

Diverse Millennial Students In College Implications For Faculty And Student Affairs

The Secret to Getting a Job After College
Gender and Sexual Diversity in U.S. Higher Education: Contexts and Opportunities for LGBTQ College Students
When Diversity Drops
Partnering with the Parents of Today's College Students
Generation Z Goes to College
Millennial Teachers of Color
Understanding HIV and STI Prevention for College Students
Tomorrow's Professor
A Faculty Guide to Addressing Disruptive and Dangerous Behavior
Serving the Millennial Generation
The Future of Baptist Higher Education
Harry Potter and the Millennials
Serving the Millennial Generation
The Evolving Challenges of Black College Students
Diversity's Promise for Higher Education
Square Pegs and Round Holes
Examining Millennials Reshaping Organizational Cultures
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The Misrepresented Minority
Black Faculty in the Academy
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Millennials Rising
The Coddling of the American Mind
Generation on a Tightrope
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Diverse Millennial Students in College
Understanding and Addressing Commuter Student Needs

The Secret to Getting a Job After College

Say Hello to Your Incoming Class—They're Not Millennials Anymore
Generation Z is rapidly replacing Millennials on college campuses. Those born from 1995 through 2010 have different motivations, learning styles, characteristics, skill sets, and social concerns than previous generations. Unlike Millennials, Generation Z students grew up in a recession and are under no illusions about their prospects for employment after college. While skeptical about the cost and value of higher education, they are also entrepreneurial, innovative, and independent learners concerned with effecting social change. Understanding Generation Z's mindset and goals is paramount to supporting, developing, and educating them through higher education. Generation Z Goes to College showcases findings from an in-depth study of over 1,100 Generation Z college students from 15 vastly different U.S. higher education institutions as well as additional studies from youth, market, and education research related to this generation. Authors Corey Seemiller and Meghan Grace provide interpretations, implications, and recommendations for program, process, and curriculum changes that will maximize the educational impact on Generation Z students. Generation Z Goes to College is the first book on how this up-and-coming generation will change higher education.

Gender and Sexual Diversity in U.S. Higher Education: Contexts and Opportunities for LGBTQ College Students

The first edition of this book constituted a comprehensive resource for students of higher education, faculty, higher education administrators and student affairs leaders engaging with multiculturalism and diverse populations on college campuses. It was one of the first texts to gather in a single volume the related theories, assessment methods, and environmental and application issues pertinent to the study and practice of multiculturalism, while also offering approaches to enhancing multicultural programming and culturally diverse campus environments. This second edition retains the structure and vision of the first, introducing readers to the key theories and models for understanding the complexity of the students they serve, and for reflecting on their own values and motivations. It provides an array of case studies, discussion questions, examples of best practice, and recommendations about resources for use in the classroom. This edition includes a new chapter on intersectionality; updates several chapters, presents a number of new cultural frameworks and updated best practices for creating an inclusive environment for marginalized groups, and expands the third section of the book on cultural competent practice.

When Diversity Drops

Partnering with the Parents of Today's College Students

In *Kids These Days*, early Wall Street occupier Malcolm Harris gets real about why the Millennial generation has been wrongly stereotyped, and dares us to confront and take charge of the consequences now that we are grown up. Millennials have been stereotyped as lazy, entitled, narcissistic, and immature. We've gotten so used to sloppy generational analysis filled with dumb clichés about young people that we've lost sight of what really unites Millennials. Namely: We are the most educated and hardworking generation in American history. We poured historic and insane amounts of time and money into preparing ourselves for the 21st-century labor market. We have been taught to consider working for free (homework, internships) a privilege for our own benefit. We are poorer, more medicated, and more precariously employed than our parents, grandparents, even our great grandparents, with less of a social safety net to boot. *Kids These Days* is about why. In brilliant, crackling prose, early Wall Street occupier Malcolm Harris gets mercilessly real about our maligned birth cohort. Examining trends like runaway student debt, the rise of the intern, mass incarceration, social media, and more, Harris gives us a portrait of what it means to be young in America today that will wake you up and piss you off. Millennials were the first generation raised explicitly as investments, Harris argues, and in *Kids These Days* he dares us to confront and take charge of the consequences now that we are grown up.

