

**Harvard
Education
Press**

FALL 2026 CATALOG

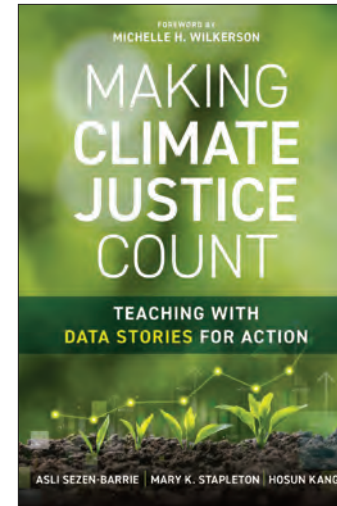


**Harvard
Education
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FALL 2026

1 NEW BOOKS
18 AWARDS
19 RECENT RELEASES

Harvard Education Press's mission is to provide practitioners and policymakers with the knowledge, tools, and information they need to understand and address the educational issues facing our society today and tomorrow. As a forum for the variety of thought in the field, we drive the conversation about education.



AUGUST 2026

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SCIENCE AND TECHNOLOGY

Making Climate Justice Count

Teaching with Data Stories for Action

ASLI SEZEN-BARRIE, MARY K. STAPLETON, AND HOSUN KANG
FOREWORD BY MICHELLE H. WILKERSON

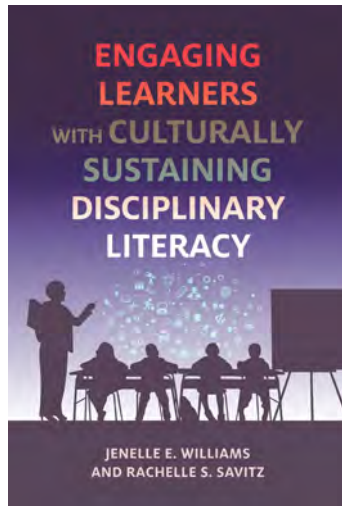
A compelling vision for reimagining climate change education through the intertwined practices of data storytelling and justice-centered learning

In *Making Climate Justice Count*, Asli Sezen-Barrie, Mary K. Stapleton, and Hosun Kang address a central problem in climate change education: the disconnect between data-driven science instruction and students' lived, cultural, and emotional understandings of climate impacts.

As our capacity to generate and visualize data grows, so does our responsibility to teach students not only how to use data but how to care about it, question it, and apply it with integrity. Too often, data are presented as objective and detached instead of being actively shaped by the experiences they represent—or exclude. This book offers a pathway to bridge that gap by showing how storytelling can humanize data and make it meaningful across diverse contexts. By meaningfully engaging with climate change data, and collecting local data of their own, students gain a deeper understanding of how knowledge is produced and used in decisions that matter to their communities.

Arguing that climate change education must be rooted in both data and in the lived stories of communities most affected by environmental change, the authors provide evidence-based pedagogical strategies that educators can utilize to create innovative, effective, and engaging lessons. Chapters offer rich, real-world examples of data-focused and justice-centered instructional design, all of which emerged from collaborations between the authors and a range of colleagues, including classroom teachers, research scientists, and community members. Ultimately, this book positions data storytelling as both a pedagogical method and a moral stance for advancing transformative, justice-oriented climate education in schools.

ASLI SEZEN-BARRIE is the Stacey Nicholas Endowed Chair Professor of Environmental and Climate Change Education in the School of Education at University of California, Irvine. **MARY K. STAPLETON** is the director of the Towson University Center for STEM Excellence. **HOSUN KANG** is a professor of science education and teacher education at the University of California, Irvine.



Engaging Learners with Culturally Sustaining Disciplinary Literacy

JENELLE E. WILLIAMS AND RACHELLE S. SAVITZ
FOREWORD BY JACY IPPOLITO, MEGIN CHARNER-LAIRD, AND
CHRISTINA L. DOBBS

An accessible, research-backed guidebook for teaching culturally sustaining disciplinary literacy (CSDL) in the classroom

Too often, disciplinary literacy and equity-focused instruction are treated as separate endeavors, leaving teachers unsure how to integrate rigorous content learning with practices that honor students' diverse identities. Many educators want to make their instruction more inclusive but lack models that show what this looks like across subjects. In *Engaging Learners with Culturally Sustaining Disciplinary Literacy*, Jenelle E. Williams and Rachelle S. Savitz provide a new, proven framework designed to equip teachers to engage students in rigorous literacy practices through authentic disciplinary learning while affirming who students are and what they need to thrive.

Featuring authentic classroom examples drawn from a network of teachers across the disciplines, this resource provides strategies applicable to all 6th–12th grade disciplinary educators, including ELA, social studies, math, science, art, music, and PE teachers. Each chapter highlights actionable approaches that identify how to support student motivation, voice, and agency while meeting curricular goals. Chapter 7 pulls it all together with a complete instructional unit that shows how literacy, content learning, and cultural relevance can be woven together in the classroom.

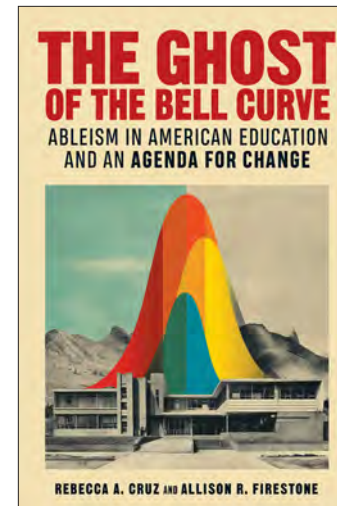
Within these pages, readers will find concrete tools—such as layered text sets, discussion protocols, and authentic assessment approaches—that empower teachers to build learning environments where students' cultural and linguistic identities are recognized as assets for learning.

