



Mentoring At-Risk Students through the Hidden Curriculum of Higher Education

Buffy Smith

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Mentoring At-Risk Students through the Hidden Curriculum of Higher Education reveals how the institutional culture and social networks of universities influence the academic success of underrepresented students. This book is based on a qualitative study that integrates a sociological and higher education theoretical framework to examine the impact of mentoring programs on students' acquisition of institutional cultural capital and social capital during their college experience.

This book offers an innovative mentoring model that illuminates how students can navigate the hidden curriculum of higher education. In addition, the book provides practical strategies on how to avoid academic mine fields in order to thrive in college. This book is written for administrators, faculty, student affairs professionals and students to promote retention, academic success, and create a more transparent, inclusive, and equitable higher education system.

See here for an article by the author on mentoring programs in colleges and universities published in *Inside Higher Ed*:

<http://www.insidehighered.com/news/2014/08/04/book-argues-mentoring-programs-should-try-unveil-colleges-hidden-curriculum>

To learn about a recent presentation by the author, see here:

http://diverseeducation.com/article/66772/?utm_campaign=Diverse%20Newsletter%203&utm_medium=email&utm_source=Eloqua&elq=82772667e2334157934731fc05a8fe9c&elqCampaignId=358

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