

## AUTHOR CONTRIBUTIONS

**Patricia S. Herzog** primarily authored each chapter, including synthesizing the social science scholarship, applying this scholarship toward the interpretation of the 51 student case studies, and authoring the science sections; drafting and submitting the IRB protocol to collect student autobiographies, de-identifying student data, analyzing student autoethnographies, and authoring selected text into case study narratives; supervising a research assistant in collecting in-depth interviews with the student development practitioners (listed in the next section), analyzing these interviews, and drafting interview data into the advice sections; authoring compiled activity ideas into the text of the website supplements and student appendix; authoring further reading selections; researching common hashtags for keyword linking, and authoring the hashtags and news handles preceding each student case study; and revising all other author contributions. Herzog also authored the prospectus and author documents; led the co-author team, responded to external reviews; and served as corresponding author with editorial and production teams.

**Casey T. Harris** contributed to the conceptualization and design of the book, including assisting in substantially revising all the chapters in ways that integrated substantively important content and clarifications; revising and organizing the 51 paired student case study narratives within each chapter to more thoroughly integrate the cases with the social science

research sections; collaborating in the revision and organization of the appendices; and assisting with administration and management of the co-author team.

**Shauna A. Morimoto** assisted in the conceptualization and design of the project, including organizing and writing initial chapter topics and scenarios; helping develop and write the theoretical framework of the manuscript; contributing to writing, particularly in chapters 1–4 and chapter 6; assisting with data collection and analysis for the advice and tips sections of chapters; and providing revisions to the organization and content of the book.

#### STUDENT DEVELOPMENT AND STUDENT SUPPORT PRACTITIONERS

**Shane W. Barker** contributed to the discussions that led to the creation of the book; discussed ways to integrate the perspectives of student development practitioners in advice interviews; collaborated in the design of and served as the primary author for the nine prototypical student case studies, as well as contributing to ideas for the togetherness sections of chapters 5–8. Additionally, Barker contributed to Appendix D and the activity supplements, as well as provided leadership to the student development practitioners involved in this project.

**Jill G. Wheeler** contributed to the discussions that led to the creation of the book; assisted in ascertaining the market for books aimed for first-year students, their faculty, and parents. Along with Barker and Boyd, Wheeler co-authored and refined the nine prototypical student case studies and contributed ideas for the togetherness sections of chapters 5–8. As a student development practitioner, Wheeler edited case studies and hashtags to appeal to student readers and contributed to identifying many of the classroom activities in the supplemental website.

**A. Justin Barnum** contributed to the creation of autoethnographies by instructing students in writing their autoethnographies; guiding students through multiple revisions; and mentoring students in identifying their personal experiences and interpreting those experiences by applying the learnings of key sociological scholarship. These autoethnographies were integrated into the book by other authors as the primary basis of 42 of the student case studies.

**Terrance L. Boyd** contributed to the development and revision of the nine prototypical student case studies and their interactive hashtags. As an academic and student affairs practitioner, Boyd collaborated with Barker and Wheeler to create generalizable and relatable exemplars of the myriad undergraduate experiences in the togetherness sections of chapters 5–8, specifically focusing on the topics of identity development, diversity, and involvement in those exchanges.