JENELLE E. WILLIAMS is a literacy consultant within the Leadership and Continuous Improvement unit at Oakland Schools in Oakland County, Michigan. **RACHELLE S. SAVITZ** is an associate professor of literacy at East Carolina University.

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TEACHING METHODS AND MATERIALS



The Ghost of the Bell Curve

Ableism in American Education and an Agenda for Change

REBECCA A. CRUZ AND ALLISON R. FIRESTONE

An enlightening look at how ableism creates exclusionary practices in education and how to dismantle them through informed, equitable decision-making

How did we arrive at an education system so deeply shaped by ableism? In *The Ghost of the Bell Curve*, Rebecca A. Cruz and Allison R. Firestone explore this question and address the persistent problem of poor academic and social outcomes for students receiving special education services.

Despite the Supreme Court's 1954 ruling that separate is not equal, inequitable education practices are a common and legally acceptable reality for a high percentage of students. Schools cannot legally segregate children based on race, yet they continue to create patterns of exclusion based on identity characteristics that intersect with ableism. This exclusion suggests an antiquated system grounded in bell-curve thinking which focuses on the myth of average and pathologizes difference. To understand this system, the authors unearth its sociohistorical roots, illuminating the lineage of ableism that justifies educational exclusion in ways that remain largely unnoticed and unquestioned. Then, they reimagine a critically inclusive future and offer a concrete framework for change.

By tracing the medical, social, and legal models of disability, this book empowers readers to rethink long-held assumptions and implement practices that honor the full dignity, diversity, and potential of all learners. It will serve as a helpful resource for policymakers, leaders, and practitioners who want to build more inclusive learning environments.

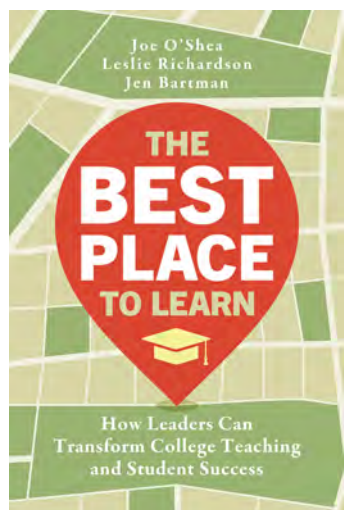
REBECCA A. CRUZ is an assistant professor and fellow at the Center for Safe and Healthy Schools at Johns Hopkins University's School of Education. **ALLISON R. FIRESTONE** is an education policy analyst in the San Francisco Unified School District.

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SPECIAL EDUCATION

Futures of Disability & Difference



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HIGHER EDUCATION |
LEADERSHIP

The Best Place to Learn

How Leaders Can Transform College Teaching and Student Success

JOE O'SHEA, LESLIE RICHARDSON, AND JEN BARTMAN

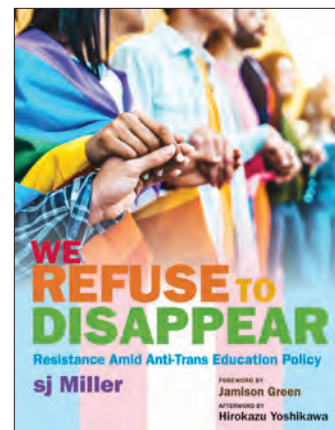
A comprehensive look at how colleges and universities can improve support for teaching at the institutional level and deliver the transformative learning experiences we promise

The Best Place to Learn is a guide for higher education leaders who want to foster a culture of evidence-informed teaching and transformative learning at their institutions. Joe O'Shea, Leslie Richardson, and Jen Bartman provide readers with a blueprint for facilitating institutional change, drawn from extensive education research and their experience enhancing teaching support in ways that drove award-winning graduation rates at Florida State University.

While teaching and learning are at the heart of any college's mission, competing priorities make it difficult for leaders to focus on supporting faculty in their teaching. To assist leaders in creating the kinds of learning experiences they want to provide, the authors supply a self-assessment tool to identify institutional strengths and areas for growth. They then provide a holistic roadmap that shows leaders how to identify and utilize major levers of change, such as campus teaching centers, professional development, teaching evaluation, strategic hiring, and more. The book offers examples and strategies for shifting the culture of teaching and creating the conditions for lasting improvement. In addition, it seeks to inspire leaders to see themselves as champions of the learning experiences their institutions provide.

Arguing that leaders must support teaching transformation at a structural level, *The Best Place to Learn* offers in-depth guidance for improving student success by building more robust and strategic support for teaching. It serves as an engaging resource for deans, provosts, chairs, and other leaders who strive to make their institutions places where students and faculty can prosper.

JOE O'SHEA is the vice president for student academic success at Florida State University. **LESLIE RICHARDSON** serves as the founding director of the Center for the Advancement of Teaching (CAT) at Florida State University. **JEN BARTMAN** is the senior associate director of the Center for the Advancement of Teaching at Florida State University.



