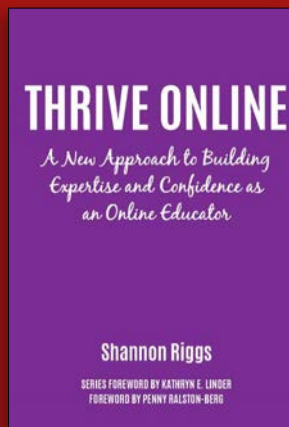
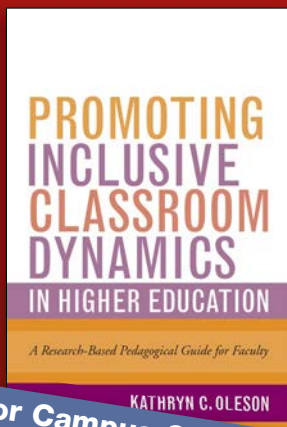
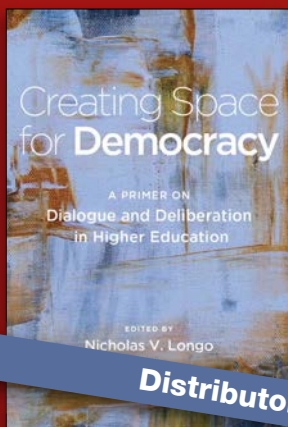
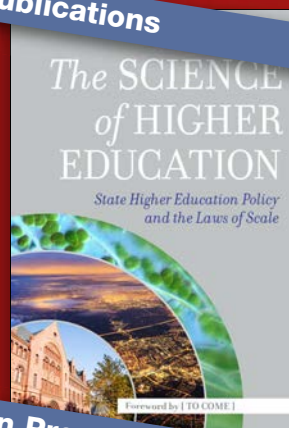
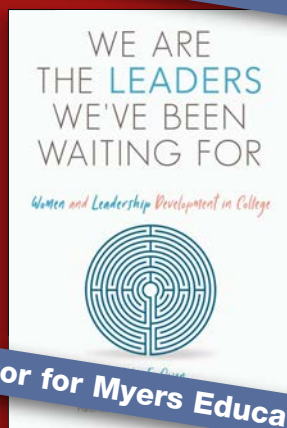


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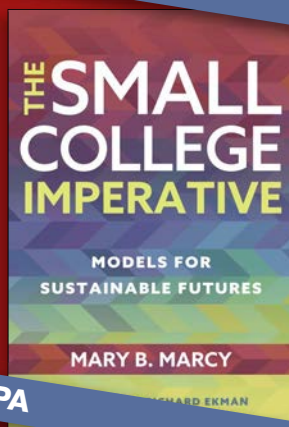
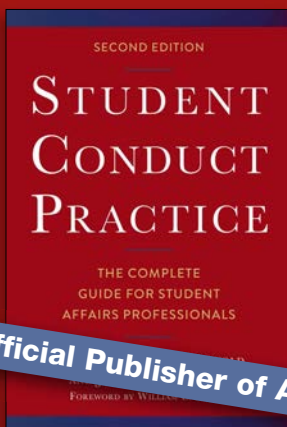
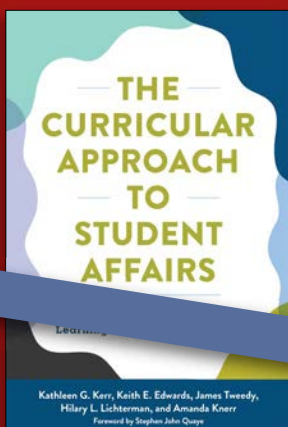
# HIGHER EDUCATION 2020



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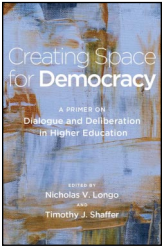
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## General Interest



NEW

### Creating Space for Democracy

*A Primer on Dialogue and Deliberation in Higher Education*

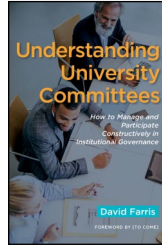
**Edited by Nicholas V. Longo and Timothy J. Shaffer**

"Does a masterful job of making the case for why high quality dialogue and deliberation are necessary in higher education if we want to ensure that students leave us well prepared to participate politically and civically. Through a diverse set of concrete examples and case studies, this book provides excellent guidance about how to create scaffolds, programs, and opportunities for students, staff, and faculty to engage in the kinds of dialogue and deliberation that are both sorely lacking and much needed. This book is a must read if you are in higher education, care about dialogue and deliberation, and are yearning for new ideas."—**Diana Hess**, *Dean, UW-Madison School of Education*

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

**Co-published with Campus Compact and AAC&U**

**342 pp., 6" x 9", 3 figs & 1 table**  
**Paper, Oct 2019, 978 1 62036 927 2, \$35.00**  
**Cloth, Oct 2019, 978 1 62036 926 5, \$125.00**  
**E-Book, Oct 2019, 978 1 62036 929 6, \$27.99**



FORTHCOMING

### Understanding University Committees

*How to Manage and Participate Constructively in Institutional Governance*

**David A. Farris**

Committees are indispensable to the governance of higher education, yet there is seldom guidance to faculty and administrators on how committees should be conducted or how to maximize committee obligations.

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

Based on empirical research, organizational theory, and interviews with faculty and administrators, Dr. David Farris provides an informative and vivid examination of the dynamics of committee work, addresses the planning, conduct, roles, composition, and dispositions of members as well as the institutional context and structures in which they operate that are vital to organizational success.

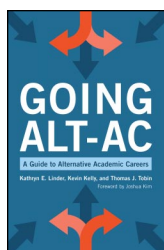
Committees are not just laboratories for implementing the vision of university leadership, developing solutions to institutional challenges, and refining organizational procedures; they are the proving ground for future leaders in higher education. How members perform in committees reflects our professionalism, aptitude, integrity, and character; all-important considerations given that we serve as ambassadors for our department, college, office, and colleagues.

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

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

**Paper, Aug 2020, 978 1 62036 939 5, \$29.95**  
**Cloth, Aug 2020, 978 1 62036 938 8, \$125.00**  
**E-Book, Aug 2020, 978 1 62036 941 8, \$23.99**





**NEW**

## Going Alt-Ac

*A Guide to Alternative Academic Careers*

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

**Foreword by Joshua Kim**

"The authors have produced a book that anyone contemplating, or negotiating, a non-traditional academic career will want to read. Not only read, but workshop and teach and book-club and share. I think that we will keep *Going Alt-Ac* on our desks, as both a reference guide and a reminder that we are part of something bigger." —**Joshua Kim**, *Director of Digital Learning Initiatives, Dartmouth Center for the Advancement of Learning*

A growing number of people completing or holding graduate degrees now seek non-faculty positions—also called alternative academic, or "alt-ac" positions—at different stages in their careers. While an increasing number of people with doctoral degrees are hunting for a diminishing pool of tenure-track faculty jobs, most degree-granting institutions do not adequately prepare their graduate students to enter the new reality of the alt-ac job market. Yet the administrative ranks in higher education institutions are growing, as colleges and universities are creating a diverse range of positions that support teaching and learning efforts.

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

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

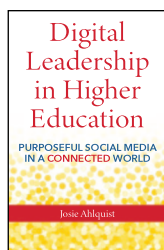
The authors offer case stories—their own and those of colleagues across North America in alt-ac roles—with concrete examples designed to help readers pursue, obtain, and excel in a wide variety of alt-ac positions. The book can equally be used as a resource for graduate courses on professional development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

**312 pp, 7" x 10"**

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

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

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



**FORTHCOMING**

## Digital Leadership in Higher Education

*Purposeful Social Media in a Connected World*

**Josie Ahlquist**

"There is no one from whom I would rather hear about digital leadership than Josie Ahlquist! What makes this book truly special, beyond the treasure trove of practical suggestions, is the emphasis on the importance of being purposeful and genuine in one's use of digital media to support individuals and communities. The book situates the 'social' at the heart of social media activity—social justice, social networks, and social responsibility." —**George McClellan**, *Associate Professor of Higher Education, University of Mississippi*

In this groundbreaking book, Josie Ahlquist provides readers with the tools they need to take a strong, values-based approach to leadership in the various digital spaces vital to the world of higher education today. Filled with real-world examples and tools to negotiate this ever-changing digital landscape, the book fills an important niche in the literature: A user manual for your digital leadership journey.

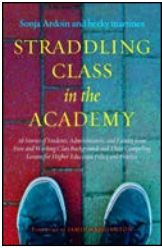
Each chapter includes tools and tactics, as well as stories that bridge the gap between technology and connection with community. This book doesn't have a recipe for cooking up the next viral video, it offers lots of ways to stay true to individual and organizational values while engaging online. Whether a college president, dean of students, associate professor, or a program coordinator, there is a need for leaders who aren't just early adopters and social media enthusiasts, but authentic individuals who back up their technology use with a purposeful philosophy and a values-based approach to their role.

**312 pp, 7" x 10"**

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

**Cloth, Jul 2020, 978 1 62036 751 3, \$125.00**

**E-Book, Jul 2020, 978 1 62036 754 4, \$31.99**

**BESTSELLER**

## Straddling Class in the Academy

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

*Compelling Lessons for Higher Education Policy and Practice*

**Sonja Ardoin and becky martinez**

**Foreword by Jamie Washington**

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

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

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

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

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

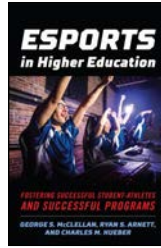
A concluding chapter proposes means for both increasing social class consciousness and social class inclusivity in the academy.

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

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

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

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

**FORTHCOMING**

## Esports in Higher Education

*Fostering Successful Student-Athletes and Successful Programs*

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

This comprehensive resource examines the rapidly-growing esports phenomenon in higher education, bringing the perspectives of players, administrators, and scholars together in one volume to discuss the basics of esports, how to start and maintain successful esports programs, and issues and trends in the field.

Esports are a global phenomenon with an estimated audience of 400 million people in 2018. Given their already strong base and rising popularity on college campuses, esports have been referred to as the new college football. This book offers practical insights into how to develop and maintain an esports program that is consistent with institutional purposes and values. The book is helpful to all types of institutions (small to large, public and private, 2-year or 4-year). It draws on current scholarship and the professional experience of the authors, focused heavily on practical advice for higher education professionals.

Among the challenges of esports in higher education the book addresses are competition structure, competition climate, child protection, cheating, gambling, lack of reliable relevant data to inform decisions, and the advent of an esports arms race. Some of the opportunities described in the book include student recruitment and success networks with high schools, and partnerships with the esports industry. Done correctly, esports can provide a structured way for all students (on campus, off campus, and online) to engage in both curricular and cocurricular programming that can provide measurable learning outcomes and have a positive impact on retention rates.

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

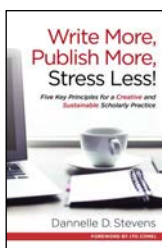
**Paper, Jun 2020, 978 1 64267 145 2, \$32.50**

**Cloth, Jun 2020, 978 1 64267 144 5, \$125.00**

**E-Book, Jun 2020, 978 1 64267 147 6, \$25.99**







## Write More, Publish More, Stress Less!

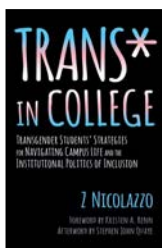
*Five Key Principles for a Creative and Sustainable Scholarly Practice*

**Dannelle D. Stevens**

**Foreword by Stephen D. Brookfield**

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

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



**BESTSELLER**

## Trans\* in College

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

**Z Nicolazzo**

**Foreword by Kristen A. Renn**

**Afterword by Stephen John Quayle**

"With recent estimates of the trans\* population in the United States showing three to six times as many trans\* people under the age of 18 as there are over the age of 18, the work Z Nicolazzo undertakes in this book should be required reading for educators at every level of instruction. Gender is changing in ways we can scarcely comprehend, and millions of students already live lives that break the gender binary and contest what Nicolazzo calls 'compulsory heterogeneity.' We owe it to those students to acknowledge their reality, and reflect it in our pedagogy, curriculum, and institutional practices." —**Susan Stryker**, *Associate Professor of Gender and Women's Studies, University of Arizona; and*

*founding co-editor of TSQ: Transgender Studies Quarterly*

"A must-read resource for higher education administrators, faculty, and those providing support services." —**CHOICE**

**CHOICE 2017 OUTSTANDING ACADEMIC TITLE**

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

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



## Journal Keeping

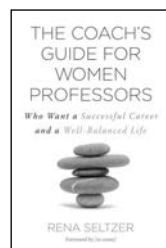
*How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change*

**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*

"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**  
**Paper, 2009, 978 1 57922 216 1, \$27.00**  
**Cloth, 2009, 978 1 57922 215 4, \$125.00**



**BESTSELLER**

## The Coach's Guide for Women Professors

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

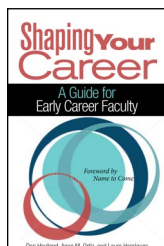
**Rena Seltzer**

**Foreword by Frances Rosenbluth**

"Rena Seltzer's workshops are perennial favorites with Yale faculty. Workshop alumni get more writing done, have more control over their schedules, and feel increased confidence in their leadership skills. Rena has also served as a coach for a number of Yale faculty leaders. Here as well, her work

has been transformative. I am delighted to recommend *The Coach's Guide* to anyone aspiring to learn from this wise and inspiring academic coach.”—**Tamar Szabó Gendler**, *Dean of the Faculty of Arts and Science, Vincent J. Scully Professor of Philosophy, and Professor of Psychology and Cognitive Science, Yale University*

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



## Shaping Your Career

*A Guide for Early Career Faculty*

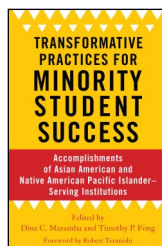
**Don Haviland, Anna M. Ortiz, and Laura Henriques**

**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*

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

## Texts & Resources For Student Success



**FORTHCOMING**

## Transformative Practices for Minority Student Success

*Accomplishments of Asian American and Native American Pacific*

*Islander-Serving Institutions*

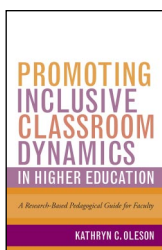
**Edited by Dina C. Maramba and Timothy P. Fong**

“For far too long the Asian American and Pacific Islander (AAPI) student population has been left out of conversations about student success, forgotten due to the model minority myth. Maramba and Fong have brought to the surface key issues for all in higher education to discuss and learn from. The group of authors they have assembled have both the scholarly background and practice-based knowledge to help the field move forward in its understanding of AAPI students and Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs).”—**Marybeth Gasman**, *Judy & Howard Berkowitz Professor of Education, University of Pennsylvania*

“An essential read for colleges and universities that educate AANAPI students. The chapter authors offer asset-based practices that should be used by practitioners striving to undo the historical remnants of whiteness that continue to hinder the success of those who are racially minoritized.”—**Gina Ann Garcia**, *Associate Professor, Administrative and Policy Studies, University of Pittsburgh*

This book, the first to focus wholly on AANAPISIs and their students, offers a corrective to misconceptions about these populations and documents student services and leadership programs, innovative pedagogies, models of community engagement, and collaborations across academic and student affairs that have transformed student outcomes. This book recognizes there is a large population of underserved Asian American and Pacific Islander college students who, given their educational disparities, are in severe need of attention. The contributors describe effective practices that enable instructors to validate the array of students' specific backgrounds and circumstances within the contexts of developing such skills as writing, leadership and cross-cultural communication for their class cohorts as a whole. They demonstrate that paying attention to the diversity of student experiences in the teaching environment enriches the learning for all.

288 pp, 6" x 9"  
Paper, Mar 2020, 978 1 64267 017 2, \$39.95  
Cloth, Mar 2020, 978 1 64267 016 5, \$125.00  
E-Book, Mar 2020, 978 1 64267 019 6, \$31.99



**FORTHCOMING**

## Promoting Inclusive Classroom Dynamics in Higher Education

*A Research-Based Pedagogical Guide for Faculty*

**Kathryn C. Oleson**

This powerful, practical resource helps faculty create an inclusive dynamic in their classrooms, so that all students are set up to succeed. Grounded in research and theory (including social and educational psychology, scholarship of teaching and learning, difficult dialogues, and social justice perspectives), this book provides practical solutions to help faculty create an inclusive learning environment in which all students can thrive.

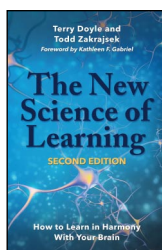
Each chapter focuses on palpable ideas and adaptive strategies to use right away when teaching. The first chapter considers professors' intersecting personal and social identities and their expectations for themselves and their students. Chapter 2 considers students' backgrounds, including class, race, disability, and gender, and focuses on what students bring to the classroom, exploring their basic psychological needs of autonomy, competence, and belonging; and their self-doubts and uncertainties. Chapter 3 draws on universally-designed learning in combination with educational design rooted in social justice and multiculturalism to describe ways to design spaces in which students flourish academically. Two further chapters focus on classroom dynamics. Chapter 4 primarily focuses on *preparation* for having difficult conversations in the classroom (e.g., creating guidelines, informing students about course content), considering how instructors can create a shared understanding between themselves and their students. Chapter 5 focuses on in-the-moment strategies to both *create* and *manage* discomfort and approach "cold" and "hot" moments that occur when discussing sensitive and controversial topics while supporting students of various social identities. In the closing chapter, the author integrates the elements from the preceding chapters and presents more general college-wide programs to help faculty develop and improve their teaching.

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

**Paper, Sept 2020, 978 1 62036 899 2, \$32.50**

**Cloth, Sept 2020, 978 1 62036 898 5, \$125.00**

**E-Book, Sept 2020, 978 1 62036 901 2, \$25.99**



**BESTSELLER**

## The New Science of Learning

*How to Learn in Harmony With Your Brain*

SECOND EDITION

**Terry Doyle and Todd D. Zakrajsek**

**Foreword by Kathleen F. Gabriel**



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

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

"Mathematics instructors at Riverside City College spent several years incorporating the first edition of this book into the curriculum with positive documented outcomes. This book empowers students to take control of their own learning. 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

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

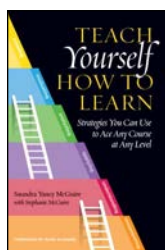
**188 pp, 5 1/2" x 8 1/4", figures & tables**

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

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

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





**BESTSELLER**

## Teach Yourself How to Learn

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

**Sandra Yancy McGuire  
With Stephanie McGuire**

**Foreword by Mark McDaniel**



"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."—

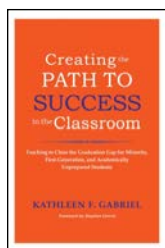
**Reflective Teaching**

"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*

**Co-published with NISOD and NADE**

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



**BESTSELLER**

## Creating the Path to Success in the Classroom

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

*Academically Unprepared Students*

**Kathleen F. Gabriel**

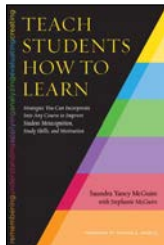
**Foreword by Stephen Carroll**

"This is a clear, engaging, and practical book that will be of use to anyone teaching in a university

or community-college classroom.—**Reflective Teaching**

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

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



**BESTSELLER**

## 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**

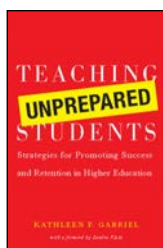
"Teachers need to learn as much as their students. In a masterly and spirited exposition, spanned with wit and exhortation, rife with pragmatic strategies, Sandra McGuire teaches teachers how to awake in their students the powers dormant in them. Be aware, and you will learn!" —  
**Ronald Hoffmann**, *1981 Nobel Laureate in Chemistry*

For over a decade 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 and NADE**

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





**BESTSELLER**

## Teaching Unprepared Students

*Strategies for Promoting Success and Retention in Higher Education*

**Kathleen F. Gabriel**

**Foreword by Sandra M. Flake**

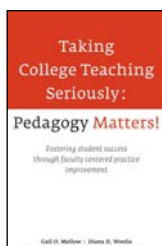
This book provides professors and their graduate teaching assistants—those at the front line of interactions with students—with techniques and approaches they can use in class to help at-risk students raise their skills so that they can successfully complete their studies.

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

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

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

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



## 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**

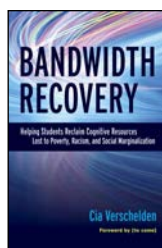
"The focus of this book on teaching in community college settings is particularly important given the expectations of student learning outcomes in today's 2-year institutions and the number of students at these colleges enrolled in developmental education courses. The authors of the book concentrate on the need to provide 'professional development of all faculty who teach the hardest to serve'. The focus on developmental course instructors offers strategies that can translate to other programs in community colleges. Their attention to faculty development builds on what the authors identify as the role of reflecting on teaching practices and on building competencies in faculty members regarding good classroom pedagogy"—*Community College Review*

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

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

**Cloth, 2015, 978 1 62036 079 8, \$125.00**

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



**BESTSELLER**

## Bandwidth Recovery

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

**Cia Verschelden**

**Foreword by Lynn Pasquerella**

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

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

"Verschelden effectively immerses readers in and thereby sensitizes them to the array of economic; social; and physical, mental, and emotional realities that persistently drain non-majority and socially marginalized students' cognitive capacities to learn. Most important, she teaches us how to recover their capacities to become successful students. Unquestionably, this is a timely, essential, and uplifting read for faculty and other contributors to student learning, assisting them to draw out those students' potential for success."—

**Peggy L. Maki, Education Consultant Specializing in Assessing Student Learning**

**Published in association with AAC&U**

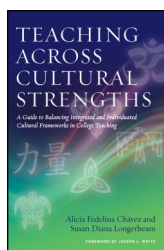
**170 pp., 6" x 9", 7 illus**

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

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

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





## Teaching Across Cultural Strengths

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

**Alicia Fedelina Chávez**

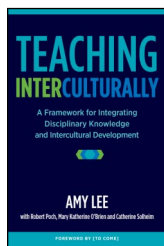
**and Susan Diana Longerbeam**

**Foreword by Joseph L. White**

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

**Co-published with NISOD**

**272 pp, 6" x 9", 18 figures & 16 tables**  
**Paper, 2016, 978 1 62036 324 9, \$29.95**  
**Cloth, 2016, 978 1 62036 323 2, \$125.00**  
**E-Book, 2016, 978 1 62036 326 3, \$23.99**



## Teaching Interculturally

*A Framework for Integrating Disciplinary Knowledge and Intercultural Development*

**Amy Lee**

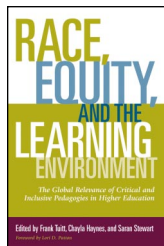
**With Robert K. Poch, Mary Katherine O'Brien, and Catherine Solheim**

**Foreword by Peter Felten**

“According to [this] timely new book, we cannot ignore the increasing cultural diversity of our students. This is true even in technical and scientific courses: ‘...you are teaching in and experiencing intercultural classrooms regardless of whether you want to, whether you are aware of it, and whether you think it is your responsibility or relevant to your discipline’. In other words, this is not a book that asks, ‘Is culture affecting my readers or users?’ Instead, it goes further: ‘How do I design and communicate effectively in this intercultural environment?’ This is a tough question, and in a refreshing nod to practicality, the authors set out a developmental process instead of a ‘to do’ list. According to them, putting the

theory of ‘intercultural pedagogy’ into practice requires time, dialog with others, cultural humility, and critical reflection. This all requires conscious effort that comes about through an iterative series of failures, reframing issues, repeated observations, and refinement.”—**Technical Communication**

**137 pp, 6" x 9", 9 illus**  
**Paper, 2017, 978 1 62036 380 5, \$27.50**  
**Cloth, 2017, 978 1 62036 379 9, \$125.00**  
**E-Book, 2017, 978 1 62036 382 9, \$21.99**



## 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 Patton Davis**, *Associate Professor, Higher Education and Student Affairs, IUPUI*

**264 pp, 6" x 9"**  
**Paper, 2016, 978 1 62036 340 9, \$32.50**  
**Cloth, 2016, 978 1 62036 339 3, \$125.00**  
**E-Book, 2016, 978 1 62036 342 3, \$25.99**

## Want to learn more from our best-selling authors?

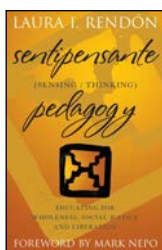
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## Sentipensante (Sensing/ Thinking) Pedagogy

*Educating for  
Wholeness, Social  
Justice and Liberation*

**Laura I. Rendón**

**Foreword by Mark Nepo**

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

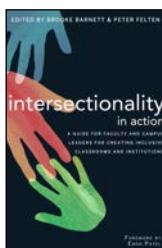
Laura Rendón offers a transformative vision of education that emphasizes the harmonic, complementary relationship between the *sentir* of intuition and the inner life and the *pensar* of intellectualism and the pursuit of scholarship; between teaching and learning; formal knowledge and wisdom; and between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

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

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

**Cloth, 2008, 978 1 57922 325 0, \$32.50**

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



## Intersectionality in Action

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

**Edited by Brooke Barnett  
and Peter Felten**

**Foreword by Eboo Patel**

“Barnett and Felten have pulled together a timely resource for campus leaders that recognizes the multidimensionality of students’ identities and the imperative for institutions to pursue an intersectional approach to diversity on campus.” —**anthony listing antonio**, *Associate Professor of Education, Stanford University*

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

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

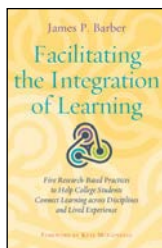
**176 pp., 6" x 9"**

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

**Cloth, 2016, 978 1 62036 319 5, \$125.00**

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

## Teaching & Learning



**FORTHCOMING**

## Facilitating the Integration of Learning

*Five Research-Based  
Practices to Help  
College Students Learn  
Across Contexts*

**James P. Barber**

**Foreword by Kate McConnell**

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

Given that students will be more successful in college (and in life) if they can integrate their learning, James Barber offers a guide for college educators on how to promote students’ integration of learning, and help them connect knowledge and insights across contexts, whether in-class or out-of-class, in co-curricular activities, or across courses and disciplinary boundaries.