Generation Z Goes to College

Today the Millennial generation, the cohort born from the early 1980s to the late 1990s, is the largest generation in the United States. It exceeds one-quarter of the population and is the most diverse generation in U.S. history. Millennials grew up experiencing September 11, the global proliferation of the Internet and of smart phones, and the worst economic recession since the Great Depression of the 1930s. Their young adulthood has been marked by rates of unemployment and underemployment surpassing those of their parents and grandparents, making them the first generation in the modern era to have higher rates of poverty than their predecessors at the same age. The Politics of Millennials explores the factors that shape the Millennial generation's unique political identity, how this identity conditions political choices, and how this cohort's diversity informs political attitudes and beliefs. Few scholars have empirically identified and studied the political attitudes and policy preferences of Millennials, despite the size and influence of this generation. This book explores politics from a generational perspective, first, and then combines this with other group identities that include race and ethnicity to bring a new perspective to how we examine identity politics.

Millennial Teachers of Color

"Includes exclusive online content"--Cover.

Understanding HIV and STI Prevention for College Students

Universities continue to struggle in their efforts to fully integrate information and communications technology within their activities. Based on examination of current practices in technology integration at 25 universities worldwide, this book argues for a radical approach to the management of technology in higher education. It offers recommendations for improving governance, strategic planning, integration of administrative and teaching services, management of digital resources, and training of technology managers and administrators. The book is written for anyone wanting to ensure technology is integrated as effectively and efficiently as possible.

Tomorrow's Professor

A Faculty Guide to Addressing Disruptive and Dangerous Behavior

Tomorrow's Professor is designed to help you prepare for, find, and succeed at academic careers in science and

engineering. It looks at the full range of North American four-year academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book. Tailored for today's graduate students, postdocs, and beginning professors, *Tomorrow's Professor*: Presents a no-holds-barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start-up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling Bonus material is available for free download at <http://booksupport.wiley.com> At a time when anxiety about academic career opportunities for Ph.D.s in these field is at an all-time high, *Tomorrow's Professor* provides a much-needed practical approach to career development.

Serving the Millennial Generation

Julie J. Park examines how losing racial diversity in a university affects the everyday lives of its students. She uses a student organization, the InterVarsity Christian Fellowship (IVCF) at "California University," as a case study to show how reductions in racial diversity impact the ability of students to sustain multiethnic communities. The story documents IVCF's evolution from a predominantly white group that rarely addressed race to the most racially diverse campus fellowship at the university. However, its ability to maintain its multiethnic membership was severely hampered by the drop in black enrollment at California University following the passage of Proposition 209, a statewide affirmative action ban. Park demonstrates how the friendships that students have—or do not have—across racial lines are not just a matter of personal preference or choice; they take place in the contexts that are inevitably shaped by the demographic conditions of the university. She contends that a strong organizational commitment to diversity, while essential, cannot sustain racially diverse student subcultures. Her work makes a critical contribution to our understanding of race and inequality in collegiate life and is a valuable resource for educators and researchers interested in the influence of racial politics on students' lives.

The Future of Baptist Higher Education

Despite representing a majority of the college student population, a surprising lack of research has focused on the unique issues and needs of commuter students. This volume reviews the contemporary research and thinking about commuters. Topics include: • theoretical perspectives and discussions of foremost topics and issues, • specific examples for applying contemporary research with students of color, students with disabilities, and online students, • perspectives for immediate work and strategic planning, and • practical applications, recommendations, and suggestions for supporting commuter students. The volume has four major sections: theory, profiles and issues, support and services, and general applications.

This is the 150th volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals, *New Directions for Student Services* offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

Harry Potter and the Millennials

According to the Centers for Disease Control and Prevention, young people aged 18 to 25 are at a significant risk for acquiring and transmitting HIV (Human Immunodeficiency Virus) and other STIs (sexually transmitted infections). Primary developmental processes that place college students particularly at risk include the experience of intimacy, sexual desires and the centrality of the peer group. During these routine developmental processes, college students experiment with unprotected sex, multiple sex partners and alcohol and illicit drugs, all of which are contributing risk factors for HIV/STI infections. Early diagnosis, treatment and prevention of HIV and other STIs is germane to promoting the sexual health of college students and reducing high HIV/STI infection rates among young people. This edited volume will provide innovative and cutting-edge approaches to prevention for college students and will have a major impact on advancing the interdisciplinary fields of higher education and public health. It will explore core ideas such as hooking up culture, sexual violence, LGBT and students of color, as well as HIV and STI prevention in community colleges, rural colleges and minority serving institutions.

Serving the Millennial Generation

The Future of Baptist Higher Education investigates four key issues that inform Baptist efforts at higher education -- the denominational conflict that has afflicted Baptists since the 1980s, the secularization of higher education in America, the dominance of the market-driven tendencies in American higher education today, and the meaning of Christian higher education, but more specifically, the meaning of Baptist higher education. This volume clearly illustrates that the meaning of Baptist and Christian higher education, as with the Christian life itself, is far more complex than any one imperial interpretation.