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GENDER AND SEXUALITY | POLICY

We Refuse to Disappear

Resistance Amid Anti-Trans Education Policy

sj MILLER

FOREWORD BY JAMISON GREEN

AFTERWORD BY HIROKAZU YOSHIKAWA

A comprehensive account of resisting anti-trans legislation, which serves as a blueprint for creating safe, affirming classrooms

Every day, educators must navigate anti-trans⁺ policies that affect numerous dimensions of school life, including curriculum, pronouns, athletics, teacher speech, bathroom access, and gender-affirming care. In *We Refuse to Disappear*, sj Miller takes an in-depth look at these policies, how they impact schools, and how teachers can continue to promote equity within increasingly constrained legal environments..

Based on a national policy analysis of state statutes, regulatory guidance, and enforcement patterns, this book identifies The Ten That Target—the most consequential policy areas shaping the educational terrain for trans⁺ students and those who teach them. Miller introduces A Pedagogy of Refusal—a teaching practice that consciously resists harmful laws, policies, and norms—as the antidote to a sweeping policy regime intent on erasing trans⁺ students and educators. Each chapter centers a statute, breaks it down to be easily understandable, and pairs it with vignettes that show how refusal is enacted and sustained across educational contexts. Through layered classroom narratives and real-world case studies drawn from elementary, middle, high school, and postsecondary settings, this book empowers educators to act as ethical protectors who nurture student safety and affirmation. In addition, Miller provides proven, classroom-ready strategies and scenarios for K–16 educators across subject areas.

We Refuse to Disappear dispenses powerful guidance for educators, leaders, teacher educators, students, families, advocates, policy professionals, and others who need clarity, language, and tools to sustain justice when laws are being used to erase.

sj MILLER is a trans⁺disciplinary, award-winning scholar-activist, writer, faculty trainer in the Center for Professional Learning, and a professor in the education department at Santa Fe Community College.



AI and Deeper Learning

Promises, Paradoxes, and Evolving Practices

BRENT MICHAEL DUCKOR AND CARRIE HOLMBERG

A guide for educators seeking to strengthen their role as designers of meaningful learning experiences and stewards of ambitious, equitable practice in an increasingly AI-mediated world

As artificial intelligence (AI) tools rapidly reshape K–12 classrooms, teachers, leaders, parents, and policymakers confront urgent questions: What counts as learning when machines can generate fluent essays, summarize complex texts, and simulate understanding? How do we distinguish between interactive learning—where students engage in productive struggle, reflection, and growth—and interpassive learning, an emerging phenomenon where cognitive effort is delegated to technology in ways that undercut student development?

AI and Deeper Learning advances a research-based framework for responsible uses of AI in classrooms. Drawing on the work of John Dewey, Lev Vygotsky, and other scholars in the sociocultural tradition, Brent Michael Duckor and Carrie Holmberg revisit foundational debates about learner development, the nature of learning, and the purposes of education. Arguing that we are in the midst of a paradigm shift in teaching and learning, the authors offer new directions for addressing paradoxes of instruction with AI-focused practices.

Through vivid classroom examples highlighting teacher dilemmas, the book introduces five pillars—Accuracy, Agency, Accessibility, Assessment, and Authenticity—as an integrated framework for guiding ethical, human-centered, and instructionally meaningful AI practice in schools. Across the chapters, readers encounter teachers and students confronting AI hallucinations, the erosion of student voice, automated versus authentic feedback, and the outsourcing of productive struggle in the learning process, among other tensions.

The book's practical design principles encourage educators to use their pedagogical judgment and make principled decisions about whether, when, or how AI belongs in the learning process. It provides guiding questions, reflective exercises, and resources that help K–12 teachers, professional learning communities, and teacher educators design instruction that cultivates deeper learning and ambitious teaching in AI-mediated classrooms.

BRENT MICHAEL DUCKOR is a professor in the Department of Teacher Education at San José State University and executive director of the Center for Innovation in Applied Education Policy (IAEP). **CARRIE HOLMBERG** is a senior lecturer in the Single Subject Credential Program at San José State University and assistant director of assessment and evaluation at the IAEP Center.

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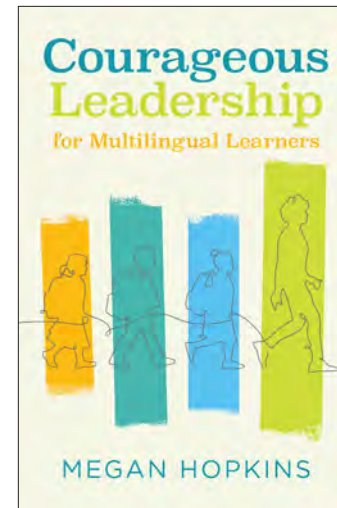
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SCIENCE AND TECHNOLOGY



Courageous Leadership for Multilingual Learners

MEGAN HOPKINS

A new, transformative framework that helps leaders design coherent, equity-minded systems to promote the success of multilingual students

Multilingual learners (MLs) are a protected class of students entitled to certain educational services designed to ensure equitable access to the same educational opportunities as other students. Yet MLs are often siloed from core school programs. To address this pressing issue, *Courageous Leadership for Multilingual Learners* offers an original, research-backed framework for leaders to ensure that MLs are considered from the start across all levels of the educational system.