This book is addressed to a wide range of educators engaged with college student learning, from faculty to student affairs administrators, athletic coaches, internship supervisors, or anyone concerned with student development.

The opening chapters lay the foundation for the book, defining what integration of learning is, how to promote it and students’ capacities for reflection; and introduce the author’s research-based Integration of Learning (IOL) model. The second section of the book provides practical, real-world strategies for facilitating integration of learning that college educators can use right away in multiple learning contexts. James Barber describes practices that readers can integrate as appropriate in their classes or activities, under chapters respectively devoted to Mentoring, Writing as Praxis, Juxtaposition, Hands-On Experiences, and Diversity and Identity.

The author concludes by outlining how to apply IOL to a multiplicity of settings, such as a major, a single course, programming for a student organization, or other co-curricular experience; as well as offering guidance on assessing and documenting students’ mastery of this outcome.

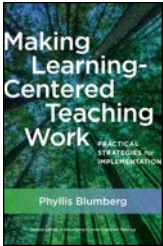
**168 pp., 6" x 9", 14 illus**

**Paper, Jun 2020, 978 1 62036 748 3, \$27.50**

**Cloth, Jun 2020, 978 1 62036 747 6, \$125.00**

**E-Book, Jun 2020, 978 1 62036 750 6, \$21.99**



**NEW**

## Making Learning-Centered Teaching Work

*Practical Strategies for Implementation*  
Phyllis Blumberg

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

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

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

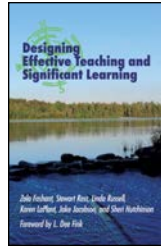
- Boxes with easy-to-implement and adaptable examples, covering applications across disciplines and course types
- Worksheets that foster easy implementation of concepts
- Rubrics for self-assessment and peer assessment of learning-centered teaching
- Detailed directions on how to use the rubrics as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

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

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

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

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

**NEW**

## Designing Effective Teaching and Significant Learning

Zala Fashant, Stewart Ross, Linda Russell, Karen LaPlant, Jake

Jacobson, and Sheri Hutchinson

Foreword by L. Dee Fink

"Want to take your capabilities as a teacher from 'Good' to 'Great'? This book can help you do that. It focuses on just the right range of topics, and has a powerful blend of stories, examples of good course design, and substantive guidance." —**Dee Fink**, former Founding Director, Instructional Development Program, University of Oklahoma

"Smartly anchored in Dee Fink's seminal work, *Creating Significant Learning Experiences*, this course design book extends the framework into topics typically not included in this type of book—instructional software, LMS usage, cognitive science, course assessment rubrics, and program and institutional evaluation—in addition to the subjects you'd expect. It features plentiful examples, relatable cases, and, for each chapter, opening points-to-ponder and summary action checklists. It pays particular attention to the needs of community college faculty." —**Linda B. Nilson**, Director Emerita, Office of Teaching Effectiveness and Innovation, Clemson University

"Builds upon the work of Dee Fink by providing pragmatic advice to post-secondary faculty in the design of traditional, blended, and online courses. The book covers a broad range of topics, from basics in preparing or designing a course to more advanced concepts such as making courses accessible and assessing a program or institution. I found the chapter 'Communicating in Your Course' helpful in developing workshops for faculty on student engagement in online courses." —**Martin Springborg**, Director of Teaching and Learning, Inver Hills Community College and Dakota County Technical College

This book guides readers through the design process to deliver effective teaching and significant learning, sharing the stories of how faculty have transformed courses from theory to practice. Starting with Dee Fink's foundation of integrating course design, the authors provide additional design concepts to expand the course blueprint to implement plans for communication, accessibility, technology integration, and align outcomes with program and institutional goal and assessments.

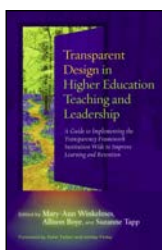
352 pp, 7" x 10"

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

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

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





## 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 Winkelmess, Allison Boye, and Suzanne Tapp**

**Foreword by Peter Felten and Ashley Finley**

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

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

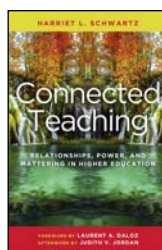
Transparent instruction involves faculty/student discussion about several important aspects of academic work before students undertake that work, making explicit the purpose of the work, the knowledge that will be gained, and providing multiple examples of real-world work applications of the specific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

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

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

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

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



## Connected Teaching

*Relationship, Power, and Mattering in Higher Education*

**Harriet L. Schwartz**

**Foreword by Laurent A. Parks Daloz**

**Afterword by Judith V. Jordan**

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

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

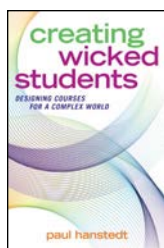
This book explores teaching as a relational practice—a practice wherein connection and disconnection with students, power, identity, and emotion shape the teaching and learning endeavor. The author describes moments of energetic deep learning and what makes these powerful moments happen. She calls on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

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

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

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

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

**BESTSELLER**

## Creating Wicked Students

*Designing Courses for a Complex World*

**Paul Hanstedt**

"Paul Hanstedt is a teacher's teacher. He

approaches the college classroom with a combination of excitement, experience, skill, and humor. His goal—to create 'wicked' students, ready to face the daunting challenges of the twenty-first century—is right on point. And his strategies and recommendations are clear, practical and instructive. I can't wait to share this highly readable and valuable book with my colleagues." —**Bret**

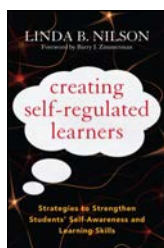
**Eynon**, Associate Provost, LaGuardia Community College (CUNY), Co-Author, High Impact ePortfolio Practice

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

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

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

**200 pp., 6" x 9", 15 figures, 1 table**  
**Paper, 2018, 978 1 62036 697 4, \$24.95**  
**Cloth, 2018, 978 1 62036 696 7, \$125.00**  
**E-Book, 2018, 978 1 62036 699 8, \$19.99**

**BESTSELLER**

## Creating Self-Regulated Learners

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

**Linda B. Nilson**

**Foreword by Barry J. Zimmerman**

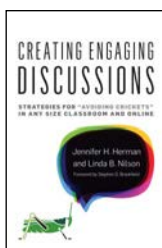
"Linda Nilson has provided a veritable gold mine of effective learning strategies that are easy for faculty to teach and for students to learn. Most students can turn poor course performance into success if they are taught even a few of the strategies presented. However, relatively few students will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

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

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**  
**Paper, 2013, 978 1 57922 867 5, \$28.95**  
**Cloth, 2013, 978 1 57922 866 8, \$125.00**  
**E-Book, 2013, 978 1 57922 869 9, \$22.99**



## Creating Engaging Discussions

*Strategies for “Avoiding Crickets” in Any Size Classroom and Online*

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

**Foreword by Stephen D. Brookfield**

“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*

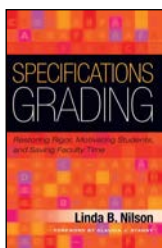
“*Creating Engaging Discussions* examines one of the most challenging parts of teaching—designing and managing discussion activities that engage students while contributing meaningfully to their learning. Faculty members will love the way the book addresses their common instructional challenges with 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*

**208 pp, 6” x 9”, tables & figures**

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

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

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



## 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*

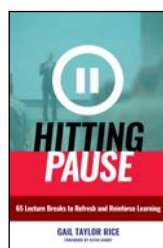
Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that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

**Paper, 2014, 978 1 62036 242 6, \$29.95**

**Cloth, 2014, 978 1 62036 241 9, \$125.00**

**E-Book, 2015, 978 1 62036 244 0, \$23.99**



**BESTSELLER**

## Hitting Pause

*65 Lecture Breaks to Refresh and Reinforce Learning*

**Gail Taylor Rice**

**Foreword by Kevin Barry**

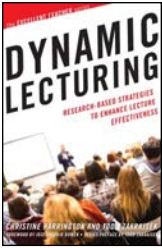
“In this extraordinarily helpful book, Gail Rice provides two tremendous services to college faculty. First, she draws together research and arguments from a wide range of fields in order to demonstrate that simple, brief activities in class—built around the idea of creating ‘pauses’ for student learning—can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

**266 pp, 6” x 9”, 21 figures**

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

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

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

**BESTSELLER**

## Dynamic Lecturing

*Research-Based Strategies to Enhance Lecture Effectiveness*

**Christine Harrington and Todd D. Zakrajsek**

**Foreword by José Antonio Bowen**

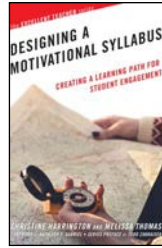
"Against the prevailing tide in higher education, Christine Harrington and Todd Zakrajsek argue that lectures, when prepared well and incorporated appropriately, are one of the most effective ways to enhance learning. The first part of their book is focused on making this case and on delineating the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

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

"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**  
**Paper, 2017, 978 1 62036 617 2, \$24.95**  
**Cloth, 2017, 978 1 62036 616 5, \$125.00**  
**E-Book, 2017, 978 1 62036 619 6, \$19.99**



## 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*

### **The Excellent Teacher Series**

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



## Reframing Space for Learning

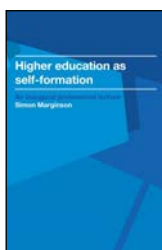
*Excellence and innovation in university teaching*

**Edited by Tim Bilham, Claire Hamshire, Mary Hartog, and Martina A. Doolan**

*Reframing Space for Learning* uniquely explores space as both a "learning place" that may be physical, virtual, in work or in the field, and a "belonging space" in which learners and teachers can engage and develop individually and collectively. Featuring the work of 40 experienced university teachers, most of whom are UK National Teaching Fellows, the book describes and analyzes innovative ways of using place and space for learning in a range of disciplines in higher education.

**306 pp., 6" x 9", figures & tables**  
**Paper, 2019, 978 1 78277 246 0, \$42.95**





## Higher Education as Self-formation

**Simon Marginson**

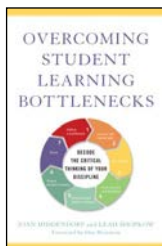
Higher education can be understood as a process of self-formation or self-cultivation, immersed in complex knowledge that

enables the student to become more capable and more autonomous and self-determining. In this lecture, Professor Simon Marginson draws on a sweep of ideas from the fields of education and social science, including the late work of Michel Foucault on the formation of autonomous human subjects, Amartya Sen's forms of freedom and idea of capability, and Lev Vygotsky's positioning of individual development in social and cultural context. And what of the apparent paradox of today's high-participation higher education systems? While they have made self-formation more democratic and educated human capabilities more widespread, the opportunities to use those capabilities seem to be shrinking as societies become more unequal.

**IOE Inaugural Professorial Lectures**

**30 pp, 5 1/2" x 8 1/4"**

**Paper, 2018, 978 1 78277 237 8, \$9.95**



## Overcoming Student Learning Bottlenecks

*Decode the Critical Thinking of Your Discipline*

**Joan Middendorf and Leah Shopkow**

**Foreword by Dan Bernstein**

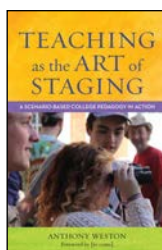
"Learning can be hard, and one of the beauties of the decoding the disciplines process described in this new volume is its respect for the real difficulties students face as they encounter unfamiliar ideas and mental models. With those difficulties—or bottlenecks—as a starting point, Middendorf and Shopkow 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*

**276 pp, 6" x 9", 70 figures & 34 exercises**

**Paper, 2017, 978 1 62036 665 3, \$35.00**

**Cloth, 2018, 978 1 62036 664 6, \$125.00**

**E-Book, 2017, 978 1 62036 667 7, \$27.99**



## 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

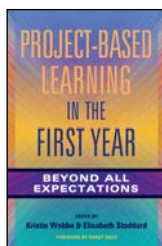
instructor? Then you must read Weston's *Teaching as the Art of Staging*. Taking 'student-centered' and 'experiential learning' to whole new levels, his innovative pedagogy relies on staging learning situations and letting your students run with them. Weston deftly demonstrates how you can become an 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*

**264 pp, 6" x 9", 5 tables**

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

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

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



## Project-Based Learning in the First Year

*Beyond All Expectations*

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

**Foreword by Randall Bass**

"This book offers a powerful rationale and supportive evidence for using project-based learning in the first year rather than in the traditional place as a capstone project, 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 a liberal arts education, in engineering programs, in two and four year colleges.

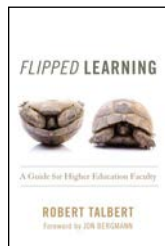
**Published in association with AAC&U**

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

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

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

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



## 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, 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.

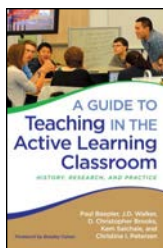
Robert Talbert, who has close to a decade's experience using flipped learning for majors in his discipline, in general education courses, in large and small sections, as well as online courses — and is a frequent workshop presenter and speaker on the topic — offers faculty a practical, step-by-step,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

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

**Paper, 2017, 978 1 62036 432 1, \$32.50**

**Cloth, 2017, 978 1 62036 431 4, \$125.00**

**E-Book, 2017, 978 1 62036 434 5, \$25.99**



**BESTSELLER**

## A Guide to Teaching in the Active Learning Classroom

*History, Research, and Practice*

**Paul Baepler, J. D.**

**Walker, D. Christopher Brooks, Kem Saichai, 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.

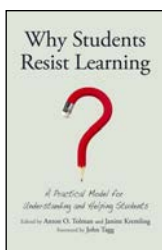
This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively.

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

**Paper, 2016, 978 1 62036 300 3, \$29.95**

**Cloth, 2016, 978 1 62036 299 0, \$125.00**

**E-Book, 2016, 978 1 62036 302 7, \$23.99**



## 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. This volume is written for university and college teachers and is meant to tie theory to practice. It is written clearly and persuasively with the purpose of encouraging the adoption of these practices for instructors across disciplines. 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*

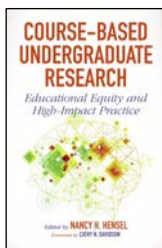
The purpose of this book is to help faculty develop a coherent and integrated understanding of the various causes of student resistance to learning, providing them with a rationale for responding constructively, and enabling them to create conditions conducive to implementing effective learning strategies.

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

**Paper, 2016, 978 1 62036 344 7, \$32.50**

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

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



## Course-Based Undergraduate Research

*Educational Equity and High-Impact Practice*

**Edited by Nancy H. Hensel**

**Foreword by Cathy N. Davidson**

"This is an essential resource for faculty members who are looking to orient themselves to course-based undergraduate research theory, practice, and assessment."—*Elizabeth L. 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, his-

tory, 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.

**Co-published with the Council for Undergraduate Research**

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

**Paper, 2018, 978 1 62036 780 3, \$35.00**

**Cloth, 2018, 978 1 62036 779 7, \$125.00**

**E-Book, 2018, 978 1 62036 782 7, \$27.99**



## 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*

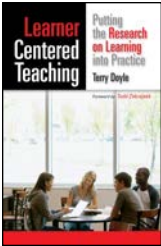
Process Oriented Guided Inquiry Learning (POGIL) is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines. Beyond facilitating students' mastery of a discipline, it promotes vital educational 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.

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

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

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

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



## Learner-Centered Teaching

*Putting the Research on Learning into Practice*

**Terry Doyle**

**Foreword by Todd D. 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*

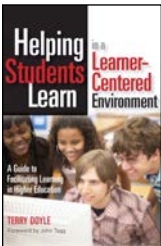
This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer 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.

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

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

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

**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. I see this book as a great read for experienced faculty who want to figure out a new way

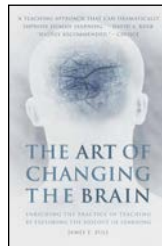
to construct a less lecture-based classroom environment, and for new faculty who need tips on how to teach well in a learner-centered environment. I have been teaching for 20 years and have been a faculty developer for the past 10 and, even with all of that experience, I still learned several things in reading this book." —**Todd Zakrajsek**, *Director of the Faculty Center for Innovative Teaching at Central Michigan University*

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

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

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

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



**BESTSELLER**

## The Art of Changing the Brain

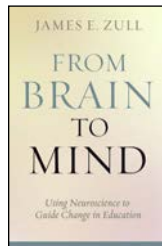
*Enriching the Practice of Teaching by Exploring the Biology of Learning*

**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**



## 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

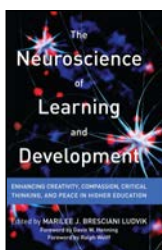
the perspective of neuroscience, and to see what this perspective provides educators.... The metacognition Zull advocates should lead the reader to work through the chapters and come up with ideas about or approaches to education. Summing Up: Recommended." —**Choice**

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

**Paper, 2011, 978 1 57922 462 2, \$27.50**

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

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



## The Neuroscience of Learning and Development

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

**Edited by Marilee J.**

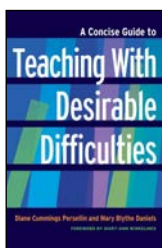
**Bresciani Ludvik**

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

"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. Euell**, *Vice President, National Center for Higher Education Management Systems (NCHEMS)*

**Co-published with ACPA**

**376 pp, 6" x 9", 16 figures & 13 tables**  
**Paper, 2016, 978 1 62036 284 6, \$35.00**  
**Cloth, 2016, 978 1 62036 283 9, \$125.00**  
**E-Book, 2016, 978 1 62036 286 0, \$27.99**



## A Concise Guide to Teaching With Desirable Difficulties

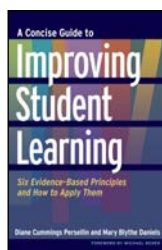
**Diane Cummings Persellin and Mary Blythe Daniels**

**Foreword by Mary-Ann Winkelm**

"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*

**Concise Guides to College Teaching and Learning**

**120 pp, 6" x 9"**  
**Paper, 2018, 978 1 62036 501 4, \$24.95**  
**Cloth, 2018, 978 1 62036 500 7, \$125.00**  
**E-Book, 2018, 978 1 62036 503 8, \$19.99**



## A Concise Guide to Improving Student Learning

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

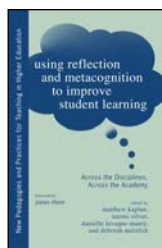
**Diane Cummings Persellin and Mary Blythe Daniels**

**Foreword by Michael Reder**

"This is a valuable guide for college and university teachers of all levels of experience because it bridges the gap between what we know about students' learning and how we teach. The book culls important research to offer up a concise set of evidence-based strategies teachers can put to use immediately to enhance students' academic success." —**Mary-Ann Winkelm**, *Coordinator of Instructional Development and Research, University of Nevada, Las Vegas*

**Concise Guides to College Teaching and Learning**

**144 pp, 6" x 9", figures**  
**Paper, 2014, 978 1 62036 092 7, \$24.95**  
**Cloth, 2014, 978 1 62036 091 0, \$125.00**  
**E-Book, 2015, 978 1 62036 094 1, \$19.99**



## 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**

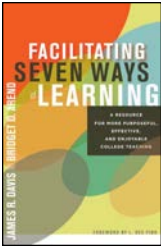
Research has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit, and indeed demonstrates that metacognitive teaching strategies greatly improve student engagement with course material.

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**

**232 pp, 6" x 9", figures**  
**Paper, 2013, 978 1 57922 825 5, \$29.95**  
**Cloth, 2013, 978 1 57922 824 8, \$125.00**  
**E-Book, 2013, 978 1 57922 827 9, \$23.99**





## Facilitating Seven Ways of Learning

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

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

**Foreword by L. Dee Fink**

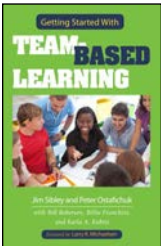
"In a crowded marketplace of snake oil cure-alls for Higher Education comes this refreshingly straight-forward, sensible, and practical guide for college teachers. As Davis and Arend point out, learning is not just one thing, but many. Learning a skill is different from learning information, which is 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**

**326 pp, 6" x 9"**

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

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

**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**

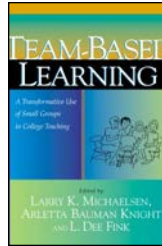
"The book does a terrific job of covering all the basics, but it also does much more. In almost every page, it sprinkles in amazingly helpful tidbits. The icing on the cake are the quotes and vignettes that make the ideas come to life. In every chapter, I found a number of ideas that I will be using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

**256 pp, 7" x 10", figures**

**Paper, 2014, 978 1 62036 196 2, \$29.95**

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

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



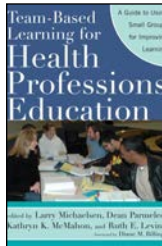
## Team-Based Learning

*A Transformative Use of Small Groups in College Teaching*

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

**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*

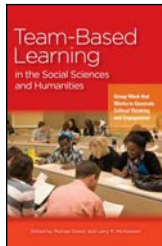
**Edited by Larry K. Michaelsen, Dean X. Parmelee, Kathryn K. McMahon, and Ruth E. Levine**

**Foreword by Diane M. Billings**

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

**Paper, 2007, 978 1 57922 248 2, \$32.00**

**Cloth, 2007, 978 1 57922 247 5, \$75.00**



## 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**

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

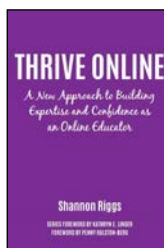
**Cloth, 2012, 978 1 57922 609 1, \$125.00**

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



# Online Learning

## Compelling Guides to Excelling as an Online Educator



**NEW**

### Thrive Online

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

**Shannon Riggs**

**Series Foreword by Kathryn E. Linder**

#### Foreword by Penny Ralston-Berg

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

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

- An approach that empowers online educators to thrive professionally using a set of specific agentic behaviors
- Strategies for approaching conversations about online learning in new ways that inform the skeptics and critics
- Strategies that celebrate the additional skills and proficiencies developed by successful online educators
- Guidance for educators who want to feel natural and fluent in the online learning environment
- Guidance for enhancing the user-centered nature of online spaces to create student-centered learning environments
- Encouragement for online educators to pursue leadership opportunities The internet is changing how people communicate and learn

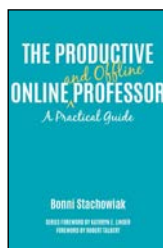
#### Thrive Online Series

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

Paper, Jan 2020, 978 1 62036 744 5, \$25.00

Cloth, Jan 2020, 978 1 62036 743 8, \$125.00

E-Book, Jan 2020, 978 1 62036 746 9, \$19.99



**NEW**

### The Productive Online and Offline Professor

*A Practical Guide*

**Bonni Stachowiak**

**Series Foreword by Kathryn E. Linder**

#### Foreword by Robert Talbert

"Stachowiak has written a book on productivity like none other I've read. Productivity, within her framework, is grounded in priorities and purpose and allows us to demonstrate care for the people in our lives and for the relationships that matter. Even the technology-timid will find heaps of ideas to put into practice."—**Isabeau Iqbal**, *Senior Educational Developer, Centre for Teaching, Learning and Technology, The University of British Columbia*

"We all have a lot coming at us each day, and it can become overwhelming. *The Productive Online and Offline Professor* provides approaches that help us manage all those inputs, reach our most significant goals, and build balance in our lives. One of my favorite aspects of this book is that the end of each section offers steps to take action. Bonni Stachowiak even structured it to maximize productivity as you're reading it."—**Sandra Morgan, RN**, *Director, Global Center for Women and Justice, Vanguard University of Southern California*

*The Productive Online and Offline Professor* assists those who teach online and blended courses with managing their personal productivity. Faculty are often expected to provide support and feedback to learners outside of normal work hours in non-traditional classes. Programs that are designed with more asynchronous content may cause faculty to perceive that it is difficult to ever press the "off button" on their teaching. The author offers guidance and suggests software tools for streamlining communication and productivity that enable faculty to better balance their lives while giving rich feedback to students.