The Evolving Challenges of Black College Students

Have three decades of integration and multicultural initiatives in higher education delivered a better education to all students? Do we know what a multicultural campus should look like, and how to design one that is welcoming to all students and promotes a learning environment? Through a unique qualitative study involving seven colleges and

universities considered national models of commitment to diversity, this book presents the views and voices of minority students on what has been achieved and what remains to be done.

Diversity's Promise for Higher Education

Through candid discussions and personal counter-narrative stories, *Black Faculty in the Academy* explores the experiences and challenges faced by faculty of color in academe. Black faculty in predominantly White college and university settings must negotiate multiple and competing identities while struggling with issues of marginality, otherness, and invisible barriers. This important book illuminates how faculty can develop a professional identity that leads to success in academe, while at the same time remaining true to cultural and personal identities. Through rich narratives, chapter authors situate race-related encounters at the center of their experience in an effort to deconstruct and challenge commonly held assumptions about life in academe. They also provide key recommendations and strategies to help faculty of color ensure their continued professional success. Framed by critical race theory, these stories show how faculty can successfully maneuver through all stages of a career in academe, including tenure and promotion, publication, mentoring, networking, teaching, and dealing with institutional climate issues. This valuable book is for faculty and administrators seeking to create an environment that nurtures professional growth and fosters success among Black faculty.

Square Pegs and Round Holes

College and university faculty are asked to serve an increasingly diverse and at-risk population of students. They face disruptive and dangerous behaviors that range from speaking out of turn or misusing technology, to potentially aggressive behavior. *A Faculty Guide to Addressing Disruptive and Dangerous Behavior* provides the practical ideas and guidance necessary to manage and mitigate these behaviors. Grounded in research and theory that addresses the interplay of mental health, substance abuse, and aggression that may enter the college classroom, this accessible book serves as a necessary guide for busy faculty members facing challenging situations in their classrooms. Special features include: Vignettes from seasoned faculty that provide thoughtful reflections and advice from everyday experience. Research-based suggestions and intervention techniques to help faculty better assess, intervene, and manage difficult behavior. Coverage of special populations, including nontraditional, veteran, and millennial students. Discussion of the latest laws and regulations that should affect and inform faculty's decisions.

Examining Millennials Reshaping Organizational Cultures

Developing alternative student development frameworks and models, this groundbreaking book provides student affairs

practitioners, as well as faculty, with illuminating perspectives and viable approaches for understanding the development of today's diverse student populations, and for building the foundation for their academic success and self-authorship. With the increasing number of adult working students, minoritized, multiracial, LGBTQ, and first-generation students, this book offers readers vital insights into, and ways to interrogate, existing practice, and develop relevant responses to the needs of these populations. Building on and critiquing the past frameworks, and integrating the insights of contemporary scholarship on student development, the contributors collectively put forward a robust theoretical and methodological foundation for this work, using Critical Race Theory as their central frame. CRT allows chapter authors to situate race related encounters at the center of their proposed alternative framework or model, and deconstruct and challenge commonly held assumptions about diverse college student development. In the tradition of CRT, each author offers an alternative model or framework that can be applied to the diverse population upon which the chapter is framed, prompting readers to address such questions as: - Who are our college students? - What set of experiences do our students bring to the higher education context? - What role have their environments/contexts (i.e. home, p-12, community, family, peer groups, mentors) played in our student's lives? - What impact have intervening variables (i.e. race, oppression, power) had on their experiences? - What strategies do they use to overcome developmental obstacles? - How do they define success, and how they know they have achieved it ? By laying bare the experiences of these diverse college students that inform this volume's "alternative" frameworks this book contests that notion that they constitute square pegs that must fit into the round holes of traditional frameworks.

How Minority Students Experience College

Media, politicians, and the courts portray college campuses as divided over diversity and affirmative action. But what do students and faculty really think? This book uses a novel technique to elicit honest opinions from students and faculty and measure preferences for diversity in undergraduate admissions and faculty recruitment at seven major universities, breaking out attitudes by participants' race, ethnicity, gender, socio-economic status, and political partisanship. Scholarly excellence is a top priority everywhere, but the authors show that when students consider individual candidates, they favor members of all traditionally underrepresented groups - by race, ethnicity, gender, and socio-economic background. Moreover, there is little evidence of polarization in the attitudes of different student groups. The book reveals that campus communities are less deeply divided than they are often portrayed to be; although affirmative action remains controversial in the abstract, there is broad support for prioritizing diversity in practice.