Drawing on her deep expertise in the field, Hopkins shows how the marginalization of MLs in schools is neither neutral nor inevitable. Rather, it is the product of longstanding, systemic patterns that require collective action to disrupt. This accessible and practical book provides a roadmap for this work, showing how leaders can center the cultural and linguistic backgrounds of multilingual learners. The framework presented in this book identifies the two essential dimensions of transformative ML leadership—individual change and organizational change—and outlines core components of each, including policy knowledge, asset-based dispositions, and collaborative norms. Hopkins demonstrates how leaders can leverage the framework's dimensions to design coherent, equity-minded systems that honor the diverse learning experiences and backgrounds of MLs while strengthening educational opportunities for all students.

This book empowers school, district, and state leaders by offering concrete strategies to support MLs, while making clear that meeting the minimum requirements of legal compliance is insufficient. It challenges leaders to pursue equitable practices, protect vulnerable students, and cultivate communities where MLs and their families can thrive. Hopkins shows what becomes possible when responsibility for ML education is shared and when policies are designed to uplift the strengths of ML students.

MEGAN HOPKINS is a professor in the Department of Education Studies at the University of California, San Diego. Her research focuses on policy and leadership for multilingual learners, with a particular emphasis on how states and districts implement bilingual education and prepare teachers to serve diverse student populations.

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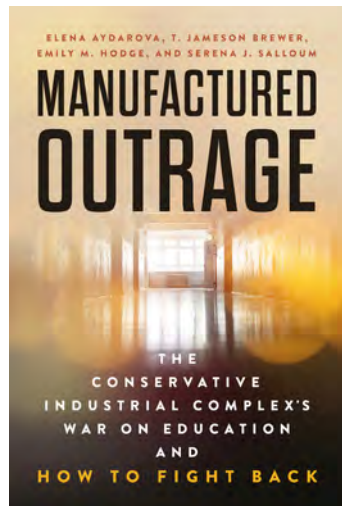
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LEADERSHIP



Manufactured Outrage

The Conservative Industrial Complex's War on Education and How to Fight Back

ELENA AYDAROVA, T. JAMESON BREWER, EMILY M. HODGE, AND SERENA J. SALLOUM

A powerful and urgently needed examination of the Conservative Industrial Complex (CIC)'s attack on public education, with practical strategies to push back and uphold education as a democratic, public good

Public education is under attack. At school board meetings, in the media, and in the political sphere, there is a growing wave of anti-public education sentiment and a tendency to twist such concepts as Critical Race Theory, multiculturalism, and diversity, equity, and inclusion (DEI) into dog whistles for the supposed brainwashing of students. In *Manufactured Outrage*, the authors provide an overview of the CIC—a coordinated network of conservative groups that seeks to dismantle our public education system—and explore how educators can push back against harmful education policy agendas.

The past few years have seen an avalanche of conservative education bills across the country. Dozens of states have rolled back protections for minoritized students, implemented book bans and instituted universal school choice, and promoted anti-DEI bills in the name of parents' rights. These sweeping changes during such a short span of time are no accident. Using original research, including documents and observations obtained from behind the CIC's closed doors, the authors reveal that these policies could only proceed through highly coordinated campaigns.

In this book, readers will learn who the key CIC players are, how the CIC advances its education policy agendas through webs of network organizations to become blueprints for educational reform, and finally, how activists are organizing to resist assaults on our democracy through public and policy advocacy. District leaders, school leaders, education policymakers, activists, and community members will find the guidance invaluable as they navigate the current fraught educational landscape.

ELENA AYDAROVA is an associate professor in the Department of Educational Policy Studies at the University of Wisconsin–Madison. **T. JAMESON BREWER** is an associate professor in the Social Foundations and Leadership Education Department at the University of North Georgia. **EMILY M. HODGE** is an assistant professor in the Department of Educational Leadership at Virginia Commonwealth University. **SERENA J. SALLOUM** is a professor and department chair of the Department of Educational Leadership at Ball State University.

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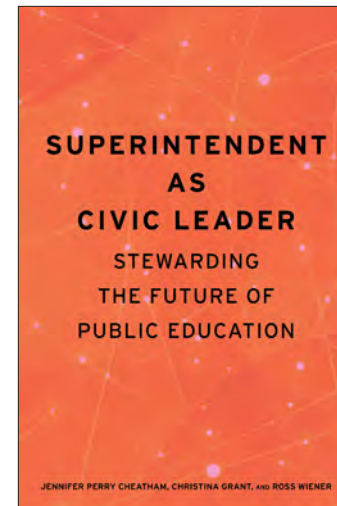
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POLICY | SCHOOL REFORM



Superintendent as Civic Leader

Stewarding the Future of Public Education

JENNIFER PERRY CHEATHAM, CHRISTINA GRANT, AND ROSS WIENER

FOREWORD BY PEDRO MARTINEZ

An evidence-based guide for educational leaders who want to make positive change for our nation's youth, with an original, in-depth look at the political role of superintendents

The superintendent's role looks different today. What was once viewed as an organizational leadership role is now understood as a civic leadership role, which requires unique political expertise. *Superintendent as Civic Leader* introduces an original framework for superintendents that will help them develop the necessary knowledge, skills, and dispositions to successfully perform as educational leaders in their local communities.

In this book, the editors argue that understanding and dealing with complex political situations requires attention to three axes: the micro (understanding and navigating self), the meso (understanding and navigating the local community), and the macro (understanding and navigating the state and national context). With field-tested guidance from a collective made up of superintendents from across the US, leaders of influential educational organizations, and scholars of the politics of education, chapters offer real-world examples of leaders' political skills in action, re-building local trust, and mobilizing for change. Readers will come away with strategies to transform challenges into opportunities through key efforts such as relationship building, clear communications, and community engagement.