This is a practical guide on how to provide high quality online classes to diverse students and as a resource for fulfilling our roles with excellence and joy, while managing other priorities in our personal and professional lives.

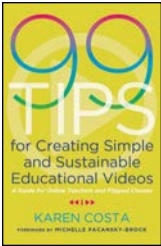
#### Thrive Online Series

220 pp, 5" x 7", 6 figures

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

Cloth, Jan 2020, 978 1 62036 729 2, \$125.00

E-Book, Jan 2020, 978 1 62036 732 2, \$17.99

**FORTHCOMING**

## 99 Tips for Creating Simple and Sustainable Educational Videos

*A Guide for Online Teachers and Flipped Classes*

**Karen Costa**

**Foreword by Michelle Pacansky-Brock**

"No green screens and expensive software here in Karen Costa's inspiring new book; instead, this is a hands-on, let's-go practical guide to using the tools you already have (webcam or phone) so that you can humanize your courses with video. As Karen's examples show, even just a minute or two of video can make a big impact. So if you're looking for creative new ways to connect with your students, you've come to the right book. Highly recommended for teachers and instructional designers in all fields. Bravo, Karen!" —**Laura Gibbs**, *Online Instructor, University of Oklahoma*

"Costa explores technical, pedagogical, and even emotional aspects of creating videos — this guide makes the process seem entirely doable. She makes the case that video enhances the experience of students and teachers alike. *99 Tips* is an accessible and motivating read!" —**Harriet L. Schwartz**, *author of Connected Teaching*

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

Beginning by outlining the different types of videos you can create, and what the research says about their effectiveness, Karen Costa explains how they can be designed to reinforce learning, to align with and promote course outcomes, and to save you time across your courses. She then describes how to create successful videos with commonly available technologies such as your smartphone, and without a major investment of time, demonstrating the simple steps she took to develop her bank of videos and build her confidence to deliver short, straightforward learning aids that are effective and personal.

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

216 pp, 6" x 9"

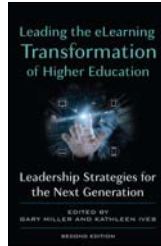
Paper, Apr 2020, 978 1 64267 085 1, \$29.95

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

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



**NOTIFY ME**

**NEW EDITION**

## Leading the E-Learning Transformation of Higher Education

*Leadership Strategies for the Next Generation of eLearning*

SECOND EDITION

**Edited by Gary Miller and Kathleen Ives**

**Foreword by Michael Moore**

E-learning has entered the mainstream of higher education as an agent of strategic change. This transformation requires e-learning leaders to develop the skills to innovate successfully at a time of heightened competition and rapid technological change.

In this environment e-learning leaders must act within their institutions as much more than technology managers and assume the prime role of helping their institutions understand the opportunities that e-learning presents for faculty, for students, and for client organizations in the community. They need to prepare to participate in policy development around these opportunities. They must understand the multiple dimensions of practice in the field—operations, administration, and working within the complex culture of a higher education institution—while also functioning as scholars of the field who can bring the best ideas from other institutions to help shape policy around e-learning.

This second edition builds on the success of the first and presents both the collective expertise of veterans who have pioneered the field for 20 years, and of a rising generation of e-learning leaders that are transforming online programs at their own institutions, to address these challenges.

This edition has been updated and expanded to reflect the increasing complexity of the field. New and updated topics include:

- The evolving role of the chief online learning officer
- Issues of diversity as more women and minorities enter leadership roles in the field
- The increasing role of learning analytics and data-based decisions
- The affordances of cloud computing, adaptive learning, artificial intelligence, the internet of things, and mobile learning to the field
- The open educational resources movement and the implications for institutional policy and practice

288 pp, 6" x 9", 13 figures & 1 table

Paper, Jun 2020, 978 1 64267 149 0, \$35.00

Cloth, Jun 2020, 978 1 64267 148 3, \$125.00

E-Book, Jun 2020, 978 1 64267 151 3, \$29.99



**NOTIFY ME**



**FORTHCOMING**

## **The Learner-Centered Instructional Designer**

*Purpose, Process, and Practicalities of Creating Online Courses in Higher Education*

*Courses in Higher Education*

**Jerod Quinn**

*What does a new instructional designer need to know to find her or his or feet when working with faculty to create online classes?*

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

Jerod Quinn, together with a team of experienced instructional designers who have worked extensively with a wide range of faculty on a multiplicity of online courses across all types of institutions, offer key guiding principles, insights and advice on how to develop productive and collegial partnerships with faculty to deliver courses that engage students and promote enduring learning.

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

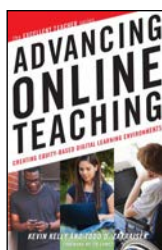
The guiding principle that animates this book is that the student experience and successful learning outcomes are paramount, and governs discussion of course design, pedagogy, the use of multimedia and technological advances, as well as the use of different forms of interactive exercises and group assignments. The succinct, informally written chapters offer ideas and the means to apply theory to the daily work of instructional design.

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

**Paper, Sept 2020, 978 1 64267 041 7, \$37.50**

**Cloth, Sept 2020, 978 1 64267 040 0, \$125.00**

**E-Book, Sept 2020, 978 1 64267 043 1, \$29.99**



**FORTHCOMING**

## **Advancing Online Teaching**

*Creating Equity-Based Digital Learning Environments*

**Edited by 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**

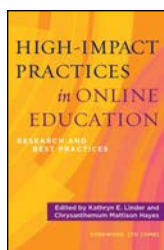
**160pp., 6" x 9", tables**

**Cloth, Sept 2020, 978 1 62036 721 6, \$125.00**

**Paper, Sept 2020, 978 1 62036 722 3, \$24.95**

**E-Book, Sept 2020, 978 1 62036 724 7, \$19.99**





## High-Impact Practices in Online Education

*Research and Best Practices*

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

**Foreword by Kelvin Thompson**

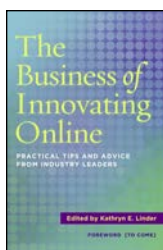
*"High-Impact Practices in Online Education asks the right questions about online teaching and learning. This collection offers grounded, practical suggestions for evolving online pedagogy toward a purposeful form of teaching that offers possibilities beyond anything we've done until now."* —**Matthew 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 Online* 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 references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful.

This 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**



**NEW**

## The Business of Innovating Online

*Practical Tips and Advice From Industry Leaders*

**Edited by Kathryn E. Linder**

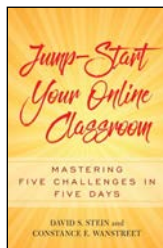
**Foreword by Nina B. Huntemann**

*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.

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

**156 pp, 6" x 9"**  
**Paper, 2019, 978 1 62036 843 5, \$35.00**  
**Cloth, 2019, 978 1 62036 842 8, \$125.00**  
**E-Book, 2019, 978 1 62036 845 9, \$27.99**



## Jump-Start Your Online Classroom

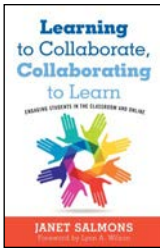
*Mastering Five Challenges in Five Days*

**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 figure, 8 tables**  
**Paper, 2017, 978 1 62036 581 6, \$22.50**  
**Cloth, 2017, 978 1 62036 580 9, \$125.00**  
**E-Book, 2017, 978 1 62036 583 0, \$17.99**



## Learning to Collaborate, Collaborating to Learn

*Engaging Students in the Classroom and Online*

**Janet Salmons**

**Foreword by Lynn A. Wilson**

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

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

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. This book will be appropriate for all-online, blended learning, or conventional classrooms that infuse technology with "flipped" instructional techniques.

**189 pp, 6" x 9", figures**  
**Paper, 2019, 978 1 62036 805 3, \$29.95**  
**Cloth, 2019, 978 1 62036 804 6, \$125.00**  
**E-Book, 2019, 978 1 62036 807 7, \$23.99**



## The Blended Course Design Workbook

*A Practical Guide*

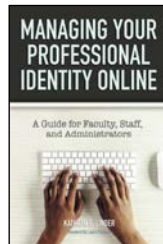
**Kathryn E. Linder**

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

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



## Managing Your Professional Identity Online

*A Guide for Faculty, Staff, and Administrators*

**Kathryn E. Linder**

**Foreword by Laura Pasquini**

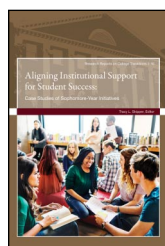
"*Managing Your Professional Identity Online* is pragmatic, practical, and offers an important set of tools and questions for academics to consider regarding online networked practices. The strength is the way the text provides a broad overview of a range of issues related to the development and management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

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





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



**NEW**

## Aligning Institutional Support for Student Success

*Case Studies of Sophomore-Year Initiatives*

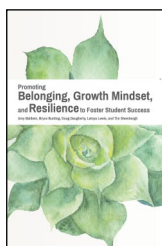
**Edited by Tracy L. Skipper**

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

**Research Reports on College Transitions 10**

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

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



**FORTHCOMING**

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

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

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

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

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

**E-Book, Apr 2020, 978 1 94207 238 6, \$23.99**

## 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 p., 8 1/2" x 11", figures & tables**

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

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



### From Disability to Diversity

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

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

"No matter the content area or discipline, this pedagogical approach provides an opportunity to foster deeper learning and personal growth for post-secondary students. While specific student populations or delivery modalities may alter how an instructor facilitates desirable difficulties, this book is an ideal primer for those interested in producing resilient and capable students." —

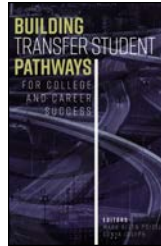
**Teachers College Record**

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. A valuable resource for instructors, advisors, academic support personnel, and others who work directly with college students.

**144 pp, 6" x 9"**

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

**E-Book, 2019, 978 1 94207 230 0, \$23.99**



### 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 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**

**172 pp, 6" x 9", 2 tables**

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

**E-Book, 2018, 978 1 94207 226 3, \$23.99**



### Building Synergy for High-Impact Educational Initiatives

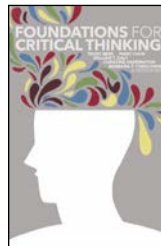
*First-Year Seminars and Learning Communities*

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

**212 pp, 6" x 9"**

**Paper, 2016, 9781889271989, \$30.00**

**E-Book, 2016, 9781942072133, \$23.99**

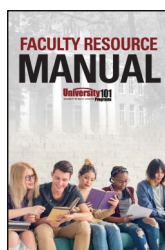


### Foundations for Critical Thinking

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

**224 pp, 6" x 9"**

**Paper, 2015, 9781889271934, \$30.00**



## The University 101 Faculty Resource Manual 2019

Edited by Daniel B. Friedman, Katie Hopkins, Kevin Clarke

Designed by the University 101 staff and campus partners at the University of

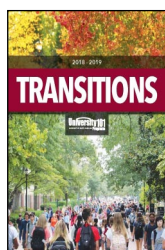
South Carolina, the 10th edition of this resource manual provides instructional faculty with a how-to guide for designing, managing, teaching, and evaluating student work in the first-year seminar. The manual includes a detailed discussion of course management that offers suggestions for working with first-year students, designing a syllabus, establishing grading policies, building community in the classroom, and working with a peer leader. Other chapters are keyed to the 10 learning outcomes for this course, drawing on a review of the research and practice literature and approaches that have worked well in the past. Resources for students, suggested assignments, and classroom activities are included throughout. The manual is updated each year based on assessment data, indicating the approaches that were most successful in achieving course outcomes, and can be adapted for use in a variety of campus contexts.

To order the PDF, please send an email request to [stylusinfo@styluspub.com](mailto:stylusinfo@styluspub.com)

A publication of University 101 Programs, University of South Carolina

617 pp, 8 1/2" x 11"

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



## Transitions

2018-2019

Edited by Carrie Van Haren and Daniel B. Friedman

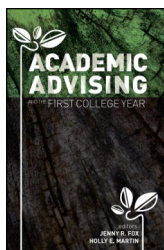
*Transitions* is the customized textbook for students in the University of South Carolina's University

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, 2018, 978 1 94207 225 6, \$30.00



## 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*; **John N. Gardner**, *Institute of Excellence in Undergraduate Education*

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

*"The authenticity of voices*

*found here is quite valuable. In the preface, DiRamio, himself a U.S. Navy Veteran, introduces this book as a resource intended 'for the whole of the higher education community', but especially for those tasked with serving military-affiliated members of any campus community. And indeed, while the broader community of postsecondary researchers and practitioners may find this volume compelling, it is an almost essential resource for anyone tasked with helping this target population."*—**Teachers College Record**

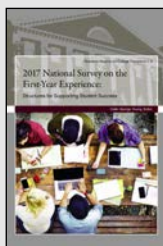
*"For me, this is one of the more comprehensive works on military-connected students—a very topical and important cohort in higher education today. What's Next for Student Veterans? should be mandatory reading for those of us who work with this unique set of adult learners and for those who wish to contribute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

265 pp, 6" x 9"

Paper, 2017, 978 1 94207 210 2, \$30.00

E-Book, 2017, 978 1 94207 216 4, \$23.99





**NEW**

## **2017 National Survey on The First-Year Experience**

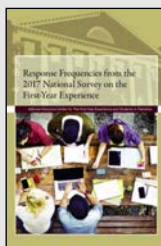
*Creating and Coordinating Structures to Support Student Success*

**Edited by Dallin George Young**

The first-year seminar continues to be a common structure for supporting student success in higher education, yet it represents only one of many first-year programs. With this in mind, the 2017 National Survey on The First-Year Experience marks a change from previous surveys administered by The National Resource Center for The First-Year Experience and Students in Transition 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**

**180 pp, 8 1/2" x 11", figures & tables  
Paper, 2019, 978 1 94207 232 4, \$25.00**



## **Response Frequencies from the 2017 National Survey on The First-Year Experience**

*The 2017 National Survey on the First-Year Experience* was designed

to explore the structure and administration of a broad range of initiatives designed to support success in the first college year. Specific sections of the survey examine overall institutional attention to the first year, as well as common first-year programs including first-year seminars, academic advising, orientation, common-reading initiatives, early-alert programs, learning communities, and residential programs. *Response Frequencies from the 2017 National Survey on The First-Year Experience* is a fixed-layout eBook which contains comprehensive data tables including responses to all survey items disaggregated by institutional type, control, and first-year cohort size.

**Research Reports on College Transitions 9**

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

**E-Book, 2019, 978 1 94207 242 3, \$15.00**

## **2017 National Survey on the First-Year Experience Package**

**Edited by Dallin George Young**

The package includes:

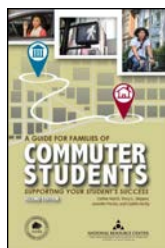
*2017 National Survey on the First-Year Experience: Creating and Coordinating Structures to Support Student Success*, a paperback report of the major findings of the survey with analysis of specific first-year initiatives written by scholars and practitioners in the field.

*Response Frequencies from the 2017 National Survey on the First-Year Experience*, an eBook which contains comprehensive data tables including responses to all survey items disaggregated by institutional type, control, and first-year cohort size.

**Research Reports on College Transitions 9**

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**Package bundle, 2019, 978 1 94207 243 0, \$30.00**



## 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"

Paper, 2017, 978 1 94207 211 9, \$3.25

Set of 100, 2017, 978 1 88927 184 2, \$225.00

## 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**

*Research Reports on College Transitions 8*

134 pp, 8 1/2" x 11"

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## 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*

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*New Insights for Teaching and Learning in the First Year*

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

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

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Jean M. Henscheid and Jennifer R. Keup

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### Designing Successful Transitions

*A Guide for Orienting Students to College*

THIRD EDITION

Edited by Jeanine A. Ward-Roof

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

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250 pp, 8 1/2" x 11"

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### Investigating Sophomore Student Success

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

Dallin George Young, Laurie A. Schreiner and Eric J. McIntosh

*Research Reports on College Transitions 6*

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**Tracy L. Skipper**

**Foreword by Jerry Pattengale**

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

## Writing in the Senior Capstone

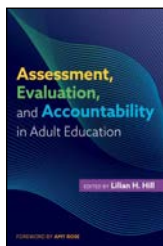
*Theory & Practice*

**Lea Masiello and Tracy L. Skipper**

156 pp, 6" x 9"

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

# Adult Education



**FORTHCOMING**

## Assessment, Evaluation, and Accountability in Adult Education

**Edited by Lilian H. Hill**

**Foreword by Amy Rose**

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

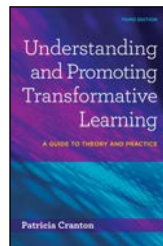
This book is intended to help practitioners in adult education become better informed about assessment, evaluation, and accountability as these are critical functions of administering and running adult education programs. The book is for adult educators who have been asked to serve on assessment committees,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

252 pp, 6" x 9", 22 illus

Paper, Apr 2020, 978 1 62036 851 0, \$35.00

Cloth, Apr 2020, 978 1 62036 850 3, \$125.00

E-Book, Apr 2020, 978 1 62036 853 4, \$27.99



## Understanding and Promoting Transformative Learning

*A Guide to Theory and Practice*

THIRD EDITION

**Patricia Cranton**

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

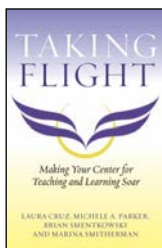
208 pp, 6" x 9"

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

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

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

## Educational and Faculty Development



**NEW**

### Taking Flight

*Making Your Center for Teaching and Learning Soar*

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

*Taking Flight* synthesizes research on best practices for running centers of teaching and learning, providing practical guidance and resources for educational developers who are looking to open new centers; revitalize an underperforming center; or sustain and enhance an effective center. The authors offer the necessary background, relevant examples, and practical exercises specifically designed to support the sustained vitality of educational development and its role in fostering organizational change. The book is practical in nature, with step sheets, diagrams, and similar materials designed to facilitate reflection and application.

The book guides educational developers in extending and applying their knowledge, skills and abilities to establish a leadership role which, in turn, will enable them to play a pivotal role in translating visionary strategies into meaningful actions across their respective campuses. An effective, well-managed center for teaching and learning has the potential to benefit its institution's faculty, staff, students, and community members. Through fostering a productive relationship with campus administration, centers can improve morale, contribute to shaping and achieving institutional learning mission and outcomes, enhance institutional reputation, and make a contribution to the practice of teaching and learning across the academy.

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

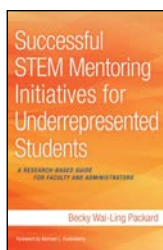
**204 pp., 7" x 10", 61 figures**

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

**Cloth, Feb 2020, 978 1 64267 020 2, \$ 125.00**

**E-Book, Feb 2020, 978 1 64267 023 3, \$ 29.99**

**NOTIFY ME** 



### Successful STEM Mentoring Initiatives for Underrepresented Students

*A Research-Based Guide for Faculty and Administrators*

**Becky Wai-Ling Packard**

**Foreword by Norman L. Fortenberry**

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

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

I believe this book will be immensely useful to individual faculty, department chairs, deans, and academic staff. More than simply a resource for individuals, this volume will provide a useful basis for workshops and seminars."—**Norman L.**

**Fortenberry**, *Executive Director, American Society for Engineering Education*

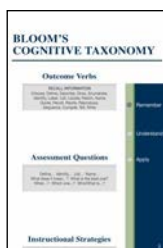
**180 pp., 6" x 9", figures & tables**

**Paper, 2015, 978 1 62036 296 9, \$35.00**

**Cloth, 2015, 978 1 62036 295 2, \$125.00**

**E-Book, 2015, 978 1 62036 298 3, \$27.99**





## The Bloom's Cognitive Taxonomy Slider

Adapted by Adam M. Perskey and Todd D. Zakrajsek

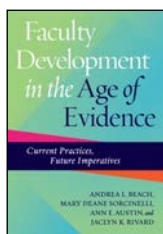
This is a quick hand-held reference guide for developing course objectives, and can be used to promote backward design. Taking the form of a slide rule, for each level of cognitive learning it suggests outcome verbs, assessment questions, and instructional strategies. It is designed to accomplish three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

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

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

4" x 10"

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



## Faculty Development in the Age of Evidence

*Current Practices, Future Imperatives*

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

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

*Teachers College Record*

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

Paper, 2016, 978 1 62036 268 6, \$29.95

Cloth, 2016, 978 1 62036 267 9, \$125.00

E-Book, 2016, 978 1 62036 270 9, \$23.99



## Faculty Mentoring

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

Susan L. Phillips and Susan T. Dennison

Foreword by Milton D. Cox

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

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

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

Paper, 2015, 978 1 62036 172 6, \$29.95

Cloth, 2015, 978 1 62036 171 9, \$125.00

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*

16pp

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

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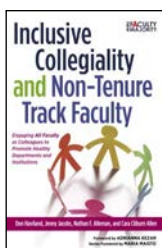
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# Faculty Roles



**FORTHCOMING**

## Inclusive Collegiality and Non-Tenure Track Faculty

*Engaging All Faculty as Colleagues to Promote Healthy Departments and Institutions*

**Don Haviland, Jenny Jacobs, Nathan F. Alleman, and Cara Cliburn Allen**

**Foreword by Adrianna Kezar**

"Given the increased population of Non-Tenure Track Faculty serving at colleges and universities, it is vital that these important members within the academic community are respected, supported, and fully integrated into our departments and institutions. This provocative text is informed by rigorous research which provides clear strategies to create healthy academic environments. This book is a seminal and compelling resource for scholars and academic leaders seeking to advance these efforts."—**Sydney Freeman, Jr.**, *Associate Professor of Higher Education Leadership and Qualitative Research; Senior Editor-in-Chief, Journal for the Study of Postsecondary and Tertiary Education (JSPTE), University of Idaho*

The limited access of NTTF to the rights and responsibilities of collegiality harms institutional success in several ways. NTTF are likely to be on campus as much or more than TTF, and thus be engaged with students, colleagues, and administrators in ways that more closely resemble TTF than part-time faculty. Their limited access to collegial spaces makes it harder for them to do their jobs by restricting access to information and input into decision-making.

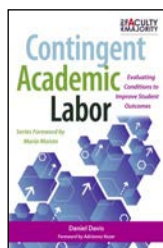
Moreover, since the greatest growth among women faculty and faculty of color is in NTTF roles, their exclusion from collegiality and decision-making negates the very diversity the profession claims to seek. Finally, colleges and universities face financial, curricular, and organizational challenges which require broad input, although the burden of governance is falling on fewer shoulders as the percentage of TTF declines and NTTF are excluded from these spaces.

