

HIGHER EDUCATION 2021-2022

Cutting-edge books on research, theory, practice & leadership
for colleges, universities & academic communities



IT'S NOT FREE SPEECH

Race, Democracy, and the Future of Academic Freedom

Michael Bérubé and Jennifer Ruth

The protests of summer 2020, which were ignited by the murder of George Floyd, led to long-overdue reassessments of the legacy of racism and white supremacy in both American academe and cultural life more generally. But while universities have been willing to rename some buildings and schools or grapple with their role in the slave trade, no one has yet asked the most uncomfortable question: Does academic freedom extend to racist professors?

It's Not Free Speech considers the ideal of academic freedom in the wake of the activism inspired by outrageous police brutality, white supremacy, and the #MeToo movement. Arguing that academic freedom must be rigorously distinguished from freedom of speech, Michael Bérubé and Jennifer Ruth take aim at explicit defences of colonialism and theories of white supremacy—theories that have no intellectual legitimacy whatsoever. Approaching this question from two angles—one, the question of when a professor's intra-mural or extra-mural speech calls into

question his or her fitness to serve, and two, the question of how to manage the simmering tension between the academic freedom of faculty and the anti-discrimination initiatives of campus offices of diversity, equity, and inclusion—they argue that the democracy-destroying potential of social media makes it very difficult to uphold the traditional liberal view that the best remedy for hate speech is more speech.

June 2022 | 272 pages | 978-1-4214-4387-4 | £22.00 hardback

Also available as an e-book

WHAT UNIVERSITIES OWE DEMOCRACY

Ronald J. Daniels

with Grant Shreve and Phillip Spector

"One of America's outstanding university presidents dares to tackle what ails US higher education. His recommendations are radical, exciting, and doable. This is one of those books that will define the conversation on campuses across the country." — Michael Ignatieff, President and Rector of Central European University

Attacking universities is a time-worn page from the authoritarian playbook. From Benito Mussolini to Viktor Orban, autocrats understand that there are few institutions more dangerous to their hold on power than an independent bulwark of fact, free inquiry, and open debate. Colleges and universities have played an indispensable role in supporting democracy for generations. But in recent years, they have faltered in this charge. Now, at a moment when global democracy is receding to levels not seen since the fall of the Berlin Wall, universities must reclaim their role in the democratic project.

In *What Universities Owe Democracy*, Johns Hopkins University President, Ronald J. Daniels, draws from his scholarly expertise in law and economics and his experience as a leader of world-renowned research universities to trace how colleges and universities came to be so important for democracy and to propose a clear programme of reform to ensure that they will continue to be.

November 2021 | 336 pages | 2 b&w illustrations | 978-1-4214-4269-3 | £22.00 hardback

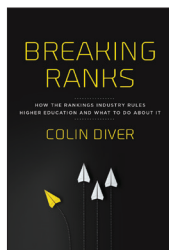
Also available as an e-book



What
Universities
Owe
Democracy



RONALD J. DANIELS
WITH GRANT SHREVE
AND PHILLIP SPECTOR



BREAKING RANKS

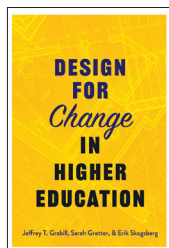
How the Rankings Industry Rules Higher Education and What to Do about It

Colin Diver

Since U.S. News & World Report first published a college ranking in 1983, the rankings industry has become a self-appointed judge, declaring winners and losers among America's colleges and universities. In this revealing account, Colin Diver shows how popular rankings have induced college applicants to focus solely on pedigree and prestige, while tempting educators to sacrifice academic integrity for short-term competitive advantage. By forcing colleges into standardised "best-college" hierarchies, he argues, rankings have threatened institutional diversity and intellectual rigour.

Diver offers both college applicants and educators a guide to pursuing their highest academic goals, freed from the siren song of the "best-college" illusion.

June 2022 | 368 pages | 978-1-4214-4305-8 | £20.50 hardback
Also available as an e-book



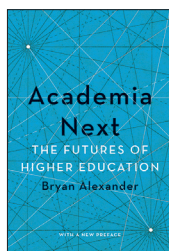
DESIGN FOR CHANGE IN HIGHER EDUCATION

Jeffrey T. Grabill, Sarah Gretter and Erik Skogsberg

Higher education faces significant challenges. Most of today's universities aren't prepared to tackle issues like demographic change, the continued defunding of public education, cost pressures, and the opportunities and challenges of educational technologies. Then, of course, there is the shock of the COVID-19 pandemic, which will reverberate for years and may very well usher higher education into an era of significant structural change. Some critics argue that a premium should be placed on change functions yet few institutions of higher education have functions focused on thoughtful, iterative problem-solving and opportunity identification.

The authors of *Design for Change in Higher Education* argue that we must imagine and actively make our way to new institutional forms.

April 2022 | 176 pages | 8 b&w illustrations | 978-1-4214-4321-8 | £24.50 hardback
Also available as an e-book



ACADEMIA NEXT

The Futures of Higher Education

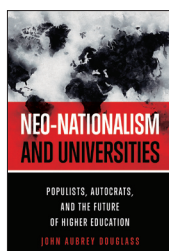
Bryan Alexander

The outlook for the future of colleges and universities is uncertain. Financial stresses, changing student populations, and rapidly developing technologies all pose significant challenges to colleges and universities. In *Academia Next*, Bryan Alexander addresses these evolving trends to better understand higher education's next generation.

Alexander first examines current economic, demographic, political, international, and policy developments. Arguing that the forces he

highlights are not speculative but are already in play, Alexander draws on a rich, extensive, and socially engaged body of research to best determine their likeliest outcomes.