Education leaders must embrace political leadership if they are to ensure that every child has access to a high-quality education. Their job is to bring people together in service of children, even when everything seems contested. For superintendents and other educational leaders, this book is an essential resource to not only understand today's politicized climate but also to navigate and serve as successful, effective leaders within it.

JENNIFER PERRY CHEATHAM is a senior lecturer at Harvard Graduate School of Education, where she also serves as the faculty chair of field engagement and cochair of the Public Education Leadership Project. **CHRISTINA GRANT** is the executive director of the Center for Education Policy Research and a lecturer at the Harvard Graduate School of Education. **ROSS WIENER** is an independent education strategist whose work bridges policy, practice, and civic renewal.

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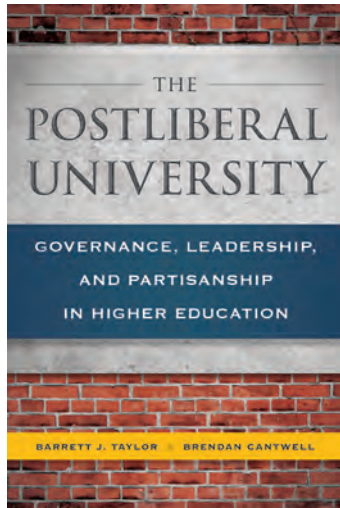
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ADMINISTRATION | LEADERSHIP



The Postliberal University

Governance, Leadership, and Partisanship in Higher Education

BARRETT J. TAYLOR AND BRENDAN CANTWELL

An urgent exploration of the political and social conditions that shape contemporary higher education governance

In the 2010s, many state governments began to meddle in the core academic activities of their universities. By the 2020s, such attacks were becoming widespread at the state and federal levels: grants and funding have been cancelled, DEI offices dismantled, student protesters detained, and international students' visas revoked. In *The Postliberal University*, Barrett J. Taylor and Brendan Cantwell explain that decades of precedent have set the stage for partisan control of higher education. In fact, contemporary attacks are a sign that a new understanding is being negotiated between the state, the academy, and the public—a “postliberal” accord that frames higher education as a partisan good rather than a public or private good.

This book is an urgent guide to understanding the background of uncertainty and partisan conflict that defines our current moment in higher education. Drawing on original quantitative and qualitative data, along with real-world cases from universities across the country, Taylor and Cantwell explore how political partisans, supported by a substantial share of the public, are using volatility and expanded state power to repurpose higher education legacies, displace the people who work on campuses, and consolidate state control over higher education. To help readers understand how dramatically things have changed, the authors present a robust conceptual account of governance accords and extensive evidence of the demands on public higher education. Then, they provide recommendations and strategies for leaders, policymakers, scholars, and others seeking to uphold higher education's mission in the years to come.

The Postliberal University is essential reading for anyone seeking to understand current higher education politics and policy, comprehend the leadership challenges resulting from this landscape, and gain practical strategies for navigating this fast-changing terrain.

BARRETT J. TAYLOR is professor and coordinator of the Higher Education Program at the University of North Texas. He is the co-author of *Unequal Higher Education* and the author of *Wrecked*.

BRENDAN CANTWELL is a professor of higher, adult, and lifelong education at Michigan State University. His research addresses the political economy of higher education.

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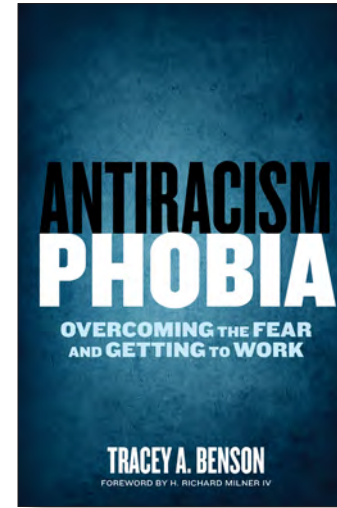
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HIGHER EDUCATION | POLICY



Antiracism Phobia

Overcoming the Fear and Getting to Work

TRACEY A. BENSON

FOREWORD BY H. RICHARD MILNER IV

A practical, psychology-based roadmap for creating anti-racist strategies that will improve outcomes for historically marginalized students of color

In *Antiracism Phobia*, Tracey A. Benson addresses a critical and often overlooked problem in the field of educational leadership: the persistent gap between leaders' intentions to promote anti-racism and their actual ability to enact transformative changes.

Despite widespread awareness and professional development around diversity, equity, and inclusion, many school and district leaders remain paralyzed by fear, uncertainty, and internalized mental barriers. This prevents them from taking bold action against racism in schools. To understand this pressing issue, this book uses a unique psychological approach to examine fear-based cognitive mechanisms that inhibit change—even among the most committed equity-minded leaders. By integrating constructive developmental theory, adaptive leadership, and racial identity development, Benson provides a framework that will help educators recognize and confront these fears. Then, he discusses how to turn fear into courageous action, creating a bridge between theory, psychology, and leadership practice.

Antiracism Phobia shows readers how they can become leaders capable of sustained, fearless, and influential change. As a result of reading this book, educators will feel empowered to move beyond performative equity efforts and actualize transformative, anti-racist policies that will improve school for all students, especially students of color from historically marginalized backgrounds.

TRACEY A. BENSON is the founder of The Anti-Racist Leadership Institute. He has served as a university professor, principal coach, high school principal, middle school vice-principal, district trainer, and elementary school teacher.