Drawing on their research data and analysis of "healthy" departments that integrate NTTF, the authors identify the practices, policies, and approaches that support NTTF inclusion, shape a more positive workplace environment, improve morale, satisfaction, and commitment, and fully leverage the expertise of NTTF and the valuable human capital they represent.

**The New Faculty Majority Series**

**120 pp, 6" x 9", illus**  
**Paper, Apr 2020, 978 1 62036 645 5, \$29.95**  
**Cloth, Apr 2020, 978 1 62036 644 8, \$125.00**  
**E-Book, Apr 2020, 978 1 62036 647 9, \$23.99**

**NOTIFY ME**



## Contingent Academic Labor

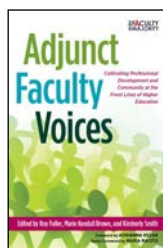
*Evaluating Conditions to Improve Student Outcomes*

**Daniel B. Davis**

**Foreword by Adrianna Kezar**

**The New Faculty Majority Series**

**136 pp, 6" x 9", 23 tables & 4 figs**  
**Paper, 2017, 978 1 62036 252 5, \$19.95**  
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## Adjunct Faculty Voices

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

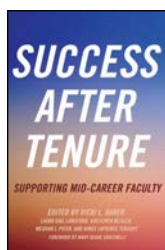
**Edited by Roy Fuller, Marie Kendall Brown,**

**and Kimberly Smith**

**Foreword by Adrianna Kezar**

**The New Faculty Majority Series**

**170 pp, 6" x 9", 3 tables**  
**Paper, 2017, 978 1 62036 372 0, \$25.00**  
**Cloth, 2017, 978 1 62036 371 3, \$125.00**  
**E-Book, 2017, 978 1 62036 374 4, \$19.99**



## 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 *Success After Tenure* 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*

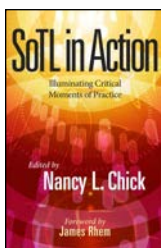
This book brings together leading practitioners and scholars engaged in professional development programming for and research on mid-career faculty members. The chapters focus on key areas of career development and advancement that can enhance both individual growth and institutional change to better 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 institutions, international institutions, and those with targeted missions such as HSI/MSI and Jesuit institutions.

**372 pp., 6" x 9", figures, tables & appendices**  
**Paper, 2018, 978 1 62036 681 3, \$35.00**  
**Cloth, 2018, 978 1 62036 680 6, \$125.00**  
**E-Book, 2018, 978 1 62036 683 7, \$27.99**

## Scholarship of Teaching & Learning



## 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

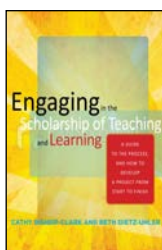
Teaching and Learning. Readers are invited to sit down with a diverse range of experts for inviting in-depth conversations about central aspects of SoTL. Whether you're new to or experienced with SoTL, this book will encourage you to think—and to act—with more clarity and purpose as a scholar of learning 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 documenting how practitioners have intentionally thought through key moments in their work. These procedural vignettes present powerful examples of what doing SoTL looks like when done well.

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

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



**BESTSELLER**

## Engaging in the Scholarship of Teaching and Learning

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

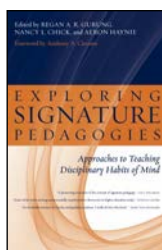
**Cathy Bishop-Clark, Beth Dietz-Uhler**  
**Foreword by Craig E. Nelson**

"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, 8 1/2" x 11", tables**  
**Paper, 2012, 978 1 57922 471 4, \$24.95**  
**Cloth, 2012, 978 1 57922 470 7, \$125.00**  
**E-Book, 2012, 978 1 57922 812 5, \$19.99**



## Exploring Signature Pedagogies

*Approaches to Teaching Disciplinary Habits of Mind*

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

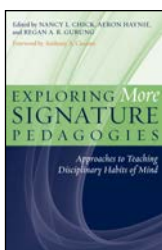
**Foreword by Anthony A. Ciccone**

"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"**  
**Paper, 2008, 978 1 57922 307 6, \$33.50**  
**Cloth, 2008, 978 1 57922 306 9, \$125.00**



## 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"**  
**Paper, 2012, 978 1 57922 476 9, \$33.50**  
**Cloth, 2012, 978 1 57922 475 2, \$125.00**  
**E-Book, 2012, 978 1 57922 767 8, \$26.99**

# Assessment & Accreditation



NEW

## Trends in Assessment

*Ideas, Opportunities, and Issues for Higher Education*

**Edited by Stephen P. Hundley and Susan Kahn**

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

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

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

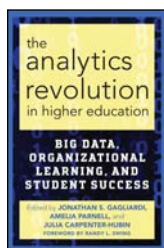
The book was conceived by organizers and contributors of the Assessment Institute in Indianapolis, and includes contributions by the following partners of the Institute: Association for the Assessment of Learning in Higher Education (AALHE); Association for Authentic, Experiential, and Evidence-Based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

256 pp, 6" x 9", illus

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

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

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



## The Analytics Revolution in Higher Education

*Big Data, Organizational Learning, and Student Success*

**Edited by Jonathan S. Gagliardi, Amelia**

**Parnell, and Julia Carpenter-Hubin**

**Foreword by Randy L. Swing**

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

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

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

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

**Co-published with AIR and ACE**

252 pp, 6" x 9", 29 figures

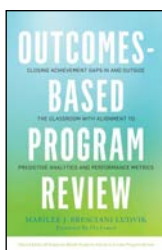
Paper, 2018, 978 1 62036 577 9, \$35.00

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

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







## 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. From Congress to accreditors, employers and the general public, this book can be easily used to help all parties better understand how institutions use assessment to ensure a quality education is being provided to its students."—

**Belle S. Wheelan**, *President, Southern Association of Colleges and Schools Commission on Colleges*

With the emergence of competency-based education, the questioning of the value of a post-secondary degree, the explosion of neuroscientific research, the emphasis on metacognition, as well as demographic changes in who is going to college and why, new questions are being asked and new methods of collecting data have multiplied. This new edition retains the goals of the first—which is to inform institutional self-reflection of how well the organization is achieving its intended purpose—in a manner that is reflective, adaptive, and collaborative, but which recognizes today's changed environment. It incorporates over 30 new case studies across a range of institutional types.

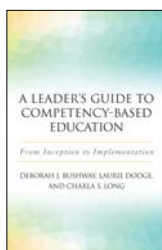
Among the new topics Marilee J. Bresciani Ludvik introduces in this edition is how to appropriately connect outcomes-based program review (OBPR) to performance indicators and predictive analytics and develop meaningful new performance metrics to inform our understanding of the student experience. She also addresses the intersection of OBPR with competency-based assessment, introduces the reader to new concepts and terminology, and demonstrates the implications of neuroscientific research for learning and development and how that influences OBPR design.

**264 pp., 6" x 9", 11 figures**

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

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

**E-Book, 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**

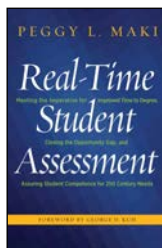
"*A Leader's Guide* is the first book of its kind to offer institutional and program leaders the type of clear, practical advice needed to design, implement, and sustain a competency-based education program in today's higher education environment. The authors address some of the most pressing questions 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*

**176 pp., 6" x 9", 8 figures, 19 tables**

**Paper, 2018, 978 1 62036 593 9, \$29.95**

**Cloth, 2018, 978 1 62036 592 2, \$125.00**

**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*

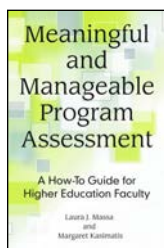
**Peggy L. Maki**

**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."—**Bonnie Orcutt**, *Professor of Economics, Worcester State University*

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

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



## Meaningful and Manageable Program Assessment

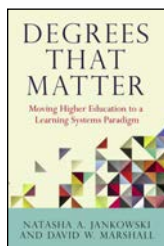
*A How-To Guide for Higher Education Faculty*

**Laura J. Massa and Margaret Kasimatis**

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

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

**176 pp, 6" x 9", 13 figs & 19 tables**  
**Paper, 2017, 978 1 62036 564 9, \$29.95**  
**Cloth, 2017, 978 1 62036 563 2, \$125.00**  
**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**

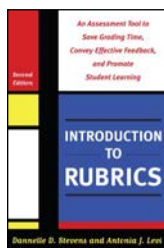
"Rather than rehashing current debates about the usefulness of higher education, Jankowski and Marshall focus on the

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*

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

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

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



**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**

From the Foreword:

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

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



## Excellence in Higher Education Guide

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

EIGHTH EDITION

**Brent D. Ruben**

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

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

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

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

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

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

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

## Facilitator's Materials

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

## Workbook and Scoring Instructions

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

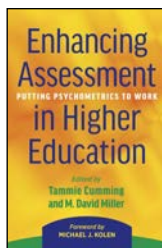
**Paper, Mar 23, 2016, 978 1 62036 400 0, \$25.00**

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

## Guide & Facilitator 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**

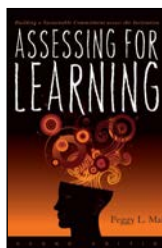
"Good decision making at every level —classroom, program, institution —is advantaged by high quality, actionable data. The stellar cast of contributors to this timely volume offer a treasure trove of measurement principles, practices and applications that both assessment experts and those new to documenting 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**



## Assessing for Learning

*Building a Sustainable Commitment Across the Institution*

SECOND EDITION

**Peggy L. Maki**

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

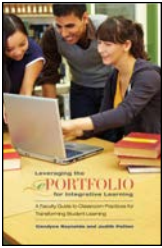
**356 pp, 8 1/2" x 11", boxes & figures**

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

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

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

# Portfolios



## Leveraging the ePortfolio for Integrative Learning

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

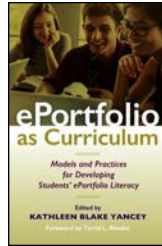
**Candyce Reynolds and Judith Patton**

### Foreword by Terrel L. Rhodes

"Integrative learning is often seen as the Holy Grail for various learning contexts, such as general education and lifelong learning. It's believed to exist, but it's often unclear how to foster such learning in meaningful ways. Destined to be a seminal text, what Reynolds and Patton provide here is a map to integrative learning through ePortfolios with practical advice leading to real outcomes. I will be providing this book as a manual for those who teach using ePortfolios." —**C. Edward Watson**, *Director, Center for Teaching & Learning, University of Georgia, and Executive Editor, International Journal of ePortfolio*

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

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



## ePortfolio as Curriculum

*Models and Practices for Developing Students' ePortfolio Literacy*

**Edited by Kathleen Blake Yancey**

**Foreword by Terrel L. Rhodes**

"Excellent! In *ePortfolio as Curriculum*, master teacher/learner Kathy Yancey curates a richly fine-grained collection, zooming in on the exciting ways that today's faculty — and students — use one of higher education's most transformative practices. Provocative and satisfying. First rate!"

—**Bret Eynon**, *Associate Provost, LaGuardia Community College (CUNY) and Co-Editor, Catalyst in Action*

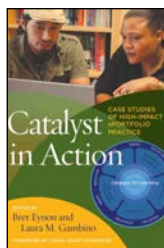
"Through this book's analysis of theory and practice in a breadth of collegial contexts, readers can expand their knowledge of ePortfolio capabilities as processes for learning" —**Barbara L. Cambridge**, *retired Co-Director, International Coalition for Electronic Portfolio Research, and Professor, Indiana University Purdue University Indianapolis*

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

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

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

**286 pp, 6" x 9", figures**  
**Paper, 2019, 978 1 62036 760 5, \$ 29.95**  
**Cloth, 2019, 978 1 62036 759 9, \$ 125.00**  
**E-Book, 2019, 978 1 62036 762 9, \$ 23.99**



## Catalyst in Action

*Case Studies of High-Impact ePortfolio Practice*

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

**Foreword by Carol Geary Schneider**

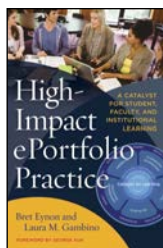
"*Catalyst in Action* makes a compelling case that ePortfolios—when made central to degree programs and to students' educational development—spur transformative redirection and new connections across both of these conceptions of student success: degree or credential completion and students' demonstrated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

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

"High-Impact ePortfolio Practice was for me an epiphany. I knew of ePortfolios as powerful drivers of student learning and reflection, but hadn't thought of them as a way to strengthen and integrate entire institutions. I've been evangelizing for Eynon and Gambino ever since, but I also know the Catalyst model can seem almost too ambitious. How would you even start? Catalyst in Action shows us how, with real-life case studies from colleges and universities at all stages of ePortfolio implementation. And this is no white-wash: each one is clearly situated on a scale of maturity, so you can zero in on those in a context like yours, and find your next steps."—**Ken O'Donnell**, *Vice Provost - CSU Dominguez Hills*

Working with diverse groups of students in a broad range of disciplines and settings, the case study authors put Eynon and Gambino's integrative ePortfolio Framework strategies into practice. *Catalyst in Action* shares their findings and their insights.

**380 pp, 7" x 10", figs & tables**  
**Paper, 2018, 978 1 62036 867 1, \$35.00**  
**E-Book, 2018, 978 1 62036 869 5, \$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.

**256 pp, 7" x 10", 49 figures, 5 tables & 50 boxes**  
**Paper, 2017, 978 1 62036 505 2, \$35.00**  
**Cloth, 2017, 978 1 62036 504 5, \$125.00**  
**E-Book, 2017, 978 1 62036 507 6, \$27.99**

## High-Impact ePortfolio Practice and Catalyst in Action Set

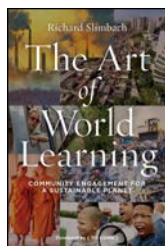
**Bret Eynon and Laura M. Gambino**

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

**636 pp, 7" x 10"**  
**Paper, 2019, 978 1 64267 185 8, \$57.50**  
**E-Book, 2019, 978 1 64267 187 2, \$46.00**



# International Education & Study Abroad

**NEW**

## The Art of World Learning

*Community Engagement for a Sustainable Planet*

**Richard Slimbach**

**Foreword by Brian Whalen**

"When environmental conditions force us to change, we look to new ideas and perspectives that can reshape our understanding and our actions. A revolution is needed to shift the foundations of global education in order to make it relevant to and valuable for our contemporary world. Nothing less than a reconsideration of the field's very form and function is needed to impact every level of global education activity. Designers and practitioners of these programs, and anyone engaged in the art of global education, will be inspired by the canvas that they encounter on these following pages." —**Brian Whalen, Chief Academic Officer and Dean of Education, Atlantis**

This is a visionary, consciousness-raising book that asks us to rethink the purposes and design of study away and study abroad experiences in the context of a broadened set of global threats. As we ask students to truly comprehend this world from the privileged perspective of the Global North, Rich Slimbach asks us to consider two fundamental questions: What and how should we learn? And having learned, for what should we use what we know?

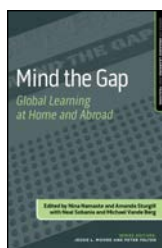
A panoply of pedagogies and methods of inquiry—from study away/abroad and service-based learning to diversity programming, environmental education, and community-based research—aim to develop students who both understand the challenges faced by global communities and act in ways that advance their social and environmental health. At its heart, this book proposes a truly transformative approach to community-engaged global learning.

288 pp., 6" x 9", 29 illus

Paper, Feb 2020, 978 1 57922 966 5, \$27.50

Cloth, Feb 2020, 978 1 57922 965 8, \$125.00

E-Book, Feb 2020, 978 1 57922 968 9, \$21.99

**NEW**

## Mind the Gap

*Global Learning at Home and Abroad*

**Edited by Nina Namaste and Amanda Sturgill**

**With Neal W. Sobania and Michael Vande Berg**

"This volume covers more than international education. The authors define 'global engagement' broadly enough to make the book a kind of master key for unlocking many High-Impact Practices, and making full use of powerful educational experiences like encounters with difference, the dissonance of unfamiliar settings, and working through ambiguity. By organizing chapters with consistent attention to context, methodology, and application, the contributors have made this an easy book to use for practitioners at a range of levels and backgrounds. What results is more than a collection of perspectives on global engagement; it's a role model for using reliable data, continuous faculty professional development, and rigorous learning outcomes assessment to tackle some of our most vexing questions." —**Ken O'Donnell, Vice Provost, California State University, Dominguez Hills**

Higher education needs a new, holistic assessment of global learning. The studies in this edited volume investigate not just student learning, but also faculty experiences, program structures, and pathways that impact global learning.

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

### **The Engaged Learning and Teaching Series 1**

288 pp., 6" x 9", 23 illus

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

Cloth, Mar 2020, 978 1 64267 056 1, \$125.00

E-Book, Mar 2020, 978 1 64267 059 2, \$25.99



## 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**

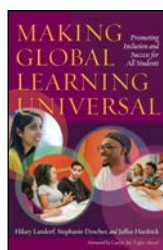
**Foreword by Rafia Zakaria**

"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**  
**Paper, 2018, 978 1 62036 088 0, \$32.95**  
**Cloth, 2018, 978 1 62036 087 3, \$125.00**  
**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 McGighe Musil**

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

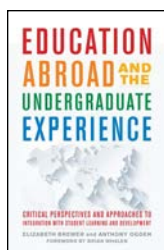
While there is wide consensus in higher education that global learning is essential for all students' success, there are few models of how to achieve this goal. The authors of this book, all of whom are from one of the nation's largest and most diverse research universities, provide such a model and,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

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

**Co-published with NAFSA**

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





## Education Abroad and the Undergraduate Experience

*Critical Perspectives and Approaches to Integration with Student Learning and Development*

**Edited by Elizabeth Brewer and Anthony C. Ogden**

**Foreword by Brian Whalen**

"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, 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.

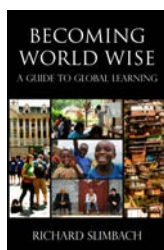
**Co-published with NAFSA**

**306 pp, 6" x 9"**

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

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

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



## 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*

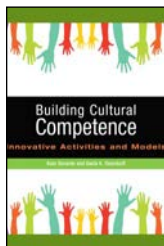
This book is intended to help the new generation of ethical and educational travelers make the most of their international experience, and show them how to broaden their cultural horizons while also making a contribution to their host community.

**238 pp, 6" x 9"**

**Paper, 2010, 978 1 57922 347 2, \$26.00**

**Cloth, 2010, 978 1 57922 346 5, \$125.00**

**E-Book, 2012, 978 1 57922 498 1, \$20.99**



**BESTSELLER**

## Building Cultural Competence

*Innovative Activities and Models*

**Edited by Kate Berardo and Darla K. Deardorff**

**Foreword by Fons Trompenaars**

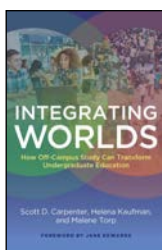
"*Building Cultural Competence* makes a valuable contribution to intercultural trainers by presenting 50+ innovative activities designed specifically for the development of intercultural competence and framing the use of these activities in terms of intercultural facilitation and intercultural development."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

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

**Paper, 2012, 978 1 57922 804 0, \$56.00**

**Cloth, 2012, 978 1 57922 803 3, \$125.00**

**E-Book, 2012, 978 1 57922 806 4, \$44.99**



## Integrating Worlds

*How Off-Campus Study Can Transform Undergraduate Education*

**Scott D. Carpenter, Helena Kaufman, and Malene Torp**

### Foreword by Jane Edwards

"Carpenter, Kaufman, and Torp advocate for a bold re-imagining of the traditional relationship between off-campus study experiences and undergraduate education. Through current research, real-world examples, and student narratives, the authors make a compelling case for shifting global learning to the core of the undergraduate education experience. To achieve this paradigm shift in practice, the authors offer innovative and practical solutions to intentionally incorporate global learning experiences at the heart of undergraduate education."—*Teachers College Record*

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.

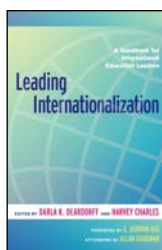
While off-campus study (both study abroad or study away) occupies a marginal position on most campuses, it has the almost unique capacity to bring together a high concentration of high-impact educational practices. When we combine global learning with collaborative work, shared intellectual pursuits, 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.

**198 pp, 6" x 9"**

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

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

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



## 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." —

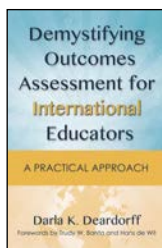
**Brian Whalen**, *President and CEO, The Forum on Education Abroad*

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

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

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

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



## Demystifying Outcomes Assessment for International Educators

*A Practical Approach*

**Darla K. Deardorff**

**Foreword by Trudy W. Banta and Hans de Wit**

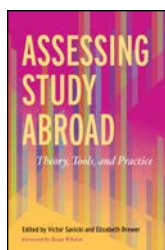
"In the service of international outcomes assessment, this book provides an accessible introduction to the uninitiated, reassurance to the intimidated, and new insights to the accustomed practitioner. An indispensable book for international educators who recognize the value in demonstrating the transformative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

**242 pp, 7" x 10"**

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

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

**E-Book, 2015, 978 1 62036 130 6, \$23.99**



## Assessing Study Abroad

*Theory, Tools, and Practice*

**Edited by Victor Savicki and Elizabeth Brewer**

**Foreword by Brian Whalen**

“An accessible demystifica-

tion of assessment relative to study abroad, this book offers a good balance of general research considerations and specific case studies. 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"**

**Paper, 2015, 978 1 62036 214 3, \$35.00**

**Cloth, 2015, 978 1 62036 213 6, \$125.00**

**E-Book, 2015, 978 1 62036 216 7, \$27.99**



## 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 the 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.

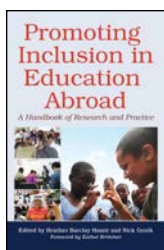
**Published by AIEA. Distributed by Stylus.**

**96 pp, 6" x 9"**

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

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

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



## 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**

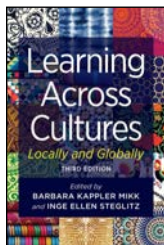
“In this practical guide brimming with examples and insights, co-editors Heather Barclay Hamir and Nick Gozik provide university administrators, scholars, and the public with a crisp analysis of why different groups are underrepresented and offer ways to increase the diversity of students engaged in 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, professor, George Washington University's Elliott School*

**48 pp, 6" x 9", 10 figures & 11 tables**

**Paper, 2018, 978 1 62036 556 4, \$32.50**

**Cloth, 2018, 978 1 62036 555 7, \$125.00**

**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* highlights theoretical

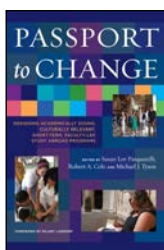
frameworks, practical applications, and recommendations for educators working in diverse environments, providing a much-needed resource in today's turbulent times.” —**Darla K. Deardorff**, *Executive Director of the Association of International Education Administrators*

**Co-published with NAFSA**

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

**Paper, 2017, 978 1 94271 914 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." —

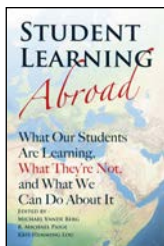
**Rebecca S. Thomas, Professor, Wake Forest University**

**266 pp, 6" x 9", 39 figures**

**Paper, 2017, 978 1 62036 548 9, \$29.95**

**Cloth, 2017, 978 1 62036 547 2, \$125.00**

**E-Book, 2017, 978 1 62036 550 2, \$23.99**



**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**

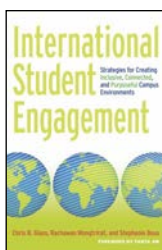
*Student Learning Abroad* reviews the dominant paradigms of study abroad; marshals rigorous research findings, with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning; brings to bear the latest knowledge about human learning and development that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

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

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

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



## International Student Engagement

*Strategies for Creating Inclusive, Connected, and Purposeful Campus Environments*

**Chris R. Glass, Rachawan Wongtrirat, and Stephanie Buus**

**Foreword by Fanta Aw**

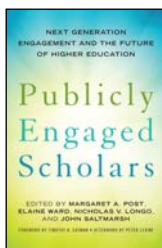
"This book will be of great value for new professionals entering the student affairs field on campus as international student advisers. It may also play a constructive role in informing campus policy debates swirling around the recruitment of international students." —**International Educator**

**124 pp, 6" x 9"**

**Paper, 2014, 978 1 62036 148 1, \$29.95**

**Cloth, 2014, 978 1 62036 147 4, \$125.00**

**E-Book, 2015, 978 1 62036 150 4, \$23.99**



## Publicly Engaged Scholars

*Next-Generation Engagement and the Future of Higher Education*

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

**Foreword by Timothy K. Eatman**

**Afterword by Peter Levine**

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

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

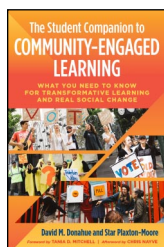
**312 pp, 6" x 9", 3 figures & 8 tables**

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

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

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

# Community Engagement & Service-Learning



## The Student Companion to Community-Engaged Learning

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

**David M. Donahue and Star Plaxton-Moore**

**Foreword by Tania D. Mitchell**

**Afterword by Chris Nayve**



"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.

