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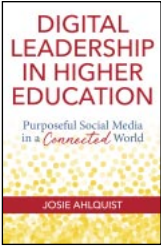
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General Interest



NEW

Digital Leadership in Higher Education

Purposeful Social Media in a Connected World

Josie Ahlquist

“Effective leadership

means we must bring our values and mission - not just soundbites - to our activity in the digital sphere. And it's not as hard as you may think, thanks to the very practical examples and exercises Josie Ahlquist has given us in this book.”—

Brandon Busteded, *President, University Partners, Kaplan, Inc.*

“Often, higher education leaders see social media as a burden. This should be required reading in any leadership program because it clearly demonstrates how social media can and should extend leadership rather than be a burden for it.”—

Russell Lowery-Hart, *President, Amarillo College*

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

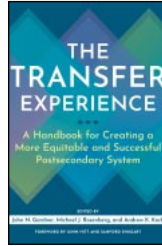
Each chapter includes tools and tactics, as well as stories that bridge the gap between technology and connection with community. This book doesn't have a recipe for cooking up the next viral video, it offers lots of ways to stay true to individual and organizational values while engaging online. Whether 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", 51 illus

Cloth, Sep 2020, 978 1 62036 751 3, \$125.00

Paper, Sep 2020, 978 1 62036 752 0, \$39.95

E-book, Sep 2020, 978 1 62036 754 4, \$39.95



FORTHCOMING

The Transfer Experience

A Handbook for Creating a More Equitable and Successful Postsecondary System

Edited by John N.

Gardner, Michael J. Rosenberg and Andrew K. Koch

Foreword by Sanford Shugart and John Hitt

“[This] is a gift to educators who view transfer as a social justice imperative... and offers the most comprehensive, evidence-based analysis of the transfer experience. The authors present a thoughtful, holistic view of transfer keeping in mind that underserved, first-generation, adult learners should be assisted in every way to fulfill their hopes and dreams of earning a bachelor's degree.”—**Laura I. Rendón**, *author of Sentipensante Pedagogy: Educating for Wholeness, Social Justice and Liberation*

“A powerful primer for any institutional leaders who believe their students can perform at dramatically higher levels – preparing for transfer, achieving transfer efficiently, and progressing to the bachelor degree – if we get the systems right.”—*from the foreword by John Hitt and Sanford Shugart*

At last, there is a handbook that everyone in higher education can use to help increase transfer student success. This comprehensive resource has been brought together to meet the need for a truly holistic approach to the transfer experience. The book brings together research, theory, practical applications, programmatic illustrations, case studies, encouragement, and inspiration, and is supplemented by an online compendium for continual updates of resources, case studies, and new developments in the world of transfer.

Based on a totally different way of thinking about, understanding, and acting to increase transfer student success, *The Transfer Experience* goes far beyond the traditional, limited view of transfer as a technical process simply about articulating credits, a stage of student development, or a novel enrollment management strategy. Rather, the book introduces a stimulating array of new perspectives, resources, options, models, and recommendations for addressing the many needs of this huge cohort – making the academic, civic, and social justice cases for improving transfer at both transfer-sending and transfer-receiving institutions.

Co-published with the Gardner Institute

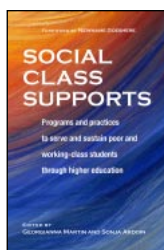
312 pp, 7" x 10"

Cloth, Feb 2021, 978 1 62036 946 3, \$125.00

Paper, Feb 2021, 978 1 62036 947 0, \$39.95

E-book, Feb 2021, 978 1 62036 949 4, \$39.95





FORTHCOMING

Social Class Supports

Programs and Practices to Serve and Sustain Poor and Working Class Students through Higher Education

Edited by Georgianna Martin and Sonja Ardoin

The data shows that higher education substantially fails to provide poor and working class students with the necessary support to achieve the social mobility and success comparable to the attainments of their middle and upper class peers. This book presents a comprehensive range of strategies that provide the fundamental supports that poor and working class students need to succeed while at the same time dismantling the inequitable barriers that make college difficult to navigate.

Drawing on emerging research and practices that colleges and universities can use to explore campus-specific social class issues and identify barriers, this book provides examples of support programs and services across the field of higher education – at both two- and four-year, public and private institutions – that cover:

- Access supports. Examples and recommendations for how institutions can assist students as they make decisions about applications and admission.
- Basic needs supports. Covering housing and food security, necessary clothing, sense of belonging through co-curricular engagement, and mental health resources.
- Academic and learning supports. Describes courses and academic programs to promote full engagement among poor and working class students.
- Advising supports. Illustrates advising that acknowledges poor and working class students' identities, and recommends continued training for both staff and faculty advisors.
- Supports for specific populations at the intersection of social class with other identities, such as Students of Color, foster youth, LGBTQ and doctoral students.
- Gaining support through external partnerships with social services, business entities, and fundraising.

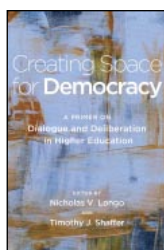
This book is addressed to administrators, educators and student affairs personnel. Poor and working class students who not only represent a substantial proportion of college students today, but constitute a significant future demographic.

396 pp., 6" x 9", 22 illus

Cloth, Mar 2021, 978 1 64267 120 9, \$125.00

Paper, Mar 2021, 978 1 64267 121 6, \$37.50

E-book, Mar 2021, 978 1 64267 123 0, \$37.50



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 for if you are in higher education, care about dialogue and deliberation, and are yearning for new ideas."—**Diana Hess, Dean, UW-Madison School of Education**

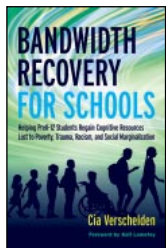
Published in Association with Campus Compact and AAC&U

342 pp., 6" x 9", 3 figures & 1 table

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

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

E-book, 2019, 978 1 62036 929 6, \$35.00



FORTHCOMING

Bandwidth Recovery For Schools

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

Cia Verschelden

"To solve a problem, you need to ask the right questions. Cia Verschelden is asking the right questions about the impact of poverty, trauma, racism and social marginalization on school children, their families, and their teachers. Every educator should read this book!"—**Beverly Daniel Tatum, Author of Why Are All the Black Kids Sitting Together in the Cafeteria?**

The cognitive resources for learning of over half our young people have been diminished by the negative effects of economic and food insecurity, or by hostility against non-majority groups based on race, ethnicity, sexual orientation or other aspects of difference, leaving them with reduced brain capacity for learning and developing.

Recognizing that these students are no different than their more privileged middle class peers in terms of cognitive capacity, this book provides

a diagnosis of bandwidth stealers that may derive from under-resourced homes, school policies or tacit value systems that may undermine students' confidence, or students' unfilled needs for a caring structure; and offers a set of strategies and interventions to rebuild the available cognitive resources necessary to making good decisions, developing healthy relationships, succeeding in school, and reaching their full potential.

Cia Verschelden offers a wealth of evidence-based strategies, as well as a rich selection of Ideas in Practice contributed by experienced teachers.

192 pp, 6" x 9", 41 illus

Cloth, Oct 2020, 978 1 64267 076 9, \$125.00

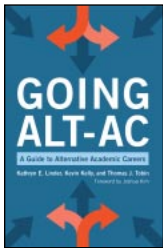
Paper, Oct 2020, 978 1 64267 077 6, \$29.95

E-book, Oct 2020, 978 1 64267 079 0, \$29.95



See also:

Bandwidth Recovery
pg. 5



NEW

Going Alt-Ac

A Guide to Alternative Academic Careers

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

Foreword by Joshua Kim

"Smart strategies to move your career forward in just the right way for you."—**Jennifer Polk**, *Cofounder; Beyond the Professoriate*

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.

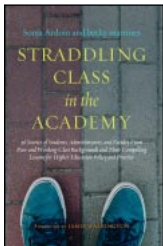
The authors offer case stories—their own and those of colleagues across North America in alt-ac roles—with concrete examples designed to help readers pursue, obtain, and excel in a wide variety of alt-ac positions.

264 pp, 6" x 9", 11 illus

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

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

E-book, Jan 2020, 978 1 62036 833 6, \$32.95



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 Ardoyn and becky martinez

Foreword by Jamie Washington

"It will make a positive impact across campuses."—**Journal of Student Affairs Research and Practice**

"Ardoyn 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.

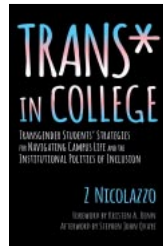
Perhaps the largest contribution this book makes to higher education is that it provides narratives and tools to build campuses that serve equitably across class. This book is a must-read for all in higher education."—**Peter Paquette**, *Dean of Students - Coastal Carolina University*

240 pp, 6" x 9", tables

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

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

E-book, 2019, 978 1 62036 742 1, \$29.95



BESTSELLER

Trans* in College

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

Z Nicolazzo

Foreword by Kristen A. Renn

Afterword by Stephen John Quayle

"This book should be required reading for educators at every level of instruction. Gender is changing in ways we can scarcely comprehend, and millions of students already live lives that break the gender binary and contest what Nicolazzo calls 'compulsory heterogenderism.' We owe it to those students to acknowledge their reality, and reflect it in our pedagogy, curriculum, and institutional practices."—**Susan Stryker**, *Associate Professor of Gender and Women's Studies, University of Arizona, and founding co-editor of TSQ: Transgender Studies Quarterly*

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CHOICE 2017 Outstanding Academic Title

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Paper, 2016, 978 1 62036 456 7, \$24.95

E-book, 2016, 978 1 62036 458 1, \$24.95



Journal Keeping

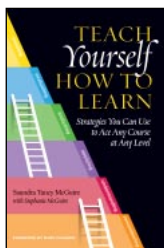
How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change

Dannelle D. Stevens and Joanne E. Cooper

“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
E-Book, Aug 2020, 978 1 64267 203 9, \$27.00

Texts and Resources for Student Success



BESTSELLER

Teach Yourself How to Learn

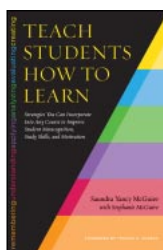
Strategies You Can Use to Ace Any Course at Any Level

Sandra Yancy McGuire With Stephanie McGuire

Foreword by Mark McDaniel

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

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



BESTSELLER

Teach Students How to Learn

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

Motivation

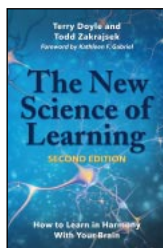
Sandra Yancy McGuire With Stephanie McGuire
Foreword by Thomas Angelo

“In a masterly and spirited exposition, spangled with wit and exhortation, rife with pragmatic strategies, Sandra McGuire teaches teachers how to awake in their students the powers dormant in them.”—**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
Cloth, 2015, 978 1 62036 315 7, \$125.00
Paper, 2015, 978 1 62036 316 4, \$32.00
E-book, 2015, 978 1 62036 318 8, \$32.00