July 2022 | 352 pages | 8 figures | 978-1-4214-4326-3 | £20.50 paperback
Also available as an e-book



NEO-NATIONALISM AND UNIVERSITIES

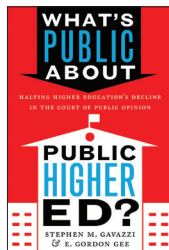
Populists, Autocrats, and the Future of Higher Education

John Aubrey Douglass

Universities have long been at the forefront of both national development and global integration. But the political and policy world in which they operate is undergoing a transition, one that is reflective of a significant change in domestic politics and international relations. In many parts of the world, the COVID-19 pandemic provided an opportunity for populists and autocrats to further consolidate their power. *Neo-nationalism and Universities* provides the first significant examination of the rise of

neo-nationalism and its impact on the missions, activities, behaviours, and productivity of leading national universities.

November 2021 | 320 pages | 5 b&w illustrations | 978-1-4214-4186-3 | £37.00 paperback
Also available as an e-book



WHAT'S PUBLIC ABOUT PUBLIC HIGHER ED?

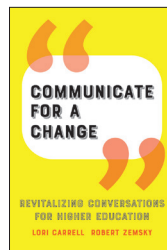
Halting Higher Education's Decline in the Court of Public Opinion

Stephen M. Gavazzi and E. Gordon Gee

Higher education gets a bad rap these days. The public perception is that there is a growing rift between public universities and the elected officials who support them. In *What's Public about Public Higher Ed?*, Stephen M. Gavazzi and E. Gordon Gee explore the reality of that supposed divide.

Critical problems, Gavazzi and Gee argue, have arisen because higher education leaders often assumed that what was good for universities was good for the public at large. For example, many public institutions have placed more emphasis on research at the expense of teaching, learning, and outreach. *What's Public about Public Higher Ed?* also places special emphasis on the events of 2020—including the COVID-19 pandemic—as major inflection points for understanding the implications of the survey's findings.

December 2021 | 232 pages | 2 b&w illustrations | 978-1-4214-4252-5 | £26.00 hardback
Also available as an e-book



COMMUNICATE FOR A CHANGE

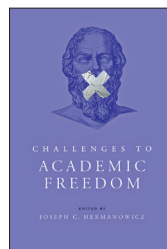
Revitalizing Conversations for Higher Education

Lori Carrell and Robert Zemsky

For nearly a decade, distinguished scholars Lori Carrell and Robert Zemsky have been having frank conversations with each other—and with colleagues and friends—about the state of higher education. In *Communicate for a Change*, they bring together nine of their most insightful conversations to explore difficult questions that today's administrators, trustees, and faculty members too frequently avoid.

Why, Carrell and Zemsky ask, is it so hard to talk about the mess that higher education is in? And how can we refocus the conversation on what really matters, grappling with taboo subjects in a way that helps to revitalise higher education from the inside out?

November 2021 | 176 pages | 978-1-4214-4174-0 | £24.50 hardback
Also available as an e-book



CHALLENGES TO ACADEMIC FREEDOM

Edited by **Joseph C. Hermanowicz**

In *Challenges to Academic Freedom*, Joseph C. Hermanowicz argues that, contrary to many historical views, academic freedom is not static. Rather, we may view academic freedom as a set of relational practices that change over time and place. Bringing together scholars from a wide range of fields, this volume examines the current conditions, as well as recent developments, of academic freedom in the United States.

Challenges to Academic Freedom demonstrates the imperative of academic freedom to producing outstanding scholarly work amid the concept's entanglements in the twenty-first century.

January 2021 | 304 pages | 978-1-4214-4219-8 | £29.50 paperback
Also available as an e-book



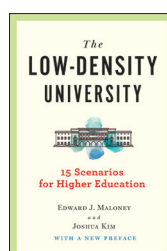
UNDERSTANDING ACADEMIC FREEDOM

Henry Reichman

In this concise and compelling book, Henry Reichman mounts a rigorous defence of academic freedom and its principal means of protection: the system of academic tenure. Probing academic freedom's role in multiple contexts, Reichman draws on a wealth of historical and contemporary examples to offer the first comprehensive introduction to the concept in all its manifestations. Reichman argues that academic freedom—like its cousin, freedom of speech—cannot easily be defined but, instead, emerges from the contextual application of guiding principles developed and modified over time. He also explores why the rise of contingent

faculty employment represents the gravest current threat to academic freedom; reveals how academic freedom is complicated by both fiercely polarised campus environments and the emergence of social media that extend speech beyond the lecture halls of the academy; and touches on the rights of students in and out of class, including treatment of student protest movements.

November 2021 | 248 pages | 978-1-4214-4215-0 | £20.50 paperback
Higher Ed Leadership Essentials
Also available as an e-book



THE LOW-DENSITY UNIVERSITY

15 Scenarios for Higher Education

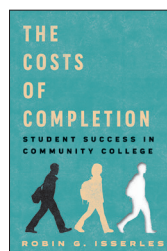
Edward J. Maloney and Joshua Kim

With a new preface

COVID-19 triggered an existential crisis for American higher education. Faced with few safe choices, most colleges and universities switched to remote learning during the 2020 spring semester. The future, however, provides more choices about how institutions can fulfil their mission of teaching and research. But how do we begin to make decisions in an uncertain and shifting environment? In this concise guide, authors Edward J. Maloney and Joshua Kim lay out clear ways colleges and universities can move forward in safe and effective ways.

The Low-Density University presents fifteen scenarios for how colleges and universities can address the current crisis from a fully online semester to others with students in residence and in the classroom.

October 2021 | 92 pages | 978-1-4214-4317-1 | £15.00 paperback
Also available as an e-book



THE COSTS OF COMPLETION

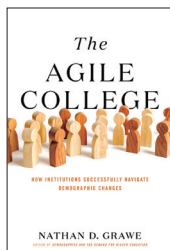
Student Success in Community College

Robin G. Isserles

America's community colleges are facing a completion crisis. The college-going experience of too many students is interrupted, lengthening their time to completing a degree—or worse, causing many to drop out altogether. In *The Costs of Completion*, Robin G. Isserles contextualises this crisis by placing blame on the neo-liberal policies that have shaped public community colleges over the past thirty years.