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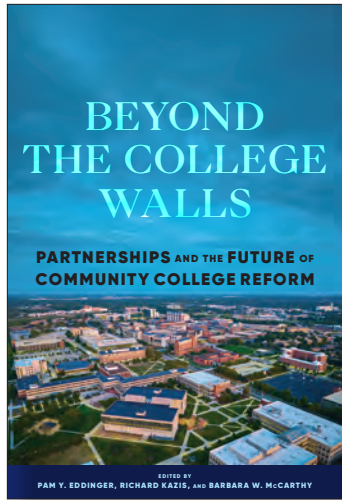
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RACE AND EQUITY | POLICY

Race and Education



Beyond the College Walls

Partnerships and the Future of Community College Reform

EDITED BY PAM Y. EDDINGER, RICHARD KAZIS, AND BARBARA W. MCCARTHY

A provocative guide to the future of community college reform and the transformative partnerships necessary for success

Beyond the College Walls is a forward-looking volume for community college presidents, trustees, faculty, and staff leaders who are ready to build powerful ecosystems of support for students and their communities. Grounded in two decades of completion-focused reform, the disruption and reset of the COVID-19 pandemic, and emerging models from across the country, the contributors argue that community colleges must dramatically expand and transform their relationships with employers, community organizations, and civic and political allies to achieve meaningful economic mobility for low-income and underserved learners.

This accessible, practice-informed collection weaves together research, institutional case studies, and first-person perspectives from the field. Opening chapters take stock of the community college reform movement since the early 2000s, examining the gains and limitations of the completion agenda, the mounting pressures facing colleges, and how the pandemic both exposed the precariousness of students' lives and revealed colleges' capacity for rapid, large-scale innovation. Later chapters, paired with short "Essays from the Field," highlight innovative models of external partnership that move beyond episodic collaboration toward long-term, mutually beneficial alliances. Field leaders and community college presidents explore place-based engagement with underserved communities, new frameworks for co-designing pathways to good jobs with regional employers, and strategies for building durable coalitions that can secure resources and advocate for broader social and economic reforms.

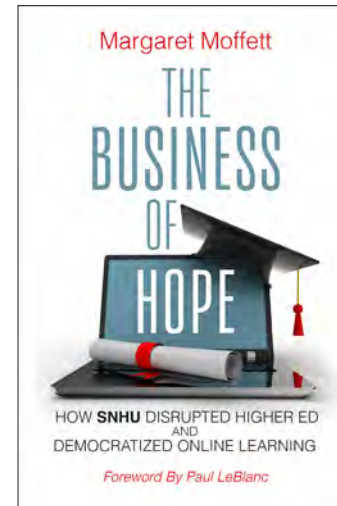
From lessons and innovations like these, the editors distill a set of five principles to guide the next phase of community college reform. Presenting an ambitious vision for the next decade of learner-centered community college improvement, this volume will help leaders forge lasting partnerships that improve outcomes for a broader group of current and future students.

PAM Y. EDDINGER is president of Bunker Hill Community College in Massachusetts and is a leading authority on community college education. **RICHARD KAZIS**, former Senior Vice President of Jobs for the Future, writes and advises on workforce and education for national organizations and foundations. **BARBARA W. MCCARTHY** is a higher education consultant specializing in community colleges.

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HIGHER EDUCATION |
SCHOOL REFORM



The Business of Hope

How SNHU Disrupted Higher Ed and Democratized Online Learning

MARGARET MOFFETT
FOREWORD BY PAUL LEBLANC

An extensive exploration of how to successfully improve the higher education industry, which has historically been slow to change

In 1932, Southern New Hampshire University (SNHU) began as a business and secretarial college, which was family-owned and -operated. It had grown into a nonprofit university by the time Paul LeBlanc became president in 2003, but it was just a decade removed from financial disaster. With little name recognition outside New England and enrollment stalled at 2,800, the university was struggling, but also full of untapped potential. In *The Business of Hope*, Margaret Moffett examines how LeBlanc leveraged online learning to transform SNHU into a thriving institution, with a current enrollment of over 250,000 students.

Today, universities are under immense pressure due to declining enrollment and high operating costs. As leaders search for avenues to solve some of their most pressing operational problems, SNHU offers an informative and timely case study. Featuring in-depth interviews with LeBlanc and other key players in the administration, board of trustees, and faculty, as well as enrollment and financial data, this book takes a deep dive into SNHU's "rags-to-riches" transformation through the lenses of academics, advising, recruitment, and marketing. In addition, Moffett explores the difficult realities of disruption, calling readers' attention to costly missteps and mistakes made along the way.

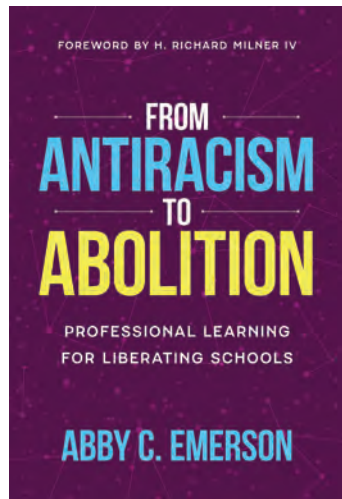
At a moment when the cost of a degree is rising, public trust in institutions is falling, and higher education is in need of innovative solutions, this book offers a hopeful, if complicated, narrative about what's possible when reimagining a system from the ground up and prioritizing access and affordability.