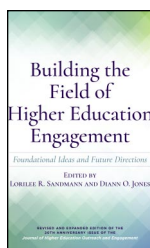
It is designed for students to read and reflect on independently or to foster discussion in class on their motivations and dispositions toward community engagement and service learning. It prepares students to work with diverse individuals, groups, and organizations that may be outside their prior experience.

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

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

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

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



## Building the Field of Higher Education Engagement

*Foundational Ideas and Future Directions*

**Edited by Lorilee R. Sandmann and Diann O. Jones**

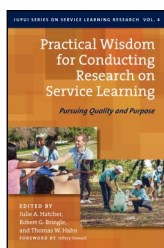
"Broad in scope, insightful, and comprehensive, this volume chronicles a critical movement that is profoundly shaping higher education. For anyone in the engagement field, from the most experienced to those just starting their careers, this is the must-have centerpiece for their professional library."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

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

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

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

**300 pp., 6" x 9", figures & tables**  
**Paper, 2019, 978 1 62036 855 8, \$37.50**  
**Cloth, 2019, 978 1 62036 854 1, \$125.00**  
**E-Book, 2019, 978 1 62036 857 2, \$29.99**



**NEW**

## Practical Wisdom for Conducting Research on Service Learning

*Pursuing Quality and Purpose*

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

**Foreword by Jeffrey Howard**

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

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

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

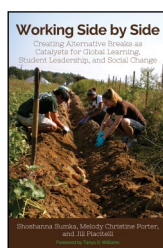
**IUPUI Series on Service Learning Research 4**

**300 pp, 6" x 9"**

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

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

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



## 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

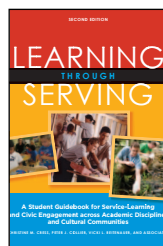
This book constitutes a guide for student and staff leaders in alternative break (and other community engagement, both domestic and international) programs, offering practical advice, outlining effective program components and practices, and presenting the underlying community engagement and global learning theory.

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

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

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

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



**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." —

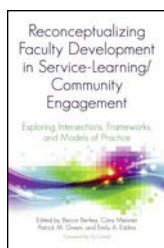
**Journal of College Student Development**

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

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

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

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



## Reconceptualizing Faculty Development in Service-Learning/Community Engagement

*Exploring Intersections,*

*Frameworks, and Models of Practice*

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

**Foreword by L. Dee Fink**

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

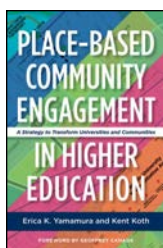
This edited volume provides educational developers and community engagement professionals an analysis of approaches to faculty development around service-learning and community engagement. Using an openly self-reflective approach, the contributors to this volume offer an array of examples and models, as well as realistic strategies, to empower readers to evolve their faculty development efforts in service-learning and community engagement on their respective campuses. It is also a call for recognition that the practice of S-LCE needs to be institutionalized and improved. The book further addresses the field's potential contributions to scholarship, such as the scholarship of teaching and learning (SoTL), publically engaged scholarship, and collaborative inquiry, among others.

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

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

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

**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 is a terrifically relevant, timely and wise book. It serves as a road map for universities striving to catalyze community-engaged neighborhood transformation. Built on solid experience and lessons learned on the ground, this book moves the field forward for researchers, policy makers and practitioners." —**David Bley**, Bill & Melinda Gates Foundation, Pacific Northwest Initiative

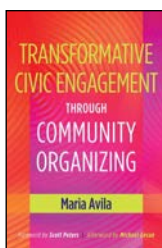
This book presents the emerging model of place-based community engagement as a powerful process for attaining more positive and enduring results in their local communities as well as stimulating wider engagement by campus constituencies. Drawing upon the concept of collective impact and using data-driven decision making, place-based initiatives build long-term partnerships based upon a shared vision. Done thoughtfully, these place-based initiatives have attained impressive results. By sharing the experiences of five institutions, the authors describe in detail the routes institutions took to turn their place-based initiatives from concept to reality, and the results they achieved.

**176 pp., 6" x 9", figures, tables & maps**

**Paper, 2018, 978 1 62036 677 6, \$35.00**

**Cloth, 2018, 978 1 62036 676 9, \$125.00**

**E-Book, 2018, 978 1 62036 679 0, \$27.99**



## Transformative Civic Engagement Through Community Organizing

Maria Avila

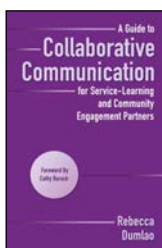
Foreword by Scott J. Peters

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*

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.

Paper, 2017, 978 1 62036 104 7, \$35.00  
Cloth, 2017, 978 1 62036 103 0, \$125.00  
E-Book, 2017, 978 1 62036 106 1, \$27.99

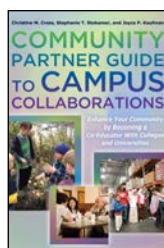


## A Guide to Collaborative Communication for Service-Learning and Community Engagement Partners

Rebecca Dumlao

Foreword by Cathy Burack

192 pp, 6" x 9", 10 tables & figures  
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

Paper, 2015, 978 1 62036 136 8, \$17.95  
Cloth, 2015, 978 1 62036 135 1, \$125.00  
E-Book, 2015, 978 1 62036 138 2, \$13.99  
Set of 6, 2015, 978 1 62036 271 6, \$87.00  
Set of 12, 2015, 978 1 62036 272 3, \$150.00



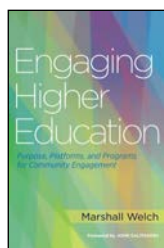
## Community-Based Research

*Teaching for Community Impact*

Edited by Mary Beckman and Joyce F. Long  
Foreword by Timothy K. Eatman

360 pp, 6" x 9", 11 illus

Paper, 2016, 978 1 62036 356 0, \$35.00  
Cloth, 2016, 978 1 62036 355 3, \$125.00  
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

Co-published with Campus Compact

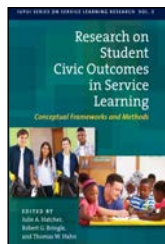
312 pp, 6" x 9", figures, boxes & tables  
Paper, 2016, 978 1 62036 384 3, \$45.00  
Cloth, 2016, 978 1 62036 383 6, \$125.00  
E-Book, 2016, 978 1 62036 386 7, \$35.99



Campus Compact



# 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**

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## Research on Service Learning

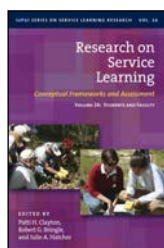
*Conceptual Frameworks and Assessments*

**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

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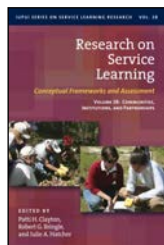
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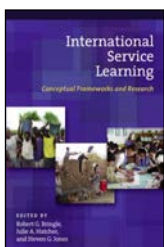
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## International Service Learning

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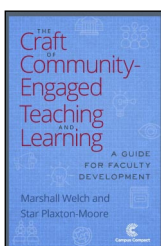
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# Campus Compact



Campus Compact

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



**NEW**

## The Craft of Community-Engaged Teaching and Learning

*A Guide for Faculty Development*

**Marshall Welch and Star Plaxton-Moore**

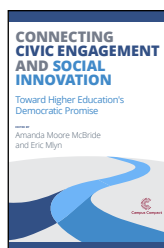
Using a conversational voice, the authors provide a foundation as well as a blueprint and tools to craft a community-engaged course. Based on extensive research, the book provides a scope and sequence of information and skills ranging from an introduction to community engagement, to designing, implementing,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

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**FORTHCOMING**

## Connecting Civic Engagement and Social Innovation

*Toward Higher Education's Democratic Promise*

**Eric Mlyn and Amanda Moore McBride**

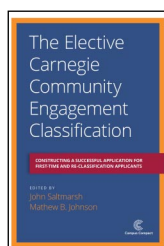
This book offers a much-needed appraisal of two key social change movements within higher education: civic engagement and social innovation. The authors critically explore the historical and contemporary contexts as well as democratic foundations (or absence thereof) of both approaches, concluding with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

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## The Elective Carnegie Community Engagement Classification

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

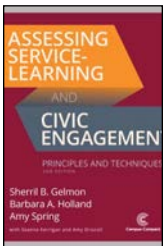
**Edited by John Saltmarsh and Mathew B. Johnson**

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

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

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

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## Assessing Service-Learning and Civic Engagement

*Principles and Techniques*

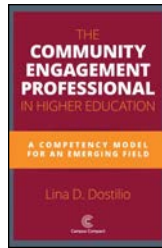
SECOND EDITION

**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.

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## The Community Engagement Professional in Higher Education

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

“This volume provides a comprehensive and broad

contextual spectrum of necessary skills for serving students, faculty, campus centers, institutions, and the community. [It] is an important resource for the new generation of professionals who must face a myriad of tasks and challenges that did not exist for the previous generation of professionals who launched pedagogical movement that has since become a professional field unto itself.”—**Marshall Welch**, former Assistant Vice Provost for Community Engagement at Saint Mary's College of California.

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

**224 pp, 6" x 9", tables & figures**  
**Paper, 2017, 978 1 94545 903 0, \$39.95**  
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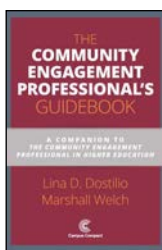
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## The Community Engagement Professional's Guidebook

*A Companion to The Community Engagement Professional in Higher Education*

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

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

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

250 pp, 6" x 9"  
 Paper, 2019, 9781945459184, \$39.95  
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**Kerrissa Heffernan**

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## One with the Community

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*A Student Guide to Making Positive Social Change*

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## The Engaged Department Toolkit

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

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SECOND EDITION

Sarah E. Long

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## The Promise of Partnerships

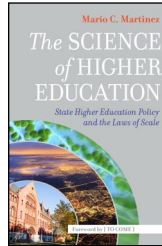
*Tapping into the College as a Community Asset*

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# Research & Policy



**FORTHCOMING**

## The Science of Higher Education

*State Higher Education Policy and the Laws of Scale*

Mario C. Martinez

Among other commonly held beliefs about the drivers of postsecondary policy and financing, this book questions the current use of funding per student as the dominant indicator of the adequacy of state investment in higher education, and as a key driver of the costs of college.

State legislators balance the competing needs of education, health, transportation, and public safety budgets, and increasingly ask what return (ROI) they get for the funding they provide, including from higher education. This question means the forty-year era of advocating for higher education by comparing funding per student to a national average or last year's result is no longer an effective gauge of funding adequacy for state policymakers.

*The Science of Higher Education* is an introduction to a new paradigm that explores state higher education funding, enrollment, completion, and supply (the number and type of institutions in a state) through the lens of what are commonly known as power laws. Power laws explain patterns in biological systems and characteristics of cities. Like cities, state higher education systems are complex adaptive systems, so it is little surprise that power laws also explain funding, enrollment, completion and supply.

The scale relationships uncovered in *The Science of Higher Education* suggest the potential benefits state policymakers could derive by emphasizing enrollment, completion or capacity policies, based on economies of scale, marginal benefits, and the return state's get on enrollment and completion for the funding they provide.

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

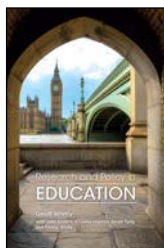
228 pp, 6 "x 9"

Paper, Sept 2020, 978 1 64267 089 9, \$35.00

Cloth, Sept 2020, 978 1 64267 088 2, \$125.00

E-Book, Sept 2020, 978 1 64267 091 2, \$27.99





## Research and Policy in Education

*Evidence, Ideology and Impact*

**Geoff Whitty**

**With Jake Anders, Annette Hayton, Sarah Tang, and Emma Wisby**

The OECD tells us that 90 percent of education reforms are not properly evaluated. So it seems that governments have not lived up to their own ideals of evidence-informed policymaking. *Research and Policy in Education* argues that education policy is as often driven by political ideologies as by solid research evidence. It explores this claim with case studies of:

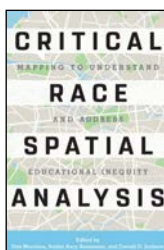
- The Coalition government's reform of teacher training towards a school-led approach
- The use of evidence in international policy borrowing and the rhetoric of "what works"
- The deployment of policies that aim to narrow the social class achievement and participation gap

The book concludes with a plea for more discipline-based research on education, and a reassertion of the importance of the sociology of education as an essential resource for making sense of contemporary education policy.

**Bedford Way Papers 46**

**134 pp, 6 1/2" x 9 1/2" in**

**Paper, 2016, 978 1 78277 084 8, \$41.95**



## Critical Race Spatial Analysis

*Mapping to Understand and Address Educational Inequity*

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

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

"*Critical Race Spatial Analysis* is an intellectually captivating text. The use of practical, real life examples and accessible language are ideal for beginners in critical race studies, providing them

conceptual and empirical anchors to develop multi-scalar investigations for diverse contexts. Theoretically rich and methodologically sound studies feature both nuanced and comprehensive complexities, compelling the more experienced to envision novel interstices. CRSA is an inspiration, an impetus to rethink and retool efforts that address educational inequities."—**Eileen R. Carlton Parsons**, *Professor, Science Education, University of North Carolina at Chapel Hill*

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

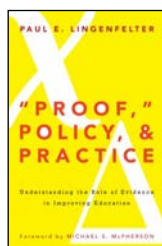
This book explores the use of critical spatial analysis to uncover the dimensions of entrenched and systemic racial inequities in educational settings and identify ways to redress them. The contributors to this book—some of whom are pioneering scholars of critical race spatial analysis theory and methodology—demonstrate 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**

**Paper, 2017, 978 1 62036 424 6, \$35.00**

**Cloth, 2017, 978 1 62036 423 9, \$125.00**

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## "Proof," Policy, and Practice

*Understanding the Role of Evidence in Improving Education*

**Paul E. Lingenfelter**

**Foreword by Michael S. McPherson**



"Understanding public policy—not just what it is, but how it is created—is essential knowledge for college leaders.

Paul Lingenfelter's book provides new insights in how to construct evidence-based public policies based on solid research and evaluation."—

**Michael N. Bastedo**, *Professor, Director, Center for the Study of Higher and Postsecondary Education, University of Michigan*

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

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

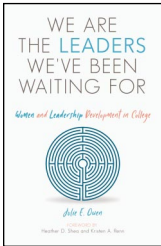
**Cloth, 2015, 978 1 57922 750 0, \$125.00**

**Paper, 2015, 978 1 57922 751 7, \$29.95**

**E-Book, 2015, 978 1 57922 753 1, \$23.99**

# Women & Leadership

## Innovative Resources for Courses on Women and Leadership



**FORTHCOMING**

### We are the Leaders We've Been Waiting For

*Women and Leadership Development in College*

**Julie E. Owen**

Foreword by Heather D.

**Shea and Kristen A. Renn**



"This is the student leadership textbook WE have been waiting for! Julie's student-facing book is particularly accessible to college students because she features students' voices throughout the text.

We believe this book will be useful to leadership educators in all settings, and particularly those educators who seek to center women's experiences. Student affairs administrators across functional areas may find it useful in their work with students and for their own professional development and exploration. Faculty teaching leadership courses will resonate with the content, as will advisors of student organizations. Activists on and off campus will find inspiration, challenge, and resonance."

—**Heather D. Shea and Kristen A. Renn**, *Michigan State University*

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

This book is a product of multiple collaborations and intellectual contributions of a diverse group of undergraduate and graduate women who helped shape the course on which it is based. They provided research support, critical readings, as well as the diverse narratives that are included throughout the book, not as an ideal for readers to aspire to but as an authentic expression of how their distinct and sometimes non-conforming lived experiences shaped their understandings of leadership. It goes beyond hero/she-ro person-centered approaches to get at the complex and intrapersonal nature of leadership. It also situates intersectional identities, critical consciousness, and student development theory as important lenses throughout the text.

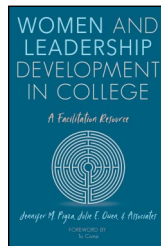
Recognizing that there are many possible manifestations of leadership or gender, this text encourages students to embrace the contradictions rather than engaging in dualistic, black-and-white thinking.

252 pp, 6" x 9", 39 illus

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

Cloth, Apr 2020, 978 1 64267 008 0, \$125.00

E-Book, Apr 2020, 978 1 64267 011 0, \$25.99



**FORTHCOMING**

### Women and Leadership Development in College

*A Facilitation Resource*

**Edited by Jennifer M.**

**Pigza, Julie E. Owen, and Associates**

As leadership educators shift from teacher- to learner-centered environments, from a hierarchical to shared responsibility for learning, and from absolute to constructed ways of knowing, a desire for new inclusive and creative pedagogies is also emerging. This text includes over 40 easy-to-follow modules related to women and leadership development crafted by experienced leadership educators and practitioners. Each module includes learning objectives, detailed instructions, and ideas for adapting the module to diverse learning spaces and audiences. Here are but a few of the critical questions that are addressed in the modules:

- How do we make explicit the complexities of power in leadership and in the stories we tell ourselves about feminism and gender in leadership?
- How can we interrogate and deconstruct dominant narratives and invite intersectionality? Whose voices are missing or silenced in content and process?
- What practices build leadership efficacy and habits of critical self-reflection?
- What are the effects of stereotypes, prejudice and discrimination in leadership?
- How are learning and leadership both individual and collective processes?
- How do we develop critical consciousness and maintain hope in the face of the long arc of structural change?

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

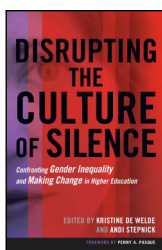
156 pp, 6" x 9"

Paper, June 2020, 978 1 64267 013 4, \$35.00

Cloth, June 2020, 978 1 64267 012 7, \$125.00

E-Book, June 2020, 978 1 64267 015 8, \$27.99





## Disrupting the Culture of Silence

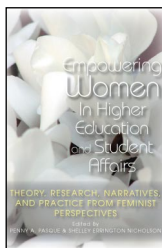
*Confronting Gender Inequality and Making Change in Higher Education*

**Edited by Kristine De Welde and Andi Stepnick**

**Foreword by Penny A. Pasque**

"Engagingly written and rich in formal data and telling anecdote, this sociologically smart collection will be an important tool for graduate students and faculty confronting what remains a male-biased system of higher education. The provide a rich and deep look at gendered experiences in academia today. Commendably, the editors give strong representation to women of color, disabled women, and lesbians in defining how 'women' experience (and overcome) diverse challenges. ...An invaluable resource for all faculty or students looking for insight into strategies for real inclusivity. Summing Up: Highly recommended."—*Choice*

**392 pp, 6" x 9", tables & figures**  
**Paper, 2014, 978 1 62036 218 1, \$34.95**  
**Cloth, 2014, 978 1 62036 217 4, \$125.00**  
**E-Book, 2015, 978 1 62036 220 4, \$27.99**



## Empowering Women in Higher Education and Student Affairs

*Theory, Research, Narratives, and Practice From Feminist Perspectives*

**Edited by Penny A.**

**Pasque and Shelley Errington Nicholson**

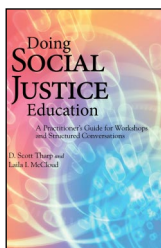
**Foreword by Linda J. Sax**

"The authors and editors have done a remarkable job conveying the multivocal, multilayered, and complex nature of feminist inquiry... Overall, the theory, practice and research contributions were most impressive... The narratives, in turn, were extraordinary."—*Journal of College Student Development*

**Co-published with ACPA**

**384 pp, 7" x 10"**  
**Paper, 2011, 978 1 57922 350 2, \$49.95**  
**E-Book, 2012, 978 1 57922 520 9, \$39.99**

## Race & Diversity



**FORTHCOMING**

## Doing Social Justice Education

*A Practitioner's Guide for Workshops and Structured Conversations*

**D. Scott Tharp and Roger**

**A. Moreano**

This book is principally written for entry-level student affairs and non-profit staff who develop and facilitate social justice education workshops and structured conversations, as well as for student peer educators who are often employed to assist in the facilitation of such workshops for their peers. It is suitable for anyone starting out to do such work.

It provides readers with a practical framework and hands-on tools to craft effective and positive interventions and workshops that are relevant to context and are true the facilitator's own circumstances.

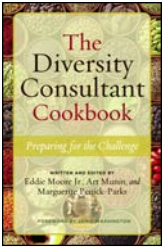
It offers a succinct but comprehensive introduction to the planning, design, and facilitation of social justice experiences, grounding readers in relevant theory, taking into account participants' prior understandings of issues of race and privilege, institutional environment and campus climate, and the facilitator's positionality. It provides guidance on defining outcomes and developing content and exercises to achieve workshop goals.

Starting from the premise that the facilitation and delivery of social justice education experiences should be grounded in scholarship and that such experiences can only achieve their ends if crafted to meet the unique characteristics and circumstances of the institution and workshop participants, the authors begin by synthesizing current theory on social justice education and cultural competence, and then guiding readers on analyzing the context and purpose of their workshop. They provide readers with an easy to follow five-part framework to systematically design social justice education workshops and structured conversations and to assess the resulting learning. Particularly valuable for those starting out in this work is guidance on facilitation and on the use and selection of exercises to align with goals and participants' characteristics and social identities.

**120 pp, 8 1/2" x 11"**  
**Paper, July 2020, 978 1 64267 037 0, \$29.95**  
**Cloth, July 2020, 978 1 64267 036 3, \$125.00**  
**E-Book, July 2020, 978 1 64267 039 4, \$23.99**







## The Diversity Consultant Cookbook

*Preparing for the Challenge*

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

**Foreword by Jamie  
Washington**

### Afterword by Joey Iazzetto

From the Foreword:

"Today, as the demand grows for people to have the capacity to work effectively within and across difference, the need for skilled and effective diversity consultants is critical. This book offers important topics to consider if you believe you have what it takes to serve your profession and community in this way...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, Washington Consulting Group, Visiting Assistant Professor, Winston Salem State University, and 2019 ACPA President*

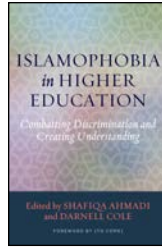
Written to advise you how to get started in and develop a career as a diversity consultant, this succinct cookbook provides the guidance to get you going and succeed.

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", figures**  
**Paper, 2019, 978 1 62036 979 1, \$35.00**  
**Cloth, 2019, 978 1 62036 978 4, \$125.00**  
**E-Book, 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, and increased since, it has become more pervasive in recent years, given impetus in the lead up to, and the Supreme Court's upholding of, Presidential Proclamation 9645 that effectively bans Muslim immigration to the U.S.

What does all 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 how to their mission of achieving inclusive and equitable educational environments?

Despite two thirds of Muslims in the U.S. indicating being perturbed about current policy, they are concerned in the same proportion as the majority of the nation about extremism within Islam. Yet, the fear of Islam creates a continuing wedge between the non-Muslim and Muslim American society.

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 that identify as Muslim. This book fills what has been a dearth of research that explores the experiences and navigation of Muslim students in colleges and universities, and addresses the even less studied domain of the experiences of Muslim students who hold multiple marginalized identities—such as race, ethnicity, and LGBTQ status—as well as the intersection of those identities that may create multiple burdens of oppression and discrimination.