BESTSELLER

The New Science of Learning

How to Learn in Harmony With Your Brain

SECOND EDITION

Terry Doyle and Todd D. Zakrajsek

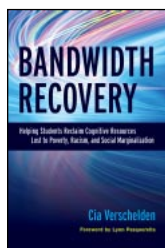
Foreword by Kathleen F. Gabriel

Text “This groundbreaking and engaging book will lead to increased student learning and success, while promoting critical thinking and discussion.”—**Stacey S. Souther**, *Associate Professor of Psychology, Cuyahoga Community 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 updat-

ed 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
Cloth, 2018, 978 1 62036 656 1, \$125.00
Paper, 2018, 978 1 62036 657 8, \$19.95
E-book, 2018, 978 1 62036 659 2, \$19.95



BESTSELLER

Bandwidth Recovery

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

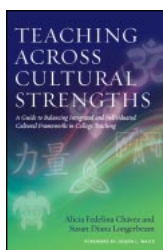
Cia Verschelden

Foreword by Lynn Pasquerella

"Verschelden convincingly makes the case that many lower income and minority students struggle in college not because of lower ability or poor preparation, but because they deal with life situations that deplete cognitive resources that are needed for learning. Offering us a distinctly different lens through which to view these students, she describes concrete strategies we can implement to replenish their cognitive resources so that they don't just survive, but thrive in the college environment with recovered 'bandwidth'."—**Saundra McGuire, (Ret.) Assistant Vice Chancellor & Professor of Chemistry, Louisiana State University; author of Teach Students How to Learn**

Published in association with AAC&U

170 pp, 6" x 9", 7 illus
Cloth, 2017, 978 1 62036 604 2, \$125.00
Paper, 2017, 978 1 62036 605 9, \$27.50
E-book, 2017, 978 1 62036 607 3, \$27.50



Teaching Across Cultural Strengths

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

Alicia Fedelina Chávez

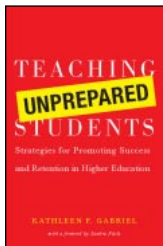
and Susan Diana Longerbeam

Foreword by Joseph L. White

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

Co-published with NISOD

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



BESTSELLER

Teaching Unprepared Students

Strategies for Promoting Success and Retention in Higher Education

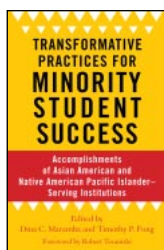
Kathleen F. Gabriel

Foreword by Sandra M. Flake

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

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

160 pp, 6" x 9", figures
Paper, 2008, 978 1 57922 230 7, \$27.50
E-book, 2017, 978 1 62036 795 7, \$27.50



NEW

Transformative Practices for Minority Student Success

Accomplishments of Asian American and Native American

Pacific Islander-Serving Institutions

Edited by Dina C. Maramba and Timothy P. Fong

Foreword by Robert T. Teranishi

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

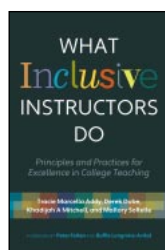
288 pp, 6" x 9"

Cloth, Apr 2020, 978 1 64267 016 5, \$125.00

Paper, Apr 2020, 978 1 64267 017 2, \$39.95

E-book, Apr 2020, 978 1 64267 019 6, \$39.95

Teaching & Learning



FORTHCOMING

What Inclusive Instructors Do

Principles and Practices for Excellence in College Teaching

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

"Inclusive instruction is teaching that recognizes and affirms a student's social identity as an important influence on teaching and learning processes, and that works to create an environment in which students are able to learn from the course, their peers, and the teacher while still being their authentic selves. It works to disrupt traditional notions of who succeeds in the classroom and the systemic inequities inherent in traditional educational practices."—*Full-time Academic professional, Doctorate-granting University, Education*

Excerpt from survey results:

"Inclusive instruction is teaching that recognizes and affirms a student's social identity as an important influence on teaching and learning processes, and that works to create an environment in which students are able to learn from the course, their peers, and the teacher while still being their authentic selves. It works to disrupt traditional notions of who succeeds in the classroom and the systemic inequities inherent in traditional educational practices."

The authors asked the hundreds of instructors whom they surveyed as part of a national study to define what inclusive teaching meant to them and what inclusive teaching approaches they implemented in their courses.

The instructors' voices ring loudly as the authors draw on these responses, building on their own experiences and expertise to frame the conversation about what inclusive teachers do. The authors in addition describe their own insights and practices, integrating and discussing current literature relevant to inclusive teaching to ensure a research-supported approach.

Inclusive teaching is no longer an option but a vital teaching competency as our classrooms fill with racially diverse, first generation, and low income and working class students who need a sense of belonging and recognition to thrive and contribute to the construction of knowledge.

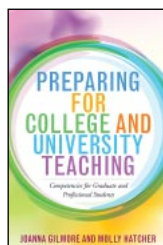
264 pp, 6" x 9", 1 illus

Cloth, Apr 2021, 978 1 64267 192 6, \$125.00

Paper, Apr 2021, 978 1 64267 193 3, \$29.95

E-book, Apr 2021, 978 1 64267 195 7, \$29.95

NOTIFY ME



FORTHCOMING

Preparing for College and University Teaching

Competencies for Graduate and Professional Students

Edited by Joanna Gilmore and Molly Hatcher

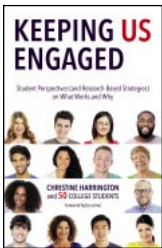
This book is a guide for designing professional development programs for graduate students. The teaching competencies framework presented here can serve as the intended curriculum for such programs. The book will also be an excellent resource for evaluating programs, and will be an excellent resource for academics who study graduate students.

This book presents the work of the Graduate Teaching Competencies Consortium to identify, organize, and clarify the competencies that graduate students need to teach effectively when they join the professoriate. To achieve this goal, the Consortium developed a framework of ten teaching competencies organized around three overarching questions:

- What do graduate students need to achieve by the end of their graduate education to be successful teacher-scholars?
- What do graduate students need to understand about higher education to have successful careers as educators?
- What do graduate students need to do to be successful teachers during their graduate student careers?

It is important to develop a teaching competency framework that is specific to graduate student instructors as they often have unique needs and roles as teachers. This will be a useful aid for thoughtfully designing strategic, evidence-based, comprehensive professional development opportunities and programs.

240 pp, 6" x 9", 6 illus
Cloth, Jan 2021, 978 1 62036 910 4, \$125.00
Paper, Jan 2021, 978 1 62036 911 1, \$37.50
E-book, Jan 2021, 978 1 62036 913 5, \$37.50



FORTHCOMING

Keeping Us Engaged

*Student Perspectives
(and Research-Based
Strategies) on What
Works and Why*
Christine Harrington

Foreword by José Antonio Bowen

"[This book] is beneficial for both novice and seasoned educators. It includes foundational strategies that characterize what it means to an effective educator. The student narratives provide perspectives that reinforce the strategies and clearly translate the practices from theory to impact."

Tia Brown McNair, Ed.D., Vice President for Diversity, Equity, and Student Success, AAC&U

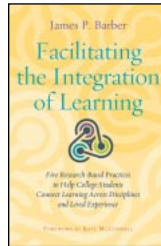
This book offers faculty practical strategies to engage students that are grounded in research and endorsed by students themselves. Through student stories, a signature feature of this book, readers will discover why professor actions result in changed attitudes, stronger connections to others and the course material, and increased learning.

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

narratives not only validate these practices, offering their perspectives as learners, but constitute a trove of ideas and practices that readers will be inspired to adapt for their particular needs.

Conscious of the changing demographics of today's college population, Christine Harrington shares numerous strategies on how engage all students. While many of the ideas presented were developed in face to face classes, many were developed by faculty teaching online, and the majority can be adapted to any teaching environment.

192 pp, 6" x 9"
Cloth, Feb 2021, 978 1 64267 080 6, \$125.00
Paper, Feb 2021, 978 1 64267 081 3, \$27.50
E-book, Feb 2021, 978 1 64267 083 7, \$27.50



NEW

Facilitating the Integration of Learning

*Five Research-Based
Practices to Help
College Students
Connect Learning*

Across Disciplines and Lived Experience

James P. Barber

Foreword by Kate McConnell

"College educators will appreciate the practical tools to break down borders and help students bring together what they know and can do, regardless where the learning happened."

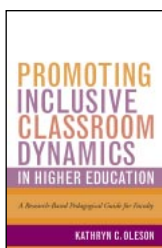
Amber Garrison Duncan, PhD, Strategy Director, Lumina Foundation

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

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.

168 pp, 6" x 9", 14 illus
Cloth, Sep 2020, 978 1 62036 747 6, \$125.00
Paper, Sep 2020, 978 1 62036 748 3, \$27.50
E-book, Sep 2020, 978 1 62036 750 6, \$27.50



FORTHCOMING

Promoting Inclusive Classroom Dynamics in Higher Education

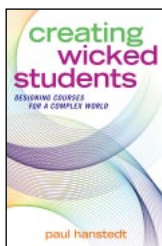
A Research-Based Pedagogical Guide for Faculty

Kathryn C. Oleson

Foreword by Tia Brown McNair

This powerful, practical resource helps faculty create an inclusive dynamic in their classrooms, so that all students are set up to succeed. Grounded in research and theory (including educational psychology, scholarship of teaching and learning, intergroup dialogue, and social justice theory), this book provides practical solutions to help faculty create an inclusive learning environment in which all students can thrive. Each chapter focuses on palpable ideas and adaptive strategies to use right away when teaching.

240 pp, 6" x 9", 31 tables & 2 figures
Cloth, Oct 2020, 978 1 62036 898 5, \$125.00
Paper, Oct 2020, 978 1 62036 899 2, \$32.50
E-book, Oct 2020, 978 1 62036 901 2, \$32.50



BESTSELLER

Creating Wicked Students

Designing Courses for a Complex World

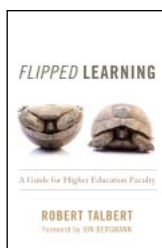
Paul Hanstedt

"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 of *High-Impact ePortfolio Practice*

Paul Hanstedt argues that courses can and should be designed to present students with what are known as "wicked problems" because the skills of dealing with such knotty problems are what will best prepare them for life after college. As he puts it, "this book begins with the assumption that what we all want for our students is that they be capable of changing the world....When a student leaves college, we want them to enter the world not as drones participating mindlessly in activities to which they've been appointed, but as thinking, deliberative beings who add something to society."

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



Flipped Learning

A Guide for Higher Education Faculty

Robert Talbert

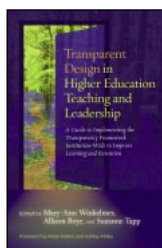
Foreword by Jon Bergmann

"Think you know what flipped learning is? Think again. I had to. It's not

about technology, recording your lectures, or physical classrooms. This is why you have to read this book on the pedagogy, with a new and refreshing perspective. Talbert relates flipped learning to theories of motivation, cognitive load, and self-regulated learning and gives step-by-step directions for flipping your course, along with plenty of examples, answers to typical questions, and variations for hybrid and online courses."

—**Linda B. Nilson**, *Director Emeritus, Office of Teaching Effectiveness and Innovation, Clemson University*

264 pp, 6" x 9", 8 figures
Cloth, 2017, 978 1 62036 431 4, \$125.00
Paper, 2017, 978 1 62036 432 1, \$32.50
E-book, 2017, 978 1 62036 434 5, \$32.50



Transparent Design in Higher Education Teaching and Leadership

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

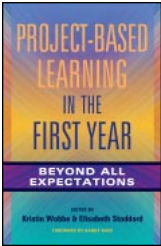
Edited by Mary-Ann Winkelmess, Allison Boye and Suzanne Tapp

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. 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. 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*

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



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 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 share 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 equally applicable in a liberal arts education, in engineering programs, in two and four year colleges, in public and private universities.

