Rentzs Student Affairs Practice In Higher Education | 0c7a2e77283d8eac800181a9c8316af7

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COMMUNICATIONBusiness CommunicationThe Strategic Guide to Shaping Your Student Affairs CareerPatient-Reported Outcomes in Performance MeasurementStudent ServicesOneSize Does Not Fit AllThe Corporation of Student AffairsA History of American Higher EducationThe Undecided College StudentStudent Affairs for Academic AdministratorsDeveloping Leadership Skills and Abilities for Student Affairs AdministratorsRentz's Student Affairs Practice in Higher EducationBecoming Socialized in Student Affairs AdministrationRentz's STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATIONStudent Affairs Practice in Higher EducationOrganization and Administration in Higher EducationGroup Work and Outreach Plans for College CounselorsDisability in Higher EducationEnvisioning the Faculty for the Twenty-First CenturyEmerging Adulthood and Higher EducationExceptional Senior Student Affairs Administrators' LeadershipStudent Affairs Practice in Higher EducationField ExperienceThe World of the Counselor: An Introduction to the Counseling ProfessionCollege Students and Their EnvironmentsEthical and Legal Issues in Student Affairs and Higher EducationHistorically Black Colleges and Universities, 1976 to 2001Multicultural Student Services on CampusE becoming a Skilled CounselorAiding and Supporting in Student AffairsOnline Social Networking on CampusEnhancing Campus Capacity for LeadershipSocial Media for Student Affairs in Higher EducationMulticultural and Diversity Issues in Student AffairsPracticeStudent Development in CollegeThe landscape of student affairs in American higher education has increasingly become multidimensional due to more diversity of student population and more complex issues students bring to campus. This new fifth edition is designed to equip student affairs professionals to understand and know well not only the philosophy, history, mission of student affairs, and that their practice is theory-based and outcome-oriented but also that their role and function are influenced by the shifts in philosophy, mission and strategies, theories, and nature of American higher education. With most chapters substantially rewritten, this edition has included three brand new chapters which cover functional areas of fraternity and sorority life, collegiate recreation, and assessment and student learning. These three chapters are very unique in that student affairs mission, values, and organizational structure are clearly presented about these functional areas. In addition to the new chapters, the text has also expanded its content to international students, adult students, veteran students, and students with disabilities. This edition has been integrated with the most recent literature, professional standards, and critical issues in student affairs that have occurred since publication of the previous edition in 2010. The book is designed for both Master's- and Doctoral-level students in need of an overview of student affairs functional areas. It can also be used as a teaching tool by middle- and high-level administrators who supervise interns or staff for professional development. Additionally, the text will also be useful to experienced student affairs administrators who wish to keep abreast of the current trends and issues. In the past 25 years, four editions of this book were published and each edition has been a valuable tool to serve as a primer for students, faculty, and professionals in their learning, teaching, and practice. This outstanding fifth edition is not only inheriting the wisdom of the original contributors but also flourishing the essence of the mission and values of student affairs in American higher education. Patient-reported outcomes (PROs) are measures of how patients feel or what they are able to do in the context of their health status; PROs are reports, usually on questionnaires, about a patient's health conditions, health behaviors, or experiences with health care that individuals report directly, without modification of responses by clinicians or others; thus, they directly reflect the voice of the patient. PROs cover domains such as physical health, mental and emotional health, functioning, symptoms and symptom burden, and health behaviors. They are relevant for many activities: helping patients and their clinicians make informed decisions about health care, monitoring the progress of care, setting policies for coverage and reimbursement of health services, improving the quality of health care services, and tracking or reporting on the performance of health care delivery organizations. We address the major methodological issues related to choosing, administering, and using PROs for these purposes, particularly in clinical practice settings. We include a framework for best practices in selecting PROs, focusing on choosing appropriate methods and modes for administering PRO measures to accommodate patients with diverse linguistic, cultural, educational, and functional skills, understanding measures developed through both classic and modern test theory, and addressing complex issues relating to scoring and analyzing PRO data. A blueprint for doing clinical work in field experience, Field Experience: Transitioning from Student to Professional aids students in developing their professional identity on their journey toward becoming a counselor. Authors Najian Zhang and Richard D. Parsons help students integrate the knowledge they learn across the curriculum by presenting a roadmap of how to start, navigate, and finish a practicum or internship. Throughout the book, coverage of CACREP standards, case illustrations, exercises, and real-life examples create an accessible overview of the entire transitioning process. Field Experience is part of the SAGE Counseling and Professional Identity Series, which targets specific competencies identified by CACREP (Council for Accreditation of Counseling and Related Programs). Students in the field, as well as experienced practitioners and administrators, will herein find an up-to-date and indepth study of the major student affairs functions of a comprehensive campus program. Within its covers, the graduate student will find chapters describing everything the person new to student affairs needs to know about the major service functions of the modern student affairs division. Student affairs administrators in this