. Battistoni

E-Book, 2016, 978 1 945459 08 5, \$24.99

Fundamentals of Service-Learning Course Construction

Kerrissa Heffernan

300 pp, 8 1/2” x 11”

Paper, 2001, 978 0 9667371 6 5, \$45.00



Introduction to Service-Learning Toolkit

Readings and Resources for Faculty

SECOND EDITION

304 pp, 8 1/2" x 11"

Paper, 2003, 978 0 9729394 1 6, \$49.00

Lessons Learned on the Road to Student Civic Engagement

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

46 pp, 7" x 10"

Pamphlet, 2006, 978 0 9729394 7 8, \$12.00

Looking In, Reaching Out

A Reflective Guide for Community Service-Learning Professionals

Edited by Barbara Jacoby and Pamela Mutascio

Foreword by Richard Harris

260 pp, 8 1/2" x 11"

Paper, 2010, 978 0 9729394 9 2, \$35.00

One with the Community

Indicators of Engagement at Minority-Serving Institutions

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

205 pp, 8 1/2" x 11"

Paper, 2005, 978 0 9729394 4 7, \$35.00

Partnerships That Work

The Stories and Lessons From Campus/Community Collaborations

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

48 pp, 8 1/2" x 11"

Paper, 2010, 978 1 945459 01 6, \$10.00

Raise Your Voice

A Student Guide to Making Positive Social Change

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

148 pp, 8 1/2" x 11"

Paper, 2006, 978 0 9729394 6 1, \$37.00

Service-Learning Course Design for Community Colleges

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

Foreword by Kay McClenney

109 pp, 8 1/2" x 11"

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

Students as Colleagues

Expanding the Circle of Service-Learning Leadership

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

279 pp, 7" x 10"

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

The Community's College

Indicators of Engagement at Two-Year Institutions

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

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

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

The Engaged Department Toolkit

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

90 pp, 8 1/2" x 11"

Paper & CD-ROM, Jul 2003, 978 0 9667371 0 3, \$70.00

The New Student Politics

The Wingspread Statement on Student Civic Engagement

SECOND EDITION

Sarah E. Long

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

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

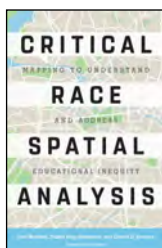
The Promise of Partnerships

Tapping into the College as a Community Asset

Jim Scheibel, Erin M. Bowley and Steven Jones

110 pp, 6" x 9"

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



Critical Race Spatial Analysis

Mapping to Understand and Address Educational Inequity

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

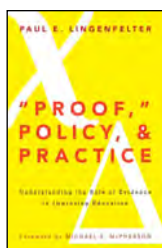
“...We highly recommend this text to all who are interested in exposing and eradicating educational inequities.”— **Teachers College Record**

“This ground-breaking volume brings together cutting-edge scholarship that applies the principles and inspiration of critical race theory (CRT) to critical spatial analyses. The result is a provocative and fascinating collection that will have a lasting impact on the field.”— **David Gillborn**, *Director, Centre for Research in Race & Education, University of Birmingham*

“*Critical Race Spatial Analysis* is an intellectually captivating text. The use of practical, real life examples and accessible language are ideal for beginners in critical race studies, providing them conceptual and empirical anchors to develop multi-scalar investigations for diverse contexts. Theoretically rich and methodologically sound studies feature both nuanced and comprehensive complexities, compelling the more experienced to envision novel interstices. CRSA is an inspiration, an impetus to rethink and retol efforts that address educational inequities.”— **Eileen R. Carlton Parsons**, *Professor, 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, \$125.00
Paper, 2017, 978 1 62036 424 6, \$35.00
E-Book, 2017, 978 1 62036 426 0, \$27.99



“Proof,” Policy, and Practice

Understanding the Role of Evidence in Improving Education

Paul E. Lingenfelter
Foreword by Michael S. McPherson

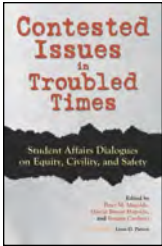
“Understanding public policy — not just what it is, but how it is created — is essential knowledge for college leaders. Paul Lingenfelter’s book provides new insights in how to construct evidence-based public policies based on solid research and evaluation.”— **Michael N. Bastedo**, *Professor; Director,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

“This common sense and thorough walk through the development of assessment practice and policy, punctuated with diligent attention to research, should become required reading for educational policymakers.”— **Gene Wilhoit**, *CEO, Center for Innovation in Education, former Executive Director of 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, \$125.00
Paper, 2015, 978 1 57922 751 7, \$29.95
E-Book, 2015, 978 1 57922 753 1, \$23.99

See Also:

Using Focus Groups to Listen, Learn, and Lead in Higher Education, p. 82



NEW

Contested Issues in Troubled Times

Student Affairs Dialogues on Equity, Civility, and Safety

Edited by Peter M.

Magolda, Marcia B. Baxter Magolda, and Rozana Carducci



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

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

Contested Issues in Troubled Times provides student affairs educators with frameworks to constructively think about and navigate the contentious climate they are increasingly encountering on campus.

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

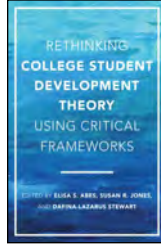
In this companion volume to *Contested Issues in Student Affairs* (whose issues remain as relevant today as they were upon publication in 2011), a new set of contributors explore new questions which foreground issues of equity, safety, and civility – themes which dominate today's higher education headlines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

540 pp, 6" x 9"

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

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

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



NEW

Rethinking College Student Development Theory Using Critical Frameworks

Edited by Elisa S. Abes,

Susan R. Jones, and Dafina-Lazarus (D-L) Stewart

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

The first section includes a chapter that provides an overview of the evolution of student development theories as well as chapters describing the critical and poststructural theories most relevant to the next iteration of student development theory. These theories include critical race theory, queer theory, feminist theories, intersectionality, decolonizing/indigenous theories, and crip theories. These chapters also include a discussion of how each theory is relevant to the central questions of student development theory.

The second section provides critical interpretations of the primary constructs associated with student development theory. These constructs and their related ideas include resilience, dissonance, socially constructed identities, authenticity, agency, context, development (consistency/coherence/stability), and knowledge (sources of truth and belief systems). Each chapter begins with brief personal narratives on a particular construct; the chapter authors then re-envision the narrative's highlighted construct using one or more critical theories.

The third section focuses on implications for practice. Specifically, these chapters will consider possibilities for how student development constructs re-envisioned through critical perspectives can be utilized in practice.

The primary audience for the book is faculty members who teach in graduate programs in higher education and student affairs and their students. The book will also be useful to practitioners seeking guidance in working effectively with students across the convergence of multiple aspects of identity and development.

267 pp, 6" x 9"

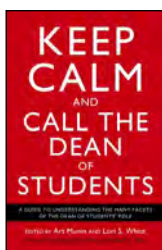
Paper, June 2019, 978 1 62036 764 3, \$35.00

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

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



NOTIFY ME



NEW

Keep Calm and Call the Dean of Students

A Guide to the Role for Incumbents and Aspiring DOSs

Edited by Lori S. White,

Art Munin, Bridget Turner Kelly, and Robert D. Kelly

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

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

What preparation, skills, dispositions, and knowledge do DOSs need to be effective in their role; and, indeed, what areas and range of activities generally fall under their responsibility?

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

216 pp, 6" x 9", 1 figure

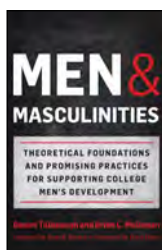
Paper, June 2019, 978 1 62036 883 1 \$32.50

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

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

See also:

Trans* in College, pg. 3



NEW

Men and Masculinities

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

Edited by Daniel Tillapaugh and Brian L. McGowan

Foreword by Ryan P. Barone

Afterword by Tracy Davis

"Tillapaugh and McGowan have compiled an essential resource for everyone who works with college men, from the newest faculty member or student affairs professional to the experienced veteran."—**Jan Deeds**, *Director, University of Nebraska-Lincoln Women's Center*

There continues to be much concern about the retention and persistence of men in college, particularly queer and trans* men. For those who do persist, we know that men are overrepresented in student conduct cases and engage in risky behaviors around alcohol, drug use, and sexual relationships, while minorities generally avoid seeking help for their academic and personal success.

This book synthesizes the research of the past three decades on college men to inform college student educators on the developmental needs of college men and illuminates how young men are socialized prior to their arrival to campus, but perhaps more importantly, how the collegiate environment becomes a training ground for the socialization of masculinities by students, their peers, and their environments.

Beyond that, it sets out how practitioners can help young men understand why and how they have been socialized around their gender identity, but also what their gender identity and sense of masculinity means for their future selves. The book highlights programs and services designed to have college men engage with and dialogue around issues of hegemonic, toxic, or unhealthy aspects of masculinity. These promising practices can offer college men opportunities to understand their power, privilege, and identity in ways that can be affirming and healthier, leading to more life-giving chances. This is all the more important in the context of an ever-evolving society where traditionally held norms and expectations around gender—particularly masculinities—are shifting.

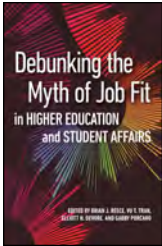
240 pp, 6" x 9"

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

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

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



**NEW**

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

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

"This is a must read text for every person in a hiring position or on a search committee. Each chapter is a robust blending of critical theoretical perspectives and scholarly personal narratives that results in an interrogation of job fit, which for many is a taken-for-granted good. Taken as a whole, the book illuminates how fit serves to limit job opportunities for some and reinforces structures of inequality, while also providing vital guidance to those making hiring decisions."—**Susan R. Jones**, *Professor, Department of Educational Studies, Higher Education and Student Affairs Program, The Ohio State University*

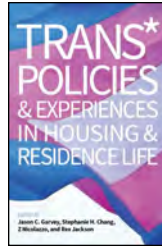
"A must read for anyone involved in hiring staff at any level. This book engages the very present dynamic of 'code' words that maintain the *status quo* and support a culture of exclusion. Bravo..." —**Jamie Washington**, *President, Washington Consulting Group; President & Co-Founder, Social Justice Training Institute (SJTI); President, (ACPA) College Student Educators International*

This groundbreaking book examines a concept that has gone unexamined for too long: The concept of "job fit" in the student affairs profession. Fit is a term used by nearly everyone in student affairs throughout the hiring process, from search committees and hiring managers to supervisors and HR professionals. This book opens a conversation about the use of "job fit" as a tool for exclusion that needs to be critically investigated from multiple standpoints.

This edited collection brings together a number of voices to look at the issues involved through various lenses to explore the ways policies, procedures, environments, and cultural norms provide inequitable job search experiences for individuals from various marginalized groups. These include looking at the legal aspects, employer definitions, communication barriers, as well as scholarly personal narratives looking at the concept from the perspective of class, race, gender and sexual orientation.

Co-published with ACPA

264 pp, 6" x 9", figures & tables
Paper, Dec 2018, 978 1 62036 788 9, \$35.00
Cloth, Dec 2018, 978 1 62036 787 2, \$125.00
E-Book, Dec 2018, 978 1 62036 790 2, \$27.99



Trans* Policies & Experiences in Housing & Residence Life

**Edited by Jason C.
Garvey, Stephanie H.
Chang, Z Nicolazzo and
Rex Jackson**

**Foreword by Kathleen G.
Kerr**

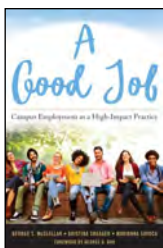
"Cultural change does not happen suddenly and completely. Instead, within our sphere of influence, we must remove those structural artifacts that support a gender binary and are not gender inclusive. Our students deserve all of our focus and energy to dismantle those artifacts, piece by piece. Making 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.