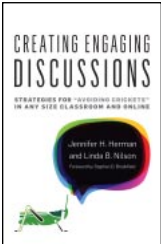
Published in Association with AAC&U

348 pp., 6" x 9"

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

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

E-book, 2019, 978 1 62036 691 2, \$37.50



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

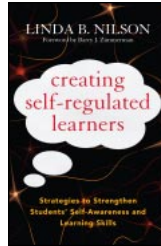
"I've stolen a lot from this book. I regard myself as an avid collector of new pedagogic baubles and love it when I stumble across a new way to engage my students as I have done many times by reading Herman and Nilson's work. I have no doubt that as you read this book your own collection of discussion-based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

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

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

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

E-book, 2018, 978 1 62036 562 5, \$27.50



Creating Self-Regulated Learners

Strategies to Strengthen Students' Self-Awareness and Learning Skills

Linda B. Nilson

Foreword by Barry J. Zimmerman

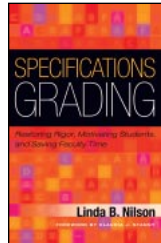
"Linda Nilson has provided a veritable gold mine of effective learning strategies that are easy for faculty to teach and for students to learn. Most students can turn poor course performance into success if they are taught even a few of the strategies presented. Nilson shows how to seamlessly introduce 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*

180 pp., 6" x 9", tables

Cloth, 2013, 978 1 57922 866 8, \$125.00

Paper, 2013, 978 1 57922 867 5, \$28.95

E-book, 2013, 978 1 57922 869 9, \$28.95



BESTSELLER

Specifications Grading

Restoring Rigor, Motivating Students, and Saving Faculty Time

Linda B. Nilson

Foreword by Claudia J. Stanny

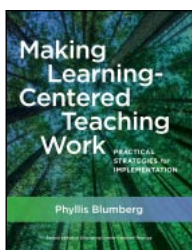
Linda Nilson puts forward an innovative but practical and tested approach to grading that can demonstrably raise academic standards, motivate students, tie their achievement of learning outcomes to their course grades, save faculty time and stress, and provide the reliable gauge of student learning that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

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

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

E-book, 2015, 978 1 62036 244 0, \$29.95

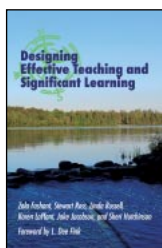


Making Learning-Centered Teaching Work

Practical Strategies for Implementation
Phyllis Blumberg

This book is an easy-to-follow, how-to guide for faculty to achieve learning-centered teaching, and also provides readers with increased knowledge about this evidence-based approach to teaching. It provides specific guidance on how to begin, and how to use the change process gradually to improve teaching. After reading this book, faculty will be able to apply learning-centered teaching in their courses without sacrificing content and rigor. Faculty will be able to explain to students why they are using this approach and how it will foster deep and long-lasting student learning.

240 pp., 8 1/2" x 11", 108 images
Cloth, 2019, 978 1 62036 894 7, \$125.00
Paper, 2019, 978 1 62036 895 4, \$37.50
E-book, 2019, 978 1 62036 897 8, \$37.50



Designing Effective Teaching and Significant Learning

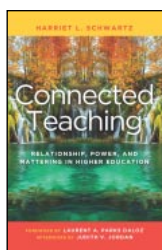
Zala Fashant, Stewart Ross, Linda Russell, Karen LaPlant, Jake Jacobson and Sheri Hutchinson

Foreword by L. Dee Fink

"This book combines an action-oriented guide to effective teaching with a reflective workshop on significant learning. The authors blend personal stories, practical techniques, critical questions, and deep wisdom in ways that will resonate with busy faculty."—**Peter Felten**, *Executive Director, Center for Engaged Learning, Elon University*

"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*

378 pp., 7" x 10", tables
Cloth, 2019, 978 1 64267 004 2, \$125.00
Paper, 2019, 978 1 64267 005 9, \$37.50
E-book, 2019, 978 1 64267 007 3, \$37.50



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 has created an even more challenging undertaking. However, the core aspect of teaching has 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*

192 pp., 6" x 9"
Cloth, 2019, 978 1 62036 636 3, \$125.00
Paper, 2019, 978 1 62036 637 0, \$32.50
E-book, 2019, 978 1 62036 639 4, \$32.50



Sentipensante (Sensing/Thinking) Pedagogy

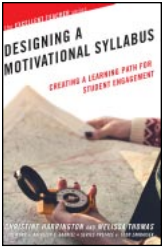
Educating for Wholeness, Social Justice and Liberation
Laura I. Rendón

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" in x 8 1/2", figures
Paper, 2014, 978 1 57922 984 9, \$23.95
E-book, 2012, 978 1 57922 853 8, \$23.95



Designing a Motivational Syllabus

Creating a Learning Path for Student Engagement

Christine Harrington and Melissa Thomas

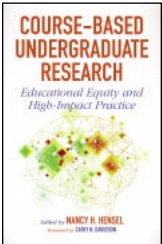
Foreword by Kathleen F. Gabriel

"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, Ph.D., (Ret) Assistant Vice Chancellor & Professor of Chemistry, Director Emerita, Center for Academic Success

The Excellent Teacher Series

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



Course-Based Undergraduate Research

Educational Equity and High-Impact Practice

Edited by Nancy H. Hensel

Foreword by Cathy N. Davidson

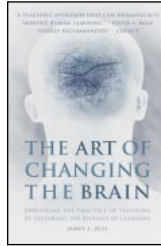
"Edited by Nancy Hensel, a noted scholar and leader in the international undergraduate research movement and a former Executive Officer for the Council on Undergraduate Research, this book provides a timely window onto the rapidly evolving landscape of course-based undergraduate research, particularly in

early college settings. 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

Co-published with the Council for Undergraduate Research

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



BESTSELLER

The Art of Changing the Brain

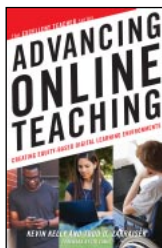
Enriching the Practice of Teaching by Exploring the Biology of Learning

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"
Cloth, 2002, 978 1 57922 053 2, \$55.00
Paper, 2002, 978 1 57922 054 9, \$27.50
E-book, 2020, 978 1 64267 202 2, \$27.50

Online Learning



FORTHCOMING

Advancing Online Teaching

Creating Equity-Based Digital Learning Environments

Kevin Kelly and Todd D. Zakrajsek

The goal of teaching online is fundamentally the same as teaching face-to-face: facilitating the learning of all students to the greatest extent possible. This book differs from other books on online teaching in that, in the process of offering guidance on course design and planning, developing outcomes and appropriate engaging activities, managing the workload and assessment, the authors pay explicit attention throughout to the distinct and diverse needs of students and offer effective strategies to accommodate them in a comprehensive and inclusive way by using the principles of Universal Design for Learning.

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

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

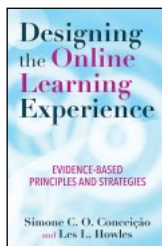
The Excellent Teacher Series

240 pp, 6" x 9"

Cloth, Nov 2020, 978 1 62036 721 6, \$125.00

Paper, Nov 2020, 978 1 62036 722 3, \$29.95

E-book, Nov 2020, 978 1 62036 724 7, \$29.95



FORTHCOMING

Designing the Online Learning Experience

Evidence-Based Principles and Strategies

Simone C. O. Conceição

and Les Howles

Foreword by B. Jean Mandernach

This book provides instructors with a holistic way of thinking about learners, learning, and online course design. The distinctive strategies derived from an integrated framework for designing the online learning experience help create an experience that is more personalized, engaging, and meaningful for online learners.

The focus of this book is on the learners and the design of their online learning experiences. The authors refer to learning design instead of instructional design — which focuses on instruction and places the instructor at the center stage of the process. Therefore, the focus is on approaching a learner's online course experience as a journey consisting of a combination of learning interactions with content, instructor, and other learners.

In most online courses, instructors and learners are separated in time and space and depend on technology to facilitate interactions that often lack a strong personal dimension. As online learning is now fully upon us, the emphasis on simply making content available to students online is no longer acceptable. Creating online courses now requires a new way of thinking that incorporates new design ideas and approaches from a variety of fields; it also requires a new set of learning design skills for instructors and course designers.

Organized into eight chapters, this volume focuses on enhancing online learning experiences for each of the major aspects of an online course, providing evidence-based principles and strategies to promote learner engagement and deep learning. The concluding chapter provides an example illustrating a real-world application of the principles and strategies covered in the book, using Design Thinking to create learning experiences.

This book provides strategies for approaching the learning experience from an integrative perspective for both experienced online instructors and those new to online course design.

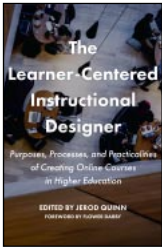
206 pp, 6" x 9", 33 images

Cloth, Nov 2020, 978 1 62036 834 3, \$125.00

Paper, Nov 2020, 978 1 62036 835 0, \$35.00

E-book, Nov 2020, 978 1 62036 837 4, \$35.00



**NEW**

The Learner-Centered Instructional Designer

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

Courses in Higher Education

Jerod Quinn

"*The Learner-Centered Instructional Designer* is the book I needed in my hands when I started in higher education instructional design. Quinn and colleagues have crafted a practical, affirming, and empowering book that will shape your practice and be a mainstay on your reading list. This book centers design practice on the things that matter most for instructional designers: collaboration, intentionality, and relationships. Every early career designer and design student should own this book."—**Jason Drysdale**, *Director of Instructional Design & Program Development, University of Colorado*

"What does a new instructional designer need to know to find her or his 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.

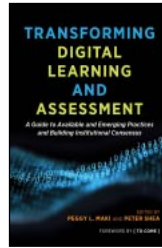
Designing and developing online classes for higher education takes a combination of pedagogical knowledge, the ability to build trust with faculty, familiarity with frameworks on how people learn, understanding of accessibility and inclusion, and technical skills to leverage a learning management system 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.

252 pp, 6" x 9", 13 illus

Paper, Sep 2020, 978 1 64267 041 7, \$37.50

E-book, Sep 2020, 978 1 64267 043 1, \$37.50

Cloth, Sep 2020, 978 1 64267 040 0, \$125.00

**FORTHCOMING**

Transforming Digital Learning and Assessment

A Guide to Available and Emerging Practices, and Building Institutional Consensus

Edited by Peggy L. Maki and Peter Shea

Responding to both the trend towards increasing online enrollments as the demand for face to face education declines, this book provides vital guidance to higher education institutions on how to develop faculty capacity to teach online and to leverage the affordances of an ever-increasing array of new and emerging learning technologies.

This book provides higher education leaders with the context they need to position their institutions in the changing online environment, and with guidance to build support in a period of transition.