MARGARET MOFFETT is a North Carolina-based writer who has over 27 years of experience as a reporter and editor. She now focuses her work on higher education, illuminating the people, policies, and ideas reshaping the sector.

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HIGHER EDUCATION



From Antiracism to Abolition

Professional Learning for Liberating Schools

ABBY C. EMERSON

FOREWORD BY H. RICHARD MILNER IV

A guide for school leaders, equity facilitators, and educators aiming to transform schools into truly equitable and liberatory spaces

Why do contemporary antiracist initiatives fall short of achieving systemic educational equity? In *From Antiracism to Abolition*, Abby C. Emerson examines this question and offers tools to organize teacher learning that aims for freedom, care, and justice rather than compliance and punishment.

Drawing on research from more than thirty New York City schools, this book demonstrates that despite good intentions most antiracist efforts fail to disrupt punitive educator–student relationships, transform the conditions that perpetuate racial harm in schools, or generate lasting institutional change. To address this pressing issue, Emerson argues that abolitionist education can be utilized to improve teacher learning spaces and build schools that cultivate inclusion, belonging, safety, and humanity.

Offering one of the first empirical studies of abolitionist teacher learning, *From Antiracism to Abolition* provides concrete strategies for educators who want to use teacher development as a tool for school-wide efforts that work to collectively remove harm, control, and surveillance while fostering joy, collective care, and educational freedom.

ABBY C. EMERSON is an assistant professor of childhood education at Hunter College, City University of New York. Her research explores teacher learning and development in school settings as related to race, equity, and justice.

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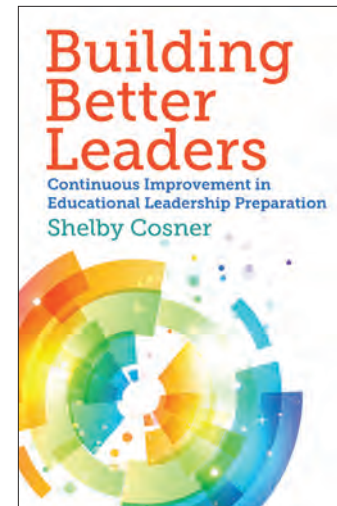
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Building Better Leaders

Continuous Improvement in Educational Leadership Preparation

SHELBY COSNER

A thorough exploration of powerful, high-quality education leadership programs and best practices for continuous improvement

Research has shown that effective principals can have a significant, positive impact on not only student success, but also teacher satisfaction, retention, and skills development. As the need for qualified educational leaders grows, the quality of the principal preparation programs has never mattered more. In *Building Better Leaders*, Shelby Cosner argues that principal preparation programs must rely on the process of continuous improvement to strengthen their program quality and produce a pipeline of effective leaders. To make robust principal preparation programs a reality, she lays out the tools, processes, and steps involved in adopting and implementing such organizational learning orientations, providing both illustrations and highly actionable guidance.

While many educational leadership programs have historically relied on external accountability through accreditation as a key driver of program improvement, Cosner demonstrates that improvement processes designed and enacted within the programs themselves are more effective at fostering a culture of continuous improvement. Drawing on her extensive insider experience, real-world vignettes, and insights from leaders in the field, Cosner reveals the behind-the-scenes work that is necessary for programs to graduate education leaders ready to meet the challenges of today's educational landscape. Chapters guide readers on how to successfully implement an improvement process where all stakeholders can understand and address program strengths and limitations while building capacities to cultivate continuous improvement. One chapter features guidance tailored to organizations on supporting preparation programs and program improvement.

Insightful and comprehensive, *Building Better Leaders* supplies strategies and key resources for those who seek to learn about and enact sustained improvement, and will appeal to individuals and organizations who support such efforts.

SHELBY COSNER is the Dr. Morrill M. Hall Endowed Chair in Educational Administration in the Mary Frances Early College of Education at the University of Georgia.

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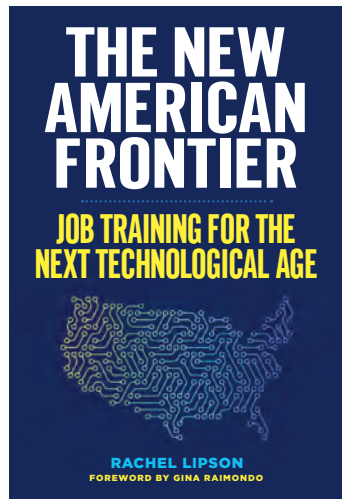
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The New American Frontier

Job Training for the Next Technological Age

RACHEL LIPSON
FOREWORD BY GINA RAIMONDO

A forward-looking blueprint for job training in the age of AI, from the front lines of technological change

New technologies are reshaping the foundations of the US economy, with implications that may ultimately affect nearly every industry. But unlike previous waves of technological changes—when gains mostly accrued to the most educated or most privileged amongst us—this time could be different. In *The New American Frontier*, Rachel Lipson shows that there is still a real opportunity for good-paying jobs that do not require a four-year degree to build these technologies and maintain them.

The book tells this story through seven “frontier” regions where new technologies have landed first. Each chapter offers a clear-eyed look at which jobs have actually materialized, which training programs and policies are working, and where education and workforce systems have struggled to keep pace. From batteries in Michigan to AI data centers in Virginia to small modular nuclear reactors in Idaho, *The New American Frontier* follows the projects bringing these technologies to life, the next generation of hands-on technical jobs being created, and the educational pathways into these careers.