Co-published with ACPA

256 pp, 6" x 9"
Cloth, 2018, 978 1 62036 767 4, \$125.00
Paper, 2018, 978 1 62036 768 1, \$35.00
E-Book, 2018, 978 1 62036 770 4, \$27.99



A Good Job

Campus Employment as a High-Impact Practice

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

Foreword by George D. Kuh

"With so many undergraduates today working while they pursue their studies, it is incumbent on college and university leaders, faculty, academic advisors, student affairs professionals, and others 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.

260 pp, 6" x 9"

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

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

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



Living-Learning Communities That Work

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

**Karen Kurotsuchi
Inkelas, Jody E. Jessup-
Anger, Mimi Benjamin**

and Matthew R. Wawrzynski

Foreword by Jillian Kinzie

Afterword by Jon Dooley and Peter Felten

"[This book] provides a much needed Living-Learning Community (LLC) model that promises a unified living and learning experience. Despite LLCs' respected history in American higher education and identification as a high-impact practice, tight fiscal contexts and the press of accountability has continued to make it necessary for institutional leaders to demonstrate with evidence the value of LLCs, and in particular their contribution to contemporary concerns about student retention, learning, and success...The LLC best practices model in this book provides needed resources to institutions and LLC practitioners interested in designing and delivering LLCs that work better for all our students."—**Jillian Kinzie**, *Associate Director Indiana University Center for Postsecondary Research and NSSE, and Senior Scholar National Institute for Learning Outcomes Assessment (NIOA)*

This book thoughtfully combines research and field-tested practice to document the essential components for best practices in living learning communities (LLCs) 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 communities to improve undergraduate education.

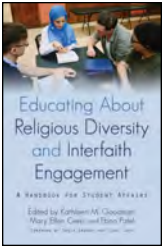
Co-published with ACUHO-I

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

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

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

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

**NEW**

Educating about Religious Diversity and Interfaith Engagement

A Handbook for Student Affairs

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

Foreword by 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, secularity, and interfaith work at a time of greater diversity in students' beliefs and, from a broad recognition that there is a need to engage with this aspect of student life. For those who don't know how to begin and may be nervous about tackling a topic that has the potential to lead to heated disagreements, this book provides the resources and practical guidance to undertake this work.

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

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

324 pp, 6" x 9"

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

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

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

**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.

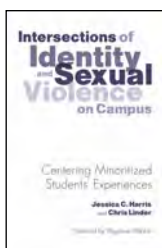
Critical mentoring places youth at the center of the process, challenging norms of adult and institutional authority and notions of saviorism to create collaborative partnerships with youth and communities that recognize there are multiple sources of expertise and knowledge.

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

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

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

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



Intersections of Identity and Sexual Violence on Campus

Centering Minoritized Students' Experiences

Edited by Jessica C. Harris and Chris Linder

Foreword by Wagatwe Wanjuki

This book should be mandatory reading for every individual who works with the issue of campus gender-based violence.” — **Wagatwe Wanjuki**, *feminist writer and activist*

This book makes an important contribution to and provides a foundation for better contextualizing and understanding 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, \$125.00

Paper, 2017, 978 1 62036 388 1, \$32.50

E-Book, 2017, 978 1 62036 390 4, \$25.99



Measuring Noncognitive Variables

Improving Admissions, Success and Retention for Underrepresented Students

William Sedlacek

Foreword by David Kalsbeek

“This book has the potential to impact students and institutions all over the world and should be read by teachers, admissions programs, and all others interested in enrolling, assessing, and retaining diverse students.” — **Teachers College Record**

“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*

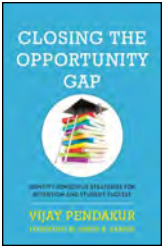
This book is written for admissions professionals, counselors, faculty and advisors who admit, teach, or work with students during the admissions process and post-enrollment period. It brings together theory, research and practice related to non-cognitive variables in a practical way by using assessment 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.

192 pp., 6" x 9", rubrics, tables & questionnaires

Cloth, 2017, 978 1 62036 255 6, \$125.00

Paper, 2017, 978 1 62036 256 3, \$35.00

E-Book, 2017, 978 1 62036 258 7, \$27.99



Closing the Opportunity Gap

Identity-Conscious Strategies for Retention and Student Success

Edited by Vijay Pendakur

Foreword by Shaun R. Harper

"Closing the achievement gap for low-income, first-generation, and students of color in American higher education needs to be a national priority. This book is a roadmap that outlines the dimensions of a systemic approach towards decreasing the attainment gap for our most under-represented students. The upfront focus on racial identity and the need for systemic change make this a 'must-read' for college presidents, provosts and senior administrators who seek real equity at their colleges and universities."—**Kevin Kruger**, *President, NASPA – Student Affairs Administrators in Higher Education*

This book offers a novel and proven approach to the retention and success of underrepresented students. 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.

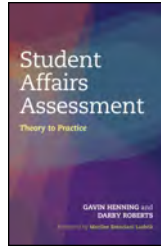
Colleges and universities normally divide their efforts between departments and programs that explicitly work on developing students' identities, and separate departments or programs that work on retaining and graduating higher-risk students. This book contends that the gap between cultural/diversity 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, \$125.00

Paper, 2016, 978 1 62036 312 6, \$29.95

E-Book, 2016, 978 1 62036 314 0, \$23.99



Student Affairs Assessment

Theory to Practice

Gavin W. Henning and Darby Roberts

Foreword by Marilee J. Bresciani Ludvik

"I'll certainly purchase this book as a resource for

our staff. Accessible to assessment newcomers and useful for seasoned professionals, this book belongs in Student Affairs libraries everywhere."—**John Austin**, *Executive Director, Student Affairs, Ryerson University*

"Henning and Roberts bring their superb scholar-practitioner orientations to this informed, accessible, and comprehensive approach to assessment. Their experience shines with practical examples embedded in solid research methodologies. Built from now-classic documents in student affairs, both graduate students and those coming into student affairs work new to assessment will find this book foundation to their professional practice."—**Susan R. Komives**, *professor emerita, Student Affairs Graduate Program, University of Maryland and past president of both ACPA and CAS*

This book is intended both as a text for student affairs and higher education master's programs, and as a practical guide for early career staff who have had little formal preparation in assessment. It can be used for self-study or in professional development workshops. For divisions, departments, or units getting started with assessment, the discussion questions at the end of the chapters can engage staff in the process of developing an effective assessment culture.

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

Cloth, 2016, 978 1 62036 335 5, \$125.00

Paper, 2016, 978 1 62036 336 2, \$35.00

E-Book, 2016, 978 1 62036 338 6, \$27.99



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 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"

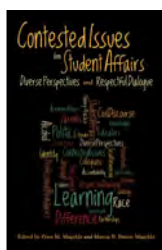
Cloth, 2014, 978 1 57922 957 3, \$125.00

Paper, 2014, 978 1 57922 958 0, \$26.00

E-Book, 2014, 978 1 57922 960 3, \$19.99

See also:

Straddling Class in the Academy,
pg. 1



BESTSELLER

Contested Issues in Student Affairs

Diverse Perspectives and Respectful Dialogue

Edited by Peter M. Magolda and Marcia B. Magolda

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**

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"

Cloth, 2011, 978 1 57922 583 4, \$125.00

Paper, 2011, 978 1 57922 584 1, \$35.95

E-Book, 2013, 978 1 57922 586 5, \$28.99

See also:

Contested Issues in Troubled Times,
pg. 65



The Lives of Campus Custodians

Insights into Corporatization and Civic Disengagement in the Academy

Peter M. Magolda

Foreword by Jeffrey F. Milem

"The greatest contribution this book makes is that it sensitizes readers to a subculture that remains disregarded, but one that contributes to student learning. Although higher education administrators at best view campus custodians as the 'cleaning people,' or at worst, barely human, custodians view themselves as educators and valuable contributors to the communities they serve." — *The Review of Higher Education*

This book uncovers the lives and working conditions of a group of individuals who are usually rendered invisible on college campuses, the custodians who daily clean the offices, residence halls, bathrooms and public spaces. In doing so it also reveals universities' equally invisible practices that frequently contradict their espoused values of inclusion and equity, and their profession that those on the margins are important members of the campus community.

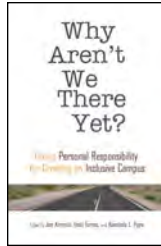
This vivid ethnography is the fruit of the year's fieldwork that Peter Magolda undertook at two universities. His purpose was to shine a light on a subculture that neither decision-makers nor campus community members know very much about, let alone understand the motivations and aspirations of those who perform this work; and to pose fundamental questions about the moral implications of the corporatization of higher education and its impact on its lowest paid and most vulnerable employees.

288 pp., 6" x 9"

Cloth, 2016, 978 1 62036 459 8, \$125.00

Paper, 2016, 978 1 62036 460 4, \$35.00

E-Book, 2016, 978 1 62036 462 8, \$27.99



BESTSELLER

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.

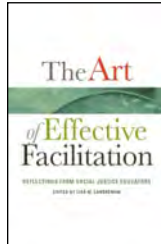
Co-published with ACPA

216 pp., 6" x 9"

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

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

E-Book, 2012, 978 1 57922 749 4, \$25.99



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.

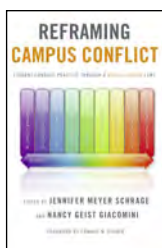
Co-published with ACPA

292 pp., 6" x 9"

Cloth, 2013, 978 1 57922 973 3, \$125.00

Paper, 2013, 978 1 57922 974 0, \$32.50

E-Book, 2013, 978 1 57922 979 5, \$25.99



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**, 2009 President, *Association for Student Conduct Administration*

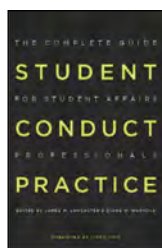
"The essays in this book start to fill an opening left by the Model Student Code. It is written by student affairs professionals with, collectively, centuries of student affairs experience [who] have worked in large and small institutions, public and private, all across the country and have experimented (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**

304 pp, 6" x 9"

Cloth, 2009, 978 1 57922 408 0, \$125.00

Paper, 2009, 978 1 57922 409 7, \$33.95



Student Conduct Practice

The Complete Guide for Student Affairs Professionals

Edited by James M. Lancaster and Diane M. Waryold

Foreword by Linda Timm

"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**

326 pp, 6" x 9", figures

Cloth, 2008, 978 1 57922 285 7, \$125.00

Paper, 2008, 978 1 57922 286 4, \$33.95

Buy the paperback set of **Reframing Campus Conflict** and **Student Conduct Practice** for a savings of 20% off the list price.

6" x 9"

Set, 2009, 978 1 57922 448 6, \$55.00

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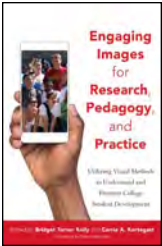
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Engaging Images for Research, Pedagogy, and Practice

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*

Intended for higher education educators, researchers, and practitioners who teach, research, and promote college student development and learning, this book could also be used in student affairs and higher education courses and professional development workshops.

