
Pantheon Student Solutions

Getting the books Pantheon Student Solutions now is not type of inspiring means. You could not unaccompanied going subsequently book gathering or library or borrowing from your links to retrieve them. This is an definitely simple means to specifically get guide by on-line. This online publication Pantheon Student Solutions can be one of the options to accompany you considering having additional time.

It will not waste your time. acknowledge me, the e-book will very tune you supplementary issue to read. Just invest little time to entre this on-line pronouncement Pantheon Student Solutions as skillfully as review them wherever you are now.



Cumulative Book Index John Wiley & Sons

This book explores the fundamental shift that has occurred in America and Britain as elites accumulate unprecedented capital and influence and a meritocracy has emerged to manage national affairs, a change that means opportunity, affluence, and power have migrated away from most of the population. Arguing the following four points: Geography accounts for the accumulating influence of metropolitan regions, at the expense of smaller cities and rural communities of the heartland. Occupational groups, particularly lawyers, physicians, and financiers, have constructed professional cartels to secure rents at the expense of the prosperity of the public. Think tanks and universities have become the necessary pathways to attain leadership in public affairs. The internationalization of commerce has contributed to a parallel network of economic institutions and think tanks sharing ideas and personnel to lobby for policies favorable to their sponsors. Stoesz

connects present and past to look at the progressive-era, the history of professions, and questions of welfare state reform, post-neoliberalism, and marketization. His book will be of great interest to students of sociology, political science, public administration, social policy, history, and economics. Scholars in think tanks and universities as well as political consultants will also find it invaluable.

Developing an Intercultural Responsive Leadership Style for Faculty and Administrators

Routledge

Since it was first published in 1980, *Student Services: A Handbook for the Profession* has become a classic reference in the field. In the fourth edition of this important resource the contributors—a stellar panel of student affairs scholars—examine

the changing context of the student lessons from research on student experience in higher education, the outcomes.

evolution of the role of student affairs professionals, and the philosophies, ethics, and theories that guide the practice of student affairs work. Comprehensive in scope, this book covers a broad range of relevant topics including the development of student affairs, legal and ethical foundations of student affairs practice, student development, learning and retention theories, organizational theory, dynamics of campus environments, strategic planning and finance, information technology in student affairs, managing human resources, multiculturalism, teaching, counseling and helping skills, assessment and evaluation, and new

Rethinking College Student Development Theory Using Critical Frameworks McFarland

Designed with the more visual needs of today's student in mind, this landmark encyclopedia covers the entire scope of the Second World War, from its earliest roots to its continuing impact on global politics and human society. Over 1,000 illustrations, maps, and primary source materials enhance the text and make history come alive for students and faculty alike. ABC-CLIO's World War II: A Student Encyclopedia captures the

monumental sweep of the "Big One" with accessible scholarship, a student-friendly, image-rich design, and a variety of tools specifically crafted for the novice researcher. For teachers and curriculum specialists, it is a thoroughly contemporary and authoritative work with everything they need to enrich their syllabi and meet state and national standards. Ranging from the conflict's historic origins to VJ Day and beyond, it brings all aspects of the war vividly to life—its origins in the rubble of World War I, its inevitable outbreak, its succession of tumultuous battles and the first place students turn for the unforgettable personalities. Students who, what, when, where, and—more

will understand what the war meant to the leaders, the soldiers, and everyday families on home fronts around the world. Featured essays look at Pearl Harbor, the Holocaust, the atomic bomb, and other crucial events, as well as fascinating topics such as signals intelligence and the role of women in war. A separate primary source volume provides essential source material for homework, test preparation or special projects. With a wealth of new information and new ideas about the war's causes, course, and consequences, World War II will be

importantly—the why, behind this historic conflict. 950 A – Z entries, including lengthy biographies of individuals, studies of battles, details of weapons systems, and analyses of wartime conferences—all of the topics students look for, and teachers and educators need to have for their classes Over 270 contributors, including an unprecedented number of non-U.S. authorities, many from Japan and China, giving students a truly global understanding of the war An inviting design incorporating 600 photographs, including contemporaneous images of individuals, scenes from the front