It is intended for campus leaders and administrators who work with campus teams charged with identifying learning technologies to meet an agreed upon program- or institution-level educational needs; for those coordinating across campus to build consensus on implementing online strategies; and for instructional designers, faculty developers and assessment directors who assist departments and faculty effectively integrate learning technologies into their courses and programs. It will also appeal to faculty who take an active interest in improving online teaching.

The contributors to this volume describe the potential of artificial intelligence algorithms, such as those that fuel learning analytics software that mines LMS data to enable faculty to quickly and efficiently assess individual students' progress in real time. They describe and provide access to a hybrid professional development MOOC and an associated WIKI that curate information about a wide range of learning software solutions currently available; and present case studies that offer guidance on building the buy-in and consensus needed to successfully integrate learning technologies into course, program- and institution-level contexts.

In sum, this book provides readers with a comprehensive understanding of the technological capabilities available to them and of how to engage and build institutional support for the changes needed to provide the rapidly growing demand for effective and evidence-based online learning.

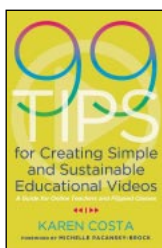
324 pp, 6" x 9", 50 figures & tables

Cloth, Jan 2021, 978 1 62036 986 9, \$125.00

Paper, Jan 2021, 978 1 62036 987 6, \$37.50

E-book, Jan 2021, 978 1 62036 989 0, \$37.50





BESTSELLER

99 Tips for Creating Simple and Sustainable Educational Videos

A Guide for Online Teachers and Flipped Classes

Karen Costa

Foreword by Michelle Pacansky-Brock

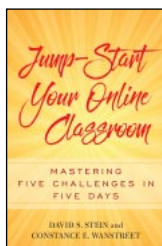
"No green screens and expensive software here in Karen Costa's inspiring new book; instead, this is a hands-on, let's-go practical guide to using the tools you already have (webcam or phone) so that you can humanize your courses with video. As Karen's examples show, even just a minute or two of video 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*

216 pp, 6" x 9"

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

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

E-book, Apr 2020, 978 1 64267 087 5, \$29.95



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... 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*

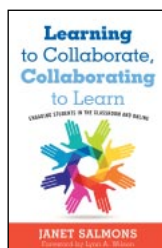
The authors prepare first-time online instructors to successfully manage the first few weeks of a course, including activities to help them plan, manage, and facilitate online instruction; and provide resources helpful during the beginning weeks of class. Each chapter is developed around the immediate challenges instructors face when teaching online.

170 pp, 6" x 9", 2 figures & 8 tables

Cloth, 2017, 978 1 62036 580 9, \$125.00

Paper, 2017, 978 1 62036 581 6, \$22.50

E-book, 2017, 978 1 62036 583 0, \$22.50



Learning to Collaborate, Collaborating to Learn

Engaging Students in the Classroom and Online

Janet Salmons

Foreword by Lynn A. Wilson

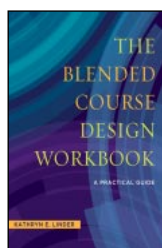
"Employers keep saying that they want employees who can be good team players and work collaboratively, and Janet Salmons has finally provided faculty and course-writing teams with a useful, well-grounded and practical guidebook for creating learning experiences that help our students build those critical 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, and Founding Director, Walden Center for Social Change, Walden University*

189 pp, 6" x 9", figures

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

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

E-book, 2019, 978 1 62036 807 7, \$29.95



The Blended Course Design Workbook

A Practical Guide

Kathryn E. Linder

"Brings together the best practices in online learning and residential teaching in a single concise volume

and provides a wealth of resources, checklists, and step-by-step instructions essential for the development and teaching of cutting-edge college courses."—**Joshua Kim**, *Director of Digital Learning Initiatives, Dartmouth Center for the Advancement of Learning*

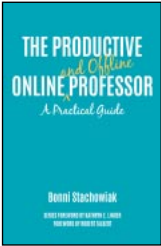
"Katie Linder walks readers through the process of creating blended courses that will challenge and engage students, providing plenty of examples and tips along the way. The essential guide we need."—**Peter Felten**, *Assistant Provost for Teaching & Learning, Elon University*

224 pp, 8 ½" x 11", figures & tables

Cloth, 2016, 978 1 62036 435 2, \$125.00

Paper, 2016, 978 1 62036 436 9, \$30.00

E-book, 2016, 978 1 62036 438 3, \$30.00

**NEW**

The Productive Online and Offline Professor

A Practical Guide

Bonni Stachowiak

Foreword by Robert Talbert

Series Foreword by Kathryn E. Linder

"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. Heaps of ideas to put into practice."—**Isabeau Iqbal**, *Senior Educational Developer, The University of British Columbia*

What would it feel like to have more peace and productivity? To have nothing fall through the cracks? Through an exploration of what it means to make work meaningful, this book offers practical strategies and tips to support higher education professionals in efficiently managing and effectively using a wide range of technologies and productivity tools.

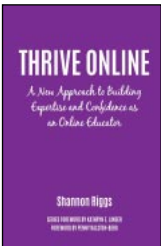
Thrive Online Series

220 pp, 5" x 7", 6 figures

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

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

E-book, Jan 2020, 978 1 62036 732 2, \$22.50

**NEW**

Thrive Online

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

Shannon Riggs

Foreword by Penny Ralston-Berg

Series Foreword by Kathryn E. Linder

"How valuable it is to go 'under the hood' in this deeply thoughtful way – to understand what goes into the making of a well-designed online course and what it takes to be an effective, and thriving, online instructor. Engaging with this book can improve the practice of experienced online educators; new online instructors will find the why-and-how insights to be truly transformational."—

Deb Adair, *Executive Director, Quality Matters*

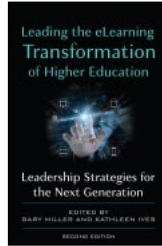
Thrive Online Series

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

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

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

E-book, Jan 2020, 978 1 62036 746 9, \$25.00

**NEW**

Leading the eLearning Transformation of Higher Education

Leadership Strategies for the Next Generation

SECOND EDITION

Edited by Gary E. Miller and Kathleen S. Ives

Foreword by Michael Grahame Moore

"If you are a leader whose institution just became 100% online thanks to COVID19, this is a must-have book. Miller and Ives have curated timely well-honed chapters on key topics that will serve as a guiding light for your overnight transformation. The chapter authors are the standouts of online education. Combining research-informed practice and many 'how tos'—a book you need today when the future just landed at your feet. From now on you will need to be conversant with some level of quality online education. Start with this book."—**Marie Cini**, *Executive Consultant and Strategic Advisor, ED2WORK*

Published in Association with the Online Learning Consortium

360 pp, 6" x 9", 17 figures & 1 table

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

Paper, Jun 2020, 978 1 64267 149 0, \$37.50

E-book, Aug 2020, 978 1 64267 151 3, \$37.50

Want to learn more from our bestselling authors?

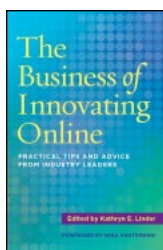
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The Business of Innovating Online

Practical Tips and Advice From Industry Leaders

Edited by Kathryn E. Linder

Foreword by Nina B. Huntemann

The Business of Innovating Online offers administrators and leaders practical guidance as they scale and grow their online learning organizations.

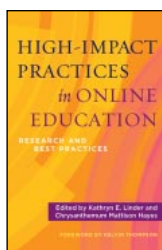
Through specific examples and practical suggestions from experienced e-learning leaders, readers will be introduced to concrete strategies for how to create a climate of creativity and innovation that can lead to more successful and scalable online programs and initiatives. This book demystifies the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

156 pp, 6" x 9"

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

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

E-book, May 2019, 978 1 62036 845 9, \$35.00



High-Impact Practices in Online Education

Research and Best Practices

Edited by Kathryn E. Linder and Chrysanthemum Mattison Hayes

Foreword by Kelvin Thompson

"A solid foundation on the research and specific practice surrounding HIPs. The reader will find examples and guidelines for how HIPs can be incorporated in online classes and programs. A great contribution to the literature on HIPs, illuminating an area that needs further development."—*Teachers College Record*

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.

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

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

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

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

E-Book, 2018, 978 1 62036 849 7, \$35.00

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Adult Education

FORTHCOMING

The Handbook of Adult and Continuing Education

2020 EDITION

Edited by Tonette S. Rocco, M Cecil Smith, Robert C. Mizzi, Lisa R. Merriweather and Joshua D. Hawley

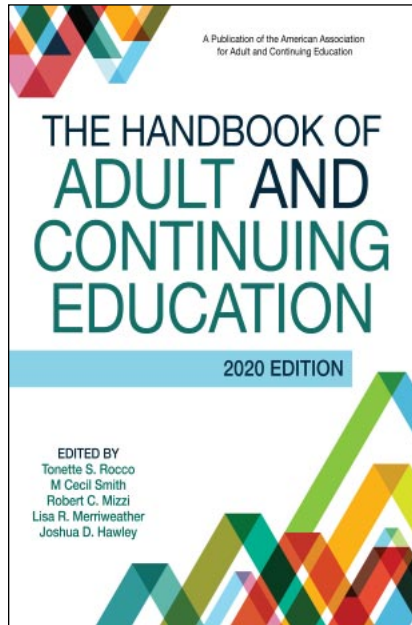
Colleges and universities are increasingly becoming significant sites for adult education scholarship—in large part due to demographic shifts. With fewer U.S. high school graduates on the horizon, higher education institutions will need to attract “non-traditional” (i.e., older) adult learners to remain viable, both financially and politically. There is a need to develop a better corpus of scholarship on topics as diverse as: what learning theories are useful for understanding adult learning? How are higher education institutions changing in response to the surge of adult students? What academic programs are providing better learning and employment outcomes for adults in college? Adult education scholars can offer much to the policy debates taking place in higher education.

A main premise of this handbook is that adult and continuing education should not simply respond to rapidly changing social, economic, technological, and political environments across the globe, but should lead the way in preparing adults to become informed, globally-connected, critical citizens who are knowledgeable, skilled, and open and adaptive to change and uncertainty.

The Handbook of Adult and Continuing Education provides rich information on the contemporary issues and trends that are of concern to adult and continuing education, on the programs and resources available to adult learners, and on opportunities to challenge and critique the structures embedded in the field that perpetuate inequity and social injustice. Adult education is a discipline that foresees a better tomorrow, and *The Handbook* is designed to engage and inspire readers to assist the field to seek new paths in uncertain and complex times, ask questions, and to help the field flourish.

The Handbook is divided into five sections. The first, **Foundations** situates the field by describing the developments, core debates, perspectives, and key principles that form the basis of the field.

The second, **Understanding Adult Learning**, includes chapters on adult learning, adult development, motivation, access, participation, and support of adult learners, and mentoring.



Teaching Practices and Administrative

Leadership, the third section, offers chapters on organization and administration, program planning, assessment and evaluation, teaching perspectives, andragogy and pedagogy, public pedagogy, and digital technologies for teaching and learning.

The fourth section is **Formal and Informal Learning Contexts**. Chapters cover adult basic, GED, and literacy education, English-as-a-Second Language Programs, family literacy, prison education, workforce development, military education, international development education, health professions education, continuing professional education, higher education, human resource development and workplace learning, union and labor education, religious and spiritual education, cultural institutions, environmental education, social and political movements, and peace and conflict education.