This book includes multidisciplinary voices, such as, an international human rights attorney, a civil rights attorney, a criminal law attorney, and student affairs practitioners, bringing the voices of female Muslim scholars to the fore. Each chapter includes a literature review, recommendations for policy and practice, and discussion questions.

**180 pp, 6" x 9"**  
**Paper, Feb 2020, 978 1 62036 975 3, \$29.95**  
**Cloth, Feb 2020, 978 1 62036 974 6, \$125.00**  
**E-Book, Feb 2020, 978 1 62036 977 7, \$23.99**



## Speaking Out Against Racism in the University Space

Shirin Housee

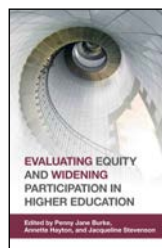
"Universities generally see themselves as bastions of high standards and meritocratic ideals; in [this book]

Shirin Housee explodes this comfortable myth and exposes the racist reality that routinely shapes higher education for many young people. Importantly, the book adopts an intersectional approach that examines how a range of issues (including racism, sexism, social class and Islamophobia) combine in complex and hugely destructive ways." —**David Gillborn**, *Director, Centre for Research in Race & Education (CRRE), University of Birmingham*

This book yields new and valuable insights into race and racism in higher education institutions. The powerful combination of accounts by minoritized students of their experiences and views, the frame of analysis based on Critical Race Theory, and the personal affinity and empathy of the author with her students, reveal the institutionalized structures, bigoted opinions and insidious discrimination that prevail. Yet universities should be challenging such racism, particularly when it is rising and spreading. The book shows how they can examine their staff and student recruitment, investigate their teaching methods and policies, and decolonize their curricula. How we listen to the student voice, and the spaces the university provides for minoritized students to speak freely, are the first steps to making institutions of higher education truly inclusive - the domain of social justice.

148 pp, 6 1/4" x 9 1/4"

Paper, 2018, 978 1 85856 869 0, \$32.95



## Evaluating Equity and Widening Participation in Higher Education

Edited by Penny Jane Burke, Annette Hayton, and Jacqueline Stevenson

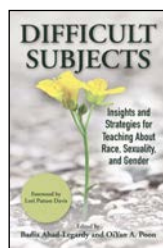
"Thank goodness! A book that moves us beyond what works to what matters in evaluating equity in higher education. A book informed by the ontology of widening participation and a commit-

ment to epistemological equity. Finally a book that sets a new platinum standard for educational evaluation to rival the self-proclaimed and misguided gold standard of RCTs." —**Trevor Gale**, *Professor of Education Policy and Social Justice, University of Glasgow*

Evaluation is a contested field. This collection considers the relationship between evaluation and research, and the ethical and moral dilemmas raised when evaluating equity and widening participation in higher education. The growing demands for evidence of impact frame expectations that we can justify government funding of particular university-led equity initiatives and understand what works well enough to ensure that resources are being allocated and used appropriately.

190 pp, 6 1/4" x 9 1/4", tables

Paper, 2018, 978 1 85856 703 7, \$39.95



## 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*

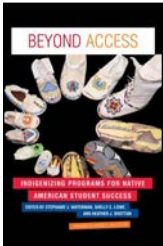
*Difficult Subjects* is a collection of essays from scholars across disciplines, institutions, and ranks that offers diverse and multi-faceted approaches to teaching about subjects that prove both challenging and often uncomfortable for both the professor and the student. It encourages college educators to engage in forms of practice that do not pretend that teachers and students are unaffected by world events and incidents that highlight social inequalities.

The book will also serve as inspiration for academics who believe that their area of study does not allow for such pedagogical inquiries to also teach in ways that address difficult subjects. Contributors to this volume span a range of disciplines from criminal justice to gender studies to



organic chemistry, and demonstrate the productive possibilities that can emerge in college classrooms when faculty consider “identity” as constitutive of rather than divorced from their academic disciplines.

**304 pp, 6" x 9", 7 figures, 4 tables**  
**Paper, 2018, 978 1 62036 792 6, \$37.50**  
**Cloth, 2018, 978 1 62036 791 9, \$125.00**  
**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**

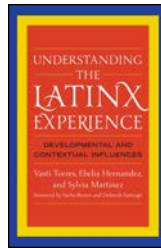
**Foreword by George S.  
McClellan**

“[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. 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.

It presents models and examples of pathways to success that align with Native American students’ aspirations and cultural values.

**192 pp, 6" x 9", 2 tables**  
**Paper, 2018, 978 1 62036 288 4, \$35.00**  
**Cloth, 2018, 978 1 62036 287 7, \$125.00**  
**E-Book, 2018, 978 1 62036 290 7, \$27.99**



## Understanding the Latinx Experience

*Developmental and  
Contextual Influences*

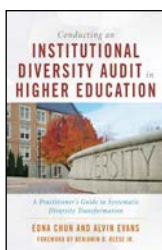
**Vasti Torres, Ebelia  
Hernández, and Sylvia  
Martínez**

**Foreword by Sarita E.  
Brown and Deborah A. Santiago**

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

“Not only are Latinx diverse groups from many different cultural backgrounds, but from many different economic circumstances, family backgrounds and expectations, communities, and academic experiences. These differences reflect unique and multifaceted identities that are important for and shape learning and development —our core mission. This is a must read for those who want to develop well informed policies or be quality educators.” —**Adrianna Kezar**, *Dean’s Professor of Leadership and Director of the Pullias Center for Higher Education, University of Southern California*

**156 pp, 6" x 9", 9 figs & 10 tables**  
**Paper, 2019, 978 1 57922 315 1, \$35.00**  
**Cloth, 2019, 978 1 57922 314 4, \$125.00**  
**E-Book, 2019, 978 1 62036 734 6, \$27.99**



## Conducting an Institutional Diversity Audit in Higher Education

*A Practitioner's Guide to Systematic Diversity Transformation*

**Edna Chun and Alvin Evans**

**Foreword by Benjamin D. Reese**

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

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

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

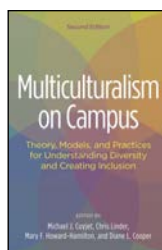
This book lays out a framework for a systematic and sustained diversity process that first recognizes that too many diversity initiatives have generated more statements of intent than actual change, and that audits conducted by outside bodies frequently fail to achieve buy-in or long-term impact, and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

**228 pp, 8 1/2" x 11", 21 illus**

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

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

**E-Book, 2019, 978 1 62036 821 3, \$ 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**, *Graduate School of Education, Africana Studies and Gender Studies, University of Pennsylvania*

"*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.

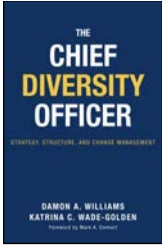
**432 pp, 6" x 9"**

**Paper, 2016, 978 1 62036 416 1, \$37.50**

**Cloth, 2016, 978 1 62036 415 4, \$125.00**

**E-Book, 2016, 978 1 62036 418 5, \$29.99**

***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**

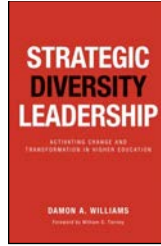
## **The Diversity Officer Set**

**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, 2013, 978 1 57922 823 1, \$85.00**



**BESTSELLER**

## **Strategic Diversity Leadership**

*Activating Change and Transformation in Higher Education*

**Damon A. Williams**

"Williams provides a wealth of practical guidance for leaders who see the need to move beyond episodic diversity interventions toward comprehensive institutional engagement and change. I warmly recommend this exceptionally useful book for any educational institution that already sees diversity as an educational value and now wants to reach toward the next and more challenging level of making excellence inclusive."  
—**Carol Schneider**, *Past President, Association of American Colleges and Universities (AAC&U)*

"Williams melds a deep understanding of diversity with a sophisticated understanding of the nuances of leadership and organizational change. This is an important book, which harnesses research and theory to lead real world change."  
—**Molly Corbett**, *President, American Council of Education*

There is a growing recognition, particularly in business and the military, that we have to educate and develop the capacities of our citizens from all levels of society and all demographic and social groups to live fulfilling lives in an inter-connected globe.

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

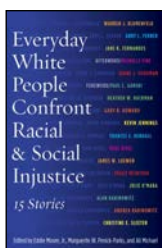
This book offers an overarching conceptual framework for pursuing diversity; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organizational structures and models drawn from institutions of all types and sizes.

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

**Cloth, 2013, 978 1 57922 819 4, \$49.95**

**E-Book, 2013, 978 1 57922 822 4, \$39.99**





**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  
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Jane K. Fernandes  
Michelle Fine  
Diane J. Goodman  
Paul C. Gorski  
Heather W. Hackman  
Gary R. Howard  
Kevin Jennings  
Frances E. Kendall  
Paul Kivel  
James W. Loewen  
Peggy McIntosh  
Julie O'Mara  
Alan Rabinowitz  
Andrea Rabinowitz  
Christine E. Sleeter

206 pp, 6" x 9"

Paper, 2015, 978 1 62036 208 2, \$19.95  
Cloth, 2015, 978 1 62036 207 5, \$125.00  
E-Book, 2015, 978 1 62036 210 5, \$15.99



## We ARE Americans

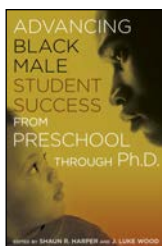
*Undocumented  
Students Pursuing the  
American Dream*

Edited by William Perez  
Foreword by Daniel G.  
Solorzano

"This fascinating look at the next generation of undocumented immigrants unpacks the complexities of the debate and puts unforgettable human faces to its subjects. Perez, a developmental psychologist and professor in Southern California, plumbs the stories of students living with the constant threat of deportation for an answer to the question, 'What does it mean to be an American?' No matter what one's position is on legalizing immigrants, this collection of inspiring, heartbreaking stories puts a number of unforgettable faces to the issue, making it impossible to defend any one side in easy terms or generalities." —*Starred Web Pick of the Week, Publishers Weekly*

200 pp, 6" x 9"

Paper, 2009, 978 1 57922 376 2, \$26.00  
Cloth, 2009, 978 1 57922 375 5, \$125.00  
E-Book, 2018, 978 1 62036 998 2, \$20.99



## Advancing Black Male Student Success From Preschool Through Ph.D.

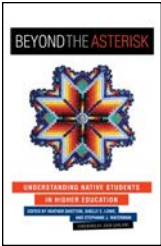
Edited by Shaun R.  
Harper and J. Luke Wood

"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

Paper, 2015, 978 1 62036 184 9, \$25.95  
Cloth, 2015, 978 1 62036 183 2, \$125.00  
E-Book, 2015, 978 1 62036 186 3, \$20.99



## 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.

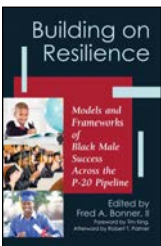
While predominantly addressed to the student affairs profession—providing an understanding of the needs of the Native students it serves, describing the multi-faceted and unique issues, characteristics and experiences of this population, and sharing proven approaches to developing appropriate services—it 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"**

**Paper, 2013, 978 1 57922 624 4, \$37.50**

**Cloth, 2013, 978 1 57922 623 7, \$125.00**

**E-Book, 2013, 978 1 57922 626 8, \$29.99**



## 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**

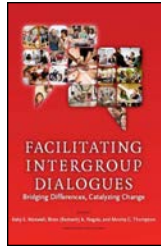
"Collectively, the chapters in the book serve as a much needed and important resource on how to advance the success of Black males in education. Indeed, this book is a must read, and more work of this nature is needed to have a meaningful impact on Black males as they matriculate through various educational contexts."—**Robert T. Palmer**, Department of Student Affairs Administration, State University of New York at Binghamton University

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

**Paper, 2014, 978 1 57922 962 7, \$29.95**

**Cloth, 2014, 978 1 57922 961 0, \$125.00**

**E-Book, 2015, 978 1 57922 964 1, \$23.99**



## 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*

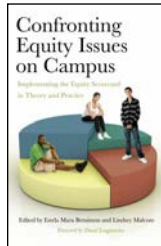
**Co-published with ACPA**

**288 pp, 6" x 9"**

**Paper, 2011, 978 1 57922 291 8, \$32.50**

**Cloth, 2011, 978 1 57922 290 1, \$125.00**

**E-Book, 2012, 978 1 57922 524 7, \$25.99**



## 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**

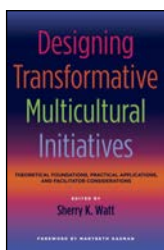
"This volume examines how colleges and universities are using the Center for Urban Education's Equity Scorecard to create racial equity on campus. With in-depth examinations of the Equity Scorecard process as well as reflections from practitioner teams and researchers, the book is a testament to the role thoughtful data assessment can play in generating more racially equitable outcomes for students. The book calls educators and administrators to take personal responsibility for their roles in moving from deficit model to an equity model, and provides helpful context for anyone currently using or considering the scorecard as a tool for change."—*Diversity & Democracy*

**300 pp, 6" x 9"**

**Paper, 2012, 978 1 57922 708 1, \$35.00**

**Cloth, 2012, 978 1 57922 707 4, \$125.00**

**E-Book, 2012, 978 1 57922 710 4, \$27.99**



## Designing Transformative Multicultural Initiatives

*Theoretical Foundations, Practical Applications, and Facilitator Considerations*

**Edited by Sherry K. Watt**

**Foreword by Marybeth Gasman**

"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, Western Illinois University*

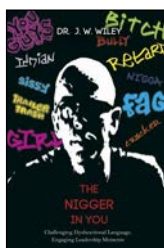
This book argues that, to address the inexorable changes ahead, colleges and universities need both to centralize the value of diversity and inclusion and employ a set of strategies that are enacted at all levels of their institutions. It argues that individual and institutional change efforts can only 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**

**Paper, 2015, 978 1 62036 060 6, \$29.95**

**Cloth, 2015, 978 1 62036 059 0, \$125.00**

**E-Book, 2015, 978 1 62036 062 0, \$23.99**



## 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"**

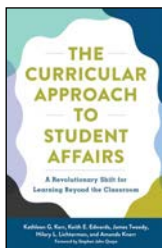
**Paper, 2013, 978 1 57922 986 3, \$22.50**

**Cloth, 2013, 978 1 57922 985 6, \$125.00**

**E-Book, 2013, 978 1 57922 988 7, \$17.99**

## Student Affairs

**FORTHCOMING**



## The Curricular Approach to Student Affairs

*A Revolutionary Shift for Learning Beyond the Classroom*

**Kathleen G. Kerr, Keith E. Edwards, James F. E. Edwards, Amanda R. Kner**

**Tweedy, Hilary Lichterman, and Amanda R. Kner**

**Foreword by Stephen John Quay**

In the current context of higher education in the United States, colleges and universities are inundated with calls for greater accountability, increased return on investment, data proving impact, and more. Higher education professionals have an obligation to help students make the most of the entire college experience, including learning beyond the classroom. A curricular approach is a systemic way to be more purposeful and strategic about how educators who work with students beyond the classroom can best facilitate learning experiences.

The curricular approach aligns the mission, goals, outcomes, and practices of a student affairs division, unit, or other unit that works to educate students beyond the classroom with those of the institution, and organizes intentional and developmentally sequenced strategies to facilitate student learning. In this book, the authors explain how to implement a curricular approach for educating students beyond the classroom. The book is based on more than a decade of implementing curricular approaches on multiple campuses, contributing to the scholarship on the curricular approach, and helping many campuses design, implement, and assess their student learning efforts. In 2006 the first ACPA Residential Curriculum Institute (RCI) was held at the University of Delaware. All five of the authors of this book have not only served as RCI faculty members, but each has also offered several campus consultations to help schools learn about the model. The curricular approach is rooted in scholarship and the connections between what we know about learning, assessment, pedagogy, and student success.

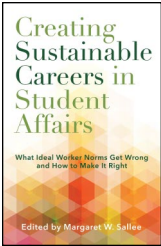
**168 pp, 6" x 9"**

**Paper, Jun 2020, 978 1 62036 935 7, \$29.95**

**Cloth, Jun 2020, 978 1 62036 934 0, \$125.00**

**E-Book, Jun 2020, 978 1 62036 937 1, \$23.99**



**FORTHCOMING**

## Creating Sustainable Careers in Student Affairs

*What Ideal Worker Norms Get Wrong and How to Make it Right*

**Edited by Margaret W. Sallee**

This book argues that the current structure of student affairs work is not sustainable, as it depends on the notion that employees are available to work non-stop without any outside responsibilities, that is, the Ideal Worker Norm. The field places inordinate burdens on staff to respond to the needs of students, often at the expense of their own families and well-being. Student affairs professionals can meet the needs of their students without being overworked. The problem, however, is that ideal worker norms pervade higher education and student affairs work, thus providing little incentive for institutions to change. The authors in this book use ideal worker norms in conjunction with other theories to interrogate the impact on student affairs staff across functional areas, institutional types, career stage, and identity groups.

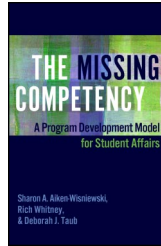
The book is divided into three sections; chapters in the first section of the book examine various facets of the structure of work in student affairs, including the impact of institutional type and different functional areas on employees' work-lives. Chapters in the second section examine the personal toll that working in student affairs can take, including emotional labor's impact on well-being. The final section of the book narrows the focus to explore how different identity groups, including mothers, fathers, and people of color, navigate work/life issues. Challenging ideal worker norms, all chapters offer implications for practice for both individuals and institutions.

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

**Cloth, Oct 2020, 9781620369500, \$125.00**

**Paper, Oct 2020, 9781620369517, \$35.00**

**E-Book, Oct 2020, 9781620369531, \$27.99**

**FORTHCOMING**

## The Missing Competency

*A Program Development Model for Student Affairs*

**By Sharon A. Aiken-Wisniewski, Rich Whitney, & Deborah J. Taub**

"Authors Sharon Aiken-Wisniewski, Rich Whitney, and Deborah Taub have done a great service to student affairs and to student learning and development with this fine book, *The Missing Competency: A Program Development Model for Student Affairs*. The profession owes them great appreciation for returning the foundational competency of programming to our collective attention and providing a contemporary model to implement programs of quality."—*From the foreword by Susan R. Komives*

Program development is central to the work of student affairs professionals, yet the field has not prioritized the development of competency in this area. This theory-to-practice, sequential guide to program development fills that gap in the literature. The authors describe the elements of program planning and delivery from the inception of the idea through the use of assessment to revise and improve the program for the future.

Whether a new professional or a seasoned leader, this volume offers the reader a deeper understanding of program development. Starting with a foundational understanding of this process, the book proceeds to a step-by-step process, taking a program from an idea to a proposal with goals, objectives, budget, and timeline with tasks, and beyond planning to implementation. The book concludes with stressing the importance of assessment as the program continues to develop over time. Each chapter applies program development concepts through program examples. Finally, the authors leave readers with tools and templates to support the process.

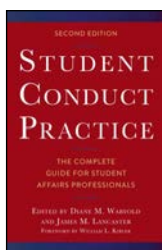
**204 pp., 6" x 9"**

**Cloth, Oct 2020, 9781620368749, \$125.00**

**Paper, Oct 2020, 9781620368756, \$32.50**

**E-Book, Oct 2020, 9781620368770, \$25.99**



**NEW EDITION**

## Student Conduct Practice

*The Complete Guide for Student Affairs Professionals*

SECOND EDITION

Edited by Diane M.

Waryold and James M. Lancaster

Foreword by William L. Kibler

"This newly revised edition assures that new professionals and experienced veterans have the very latest in terms of best practices that are shaped by current law and professional standards. The editors and authors also present current and emerging issues and trends that will continue to impact our work in the years ahead. I highly recommend this book as a resource that you not only need to read but also keep handy as a reference that will inform your daily work."—**Bill Kibler**, *President, Sul Ross State University*

"This updated edition provides today's university administrator with an overview of current issues impacting their daily work on campus. The chapters build on a foundation of the profession while giving voice to new topics such as creating codes of conduct, bias related issues, sexual misconduct, and student organization misconduct. An essential resource."—**Jennifer Waller**, *Executive Director, Association for Student Conduct Administration*

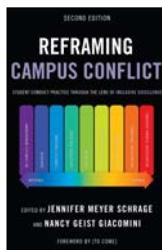
This up-dated and considerably expanded edition maintains the objectives of the first, which is to constitute a compendium of current best practices in the administration of student conduct, to summarize the latest thinking on key issues facing practitioners today, and to provide an overview of the role and status of conduct administrators within their institutions. This text invites student conduct administrators to examine current programs and policies to ensure that the spaces that they create during interactions with students are spaces in which all students feel welcome and heard. As we strive to prepare students not only to be productive members of today's workforce, and more importantly to be good people and upright citizens, this text accentuates the delicate balance between responding to regulatory mandates and meeting the educational aims of student conduct. The aim is to offer those with an interest in student conduct and those professionals who are new or seasoned student conduct administrators with both a compendium of chapters on best practices and the background to grapple with the thought-provoking situations they will encounter.

312 pp, 6" x 9", illus

Paper, Mar 2020, 978 1 64267 105 6, \$37.50

Cloth, Mar 2020, 978 1 64267 104 9, \$125.00

E-Book, Mar 2020, 978 1 64267 107 0, \$29.99

**FORTHCOMING  
NEW EDITION**

## Reframing Campus Conflict

*Student Conduct Practice Through the Lens of Inclusive Excellence*

SECOND EDITION

Edited by Jennifer Meyer Schrage and Nancy Geist Giacomini

This fully revised and updated second edition builds upon the original vision of the first, which was to give voice to diverse and inclusive perspectives, identities, and practices and to enact the principle that student conduct practice must be based upon tenets of social justice and restorative justice to disrupt and transform, through a lens of inclusive excellence, overly legalistic and escalated management applications in student conduct administration.

In the intervening decade, this co-edited work has become more relevant than ever as colleges and universities continue to be the targets of litigation, activists, and lawmakers who have, for instance, rolled back earlier guidance under Title IX regarding violence against women. Civility, hate crimes, activism, immigration, globalism versus nationalism, and free speech are all again on the forefront of campus challenges impacting conflict and conduct management.

New chapters cover these and other issues, and the book is further enhanced by case studies, as well as summaries and questions for dialogue, to encourage further reflection by the reader and bolster the usefulness of the work as a textbook and campus training guide.

This second edition envisions an audience that goes beyond student conduct practitioners to encompass other functions in student affairs, such as residence life staff, and a wider range of administrative positions from legal counsel to the president, as well as outside local, national and federal stakeholders who are invested these alternative approaches to conflict management.

424 pp, 6" x 9"

Paper, Jun 2020, 978 1 64267 049 3, \$39.95

Cloth, Jun 2020, 978 1 64267 048 6, \$125.00

E-Book, Jun 2020, 978 1 64267 051 6, \$31.99



## Student Conduct Practice/ Reframing Campus Conflict Set

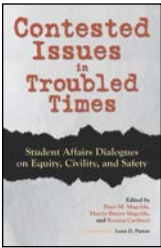
Edited by Jennifer Meyer Schrage, Nancy Geist Giacomini, James M. Lancaster and Diane M. Waryold

736 pp, 6" x 9"

Paperback Set, July 2020, 9781642672015, \$61.95

E-Book Set, July 2020, 9781642672008, \$49.99





## Contested Issues in Troubled Times

*Student Affairs Dialogues on Equity, Civility, and Safety*

**Edited by Peter M. Magolda, Marcia B. Baxter Magolda, and**

**Rozana Carducci**

**Foreword by Lori Patton Davis**



"*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*

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

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

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

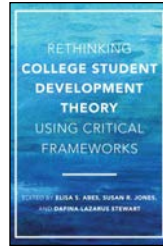
In this companion volume to *Contested Issues in Student Affairs*, a new set of contributors explore new questions which foreground issues of equity, safety, and civility —themes which dominate today's higher education headlines and campus conversations.