Drawing on more than twenty years of teaching, advising, and researching largely first-generation community college students Isserles takes pains to centre students and their experiences.

February 2022 | 352 pages | 978-1-4214-4207-5 | £24.50 hardback
Also available as an e-book



THE AGILE COLLEGE

How Institutions Successfully Navigate Demographic Changes

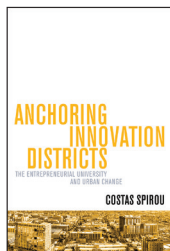
Nathan D. Grawe

author of *Demographics and the Demand for Higher Education*

Demographic changes promise to reshape the market for higher education in the next 15 years. Colleges are already grappling with the consequences of declining family size due to low birth rates, as well as the continuing shift toward minority student populations. Each institution faces a distinct market context with unique organisational strengths; no one-size-fits-all answer could suffice.

In this essential follow-up to *Demographics and the Demand for Higher Education*, Nathan D. Grawe explores how proactive institutions are preparing for the resulting challenges that lie ahead. While it isn't possible to reverse the demographic tide, most institutions, he argues persuasively, can mitigate the effects. Drawing on interviews with higher education leaders, Grawe explores successful avenues of response.

April 2021 | 264 pages | 14 graphs | 978-1-4214-4023-1 | £29.50 hardback
Also available as an e-book



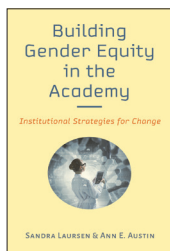
ANCHORING INNOVATION DISTRICTS

The Entrepreneurial University and Urban Change

Costas Spirou

In recent years, the successful revitalisation of urban areas has turned them into magnets for those looking for opportunities in a fast-paced and rapidly unfolding technology-based economy. After the economic crisis of 2008, many colleges and universities attempted to generate alternative sources of revenue and pursued aggressive economic development strategies. Some universities even began to actively invest resources in the rebirth (and rebranding) of urban cores, encouraging the development of entrepreneurial, technology-oriented innovation districts. In *Anchoring Innovation Districts*, Costas Spirou explains that these districts have emerged as geographic clusters of technology start-ups, business incubators, and accelerators.

July 2021 | 256 pages | 14 b&w illustrations | 978-1-4214-4059-0 | £37.00 hardback
Higher Education and the City
Also available as an e-book



BUILDING GENDER EQUITY IN THE ACADEMY

Institutional Strategies for Change

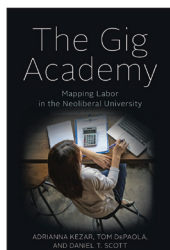
Sandra Laursen and Ann E. Austin

Despite decades of effort by federal science funders to increase the numbers of women holding advanced degrees and faculty jobs in science and engineering, they are persistently underrepresented in academic STEM disciplines, especially in positions of seniority, leadership, and prestige.

In *Building Gender Equity in the Academy*, Sandra Laursen and Ann E. Austin offer a concrete, data-driven approach to creating

institutions that foster gender equity.

2020 | 272 pages | 978-1-4214-3938-9 | £26.00 hardback
Also available as an e-book



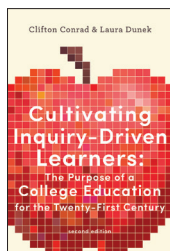
THE GIG ACADEMY

Mapping Labor in the Neoliberal University

Adrianna Kezar, Tom DePaola, and Daniel T. Scott

Over the past two decades, higher education employment has undergone a radical transformation with faculty becoming contingent, staff being outsourced, and postdocs and graduate students becoming a larger share of the workforce. In *The Gig Academy*, the authors assess the impact of this disturbing workforce development. Providing an overarching framework that takes the concept of the gig economy and applies it to the university workforce, this book scrutinises labour restructuring across both academic and non-academic spheres.

2019 | 264 pages | 2 charts | 978-1-4214-3270-0 | £24.50 hardback
Reforming Higher Education: Innovation and the Public Good
Also available as an e-book



CULTIVATING INQUIRY-DRIVEN LEARNERS

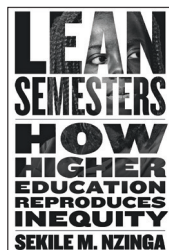
The Purpose of a College Education for the Twenty-First Century

Clifton Conrad and Laura Dunek

Two decades into the twenty-first century, America's colleges and universities no longer embrace a clear and convincing definition of the purpose of a college education. Instead, most institutions have fallen prey to a default purpose in which college is essentially workforce preparation for jobs that already exist, while students are viewed as commodities. This new edition of *Cultivating Inquiry-Driven Learners*

argues that the time has come to advance a pioneering purpose of college that guides the undergraduate experience from programme requirements to teaching and learning.

2020 | 160 pages | 2 line drawings | 978-1-4214-3848-1 | £20.50 paperback
Also available as an e-book



LEAN SEMESTERS

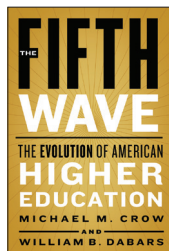
How Higher Education Reproduces Inequity

Sekile M. Nzinga

More Black women are graduating with advanced degrees than ever before. Despite the fact that their educational and professional opportunities should be expanding, highly educated Black women face strained and worsening economic, material, and labour conditions in graduate school and in their career. They are less likely to be funded as graduate students, and incur the highest levels of educational debt. In *Lean Semesters*, Sekile M. Nzinga insists that "shifts" in higher

education must recognise such unjust dynamics as intrinsic, not tangential, to the operation of the neo-liberal university.