260 pp, 6" x 9", 37 figures, 1 table
Cloth, 2018, 978 1 62036 588 5, \$125.00
Paper, 2017, 978 1 62036 589 2, \$29.95
E-Book, 2017, 978 1 62036 591 5, \$23.99



Open Mic Night

Campus Programs That Champion College Student Voice and Engagement

Toby S. Jenkins, Crystal Leigh Endsley, Marla L. Jaksch and Anthony R. Keith

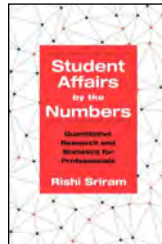
With Robb Ryan Q. Thibault

Foreword by Wilson K. Okello and Stephen John Quayle

“Open Mic Night is the beginning of a necessary conversation regarding youth centrism in higher education. Utilizing art, spoken word and Hip Hop Pedagogy 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*

**WINNER OF 2018 AERA DIVISION B
 OUTSTANDING BOOK AWARD FOR
 OUTSTANDING EDITED COLLECTION
 IN CURRICULUM STUDIES**

170 pp, 6" x 9"
Cloth, 2017, 978 1 62036 512 0, \$125.00
Paper, 2017, 978 1 62036 513 7, \$27.50
E-Book, 2017, 978 1 62036 515 1, \$21.99



Student Affairs by the Numbers

Quantitative Research and Statistics for Professionals

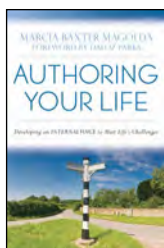
Rishi Sriram

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 begins by establishing the need for these skills in student affairs and then quickly moves 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, \$125.00
Paper, 2017, 978 1 62036 452 9, \$32.00
E-Book, 2017, 978 1 62036 454 3, \$25.60

POPULAR COMMON READ FOR FYE COURSES



Authoring Your Life

Developing Your INTERNAL VOICE to Navigate Life's Challenges

Marcia B. Baxter Magolda

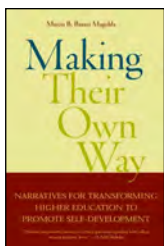
Foreword by Sharon Daloz Parks

Illustrated by Matthew Henry Hall

"... This book is designed to assist young adults in moving from dependence on external authorities to taking charge of their own life decisions. Secondly, the book serves as a guide to significant others who wish to help these individuals more effectively address the challenges that life brings.

Written in comprehensible language that student staff as well as professionals unfamiliar with the concept of self-authorship can understand, it contains fascinating in-depth narratives that demonstrate the evolution of life during the young adult years." — *Journal of College Student Development*

400 pp., 6" x 9", 10 maps & diagrams
Paper, 2017, 978 1 57922 272 7, \$22.50
E-Book, 2017, 978 1 62036 700 1, \$17.99



Making Their Own Way

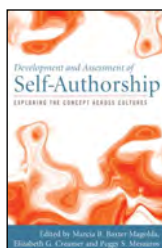
Narratives for Transforming Higher Education to Promote Self-Development

Marcia B. Baxter Magolda

"...Provides long-awaited answers to critical questions regarding how college impacts students' lives. Through an accomplished interview technique, the author provides us with an inside tour of the lives and minds of hundreds of college graduates. The longitudinal design allows us to comprehend more fully the lifelong impact of higher education. The author weaves these stories into a highly usable framework for educational improvement. Her concrete suggestions help the reader transform insights gained from the interviews into current college curricular and co-curricular practices. This book will be immediately useful for anyone connected to the college experience." — *AAHE Bulletin*

WINNER OF AERA'S NARRATIVE & RESEARCH SPECIAL INTEREST GROUP 2003 BOOK AWARD

356 pp., 6" x 9"
Paper, Jan 2004, 978 1 57922 091 4, \$27.50



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.

316 pp., 6" x 9", figures & tables
Cloth, 2010, 978 1 57922 367 0, \$125.00
Paper, 2010, 978 1 57922 368 7, \$33.00
E-Book, 2012, 978 1 57922 518 6, \$25.99



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"
Paper, 2004, 978 1 57922 085 3, \$27.50



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."—

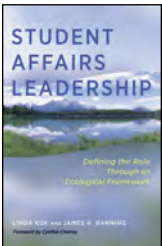
Susan R. Komives, *Professor Emerita, University of Maryland, Former President*

184 pp, 6" x 9"

Cloth, 2014, 978 1 57922 308 3, \$125.00

Paper, 2014, 978 1 57922 309 0, \$29.95

E-Book, 2015, 978 1 62036 212 9, \$23.99



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 to be applied differently than in governmental and corporate settings. 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. Kuk and Banning's research will impact and strengthen the student affairs profession."—

John R. Laws, *Vice Chancellor Student Affairs, Ivy Tech Community College*

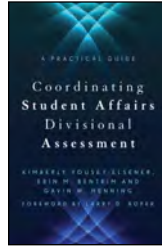
This book is addressed to aspiring and senior student affairs officers and offers a new "ecological" framework that recognizes that today's leaders are affected by factors they may not control, and work within an environment they cannot expect to mold solely through their execution of skills and strategies.

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

Cloth, 2016, 978 1 62036 331 7, \$125.00

Paper, 2016, 978 1 62036 332 4, \$35.00

E-Book, 2016, 978 1 62036 334 8, \$27.99



Coordinating Student Affairs Divisional Assessment

A Practical Guide

Edited by Kimberly Youssef-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, *Oregon State University*

An ACPA / NASPA Joint Publication

176 pp, 6" x 9"

Cloth, 2015, 978 1 62036 327 0, \$125.00

Paper, 2015, 978 1 62036 328 7, \$29.95

E-Book, 2016, 978 1 62036 330 0, \$23.99



Developing Effective Student Peer Mentoring Programs

A Practitioner's Guide to Program Design, Delivery, Evaluation, and Training

Peter J. Collier

Foreword by Nora Domínguez

"Collier's treatment of peer mentorship is THE resource you want on this topic. It is grounded in theory and scholarship but also provides practical advice and institutional examples of peer mentor programs. It is comprehensive in its coverage of the history and purpose of these programs and also addresses the important elements of successful program delivery such as recruitment, training, and evaluation. Further, it is inclusive of peer mentoring for 'new-traditional' student populations such as international, service members and veteran, and first-generation undergraduates."—

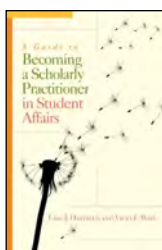
Jennifer R. Keup, *Director, National Resource Center for The First-Year Experience and Students in Transition*

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

Cloth, 2015, 978 1 62036 075 0, \$125.00

Paper, 2015, 978 1 62036 076 7, \$37.50

E-Book, 2015, 978 1 62036 078 1, \$29.99



A Guide to Becoming a Scholarly Practitioner in Student Affairs

Lisa J. Hatfield and Vicki L. Wise

Foreword by Kevin Kruger

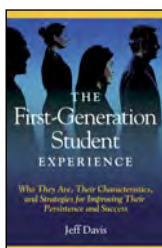
"This is a practical guide that will inspire student affair educators to become scholar practitioners. The authors provide step-by-step insights and guidance for promoting the worthwhile scholarship of student affairs professionals."—**Sarah Marshall**, Associate Professor of Educational Leadership and Director of the Doctor of Education Program, Central Michigan University

112 pp, 6" x 9"

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Paper, 2015, 978 1 62036 152 8, \$19.95

E-Book, 2015, 978 1 62036 154 2, \$15.99



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**

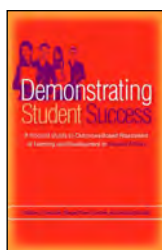
Co-published with ACPA

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Cloth, 2010, 978 1 57922 369 4, \$125.00

Paper, 2010, 978 1 57922 370 0, \$31.95

E-Book, 2012, 978 1 57922 526 1, \$25.99



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

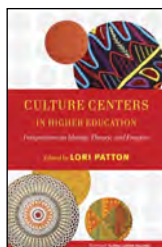
"A wonderful addition to existing resources on assessment in student affairs."—**John H. Schuh**, Distinguished Professor, Iowa State University

224 pp, 6" x 9"

Cloth, 2010, 978 1 57922 304 5, \$125.00

Paper, 2010, 978 1 57922 305 2, \$31.95

E-Book, 2012, 978 1 57922 516 2, \$25.99



Culture Centers in Higher Education

Perspectives on Identity, Theory, and Practice

Edited by Lori Patton Davis

Foreword by Gloria Ladson-Billings

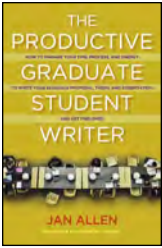
"This book makes a unique contribution to the higher education literature by thoroughly exploring culture centers. Although the research on cultural centers and their effect on predominantly White Institutions is minimal, Patton should be applauded for her effort to shed light on their importance. This 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**

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**NEW**

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"I wish I had had this book when I wrote my dissertation! This book helps overcome that sense of isolation and offers important and practical suggestions for how to get unstuck and keep writing. It's full of great advice, grounded in insights from many top writers and tested by the author herself."—**Jeffrey Engler**, *Vice President, Special Projects, Council of Graduate Schools*

This book is for graduate students—and others—who want to become more productive writers. It's especially written for those who want to:

- Increase their motivation, focus, and persistence to move a project to completion
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- Reduce (or write in spite of) their anxiety and fear of writing
- Manage their time, work, energy (and advisor) for greater productivity

The process or craft of sustained writing is not a matter that's taught to undergraduate or graduate students as part of their studies, leaving most at sea about how to start a practice that is central to a career in academe and vital in many other professional occupations.

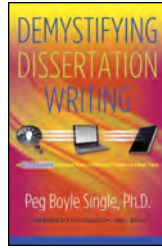
This book grew out of conversations Jan Allen has held with her graduate students for over 30 years and reflects the fruit of the writing workshops and boot camps she has conducted at three universities, her own and numerous colleagues' experiences with writing and advising, as well as the feedback she receives from her popular Productive Writer listserv.

180 pp, 5.5" x 8.25"

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

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**BESTSELLER**

Demystifying Dissertation Writing

A Streamlined Process from Choice of Topic to Final Text

Peg Boyle Single

Foreword by Richard M. Reis

"A wonderful tool for assisting students through the rocky road of dissertation writing. I would recommend this book to anyone who works with any graduate students who are considering continuing their studies and those who are already in a doctoral program."—**NACADA Journal**

"I was so impressed with this book that I offered to write the foreword for it."—**Rick Reis**, *editor of the Tomorrow's Professor eNewsletter*

"Whether you're inching towards a dissertation topic, choosing an adviser or already coping with the last stage of doctoral work, this book will be a life-saver."—**JoAnn Moody**, *Faculty Development and Diversity Specialist*

Research shows that five strategies correlate with the successful completion of a dissertation:

- Establishing a consistent writing routine
- Working with a support group
- Consulting your advisor
- Understanding your committee's expectations
- Setting a realistic and timely schedule

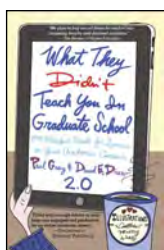
Building on these insights, this book is for anyone who needs help in preparing for, organizing, planning, scheduling, and writing the longest sustained writing project they have encountered, particularly if he or she is not receiving sufficient guidance about the process, but also for anyone looking to boost his or her writing productivity.

192 pp, 6" x 9"

Cloth, 2009, 978 1 57922 312 0, \$125.00

Paper, 2009, 978 1 57922 313 7, \$22.00

E-Book, 2011, 978 1 57922 686 2, \$15.99



BESTSELLER

What They Didn't Teach You in Graduate School

299 Helpful Hints for Success in Your Academic Career

SECOND EDITION

Paul Gray and David E. Drew

Illustrated by Matthew Henry Hall

Foreword by Laurie Richlin and Steadman Upham

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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

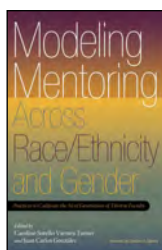
The 100 new hints expand sections on the dissertation process, job hunting, life in the classroom and on dealing with students, as well as on matters that affect readers' careers, such as research, publication, and tenure. The book concludes with a tongue-in-cheek appendix on How to Become a Millionaire while an academic.