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

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

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

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



**BESTSELLER**

## Rethinking College Student Development Theory Using Critical Frameworks

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

"Abes, Jones, Stewart, and chapter authors have transformed the theoretical foundation of student affairs into a more complex and liberatory understanding of student development, and for that I am eternally grateful." —**Jason C. Garvey**, *Associate Professor of Higher Education and Student Affairs Administration, University of Vermont*

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

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

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

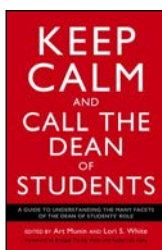
A major new contribution to college student development theory, this book brings "third wave" theories to bear on this vitally important topic. The book has three sections: the first briefly introduces the third wave theories that have recently expanded the frame of the topic; the second uses those theories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

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

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

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

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



## Keep Calm and Call the Dean of Students

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

**Edited by Art Munin and Lori S. White**

**Foreword by Bridget Turner Kelly and Robert D. Kelly**

"An excellent resource for those in current Dean of Students positions and for those aspiring to be in the role at some point in their career."—

**Vernon A. Wall**, *Director, Business Development at LeaderShape and President and Founder, One Better World, LLC, and 2020-2021 President ACPA, College Student Educators International*

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

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

What preparation, skills, dispositions, and knowledge do DOSs need to be effective in their role; and, indeed, what areas and range of activities generally fall under their responsibility? Through chapters by experienced DOSs — from early career to veterans and in between — this book provides vivid first-hand accounts of what's involved in managing the multiple roles of the deanship, its immense personal rewards, the positive impact that practitioners can make in the lives of students, and on campus policy and environment, without glossing over the demands on time and the concomitant stresses.

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

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

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

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



## A Good Job

*Campus Employment as a High-Impact Practice*

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

**Foreword by George D. Kuh**

From the Foreword:

"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.

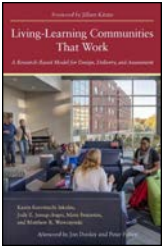
Carefully designed campus employment opportunities can have numerous benefits, including career exploration and preparation, learning, and increased engagement leading to increased retention. The authors make the case that employment can and should be a purposeful and powerful component in any higher education institution's efforts to support student learning, development, and success.

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

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

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

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



## 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 (NILOA)

*Associate Director Indiana University Center for Postsecondary Research and NSSE, and Senior Scholar National Institute for Learning Outcomes Assessment (NILOA)*

This book thoughtfully combines research and field-tested practice to document the essential components for best practices in living learning communities and presents them as a clear blueprint—the LLC best practices model—for LLC design.

Practitioners, researchers, and institutional leaders can use the book as a guide to more effectively allocate resources to create and sustain LLCs and to realize the potential of these communities to improve undergraduate education.

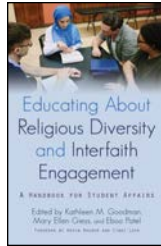
**Co-published with ACUHO-I**

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

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

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

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



## Educating About Religious Diversity and Interfaith Engagement

*A Handbook for Student Affairs*

**Edited by Kathleen M. Goodman, Mary Ellen**

**Giess, and Eboo Patel**

**Foreword by Cindi Love and Kevin Kruger**

From the Foreword:

"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 enable their ability to engage in discussions about belief both in and out of the classroom, the contributors provide foundational knowledge, concrete teaching ideas, sample activities, and case studies that can be used in a variety of settings.

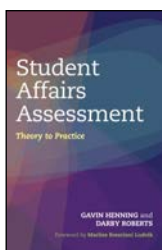
This book serves multiple audiences in student affairs by providing teaching ideas for practitioners who want to include a session or two about interfaith in their programs as well as ideas for student affairs faculty who may be teaching one session on this topic or a whole course.

**324 pp, 6" x 9"**

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

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

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



## Student Affairs Assessment

*Theory to Practice*

**Gavin W. Henning, Darby Roberts**

**Foreword by Marilee J. Bresciani Ludvik**

"If my graduate program curriculum had included

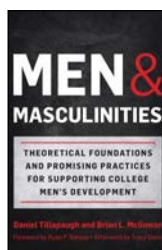
an assessment course, I would have liked for this new book from Henning and Roberts to be the text. And as I prepare to introduce a position dedicated to assessment and storytelling into my Student Affairs portfolio in the coming months, I'll certainly purchase this book as a resource for our staff. Accessible to assessment newcomers and useful for seasoned professionals, *Student Affairs Assessment* 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**  
**Paper, 2016, 978 1 62036 336 2, \$35.00**  
**Cloth, 2016, 978 1 62036 335 5, \$125.00**  
**E-Book, 2016, 978 1 62036 338 6, \$27.99**



## Men and Masculinities

*Theoretical*

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

**Edited by Daniel Tillapaugh and Brian L. McGowan**

**Foreword by Ryan P. Barone**

**Afterword by Tracy Davis**

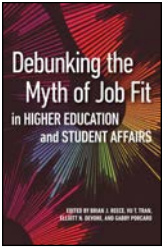
"An essential resource for everyone who works with college men, from the newest faculty member or student affairs professional to the experienced veteran. The editors introduce new voices that challenge us to examine our assumptions with an intersectional lens. Perhaps most useful is their practical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

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

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

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

**240 pp, 6" x 9"**  
**Paper, 2019, 978 1 62036 931 9, \$ 35.00**  
**Cloth, 2019, 978 1 62036 930 2, \$ 125.00**  
**E-Book, 2019, 978 1 62036 933 3, \$ 27.99**



## 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  
Porcario

### Foreword by Stephen John Quayle

"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

"*Debunking the Myth of Job Fit in Higher Education and Student Affairs* is 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..." —**Rev. Dr. Jamie Washington**, President, Washington Consulting Group; President & Co-Founder, Social Justice Training Institute (SJTI); President, (ACPA) College Student Educators International

264 pp, 6" x 9", figure & tables  
Paper, 2019, 978 1 62036 788 9, \$35.00  
Cloth, 2019, 978 1 62036 787 2, \$125.00  
E-Book, 2019, 978 1 62036 790 2, \$27.99



## Critical Mentoring

*A Practical Guide*

Torie Weiston-Serdan

Foreword by Bernadette  
Sánchez

"Sustained by extensive theoretical and practice-based research, *Critical*

*Mentoring* equips the reader with effective strategies to provide youth development programs with tools necessary for Critical Mentoring and Critical Consciousness. While the foundations of oppression are deeply seated in contemporary society, Weiston-Serdan presents an avenue along which, mentors, protégés, and their respective communities can bring to light crucial issues and stride toward a new paradigm." —**Mentoring & Coaching Monthly**

"*Critical Mentoring* offers an unwavering and accessible answer to the age-old question: What constitutes the status quo? It brings contemporary struggles within youth mentoring work to full resolution. This book deconstructs the ways in which the social algorithm of mentoring has historically materialized into deficit lenses of Black youth and other dehumanized populations. Torie Weiston-Serdan's trove of wisdom is imperative for educators who believe that justice can only be achieved by continual self-reflection and courageous interrogation of current practices. Dr. Weiston-Serdan's exhaustively researched work provides a much needed and foundational service to scholar-activists, education policy makers, and practitioners alike." —**Arash Daneshzadeh**, Associate Director, Urban Strategies Council

136 pp, 5 1/2" x 8 1/4"  
Paper, 2017, 978 1 62036 552 6, \$24.95  
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E-Book, 2017, 978 1 62036 554 0, \$19.99

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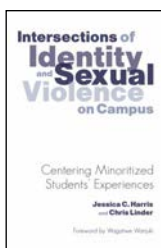
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## Intersections of Identity and Sexual Violence on Campus

*Centering Minoritized Students' Experiences*

**Edited by Jessica C. Harris and Chris Linder**

**Foreword by Wagatwe Wanjuki**

From the Foreword:

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

This book makes an important contribution to and provides a foundation for better contextualizing and understanding sexual violence. Each chapter in this edited volume focuses on populations that are not often centered in the discourse of campus sexual violence and accounts for individuals' intersecting identities and how they interlock with larger systems of domination.

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"**

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

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**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**

This book is written for admissions professionals, counselors, faculty and advisers who admit, teach, or work with students during the admissions process and post-enrollment period. It brings together theory, research and practice related to noncognitive variables in a practical way by using assessment methods provided at no cost.

Noncognitive variables have been shown to correlate with the academic success of students of all races, cultures, and backgrounds. Noncognitive variables include personal and social dimensions, adjustment, motivation, and student perceptions, rather than the traditional verbal and quantitative areas (often called cognitive) typically measured by standardized tests.

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

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

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

**E-Book, 2017, 978 1 62036 258 7, \$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 a one of a kind resource for student affairs administrators in any stage of their career. The book is well organized around five key elements of career strategy that helpfully prompt readers to not only focus and reflect on critical stages in their career development and advancement, but also on their personal motivations and goals. This is enhanced by the inclusion of voices of current administrators who share their stories and insights to illustrate the book's message." —**Ashley Tull**, *Director of Assessment and Strategic Initiatives, Division of Student Affairs, Southern Methodist University*

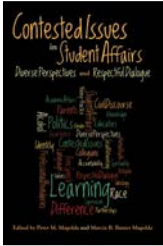
This is a book for any student affairs professional who wants to strategically shape his or her career path—and will be particularly helpful for people in early or mid-career, or contemplating a career, in student affairs.

196 pp, 6" x 9"

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

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

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



## Contested Issues in Student Affairs

*Diverse Perspectives and Respectful Dialogue*

**Edited by Peter M. Magolda and Marcia B. Baxter Magolda**

"The smooth flow of the writing and format, the variety of perspectives presented, and the currency of the contested issues all offer a very thought-provoking and subsequently 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*

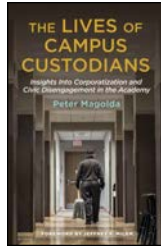
This book augments traditional introductory handbooks that focus on functional areas (e.g., residence life, career services) and organizational issues. It fills a void by addressing the social, educational and moral concepts and concerns of student affairs work that transcend content areas and administrative 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"

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

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

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



## 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.

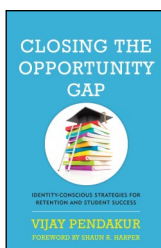
This vivid ethnography is the fruit of the year's fieldwork that Peter Magolda undertook at two universities. His purpose was to shine a light on a subculture that neither decision-makers nor campus community members know very much about, let alone understand the motivations and aspirations of those 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"

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

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

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



## Closing the Opportunity Gap

*Identity-Conscious Strategies for Retention and Student Success*

**Edited by Vijay Pendakur**

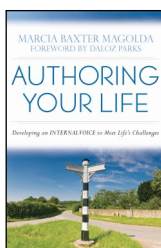
**Foreword by Shaun R. Harper**

"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.

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**  
**Paper, 2016, 978 1 62036 312 6, \$29.95**  
**Cloth, 2016, 978 1 62036 311 9, \$125.00**  
**E-Book, 2016, 978 1 62036 314 0, \$23.99**



## Authoring Your Life

*Developing Your INTERNAL VOICE to Navigate Life's Challenges*

**Marcia B. Baxter Magolda**

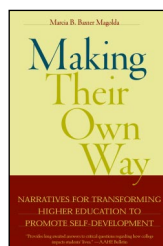
**Foreword by Sharon Daloz Parks**

**Illustrated by Matthew Henry Hall**

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

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

**400 pp., 6" x 9", 10 maps & diagrams**  
**Paper, 2017, 978 1 57922 272 7, \$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**

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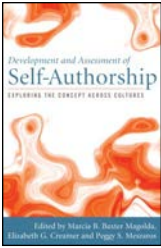
## Learning Partnerships

*Theory and Models of Practice to Educate for Self-Authorship*

**Edited by Marcia B. Baxter Magolda and Patricia M. King**

"Those interested in strengthening the ties between theory and practice and between faculty and student affairs can find inspiration here. Those committed to developing the co-curriculum to promote self-authorship will have a better sense of how to do that."—**Journal of College Student Development**

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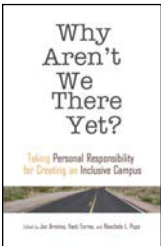
## Development and Assessment of Self-Authorship

*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**  
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**E-Book, 2012, 978 1 57922 518 6, \$25.99**



## Why Aren't We There Yet?

*Taking Personal Responsibility for Creating an Inclusive Campus*

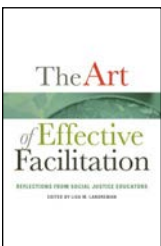
**Edited by Jan Arminio, Vasti Torres, and Raechele L. Pope**

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"**  
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## The Art of Effective Facilitation

*Reflections From Social Justice Educators*

**Edited by Lisa M. Landreman**

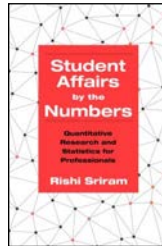
This book is intended for

the increasing number of faculty and student affairs administrators — at whatever their level of experience — who are being asked to become social justice educators to prepare students to live successfully within, and contribute to, an equitable multicultural society.

It enables facilitators to create programs that go beyond superficial discussion of the issues to fundamentally address the structural and cultural causes of inequity.

**Co-published with ACPA**

**292 pp, 6" x 9"**  
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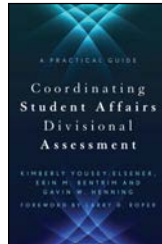
## Student Affairs by the Numbers

*Quantitative Research and Statistics for Professionals*

**Rishi Sriram**

**200 pp, 6" x 9", 27 illus**  
**Paper, 2017, 978 1 62036 452 9, \$32.00**

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**E-Book, 2017, 978 1 62036 454 3, \$25.60**



## Coordinating Student Affairs Divisional Assessment

*A Practical Guide*

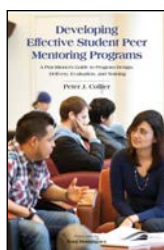
**Edited by Kimberly Yousey-Elisener, Erin Bentrim, and Gavin W. Henning**

**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"**  
**Paper, 2015, 978 1 62036 328 7, \$29.95**  
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**E-Book, 2016, 978 1 62036 330 0, \$23.99**



## Developing Effective Student Peer Mentoring Programs

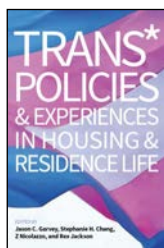
*A Practitioner's Guide to Program Design, Delivery, Evaluation, and Training*

**Peter J. Collier**

**Foreword by Nora Dominguez**

"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  
**Paper, 2015, 978 1 62036 076 7, \$37.50**  
**Cloth, 2015, 978 1 62036 075 0, \$125.00**  
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## Trans\* Policies & Experiences in Housing & Residence Life

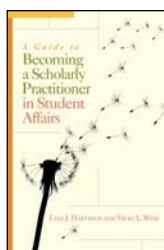
**Edited by Jason C. Garvey, Stephanie H. Chang, Z Nicolazzo, and Rex Jackson**

**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, University of Delaware*

**Co-published with ACPA**

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



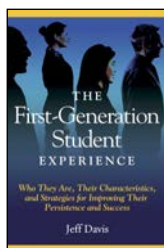
## A Guide to Becoming a Scholarly Practitioner in Student Affairs

**Lisa J. Hatfield and Vicki L. Wise**

**Foreword by Kevin Kruger**

"This is a practical guide that will inspire student affairs educators to become scholar practitioners. By demystifying the presentation and publication process, 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 at Central Michigan University*

112 pp., 6" x 9"  
**Paper, 2015, 978 1 62036 152 8, \$19.95**  
**Cloth, 2015, 978 1 62036 151 1, \$125.00**  
**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*

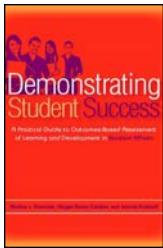
**Jeff Davis**

"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. By decoupling parental education from family income, Davis underscores how many first-generation students' struggles originate in a lack of experience with college culture or college-going identity. He presents a range of promising recommendations to support the increasing number of first-generation students who are now enrolling in American higher education." —**Diversity and Democracy**

**Co-published with ACPA**

214 pp., 6" x 9"  
**Paper, Mar 17, 2010, 978 1 57922 370 0, \$31.95**  
**Cloth, Mar 25, 2010, 978 1 57922 369 4, \$125.00**  
**E-Book, Mar 12, 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**

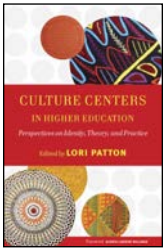
"A wonderful addition to existing resources on assessment in student affairs."—**John H. Schuh**,  
*Distinguished Professor, Iowa State University*

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

**Paper, 2010, 978 1 57922 305 2, \$31.95**

**Cloth, 2010, 978 1 57922 304 5, \$125.00**

**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**

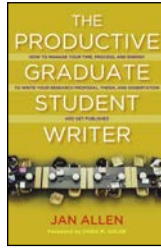
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## Doctoral Education



**BESTSELLER**

## The Productive Graduate Student Writer

*How to Manage Your Time, Process, and Energy to Write Your Research Proposal,*

*Thesis, and Dissertation and Get Published*

**Jan E. Allen**

**Foreword by Chris M. Golde**



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

"This book is a gem: A gifted scholar and graduate school dean provides precisely the kind of practical, tested advice that all students need to write theses, dissertations, grant proposals, job applications, and scholarly articles efficiently. I wholeheartedly recommend."—**Steven Mintz**,  
*University of Texas at Austin*

This book is for graduate students—and others—who want to become more productive writers. It's especially written for those who want to:

- Increase their motivation, focus, and persistence to move a project to completion
- Overcome procrastination and perfectionistic tendencies
- Reduce (or write in spite of) their anxiety and fear of writing
- Manage their time, work, energy (and advisor) for greater productivity

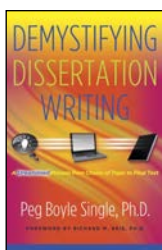
While Jan Allen recognizes that writing is not an innate talent for most of us, she demonstrates that it is a process based on skills which we can identify, learn, practice and refine. She focuses both on the process and habits of writing as well as on helping you uncover what kind of writer you are, and reflect on your challenges and successes. With a light touch and an engaging sense of humor, she proposes strategies to overcome procrastination and distractions, and build a writing practice to enable you to become a more productive and prolific writer.

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

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

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



**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, and author of Faculty Diversity: Problems and Solutions*

Research shows that five strategies correlate with the successful completion of a dissertation:

- Establishing a consistent writing routine
- Working with a support group
- Consulting your advisor
- Understanding your committee's expectations
- Setting a realistic and timely schedule

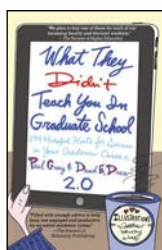
Building on these insights, this book is for anyone who needs help in preparing for, organizing, planning, scheduling, and writing the longest sustained writing project they have encountered, particularly if he or she is not receiving sufficient guidance about the process, but also for anyone looking to boost his or her writing productivity.

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

**Paper, 2009, 978 1 57922 313 7, \$22.00**

**Cloth, 2009, 978 1 57922 312 0, \$125.00**

**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**

**Foreword by Laurie Richlin and Steadman Upham**

**Illustrated by Matthew Henry Hall**

"Filled with enough advice to help keep one engaged and productive for an entire academic career." —*The Journal of Scholarly Publishing*

"We plan to buy one of these for each of our incoming faculty and doctoral students. Take a look. It's a wonderful read." —*The Review of Higher Education*

"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

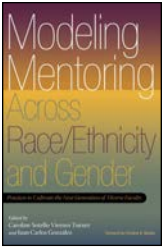
The 100 new hints expand sections on the dissertation process, job hunting, life in the classroom and on dealing with students, as well as on matters that affect readers' careers, such as research, publication, and tenure. The book concludes with a tongue-in-cheek appendix on How to Become a Millionaire while an academic.

**224 pp., 5 1/2" x 8 1/4", 16 illus**

**Paper, 2012, 978 1 57922 644 2, \$19.95**

**Cloth, 2012, 978 1 57922 643 5, \$70.00**

**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*

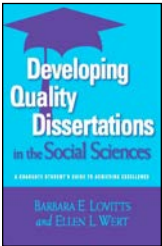
**Edited by Caroline**

**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 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**  
**Paper, 2014, 978 1 57922 488 2, \$29.95**  
**Cloth, 2014, 978 1 57922 487 5, \$125.00**  
**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*

**Barbara E. Lovitts and Ellen L. Wert**

This short booklet is designed to be given to graduate students as they begin their studies. They explain the purposes of the dissertation and the criteria by which it will be assessed. It helps students understand the context of their course work; the need to take an active role in shaping their studies; and the importance of thinking ahead about the components of the dissertation and the quality of scholarship they will need to demonstrate.

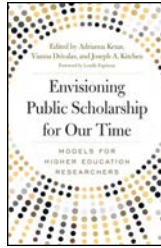
**Developing Quality Dissertations Series**

**48 pp., 8 1/2" x 11", tables**  
**Paper, 2008, 978 1 57922 261 1, \$9.95**

*Also Available (Details online):*

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## 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, Association of American Colleges & Universities*

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

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

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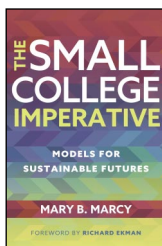
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## Leadership & Administration



**NEW**

### The Small College Imperative

*Models for Sustainable Futures*

**Mary B. Marcy**

“Mary Marcy’s book is a must-read. Her book should be used to stimulate and inform conversations among trustees, administrators, and faculty about how they might move their institution from ‘survival to sustainability.’” —**Judith McLaughlin**, *Faculty Director, Higher Education Program, and Educational Chair, Harvard Seminar for New Presidents, Harvard Graduate School of Education*

“Anyone interested in the future of small private institutions—presidents, faculty, board members, administrators, and others—will find much value in *The Small College Imperative* by Mary Marcy.” —**Susan Wheeler Johnston**, *President and CEO, National Association of College and University Business Officers*

“Mary Marcy offers a compelling narrative, detailing the ways in which small independent colleges and universities make significant contributions to the diversity and richness of American higher education.” —**Lynn Pasquerella**, *President, Association of American Colleges and Universities*

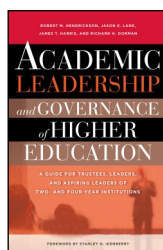
With pundits predicting that huge numbers of colleges will close in the next few decades, costs rising, and traditional college student populations shrinking, small colleges cannot afford to pretend that business-as-usual is still viable. After outlining the different approaches small colleges are employing to adapt to the shifting landscape, this book offers a template for making key decisions about the future of an institution. The book offers five emerging models for how small colleges can hope to survive and thrive in these very challenging times: Traditional; Integrative; Distinctive Program; Expansion, and Distributed. In addition to offering practical guidance for colleges trying to decide which model is for them, the book includes brief institutional profiles of colleges pursuing each model.

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

**Paper, Feb 2020, 978 1 62036 971 5, \$35.00**

**Cloth, Feb 2020, 978 1 62036 970 8, \$125.00**

**E-Book, Feb 2020, 978 1 62036 973 9, \$27.99**



**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**

**Text**

“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**



### Provost

*Experiences, Reflections and Advice From a Former “Number Two” on Campus*

**Larry A. Nielsen**

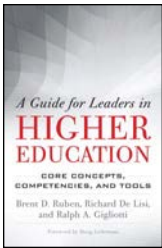
**Foreword by D.H. DeHayes**

“Read this book and learn about the inner workings of our universities, the roles and responsibilities of the Provost position, the subtle dimensions of effective leadership, and, equally as interesting, the experiences and reflections of an individual who loves the academy.” —**D.H. DeHayes**, *Provost and Vice President for Academic Affairs, The University of Rhode Island*

**402 pp., 5 1/2" x 8 1/4"**

**Paper, 2019, 978 1 57922 970 2, \$27.50**

**E-Book, 2013, 978 1 57922 972 6, \$21.99**



## 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

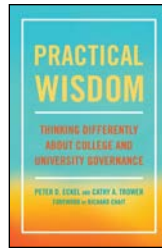
"The work is both frank and optimistic, a common characteristic of Brent Ruben, a practiced author in reference works for higher education leaders. The Strengths, Weaknesses, Opportunities, and Threats analysis that constitutes the foreword sets a tone that pervades this book: challenges abound in the 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, opportunities, 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. Additionally, the book serves as a guide and resource for those responsible for the design and implementation of 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 competencies, along with a series of applied tools for leadership and organizational effectiveness. Each chapter concludes with related case studies and guiding questions. The final section addresses models for developing institutional leadership programs that progressively meet the needs of leaders along their careers, as well as assure effective succession planning.