lines, posters, and weapon technologies A separate primary source volume offering a wide array of materials ranging from official documents to personal correspondence An early section of 70 detailed geopolitical and military maps, show students the basic sweep of the war
The Cumulative Book Index Routledge
When the first edition of Diversity and Motivation was published in 1995, it became a premier resource for faculty and administrators seeking effective and practical strategies that foster motivation among culturally diverse student groups. This revised and updated second edition of Diversity and Motivation offers a comprehensive understanding of teaching methods that promote respect, relevance, engagement, and academic

success. Margery B. Ginsberg and Raymond J. Wlodkowski base their insights and concrete suggestions on their experiences and research as college faculty. The book defines norms, illustrates practices, and provides tools to develop four foundational conditions for intrinsically motivated learning: establishing inclusion, developing a positive attitude, enhancing meaning, and engendering competence. The authors provide perspectives on the social justice implications of each condition. Diversity and Motivation includes resources to help educators create a supportive community of learners, facilitate equitable discussions in linguistically diverse classrooms, design engaging lessons, and assess students fairly. The ideas in this book apply across disciplines and include teaching practices that can be easily adapted to a range of postsecondary settings. In addition, the authors include a cohesive approach to syllabus construction, lesson design, and faculty development. This new edition also contains a

framework for motivating students outside traditional classroom settings.

World War II: A Student Encyclopedia [5 volumes] Routledge

How can an evaluator deal with ethical value issues in a way that does not smack of "ethical imperialism" or a knee-jerk prescriptive stance? Applied Ethics for Program Evaluation is aimed at sensitizing evaluators, potential clients, and stakeholders in program evaluation.

Through use of vignettes, the authors provide the readers with ethical dilemmas and questions to stimulate thinking about the positive and negative consequences of each option. Following an introduction to ethical theories and principles, the authors propose a framework (based on Kitchner's five ethical principles) that can be used in

weighing these options. The book concludes by providing valuable suggestions on how evaluators can make informed ethical decisions in their own evaluation practice.

White Guys on Campus Macmillan

This book provides an overview of the design and development of learning games using examples from those created by the authors over last decade. It provides lessons learned about processes, successful approaches, and pitfalls that befall developers of learning games and educational transmedia experiences. The book includes stories from the authors' lives that give context to why and how they built these products to

help the reader understand whether or not building a learning game is right for them and what challenges they might face. It also gives a framework for thinking ethically about design and research when it comes to designing complex digital systems like educational games. /div

Graphic Novels and Comics in

Libraries and Archives Physical

Chemistry Student Solutions Manual

First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Computational Solutions for

Knowledge, Art, and Entertainment:

Information Exchange Beyond Text

Rutgers University Press

Change 21.

Multiracial Experiences in Higher Education Vintage

This classic collection of essays by David Riesman discusses the implications of affluence in America. Riesman maintains that the question that should be raised by wealth has shifted over time from how to obtain wealth to how to make use of it. Another key theme concerns issues relevant to higher education, such as academic freedom. *Abundance for What?* examines the notion that America is not as open a society as it may appear to be; it then shows how social science may be used to explain why this is so. And now in a brilliant, lengthy reevaluation Riesman both clarifies and revises that earlier assessment with unusual luster and candor., The volume begins with a group of essays that describe the impact of the Cold War. After warning against depending on a war economy,

Riesman shifts the focus of discussion to a central characteristic of the Cold War epoch: the uses and abuses of abundance in expanding leisure time. Several essays deal with suburbs as the locale of abundance, while others study the place of the automobile in American life. Riesman describes the impact of American abundance on other nations. Among the many other subjects discussed in *Abundance for What?* are the education of women, generational shifts in attitudes, and a study of the national character., In his major new 100-page introduction, Riesman also relates the experiences that originally inspired him to write these essays. He then talks about the social and historical changes that have occurred since their publication. His synthesis of old Ideas with contemporary ones makes this a compelling volume. *Abundance for What?* continues to hold a significant place in the social and cultural critiques of

contemporary America and will be of interest to historians, psychologists, educators, and urban policymakers alike.

Masculinities in Higher Education John Wiley & Sons

As interactive application software such as apps, installations, and multimedia presentations have become pervasive in everyday life, more and more computer scientists, engineers, and technology experts acknowledge the influence that exists beyond visual explanations. *Computational Solutions for Knowledge, Art, and Entertainment: Information Exchange Beyond Text* focuses on the methods of depicting knowledge-based concepts in order to assert power beyond a visual explanation of scientific and computational notions. This book combines

formal descriptions with graphical presentations and encourages readers to interact by creating visual solutions for science-related concepts and presenting data. This reference is essential for researchers, computer scientists, and academics focusing on the integration of science, technology, computing, art, and mathematics for visual problem solving.