224 pp, 5 1/2" x 8 1/4", 16 illus

Cloth, 2012, 978 1 57922 643 5, \$70.00

Paper, 2012, 978 1 57922 644 2, \$19.95

E-Book, 2012, 978 1 57922 646 6, \$15.99



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

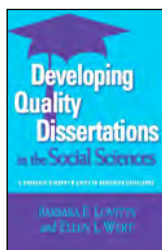
The under-representation of faculty of color and women in higher education greatly reduces the opportunities for graduate students from these selfsame groups to find mentors of their race, ethnicity or gender. This book both provides an in-depth look at successful mentorships between senior white and under-represented scholars and emerging women scholars and scholars of color.

264 pp, 6" x 9", 8 tables & 5 figures

Cloth, 2014, 978 1 57922 487 5, \$125.00

Paper, 2014, 978 1 57922 488 2, \$29.95

E-Book, 2015, 978 1 57922 570 4, \$23.99



Developing Quality Dissertations in the Social Sciences

A Graduate Student's Guide to Achieving Excellence

Excellence

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 help 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.

Developing Quality Dissertations Series

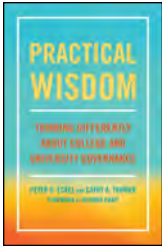
48 pp, 8 1/2" x 11", tables

Paper, 2008, 978 1 57922 261 1, \$9.95

Also Available (details online):

Developing Quality Dissertations in the Humanities

Developing Quality Dissertations in the Sciences

**NEW**

Practical Wisdom

*Thinking Differently
About College and
University Governance*

**Peter D. Eckel and Cathy
A. Trower**

Foreword by Richard Chait

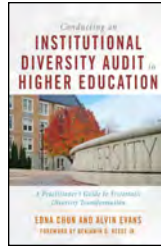
"*Practical Wisdom* is a must-read on trusteeship and governance. Eckel and Tower have written a clear, smart and example-laden book to help college and university presidents and their boards of trustees work effectively together to advance their institutions and address the challenges that confront them. If you are looking for the best 'how to manual' on college and university governance, this is it!"—**Isaiah Crawford**, *President, University of Puget Sound*

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

The primary aim of the book is to provide insight that boards can use to enhance their governing practices. The author's take is not a "how to do" book but rather one on "how to think." Their basic premise is that too many boards are underperforming because they adopt or continue ineffective practices. However, thinking in more intentional if not new ways about not only what they do as boards, but how they go about their efforts, will help boards add value to the institutions and state systems they govern. The authors use thought provoking titles and a conversational tone to engage the readers, get them to reflect on their work, and broaden their horizons.

Co-published with Inside Higher Ed

228 pp, 6" x 9", figures & tables
Cloth, Nov 2018, 978 1 62036 838 1, \$125.00
Paper, Nov 2018, 978 1 62036 839 8, \$32.00
E-Book, Nov 2018, 978 1 62036 841 1, \$25.99

**NEW**

Conducting an Institutional Diversity Audit in Higher Education

*A Practitioner's Guide to
Systematic Diversity
Transformation*

Edna Chun and Alvin Evans

Foreword by Benjamin D. Reese

"Edna Chun and Alvin Evans have provided a great service through this comprehensive overview of diversity audits. Colleges and universities seeking to diversity their community, guarantee equity and create inclusion will find this volume an excellent roadmap for organizing institutional change. I look forward to using the book!"—**Michele Minter**, *Vice Provost for Institutional Equity and Diversity, Princeton University*

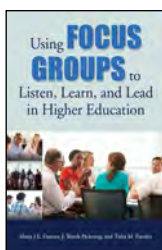
This book lays out a framework for systematic and sustained diversity process that first recognizes that too many diversity initiatives have generated more statements of intent than actual change, and that audits conducted by outside bodies frequently fail to achieve buy-in and are costly endeavors.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

This book provides a concrete process for data gathering, analysis, and evaluation of institution-wide diversity efforts through a progressive, modular approach to diversity transformation. It provides campuses with the ability to audit, evaluate, and analyze diversity progress on the nine dimensions and prioritize areas of focus. Its systematic, research-based approach supports continuous improvement and proactively addresses accreditation criteria.

The book is designed as a collaborative tool that will enable every constituency on campus to identify processes, relationships that need to change and implement practices that value and support the diversity on their campuses, and undertake the transformation necessary for institutional success in a changing world.

228 pp, 8 1/2" x 11", figures
Paper, May 2019, 978 1 62036 819 0, \$35.00
Cloth, May 2019, 978 1 62036 818 3, \$125.00
E-Book, May 2019, 978 1 62036 821 3, \$27.99





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

Mona J.E. Danner, J. Worth Pickering and Tisha M. Paredes

Foreword by Jillian Kinzie

"A friendly, practical, and principled DIY guide, *Using Focus Groups* will help educators at any type of institution. 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*

"This vital resource, with nine easy-to-read chapters outlining the process, 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 book presents an easy-to-use, six-step guide to help 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.

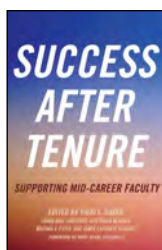
Using Focus Groups is a single, comprehensive, and practical resource that describes why, when, and how to use focus groups. The authors provide detailed guidance for using focus groups, from developing the research questions with stakeholders, through training and recruiting moderators, and identifying and recruiting participants, to the logistics of conducting focus groups, and ultimately analyzing data and developing final reports.

210 pp, 6" x 9"

Cloth, 2018, 978 1 62036 596 0, \$125.00

Paper, 2018, 978 1 62036 597 7, \$32.50

E-Book, 2018, 978 1 62036 599 1, \$25.99



NEW

Success After Tenure

Supporting Mid-Career Faculty

Edited by Vicki L. Baker, Laura Gail Lunsford, Gretchen Neisler, Meghan J. Pifer and

Aimee LaPointe Terosky

Foreword by Mary Deane Sorcinelli

"The pivotal accomplishment of an emergent scholar—tenure—is celebrated by all, yet can give way to uncertainty and detachment. The chapters in this book provide pragmatic advice to midcareer professors navigating the next journey on their academic path. Baker, Lunsford, Neisler, Pifer, and LaPointe Terosky have edited an essential resource for scholars post tenure and their allies seeking a fulfilling career."—**Richard J. Reddick**, *Associate Professor and Coordinator, Program in Higher Education Leadership, University of Texas at Austin*

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 continued goal of diversifying both the student and faculty bodies.

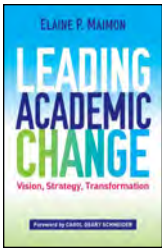
The book features a variety of institution types: community colleges, regional/comprehensive institutions, liberal arts colleges, public research universities, ivy league universities, international institutions, and those with targeted missions such as HSIs, MSIs, and Jesuit institutions.

372 pp, 6" x 9", images

Paper, Nov 2018, 978 1 62036 681 3, \$35.00

Cloth, Nov 2018, 978 1 62036 680 6, \$125.00

E-Book, Nov 2018, 978 1 62036 683 7, \$27.99



Leading Academic Change

Vision, Strategy, Transformation

Elaine P. Maimon

Foreword by Carol Geary Schneider

"This book is, above all, a call to give all students our very best, both in our classrooms and at our institutions. It is also a well-timed reminder that change is inevitable and that equity can be a means to achieving educational quality."—**Reflective Teaching**

"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*

"Raising the bar for student success is critical for America as it confronts the challenges of the twenty-first century. This is the right time to address transformational leadership in higher education and the indispensable role of public four-year comprehensive state colleges and universities. 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)*

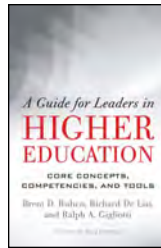
Written by a sitting college president who has presided over transformative change at a state university, this book takes on the big questions and issues of change and change management, what needs to be done and how to do it. Writing in a highly accessible style, the author recommends changes for higher 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.

180 pp., 6" x 9"

Cloth, 2018, 978 1 62036 567 0, \$125.00

Paper, 2018, 978 1 62036 568 7, \$29.95

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



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 still 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.

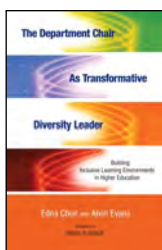
While recognizing the differences in mission and circumstance across institutional types, the authors begin by offering a foundational understanding of higher education as a sector, the political, social and economic climate in which it operates, and the potential opportunities ahead. Subsequent sections 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 figures & 5 boxes

Cloth, 2016, 978 1 62036 391 1, \$125.00

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

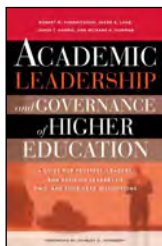
"Edna Chun and Alvin Evans recognize the pivotal role that department heads and departments play in the structure, culture and climate of our colleges and universities. For diversity and inclusion efforts to really make progress, they must be nurtured and implemented at the grassroots level in each department where personnel decisions are made." — *Santa J. Ono, President, University of Cincinnati*

222 pp., 6" x 9"

Cloth, 2015, 978 1 62036 237 2, \$125.00

Paper, 2015, 978 1 62036 238 9, \$32.50

E-Book, 2015, 978 1 62036 240 2, \$25.99



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

448 pp., 6" x 9"

Cloth, 2012, 978 1 57922 481 3, \$49.00

E-Book, 2013, 978 1 57922 881 1, \$38.99



Rethinking Leadership in a Complex, Multicultural, and Global Environment

New Concepts and Models for Higher Education

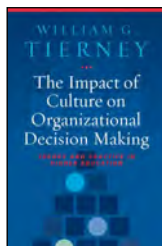
Edited by Adrianna Kezar

"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." — *The Review of Higher Education*

270 pp., 6" x 9", figures

Paper, 2009, 978 1 57922 282 6, \$33.50

Cloth, 2009, 978 1 57922 281 9, \$125.00



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 business officers and other leaders engaging their campuses in improvement and prioritization processes." —

Business Officer Magazine

190 pp., 6" x 9"

Paper, 2008, 978 1 57922 287 1, \$31.50

E-Book, 2016, 978 1 62036 499 4, \$25.99

BESTSELLER**Understanding College and University Organization***Theories for Effective Policy and Practice***James L. Bess and Jay R. Dee****Foreword by D. Bruce Johnstone****A Management Resource for Higher Education Leaders**

"Quite simply a *tour de force*. Not only have the authors written by far the broadest and deepest theoretical analysis of college and university organization I've seen, but they have clearly organized a complex topic, and written it engagingly. This will be seen as a landmark work in the field. It should be required reading for all who claim to understand higher education institutions and the behavior that goes on inside and around them."—**David W. Leslie**, *Chancellor Professor of Education, The College of William and Mary*

"An extraordinarily comprehensive treatment of the uses of theory to understand and manage organizations of academic life....recommended for every student of American higher education."—**Theodore J. Marchese**, *Senior Consultant, Academic Search Consultation Service, and formerly Vice President of the American Association for Higher Education*

The Comprehensive Textbook for Graduate and Master's Courses

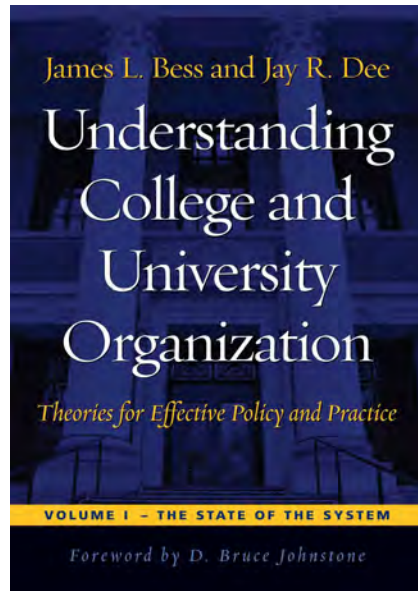
"The best introduction to organizational theory and its implications for higher education leadership/management that I have ever seen. By the end of the course, the students were in an excellent position to place current literature within a framework and relate it to the 'big picture' and what they already knew. It provided them with the conceptual lenses to navigate this convoluted intellectual terrain. This work is a treasure!"