book very helpful in furthering their understanding of the major functions in the field. It will also be useful in helping the chief student affairs officer to articulate the needs of the various programs in an understandable and persuasive manner in order to convince others outside of student affairs that the policies and programs they propose are worthy of support. The first two chapters, thoughtfully revised from the previous edition of the book, provide the philosophical and historical tools to clarify assumptions, values and concerns. The enrollment management chapters on admissions, financial aid, academic advising, and orientation interweave conceptually into one package loosely constructed at one institution and tightly constructed at others. Residence life, orientation, judicial affairs, career services, student activities, financial aid and multicultural affairs provide an interesting, unified focus on learning and living skills. Counseling, career services, and health services help focus on an integrated, wellness orientation to life. The final chapter of the book examines three central issues (social justice, student learning, and...
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professionalism) that typify the current challenges facing our continually evolving profession and higher education. For staff who want to read further, there are up-to-date references at the end of each chapter. Student affairs administrators have the responsibility of providing the best programs and services they can for the T
This volume explores the tensions between the student affairs foundation of holistic student development and the changing culture of corporatization. While there is ample evidence of neoliberalism in the academic affairs of higher education there is very little to no research to understand how neoliberalism is driving the corporatization of student affairs. This book argues that understanding neoliberalism in student affairs is crucial to student success and the student experience. The authors provide contextualized examples for understanding our positionality within the neoliberal system, as well as practical recommendations on resisting market values as common sense, thereby helping to preserve the profession and to imagine a new one centered on people, equity, and justice. This book focuses on the unique needs of college students who are undecided regarding a field of study and/or career path, and the various approaches that advisors and counselors may take. The text draws on extensive research, both recent and historical, and explores what is most effective in successful universities today. The text explores the many and varied reasons that lead college students to be undecided, and the different solutions that will assist the student in coping with their circumstances and reaching a successful resolution. This updated version includes many ways in which the Internet serves as a useful tool for assisting gathering resources for the undecided college student. Advisors, counselors, and faculty will all glean useful theoretical and practical information from this text that can be applied in individual counseling, group settings, and workshops. This important book introduces A mett’s emerging adulthood theory to scholars and practitioners in higher education and student affairs, illuminating how recent social, cultural, and economic changes have altered the pathway to adulthood. Chapters in this edited collection explore how this theory fits alongside current student development theory, the implications for how college students learn and develop, and how emerging adulthood theory is uniquely suited to address challenges facing higher education today. Emerging Adulthood and Higher Education provides important recommendations for administrators, counselors, and students affairs personnel to provide effective programs and services to facilitate their emerging adults’ journeys through this formative stage of life. Effective socialization of new student affairs professionals is essential—both for the individual success of these practitioners, and for the work of a college or university that promotes student learning. It enables new professionals to manage the important personal and professional transitions they experience throughout their careers, engage in continuous professional development, and achieve high levels of productivity. It also counteracts the high attrition rate among new hires, with all the attendant costs to the institution in terms of resources spent on recruiting, hiring, training, supervising, and developing staff talent. The socialization process for new professionals includes formal and informal elements that influence both success and quality of work life. This process is far more complex than a single orientation program organized by a unit or division. Rather, it is a comprehensive process where both the new professional and organization learn about and from each other in ways that influence working relationships and individual and organizational outcomes. Part I of this book concept, explains its value, and offers a model of socialization. Part II examines the institutional context in which the socialization of new professionals occurs, and describes how different institutional types influence the socialization process. It considers the changing characteristics of college students, and how these impact the work of student affairs. In addressing the extra-institutional and professional contexts, Part III considers the role that graduate education plays in preparing new professionals for work in student affairs, and offers guidance to faculty and practitioners involved in graduate education about what they can do to introduce graduate students to professional life. It addresses the importance of professional orientation activities, the roles of supervision and mentorship, as well as the impact of peers and institutions on the socialization process. It concludes with a discussion of the role and importance of professional associations. This book is intended for graduate program faculty, for senior student affairs officers concerned about developing and retaining the new staff, and for administrators and leaders in student affairs shaping the future of the profession. For new professionals themselves it offers insights on the path to professionalization. The book is designed to comprehensively cover the course requirements of management programmes, where