Esteem Builders Pantheon

Winner of the 2019 AERA Division J Outstanding Publication Award and the 2019 ASHE Outstanding Book Award On April 22, 2015, Boston University professor Saida Grundy set off a Twitter storm with her provocative question: “Why is white America so reluctant to identify white college males as a problem population?” *White Guys on Campus* is a critical examination of race in higher education, centering Whiteness, in an

effort to unveil the frequently unconscious habits of racism among White male undergraduates. Nolan L. Cabrera moves beyond the “few bad apples” frame of contemporary racism, and explores the structures, policies, ideologies, and experiences that allow racism to flourish. This book details many of the contours of contemporary, systemic racism, while engaging the possibility of White students to participate in anti-racism. Ultimately, *White Guys on Campus* calls upon institutions of higher education to be sites of social transformation instead of reinforcing systemic racism, while creating a platform to engage and challenge the public discourse of “post- racialism.”

Unbound IGI Global

PASS IT seeks to address a compelling need in higher education by developing a corps of trainers to facilitate professional development workshops in the implementation of Universal

Design (UD) and Universal Instructional Design (UID) in higher education. UID, an adaptation of the architectural concept of Universal Design, is a relatively new model for providing access to higher education for students with disabilities. Through UD and UID, staff and faculty create more welcoming spaces for all students by rethinking professional practices to develop curricula and programs that are inclusive for all learners. This book is organized into six sections, each dealing with a different aspect of the implementation of UD and UID in higher education. The first section (Theoretical Frameworks) presents theoretical frameworks that explores the historical roots of attitudes toward disability and provides the theoretical foundations for UID and then illustrates intersections between UID and student development theory. The second, pedagogical section (Implementing Universal Instructional Design in the Classroom), of the book

examines the inclusiveness of first-year courses through Universal Instructional Design and discusses the value of going beyond the usual syllabus statement to communicate to students about the importance of providing equal access to classrooms and the impact that such communication can have on teaching and on all students' learning. Examples are given to demonstrate the relevance of UID principles to courses in art, legal studies, student writing, social sciences, and mathematics. The use of a computer-assisted model known as the Personalized System of Instruction (PSI) to teach a universally-designed psychology course is also explored in this section. The section closes with an examination of the role that learning communities play in implementing UD and UID. The third section (Implementing Universal Design in Academic Support and Student Development Programs and Services) explores the implementation of UD and UID in academic support and student development programs and services. The fourth section (Professional Preparation) addresses the application of UD and UID to professional preparation programs in higher education. The fifth section (Student Perspectives) is dedicated to student perspectives on the use of Universal Instructional Design. This section presents a discussion of the complicated process of disclosure for students with documented disabilities, as well as the results of the Multicultural Awareness Project for Institutional Transformation (MAP IT) that are specific to students with disabilities. A case study is described that demonstrates how developing accommodations for a student with multiple disabilities benefit the entire class. Finally, the sixth section (Administrative and Practical Considerations in Implementing Universal Instructional Design in Higher Education) addresses administrative and

practical considerations in implementing UD in higher education. The book concludes with an expanded set of guidelines for extending UID as a model for multicultural postsecondary education. The book contains 38 articles, as follows: (1) Introduction (Emily Goff and Jeanne L. Higbee); (2) Theoretical Foundations of Universal Instructional Design (Nancy J. Evans); (3) Broadening the Pathway to Academic Success: The Critical Intersections of Social Justice Education, Critical Multicultural Education and Universal Instructional Design (Heather W. Hackman); (4) Linking Universal Instructional Design and Cultural Capital: Improving African American College Outcomes (Na'im Madyun); (5) Enhancing the Inclusiveness of First-Year Courses Through Universal Instructional Design (Jeanne L. Higbee, Carl J. Chung, and Leonardo Hsu); (6) Making a Statement (Mark Pedelty); (7) Practicing Universal Instructional Design in Visual Art Courses (Patricia James and Themina Kader); (8) Universal Instructional Design in a Legal Studies Classroom (Karen L. Miksch); (9) Teaching College History Using Universal Instructional Design (David Arendale and David Ghere); (10) Writing Assignments and Universal Design for Instruction: Making the Phantom Visible (Renee DeLong); (11) Successful Undergraduate Mathematics Through Universal Design of Essential Course Components, Pedagogy, and Assessment (Irene M. Duranczyk and Annia K. Fayon); (12) Computer-Mediated Learning in Mathematics and Universal Instructional Design (D. Patrick Kinney and Laura Smith Kinney); (13) Universal Instructional Design in a Computer-Based Psychology Course (Thomas Brothen and Cathrine Wambach); (14) Charting a New Course: Learning Communities and Universal Design (Rashne R. Jehangir); (15) Universal Design Principles for Student Development