—**Martin J. Finkelstein**, *College of Education and Human Services, Seton Hall University*

"Not only did the text exceed my expectations, but I was amazed by how the students embraced the book's theoretical perspectives. I highly recommend this textbook to master's level instructors who seek to foster critical thinking about theory and practice."—**Cheryl J. Daly**, *Director, College Student Personnel Master's Program, Western Carolina University*

This two-volume work is intended to help readers develop powerful new ways of thinking about organizational principles, and apply them to policy-making and management in colleges and universities.

It systematically presents a range of theories



that can be applied to many of the difficult management situations that college and university leaders encounter. It provides them with the theoretical background to knowledgeably evaluate the many new ideas that emerge in the current literature, and in workshops and conferences. The purpose is to help leaders develop their own effective management style and approaches, and feel confident that their actions are informed by appropriate theory and knowledge of the latest research in the field.

The book offers readers the tools to balance the real-world needs to succeed in today's challenging and competitive environment with the social and ethical aspirations of all its stakeholders and society at large. The authors' aim is to elucidate how administration can be made more efficient and effective through rational decision-making while also respecting humanistic values. This approach highlights a range of phenomena that require attention if the institution is ultimately to be considered successful.

Volume I: The State of the System**506 pp, 6" x 9"****Cloth, 2007, 978 1 57922 131 7, \$125.00****Paper, 2012, 978 1 57922 768 5, \$39.95****E-Book, 2012, 978 1 57922 773 9, \$31.99****Volume II: Dynamics of the System****500 pp, 6" x 9"****Cloth, 2007, 978 1 57922 132 4, \$125.00****Paper, 2012, 978 1 57922 769 2, \$39.95****E-Book, 2012, 978 1 57922 774 6, \$31.99****Two-Volume Set****1010 pp, 6" x 9"****Paper, 2012, 978 1 57922 770 8, \$70.00**

A conceptual and evidence-based framework for addressing diversity; a blueprint for rethinking institutional strategies and organizational structures for effective implementation



The Chief Diversity Officer

Strategy, Structure, and Change Management

Damon A. Williams and Katrina C. Wade-Golden

Foreword by Mark A. Emmert

“The Chief Diversity Officer

provides an extremely thorough and thoughtful overview of the importance of the evolving role and responsibilities of this position in higher education. This timely volume includes a sophisticated discussion of the structural issues involved in diversity leadership, incorporating both educational theory and practical wisdom and advice. It will be a valuable resource for academic leaders across the country who care about the educational imperatives of diversity in higher education.”

—Jonathan Alger, President, James Madison University

This volume addresses the issue of who should be tasked to advance in institution's diversity initiatives and policies. Having established in the companion volume the parameters for an effective diversity strategy, Damon Williams, here in conjunction with Katrina Wade Golden, address such questions as: Does the process need a chief diversity officer (CDO) to implement it? And, if it does, at what level of the organization should the position be established, and what resources and functions should it control? This book is the first to identify and define this new role.

Rather than prescribing a specific model for designing the CDO role, this book provides the reader with the key dimensions that she or he must consider in developing, supporting, or undertaking this strategic diversity leadership role.

450 pp., 6" x 9"

Cloth, 2013, 978 1 57922 235 2, \$49.95

E-Book, 2013, 978 1 57922 818 7, \$39.99

The Diversity Officer Set

Damon A. Williams and Katrina C. Wade-Golden

This set includes *Strategic Diversity Leadership* and *The Chief Diversity Officer*.

1112 pp., 6" x 9"

Set, May 2013, 978 1 57922 823 1, \$85.00



Strategic Diversity Leadership

Activating Change and Transformation in Higher Education

Damon A. Williams

“Williams provides a wealth of practical guidance for

leaders who see the need to move beyond episodic diversity interventions toward comprehensive institutional engagement and change. I warmly recommend this exceptionally useful book for any educational institution that already sees diversity as an educational value and now wants to reach toward the next and more challenging level of making excellence inclusive.”—Carol Schneider, Past President, Association of American Colleges and Universities (AAC&U)

“Williams melds a deep understanding of diversity with a sophisticated understanding of the nuances of leadership and organizational change. This is an important book, which harnesses research and theory to lead real world change.”

—Molly Corbett, President, American Council of Education

There is a growing recognition, particularly in business and the military, that we have to educate and develop the capacities of our citizens from all levels of society and all demographic and social groups to live fulfilling lives in an inter-connected globe.

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

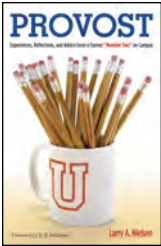
This book offers an overarching conceptual framework for pursuing diversity; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organizational structures and models drawn from institutions of all types and sizes.

464 pp., 6" x 9"

Cloth, 2013, 978 1 57922 819 4, \$49.95

E-Book, 2013, 978 1 57922 822 4, \$39.99





NOW IN PAPERBACK

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 gleaming wisdom from a smart and successful former 'Number Two'."—

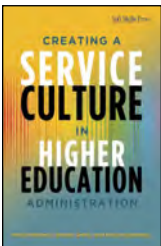
The Department Chair

"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, and, equally as interesting, the experiences and reflections of an individual who loves the academy."—**D.H. DeHayes, Provost and Vice President for Academic Affairs, The University of Rhode Island**

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

Paper, 2019, 978 1 57922 970 2, \$27.50

E-Book, 2013, 978 1 57922 972 6, \$21.99



Creating a Service Culture in Higher Education Administration

**Mario C. Martinez,
Brandy Smith and Katie
Humphreys**

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"

Cloth, 2013, 978 1 62036 004 0, \$125.00

Paper, 2013, 978 1 62036 005 7, \$24.95

E-Book, 2013, 978 1 62036 007 1, \$19.99



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**

This book provides advice, training, and a step-by-step guide for conducting a rigorous, thorough search. 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.

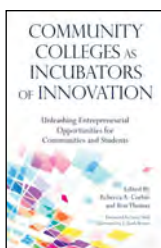
This volume includes over 30 templates that are designed to be copied and used as training handouts or as handy reference and resource materials that provide guidance at various stages of the search process.

204 pp, 8 1/2" x 11", tables, checklists & worksheets

Cloth, 2014, 978 1 62036 199 3, \$125.00

Paper, 2014, 978 1 62036 200 6, \$32.50

E-Book, 2014, 978 1 62036 202 0, \$25.99



NEW

Community Colleges as Incubators of Innovation

Unleashing Opportunities for Communities and Students

Edited by Rebecca Corbin and Ron Thomas

Foreword by Andy Stoll

Afterword by J. Noah Brown

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

This book addresses the urgent need for community colleges to prioritize entrepreneurship education both to remain relevant in a changing economy and to graduate students with the flexible and interdisciplinary mindsets needed for the future of society. It argues that entrepreneurial education should be offered broadly to a wide range of students, and across all disciplines; defines the key constructs for achieving this objective; and describes how to create entrepreneurial learning environments.

The expert contributors, with the support of the National Association for Community College Entrepreneurship (NACCE), start from the premise that community colleges are uniquely positioned to lead entrepreneurial initiatives through both internally-generated curriculum design and through collaboration with the local entrepreneurial community. Community colleges can become incubators of innovation, magnets for talent, and provide the impetus for development strategies that their communities have not begun to realize.

This book takes the reader on a journey through the steps needed to build a meaningful, relevant, and sustainable entrepreneurship program, covering program development, curriculum design, appropriate pedagogical approaches, and community engagement.

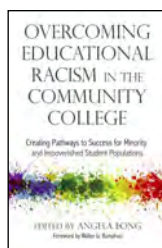
Innovative Ideas for Community Colleges Series

204 pp, 6" x 9"

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

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

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



Overcoming Educational Racism in the Community College

Creating Pathways to Success for Minority and Impoverished Student Populations

Edited by Angela Long

Foreword by Walter G. Bumphus

"This book makes a valuable contribution to the literature and can act as an important resource for institutional leaders looking to understand and improve the experiences of community colleges' most vulnerable populations. The 20 contributing authors of *Overcoming Educational Racism* should applaud themselves for this timely work, as it can help institutional leaders eliminate structural inequities that impede minoritized student success in our nation's community colleges."—**Teachers College Record**

Innovative Ideas for Community Colleges Series

306 pp, 6" x 9", figures

Cloth, 2016, 978 1 62036 347 8, \$125.00

Paper, 2016, 978 1 62036 348 5, \$35.00

E-Book, 2016, 978 1 62036 350 8, \$27.99



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 fills a void in the current literature and is a must read for anyone struggling to understand the current dilemmas in community colleges. It will inform and prepare graduate students in higher education administration, counseling, and student affairs programs."—

Stephanie R. Bulger, *District Vice Chancellor of Educational Affairs, Wayne County Community College District*

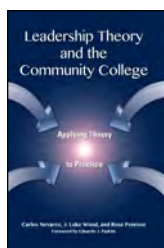
Co-published with ACPA

208 pp, 6" x 9"

Cloth, 2014, 978 1 57922 915 3, \$125.00

Paper, 2014, 978 1 57922 916 0, \$29.95

E-Book, 2015, 978 1 57922 918 4, \$23.99



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*

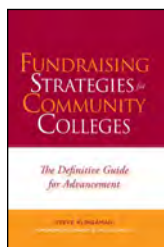
This book presents a theoretical and practical framework for analyzing leadership styles, helping leaders determine the dimensions of leadership they need to improve in order to strengthen their capacity to resolve complex issues.

192 pp., 6" x 9"

Cloth, 2013, 978 1 57922 631 2, \$125.00

Paper, 2013, 978 1 57922 632 9, \$29.95

E-Book, 2015, 978 1 57922 634 3, \$23.99



Fundraising Strategies for Community Colleges

The Definitive Guide for Advancement

Steve Klingaman

"Steve Klingaman's results-

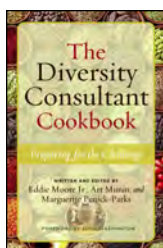
oriented strategies will benefit anyone ready to take a fresh look at their community college's fundraising. He provides a systematic approach to assessing what's effective, tackles barriers and myths, and offers countless practical, doable strategies that will instill confidence and produce positive results."—**Paul Heaton**, *Director of the Center for Community College Advancement, The Council for Advancement and Support of Education (CASE)*

316 pp., 6" x 9"

Cloth, 2012, 978 1 57922 730 2, \$125.00

Paper, 2012, 978 1 57922 731 9, \$42.50

E-Book, 2012, 978 1 57922 733 3, \$33.99



NEW

The Diversity Consultant Cookbook

Preparing for the Challenge

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

Foreword by Jamie Washington

"Today, as the demand grows for people to have the capacity to work effectively within and across difference, the need for skilled and effective diversity consultants is critical. This book offers important topics to consider if you believe you have what it takes to serve your profession and community in this way...While the demand is greater now than ever, the work needed to hone your craft and establish your unique brand is also greater. *The Diversity Consultant Cookbook* will get you ready, so that you will not only want to serve the meal but enjoy the preparation as well."—**Jamie Washington**, *President and Founder of the Washington Consulting Group, Visiting Assistant Professor at Winston Salem State University, and 2019 President of ACPA*

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

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

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

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

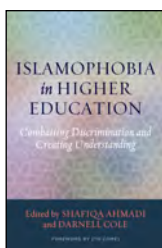
120 pp., 5 1/2" x 8 1/4"

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

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

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





NEW

Islamophobia in Higher Education

Combating Discrimination and Creating Understanding

Edited by Shafiqah Ahmadi

and Darnell Cole

While Islamophobia was present in our society before 9/11, it has become more pervasive in recent years. This is evidenced by the current social and political climate, hate speech and hate crimes directed at Muslims, and the Supreme Court's upholding of Presidential Proclamation 9645 that effectively bans Muslim immigration to the U.S.

