

REFERENCES

- Abes, E. S., Jones, S. R., & Stewart, D-L. (Eds). (2019). *Rethinking college student development theory using critical frameworks*. Stylus.
- ACPA. (1996). *The student learning imperative: Implications for student affairs*. <http://www.my-acpa.org/sites/default/files/ACPA%27s%20Student%20Learning%20Imperative.pdf>
- ACPA. (2018). *A bold vision forward: A framework for the Strategic Imperative for Racial Justice and Decolonization*. http://www.myacpa.org/sites/default/files/SIRJD_GuidingDoc_0.pdf
- ACPA & NASPA. (2015). *Professional competency areas for student affairs educators*.
- ACE. (1937). *Student personnel point of view*. <http://www.myacpa.org/sites/default/files/student-personnel-point-of-view-1937.pdf>.
- ACE. (1949). *Student personnel point of view*. <http://www.myacpa.org/files/student-personnel-point-view-1949pdf>.
- Bondi, S. (2011). *Complicity with the neoliberal project in education: A deconstruction of student affairs preparation practices* (Unpublished doctoral dissertation). Iowa State University, Ames, IA.
- Cilente, K., Henning, G., Jackson, J. S., Kennedy, D., & Sloane, T. (2006). *Report on the new professional needs study*. ACPA.
- Cooper, J., Mitchell, D., Eckerle, K., & Martin, K. (2016). Addressing perceived skill deficiencies in student affairs graduate preparation programs. *Journal of Student Affairs Research and Practice*, 53(2), 107-117. <https://doi.org/10.1080/19496591.2016.1121146>
- Council for the Advancement of Standards in Higher Education. (2019). *Master's-level student affairs preparation programs*.
- Cross, J. (2011). Social-cultural-historical contradictions in an L2 listening lesson: A joint activity system analysis. *Language Learning*, 61(3), 820-867. <https://doi.org/10.1111/j.1467-9922.2011.00658.x>
- Cuyjet, M. J., Longwell-Grice, R., & Molina, E. (2009). Perceptions of new student affairs professionals and their supervisors regarding the application of competencies learned in preparation programs. *Journal of College Student Development*, 50(1), 104-119. <https://doi.org/10.1353/csd.0.0054>
- Dickerson, A., Hoffman, J., Anan, B. P., Brown, K., Vong, L., & Bresciani, M. (2011). A comparison of senior student affairs officer and student affairs preparatory program faculty expectations

- of entry-level professionals' competencies. *Journal of Student Affairs Research and Practice*, 48(4), 463-479. <https://doi.org/10.2202/1949-6605.6270>
- Engeström, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Orienta-Konsultit Oy.
- Engeström, Y. (2001). Expansive learning at work: toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), 133–156. <https://doi.org/10.1080/13639080020028747>
- Flowers, L. A. (2003). National study of diversity requirements in student affairs graduate programs. *NASPA Journal*, 40(4), 72-82. <https://doi.org/10.2202/1949-6605.1281>
- Grube, S. A., Cedarholm, K., Jones, C., & Dunn, M. (2005). Master's student life: The balance between student and professional. *The College Student Affairs Journal*, 24(2), 152-161.
- Harris, J. C. (2020). "Socialized into the field": Exploring how higher education and student affairs faculty members are socialized to teach student development theory. *Journal of College Student Development*, 61(1), 1-17. <https://doi.org/10.1353/csd.2020.0000>
- Harris, J. C. & Linder, C. (2018). The racialized experiences of students of color in higher education and student affairs graduate preparation programs. *Journal of College Student Development*, 59(2), 141-158. <https://doi.org/10.1353/csd.2018.0014>
- Herdlein, R. J. (2004). Survey of chief student affairs officers regarding relevance of graduate preparation of new professionals. *NASPA Journal*, 42, 51–71. <https://doi.org/10.2202/1949-6605.1414>
- Hirschy, A. S., Wilson, M. E., Liddell, D. L., Boyle, K. M., & Pasquesi, K. (2015). Socialization to student affairs: Early career experiences associated with professional identity development. *Journal of College Student Development*, 56(8), 777-793. <https://doi.org/10.1353/csd.2015.0087>
- Jones, S. R., & Abes, E. S. (2017). The nature and uses of theory. In J. H. Schuh, S. R. Jones, & V. Torres (Eds.), *Student services: A handbook for the profession* (6th ed., pp. 137-152). Jossey-Bass.
- Keeling, R. (Ed.). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. ACPA, NASPA.
- Keeling, R. (Ed.). (2006). *Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience*. ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, NIRSA.