business communication is taught as a subject. It follows a simple and needs based approach and covers sections from aspects of communication such as reading, writing, and listening, topics such as business etiquettes, negotiations, presentations etc. It also discusses the contemporary issues in communication. The book has a blend of theoretical and application based approach and the coverage of the book has been designed keeping in view the industry requirements as well as feedback received by the authors from the students and teachers of communication. In the era of such online spaces as Facebook, Instant M messenger, Live Journal, Blogger, Web Shots, and campus blogs, college students are using these resources and other online sites as a social medium. Inevitably, this medium presents students with ethical decisions about social propriety, self disclosure and acceptable behaviour. Because online social networking sites have proven problematic for college students and for college administrators, this book aims to offer professional guidance to Higher Education administrators and policy makers. Online Social Networking on Campus: Understanding what matters in student culture is a professional guide for Higher Education faculty and Student Affairs administrators, which rigorously examines college students’ use of online social networking sites and how they use these to develop relationships both on and off campus. Most importantly, Online Social Networking on Campus investigates how college students use online sites to explore and make sense of their identities. Providing information taken from interviews, surveys and focus group data, the book presents an ethnographic view of social networking that will help Student Affairs administrators, Information Technology administrators, and faculty better understand and provide guidance to the “neomillenials” on their campuses. The institution of tenure—once a cornerstone of American colleges and universities—is rapidly eroding. Today, the majority of faculty positions are part-time or limited-term appointments, a radical change that has resulted more from circumstance than from thoughtful planning. As colleges and universities evolve to meet the changing demands of society, how might their leaders design viable alternative faculty models for the future? Envisioning the Faculty for the Twenty-First Century weighs the concerns of university administrators, professors, adjuncts, and students, in order to critically assess emerging faculty models and offer informed policy recommendations. Cognizant of the financial pressures that have led many universities to favor short-term faculty contracts, higher education experts Adrianna Kezar and Daniel Maxey assemble a top-notch roster of contributors to investigate whether there are ways to modify the existing system or promote new faculty models. They suggest how colleges and universities might rethink their procedures for faculty development, hiring, scheduling, and evaluation in order to maintain a campus environment that still fosters faculty service and student-centered
learning. Even as it asks urgent questions about how to retain the best elements of American higher education, Envisioning the Faculty for the Twenty-First Century also examines the opportunities that systemic changes might create. Ultimately, it provides some starting points for how colleges and universities might best respond to the rapidly evolving needs of an increasingly global society.

The core text for counselor skill development, Becoming a Skilled Counselor prepares students with the knowledge and skills necessary to be effective helpers. Authors Richard D. Parsons and Naijian Zhang provide an understanding of the essentials of the counseling relationship, the dynamic and intentional nature of the helping process, and the theories and research guiding the selection and application of interventions. This is a book for any student affairs professional who wants to strategically shape his or her career path—and will be particularly helpful for people in early or mid-career, or contemplating a career, in student affairs. By engagingly offering us the fruits of the reflective and strategic approach she has used to shape her own career, and of the theoretical and practical approaches she has undertaken to map out the culture and dynamics of student affairs, and by gathering the voices of 25 professionals who offer the insights and advice derived from their own experiences, Sonja Ardoin has created a guide for everyone in student affairs who wants to be intentional in setting the course for their professional and personal development. She begins by describing the changing and varied student populations who are the heart of this field, and outlines the typical organizational structures of student affairs, the range of functional areas, and how practice varies by size and type of institution. She highlights major trends, discusses the typical paths of entry to the profession, the expectations and realities of starting in a new position, the process of socialization, and the required skills and competencies. She devotes the core of the book to the five key elements for developing a career strategy: Lifelong Learning, Extending Your Experiences, Planning for Professional Development, Networking/Connecting, and Self-Reflection, and provides advice on the job search, from application through interview. In doing so she ranges over choices to be made about formal qualifications, and describes activities—from volunteering and committee work to conference presentations, writing and teaching—that we can use to strategically develop the proficiencies to attain our goals. Create campuses inclusive and supportive of disabled students, staff, and faculty Disability in Higher Education: A Social Justice Approach examines how disability is conceptualized in higher education and ways in which students, faculty, and staff with disabilities are viewed and served on college campuses. Drawing on multiple theoretical frameworks, research, and experience creating inclusive campuses, this text offers a new framework for understanding disability using a social justice lens. Many institutions focus solely on legal access and accommodation, enabling a system of exclusion and oppression. However, using principles of universal design, social justice, and other inclusive practices, campus environments can be transformed into more inclusive and equitable settings