Handbook of Research on Diversity and Social Justice in Higher Education

How do we fix the leaky educational pipeline into a conduit of success for Black males? That the issue is critical is

demonstrated by the statistics that only 10% of Black males in the United States are proficient in 8th grade reading, only 52% graduate from high school within four years, and only 35 percent graduate from college. This book uniquely examines the trajectory of Black males through the educational pipeline from pre-school through college. In doing so it not only contributes significantly to the scholarship on the experiences of this population, but bridges the gap between theory and practice to provide frameworks and models that will improve these young men's educational outcomes throughout their educational journeys. A compelling feature of the book is that it does not treat Black males as homogeneous, but recognizes the diversity that exists among Black males in various educational settings. It demonstrates the need to recognize students' intersectionalities and individual characteristics as an essential preliminary to developing practices to improve outcomes at every educational stage. Throughout, the contributing authors also focus on the strategies and experiences of Black males who achieve academic excellence, examining growth-producing and asset-based practices that can be sustained, and that build upon the recognition that these males have agency and possess qualities such as resilience that are essential to their learning and development. The frameworks and models that conclude each chapter are equally commendable to K-12 educators and administrators; higher education faculty, student affairs practitioners, and administrators; and policymakers, for whom templates are provided for rectifying the continuing inequities of our educational system.

The Politics of Millennials

"Daryl G. Smith's career has been devoted to studying and fostering diversity in higher education. She has witnessed and encouraged the evolution of diversity from an issue addressed sporadically on college campuses to an imperative if institutions want to succeed. In this second edition of *Diversity's Promise for Higher Education*, Smith emphasizes a transdisciplinary approach to the topic of diversity, drawing on an updated list of sources from a wealth of literatures and fields. She claims with optimism, "when the conclusions from a wide variety of studies, using different methodologies, begin to converge, we may apply the results with some confidence." Smith responds to recent criticism of diversity efforts on campuses as a convoluted list of grievances without focus on the historic issue of inequity by making explicit the central relationship between diversity and equity. To become more relevant to society, the nation, and the world while remaining true to their core mission, higher education institutions must begin to see diversity as central to teaching and research. She argues that institutions can pursue diversity efforts that are inclusive of the varied - and growing - issues apparent on campuses without losing focus. This thoughtful volume draws on 50 years of diversity studies. It offers students, researchers, and administrators an innovative approach to developing and instituting effective and sustainable diversity strategies"--

Diverse Issues in Higher Education

This book provides valuable insights into the millennial generation and its impact in the workplace. The authors share experiences and suggestions in successfully working and communicating with millennials in a variety of settings, and readers will gain an understanding of the ways in which millennials are reshaping organizational cultures.

Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning

By 2012 total college enrollment is projected to exceed 15.8 million, and a new generation of students and their attitudes, beliefs, and behaviors will be in the forefront of this enrollment boom. Now is the time for student affairs practitioners to consider new learning and service strategies, rethink student development theories, and modify educational environments. This volume provides a foundation for understanding the incoming generation of students and to offer suggestions on how to educate and serve them more effectively. This best selling issue is the 106th volume of the Jossey-Bass higher education report New Directions for Student Services.

Studying Diversity in Teacher Education

As seen in Time, USA TODAY, The Atlantic, The Wall Street Journal, and on CBS This Morning, BBC, PBS, CNN, and NPR, iGen is crucial reading to understand how the children, teens, and young adults born in the mid-1990s and later are vastly different from their Millennial predecessors, and from any other generation. With generational divides wider than ever, parents, educators, and employers have an urgent need to understand today's rising generation of teens and young adults. Born in the mid-1990s up to the mid-2000s, iGen is the first generation to spend their entire adolescence in the age of the smartphone. With social media and texting replacing other activities, iGen spends less time with their friends in person—perhaps contributing to their unprecedented levels of anxiety, depression, and loneliness. But technology is not the only thing that makes iGen distinct from every generation before them; they are also different in how they spend their time, how they behave, and in their attitudes toward religion, sexuality, and politics. They socialize in completely new ways, reject once sacred social taboos, and want different things from their lives and careers. More than previous generations, they are obsessed with safety, focused on tolerance, and have no patience for inequality. With the first members of iGen just graduating from college, we all need to understand them: friends and family need to look out for them; businesses must figure out how to recruit them and sell to them; colleges and universities must know how to educate and guide them. And members of iGen also need to understand themselves as they communicate with their elders and explain their views to their older peers. Because where iGen goes, so goes our nation—and the world.