What does this mean for Muslim students in college, and indeed for institutions of higher education as they navigate law and policy on the one hand and adhere to their mission of achieving inclusive and equitable educational environments?

To address these issues, institutions require a nuanced understanding of laws and policies that institutionalize Islamophobia, and a greater understanding of the diverse college students who identify as Muslim. This book fills what has been a dearth of research that explores the experiences and navigation of Muslim students in colleges and universities, and addresses the even less studied domain of the experiences of Muslim students who hold multiple marginalized identities.

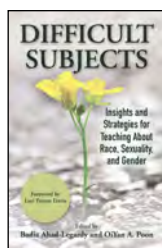
This book begins by critically engaging with how current laws and policies institutionalize Islamophobia and affect the intersectionality and diversity within the Muslim community. It includes multidisciplinary voices, such as an international human rights attorney, a civil rights attorney, a criminal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

280 pp, 6" x 9"

Cloth, Oct 2019, 978 1 62036 974 6, \$125.00

Paper, Oct 2019, 978 1 62036 975 3, \$32.50

E-Book, Oct 2019, 978 1 62036 977 7, \$25.99



Difficult Subjects

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

Edited by Badia Ahad-Legardy and QiYan A. Poon

Foreword by Lori Patton Davis

"*Difficult Subjects* could not have come at a better time. It offers keen insights and guidance without being prescriptive. It offers critical social analysis while still being pragmatic and accessible. As educators grapple with the tensions the current administration poses, this text serves as a beautiful and necessary counterbalance as we collectively try to regain our humanity."—**Nolan Cabrera**, Associate Professor, Center for the Study of Higher Education, University of Arizona

Difficult Subjects: Insights and Strategies for Teaching about Race, Sexuality and Gender is a collection of essays from scholars across disciplines, institutions, and ranks that offers diverse and multi-faceted approaches to teaching about subjects that prove both challenging and often uncomfortable for both the professor and the student. It encourages college educators to engage in forms of practice that do not pretend that teachers and students are unaffected by world events and incidents that highlight social inequalities.

The book will also serve as inspiration for academics who believe that their area of study does not allow for such pedagogical inquiries to also teach in ways that address difficult subjects. Contributors to this volume span a range of disciplines from criminal justice to gender studies to organic chemistry, and demonstrate the productive possibilities that can emerge in college classrooms when faculty consider "identity" as constitutive of rather than divorced from their academic disciplines.

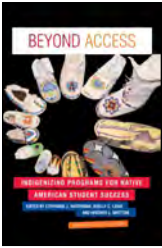
Discussions of race, gender, and sexuality are always hot-button issues in the college classroom, whether they emerge in response to a national event or tragedy or constitute the content of the class over a semester-long term. Even seasoned professors who specialize in these areas find it difficult to 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.

304 pp, 6" x 9", 7 figures, 4 tables

Cloth, 2018, 978 1 62036 791 9, \$125.00

Paper, 2018, 978 1 62036 792 6, \$37.50

E-Book, 2018, 978 1 62036 794 0, \$29.99



Beyond Access

*Indigenizing Programs
for Native American
Student Success*

**Edited by Stephanie J.
Waterman, Shelly C.
Lowe and Heather J.
Shotton**

**Foreword by George S.
McClellan**

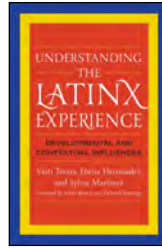
“[This book] demonstrates the resistance of Indigenous students and educators to deficit models that fail to account for the effects of settler-colonialism. In addition, the editors and contributors do the work of both decolonizing post-secondary education and Indigenizing education in ways that promote Native students’ personal and community achievement. This text is a contribution to Native National Building and a must-read for anyone committed to Indigenizing post-secondary educational practice.”—**Dafina-Lazarus (D-L) Stewart**, *Tri-Director: Student Affairs in Higher Education Program, Colorado State University*

This book argues that two principal factors are inhibiting Native students from transitioning from school to college and from succeeding in their post-secondary studies. 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.

192 pp., 6” x 9”, 2 tables
Cloth, 2018, 978 1 62036 287 7, \$125.00
Paper, 2018, 978 1 62036 288 4, \$35.00
E-Book, 2018, 978 1 62036 290 7, \$27.99



NEW

Understanding the Latinx Experience

*Developmental and
Contextual Influences*

**Vasti Torres, Ebelia
Hernandez and Sylvia
Martinez**

**Foreword by Sarita E. Brown and Deborah
Santiago**

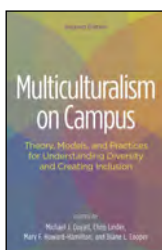
The dramatic growth of this population in the U.S. requires a considerably deeper understanding of individuals that share this multifaceted identity. This timely book synthesizes new research and its implications for practice that is critical for professionals working with Latinas/os in educational and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

156 pp., 6” x 9”, 9 figures & 10 tables
Cloth, Mar 2019, 978 1 57922 314 4, \$125.00
Paper, Mar 2019, 978 1 57922 315 1, \$35.00
E-Book, Mar 2019, 978 1 62036 734 6, \$27.99



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**, *Clifford and Betty Allen Professor, University of Southern California, Rossier School of Education*

"*Multiculturalism on Campus* is a *tour de force*. In this single volume noted scholars have created an excellent textbook for undergraduate and graduate students; a teaching tool for faculty; and, a comprehensive resource for all who strive for multiculturalism and social justice on college campuses."—**Paul Shang**, *Assistant Vice President and Dean of Students, University of Oregon, Past President, ACPA-College Student Educators International*

This second edition retains the structure and vision of the first, introducing readers to the key theories and models for understanding the complexity of the students they serve, and for reflecting on their own values and motivations. It provides an array of case studies, discussion questions, examples of best practice, and recommendations about resources for use in the classroom.

432 pp., 6" x 9"

Cloth, 2016, 978 1 62036 415 4, \$125.00

Paper, 2016, 978 1 62036 416 1, \$37.50

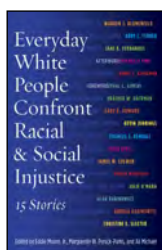
E-Book, 2016, 978 1 62036 418 5, \$29.99

See also:

Critical Mentoring, pg. 69

Men and Masculinities, pg. 66

Conducting an Institutional Diversity Audit in Higher Education, pg. 81



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, \$125.00

Paper, 2015, 978 1 62036 208 2, \$19.95

E-Book, 2015, 978 1 62036 210 5, \$15.99



BESTSELLER

We ARE Americans

Undocumented Students Pursuing the American Dream

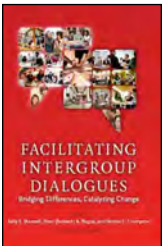
Edited by William Perez
Foreword by Daniel G. Solorzano

"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

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, \$125.00
Paper, 2009, 978 1 57922 376 2, \$26.00
E-Book, 2018, 978 1 62036 998 2, \$20.99



Facilitating Intergroup Dialogues

Bridging Differences, Catalyzing Change

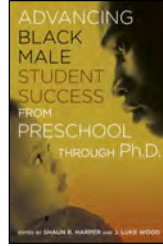
Kelly E. Maxwell, Biren Ratnesh Nagda and Monita C. Thompson

Foreword by Patricia Gurin

"The book incorporates guidelines for facilitator training with rich examples of facilitation challenges and consequences, including long-term outcomes for the facilitators themselves. Drawing on an array of models for dialogue on campus and in the community, contributing authors offer important resources particularly for those doing facilitator training on campuses, but also for anyone interested in this important pedagogical strategy."—*Diversity and Democracy*

Co-published with ACPA

288 pp., 6" x 9"
Cloth, 2011, 978 1 57922 290 1, \$125.00
Paper, 2011, 978 1 57922 291 8, \$32.50
E-Book, 2012, 978 1 57922 524 7, \$25.99



BESTSELLER

Advancing Black Male Student Success From Preschool Through Ph.D.

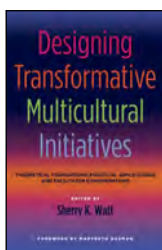
Edited by Shaun R. Harper and J. Luke Wood

"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*

192 pp., 6" x 9", 7 illus
Cloth, 2015, 978 1 62036 183 2, \$125.00
Paper, 2015, 978 1 62036 184 9, \$25.95
E-Book, 2015, 978 1 62036 186 3, \$20.99



Designing Transformative Multicultural Initiatives

Theoretical Foundations, Practical Applications, and Facilitator Considerations

Edited by Sherry K. Watt

Foreword by Marybeth Gasman

"[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.

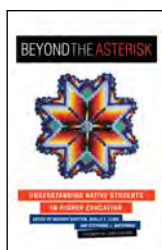
This book argues that colleges and universities need both to centralize the value of diversity and inclusion and employ a set of strategies that are enacted at all levels of their institutions. It argues that individual and institutional change efforts can only be achieved by implementing "diversity 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.

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

Cloth, 2015, 978 1 62036 059 0, \$125.00

Paper, 2015, 978 1 62036 060 6, \$29.95

E-Book, 2015, 978 1 62036 062 0, \$23.99



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

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.

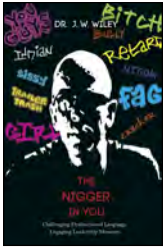
While predominantly addressed to the student affairs profession — providing an understanding of the needs of the Native students it serves, describing the multi-faceted and unique issues, characteristics and experiences of this population, and sharing proven approaches to developing appropriate services — 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, \$125.00

Paper, 2013, 978 1 57922 624 4, \$37.50

E-Book, 2013, 978 1 57922 626 8, \$29.99



The Nigger in You

Challenging Dysfunctional Language, Engaging Leadership Moments

J. W. Wiley

"This book is inspiring, challenging, informative

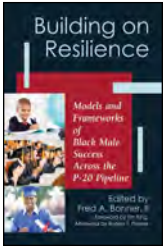
and a timeless resource for educators, parents and community leaders. It's the real deal. You'll learn something every time you read it."—**Eddie Moore, Jr.**, *Founder/Director, The White Privilege Conference*

256 pp, 6" x 9"

Cloth, 2013, 978 1 57922 985 6, \$125.00

Paper, 2013, 978 1 57922 986 3, \$22.50

E-Book, 2013, 978 1 57922 988 7, \$17.99



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

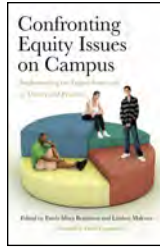
"Collectively, the chapters in the book serve as a much needed and important resource on how to advance the success of Black males in education. Indeed, this book is a must read, and more work of this nature is needed to have a meaningful impact on Black males as they matriculate through various educational contexts."—**Robert T. Palmer**, *Department of Student Affairs Administration, State University of New York at Binghamton University*

252 pp, 6" x 9", figures

Cloth, 2014, 978 1 57922 961 0, \$125.00

Paper, 2014, 978 1 57922 962 7, \$29.95

E-Book, 2015, 978 1 57922 964 1, \$23.99



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

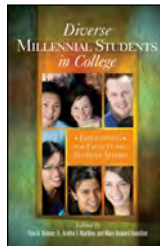
"This volume examines how colleges and universities are using the Equity Scorecard to create racial equity on campus. With in-depth examinations of the process as well as reflections from practitioner teams and researchers, the book is a testament to the role thoughtful data assessment can play in generating 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**

300 pp, 6" x 9"

Cloth, 2012, 978 1 57922 707 4, \$125.00

Paper, 2012, 978 1 57922 708 1, \$35.00

E-Book, 2012, 978 1 57922 710 4, \$27.99



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**

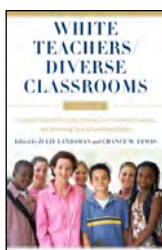
"A bountiful resource for the advisor who wants to ... gain deeper insight in to the diverse cultural groups that compromise this generation."—**NACADA Journal**

320 pp, 6" x 9"

Cloth, 2011, 978 1 57922 446 2, \$125.00

Paper, 2011, 978 1 57922 447 9, \$31.95

E-Book, 2012, 978 1 57922 712 8, \$25.99



BESTSELLER

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."—

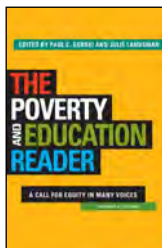
Choice

384 pp, 6" x 9"

Cloth, 2011, 978 1 57922 595 7, \$125.00

Paper, 2011, 978 1 57922 596 4, \$33.50

E-Book, 2012, 978 1 57922 598 8, \$26.99



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 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"

Cloth, 2013, 978 1 57922 858 3, \$125.00

Paper, 2013, 978 1 57922 859 0, \$35.00

E-Book, 2013, 978 1 57922 861 3, \$27.99

Myers Education Press



Myers Education Press is a new academic press specializing in books, e-books and digital content in the field of education. Working with many of the top names in the field, we present superb research that advances the discipline at a time when it is under attack on many fronts. Most importantly, we are an author-based press, offering you a refreshing, professional experience, whether you're an author looking to publish a book or a professor looking for a great textbook for your classroom.