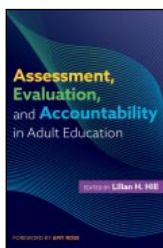
The concluding **Contemporary Issues** section discusses decolonizing adult and continuing education, adult education and welfare, teaching social activism, lesbian, gay, bisexual, trans, queer and straight allies, gender and its multiple forms, disability, older adults and intergenerational identities, race and ethnicity, working class, whiteness and privilege, and migrants and migrant education.

The editors culminate with consideration of next steps for adult and continuing education and priorities for the future.

Co-published with AAACE

480 pp, 8 1/2" x 11", 13 images
Cloth, Oct 2020, 978 1 62036 684 4, \$100.00
E-book, Oct 2020, 978 1 62036 687 5, \$85.00





NEW

Assessment, Evaluation, and Accountability in Adult Education

Edited by Lilian H. Hill

Foreword by Amy D. Rose

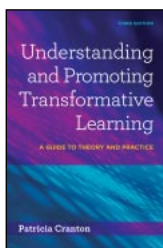
"This book does an excellent job of presenting the basics of evaluation and assessment important to all adult educators, along with the intricacies and details of evaluation and assessment in specific adult education situations. Assessing learners and evaluating content are critical to what we as adult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

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

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

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

E-book, Jul 2020, 978 1 62036 853 4, \$35.00



Understanding and Promoting Transformative Learning

A Guide to Theory and Practice

THIRD EDITION

Patricia Cranton

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

208 pp., 6" x 9"

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

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

E-book, 2016, 978 1 62036 414 7, \$35.00

Assessment & Accreditation



Trends in Assessment

Ideas, Opportunities, and Issues for Higher Education

Edited by Stephen P. Hundley and Susan Kahn

Foreword by Trudy W. Banta

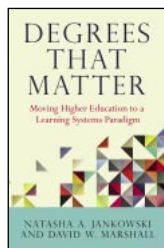
"Whether you're a longtime assessment leader or a newcomer, this volume is a terrific tour of the movement's most important trends and developments: a more integrative vision of learning; more varied and authentic methods; new partners; and, most of all, a growing community of educators working together to improve student learning and success. While not glossing over challenges, it is a heartening account of what is possible and where assessment can make a difference in the future."—**Pat Hutchings**, *Senior Scholar, National Institute for Learning Outcomes Assessment*

256 pp., 6" x 9", illus

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

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

E-book, 2019, 978 1 64267 095 0, \$32.50



Degrees That Matter

Moving Higher Education to a Learning Systems Paradigm

Natasha A. Jankowski and David W. Marshall

"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*

This book is required reading for educational leaders who want to construct creative, caring, and collaborative forms of learning in higher education institutions."—**Teachers College Record**

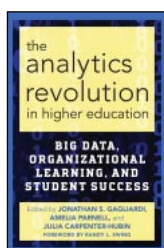
Sponsored by the National Institute for Learning Outcomes Assessment (NILOA)

216 pp., 6" x 9", 7 tables & 8 figures

Cloth, 2017, 978 1 62036 463 5, \$125.00

Paper, 2017, 978 1 62036 464 2, \$35.00

E-book, 2017, 978 1 62036 466 6, \$35.00



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*

“The authors offer useful advice from real-world experiences about ways in which campus leaders, IR professionals, and other higher education stakeholders can work to address the structures, practices, and cultures of their organizations to integrate analytics data use into the fabric of their organizations.”—*Teachers College Record*

Co-published with AIR and ACE

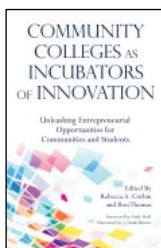
252 pp., 6" x 9", 29 figures

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

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

E-book, 2018, 978 1 62036 579 3, \$35.00

Community Colleges



Community Colleges as Incubators of Innovation

Unleashing Entrepreneurial Opportunities for Communities and Students

Edited by Rebecca A. Corbin and Ron Thomas

Foreword by Andy Stoll

Afterword by J. Noah Brown

“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*

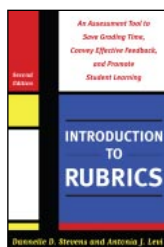
Innovative Ideas for Community Colleges Series

204 pp., 6" x 9"

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

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

E-book, 2019, 978 1 62036 865 7, \$35.00



BESTSELLER

Introduction to Rubrics

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

SECOND EDITION

Dannelle D. Stevens and Antonia J. Levi

Foreword by Barbara E. Walvoord

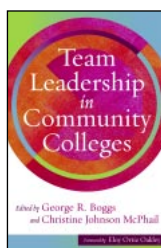
“The authors offer advice about all the surrounding situations and problems that may accompany rubrics: how to get students involved in rubrics, how to use rubrics with TAs, how to collaborate with other faculty in constructing common rubrics, and how to use rubrics that someone else has constructed.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

232 pp., 7" x 10"

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

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

E-book, 2013, 978 1 57922 590 2, \$27.50



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, Ph.D., President, Commission on Colleges, Southern Association of Colleges and Schools*

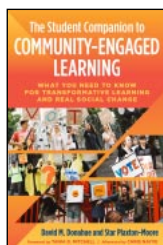
256 pp., 6" x 9", tables

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

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

E-book, 2019, 978 1 62036 889 3, \$32.50

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

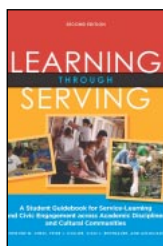
Text “Engaging students in a familiar voice and pulling them into deeper conversation through embedded digital content, *The Student Companion* walks students through decades of wisdom and insight about community engagement... a key resource for students and higher education.”—**Mathew Johnson**, Associate Dean of the College for Engaged Scholarship, Brown University

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

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

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

E-book, 2018, 978 1 62036 651 6, \$18.95



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 stuThe publication is student-friendly, comprehensive, easy to follow, and full of helpful activities.”—**Journal of College Student Development**

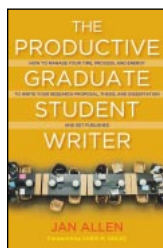
240 pp, 8 1/2" x 11"

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

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

E-book, 2013, 978 1 57922 992 4, \$27.50

Doctoral Education



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

Text “Anyone interested in becoming a better writer will learn from [this book]. Inspired by some of the best writers and grounded in extensive research, Dr. Allen offers up an easy to read, step-by-step, practice-based approach to managing the process, time, and energy it takes to complete a writing project.”—**Laurie Bellows**, Interim Vice Chancellor for Student Affairs, University of Nebraska-Lincoln

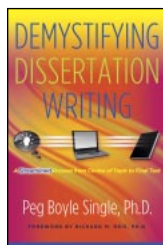
If you want to become a more productive writer, this book will help you increase your motivation, focus, and persistence to move a project to completion; and manage your time, work, energy (and advisor) for greater productivity

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

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

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

E-book, 2019, 978 1 62036 893 0, \$21.00



Demystifying Dissertation Writing

A Streamlined Process from Choice of Topic to Final Text

Peg Boyle Single

Foreword by Richard M. Reis

“Single has written an amazing book for both advisors and students alike.”—**NACADA Journal**

This book is for anyone who needs help in preparing for, organizing, planning, scheduling, and writing the longest sustained writing project they have encountered, particularly if he or she is not receiving sufficient guidance about the process, but also for anyone looking to boost his or her writing productivity.

192 pp, 6" x 9"

Cloth, 2009, 978 1 57922 312 0, \$125.00

Paper, 2009, 978 1 57922 313 7, \$22.00

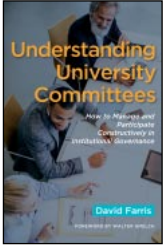
E-book, 2011, 978 1 57922 686 2, \$22.00

See also:

Preparing for College and University Teaching

p. 6

Faculty Roles



NEW

Understanding University Committees

How to Manage and Participate Constructively in Institutional Governance

David A. Farris

Foreword by Walter H. Gmelch

"A highly useful combination of practical examples and relevant theory on the functions of committees and how they can be most effective. The book is certainly timely, given the new challenges to university governance, and will reward administrators and sometimes-reluctant faculty alike."—**Peter N. Stearns**, *Provost Emeritus and University Professor, George Mason University*

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.

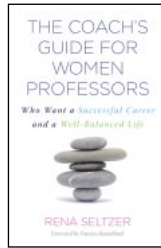
Committees are not just laboratories for implementing the vision of university leadership, developing solutions to institutional challenges, and refining organizational procedures; they are the proving ground for future leaders in higher education. How members perform in committees reflects our professionalism,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

228 pp, 6" x 9", 23 illus

Cloth, Sept 2020, 978 1 62036 938 8, \$125.00

Paper, Sept 2020, 978 1 62036 939 5, \$29.95

E-book, Sept 2020, 978 1 62036 941 8, \$29.95



BESTSELLER

The Coach's Guide for Women Professors

Who Want a Successful Career and a Well-Balanced Life

Rena Seltzer

Foreword by Frances Rosenbluth

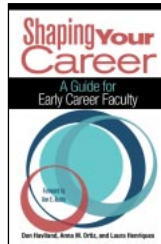
"Rena Seltzer's workshops are perennial favorites with Yale faculty. Workshop alumni get more writing done, have more control over their schedules, and feel increased confidence in their leadership skills. Rena has also served as a coach for a number of Yale faculty leaders. Here as well, her work has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

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

Cloth, 2015, 978 1 57922 895 8, \$125.00

Paper, 2015, 978 1 57922 896 5, \$19.95

E-book, 2015, 978 1 57922 898 9, \$19.95



Shaping Your Career

A Guide for Early Career Faculty

Don Haviland, Anna M. Ortiz and Laura Henriques

Foreword by Ann E. Austin

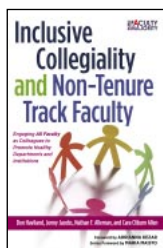
"Early faculty, please read and add some years onto your life. I wish I had this companion when I began academia. It would have saved me from multiple bouts of heartburn. This text goes over what they do not tell you as a graduate student or post-doc. It echoes great advice given to me by senior colleagues whom I respect and trust, especially in regards to tenure, promotion, grant writing and balancing work with family."—**Aaron Haines**, *Ph.D., Certified Wildlife Biologist, Assistant Professor of Conservation Biology*

276 pp, 6" x 9", 15 tables, 8 figures & 73 insets

Cloth, 2017, 978 1 62036 443 7, \$125.00

Paper, 2017, 978 1 62036 444 4, \$29.95

E-book, 2017, 978 1 62036 446 8, \$29.95



NEW

Inclusive Collegiality and Nontenure-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 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 New Faculty Majority

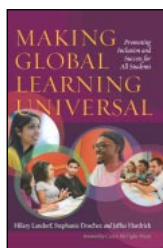
125 pp, 6" x 9", illus

Cloth, Mar 2020, 978 1 62036 644 8, \$125.00

Paper, Mar 2020, 978 1 62036 645 5, \$29.95

E-book, Mar 2020, 978 1 62036 647 9, \$29.95

International Education & Study Abroad



Making Global Learning Universal

Promoting Inclusion and Success for All Students

Hilary Landorf, Stephanie Doscher, and Jaffus Hardrick

Foreword by Caryn McTighe Musil

"A case study of education reform, [this book] focuses on the process of integrating global learning into the curriculum and co-curriculum. It's primarily about undergraduates and student learning... [an] ambitious book, drawing larger lessons for (and about) higher education. The authors have designed this book to present FIU's

model in a way that can 'make it replicable through customization'—so the reader can 'translate, not transfer' the initiative to his or her own 'unique context'. [This book] gives us a vision of what a thoroughgoing effort to integrate the global agenda into undergraduate education can involve."—**Change: The Magazine of Higher Learning**

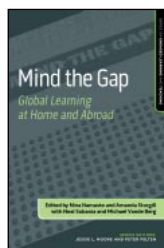
Co-published with NAFSA

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, \$32.50



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

Foreword by Jessie L.

