



# NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION  
UNIVERSITY OF SOUTH CAROLINA

## Call for Proposals Book Series on Special Student Populations

Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. We achieve this mission, in part, by providing opportunities for the exchange of practical and scholarly information as well as the discussion of trends and issues in our field through the publication of scholarly practice books, research reports, a peer-reviewed journal, electronic newsletters, and guides.

The National Resource Center is currently accepting proposals for book-length manuscripts examining the transition experiences of populations of college students who have been historically underserved or whose physical, psychosocial, or cultural characteristics and experiences have been given limited consideration in the design of higher education contexts. These student populations may include, but are not limited to:

- Students from a specific racial or ethnic group (i.e., African Americans, Asian American/Pacific Islander, American Indian/Alaskan Native, Hispanic/Latino)
- Emancipated foster care youth
- Adult learners
- International students
- Student athletes
- First-generation college students
- Commuter students

Several theoretical and practical assumptions drive the conceptualization of this series. First, as can be seen from list of possible populations for study, is Ernest Pascarella's (2006) contention that our ongoing inquiry into the outcomes associated with a college education must include an expanded notion of diversity. While as Pascarella notes, "racial diversity enriches the postsecondary academic and social experience and enhances the intellectual and personal impact of college," exposure to diversity of political and religious views, social class, gender, and values may also enhance the developmental impact of college (p. 511). Related to this expanded definition of diversity is the knowledge that "intellectual and personal development in college differ along such dimensions as race/ethnicity ... and first-generation versus non-first-generation status" (Pascarella, 2006, p. 514). It is reasonable to assume that other discrete student populations might also follow unique developmental trajectories while in college. The National Resource Center holds that student transitions—such as the first year of college,

sophomore year, transfer experience, degree completion, and new graduate student experiences—are critical junctures in the educational pipeline and unique opportunities for postsecondary student learning and development. As with other aspects of the undergraduate experience, we anticipate that different student groups are likely to have very different transition experiences. To that end, it is important to examine the college-going experiences of a wide range of college student populations and understand how institutional policies, practices, and cultures shape learning, development, and success for students within those populations at different transition points.

Finally, Estela Bensimon (Harris & Bensimon, 2007; Witham & Bensimon, 2012) has noted that, historically, differential outcomes for racial or ethnic minority students have been attributed to the student's background or experiences rather than institutional values, policies, or practices that might adversely affect learning or success. As a result, institutions tend to adopt a problem-solving (i.e., developing new programs or policies to remediate perceived deficits in student populations) rather than a problem-questioning (i.e., examining the larger institutional system within which the problem exists) focus. In light of this historic emphasis on a deficit model, the volumes in this series seek to move beyond simply describing the student population and the types of educational experiences that will promote their success in college. Rather, this series should be seen as an opportunity to critically examine some of the fundamental assumptions underlying student success initiatives in higher education with an eye toward reshaping campus culture, policies, and practices to support the learning and development of a specific population under study.

The series is open-ended, with new volumes being published as high-quality manuscripts on relevant topics become available. Each volume will explore the experiences of a specific population in depth and draw on the theoretical, research, and practice literature to suggest how higher education learning environments might be designed or redesigned to support students' learning, development, and success.

## References

- Harris, F., III, & Bensimon, E. M. (2007). The Equity Scorecard: A collaborative approach to assess and respond to racial/ethnic disparities in student outcomes. *New Directions for Student Service*, 120, 77-84. DOI: 10.1002/ss.259.
- Pascarella, E. T. (2006). How college affects students: Ten directions for future research. *Journal of College Student Development*, 47(5), 508-520.
- Witham, K. A., & Bensimon, E. M. (2012). Creating a culture of inquiry around equity and student success. In S. D. Musesu & U. M. Jayakumar (Eds.), *Creating campus cultures: Fostering success among racially diverse student populations* (pp. 46-67). New York, NY: Routledge.

## Proposal Guidelines

### Scope and Length

Preference will be given to proposals written by a single author or small group of authors rather than edited collections. Each volume will contain 5 – 6 chapters plus an introduction, describing the organization and content of the book, defining key terms or concepts that are unique to the topic or to this particular treatment of the topic, and providing readers with necessary background information on the topic. Completed manuscripts will be 100 – 150 double-spaced pages (25,000 – 37,500 words), excluding title page, table of contents, preface, foreword, tables and figures, and bibliography. Chapters should be roughly the same length (a maximum of 6,000 words or 25 double-spaced manuscript pages each).

### Review Process

Proposals are reviewed by members of the National Resource Center editorial staff and external reviewers. Review takes approximately 8 to 12 weeks. The National Resource Center requests that any work submitted for consideration not be submitted to another publisher while the proposal is being reviewed.

### Acceptance

Upon acceptance of a proposal, the National Resource Center will enter into a publication agreement with the author(s). Time to publication from proposal acceptance is typically 12 to 18 months.

### Copyright

Unless specifically designated by a grant or contract, the University of South Carolina holds the copyright for all publications produced by the National Resource Center, including those produced with federal funds.

### Proposal Package

Proposals for this series should include all of the following. Incomplete proposals will not be considered.

- Manuscript Proposal (5-10 pages in length, single spaced)
  - Title of the manuscript
  - Abstract of manuscript, describing the project's goal and focus
  - Rationale for the project, including the need for the publication, target audience(s), and competing publications in the field
  - Table of contents with chapter titles and descriptions. Chapter descriptions (written in complete sentences) should cover the focus and major sections of each chapter. Each description should be at least one paragraph but no more than one page in length.
  - Anticipated timeline, or date by which complete manuscript would be delivered to the National Resource Center
- Supporting Documents
  - Name; institutional affiliation; and résumé or vita, including publications list, of each author and/or editor. Short summary biographies of each author of an edited work should also be included, although individual vitas are not requested.
  - Chapter/Writing Sample. A comparable writing sample or at least one complete chapter of the proposed publication (the introductory chapter is acceptable) is required. If the work is multi-authored, a writing sample for each author or editor is required. Bibliographic information should be included for each writing sample.

**Direct Submissions and Questions To:**

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