Building on Resilience

If you deal with today's students as a marketer, college faculty member, administrator, parent, or high school counselor, this hands-on guide is a necessary addition to your bookshelf. The new, updated edition features the latest data on the Millennial Generation and how they are changing--and will continue to change--college life. Just as profoundly as their Boomer and Gen-X parents did, college students and their younger siblings have different expectations for their college experience. The ways that they involve their parents in their lives are very different than the relationship between Boomers and their parents. A new chapter in this second edition addresses the shift from Boomer to Gen-X parents of college students, the next big transition on the doorstep of higher education. The authors address issues ranging from the rise of ratings-driven admissions, to the rising burden of student loans, to greater challenges facing career counselors, to the new transition from Boomer "helicopter" parents to Gen-X "stealth fighter" parents. The new edition also presents original survey results on college students and the parents of college students. This exciting new feature is sponsored by Datatel Corporation and Chartwells, and was carried out by Crux Research in collaboration with LifeCourse Associates. With this book, you will find out why Millennial college students: * Like to work in teams * Are risking less and planning more * Find money and class to be more divisive than race Learn how this generation of college students is different and what changes you must make in your approach to recruit them and market to them successfully.

Managing Technology in Higher Education

This is the first book to exclusively address Hispanic Serving Institutions (HSIs), filling a major gap in both the research on these institutions and in our understanding of their approaches to learning and their role in supporting all students while focusing on Hispanic students. Born out of the reauthorization of the Higher Education Act of 1992 and are classified as such if their enrollment of Latino students account for a quarter of their undergraduate enrollment, the number of HSIs and their impact in higher education is growing. Today there are approximately 370 HSIs, 277 emerging HSIs, and their numbers are steadily increasing. Given the projected growth of the Latino population, and HSIs' record of advancing the success for Hispanic students in STEM fields, as well as of graduating nearly a third of all Hispanic bachelor's degree recipients, their work has important implications for higher education at large. Written by leading and rising scholars on HSIs, this book offers insight into the complexity of these institutions. It not only addresses historic policy origins, but also describes the experiences of various student populations served, faculty issues (i.e., governance, diversity, work/life experience, etc.), the impact of student affairs in advancing student development, and considers funding and philanthropy efforts. The book also critically examines challenges that many of these institutions face - disjointed mission statements regarding support of their Latino/a student populations, governance structures that support the status quo, and the financial incentive to achieve HSI designation that may not correlate with enhancing the climate for Latinos. This book touches on the many facets of HSIs, painting an organic mosaic of institutions in position to advance Latino postsecondary progress, both chronicling the contemporary challenges that these institutions face while also looking to their future.

iGen

Every generation of students comes to the classroom with different needs than that of their predecessors. Implementing new methods and styles of teaching to meet these diverse needs will provide students with the best chance of success in their educational careers. The Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning is a critical scholarly source that examines the most effective and efficient techniques for implementing new educational strategies in a classroom setting. Featuring pertinent topics including mixed reality simulations, interactive lectures, reflexive teaching models, and project-based learning, this is an ideal publication for educators, academicians, students, and researchers that are interested in discovering more about the recent advances in educational fields.

Millennials Go to College

Millennial Teachers of Color explores the opportunities and challenges for creating and sustaining a healthy teaching force in the United States. Noting that a diverse teaching and learning community enhances student achievement, particularly for the underserved and underachieving preK-12 student population, Mary E. Dilworth argues that efforts to recruit, groom, and retain teachers of color are out-of-date and inadequate. She and the contributors offer fresh looks at these millennials and explore their views of the teaching profession; focus attention on their relation to schools and teaching; and consider how these young teachers feel about teaching for social justice. "The mismatch of the current cohort of students we serve to the teachers we recruit and retain is really unforgivable. We need a system of strategic actions that addresses this demographic gap once and for all. This book beautifully covers the reasons why and the results we need to achieve racially and ethnically infused teaching and learning. More importantly, it outlines an impressive framework for getting the job done." --Nancy Zimpher, chancellor emeritus, State University of New York, and Senior Fellow, Rockefeller Institute of Government "Dilworth shines needed light on the work, divergent experiences, nuanced views, and complexities of millennial teachers of color. The perspectives of these educators are indispensable in understanding the near future of US public education." --Nathan Bowling, Tacoma Public Schools, 2016 Washington State Teacher of the Year Contributors Keffrelyn D. Brown Keith C. Catone Genesis Chavez Marcus J. Coleman Hollee Freeman Michael Hansen Socorro Herrera Sarah Ishmael Sabrina Hope King Adam Kuranishi Lindsay Miller Amanda Morales Janice Hamilton Outtz Zollie Stevenson, Jr. Dulari Tahbildar Angela M. Ward Mary E. Dilworth is a former senior vice president of the American Association of Colleges for Teacher Education. She currently serves as an independent consultant to nonprofit organizations and educational institutions. Lisa Delpit is the Felton G. Clark Distinguished Professor of Education at Southern University and A&M College. H. Richard Milner IV is the Helen Faison Professor of Urban Education and director of the Center for Urban Education at the University of Pittsburgh, as well as the editor for the Race and Education series.