**496 pp., 6" x 9", 36 tables, 56 figs & 5 boxes**  
**Paper, 2016, 978 1 62036 392 8, \$39.95**  
**Cloth, 2016, 978 1 62036 391 1, \$125.00**  
**E-Book, 2016, 978 1 62036 394 2, \$31.99**



## Practical Wisdom

*Thinking Differently About College and University Governance*

**Peter D. Eckel and Cathy A. Trower**

**Foreword by Richard Chait**

"*Practical Wisdom* is a must-read on trusteeship and governance. Eckel and Trower have written a clear, smart and example-laden book to help college and university presidents and their boards of trustees work effectively together to advance their institutions and address the challenges that confront them. If you are looking for the best 'how to manual' on college and university governance, this is it!"—**Isiah Crawford, President, University of Puget Sound**

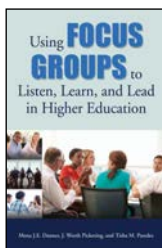
This series of essays written for trustees and administrative leaders of universities and colleges draws on the authors' extensive consulting experience, research into the dynamics of boards, and service as trustees, to focus on practical insights that will help readers improve governance. The authors 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**  
**Paper, 2018, 978 1 62036 839 8, \$32.00**  
**Cloth, 2018, 978 1 62036 838 1, \$125.00**  
**E-Book, 2018, 978 1 62036 841 1, \$25.99**





## 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*

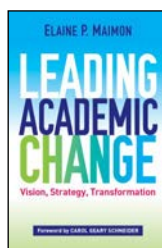
This book presents an easy-to-use, six-step guide to help leaders in higher education listen to and learn from their stakeholders in order to enhance decision making. The big questions facing institutions today—especially those surrounding access, affordability, and accountability—require more than dashboards. 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.

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

**Paper, 2018, 978 1 62036 597 7, \$32.50**

**Cloth, 2018, 978 1 62036 596 0, \$125.00**

**E-Book, 2018, 978 1 62036 599 1, \$25.99**



## 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*

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"**

**Paper, 2018, 978 1 62036 568 7, \$29.95**

**Cloth, 2018, 978 1 62036 567 0, \$125.00**

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

**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**

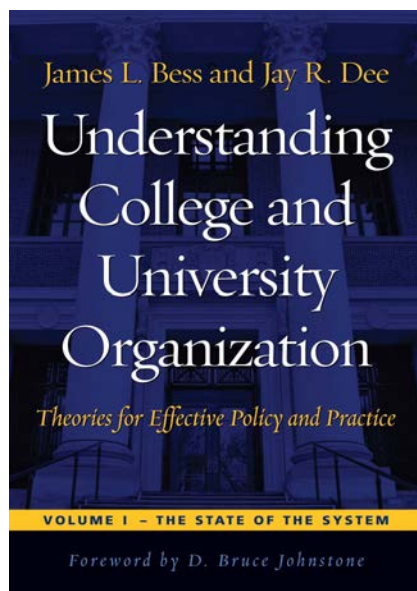
“The best introduction to organizational theory and its implications for higher education leadership/management that I have ever seen. By the end of the course, the students were in an excellent position to place current literature within a framework and relate it to the ‘big picture’ and what they already 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.

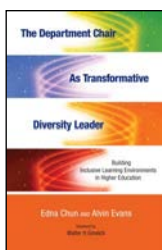
It systematically presents a range of theories



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**



## The Department Chair as Transformative Diversity Leader

*Building Inclusive Learning Environments in Higher Education*

**Edna Chun, Alvin Evans**

**Foreword by Walter H. Gmelch**

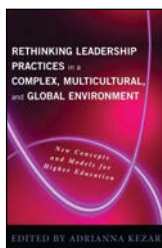
"Edna Chun and Alvin Evans recognize the pivotal role that department heads and departments play in the structure, culture and climate of our colleges and universities. For diversity and inclusion efforts to really make progress, they must be nurtured and implemented at the grassroots level in each department where personnel decisions are made."—*Santa J. Ono, President, University of Cincinnati*

**222 pp, 6" x 9"**

**Paper, 2015, 978 1 62036 238 9, \$32.50**

**Cloth, 2015, 978 1 62036 237 2, \$125.00**

**E-Book, 2015, 978 1 62036 240 2, \$25.99**



## Rethinking Leadership in a Complex, Multicultural, and Global Environment

*New Concepts and Models for Higher Education*

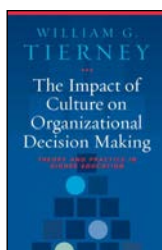
**Edited by Adrianna Kezar**

"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

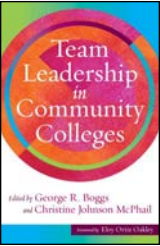
unsure of how to make that change happen, I found [this book] a must-read. I would recommend it to business officers and other leaders engaging their campuses in improvement and prioritization processes."—*Business Officer Magazine*

**190 pp, 6" x 9"**

**Paper, 2008, 978 1 57922 287 1, \$31.50**

**E-Book, 2016, 978 1 62036 499 4, \$25.99**

# Community Colleges


**NEW**

## Team Leadership in Community Colleges

**Edited by George R. Boggs, and Christine Johnson McPhail**

**Foreword by Eloy Ortiz Oakley**

"This book serves as a guide to all potential and current leaders in community colleges who recognize that their vision and goals will not be realized unless they build a team to assist in their achievement. Whether the team is inherited or developed, it is imperative that certain insights must be considered for it to coalesce. I highly recommend this book be included as part of the toolbox of all community college leaders." —**Belle S. Wheelan**, *President, Commission on Colleges, Southern Association of Colleges and Schools*

"The timeliness of this publication cannot be overstated. Developing strong, competent leaders — at every level — is one of the most pressing challenges facing community colleges today. Equally important is the book's emphasis on building high-functioning leadership teams, which can reduce divisiveness, unify mission, and advance institutional success. The chapter authors go well beyond theory to offer strategic, experience-based guidance, from board rooms to classrooms." —**Walter G. Bumphus**, *President and CEO, American Association of Community Colleges*

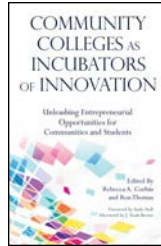
This edited collection is the first book to address the topic of how leaders work with teams to manage and transform community colleges. There is a need to develop better leadership teams in order to administer community colleges effectively and to improve these organizations, whether it be an individual campus, multi-college system or state-wide organization. Edited by two long-time leaders in the field, the book includes contributions from many other experienced leaders and scholars of community colleges.

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

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

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

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


**BESTSELLER**

## Community Colleges as Incubators of Innovation

*Unleashing Entrepreneurial Opportunities for Communities and Students*

*Communities and Students*

**Edited by Rebecca A. Corbin and Ron Thomas**

**Foreword by Andy Stoll**

**Afterword by J. Noah Brown**

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

This book addresses the urgent need for community colleges to prioritize entrepreneurship education both to remain relevant in a changing economy and to give graduate students the flexible and interdisciplinary mindsets needed for the future of society. It argues that entrepreneurial education should be offered broadly to a wide range of students, and across all disciplines; defines the key constructs for achieving this objective; and describes how to create entrepreneurial learning environments.

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, a magnet for talent, and provide the impetus for development strategies that their communities have not begun to realize.

This book takes the reader on a journey through the steps needed to build a meaningful, relevant, and sustainable entrepreneurship program, covering program development, curriculum design, appropriate pedagogical approaches, and community engagement.

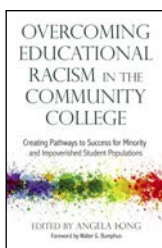
**Innovative Ideas for Community Colleges Series**

**204 pp, 6" x 9"**

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

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

**E-Book, 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*

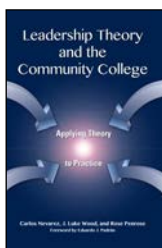
**Innovative Ideas for Community Colleges Series**

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

**Paper, 2016, 978 1 62036 348 5, \$35.00**

**Cloth, 2016, 978 1 62036 347 8, \$125.00**

**E-Book, 2016, 978 1 62036 350 8, \$27.99**



## Leadership Theory and the Community College

*Applying Theory to Practice*

**Carlos Nevarez, J. Luke Wood, and Rose Penrose**

**Foreword by Eduardo J. Padrón**

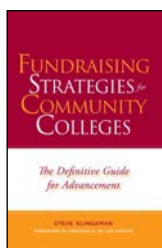
"This text offers an innovative approach to case analysis that encourages the reader to engage in reflective practice. The authors effectively align theoretical perspectives and the application of leadership principles in steering deliberation on problems and solutions. This work is a definitive compendium 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

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

**Paper, 2013, 978 1 57922 632 9, \$29.95**

**Cloth, 2013, 978 1 57922 631 2, \$125.00**

**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"**

**Paper, 2012, 978 1 57922 731 9, \$42.50**

**Cloth, 2012, 978 1 57922 730 2, \$125.00**

**E-Book, 2012, 978 1 57922 733 3, \$33.99**

## Recruiting & Human Services



## 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. Following the expert model presented in this book will virtually guarantee successful searches. This guide furthermore provides advanced diversity selection techniques that are not commonly found in many resources inside or outside of higher education, and that have become institutional priorities in the context of



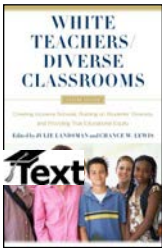
demographic changes and globalization that require that higher education serve more diverse populations and compete internationally.

This guide covers the complete cycle of hiring, starting with defining the position and forming and briefing the committee, through cultivating a rich and diverse pool of candidates and screening and evaluating candidates, to making the selection, successfully completing the search successfully, and welcoming colleagues to campus.

This volume includes over 30 templates that are designed to be copied and used as training handouts or as handy reference and resource materials that provide guidance at various stages of the search process.

**204 pp, 8 1/2" x 11", tables, checklists & worksheets**  
**Paper, 2014, 978 1 62036 200 6, \$32.50**  
**Cloth, 2014, 978 1 62036 199 3, \$125.00**  
**E-Book, 2014, 978 1 62036 202 0, \$25.99**

## Teacher Education



### 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"**  
**Paper, 2011, 978 1 57922 596 4, \$33.50**  
**Cloth, 2011, 978 1 57922 595 7, \$125.00**  
**E-Book, 2012, 978 1 57922 598 8, \$26.99**



### Applied Educational Psychology with 16-25 Year Olds

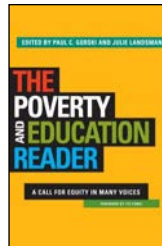
*New Frameworks and Perspectives for Working with Young People*

**Edited by Brian Apter, Christopher Arnold, and Julia Hardy**

In 2014, the Children and Families Act in England extended the protection of educational services to include people up to age 25. This book presents case studies that illuminate how psychology is applied to enhancing the lives of adolescents and young adults as they grapple with, for example, the ethics of consent, and the management of transitions to adulthood and independent living. It gives a voice to vulnerable students whose aspirations and hopes differ entirely from those of younger children.

Commissioned and compiled by members of the British Psychological Society's Division of Educational and Child Psychology, this timely collection is invaluable for educational psychologists and will interest parents, young people, social workers, teachers, lecturers and administrators in further and higher education.

**300 pp, 6" x 9"**  
**Paper, 2019, 978 1 78277 270 5, \$42.95**



### 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"**  
**Paper, 2013, 978 1 57922 859 0, \$35.00**  
**Cloth, 2013, 978 1 57922 858 3, \$125.00**  
**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, it presents cutting edge research that advances the discipline at a time when it is under attack on many fronts. Most importantly, MEP is an author-based press, offering authors a refreshing, professional experience and, for faculty, a range of unique textbooks for the classroom.*



**NEW**

## The Activist Academic

*Engaged Scholarship for Resistance, Hope and Social Change*

**Colette Cann and Eric DeMeulenaere**

Donald Trump's election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forerunners like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice "can no longer consist in eloquence ... but in active participation in practical life, as constructor, organizer, 'permanent persuader' and not just a simple orator" (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and "alternative facts," academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists.

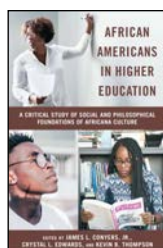
*The Activist Academic* serves as a guide for merging activism into academia. Following the journey of two academics, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice,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

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

**Paper, Mar 2020, 978 1 97550 139 6, \$39.95**

**Cloth, Mar 2020, 978 1 97550 138 9, \$139.95**

**E-Book, Mar 2020, 978 1 97550 141 9, \$39.95**



**NEW**

## African Americans in Higher Education

*A Critical Study of Social and Philosophical Foundations of Africana Culture*

**Edited by James L. Conyers, Crystal L. Edwards, and Kevin B. Thompson**

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

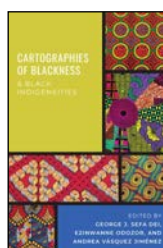
**Critical Race Issues in Education Series**

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

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

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

**E-Book, May 2020, 978 1 97550 207 2, \$42.95**



**NEW**

## Cartographies of Blackness and Black Indigeneities

**Edited by George J. Sefa Dei, Ezinwanne Odozor, and Andrea Vásquez Jiménez**

*Cartographies of Blackness and Black Indigeneities* acknowledges the saliency of Blackness in contemporary social formations, insisting that how bodies are read is extremely important. The contributors to this volume elicit or produce both tangible and intangible social, political, material, spiritual and emotional effects and consequences on Black and African bodies, globally. It is a call to celebrate Blackness in all its complexities, including race, ethnicity, class, gender, sexuality, (dis)ability, spiritualities, and geographies. Understanding Blackness is to insist

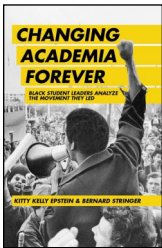
on Black and African political and cultural appreciation of the phenomenon outside of Euro-colonial attempts to regulate and define how Black and African bodies are perceived. This book intersperses discussions of Blackness with Black racial identity and cultural politics and the required responsibilities for the Global Black and African populations to build viable communities utilizing our differences—knowledges, cultures, politics, identities, histories—as strengths.

**276 pp, 7" x 10"**

**Paper, Jan 2020, 978 1 97550 107 5, \$45.95**

**Cloth, Jan 2020, 978 1 97550 106 8, \$159.95**

**E-Book, Jan 2020, 978 1 97550 109 9, \$45.95**



**NEW**

## Changing Academia Forever

*Black Student Leaders Analyze the Movement They Led*

**Kitty Kelly Epstein and Bernard Stringer**

The most effective and long-lasting student strike in U.S. history took place at San Francisco State College in 1968. The first Black Student Union, the first Black Studies Department, the only College of Ethnic Studies, and the admission of thousands of students of color resulted from this four-and-a-half-month strike which shut down 80% of the campus. It has been called the movement which “changed academia forever.” Black students were only a small percentage of those on campus, but they managed to engage thousands of white, Latino, Asian, and indigenous students; SDS and the Third World Liberation Front; the faculty union; and a huge portion of the San Francisco Community. In the end, they were able to win most of their 15 demands.

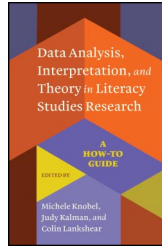
The book is written by two participants in the strike, one a member of the BSU leadership. Oral histories of strike leaders are integrated with discussion of the events and significance of this movement. What were the politics and strategies? Why was the strike successful and what are the insights for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

**165 pp, 6" x 9"**

**Paper, Jan 2020, 978 1 97550 272 0, \$39.95**

**Cloth, Jan 2020, 978 1 97550 271 3, \$139.95**

**E-Book, Jan 2020, 978 1 97550 274 4, \$39.95**



**FORTHCOMING**

## Data Analysis, Interpretation, and Theory in Literacy Studies Research

*A How-To Guide*

**Edited by Michele**

**Knobel, Judy Kalman, and Colin Lankshear**

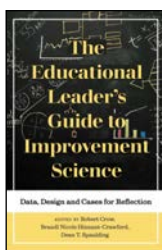
This research guide addresses the difficulties novice and early career researchers often have with understanding how theory, data analysis and interpretation of findings “hang together” in a well-designed and theorized qualitative research investigation, as well as learning how to draw on such understanding to conduct rigorous data analysis and interpretation of their analytic results. Books that describe data analysis approaches and methods often fail to address the question of how to decide which ones are most appropriate for a particular kind of study, and why they are the best options. This book seeks to clarify these issues in a distinctive way. Chapter authors draw on a successful study they have undertaken and spell out their “problem area,” “research questions, and theoretical framing, carefully explaining their choices and decisions. They then show in detail how they analyzed their data, and why they took this approach. Finally, they demonstrate how they “translated” or interpreted the results of their analysis, to make them meaningful in research terms.

**275 pp, 7" x 10"**

**Paper, Jun 2020, 978 1 97550 213 3, \$34.95**

**Cloth, Jun 2020, 978 1 97550 212 6, \$89.95**

**E-Book, Jun 2020, 978 1 97550 215 7, \$34.95**



**BESTSELLER**

## 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**

This book 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. This text concentrates on the elements faculty, students, and administrators need; specific models where improvement science frameworks enhance the reliability and validity of improvement or quality enhancement efforts.

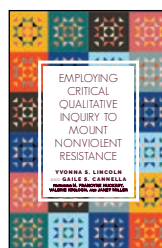
**Improvement Science in Education and Beyond Series**

**230 pp, 6" x 9"**

**Paper, 2019, 978 1 97550 095 5, \$42.95**

**Cloth, 2019, 978 1 97550 094 8, \$149.95**

**E-Book, 2019, 978 1 97550 097 9, \$42.95**



## Employing Critical Qualitative Inquiry to Mount Nonviolent Resistance

**Yvonna S. Lincoln and Gaile S. Cannella**

**Contributions by M.**

**Francyne 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.

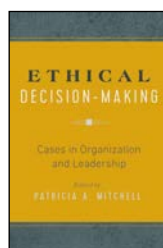
**Qualitative Inquiry: Critical Ethics, Justice, and Activism Series**

**215 pp, 6" x 9"**

**Paper, 2019, 978 1 97550 044 3, \$42.95**

**Cloth, 2019, 978 1 97550 043 6, \$149.95**

**E-Book, 2019, 978 1 97550 046 7, \$42.95**



## Ethical Decision-Making

*Cases in Organization and Leadership*

**Edited by Patricia A. Mitchell**

This text provides a unique collection of case studies across a wide range of

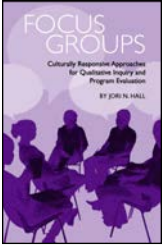
**Text** organizations (higher education, K-12 education, military, state and local government administration, non-profit institutions, and agency management, etc.). These cases examine ethical decision-making and organizational and leadership behavioral concepts that are practiced in these organizations. 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. This text challenges students to think critically and analytically. Students are encouraged to reflect on options a practitioner could use to solve the problem. All of the cases end with an open scenario and a set of questions, allowing students to offer a wide range of opinions and participate in reflective and robust discussions.

**208 pp, 6" x 9"**

**Paper, 2019, 978 1 97550 083 2, \$42.95**

**Cloth, 2019, 978 1 97550 082 5, \$149.95**

**E-Book, 2019, 978 1 97550 085 6, \$42.95**

**FORTHCOMING****Focus Groups**

*Culturally Responsive  
Approaches for  
Qualitative Inquiry and  
Program Evaluation*

**Edited by Jori N. Hall**

*Focus Groups* takes an in-depth look at how culturally-responsive focus groups are developed and implemented within the context of qualitative inquiry broadly, and program evaluation more specifically. The book showcases various forms of focus groups and how they can be responsive to specific communities across different disciplines. This book provides: an historical perspective on focus groups; a theoretical foundation helpful for supporting focus groups with marginalized groups, vulnerable populations (older adults, children, individuals with special needs), and participants within non-Western settings; basic procedures for conducting focus groups; guidelines for cultural responsiveness and case examples of alternative approaches to focus groups that target specific communities and those in different contexts. It also considers ethical issues around the use of culturally responsive focus groups in each chapter, while providing guidance on analyzing and interpreting your data, establishing the credibility of your study, and disseminating your findings. *Focus Groups* is an information rich resource for qualitative researchers and program evaluators at various levels who want to learn about or enhance their knowledge on designing and conducting culturally responsive focus groups.

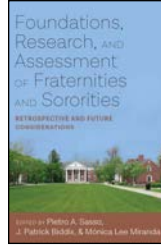
***Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series***

**175 pp, 6" x 9"**

**Paper, Apr 2020, 978 1 97550 193 8, \$42.95**

**Cloth, Apr 2020, 978 1 97550 192 1, \$149.95**

**E-Book, Apr 2020, 978 1 97550 195 2, \$42.95**

**NEW**
**Foundations,  
Research, and  
Assessment of  
Fraternities and  
Sororities**

*Retrospective and  
Future Considerations*

**Edited by Pietro Sasso, J. Patrick Biddix,  
Mónica Lee Miranda**

This book is inspired by continuing conversations about the enduring challenges facing fraternities and sororities on campuses across the country. The co-editors curate contributions from scholars and noteworthy practitioners from across higher education to examine a variety of issues relating to the past and future construct of these institutions. The text begins with a historical section that provides a perspective on the origins of fraternities and sororities. Other sections look at such critical areas as values, legal issues, and research. Values are described regarding the values congruence movement and acknowledging emerging areas of the individual fraternity and sorority experience. Legal issues include freedom of speech, hazing law, and risk management. Additional profiles of large, national benchmark surveys are included, and the book concludes with a final overview of the state of fraternity/sorority scholarship. This volume will appeal to a broad readership made up of faculty, administrations and alumni/ae.

***Culture and Society in Higher Education Series***

**225 pp, 7" x 10"**

**Paper, Dec 2019, 978 1 97550 264 5, \$45.95**

**Cloth, Dec 2019, 978 1 97550 263 8, \$179.95**

**E-Book, Dec 2019, 978 1 97550 266 9, \$45.95**





**NEW**

## Supporting Fraternities and Sororities in the Contemporary Era

*Advancements in Practice*

**Edited by Pietro A. Sasso, J. Patrick Biddix, Mónica Lee Miranda**

*Supporting Fraternities and Sororities in the Contemporary Era* is inspired by sustained and reoccurring professional conversations and scholarship that have suggested that not just change is necessary, but that there ought to be a fundamental shift towards reconceptualizing the construct of fraternities and sororities. The co-editors curate work from scholars and noteworthy practitioners from across higher education to provide an imperative text that reflects the complexity and expansiveness by addressing diversity, programming, and support approaches. This text commences with the understanding that issues will continuously exist, requiring a greater nuanced depth of appreciation to reduce their negative impact. It also summarizes national organizations from authentic, represented voices. Chapters then focus on solutions to support the fraternity and sorority experience, providing strategies and emerging explanations for the issues described in this text.

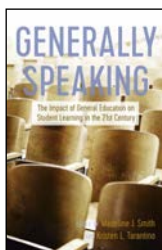
**Culture and Society in Higher Education Series**

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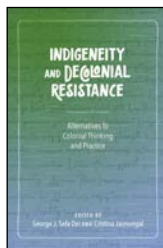
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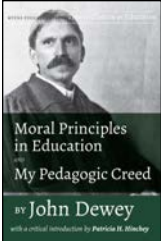
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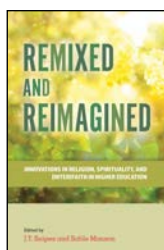
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Administrators, faculty, students, and student life personnel in higher education—indeed, all those interested in today's colleges and universities—will want to participate in the timely and productive dialogue within these pages.

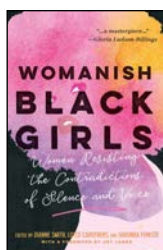
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**Foreword by Joy James**

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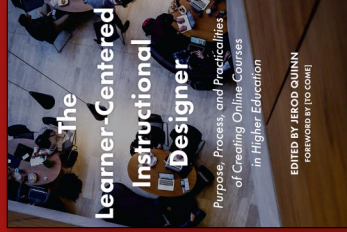




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