2020 | 224 pages | 978-1-4214-3876-4 | £20.50 hardback
Critical University Studies
Also available as an e-book



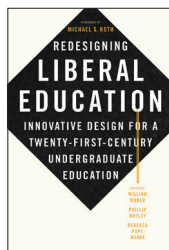
THE FIFTH WAVE

The Evolution of American Higher Education

Michael M. Crow and William B. Dabars

In *The Fifth Wave*, Michael M. Crow and William B. Dabars argue that colleges and universities need to be comprehensively redesigned in order to educate millions more qualified students while leveraging the complementarities between discovery and accessibility. Building on the themes of their prior collaboration, *Designing the New American University*, this book examines the historical development of American higher education—the first four waves—and describes the emerging standard of institutions that will transform the field.

2020 | 496 pages | 16 graphs | 978-1-4214-3802-3 | £26.00 hardback
Also available as an e-book



REDESIGNING LIBERAL EDUCATION

Innovative Design for a Twenty-First-Century Undergraduate Education

Edited by William Moner, Phillip Motley, and Rebecca Pope-Ruark

foreword by Michael S. Roth

The future of liberal education in the United States, in its current form, is fraught but full of possibility. Today's institutions are struggling to maintain viability, sustain revenue, and assert value in the face of rising costs. But we should not abandon the model of pragmatic liberal learning that has made America's colleges and universities the envy of the world. Instead, *Redesigning Liberal Education* argues, we owe it to students to reform liberal education in ways that put broad and measurable student learning as the highest priority.

2020 | 352 pages | 2 charts | 978-1-4214-3821-4 | £33.50 hardback
Also available as an e-book



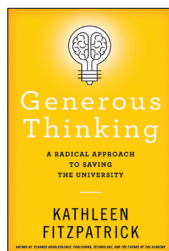
LEARNING INNOVATION AND THE FUTURE OF HIGHER EDUCATION

Joshua Kim and Edward Maloney

A quiet revolution is sweeping across US colleges and universities. As schools rethink how students learn, technology is changing not only what should be taught but how best to teach it. From active learning and inclusive pedagogy to online and hybrid courses, traditional institutions are leveraging their fundamental strengths while challenging long-standing assumptions about how teaching and learning happen. This foundational text is an understanding that change is a complex dynamic between what

happens in the classroom and the larger institutional structures and traditions at play.

2020 | 232 pages | 2 charts | 978-1-4214-3663-0 | £29.50 hardback
A Hopkins Series on Education and Technology
Also available as an e-book



GENEROUS THINKING

A Radical Approach to Saving the University

Kathleen Fitzpatrick

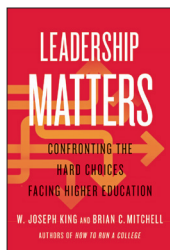
Can the university solve the social and political crisis in America?

Higher education occupies a difficult place in twenty-first-century American culture. Universities—the institutions that bear so much responsibility for the future health of the United States—are at odds with the very publics they are intended to serve. As Kathleen Fitzpatrick asserts, it is imperative that we re-centre the mission of the university to rebuild that lost trust. Critical thinking—the heart of what academics

do—can today often negate, refuse, and reject new ideas. In an age characterised by rampant anti-intellectualism, Fitzpatrick charges the academy with thinking constructively rather than competitively, building new ideas rather than tearing old ones down. She urges us to rethink how we teach the humanities and to refocus our attention on the very human ends—the desire for community and connection—that the humanities can best serve. Meditating on how and why we teach the humanities, *Generous Thinking* is an audacious book that privileges the ability to empathise and build rather than simply tear apart.

March 2021 | 280 pages | 978-1-4214-4005-7 | £15.00 paperback
Also available as an e-book

LEADERSHIP & MANAGEMENT



LEADERSHIP MATTERS

Confronting the Hard Choices Facing Higher Education
W. Joseph King and Brian C. Mitchell

During these unprecedented times, glaring internal inefficiencies, communication breakdowns, and an overriding sense of cultural inertia on many campuses are too often set against a backdrop of changing consumer preferences, high sticker prices, declining demand, massive tuition discounting, ageing infrastructure, technological and pedagogical alternatives, and political pressure. Strategic leadership in such a complex environment needs to be exercised in nuanced ways

that differ from those embraced by corporate cultures.

In *Leadership Matters*, W. Joseph King and Brian C. Mitchell argue that the success of higher education institutions depends on strategic leaders who can utilise the strengths of their institutions and leaders to balance internal pressures, shifting demographics, global education needs, and workforce preparation demands beyond the college gates.

March 2022 | 216 pages | 6 charts | 978-1-4214-4244-0 | £26.00 hardback
Also available as an e-book



PREVENTING CRISES AT YOUR UNIVERSITY

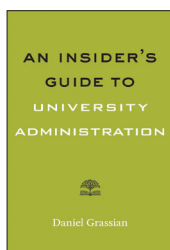
The Playbook for Protecting Your Institution's Reputation

Simon R. Barker

In *Preventing Crises at Your University*, Simon Barker demonstrates how critical it is for colleges and universities to align strategy and values with decision-making during times of crisis. Arguing that leaders must stop considering the discussion of reputational risk as unseemly, he demonstrates that this discussion is in fact a strategic imperative for every leader. Significant reputational damage, Barker asserts, is not the inevitable outcome of a crisis but of a poor response.

Moving beyond the theoretical by presenting case studies, the book highlights and underscores key concepts around effective management of reputational risk.

January 2022 | 192 pages | 13 b&w illustrations | 978-1-4214-4267-9 | £20.50 paperback
Higher Ed Leadership Essentials
Also available as an e-book



AN INSIDER'S GUIDE TO UNIVERSITY ADMINISTRATION

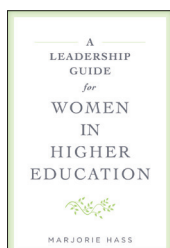
Daniel Grassian

Most new college and university administrators, especially if they come directly from the faculty ranks or from outside academia, receive little if any training. Rather, they try to succeed mostly by stumbling through the (semi-)dark with a combination of their own knowledge and experience as well as on-the-job learning. This can lead to costly mistakes as well as professional failures and campus-wide miseries.