Programs and Services (Jeanne L. Higbee); (16) Universal Learning Support Design: Maximizing Learning Beyond the Classroom (Donald L. Opitz and Lydia S. Block); (17) Implementing Universal Design in Learning Centers (Jeanne L. Higbee and Shevawn B. Eaton); (18) Universal Design in Counseling Center Service Areas (Kathleen B. Uzes and Daley O. Connelly); (19) Universal Design in Advising (Principles and Practices, Mary Ellen Shaw, Amy Kampsen, Carole Anne Broad, and Anthony Albecker); (20) The First-Year Experience (Jeanne L. Higbee and Karen S. Kalivoda); (21) Residential Living for All: Fully Accessible and "Liveable" On-Campus Housing (Martha E. Wisbey and Karen S. Kalivoda); (22) Disability Services as a Resource: Advancing Universal Design (Karen S. Kalivoda and Margaret C. Totty); (23) Ensuring Smooth Transitions: A Collaborative Endeavor for Career Services (Jeanne L. Higbee, Emily Goff, Karen S. Kalivoda, Margaret C. Totty, Janice Davis Barham, and Christopher D. Bell); (24) Infusing Universal Instructional Design Into Student Personnel Graduate Programs (Karen A. Myers); (25) The Application of Universal Instructional Design in Experiential Education (Nancy Sharby and Susan E. Roush); (26) An Administrative Approach to Universal Design in Allied Health Sciences (Deborah A. Casey); (27) Training Professional and Faculty Advisors in Universal Design Principles (Debbie Cunningham, Alfred Souma, and Kaycee Gilmore Holman); (28) Universal Instructional Design and Professional Development of Public School Teachers (Karen A. Myers, Jo Nell Wood, and Mark Poussan); (29) Student Evaluations of the Effectiveness of Implementing Universal Instructional Design (Jeanne L. Higbee, Pa Houa Lee, James R. Bardill, and Heidi Cardinal); (30) Why Not Disclose? (Julie R.

Alexandrin, Ilana Lyn Schreiber, and Elizabeth Henry); (31) Empowering Students With Severe Disabilities: A Case Study (Jay T. Hatch, David L. Ghery, and Katrina N. Jirik); (32) Disability and Diversity: Results From the Multicultural Awareness Project for Institutional Transformation (Jeanne L. Higbee, Patrick L. Bruch, and Kwabena Siaka); (33) Using Universal Design for Administrative Leadership, Planning, and Evaluation (David Arendale and Robert Poch); (34) Computing Technologies, the Digital Divide, and "Universal" Instructional Methods (Jillian M. Duquaine-Watson); (35) Transforming the Community College by Eliminating Division Between Educational and Student Services (Melanie K. Wagner); (36) Community Colleges and Universal Instructional Design (Judy Schuck and Jane Larson); (37) Assistive Technology (Margret C. Totty and Karen S. Kalivoda); and (38) Institutional Transformation: Some Concluding Thoughts (Jeanne L. Higbee). [Individual articles contain references and tables.].