for all constituents. The authors consider the experiences of students, faculty, and staff with disabilities and offer strategies for addressing ableism within a variety of settings, including classrooms, residence halls, admissions and orientation, student organizations, career development, and counseling. They also expand traditional student affairs understandings of disability issues by including chapters on technology, law, theory, and disability services. Using social justice principles, the discussion spans the entire college experience of individuals with disabilities, and avoids any single-issue focus such as physical accessibility or classroom accommodations. The book will help readers: Consider issues in addition to access and accommodation Use principles of universal design to benefit students and employees in academic, co-curricular, and employment settings Understand how disability interacts with multiple aspects of identity and experience. Despite their best intentions, college personnel frequently approach disability from the singular perspective of access to the exclusion of other important issues. This book provides strategies for addressing ableism in the assumptions, policies and practices, organizational structures, attitudes, and physical structures of higher education. Though student affairs has been a recognized field of its own since 1937, most literature on the subject takes a “one size fits all” approach, giving little attention to the differing models of student affairs practice and their diversity across institutions. This book departs from such a uniform approach to explore instead eleven possible models of student affairs practice, including both traditional and innovative programs. Based on a longitudinal research project of 20 institutions, One Size Does Not Fit All highlights a variety of policies, practices, and programs that can all contribute to student success and learning. Organized around the latest CACREP standards, Counseling Theory: Guiding Reflective Practice, by Richard D. Parsons and Naijian Zhang, presents theory as an essential component to both counselor identity formation and professional practice. Drawing on the contributions of current practitioners, the text uses both classical and cutting-edge theoretical models of change as lenses for processing client information and developing case conceptualizations and intervention plans. Each chapter provides a snapshot of a particular theory/approach and the major thinkers associated with each theory as well as case illustrations and guided practice exercises to help readers internalize the content presented and apply it to their own development as counselors. “This book explores the ways student affairs professionals in higher education use social media as a new tool to help them accomplish their goals on campus”—Situating strategic planning and budgeting within the organization and administration of higher education institutions, this text provides effective and proven strategies for today’s change-oriented leaders. Bringing together distinguished administrators from two-year, four-year, and private colleges and universities, this volume provides both practical and effective guidance on the intricacies of the institutional structure, its functional activities, and contingency planning. Organization and Administration in Higher Education orient future administrators to the major areas of an academic institution and will assist higher education administrators in leading their institutions to excellence. New in this Second Edition: New chapters on the impact of Title IX and social media on higher education. Updated coverage throughout on politics, technology, budgeting, program planning, and institutional changes. New end-of-chapter discussion prompts. New in its fifth edition, Student Services: A Handbook for the Profession has been hailed as a classic reference in the field. In this important resource, a new cast of student affairs scholars and practitioners examine the changing context of the student experience, the evolution of the role of student affairs professionals, and the philosophies, ethics, and theories that guide the practice of student affairs work. The fifth edition covers a broad range of relevant topics including historical roots and development of the profession, philosophies and ethical standards, legal issues, theoretical bases of the profession, organizing and managing student affairs programs, and essential competencies: leadership, multiculturalism, supervision, teaching, counseling and helping skills, advising and consultation, conflict resolution, community development, professionalism, and developing institutional partnerships. It also addresses the future of student affairs practice and how it is informed by student learning outcomes and technology. “The painstakingly thorough coverage of topics important to the profession of student affairs makes this handbook a valuable resource to the scholarly and
practice communities of the profession." — John M. Braxton, professor, Higher Education Leadership and Policy Program, Peabody College, Vanderbilt University, editor, Journal of College Student Development

"Continues three decades of excellence in providing a comprehensive set of resources that provides firm grounding for the higher education student affairs community in all aspects of our profession." — Michael J. Cuyjet, professor, Department of Educational and Counseling Psychology, University of Louisville

"Casts an impressively wide net, thoroughly capturing critical topics and offering a deeply nuanced and technical, yet readily accessible narrative trajectory and study of student affairs in higher education." — Theresa A. Powell, vice president for student affairs, Temple University

The best value that the reader will take from this book is the knowledge, skills, and wisdom offered by the editors and 26 chapter authors. The book offers many unique features on how to create a college environment that fosters student learning, growth, development, and supports student success. The book approaches the college environment issue from a philosophical foundation and shows the reader what has made student affairs work increasingly complex. By identifying some major shifts of student affairs work in history, the text demonstrates how student affairs service providers become student affairs educators who actively shape the environment instead of being shaped or reactionary.