In *An Insider's Guide to University Administration*, Daniel Grassian helps those currently in faculty positions or outside academia

determine whether a career in college and university administration is right for them—and, if so, how to best position themselves for success.

2020 | 280 pages | 978-1-4214-3707-1 | £20.50 paperback
Higher Ed Leadership Essentials
Also available as an e-book

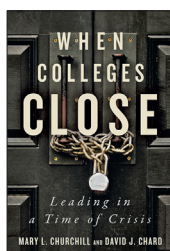


A LEADERSHIP GUIDE FOR WOMEN IN HIGHER EDUCATION

Marjorie Hass

In *A Leadership Guide for Women in Higher Education*, Hass draws on her sixteen years of senior leadership experience, her work with national higher education organisations, and her mentorship work with dozens of women to address fundamental issues women face when they lead in higher education. Aiming to level the playing field by giving women the insightful, supportive advice they need to advance in their careers and to lead with excellence, Hass combines practical information with career coaching.

September 2021 | 168 pages | 978-1-4214-4101-6 | £20.50 paperback
Also available as an e-book



WHEN COLLEGES CLOSE

Leading in a Time of Crisis

Mary L. Churchill and David J. Chard

How would you lead your college if you knew that you had to close it?

Founded in 1888 as Miss Wheelock's Kindergarten Training School, Wheelock College's mission was to prepare students to work in the helping professions, including teaching and social work. But in 2018, struggling with growing debt and declining admissions, the 130-year-old institution officially closed and merged with Boston University.

When Colleges Close presents the remarkable success story of Wheelock's merger with Boston University and its closure as a standalone institution. In an era when more and more institutions are at risk of closure, this book offers a detailed description of how one small college determined early that it needed to plan for a future in which it would no longer be viable.

June 2021 | 168 pages | 978-1-4214-4078-1 | £26.00 hardback
Also available as an e-book



HOW TO MARKET A UNIVERSITY

Building Value in a Competitive Environment

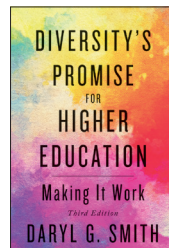
Teresa M. Flannery

At a time of declining public support, a shrinking pipeline of traditional college-bound students, and a steady rise in tuition and discount rates, higher education leaders have never been under more pressure. How can they ensure steady or growing enrolments while cultivating greater philanthropic support, increasing research funding, and diversifying revenue streams? In *How to Market a University*, Teresa M. Flannery argues that institutions can meet all of these goals by implementing strategic integrated

marketing in ways that are consistent with academic culture and university values.

Defining marketing while identifying its purposes in the context of higher education, Flannery draws on the expertise of leading higher education marketing practitioners and administrators, and her own experiences over two decades at two different institutions.

March 2021 | 256 pages | 5 b&w illustrations | 978-1-4214-4034-7 | £20.50 hardback
Higher Ed Leadership Essentials
Also available as an e-book



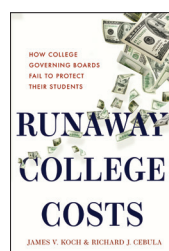
DIVERSITY'S PROMISE FOR HIGHER EDUCATION

Making It Work

Daryl G. Smith

Daryl G. Smith has devoted her career to studying and fostering diversity in higher education. In *Diversity's Promise for Higher Education*, Smith brings together research from a wide variety of fields to propose a set of clear and realistic practices that will help colleges and universities locate diversity as a strategic imperative and pursue diversity efforts that are inclusive of the varied—and growing—issues apparent on campuses without losing focus on the critical unfinished business of the past.

2020 | 400 pages | 29 b&w illustrations | 978-1-4214-3839-9 | £24.50 paperback
Also available as an e-book



RUNAWAY COLLEGE COSTS

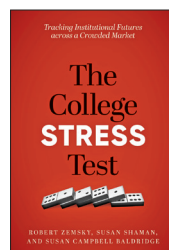
How College Governing Boards Fail to Protect Their Students

James V. Koch and Richard J. Cebula

In the United States, college costs, especially tuition and fees, have increased much more rapidly than either the overall Consumer Price Index or median household income. Virtually every public college cost increase, however, requires a positive vote from each university's governing board—and the record shows that these votes are nearly always unanimous. In *Runaway College Costs*, James V. Koch and

Richard J. Cebula argue that many trustees have forgotten that they should act as fiduciaries who represent the best interests of students, parents, and taxpayers. Instead, Koch and Cebula explain, too often many trustees prize size and more prestigious rankings over access and affordability.

2020 | 256 pages | 16 b&w illustrations | 978-1-4214-3888-7 | £29.50 hardback
Also available as an e-book



THE COLLEGE STRESS TEST

Tracking Institutional Futures across a Crowded Market

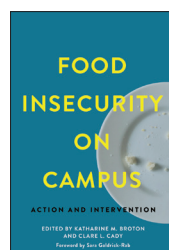
Robert Zemsky, Susan Shaman, and Susan Campbell Baldrige

In *The College Stress Test*, Robert Zemsky, Susan Shaman, and Susan Campbell Baldrige present readers with a full, frank, and informed discussion about college and university closures. They examine four key variables—new student enrolments, net cash price, student retention, and major external funding—to gauge whether an institution is potentially at risk of considering closure or merging with another

school. They also assess student body demographics to see which students are commonly served by institutions experiencing market stress.

The College Stress Test provides an urgently needed road map at a moment when the higher education terrain is shifting.