Moore and Peter Felten

"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. 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*

There is growing awareness that global learning is not confined to university, credit-bearing off-campus international programs, and that institutions of higher learning have heretofore conceived of global education too narrowly. Global learning equally can occur in the disciplines and in the core curriculum as through study abroad and off-campus domestic study. This book situates global learning in a larger university context, recognizing a growing need for bridging across disciplinary and administrative silos. The gaps between these silos matter as students seek to integrate off- and on-campus learning, and it is up to the academy to mind those gaps.

Co-published with Elon University Center for Engaged Learning

The Engaged Learning and Teaching Series 1

230 pp, 6" x 9", 23 illus

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

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

E-book, Mar 2020, 978 1 64267 059 2, \$32.95

**BESTSELLER**

Building Cultural Competence

Innovative Activities and Models

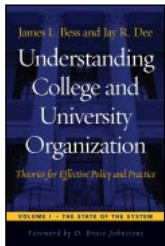
**Edited by Kate Berardo
and Darla K. Deardorff**
Foreword by Fons

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, \$56.00

Leadership & Administration

**BESTSELLER**

Understanding College and University Organization

*Theories for Effective
Policy and Practice*

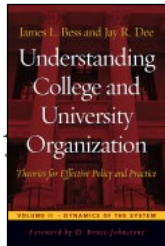
James L. Bess and Jay R. Dee

**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 theo-

retical 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*



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

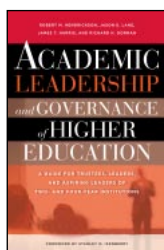
506 pp, 6" x 9"
Cloth, 2007, 978 1 57922 131 7, \$125.00
Paper, 2012, 978 1 57922 768 5, \$39.95
E-Book, 2012, 978 1 57922 773 9, \$39.95

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, \$39.95

Two-Volume Set

1010 pp, 6" x 9"
Paper, 2012, 978 1 57922 770 8, \$70.00



BESTSELLER

Academic Leadership and Governance of Higher Education

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

Four-Year Institutions

Robert M. Hendrickson, Jason E. Lane, James T. Harris and Richard H. Dorman

Foreword by Stan Ikenberry



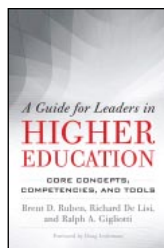
"The book is content rich for those looking for detailed background information on a wide range of topics. The list is far too long to repeat here, but suffice it to say that this is a comprehensive work that addresses issues related to organizational dynamics, policy frameworks, government interests, academic programs, faculty responsibilities, trusteeship, global education, legal matters, strategic planning, and, of course, student success. If there is one comprehensive text you are prepared to study about higher education, make it this one."—*The*

Department Chair

448 pp., 6" x 9"

Cloth, 2012, 978 1 57922 481 3, \$49.00

E-book, 2013, 978 1 57922 881 1, \$49.00



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

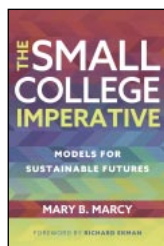
"The work is both frank and optimistic, a common characteristic of Brent Ruben, a practiced author in reference works for higher education leaders. The Strengths, Weaknesses, Opportunities, and Threats analysis that constitutes the foreword sets a tone that pervades this book: challenges abound in the current landscape of American higher education, but informed and prepared leaders can respond to these challenges and achieve excellence. It 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*

496 pp., 6" x 9", 36 tables, 56 figures & 5 boxes

Cloth, 2016, 978 1 62036 391 1, \$125.00

Paper, 2016, 978 1 62036 392 8, \$39.95

E-book, 2016, 978 1 62036 394 2, \$39.95



NEW

The Small College Imperative

Models for Sustainable Futures

Mary B. Marcy

Foreword by Richard Ekman

"The blueprint for how these institutions can reinvent themselves for a future where they both survive and prosper."—*Jeffrey Selinger, author of the New York Times bestsellers, College (Un)Bound and There Is Life After College*

This book offers five emerging models for how small colleges can hope to survive and thrive in these very challenging times: Traditional; Integrative; Distinctive Program; Expansion, and Distributed, and includes brief institutional profiles of colleges pursuing each model. It also addresses the evolving role of consortia and partnerships to manage cost and develop new opportunities and programs while maintaining fidelity to mission and strategic vision.

166 pp., 6" x 9"

Cloth, Mar 2020, 978 1 62036 970 8, \$125.00

Paper, Feb 2020, 978 1 62036 971 5, \$35.00

E-book, Mar 2020, 978 1 62036 973 9, \$35.00

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Connect with Stylus online! We tweet, post and blog about the latest news, events, and trends in Higher Education.

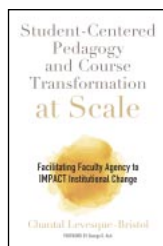
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Educational / Faculty Development



FORTHCOMING

Student-Centered Pedagogy and Course Transformation at Scale

Facilitating Faculty Agency to IMPACT Institutional Change

Chantal Levesque-Bristol

Foreword by George D. Kuh

"Chantal Levesque-Bristol and her colleagues designed, implemented, and assessed this powerful program of professional development which is proving transformational for [their] campus. Equally powerfully, she reports how she and her colleagues modified the program for Emergency Remote Teaching in response to the pandemic, and the success of that program in continuing support to faculty and thus students through very difficult times. This raises interesting long term possibilities for remote faculty development."—

Scott Evenbeck, *Founding President, Guttman Community College; and Founding Dean and Professor Emeritus at IUPUI*

"This book about how to successfully deliver timely, substantive high quality professional development experiences to a particularly discerning audience."—**George D. Kuh**, *Chancellor's Professor Emeritus of Higher Education, Indiana University*

This book describes the development of Purdue's successful faculty development program, IMPACT (Instruction Matters: Purdue Academic Course Transformation), its diffusion *at scale* on campus and how it transformed the culture of learning.

Chantal Levesque-Bristol, whose Center for Instructional Excellence is part of an institutional team that comprises the Provost's Office, Teaching and Learning Technologies unit, Institutional Assessment, the Purdue university library and School of Information Studies, and the Evaluation and Learning Research Center, describes the evolution of IMPACT, lessons learned, and the central tenets that have led to its success.

This book describes the core and structure of the IMPACT program, presents details of faculty learning curriculum, covering the principles that shaped the program's evolution, and the considerations behind the formation of faculty fellow IMPACT teams.

A concluding chapter addresses how the

IMPACT program, having helped faculty pivot to emergency remote teaching when the campus closed owing to the COVID-19 pandemic, is being modified so it can be successfully sustained online if circumstances require, or as a means to expand its reach in the future.

264 pp, 6" x 9", 19 illus

Cloth, Mar 2021, 978 1 64267 100 1, \$125.00

Paper, Mar 2021, 978 1 64267 101 8, \$35.00

E-book, Mar 2021, 978 1 64267 103 2, \$35.00

NOTIFY ME



NEW

Taking Flight

Making Your Center for Teaching and Learning Soar

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

Foreword by Cher Hendricks

"An amazing resource for everyone involved in educational development. Written in a friendly and supportive tone, the authors of this valuable resource have summarized the literature on educational development, provided examples of well-respected centers, created worksheets to help you develop your efforts, and infused their own decades of experience in this field."—**Todd D.**

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

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.

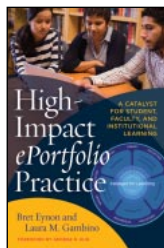
204 pp, 7" x 10", 34 figures, 13 tables, 11 worksheets & 1 box

Cloth, Jun 2020, 978 1 64267 020 2, \$125.00

Paper, Jun 2020, 978 1 64267 021 9, \$37.50

E-book, Jul 2020, 978 1 64267 023 3, \$37.50

Portfolios



High-Impact ePortfolio Practice

A Catalyst for Student, Faculty, and Institutional Learning

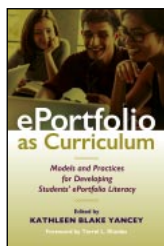
Bret Eynon and Laura M. Gambino

Foreword by George D. Kuh

"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.

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



ePortfolio as Curriculum

Models and Practices for Developing Students' ePortfolio Literacy

Edited by Kathleen Blake Yancey

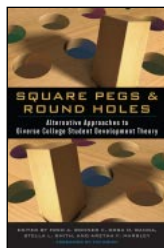
Foreword by Terrel L. Rhodes

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

At a moment when the ePortfolio has been recognized as a high impact practice, 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.

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

Race & Diversity



FORTHCOMING

Square Pegs and Round Holes

Alternative Approaches to Diverse College Student Development Theory

Edited by Fred A. Bonner II, Rosa M. Banda, Stella L. Smith and aretha f. marbley

"Those who refer to this book often will have a reliable guide to make students' experience the most optimal possible, which is a goal that every institution should have today and beyond."—

Amelia Parnell, *Vice President for Research and Policy, NASPA*

Developing alternative student development frameworks and models, this groundbreaking book provides student affairs practitioners, as well as faculty, with illuminating perspectives and viable approaches for understanding the development of today's diverse student populations, and for building the foundation for their academic success and self-authorship.

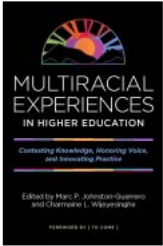
With the increasing number of adult working students, minoritized, multiracial, LGBTQ, and first-generation students, this book offers readers vital insights into, and ways to interrogate, existing practice, and develop relevant responses to the needs of these populations.

Building on and critiquing the past frameworks, and integrating the insights of contemporary scholarship on student development, the contributors collectively put forward a robust theoretical and methodological foundation for this work, using Critical Race Theory as their central frame. CRT allows chapter authors to situate race related encounters at the center of their proposed alternative framework or model, and deconstruct and challenge commonly held assumptions about diverse college student development.

By laying bare the experiences of these diverse college students that inform this volume's "alternative" frameworks, this book contests that notion that they constitute square pegs that must fit into the round holes of traditional frameworks.

396 pp., 6" x 9", 28 illus
Cloth, Jan 2021, 978 1 62036 771 1, \$125.00
Paper, Jan 2021, 978 1 62036 772 8, \$37.50
E-book, Jan 2021, 978 1 62036 774 2, \$37.50

 **NOTIFY ME**



FORTHCOMING

Multiracial Experiences in Higher Education

Contesting Knowledge, Honoring Voice, and Innovating Practice

Edited by Marc P.