The book provides insights and implications on how the environmental theories might inform practice and also recommends how to study campus environments. Furthermore, the text clarifies what student access is, explores the primary frameworks used to boost student success, and suggest what student affairs educators should consider when implementing student success initiatives. Additionally, the book addresses the intersection of professional competency areas through campus environment cultivation with social justice and inclusion for diverse student populations. Particularly, the book provides useful and practical examples of how faculty can work with graduate students in training to conduct an assessment of student needs and success. This book is purposely written for those who are training to become student affairs educators and those who are newer in the profession. It not only provides the reader with a theoretical framework, but also some direction on how to create a college environment that is socially just and inclusive.

The book was written to assist those who plan to work as student affairs educators soon and those who are new student affairs educators to become competent in social justice and inclusion. It will provide trainees and new student affairs educators not only content knowledge and skills but also strategies and ways to develop competency in social justice and inclusion. Twenty-six additional individuals consist of both scholars/researchers and practitioners who have authored the book chapters. Through their writing these experts have offered their first-hand experiences and wisdom for being a competent student affairs educator in higher education. It will provide the reader with an understanding of multicultural competency and professional identity in student affairs practice, an opportunity to develop a professional identity that centers on social justice, a comprehension of historical development of multiculturalism and diversity in student affairs practice, knowledge of multicultural theory and its application, an understanding of ethical and legal issues from a multiculturalism, diversity, and social justice perspective, knowledge of culturally appropriate intervention strategies in practice, and understanding of evidence-based practice in student affairs. Moreover, this book will offer the reader knowledge and skills in utilizing theory, research, and assessment to enhance practice, forming professional identity through social justice and inclusion, and on how to create a social justice and inclusive environment for minoritized students and students with special needs. Finally, the book teaches the reader how to work with minoritized students and students with special needs.

The goal of this book is to help the reader gain knowledge on ethical and legal issues in the field of student affairs and develop decision competency to follow the profession’s principles and standards of conduct. The significance of the book is due to its focus on the practical value of ethics and legal issues and its aim to address the knowledge, skills, and dispositions required of student affairs educators to develop and maintain integrity in their life and work as described by the ACPA/NASPA. The text offers readers a number of major unique features: It offers multiple ethical decision-making models to guide student affairs educators in their ethical decision-making process. It proposes that ethics is not an individual but an organizational responsibility. It offers that ethical decision making is a professional skill that can be practiced and applied in student affairs educators’ day-to-day practice. It presents the reader with the most current legal issues in student affairs and higher education. Finally, it reflects three themes: Integration of ACPA/NASPA competency areas; development of professional identity; and application of knowledge and theory to practice. The book is critical and timely. A book that focuses on ethical and legal issues in student affairs is needed for faculty in preparation programs, new professionals navigating their identity as student affairs educators, and a resource for mid- and senior-level professionals facilitating ongoing professional development. The book begins to address what it means to have a professional identity, which is grounded in the shared ethical and legal values espoused within the profession and academia. Each chapter uniquely contributes to the complexity embedded in the study of ethics and how that is applied to practice. Additionally, the volume is a balance of procedural knowledge, case illustrations, and guided practice exercises to facilitate the reader’s ability to translate the theory and research discussed into professional decision making and application. In these days when every college or university needs to make the best use of resources, Student Affairs for Academic Administrators is intended to help academic administrators make the best use of one vital campus resource: student affairs. By providing this concise introduction to student affairs as a discipline and a profession, the authors of this volume provide a foundation for working together to improve the student experience and enhance learning.