2020 | 168 pages | 46 graphs | 978-1-4214-3703-3 | £29.50 hardback
Also available as an e-book



FOOD INSECURITY ON CAMPUS

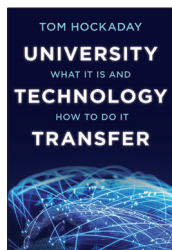
Action and Intervention

Edited by Katharine M. Broton and Clare L. Cady
Foreword by Sara Goldrick-Rab

As the price of college continues to rise and incomes stagnate, too many college students are going hungry. According to researchers, approximately half of all undergraduates are food insecure. *Food Insecurity on Campus*—the first book to describe the problem—meets higher education's growing demand to tackle the pressing question "How can we end student hunger?"

Arguing that practice and policy are improved when informed by research, *Food Insecurity on Campus* combines the power of data with detailed storytelling to illustrate current conditions.

2020 | 312 pages | 978-1-4214-3772-9 | £29.50 paperback
Also available as an e-book



UNIVERSITY TECHNOLOGY TRANSFER

What It Is and How to Do It

Tom Hockaday

How do we transfer the brilliance of university research results into new products, services, and medicines to benefit society? University research is creating the technologies of tomorrow in the fields of medicine, engineering, information technology, robotics, and artificial intelligence. These early-stage technologies need investment from existing and new businesses to benefit society. But how do we connect university research outputs with business and investors?

In this detailed introductory book Tom Hockaday, offers up his insider observations, opinions, and suggestions about university technology transfer.

2020 | 352 pages | 21 graphs | 978-1-4214-3705-7 | £37.00 hardback

Also available as an e-book



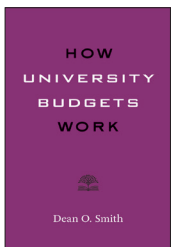
RESOURCE MANAGEMENT FOR COLLEGES AND UNIVERSITIES

William F. Massy

Resources in higher education steer colleges and universities both strategically and tactically. They drive incentives and accountability for faculty and staff while providing academics with the infrastructure they need in order to perform effectively. But while American colleges and universities remain the gold standard for worldwide higher education, *Resource Management for Colleges and Universities* argues that their decision-making cultures and business models are beset by serious flaws.

2020 | 352 pages | 25 charts | 978-1-4214-3785-9 | £33.50 hardback

Also available as an e-book



HOW UNIVERSITY BUDGETS WORK

Dean O. Smith

To understand how universities function, it is critical to understand how their budgets work. In this useful volume, Dean O. Smith provides a concise explanation of university budgets—why they're important, how they are prepared, what information they provide, and how they are monitored.

Translating technical jargon into layman's terms, *How University Budgets Work* emphasises practical matters and best practices.

Writing for a non-specialist audience, Smith covers major aspects of

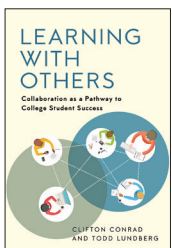
university budgets ranging from their preparation and alignment with strategic plans to their implementation at the departmental level.

2019 | 200 pages | 2 graphs | 978-1-4214-3276-2 | £20.50 paperback

Higher Ed Leadership Essentials

Also available as an e-book

STAFF & STUDENTS



LEARNING WITH OTHERS

Collaboration as a Pathway to College Student Success

Clifton Conrad and Todd Lundberg

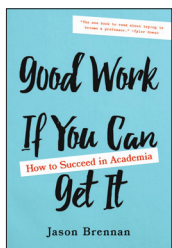
Most American colleges and universities assimilate students into highly competitive undergraduate experiences. By placing achievement for personal and material gain as the bedrock of a college education, these institutions fail to educate students to become collaborative learners: people who are committed and prepared to join with others in developing promising solutions to problems that they share with others.

Drawing on a three-year study of student persistence and learning

Learning with Others presents a set of core practices to empower students to enter, nourish, and sustain collaborative learning and outlines how to blend the roles and responsibilities of faculty, staff, and students; how to adopt best practices for receiving and giving feedback on problem-solving; and how to anchor a curriculum in shared problem-solving.

May 2022 | 240 pages | 1 b&w illustration | 978-1-4214-4351-5 | £22.00 hardback

Also available as an e-book



GOOD WORK IF YOU CAN GET IT

How to Succeed in Academia

Jason Brennan

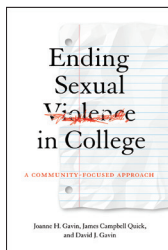
Thousands of students will begin pursuing a PhD this year. But while almost all of new PhD students say they want to work in academia, most are destined for disappointment. The hard truth is that half will quit or fail to get their degree, and most graduates will never find a full-time academic job.

In *Good Work If You Can Get It*, Jason Brennan combines personal

experience with the latest higher education research to help you understand what graduate school and the academy are really like. This realistic, data-driven look at university teaching and research will make a graduate and postgraduate experience a success.

July 2022 | 192 pages | 7 line drawings | 978-1-4214-4328-7 | £15.00 paperback

Also available as an e-book



ENDING SEXUAL VIOLENCE IN COLLEGE

A Community-Focused Approach

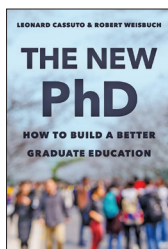
Joanne H. Gavin, James Campbell Quick, and David J. Gavin

In a world where one in five women on campus experience some form of sexual assault, what would it take to create a campus culture that was free of violence against women? From a public health perspective, sexual assault is an epidemic on campuses, but why? What is it about a campus community culture that permits or encourages this, at a time when a majority of students are now female? In this practical guide

for colleges and universities, the authors lay out a community-based model that is designed to eliminate sexual misconduct, spot it before it happens, punish its perpetrators, support its victims/survivors, and end this epidemic.