Johnston-Guerrero and Charmaine L. Wijeyesinghe

In the last Census, over 9 million people – nearly 3% of the population — identified themselves as of two or more races. The proportion of college students who identify as Multiracial is somewhat higher, and growing. Although increasing at a slightly slower rate, Multiracial faculty and staff are also teaching and working on campuses in greater numbers. Together, Multiracial people from diverse backgrounds and in various roles are influencing college and university culture, practices, and climate.

This book centers the experiences of Multiracial people, those individuals claiming heritage and membership in two or more (mono)racial groups and/or identifies with a Multiracial term. These terms include the broader biracial, multiethnic, and mixed, or more specific terms like Blasian and Mexipino.

In addressing the recurring experiences of inclusion, exclusion, affirmation, and challenges that they encounter, the contributors identify the multiple sites in higher education that affect personal perceptions of self, belonging, rejection, and resilience; describe strategies they utilized to support themselves or other Multiracial people at their institutions; and to advocate for greater awareness of Multiracial issues and a commitment to institutional change.

In covering an array of Multiracial experiences, the book brings together a range of voices, social identities (including race), ages, perspectives, and approaches. The chapter authors present a multiplicity of views because, as the book exemplifies, multiracial people are not a monolithic group, nor are their issues and needs universal to all.

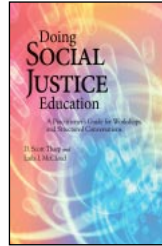
This book invites Multiracial readers, their allies, and those people who interact with and influence the daily lives of Multiracial people to explore issues of identity and self-care, build coalitions on campus, and advocate for change. For administrators, student affairs personnel, and anyone concerned with diversity on campus, it opens a window on a growing population with whom they may be unfamiliar, mis-categorize, or overlook

6" x 9", 11 illus

Cloth, Mar 2021, 978 1 64267 068 4, \$125.00

Paper, Mar 2021, 978 1 64267 069 1, \$35.00

E-book, Mar 2021, 978 1 64267 071 4, \$35.00



NEW

Doing Social Justice Education

A Practitioner's Guide for Workshops and Structured Conversations

D. Scott Tharp

With Roger A. Moreano

"This work provides an essential contribution on how to design, facilitate, and assess social justice education workshops. It is a timely and practical addition to the literature for educators seeking to develop workshop and structured conversations related to power, privilege, and social identity. The authors' emphasis on theoretical grounding, facilitation as a process, and self-reflection will help provide current and aspiring social justice educators with a structure they can utilize across a variety of co-curricular contexts."—**Robert Brown**, *Director of Social Justice Education, Northwestern University*

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

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

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

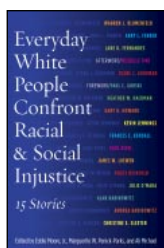
Particularly valuable for those starting out in this work is guidance on facilitation and on the use and selection of exercises to align with goals and participants' characteristics and social identities.

144 pp, 8 1/2" x 11", 42 illus

Cloth, Sep 2020, 978 1 64267 036 3, \$125.00

Paper, Sep 2020, 978 1 64267 037 0, \$29.95

E-book, Sep 2020, 978 1 64267 039 4, \$29.95



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

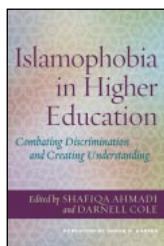
This book vividly presents – in their own words – the personal stories, experiences and reflections of fifteen prominent White anti-racists. They recount the circumstances that led them to undertake this work, describe key moments and insights along their journeys, and frankly admit their continuing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

206 pp, 6" x 9"

Cloth, 2015, 978 1 62036 207 5, \$125.00

Paper, 2015, 978 1 62036 208 2, \$19.95

E-book, 2015, 978 1 62036 210 5, \$19.95



NEW

Islamophobia in Higher Education

Combating Discrimination and Creating Understanding

Edited by Shafiqah Ahmadi and Darnell Cole

Foreword by Shaun R. Harper

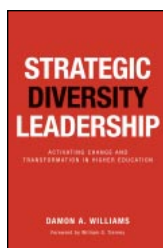
"Given the misrepresentation of Muslims in general and Muslim students in higher education specifically, this important book aims to provide students, faculty, staff, student affairs professionals, scholars, and student leaders accurate information about Muslims and Muslim college students. It highlights diversity within the community and explores the effects of various laws and policies in higher education. For these and numerous other substantive reasons, I highly recommend *Islamophobia in Higher Education*."—**Shaun R. Harper**, *Founder and Executive Director of the USC Race and Equity Center, University of Southern California*

180 pp, 6" x 9", 3 figures

Cloth, Aug 2020, 978 1 62036 974 6, \$125.00

Paper, Aug 2020, 978 1 62036 975 3, \$29.95

E-book, Aug 2020, 978 1 62036 977 7, \$29.95



BESTSELLER

Strategic Diversity Leadership

Activating Change and Transformation in Higher Education

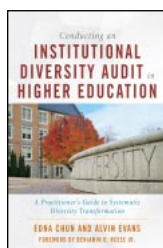
Damon A. Williams

"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**, *President, Association of American Colleges and Universities (AAC&U)*

464 pp, 6" x 9"

Cloth, 2013, 978 1 57922 819 4, \$49.95

E-book, 2013, 978 1 57922 822 4, \$49.95



Conducting an Institutional Diversity Audit in Higher Education

A Practitioner's Guide to Systematic Diversity Transformation

Edna Chun and Alvin Evans

Foreword by Benjamin D. Reese

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

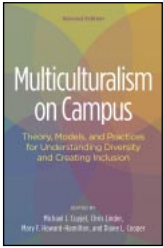
"Many colleges and universities have made a commitment to implementing diversity practices without a similar commitment to assessing the effectiveness of those practices. This book is a critical resource to help move institutions toward that important next step."—**Bryan Cook**, *VP, Association for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

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

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

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

E-book, 2019, 978 1 62036 821 3, \$35.00



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 the 2nd edition of this book. The editors have again assembled a dynamic constellation of scholars who offer rich insights into the texture and substance of multiculturalism on contemporary college campuses. Anyone who aspires to become a more culturally competent and responsive educator should read this text."—**Shaun R. Harper**, *Founder and Executive Director of the USC Race and Equity Center, University of Southern California*

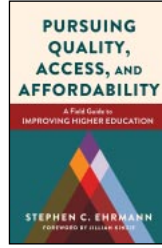
432 pp, 6" x 9"

Cloth, 2016, 978 1 62036 415 4, \$125.00

Paper, 2016, 978 1 62036 416 1, \$37.50

E-book, 2016, 978 1 62036 418 5, \$37.50

Research & Policy



FORTHCOMING

Pursuing Quality, Access, and Affordability

*A Field Guide to
Improving Higher
Education*

Stephen C. Ehrmann



Foreword by Jillian Kinzie

"Faculty members, deans, provosts and presidents who want to improve their institutions can all find valuable food for thought in these pages. Dr Ehrmann uses the example of several colleges and universities that have had notable success in improving the quality of education, affordability, and graduation rates while drawing on his own many years of experience to present a wealth of useful ideas about how to bring about real reform."—**Derek Bok**, *300th Anniversary University Research Professor and former president, Harvard University*

Whether they recognize it or not, virtually all colleges and universities face three Grand Challenges:

- *Improve the learning outcomes of a higher education:* A large majority of college graduates are weak in capabilities that faculty and employers both see as crucial.
- *Extend more equitable access to degrees:* Too often, students from underserved groups and poor households either don't enter college or else drop out without a degree. The latter group may be worse off economically than if they'd never attempted college.
- *Make academic programs more affordable (in money and time) for students and other important stakeholder groups:* Many potential students believe they lack the money or time needed for academic success. Many faculty believe they don't have time to make their courses and degree programs more effective. Many institutions believe they can't afford to improve outcomes.

These challenges are global. But, in a higher education system such as that in the United States, the primary response must be institutional. This book analyzes how, over the years, six pioneering colleges and universities have begun to make visible, cumulative progress on all three fronts.

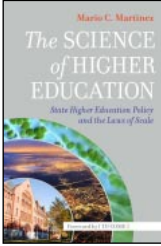
252 pp, 6" x 9", 15 illus

Cloth, Apr 2021, 978 1 62036 990 6, \$125.00

Paper, Apr 2021, 978 1 62036 991 3, \$35.00

E-book, Apr 2021, 978 1 62036 993 7, \$35.00





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.

This book 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 this book uncovers 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.

While scale patterns offer a new perspective on appropriate funding levels, Martinez recognizes they need to be placed in the context of the macro forces, from demography and geography to the economy and government, that impact every state higher education system and its outcomes.

228 pp, 6" x 9"

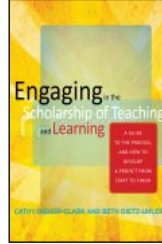
Cloth, Feb 2021, 978 1 64267 088 2, \$125.00

Paper, Feb 2021, 978 1 64267 089 9, \$35.00

E-book, Feb 2021, 978 1 64267 091 2, \$35.00



Scholarship of Teaching & Learning



BESTSELLER

Engaging in the Scholarship of Teaching and Learning

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

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

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

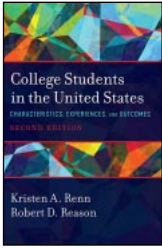
160 pp, 8 1/2" x 11", tables

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

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

E-book, 2012, 978 1 57922 812 5, \$24.95

Student Affairs



FORTHCOMING

College Students in the United States

Characteristics, Experiences, and Outcomes

SECOND EDITION

Kristen A. Renn and Robert D. Reason

In this book, the authors bring together in one place essential information about college students in the US in the 21st century. Synthesizing existing research and theory, they present an introduction to studying student characteristics, college choice and enrollment patterns, institutional types and environments, student learning, persistence, and outcomes of college.

Substantially revised and updated, this new edition addresses contemporary and anticipated student demographics and enrollment patterns, a wide variety of campus environments (such as residential, commuter, online, hybrid), and a range of outcomes including learning, development, and achievement.

The book is organized around Alexander Astin's Inputs-Environment-Outputs (I-E-O) framework. Student demographics, college preparation, and enrollment patterns are the "inputs." Transition to college and campus environments are the substance of the "environment." The "outputs" are student development, learning, and retention/persistence/completion.

The authors build on this foundation by providing relevant contemporary information and analysis of students, environments, and outcomes. They also provide strategies for readers to project forward in anticipation of higher education trends in a world where understanding "College Students in the United States" is an ongoing project. By consolidating foundational and new research and theory on college students, their experiences, and college outcomes in the US, the book provides knowledge to inform policies, programs, curriculum, and practice.

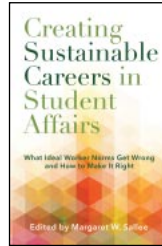
As a starting point for those who seek a foundational understanding of the diversity of students and institutions in the US, the book includes discussion points, learning activities, and further resources for exploring the topics in each chapter.

