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Nota di contenuto	Critical praxis in student affairs supervision : a trauma-informed approach / Chelsea Gilbert -- Critical praxis with undocumented students in medical education / Sunny Nakae, Denisse Rojas Marquez, Yadira Ortiz, and Angela Chuan-Ru Chen -- Not marginal, just mattering : community colleges in student affairs practice / Marci Rockey, Colvin T. Georges, Jr., Krystal Andrews, and Eboni M. Zamani-Gallaher -- Entering social justice to understand and address sexual violence / Mari Knuth-Bouracee and Kiara Lee -- A critical praxis of interconnectivity in student affairs / Kyle C. Ashlee and Aeriel A. Ashlee -- Cultivating intersectional consciousness : considerations and suggestions from LGBTQ resource center professionals / Alex C. Lange, Nicole Bravo, Bailey Krestakos, and Alex Sylvester -- Empowering

Latinx students through culturally relevant leadership learning / Maritza Torres and Jane Rodriguez -- Critical leadership education for fraternity and sorority leaders / Carter Gilbert -- Pondering possibilities : a critical reimagining of residence life staff training / Rachel Wagner and Nick Thuot -- Catalyzing social justice through classroom praxis : constructing an advanced social justice course / Susan B. Marine and Chris Haigh -- Conclusion: Social justice in action : a model for critical praxis / Chelsea Gilbert and Susan B. Marine.

Sommario/riassunto

Student affairs work - like higher education - is fundamentally about change. Principally, the change work performed by student affairs practitioners is about supporting the growth and development of individual students and student groups. Increasingly, that work has called for practitioners to become more active in working to change higher education so that it lives up to its radically democratic, inclusive ideals. This means adopting new strategies to transform student affairs staff, students and institutions and drawing on insights from critical, liberatory theories. This text represents an effort to describe and document these practices of intentionally centering critical theories.