Lipson argues that to make these opportunities real, the country desperately needs renewed attention to community colleges, technical schools, and apprenticeships. She also makes the case for more companies stepping up to help train people, not just hire them. All this means rethinking what we ask of each of educators, employers, and government alike in this next chapter of the American economy. Starting from these places where economic change is already underway, Lipson offers a forward-looking agenda for how our institutions must adapt to support American workers in a new technological era.

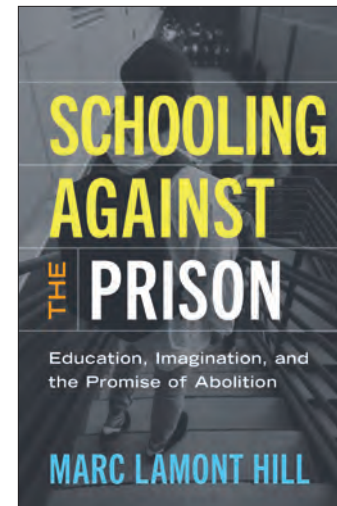
RACHEL LIPSON is a research fellow at Harvard Kennedy School and co-founder of the Harvard Project on Workforce. She serves as a resident scholar at the Aspen Economic Strategy Group and a non-resident senior fellow at Brookings Metro.

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Schooling Against the Prison

Education, Imagination, and the Promise of Abolition

MARC LAMONT HILL

This title, *Schooling Against the Prison*, is the latest title to be released in our flagship *Race and Education* series. It also takes the honor as the first title to be released as part of HEP’s trade series, *8 Story St.*

A bold abolitionist manifesto that exposes the carceral logics of schooling and challenges us to redesign discipline, space, language, and imagination so education serves freedom rather than control

We are living in the age of incarceration—and nowhere is its grip more tightly held than inside our schools. In *Schooling Against the Prison*, Marc Lamont Hill examines how American schools have been designed from the ground up to serve as extensions of the carceral state, rife with policed hallways, zero-tolerance codes, test-obsessed classrooms, and discipline systems that mirror the logic of the prison.

Drawing on education history, policy, and real-world stories that tell of the shocking reality of carceral excess—from kindergarten “tantrums” treated as crimes, to parents jailed for truancy, and teachers prosecuted as racketeers—Hill exposes how schooling, welfare, testing, and child “protection” have been weaponized against Black, economically marginalized, disabled, queer, and trans communities. In response to this crisis, he argues that we should seek strategies that replace suspicion and surveillance with care and connection. The book then provides specific practices (curricular, disciplinary, architectural, and political) for loosening the prison’s hold on our imaginations and our institutions, so that schools can become places of safety, scholarship, and joy.

For educators, citizen advocates, parents, and anyone who refuses to accept punitive culture as common sense, *Schooling Against the Prison* is both a devastating diagnosis and an invitation to transform schools into places of collective liberation.

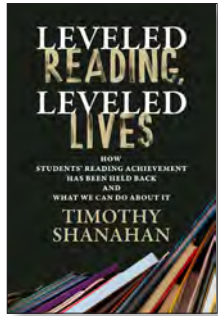
MARC LAMONT HILL is Presidential Professor of Urban Education and Anthropology at City University of New York Graduate Center. He is the author of seven books, including the award-winning *Beats, Rhymes, and Classroom Life* and *New York Times* bestseller *Nobody: Casualties of America’s War on the Vulnerable, from Ferguson to Flint and Beyond*.

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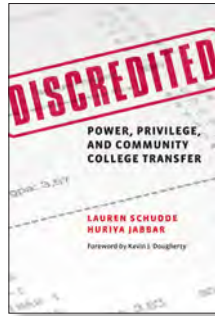
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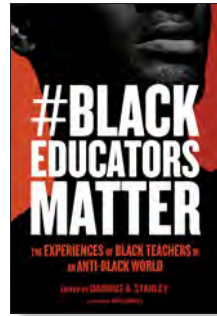
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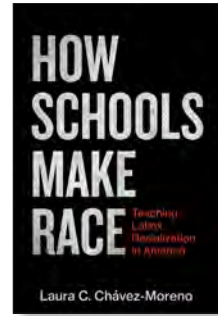
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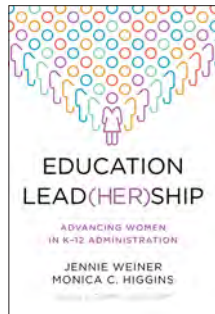
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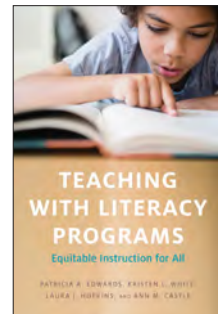
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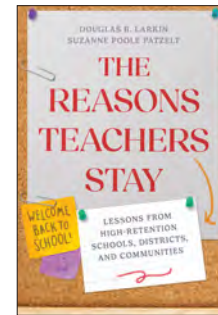
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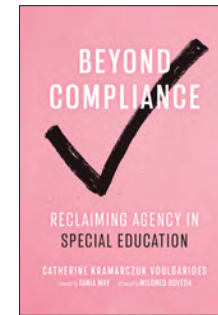
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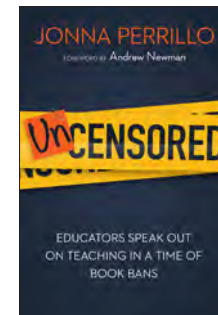
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