NEW

Womanish Black Girls

Women Resisting the Contradictions of Silence and Voice

Dianne Smith, Loyce Caruthers and Shaunda Fowler

Foreword by Joy James

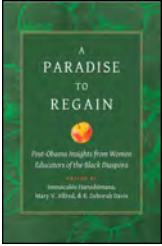
Womanish Black Girls: Women Resisting Contradictions of Silence and Voice is a collection of essays written by varied black women who fill spaces within the academy, public schools, civic organizations, and religious institutions. These writings are critically reflective and illuminate autobiographical storied-lives. A major theme is the notion of womanish black girls—women resisting the familial and communal expectations of being seen, rather than heard. Consequently, these memories and lived stories name contradictions between "being told what to do or say" and "knowing and deciding for herself." Additional themes include womanism and feminism, male patriarchy, violence, cultural norms, positionality, spirituality, representation, survival, and schooling. While the aforementioned can revive painful images and feelings, the essays offer hope, joy, redemption, and the re-imagining of new ways of being in individual and communal spaces. An expectation is that middle school black girls, high school black girls, college/university black girls, and community black women will view this work as seedlings for understanding resistance, claiming voice, and healing.

168 pp, 6" x 9"

Paper, Apr 2019, 978 1 97550 091 7, \$42.95

Cloth, Apr 2019, 978 1 97550 090 0, \$149.95

E-Book, Apr 2019, 978 1 97550 093 1, \$42.95

**NEW**

A Paradise to Regain

Post-Obama Insights from Women Educators of the Black Diaspora

Edited by Immaculée Harushimana, Mary Alfred and R. Deborah Davis

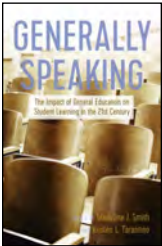
A Paradise to Regain: Post-Obama Insights from Women Educators of the Black Diaspora seeks to avert the likelihood of erasure of President Barack Obama's legacy of hope and possibility that every child, regardless of race, faith, and gender affiliation, can dream big and live to see his/her dream turn into reality. As women educators of color, we all agree that the socio-political climate prevailing in the United States of America, since the aftermath of the 2016 election, requires unprecedented agency. The book provides space for Black women educators—African Americans, Naturalized Black Americans, and Foreign-born Blacks from Africa, the Caribbean Islands and South America (e.g., Guyana)—to have a candid conversation with their young children—sons and daughters, nephews and nieces—about the roadblocks they are likely to face as minority youth of color in their pursuit of greatness and the reminder that they have a role model in President Obama to look up to in moments of extreme frustration and exasperation.

324 pp, 6" x 9"

Paper, Apr 2019, 978 1 97550 111 2, \$42.95

Cloth, Apr 2019, 978 1 97550 110 5, \$149.95

E-Book, Apr 2019, 978 1 97550 113 6, \$42.95

**NEW**

Generally Speaking

The Impact of General Education on Student Learning in the 21st Century

Edited by Madeline J. Smith and Kristen L. Tarantino

This extensive overview first surveys the history of general education in the United States. It discusses how the recommendations of stakeholder groups have shaped general education in recent decades. Subsequent chapters detail best practices and findings in the assessment of student learning as it relates to the general education curriculum across institutional types. The discus-

sion then turns to the larger impact of general education on culture and society as students navigate life beyond the undergraduate experience. The final chapters will provide insight into how various institutions are innovating through the general education curriculum, as well as a discussion on the keys to maintaining the relevancy of this curriculum throughout the 21st century and beyond.

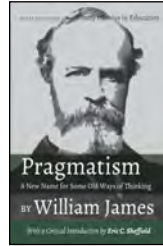
Culture and Society in Higher Education Series

230 pp, 6" x 9"

Paper, June 2019, 978 1 97550 123 5, \$55.95

Cloth, June 2019, 978 1 97550 122 8, \$149.95

E-Book, June 2019, 978 1 97550 125 9, \$55.95

**NEW**

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

With a Critical Introduction by Eric C. Sheffield

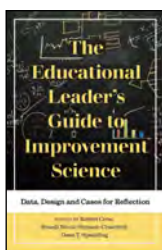
This new release of the classic text *Pragmatism* is absolutely timely. James' seminal statement of pragmatism's underpinnings and its treatment of essential philosophical questions (the nature of truth; the one and the many; free will; etc.) could not come at a more appropriate time. In a "post-truth"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

Timely Classics in Education Series

200 pp, 5.5" x 8"

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

E-Book, Apr 2019, 978 1 97550 163 1, \$14.95



NEW

The Educational Leader's Guide to Improvement Science

Data, Design and Cases for Reflection

**Edited by Robert Crow,
Brandi Nicole Hinnant-
Crawford and Dean T.
Spaulding**

The Educational Leader's Guide to Improvement Science: Data, Design and Cases for Reflection is a collection illustrating applied organizational problem-solving using methods of Improvement Science in educational leadership. Early chapters introduce Improvement Science and then the reader is led through a logical sequence of inquiry, presented with cases of educational dilemma matched with principles of improvement science and provided examples of research methodology applied in context. Because Improvement Science research is so quickly becoming a signature pedagogy and core subject area of inquiry in the field of educational leadership, the literature is still scant in its coverage of Improvement Science models. It is the purpose of this publication to fill the void by providing concrete examples, through case studies, of instances where improvement research methods and analyses can be embedded to enhance and strengthen efforts at organizational improvement.

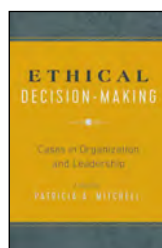
Improvement Science in Education and Beyond Series

230 pp, 6" x 9"

Paper, Apr 2019, 978 1 97550 095 5, \$42.95

Cloth, Apr 2019, 978 1 97550 094 8, \$149.95

E-Book, Apr 2019, 978 1 97550 097 9, \$42.95



NEW

Ethical Decision-Making

*Case Studies in
Organization and
Leadership*

**Edited by
Patricia A. Mitchell**

This text provides a unique collection of case studies across a wide range of organizations (higher education, K-12 education, military, state and local government administration, non-profit institutions, and agency management, etc.). These cases examine ethical decision-making and organizational and leadership behavioral concepts that are practiced in these organizations. The cases cover topics facing our workforce today and

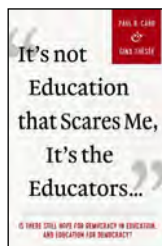
ask the reader to solve the dilemma. Through a discussion of these cases, students apply decision making and organizational and leadership strategies to analyze each case and therefore gain a better understanding of how to effectively lead and manage within their organizations.

184 pp, 6" x 9"

Paper, May 2019, 978 1 97550 083 2, \$42.95

Cloth, May 2019, 978 1 97550 082 5, \$149.95

E-Book, May 2019, 978 1 97550 085 6, \$42.95



NEW

It's Not Education that Scares Me, It's the Educators...

*Is there Still Hope for
Democracy in
Education, and
Education for
Democracy?*

Paul R. Carr and Gina Thésée

Many people believe that "education" has a disproportionately negative effect on them and those close to them. With so much wealth, technological prowess, innovation, and economic development, why do we still have marginalization, social inequalities, conflict, mass incarceration and generational poverty?

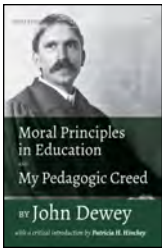
The connection to democracy, Education for Democracy (EfD) and social justice is, for Carr and Thésée, clear, and this volume interweaves a narrative within these themes based on a Freirian theoretical backdrop. This book presents a vision for transformative education and EfD, seeking to cultivate, stimulate and support political and media literacy, critical engagement and a re-conceptualization of what education is, and, importantly, how it can address entrenched, systemic and institutional problems that plague society. Based on over a decade of empirical research in a range of contexts and jurisdictions, the authors strive to link teaching and learning with agency, solidarity, action and transformative change within the conceptual framework of a critically-engaged EfD.

312 pp, 6" x 9"

Paper, Apr 2019, 978 1 97550 143 3, \$42.95

Cloth, Apr 2019, 978 1 97550 142 6, \$149.95

E-Book, Apr 2019, 978 1 97550 145 7, \$42.95



Moral Principles in Education and My Pedagogic Creed by John Dewey

With a Critical Introduction by Patricia H. Hinchey

Contemporary political and socioeconomic conditions largely characterized by corruption and inequity have added new urgency to recurring calls for reorienting American public schools to their historic purpose: educating a citizenry both equipped and motivated to serve as the ultimate guardians of democracy.

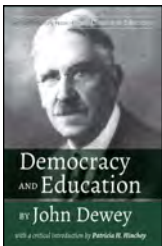
While the Founding Fathers, including Jefferson, as well as the founders of public schools, including Horace Mann, explicitly stated that rationale, perhaps no one has done more than John Dewey to detail the inextricable relationship between education and democratic society. In *Moral Principles in Education* and *My Pedagogic Creed*, Dewey reminds readers of public schools' original purpose, identifying specific educational principles and practices that either promote or undermine their essential democratic goals.

Timely Classics in Education Series

640 pp, 5.5" x 8"

Paper, Oct 2018, 978 1 97550 146 4, \$14.95

E-Book, Nov 2018, 978 1 97550 148 8, \$14.95



Democracy and Education by John Dewey

With a Critical Introduction by Patricia H. Hinchey

Through Myers Education Press's *Timely Classics in Education*, readers are

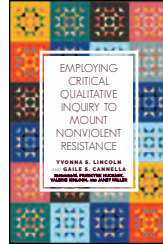
offered the opportunity to return to the original works of giants whose influence on education have persisted through the years. Critical introductions to each work offer information on the context of the original work as well as insights into current relevance. For readers unfamiliar with each text, the introductions provide entrée to the work; for experienced readers, the series offers an opportunity to return to original works untainted by the distortions of decades of inter-

pretation. Unlike poorly produced facsimile editions, *Timely Classics* are high-quality products. They can be adopted for use in many types of education classes.