Multiculturalism on Campus

By 2012 total college enrollment is projected to exceed 15.8 million, and a new generation of students and their attitudes, beliefs, and behaviors will be in the forefront of this enrollment boom. Now is the time for student affairs practitioners to consider new learning and service strategies, rethink student development theories, and modify educational environments. This volume provides a foundation for understanding the incoming generation of students and to offer suggestions on how to educate and serve them more effectively. This best selling issue is the 106th volume of the Jossey-Bass higher education report *New Directions for Student Services*.

Campus Diversity

This guidebook aims to stimulate student affairs professionals and higher education faculty alike to adopt new approaches when discussing sensitive or controversial topics with their students. It provides teachers and professionals with a critical social understanding of social justice, social agency, reflection, and actionable knowledge to develop new and effective skills, practice them in safe spaces, and apply them in the field. It offers tools that are equally applicable in a classroom or cocurricular setting. The exceptional teachers, scholars, and professionals contributing to this volume provide a diverse and alternative lens through which to examine the intersection of social justice education and professional practice. The text is organized in three overarching themes: Part One, "Existing Theories, Examining Claims, and Proposing New Understandings"; Part Two, "Concrete Tools and Safe Spaces for Practicing Difficult Dialogues in Professional Practice"; and Part Three, "Professional Development, Action Research, and Social Agency." In Part Four, "Moving Forward," the book concludes with a chapter on implications for daily life and practice. The action-oriented research model provides strategies and frameworks for using social science research to engage in critical social and educational problem solving. The emphasis is on moving colleges and universities to widen their moral and ethical lenses, beyond understanding diversity, to developing multicultural competence and enriching their campus communities. Written for faculty in higher education and student affairs professionals, along with master's and doctoral students in these fields, this book provides a framework that is grounded in research and sound pedagogies and theories.

Kids These Days

Praise for *Generation on a Tightrope* "Over the last four decades, Arthur Levine has become the premier analyst of continuities and changes in the American college student population. In this impressive and comprehensive volume, Levine and coauthor Diane R. Dean provide an authoritative and richly textured picture of the much-discussed current generation." —Howard Gardner, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education "Arthur Levine and

Diane R. Dean take the long view of today's generation of college students. This is a brilliant examination of what has shaped our young people, what they are doing with the tools they have, and where they are headed. It is a diagnosis of what ails them, a celebration of their strengths, and a compelling and generous prescription for their future—and ours." —Henry Louis Gates, Jr., Alphonse Fletcher University Professor, Harvard University "Through this captivating portrait of the aspirations, values, and unique needs of today's college students, Levine and Dean's clearly written and engaging book ought to generate a national discussion of how higher education can be restructured in order to respond to and prepare the next generation of college-educated adults—not only for effective functioning in the workplace, but also to live lives as whole human beings who can help to lead our society to a healthier place." —Alexander W. Astin and Helen S. Astin, Distinguished Professors of Higher Education emeriti, UCLA; authors, *Cultivating the Spirit: How Higher Education Can Enhance Students' Inner Lives* "I can't say enough about how important this work is. This book is right on the mark for what needs to be known and understood about today's college students by those who are responsible for educating the future leaders and citizens of the world." —Gwen Dungy, executive director, emeritus, NASPA, Student Affairs Administrators in Higher Education "Generation on a Tightrope: A Portrait of Today's College Student is a must-read for college presidents, administrators, and professors as well as parents, employers, and government leaders—who all have a stake in student success. Understanding who today's college students are is essential as we collaboratively develop and deliver the education that will prepare this generation to build our future." —Nancy L. Zimpher, chancellor, State University of New York

The Trophy Kids Grow Up

There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms. Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. *The Handbook of Research on Diversity and Social Justice in Higher Education* is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education. Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book is essential for teachers, faculty, academicians, researchers, administrators, policymakers, and students.