Since academic administrators typically come up through the faculty ranks, they are unlikely to have a good grasp of what their student affairs colleagues bring to the common work of education. To provide a better understanding, the chapters in this volume cover topics such as: The history of student affairs, and functions typically associated with student affairs divisions; Current thinking and research in student development theory; Theoretical constructs underlying contemporary student affairs practice (and ways to employ these theories in academic administration); Diversity issues and their impact on student outcomes in the collegiate environment. After a chapter on how to build successful collaborations between academic affairs and student affairs, two final chapters explore specific examples of how such collaborations work in practice: Academic honor codes, and undergraduate research. While written for academic administrators, the book also offers valuable insights for those in student affairs seeking to improve understanding and facilitate collaboration with colleagues in academic affairs. Neukrug's comprehensive introductory text gives students an unparalleled look into the practicalities of the counseling profession by providing a broad overview of the field, including a firm foundation in the skills, theories, and day-to-day realities of the job. Thorough and research-based, the book presents the key concepts and material about the counseling profession with clarity and insight, while keeping readers engaged through illustrative case examples and personal narratives. To ensure that students are thoroughly prepared to further...
their studies and careers, Neukrug has structured the book around the eight core CACREP curriculum areas, while enhancing the discussion with coverage of salient topics such as specializations within counseling, finding a counseling job, and future trends in counseling. The fifth edition has numerous changes, including updated references, new information on DSM-5, updates about the current status of CACREP accreditation, and revised information to reflect the new ACA ethics code. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Anyone studying the history of this institution in America must read Thelin's classic text, which has distinguished itself as the most wide-ranging and engaging account of the origins and evolution of America's institutions of higher learning. For new professionals in multicultural student services (MSS), this book constitutes a thorough introduction to the structure, organization, and scope of the services and educational mission of these units. For senior practitioners it offers insights for re-evaluating their strategies, and inspiration to explore new possibilities. The book discusses the history and philosophy of MSS units; describes their operation; asserts the need for integration and coherence across the multiple facets of their work and how their role is influenced by the character and type of their institutions; and considers the challenges and opportunities ahead. The theme Building Bridges, Re-Visioning Community reflects the dual role of MSS. They "build bridges" between underrepresented student populations and the broader institutional environment, between different groups of student populations, and across differences in cultural values and traditions. At a time of increasing diversity on campus, their role is also to champion the "re-visioning" or redefinition of what constitutes community in higher education—in other words to reach beyond serving their traditional constituencies to educate for multicultural competence, and advocate for social justice across the campus commons. This book is organized in four sections moving the reader from the past to the present to the future, and from a service mission to an educational one. Part One reviews the purposes for which MSS were created, and the evolution of their vision, concluding an overview of how units perceive their needs and challenges today. Part Two addresses a range of issues—such as race/ethnicity, sexual orientation/gender identity, and religion/faith diversity—commonly addressed by MSS, and, in recognizing the tensions inherent in serving such disparate constituencies, advances ideas for bringing greater integration and coherence to their work. Part Three considers how institutional context influences the structure and organization of MSS, and addresses such questions as: Who are they serving? What kind of support services and educational programming can they provide? How broadly or narrowly should they define their role, and can they extend their influence through alliances with other campus units? The book concludes by looking at how MSS can re-vision community to ensure their continued relevance to the college or university community. An ACPA PublicationMore than 10,000 copies of Learning Reconsidered: A Campus-Wide Focus on the Student Experience are in circulation on college and university campuses worldwide. The publication has been used as an invitation from student affairs educators to their colleagues in other sectors of their institutions to engage in dialogue and planning for institution-wide student learning outcomes. It has become a frequent focus of professional development programs and workshops, and is the topic of many student affairs presentations. Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience is a blueprint for action. It shows how to create the dialogue, tools, and materials necessary to put into practice the recommendations in Learning Reconsidered. This companion book brings together new authors, discipline-specific examples, and models for applying the theories in the original publication to move beyond traditional ideas of separate learning inside and outside the classroom. Enhancing Campus Capacity for Leadership contributes to the growing tradition of giving voice to grassroots leaders, focusing on the largely untapped potential of faculty and staff on college campuses. In an increasingly corporatized environment, grassroots leadership can provide a balance to the prestige- and revenue-seeking impulses of traditional campus leaders, create changes in the teaching and learning core, build greater equity, improve relationships among campus stakeholders, and enhance the student experience. This book documents the stories of grassroots leaders, including their motivation and background, the tactics and strategies that they use, the obstacles that they overcome, and the ways that they navigate power and join with formal authority. This investigation also highlights the fact that grassroots leaders, particularly in more marginalized groups, can face significant backlash. The authors end with a discussion of the future of leadership on college campuses, examining the possibilities for shared and collaborative forms of guidance and governance. The core text for counselor skill development, Becoming a Skilled Counselor prepares students with the knowledge and skills necessary to be effective helpers. Authors Richard D. Parsons and Naijian Zhang provide an understanding of the essentials of the counseling relationship, the dynamic and intentional nature of the helping process, and the theories and research guiding the selection and application of interventions. This unique book is a valuable tool for all student affairs educators. The text opens with an exploration of the history of assessment in higher education, in general, and then student affairs more specifically. Having established a historical perspective, the reader then delves into chapters that align with the Assessment, Evaluation, and Research (AER) competency and accompanying rubric. It provides the reader with a unique approach to learning and understanding AER. It is designed in a format that describes/defines this competency at the foundational, intermediate, and advanced outcome levels; suggests ways to apply this competency in practice through case studies from student affairs, and provides tools for the assessment of competency understanding. All chapters include relevant terminology necessary for understanding, the competency applied to a case study, and an opportunity for self-assessment. While the book is designed for those who are preparing to become student affairs educators and for those who are already working in the field, it is certainly filled with information and resources for entry-level, mid-level, and senior-level professionals. The text is not only a blueprint but also a global positioning system on assessment, evaluation, and research in student affairs to guide the reader in the process of helping and educating students. The book bridges the gap between who one is today and who one wants to become as a future student affairs educator. As a guidebook, it is a unique and valuable source to aid the student in developing real professional competency. The latest volume in the Core Concepts in Higher Education series explores the complexity of law in higher education and both the limits and opportunities of how law can promote inclusivity and access on campus. Through a historical and legal framework, this volume discusses undergraduate students' histories of inclusion and struggles for social justice in higher education by race, sex, social class, dis/ability, and sexual orientation. Bridging research, theory, and practice, Law and Social Justice in Higher Education encourages future and current higher education and student affairs practitioners to consider how they can collaborate to further just society. Special features: Discussion of case law illustrates the reach and limits of law and how higher education professionals can continue to push for social justice. Accessible to non-lawyers, chapters highlight key legal terms and key concepts to guide readers at the
beginning of each chapter. End-of-chapter questions provide prompts for discussion and encourage student interactivity. Leadership skills and abilities are essential for student affairs administrators and educators. Through a narrative approach, this book addresses current issues in leadership and administration for student affairs from a variety of perspectives. Lessons, tips, and strategies for student affairs professionals at various levels are provided. Letters from new professionals in the field of student affairs are included, offering insights to graduate students on the challenges of leadership that occur when entering the profession. Additionally, these letters can be used in the classroom as case studies. The book is structured into three parts that include letters to graduate students from new professionals, mid-level managers, and senior/retired administrators. Part I focuses on making the transition from graduate student to new professional, navigating a new campus culture and environment, setting and maintaining boundaries, creating a work-life balance, the importance of campus and professional association involvement, and looking beyond traditional student affairs roles to serve students. These letters will be a valuable tool when evolving as a leader in student affairs. Part II explores the supervisory relationship, ethical dilemmas in higher education and leading colleagues, using challenge and support with students and colleagues, and preparing for the next steps for moving up from new professional to mid-manager. These letters contain the knowledge, skill, and insight to train graduate interns and supervisees new to the student affairs field. Part III studies the letters written to mid-level managers from senior/retired student affairs administrators. The importance of building relationships throughout the leadership journey, forming a professional identity, understanding the importance of budgets, the importance of leading with integrity, and the significance of strategic leadership is stressed. Reflection and Action exercises at the end of each chapter will enhance the knowledge, skills, and wisdom for the reader to map out the journey in becoming a competent leader in the field of student affairs. This book will be an excellent student affairs resource for entry-level, mid-level and senior-level professionals, and college administrators.