- Kelley, B. T., & Gaston Gayles, J. (2010). Resistance to racial/ethnic dialog in graduate preparation programs. *College Student Affairs Journal*, 29(1), 75-85.
- King, P. M., Howard-Hamilton, M. (2003). An assessment of multicultural competence. *NASPA Journal*, 40(2), 119-133. <https://doi.org/10.2202/1949-6605.1226>
- Kuk, L., & Cuyjet, M. J. (2009). Graduate preparation programs: The first step in socialization. In A. Tull, J. B. Hirt, & S. A. Saunders (Eds.), *Becoming socialized in student affairs administration* (pp. 89-108). Stylus.
- Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as wild profusion. *International Journal of Qualitative Studies in Education*, 19(1), 35-57. <https://doi.org/10.1080/09518390500450144>
- Leontiev, A. N. (1974). The problem of activity in psychology. *Soviet Psychology*, 13(2), 4-33. <https://doi.org/10.2753/RPO1061-040513024>
- Liddell, D. L., Wilson, M. E., Pasquesi, K., Hirschy, A. S., & Boyle, K. M. (2014). Development of professional identity through socialization in graduate school. *Journal of Student Affairs Research and Practice*, 51(1), 69-84. <https://doi.org/10.1515/jsarp-2014-0006>
- Linder, C., & Winston Simmons, C. (2015). Career and program choice of students of color in student affairs programs. *Journal of Student Affairs Research and Practice*, 52(4), 414-426. <https://doi.org/10.1080/19496591.2015.1081601>
- Linder, C., Harris, J. C., Allen, E. L., & Hubain, B. (2015). Building inclusive pedagogy: Recommendations from a national study of students of color in higher education and student affairs graduate programs. *Equity & Excellence in Education*, 48(2), 178-194. <https://doi.org/10.1080/10665684.2014.959270>
- Lynch, R. J., & Glass, C. R. (2020). The cost of caring: An arts-based phenomenological analysis of secondary traumatic stress in college student affairs. *The Review of Higher Education*, 43(4), 1041-1068. <https://doi.org/10.1353/rhe.2020.0030>
- Margolis, E. (Ed.). (2001). *The hidden curriculum in higher education*. New York, NY: Routledge.
- Perez, R. J. (2016). Exploring developmental differences in students' sensemaking during the transition to graduate school. *Journal of College Student Development*, 57(7), 763-777. <https://doi.org/10.1353/csd.2016.0077>
- Perez, R. J. (2017). Enhancing, inhibiting, and maintaining voice: An examination of student affairs graduate students' self-authorship journeys. *Journal of College Student Development*, 58(6), 833-852. <https://doi.org/10.1353/csd.2017.0067>

- Perez, R. J. (2020). Comparing constructions of professionalism in student affairs graduate preparation programs. *Journal of Student Affairs Research and Practice*, 58(3), 322-334. <https://doi.org/10.1080/19496591.2019.1699106>
- Perez, R. J. (2021). Problematizing socialization in student affairs graduate preparation. In M. W. Sallee (Ed.), *Creating sustainable careers in student affairs: What ideal worker norms get wrong and how to make it right*. Stylus.
- Perez II, D., Ashlee, K. C., Do, V. H., Karikari, S. N., & Sim, C. (2017). Re-conceptualizing student success in higher education: Reflections from graduate student affairs educators using anti-deficit achievement framework. *Journal on Excellence in College Teaching*, 28(3), 5-28.
- Pope, R. L., & Mueller, J. A. (2005). Faculty and curriculum: Examining multicultural competence and inclusion. *Journal of College Student Development*, 46(6), 679-688. <https://doi.org/10.1353/csd.2005.0065>
- Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professionals in student affairs. *NASPA Journal*, 44(2), 367-391. <https://doi.org/10.2202/1949-6605.1800>
- Renn, K. A., & Jessup-Anger, E. R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the National Study of New Professionals in Student Affairs. *Journal of College Student Development*, 49(4), 319-335. <https://doi.org/10.1353/csd.0.0022>
- Rogers, J. L. (1991). Leadership education in college student personnel preparation programs: An analysis of faculty perspectives. *NASPA Journal*, 29(1), 37-48. <https://doi.org/10.1080/00220973.1991.11072241>
- Rogers, J. L. (1992). Graduate student views of leadership education in college student personnel preparation programs. *NASPA Journal*, 29(3), 169-180. <https://doi.org/10.1080/00220973.1992.11072263>
- Rogers, J. L., & Love, P. (2007a). Exploring the role of spirituality in the preparation of student affairs professionals: Faculty constructions. *Journal of College Student Development*, 48(1), 90-104. <https://doi.org/10.1353/csd.2007.0006>
- Rogers, J. L., & Love, P. (2007b). Graduate student constructions of spirituality in preparation programs. *Journal of College Student Development*, 48(6), 689-705. <https://doi.org/10.1353/csd.2007.0064>
- Roth, W-M., & Lee, Y-J. (2007). "Vygotsky's neglected legacy": Cultural-historical activity theory. *Review of Educational Research*, 77(2), 186-232. <https://doi.org/10.3102/0034654306298273>
- Roth, W-M., Radford, L., & LaCroix, L. (2012). Working with cultural-historical activity theory. *Fo-*

rum: Qualitative Social Research, 13(2), art. 23.

- Shelton, L. J., & Yao, C. W. (2019). Early career professionals' perceptions of higher education and student affairs graduate programs: Preparation to work with international students. *Journal of College Student Development*, 60(2), 156-172. <https://doi.org/10.1353/csd.2019.0016>
- Vygotsky, L. S. (1978). *Mind in society*. Harvard University Press.
- Weidman, J. C., & DeAngelo, L. (2020). Toward a 21st century socialization model of higher education's impact on students. In J. C. Weidman & L. DeAngelo (Eds.), *Socialization in higher education and the early career* (pp. 311-323). Springer.
- Witkowsky, P., & Mendez, S. L. (2018). Influences of a short-term study abroad experience on professional competencies and career aspirations of graduate students in student affairs. *Journal of College Student Development*, 59(6), 769-775. <https://doi.org/10.1353/csd.2018.0073>
- Yamagata-Lynch, L. C., & Haudenschild, M. T. (2009). Using activity systems analysis to identify inner contradictions in teacher professional development. *Teaching and Teacher Education*, 25, 507-517. <https://doi.org/10.1016/j.tate.2008.09.014>
- Young, R. B., & Elfrink, V. L. (1991). Values education in student affairs graduate programs. *Journal of College Student Development*, 32(2), 109-115.
- Young, D. G. (2019). Supervised practice experiences and professional preparation of graduates from student affairs master's programs. *Journal of College Student Development*, 60(3), 290-306. <https://doi.org/10.1353/csd.2019.0027>