288 pp., 7" x 10", 11 illus

Cloth, Feb 2021, 978 1 64267 128 5, \$125.00

Paper, Feb 2021, 978 1 64267 129 2, \$39.95

E-book, Feb 2021, 978 1 64267 131 5, \$39.95



NEW

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", 2 illus

Cloth, Sep 2020, 978 1 62036 950 0, \$125.00

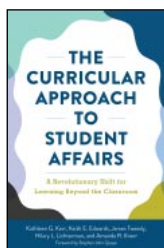
Paper, Sep 2020, 978 1 62036 951 7, \$35.00

E-book, Sep 2020, 978 1 62036 953 1, \$35.00

See also

Square Pegs and Round Holes

p. 26



NEW

The Curricular Approach to Student Affairs

A Revolutionary Shift for Learning Beyond the Classroom

Kathleen G. Kerr, Keith

E. Edwards, James F. Tweedy, Hilary Lichterman and Amanda R. Knerr

Foreword by Stephen John Quaye

"The message at the heart of this pathbreaking book is clear: We cannot truly understand and respond to students as whole people without supporting their learning holistically across the entirety of the college experience. Learning outside the classroom should be as curricular as is the academic experience—not 'cocurricular,' but fully curricular, integrated, and aligned with an institution's academic mission and values. An accidental, situational, or happenstance approach to learning in student affairs (still easy to find) is a wasted opportunity; it fails to deliver on the promise of higher education. Starting with the principle that we must not bifurcate students' experience (academic versus out-of-classroom), these authors guide us capably and carefully toward a curricular approach that preserves the potential of both students and higher education."—**Richard P. Keeling**, *Principal, Keeling & Associates, LLC; and Editor, Learning Reconsidered*

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.

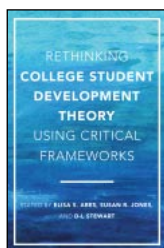
The book is based on more than a decade of implementing curricular approaches on multiple campuses, contributing to the scholarship on the curricular approach, and helping many campuses design, implement, and assess their student learning efforts. The curricular approach is rooted in scholarship and the connections between what we know about learning, assessment, pedagogy, and student success. For many who have been socialized in a more traditional programming approach, it may feel revolutionary. Yet, it is also obvious because it is straightforward and simple.

180 pp, 6" x 9", 8 tables & 4 figures

Cloth, Jun 2020, 978 1 62036 934 0, \$125.00

Paper, Jun 2020, 978 1 62036 935 7, \$29.95

E-book, Jul 2020, 978 1 62036 937 1, \$29.95



BESTSELLER

Rethinking College Student Development Theory Using Critical Frameworks

Edited by Elisa S. Abes,

Susan R. Jones and D-L Stewart



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

A major new contribution to college student development theory, this book brings "third wave" theories to bear on this vitally important topic.

286 pp, 6" x 9"

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

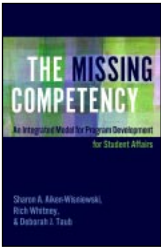
Paper, 2019, 978 1 62036 764 3, \$35.00

E-book, 2019, 978 1 62036 766 7, \$35.00

See also

Doing Social Justice Education

p. 27

**NEW**

The Missing Competency

An Integrated Model for Program Development for Student Affairs

Sharon A. Aiken-Wisniewski, Rich

Whitney and Deborah J. Taub

Foreword by Susan R. Komives

“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.

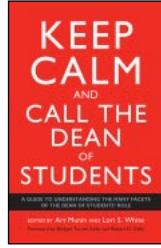
Whether a new professional or a seasoned leader, this volume offers the reader a deeper understanding of program development. Starting with a foundational understanding of this process, the book proceeds to a step-by-step process, taking a program from an idea to a proposal with goals, objectives, budget, 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", 28 illus

Cloth, Sep 2020, 978 1 62036 874 9, \$125.00

Paper, Sep 2020, 978 1 62036 875 6, \$32.50

E-book, Sep 2020, 978 1 62036 877 0, \$32.50



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

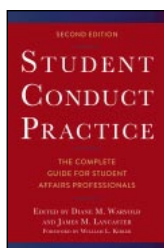
“The role of the Dean of Students on campus has provided a home for student support, advocacy and crisis management for decades. [This book] uses the voices of past and present student affairs professionals to provide insight into ‘a day in the life’ of the Dean of Students. This is an excellent resource 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; 2020–2021 President ACPA*

216 pp, 6" x 9"

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

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

E-book, 2019, 978 1 62036 885 5, \$32.50



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

From the Foreword:

"This newly revised edition of *Student Conduct Practice* 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. I salute each of the editors as members of the 'besieged clan' that dedicate their work and their lives to the education and the development of our students."—**Bill Kibler**, President, Sul Ross State University

This updated and considerably expanded edition maintains the objectives of the first—to constitute a compendium of current best practices in the administration of student conduct, to summarize the latest thinking on key issues facing practitioners today, and to provide an overview of the role and status of conduct administrators within their institutions.

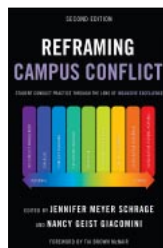
This text invites student conduct administrators to examine current programs and policies to ensure that the spaces that they create during interactions with students are spaces in which all students feel welcome and heard. As we strive to prepare students not only to be productive members of today's workforce, and more importantly to be good people and upright citizens, this text accentuates the delicate balance between responding to regulatory mandates and meeting the educational aims of student conduct. The aim is to offer those with an interest in student conduct and those professionals who are new or seasoned student conduct administrators with both a compendium of chapters on best practices and the background to grapple with the thought-provoking situations they will encounter.

312 pp., 6" x 9", illus

Cloth, Mar 2020, 978 1 64267 104 9, \$125.00

Paper, Feb 2020, 978 1 64267 105 6, \$37.50

E-book, Mar 2020, 978 1 64267 107 0, \$37.50



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 book serves to equip educators to practically apply transformative justice in higher education. The authors challenge readers to critically self-reflect and critique both individual and institutional prejudice. As student conduct professionals we are accountable to the preservation of the landmark legacy of Dixon v. Alabama. We have a duty to speak authentically, promote equity, and lead with unshakable integrity. This book highlights a meaningful spectrum of pathways for healing hurt, restoring harm, and lasting community connectedness."—**Kateeka Harris**, Association for Student Conduct Administration (ASCA) President-elect 2020

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.

424 pp., 6" x 9", 15 figures & 12 tables

Cloth, Sep 2020, 978 1 64267 048 6, \$125.00

Paper, Sep 2020, 978 1 64267 049 3, \$39.95

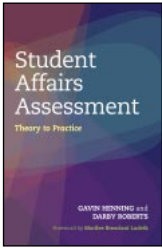
E-book, Sep 2020, 978 1 64267 051 6, \$39.95

Student Conduct Practice / Reframing Campus Conflict Set

736 pp., 6" x 9"

Paperback Set, Sep 2020, 978 1 64267 201 5, \$61.95

E-book Set, Sep 2020, 978 1 64267 200 8, \$61.95



Student Affairs Assessment

Theory to Practice

Gavin W. Henning and Darby Roberts

Foreword by Marilee J. Bresciani Ludvik

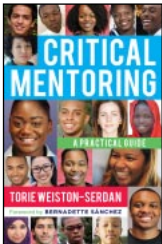
"I'll certainly purchase this book as a resource for our



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

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. The discussion questions at the end of the chapters engage staff in the process of developing an effective assessment culture.

356 pp, 6" x 9", 6 figures & 3 tables
Cloth, 2016, 978 1 62036 335 5, \$125.00
Paper, 2016, 978 1 62036 336 2, \$35.00
E-book, 2016, 978 1 62036 338 6, \$35.00



BESTSELLER

Critical Mentoring

A Practical Guide

Torie Weiston-Serdan

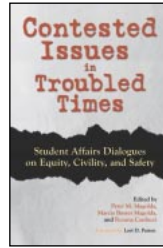
Foreword by Bernadette Sánchez

"Critical mentoring chal-

lenges our field to question the status quo, to counter the negative and dehumanizing narratives about youth who are placed at the margins in our society, and to address the structural inequities they face. How can we empower program staff, mentors and youth to face these problems head on, to question these ideologies and perspectives, develop ideas about how to create social change, and then take action? Critical mentoring is the first step towards this change."—

Bernadette Sánchez, *Professor of Community Psychology, and Director, Community Program - DePaul University*

136 pp, 5 1/2" x 8 1/4"
Cloth, 2017, 978 1 62036 551 9, \$125.00
Paper, 2017, 978 1 62036 552 6, \$24.95
E-book, 2017, 978 1 62036 554 0, \$24.95



Contested Issues in Troubled Times

Student Affairs Dialogues on Equity, Civility, and Safety

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

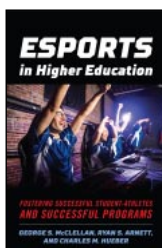
Rozana Carducci

Foreword by Lori Patton Davis



"Just as the first, the second edition of *Contested Issues* will become a go-to book for student affairs graduate courses and professional development opportunities on campus. Magolda, Baxter-Magolda, and Carducci have assembled a timely book that engages the most difficult and important issues facing student affairs professionals today—and likely into the future. The array of authors—representing faculty members and professional staff at all stages of careers—leads to the usefulness of this volume through the presentation of diverse and challenging perspectives."—**Robert D. Reason**, *Professor, Student Affairs and Higher Education, Iowa State University*

498 pp, 6" x 9"
Cloth, 2019, 9781620368008, \$125.00
Paper, 2019, 9781620368015, \$35.00
E-book, 2019, 9781620368039, \$35.00



NEW

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.

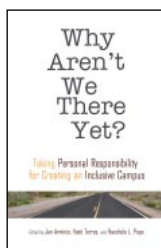
Among the challenges of esports in higher education the book addresses are competition structure, competition climate, child protection, cheating, gambling, lack of reliable relevant data to inform decisions, and the advent of an esports arms race. Some of the opportunities described in the book include 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.

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

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

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

E-book, Jun 2020, 978 1 64267 147 6, \$32.50



Why Aren't We There Yet?

Taking Personal Responsibility for Creating an Inclusive Campus

**Edited by Jan Arminio,
Vasti Torres and
Raechele L. Pope**

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.

It advocates for engaging in fruitful dialogues regarding differing social identities including race, ethnicity, religion, gender, and sexual orientation, to lead readers through a process that advocates for justice, and for taking personal responsibility for contributing to the solution.

Co-published with ACPA

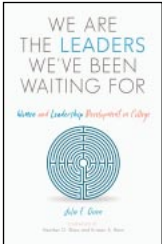
216 pp, 6" x 9"

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

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

E-book, 2012, 978 1 57922 749 4, \$29.95

Women & Leadership



NEW

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 for students interested in women's experiences in leadership and the educators who work with them. It 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."—**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.

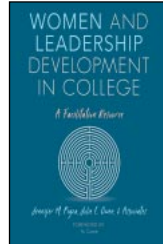
Recognizing that there are many possible manifestations of leadership or gender, this text encourages students to embrace the contradictions rather than engaging in dualistic, black-and-white thinking

252 pp, 6" x 9", 39 illus

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

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

E-book, May 2020, 978 1 64267 011 0, \$32.50



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 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 text is a detailed resource for anyone interested in women and leadership education, whether through a full-length course, a weekend workshop, or a one-time topical session. It also serves as a companion to the book *We are the Leaders We've Been Waiting For: Women and Leadership Development in College* (Owen, 2020).

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