The Misrepresented Minority

Harry Potter and the Millennials tells the fascinating story of how the team designed the study and gathered results, explains what conclusions can and cannot be drawn, and reveals the challenges social scientists face in studying political science, sociology, and mass communication. Specifically, the evidence indicates that Harry Potter fans are more open to diversity and are more politically tolerant than nonfans; fans are also less authoritarian, less likely to support the use of deadly force or torture, more politically active, and more likely to have had a negative view of the Bush administration. Furthermore, these differences do not disappear when controlling for other important predictors of these perspectives, lending support to the argument that the series indeed had an independent effect on its audience. In this clear and cogent account, Gierzynski demonstrates how social scientists develop and design research questions and studies.

Black Faculty in the Academy

Something is going wrong on many college campuses in the last few years. Rates of anxiety, depression, and suicide are rising. Speakers are shouted down. Students and professors say they are walking on eggshells and afraid to speak honestly. How did this happen? First Amendment expert Greg Lukianoff and social psychologist Jonathan Haidt show how the new problems on campus have their origins in three terrible ideas that have become increasingly woven into American childhood and education: what doesn't kill you makes you weaker; always trust your feelings; and life is a battle between good people and evil people. These three Great Untruths are incompatible with basic psychological principles, as well as ancient wisdom from many cultures. They interfere with healthy development. Anyone who embraces these untruths—and the resulting culture of safetyism—is less likely to become an autonomous adult able to navigate the bumpy road of life. Lukianoff and Haidt investigate the many social trends that have intersected to produce these untruths. They situate the conflicts on campus in the context of America's rapidly rising political polarization, including a rise in hate crimes and off-campus provocation. They explore changes in childhood including the rise of fearful parenting, the decline of unsupervised play, and the new world of social media that has engulfed teenagers in the last decade. This is a book for anyone who is confused by what is happening on college campuses today, or has children, or is concerned about the growing inability of Americans to live, work, and cooperate across party lines.

Reflection in Action

Since 2005, research on identity development, campus climate and policies, transgender issues, and institutional features such as type, leadership, and campus resources has broadened to encompass LGBTQ student engagement and success. This volume includes this enlarged body of research on LGBTQ students, taken in the context of widespread changes in public attitudes and public policies related to LGBTQ people, integrating scholarship and student affairs practice. Specific foci include: transgender identity development, understanding intersections of sexual orientation and gender identity with

other salient identities such as faith/religion/spirituality, race, social class, and ability, and studies about LGBTQ students in special-mission institutions (for example, Historically Black Colleges and Universities, religiously affiliated institutions, or women's colleges). This is the 152nd volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals, *New Directions for Student Services* offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

Millennials Rising

While Asian Americans and Pacific Islanders (AAPIs) are growing faster than any other racial group in the U.S., they are all but invisible in higher education, and generally ignored in the research literature, and thus greatly misrepresented and misunderstood. This book presents disaggregated data to unmask important academic achievement and other disparities within the population, and offers new insights that promote more authentic understandings of the realities masked by the designation of AAPI. In offering new perspectives, conceptual frameworks, and empirical research by seasoned and emerging scholars, this book both makes a significant contribution to the emerging knowledge base on AAPIs, and identifies new directions for future scholarship on this population. Its overarching purpose is to provide policymakers, practitioners, and researchers in higher education with the information they need to serve an increasingly important segment of their student populations. In dispelling such misconceptions as that Asian Americans are not really racial minorities, the book opens up the complexity of the racial and ethnic minorities within this group, and identifies the unique challenges that require the attention of anyone in higher education concerned with student access and success, as well as the pipeline to the professoriate.

The Coddling of the American Mind

Presenting new empirical evidence and employing fresh theoretical perspectives, this book sheds new light on the challenges that Black Students face from the time they apply to college through their lives on campus. The contributors make the case that the new generation of Black students differ in attitudes and backgrounds from earlier generations, and demonstrate the importance of understanding the diversity of Black identity. Successive chapters address the nature and importance of Black spirituality for reducing isolation and race-related stress, and as a source of meaning making; students' college selection and decision process and the expectations it fosters; first-generation Black women's motivations for attending college; the social-psychological determinants of academic achievement, and how resiliency can be developed and nurtured; institutional climate and the role of cultural centers; as well as identity development; and mentoring. The book includes a new research study of African American male undergraduates who identify as gay or bisexual; discusses

the impact of student-to-student interactions in intellectual development and leadership building; describes the successful strategies used by historically Black institutions with at-risk men; considers the role of parents in Black male students' lives, and the applicability of the "millennial" label to the new cohort of African American students. The book offers new insights and concrete recommendations for policies and practices to provide the social and academic support for African American students to persist and fully benefit from their collegiate experience. It will be of value to student affairs personnel and faculty; constitutes a textbook for courses on student populations and their development; and provides a springboard for future research.