380 pp, 5.5" x 8"

Paper, 2018, 978 1 975500 20 7, \$14.95

E-Book, 2018, 978 1 975500 22 1, \$14.95



Employing Critical Qualitative Inquiry to Mount Nonviolent Resistance

Yvonna S. Lincoln and Gaile S. Cannella

Featuring M. Francynne Huckaby, Janet L. Miller and Valerie Kinloch

This volume engages researchers with the notion of critical qualitative inquiry (CQI) as a direct practice of resistance. As female educators and researchers who have (through our politically activist sister) been referred to as "Nasty Women" in the US presidential debates, we believe that it is our responsibility to respond through our inquiry to the violent reinscription of intersecting forms of injustice and marginalization. The purposes of this volume are therefore (1) to demonstrate personal actions taken by researchers to deal with thoughts/feelings of despair as well as how to move toward survival, and (2) to explore historical, new, and rethought research and activist methodologies (frameworks) as counter measures broadly and for public education specifically. Examples of CQI as resistance in response to the particular neoliberal patriarchal, whitelash presidential election event are provided by featured authors. Additionally, resources related to activist scholarship are provided. These frameworks, resources, and perspectives are also useful for future research in reaction to neoliberalism, patriarchy, and white supremacy.

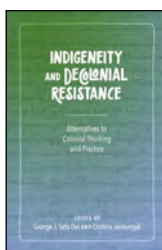
Qualitative Inquiry: Critical Ethics, Justice, and Activism

138 pp, 6" x 9"

Cloth, Mar 2019, 978 1 975500 43 6, \$149.95

E-Book, Mar 2019, 978 1 975500 46 7, \$42.95

Paper, Mar 2019, 978 1 975500 44 3, \$42.95



Indigeneity and Decolonial Resistance

Alternatives to Colonial Thinking and Practice

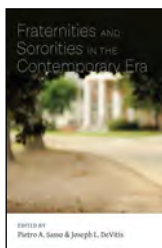
**Edited by
George J. Sefa Dei and
Cristina Jaimungal**

“Challenging the tropes of dominant sociopolitical theory, *Indigeneity and Decolonial Resistance* is a bold, brazen and uncompromising collection of essays that stands at the cutting edge of decolonial studies.” — **Peter McLaren**, *Distinguished Professor in Critical Studies, Attallah College of Educational Studies, Chapman University*

To be able to promote effective anti-colonial and decolonial education, it is imperative that educators employ indigenous epistemologies that seek to threaten, replace and reimagine colonial thinking and practice. *Indigeneity and Decolonial Resistance* hopes to contribute to the search for a more radical decolonial education and practice that allows for the coexistence of, and conversation among, “multiple-epistemes.”

An excellent text for use in a variety of upper-division undergraduate and graduate classrooms. It is also a valuable addition to the libraries of writers and researchers interested in indigenous studies and decolonialism.

232 pp, 7" x 10"
Cloth, 2018, 978 1 975500 04 7, \$149.95
E-Book, 2018, 978 1 975500 07 8, \$42.95
Paper, 2018, 978 1 975500 05 4, \$42.95



NEW

Fraternities and Sororities in the Contemporary Era

A Pendulum of Tolerance

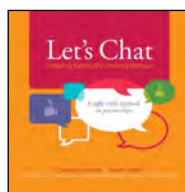
**Edited by Pietro A. Sasso
and Joseph L. DeVito**

Fraternities and Sororities in the Contemporary Era examines the issues and challenges pertaining to the American college fraternity/sorority community on American college campuses, otherwise known as “Greek life.” The text argues for its continuing relevance despite widespread media criticism. The authors of this volume claim that fraternities and sororities offer opportunities for a sense of belonging, student success, and social support systems for mental health. In particular, they can afford feelings of mutual identity and community service benefits. This text also provides an alternative counternarrative by providing

a brief history of the academy’s relationship with “Greek life” and provide 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 for fraternities and sororities to continue, parent or host institutions will need to exert greater jurisdiction and accountability.

Culture and Society in Higher Education Series

300 pp, 7" x 10"
Cloth, Apr 2019, 978 1 975500 31 3, \$179.95
E-Book, Apr 2019, 978 1 975500 34 4, \$55.95
Paper, Apr 2019, 978 1 975500 32 0, \$55.95



Let's Chat—Cultivating Community University Dialogue

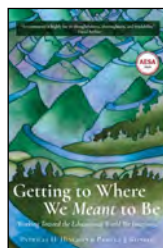
*A Coffee Table
Textbook on
Partnerships*

Suzanne SooHoo, Patricia Huerta, Patty Perales Huerta-Meza, Tim Bolin and Kevin J. Stockbridge

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” (Freire), accompanied by academic voices, in a format that is accessible, aesthetic and attractive to both community and university audiences

148 pp, 10" x 10"
Cloth, 2018, 978 1 975500 39 9, \$89.95
E-Book, 2018, 978 1 975500 42 9, \$49.95
Paper, 2018, 978 1 975500 40 5, \$49.95



Getting to Where We Meant to Be

*Working Toward the
Educational World We
Imagine/d*

**Patricia H. Hinchey and
Pamela J. Konkol**

Text

“If you’d like to see public

education thrive, here is a book to bolster your arguments. Down-to-earth writing and excellent choice of content allow vitally important concepts about schooling in contemporary America to be analyzed and easily comprehended. It is one of the clearest discussions of curriculum issues and their meaning and importance for our teachers,

schools, parents and yes, for our nation as well. Every schools' decision about curriculum is a decision about what's in and what's out of the knowledge base for students in their state or nation. This insightful and highly readable book explains why these decisions should never be made lightly." —**David C. Berliner**, *Arizona State University*

This book is the perfect text for both undergraduate and graduate classrooms devoted to the study of public education. Questions at the end of each chapter point to ways for preservice and inservice teachers, as well as administrators and other education personnel, to advance their thinking about choices in their own contexts.

224 pp., 6" x 9"

Cloth, 2017, 978 1 975500 00 9, \$149.95

E-Book, 2018, 978 1 975500 03 0, \$42.95

Paper, 2017, 978 1 975500 01 6, \$42.95



NEW

Researching Resistance

Public Education After Neoliberalism

M. Francyne Huckaby

Researching Resistance: Public Education After



Neoliberalism serves two vital functions. First, it 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.

This 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>).

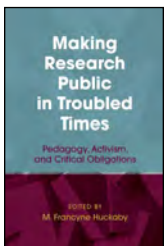
Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

206 pp., 6" x 9", illus

Cloth, Apr 2019, 978 1 975500 12 2, \$149.95

E-Book, Apr 2019, 978 1 975500 15 3, \$42.95

Paper, Apr 2019, 978 1 975500 13 9, \$42.95



Making Research Public in Troubled Times

Pedagogy, Activism, and Critical Obligations

Edited by

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? What have we learned over years of attempting to teach critical qualitative research methods? The authors in the second section are activist local scholars sharing their projects and explaining what this work means for critical qualitative inquiry. This work includes methods used to incorporate critical qualitative inquiry into community activism.

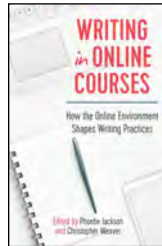
Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

180 pp., 6" x 9", illus

Cloth, 2018, 978 1 975500 27 6, \$149.95

E-Book, 2018, 978 1 975500 30 6, \$42.95

Paper, 2018, 978 1 975500 28 3, \$42.95



Writing in Online Courses

How the Online Environment Shapes Writing Practices

Edited by Phoebe Jackson and Christopher Weaver

"Rather than viewing the online classroom as inferior to the traditional face-to-face classroom, this engaging collection embraces the unique learning opportunities available to both students and teachers in an online and hybrid classroom where the act of writing is made central. Firmly grounded in contemporary pedagogical theory, individual essays variously examine intersections between technology and writing practices, student identity formation, and the development of academic discourse. All instructors who value the importance of student writing and teach in an online environment should read this book as it provides inspiration, insights, and sound advice into how they can improve their instruction and student learning outcomes." —**Pam Lieske**, *Professor of English, Kent State University-Trumbull*

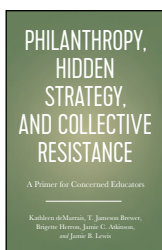
For scholars interested in the intersection of writing and online instruction, this book examines both the theoretical and practical implications of writing in online courses. The essays in this collection reflect upon what the authors have learned about the synergistic way that writing helps to shape online instruction and how online instruction helps to shape the writing process.

270 pp., 6" x 9"

Cloth, 2018, 978 1 975500 08 5, \$99.95

E-Book, 2018, 978 1 975500 11 5, \$42.95

Paper, 2018, 978 1 975500 09 2, \$42.95



Philanthropy, Hidden Strategy, and Collective Resistance

A Primer for Concerned Educators

**Kathleen deMarrais,
T. Jameson Brewer,
Brigette A. Herron,**

Jamie C. Atkinson and Jamie B. Lewis

Contributions by John Dayton

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.

318 pp., 6" x 9"

Cloth, Dec 2018, 978 1 975500 70 2, \$149.95

E-Book, Dec 2018, 978 1 975500 73 3, \$42.95

Paper, Dec 2018, 978 1 975500 71 9, \$42.95



Student Activism in the Academy

Its Struggles and Promise

**Edited by
Joseph L. DeVitis and
Pietro A. Sasso**

Student Activism in the Academy: Its Struggles and

Promise is a wide-ranging, provocative survey of student activism in America's colleges and universities that critically analyzes the contentious problems and progress of a movement that has stirred public reaction in and out of academe. Its fundamental purpose is to engage diverse publics in both reasoned and passionate reflection and soul searching on vital issues that surround campus protest.

Administrators, faculty, students, and student life personnel in higher education—indeed, all those interested in today's colleges and universities—will want to participate in the timely and productive dialogue within these pages.

Culture and Society in Higher Education Series

300 pp., 7" x 10"

Cloth, Apr 2019, 978 1 975500 35 1, \$179.95

E-Book, Apr 2019, 978 1 975500 38 2, \$55.95

Paper, Apr 2019, 978 1 975500 36 8, \$55.95



The New Henry Giroux Reader

The Role of the Public Intellectual in a Time of Tyranny

Henry A. Giroux

Edited by Jennifer A.

Sandlin and Jake Burdick

Foreword by Antonia Darder

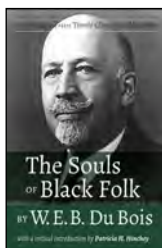
The New Henry Giroux Reader presents Henry Giroux's evolving body of work. The book articulates a crucial shift in his analyses after the September 11th, 2001 terrorist attack, when his writing took on more expansive articulations of power, politics, and pedagogy that addressed education and culture in forms that could no longer be contained via isolated reviews of media, schooling, or pedagogical practice. Instead, Giroux locates these discourses as a constellation of neoliberal influences on cultural practices, with education as the engine of their reproduction and their cessation.

428 pp., 7" x 10"

Cloth, Oct 2018, 978 1 975500 74 0, \$169.95

E-Book, Nov 2018, 978 1 975500 77 1, \$49.95

Paper, Oct 2018, 978 1 975500 75 7, \$49.95



The Souls of Black Folk by W.E.B. Du Bois

With a Critical Introduction by Patricia H. Hinchey

W. E. B. Du Bois's seminal work, *The Souls of Black Folk*, not only captures the

experience of African Americans in the years following the Civil War but also speaks to contemporary conditions. At a time when American public schools are increasingly re-segregating, are increasingly underfunded, and are perhaps nearly as separate and unequal as they were in earlier decades, this classic can help readers grasp links between a slavery past and a dismal present for too many young people of color.

Timely Classics in Education Series

222 pp., 5 1/2" x 8"

Paper, 2018, 978 1 975500 63 4, \$14.95

E-Book, 2018, 978 1 975500 65 8, \$14.95



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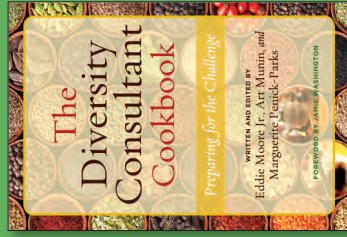


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