May 2021 | 280 pages | 2 charts | 978-1-4214-4015-6 | £26.00 hardback

Also available as an e-book



THE NEW PHD

How to Build a Better Graduate Education

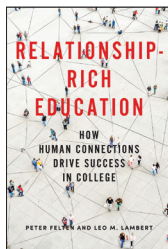
Leonard Cassuto and Robert Weisbuch

For too many students, today's PhD is a bridge to nowhere. Imagine an entering cohort of eight doctoral students. By current statistics, four of the eight will not complete the degree. Of the other four, two will never secure full-time academic positions. The remaining pair will find full-time teaching jobs, likely at teaching-intensive institutions. And maybe one of them will garner a position at a research university. But all eight members of that original group will be trained according to the needs of that single one of them who might snag a job at a research university.

Leonard Cassuto and Robert Weisbuch provide a toolbox for practical change that will teach readers how to achieve consensus on goals, garner support, and turn talk to action.

January 2021 | 408 pages | 978-1-4214-3976-1 | £24.50 hardback

Also available as an e-book



RELATIONSHIP-RICH EDUCATION

How Human Connections Drive Success in College

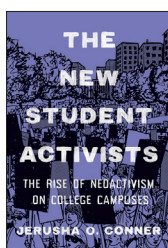
Peter Felten and Leo M. Lambert

What single factor makes for an excellent college education? As it turns out, it's pretty simple: human relationships. In *Relationship-Rich Education*, Felten and Lambert demonstrate that for relationships to be central in undergraduate education, colleges and universities do not require immense resources, privileged students, or specially qualified faculty and staff. All students learn best in an environment characterised by high expectation and high support, and all faculty and

staff can learn to teach and work in ways that enable relationship-based education. Emphasising the centrality of the classroom experience to fostering quality relationships, Felten and Lambert focus on students' influence in shaping the learning environment for their peers, as well as the key difference a single, well-timed conversation can make in a student's life.

2020 | 208 pages | 978-1-4214-3936-5 | £29.50 hardback

Also available as an e-book



THE NEW STUDENT ACTIVISTS

The Rise of Neoactivism on College Campuses

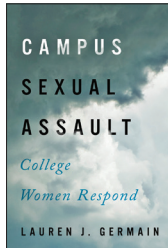
Jerusha O. Conner

Activism is once again back on campuses as students protest issues such as sexual assault, climate change, racial injustice, and student debt. It's perhaps unsurprising that the current political moment has triggered the rise of a new breed of student activist—uncompromising, focused, and connected. But many pundits have variously derided student activists as either "snowflakes," too fragile to encounter opinions that run contrary to their own, or as "social justice warriors"

who aggressively fight against those who transgress the ever-changing bounds of political correctness. *The New Student Activists* moves beyond these simple stereotypes and convenient caricatures to examine the nuanced motives and complex experiences of real-life, present-day college student activists. It raises fascinating implications for developmental theory and higher education policy and practice.

2020 | 240 pages | 2 graphs | 978-1-4214-3667-8 | £29.50 hardback

Also available as an e-book



CAMPUS SEXUAL ASSAULT

College Women Respond

Lauren J. Germain

In *Campus Sexual Assault*, Lauren J. Germain focuses attention on the post-sexual assault experiences of twenty-six college women. She reframes conversations about sexual violence and student agency on college campuses by drawing insight directly from the stories of how survivors responded individually to attacks, as well as how and why peers, family members, and school, medical, and civil authorities were (or were not) engaged in addressing the crimes. She weaves together

women's narratives to show the women not as victims per se but as individuals with the power to overcome these traumatic experiences.

2019 | 144 pages | 978-1-4214-3514-5 | £17.00 paperback

Also available as an e-book



UNWELCOME GUESTS

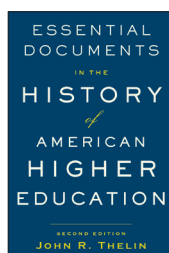
A History of Access to American Higher Education

Harold S. Wechsler and Steven J. Diner

In *Unwelcome Guests*, Harold S. Wechsler and Steven J. Diner argue that discrimination in college admissions has a long and troubling history in the United States. Institutions

of higher learning have vigorously sought to shape their mission and the experiences of their undergraduate students by paying careful attention to race and religion in admissions decisions. Tracing the efforts of people from under-represented racial, ethnic, and religious groups to attend mainstream colleges, Wechsler and Diner also look at how these students fared after graduation, paying particular attention to Black women and men. *Unwelcome Guests* illuminates a critically important aspect of the history of American colleges and universities but also addresses policy debates about affirmative action and racial/ethnic diversity in colleges today.

April 2022 | 225 pages
978-1-4214-4131-3 | £44.50 hardback
Also available as an e-book



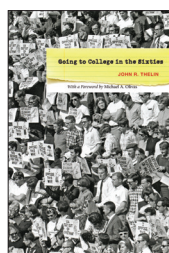
ESSENTIAL DOCUMENTS IN THE HISTORY OF AMERICAN HIGHER EDUCATION

John R. Thelin

Essential Documents in the History of American Higher Education, designed to be used alongside John R. Thelin's *A History of American Higher*

Education or on its own, presents a rich collection of primary sources that chart the social, intellectual, political, and cultural history of American colleges and universities from the seventeenth century to the present. This updated edition of *Essential Documents* focuses on the issues that have shaped American higher education in the past decade, from the successful fund-raising campaigns of 2014 to the closing of campuses because of the COVID-19 pandemic of 2020.

August 2021 | 440 pages | 7 b&w illustrations
978-1-4214-4146-7 | £24.50 paperback
Also available as an e-book



GOING TO COLLEGE IN THE SIXTIES

John R. Thelin

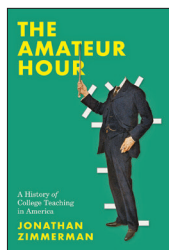
foreword by Michael A. Olivas

In *Going to College in the Sixties*, Thelin reinterprets the campus world shaped during one of the most dramatic decades in American history. Reconstructing all phases of the college experience, Thelin explores how

students competed for admission, paid for college, dealt with crowded classes and dormitories, voiced concerns about the curriculum, grappled with new tensions in big-time college sports, and overcame discrimination.