Abundance for What? IGI Global

While models of identity and student development have been essential tools for student affairs practitioners, intersectionality has increasingly been recognized as an analytic framework that captures the complex interaction of social identities at the personal level and in larger social systems. This volume demonstrates how intersectionality informs and enhances student affairs practice in the areas of student identity theory, programming, research, coalition building, residential life, service-learning, international student services, and strategic planning in significant and transformative ways. It:

Provides multiple, concrete examples of intersectional interventions and programs, Evaluates the promises and challenges of implementing intersectionality in day-to-day practice, and Describe how its core tenets enhance our understanding of resistance, privilege, and students' responses to social justice education. The contributors also wrestle with key questions that arise when we enact intersectionality in student affairs work, such as whether the framework reflects the experiences of people from privileged social groups or what additional social categories should be considered when addressing identity from an intersectional perspective. This is the 157th volume of this Jossey-Bass higher education quarterly series. An indispensable resource for vice presidents

of student affairs, deans of students, student counselors, and other student services professionals, New Directions for Student Services offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

Functions Modeling Change: A Preparation for Calculus, 4th Edition
John Wiley & Sons

This fully revised and updated second edition builds upon the original vision of the first, which was to give voice to diverse and inclusive perspectives, identities, and practices and to enact the principle that student conduct and conflict response must be based upon foundations of social justice and

restorative justice to disrupt and transform overly legalistic and escalated management applications in student conduct administration. The Spectrum Model (Schrage & Thompson, 2008) approach centers advocacy for inclusive conflict excellence by expanding traditional adjudication pathways to include dialogue, conflict coaching, mediation, restorative practices, and shuttle diplomacy for a more robust and inclusive expression of conflict and conduct practices. In the intervening decade, this co-edited work has become more relevant than ever as colleges and universities continue to be the targets of litigation, activists, lawmakers and public officials who have, for instance, changed the Title IX rules for responding to sexual misconduct. Civility, hate crimes, activism, immigration, nationalism, and free speech are all again on the forefront of challenges impacting the current campus climate. New chapters cover these and other issues including the unprecedented COVID-19 pandemic response and impact on equity and justice in higher education, and amplified calls for racial justice and police reform. The book is further enhanced by chapter case studies, summaries and questions for dialogue, to encourage further reflection by the reader and bolster the usefulness of the work as a textbook and campus training guide. The second edition is a must-

have resource for broad stakeholders invested in inclusive conflict excellence and principled leadership in education in the midst of a shifting and increasingly polarized landscape. This includes legal counsel, higher education presidents, senior student affairs administrators and faculty leadership as well as student conduct practitioners across conduct boards, hearing and appeal officers, residential and organizational staff engaged in student facing campus climate work. Reframing Campus Conflict further offers transferable content that supports inclusive conflict excellence inquiry and application in graduate programs, K-12, special education and human resource

management practices. This book is for all educators, administrators, practitioners and leaders committed to engaging campus conflict work through the inclusive lenses of social, restorative, transformative and procedural justice. This is also available as a set with Student Conduct Practice, Second Edition.

Participation in Health and Welfare Services Stylus Publishing, LLC.

Negotiating the Complexities of Qualitative Research in Higher Education illuminates the complex nature of qualitative research, while attending to issues of application. This text addresses the fundamentals of research through discussion of strategies, ethical issues, and challenges in higher education. In addition to walking through

the methodological steps, this text considers throughout to reflect the newest thinking the conceptual reasons behind qualitative research and explores how to conduct qualitative research that is rigorous, thoughtful, and theoretically coherent. Seasoned researchers Jones, Torres, and Arminio combine high-level theory with practical applications and examples, showing how research in higher education can produce improved learning outcomes for students, especially those who have been historically marginalized. This book will help students in higher education and Student Affairs graduate programs to cultivate an appreciation for the complexity and ambiguity of the research and the ways to think thorough questions and tensions that emerge in the process. New in This Edition: Updated citations and content

and scholarship Expansion of current exemplars of qualitative research New exercises, activities, and examples throughout to bolster accessibility of theory A new chapter on Theoretical Perspectives with attention to new perspectives increasingly used in higher education and Student Affairs A new chapter on Challenges in Data Collection **Shifting Paradigms in Student Affairs** Taylor & Francis

The bestseller that challenges conventional thinking about morality, politics, and religion in a way that speaks to conservatives and liberals alike—a “landmark contribution to humanity’s understanding of itself” (The New York Times Book Review). Drawing on his twenty-five years of groundbreaking research on moral psychology, social psychologist

Jonathan Haidt shows how moral judgments arise not from reason but from gut feelings. He shows why liberals, conservatives, and libertarians have such different intuitions about right and wrong, and he shows why each side is actually right about many of its central concerns. In this subtle yet accessible book, Haidt gives you the key to understanding the miracle of human cooperation, as well as the curse of our eternal divisions and conflicts. If you're ready to trade in anger for understanding, read *The Righteous Mind*.