Generation on a Tightrope

Studying Diversity in Teacher Education is a collaborative effort by experts seeking to elucidate one of the most important issues facing education today. The contributors address historically persistent issues such as understanding how to teach diversity, while also providing research and case studies on how the issues are being resolved. Concluding the volume with an agenda for future research, Studying Diversity in Teacher Education is a necessary resource for all educators.

Hispanic Serving Institutions in American Higher Education

By the authors of the bestselling *13th Gen*, an incisive, in-depth examination of the Millennials--the generation born after 1982. In this remarkable account, certain to stir the interest of educators, counselors, parents, and people in all types of business as well as young people themselves, Neil Howe and William Strauss provide the definitive analysis of a powerful generation: the Millennials. Having looked at oceans of data, taken their own polls, talked to hundreds of kids, parents, and teachers, and reflected on the rhythms of history, Howe and Strauss explain how Millennials have turned out to be so dramatically different from Xers and boomers. *Millennials Rising* provides a fascinating narrative of America's next great generation.

Diverse Millennial Students in College

The first wave of the Millennial Generation—born between 1980 and 2001—is entering the work force, and employers are facing some of the biggest management challenges they've ever encountered. They are trying to integrate the most demanding and most coddled generation in history into a workplace shaped by the driven baby-boom generation. Like them or not, the millennials are America future work force. They are actually a larger group than the boomers—92 million vs. 78 million. The millennials are truly trophy kids, the pride and joy of their parents who remain closely connected even as their children head off to college and enter the work force. Millennials are a complex generation, with some conflicting

characteristics. Although they're hard working and achievement oriented, most millennials don't excel at leadership and independent problem solving. They want the freedom and flexibility of a virtual office, but they also want rules and responsibilities to be spelled out explicitly. "It's all about me," might seem to be the mantra of this demanding bunch of young people, yet they also tend to be very civic-minded and philanthropic. This book will let readers meet the millennials and learn how this remarkable generation promises to stir up the workplace and perhaps the world. It provides a rich portrait of the millennials, told through the eyes of millennials themselves and from the perspectives of their parents, educators, psychologists, recruiters, and corporate managers. Clearly, the millennials represent a new breed of student, worker, and global citizen, and this book explores in depth their most salient attributes, particularly as they are playing out in the workplace. It also describes how companies are changing tactics to recruit millennials in the Internet age and looks at some of this generation's dream jobs.

Understanding and Addressing Commuter Student Needs

While many institutions have developed policies to address the myriad needs of Millennial college students and their parents, inherent in many of these initiatives is the underlying assumption that this student population is a homogeneous group. This book is significant because it addresses and explores the characteristics and experiences of Millennials from an array of perspectives, taking into account not only racial and ethnic identity but also cultural background, sexual orientation, and socioeconomic status differences—all factors contributing to how these students interface with academe. In providing a "voice" to "voiceless" populations of African American, Asian American, Bi/Multi-Racial, Latino, Native American, and LGBT millennial college students, this book engages with such questions as: Does the term "Millennial" apply to these under-represented students? What role does technology, pop culture, sexual orientation, and race politics play in the identity development for these populations? Do our current minority development theories apply to these groups? And, ultimately, are higher education institutions prepared to meet both the cultural and developmental needs of diverse minority groups of Millennial college students?" This book is addressed primarily to college and university administrators and faculty members who seek greater depth and understanding of the issues associated with diverse Millennial college student populations. This book informs readers about the ways in which this cohort differs from their majority counterparts to open a dialogue about how faculty members and administrators can meet their needs effectively both inside and outside the classroom. It will also be of value to student affairs personnel, students enrolled in graduate level courses in higher education and other social science courses that explore issues of college student development and diversity, particularly students planning to work with diverse Millennial college students in both clinical or practical work settings. Contributors: Rosie Maria Banda; Fred Bonner, II; Lonnie Booker, Jr.; Brian Brayboy; Mitchell Chang; Andrea Domingue; Tonya Driver; Alonzo M. Flowers; Gwen Dungy; Jami Grosser; Kandace Hinton; Mary Howard-Hamilton; Tom Jackson, Jr.; Aretha F. Marbley; Samuel Museus; Anna Ortiz; Tammie Preston-Cunningham; Nana Osei-Kofi; Kristen Renn; Petra Robinson; Genyne Royal;

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