Combining student memoirs, campus publications, oral histories, and newsreels, along with archival sources and institutional records, the book goes beyond facile stereotypes about going to school in the sixties. With a scope that will appeal both to a new generation of scholars and to alumni of the era, this engaging book allows readers to consider "going to college" in both the past and the present.

April 2021 | 224 pages | 17 halftones
978-1-4214-4001-9 | £17.00 paperback
Also available as an e-book



THE AMATEUR HOUR

A History of College Teaching in America

Jonathan Zimmerman

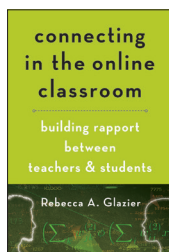
American college teaching is in crisis, or so we are told. But for the past 150 years critics have denounced the poor quality of instruction in undergraduate classrooms. Students daydream in gigantic lecture halls while a professor

drones on, or they meet with a teaching assistant for an hour of aimless discussion. The modern university does not reward teaching, so faculty members at every level neglect it in favour of research and publication.

In the first book-length history of American college teaching, Jonathan Zimmerman confirms but also contradicts these perennial complaints. Drawing upon a wide range of previously unexamined sources, *The Amateur Hour* shows how generations of undergraduates indicted the weak instruction they received. But Zimmerman also chronicles institutional efforts to improve it, especially by making teaching more "personal."

2020 | 312 pages | 978-1-4214-3909-9 | £26.00 hardback
Also available as an e-book

LEARNING SUPPORT



CONNECTING IN THE ONLINE CLASSROOM

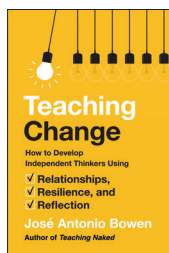
Building Rapport between Teachers and Students

Rebecca A. Glazier

More students than ever before are taking online classes, yet higher education is facing an online retention crisis; students are failing and dropping out of online classes at

dramatically higher rates than face-to-face classes. Grounded in academic research, original surveys, and experimental studies, *Connecting in the Online Classroom* demonstrates how connecting with students in online classes through even simple rapport-building efforts can significantly improve retention rates and help students succeed. Drawing on more than a dozen years of experience teaching and researching online, Rebecca Glazier provides practical, easy-to-use techniques that online instructors can implement right away to begin building rapport with their students.

February 2022 | 264 pages | 6 line drawings
978-1-4214-4265-5 | £22.00 paperback
Also available as an e-book



TEACHING CHANGE

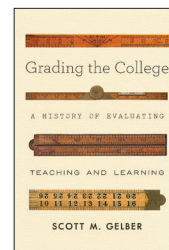
How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection

José Antonio Bowen
author of *Teaching Naked*

In *Teaching Change*, José Antonio Bowen argues that education needs to be redesigned to take into account how human thinking, behaviours, bias, and

change really work. Drawing on new research, Bowen explores how we can create better conditions for learning that focus less on teachers and content and more on students and process. He also examines student psychology, history, assumptions, anxiety, and bias and advocates for education to focus on a new 3Rs—relationships, resilience, and reflection. Finally, he suggests explicit learning designs to foster the ability to think for yourself.

November 2021 | 488 pages | 4 b&w illustrations
978-1-4214-4261-7 | £22.00 hardback
Also available as an e-book



GRADING THE COLLEGE

A History of Evaluating Teaching and Learning

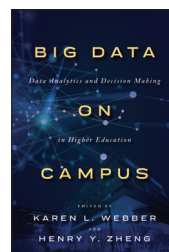
Scott M. Gelber

In *Grading the College*, Scott M. Gelber offers a comprehensive history of evaluating teaching and learning in higher education. He complicates the conventional narrative that portrays evaluation as a new-fangled assault on

the integrity of higher education while acknowledging that there are many compelling reasons to oppose those practices. The evaluation of teaching and learning, Gelber argues, presented genuine dilemmas that have attracted the attention of faculty members and academic leaders since the 1920s.

By providing a deeper understanding of how evaluation operated before the dawn of high-stakes accountability, *Grading the College* seeks to promote productive conversations about current attempts to define and measure the purposes of American higher education.

2020 | 248 pages | 978-1-4214-3816-0 | £33.50 hardback
Also available as an e-book



BIG DATA ON CAMPUS

Data Analytics and Decision Making in Higher Education

Edited by Karen L. Webber and Henry Y. Zheng

The continuing importance of data analytics is not lost on higher education leaders, who face a multitude of challenges, including increasing operating costs, dwindling state

support, limits to tuition increases, and increased competition from the for-profit sector. To navigate these challenges, savvy leaders must leverage data to make sound decisions. In *Big Data on Campus*, leading data analytics experts and higher education leaders show the role that analytics can play in the better administration of colleges and universities.

January 2021 | 336 pages | 15 graphs
978-1-4214-3903-7 | £29.50 hardback
Also available as an e-book



LEARNING ONLINE

The Student Experience

George Veletsianos

Online learning is ubiquitous for millions of students worldwide, yet our understanding of student experiences in online learning settings is limited. The geographic distance that separates faculty from students in an online environment is its signature feature,

but it is also one that risks widening the gulf between teachers and learners. In *Learning Online*, George Veletsianos argues that in order to critique, understand, and improve online learning, we must examine it through the lens of student experience.

Each in-depth chapter follows a single learner's experience while focusing on an important or noteworthy aspect of online learning, tackling everything from demographics, attrition, motivation, and loneliness to cheating, openness, flexibility, social media, and digital divides. Veletsianos also draws on these case studies to offer recommendations for the future and lessons learned.

2020 | 184 pages | 1 chart
978-1-4214-3809-2 | £22.00 hardback
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