Enacting Intersectionality in Student Affairs Stylus Publishing, LLC

Glenn Hirsch offers professionals a user-friendly, comprehensive resource book of theories and specific techniques that can be used to enhance college student success. Dr. Hirsch offers readers an integrated model for change that

includes both holistic assessments of academic difficulty and suggestions for three different levels of intervention based on the student's readiness and motivation for change. He also provides specific interview and testing strategies for determining the causes of academic difficulty.

Wellbeing in Higher Education ABC-CLIO

Today, healthy ageing and active, meaningful lives are core values and aims for international and national health policies. Health services are challenged to ensure that the recipients of their services are active participants in their own care and beyond. Participation allows patients to become

less dependent on healthcare providers, increasing their control over their own treatment and health. Increasingly, the idea of ‘participation’ is shifting, from participation in services to participation in mainstream society. This book examines the concept of participation, as well as the different meanings it takes on in the context of health and welfare services. It asks how services can enable and stimulate participation outside of those services. The contributions in this volume particularly focus on participation as engagement in daily life and ‘everyday life’ in order to develop the field of participation beyond the sphere of health and social care services. This book will appeal to

researchers in the fields of health and social care, social services, occupational therapy and the sociology of health and illness. It will be of interest to practitioners of health and welfare services.

College Student Development and Academic Life John Wiley & Sons

Recipient of the 2021 Innovation Award of The Multiracial Network (MRN) In the last Census, over 9 million people – nearly 3% of the population – identified themselves as of two or more races. The proportion of college students who identify as Multiracial is somewhat higher, and growing. Although increasing at a slightly slower rate, Multiracial faculty and staff are also teaching and working on campuses in greater numbers. Together, Multiracial people from diverse backgrounds and in various roles are influencing college and university culture,

practices, and climate. This book centers the experiences of Multiracial people, those individuals claiming heritage and membership in two or more (mono)racial groups and/or identifies with a Multiracial term. These terms include the broader biracial, multiethnic, and mixed, or more specific terms like Blasian and Mexipino. In addressing the recurring experiences of inclusion, exclusion, affirmation, and challenges that they encounter, the contributors identify the multiple sites in higher education that affect personal perceptions of self, belonging, rejection, and resilience; describe strategies they utilized to support themselves or other Multiracial people at their institutions; and to advocate for greater awareness of Multiracial issues and a commitment to institutional change. In covering an array of Multiracial experiences, the book brings together a range of voices, social identities (including race), ages, perspectives, and approaches. The chapter authors present a multiplicity of views because, as the book exemplifies, multiracial people are not a monolithic group, nor are their issues and needs universal to all. The book opens by outlining the literature and theoretical frameworks that provide context and foundations for the chapters that follow. It then presents a range of first person narratives – reflecting the experiences of students, faculty, and staff – that highlight navigating to and through higher education from diverse standpoints and positionalities. The final section offers multiple strategies and applied methods that can be used to enhance Multiracial inclusion through research, curriculum, and practice. The editors conclude with recommendations for future scholarship and practice. This book invites Multiracial readers, their allies, and those people who interact with and influence the daily lives of

Multiracial people to explore issues of identity and self-care, build coalitions on campus, and advocate for change. For administrators, student affairs personnel, and anyone concerned with diversity on campus, it opens a window on a growing population with whom they may be unfamiliar, mis-categorize, or overlook, and on the need to change systems and structures to address their full inclusion and unveil their full impact. Contributors: e alexander Rebecca Cepeda Lisa Combs Wei Ming Dariotis Nick Davis Kira Donnell Chelsea Guillermo-Wann Jessica C. Harris Andrew Jolivette Naliyah Kaya Nicole Leopardo Heather C. Lou Victoria K. Malaney Brown Charlene C. Martinez Orkideh Mohajeri Maxwell Pereyra Kristen A. Renn Stephanie N. Shippen

Higher Education: Handbook of Theory and Research Stylus Publishing, LLC

A trio of stories focuses on the complexities of

modern life as experienced by the baby boomers, who have discovered that not everything turns out the way they had expected.