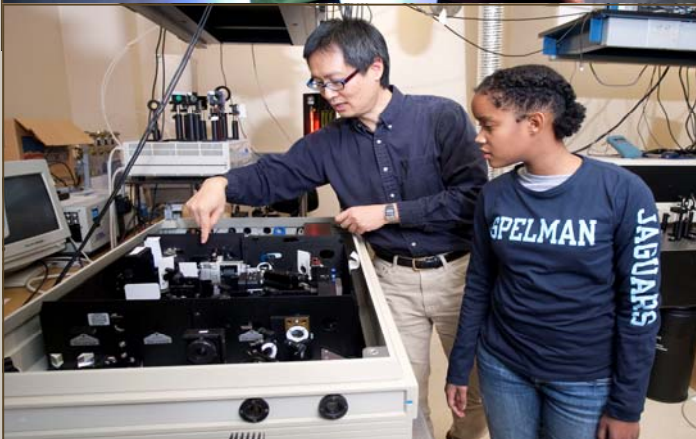


BT to P

Bringing Theory to Practice

SUPPORTING AND ENCOURAGING LIBERAL
EDUCATION IN LINKING THE LEARNING, WELL-BEING
AND CIVIC DEVELOPMENT OF STUDENTS

A Decade of Support: 2002-2012



Mission Statement

The Bringing Theory to Practice Project (BTtoP) encourages colleges and universities to reassert their core purposes as educational institutions, not only to advance learning and discovery, but to advance the potential and well-being of each student as a whole person, and to advance education as a public good that sustains a civic society.

The Project supports campus-based initiatives that demonstrate how uses of engaged forms of learning that actively involve students both within and beyond the classroom directly contribute to their cognitive, emotional, and civic development.

History

2012 marks BTtoP's first landmark anniversary. Ten years ago, the Project Director, Don Harward, and co-founders Sally Engelhard Pingree and Tad Roach began conversations about the mental health and multiple observable forms of disengagement among college and university students. The result of these conversations was the idea that studying and then supporting the interrelationships of engaged learning, civic engagement, and students' well-being would provide some context to begin discussing the roots of the perceived patterns of disengagement.

This idea provoked the commissioning of a literature review, formation of an advisory board, and a first conference to bring together scholars and practitioners in the related fields. Out of these activities derived the intention to involve campuses in studying the relationships, and a hypothesis to inform related research. The hypothesis supposed that student learning, civic development and well-being were intimately connected and understanding their relationships was needed if colleges and universities were to provide an integrated and transformational educational experience for students.

BTtoP first involved campuses in supporting institutional research and programming to discover what relationships looked like among learning, civic engagement and well-being. This initial period of the Project's work resulted in the establishing of a "preponderance of evidence", including empirical data, that confirms the relationship and point to directional actions that could maximize the achievement of specific outcomes—cognitive, behavioral and emotional, and civic. Through conferences, successive RFPs, and the formation of a Leadership Coalition, campuses were pushed further to examine structures and cultures that support and sustain programming, curricular change, and the prioritizing of resources related to the integration of learning, civic development and well-being.

Over the past five years, three major BTtoP-sponsored national research studies have provided the opportunity for the Project to more deeply consider issues intimately connected to transformational student learning and development. In 2008, the College Outcomes Project sought to achieve clarification of specific outcomes and how to determine reasonable means of assessing whether students obtain them. Also in 2008, a "Cost Study" was commissioned to determine where campus resources are actually being allocated. In 2010, a "Faculty Survey" studied the different factors associated with faculty innovation and learning-centered campuses.

Most recently, the notion of student well-being has been examined using the research attending to flourishing, resiliency, mindfulness, persistence and eudemonic dimensions of students as whole persons without the dominance of the false dualism that faculty address the cognitive and that student affairs and others separately serve the emotional/behavioral. A powerful example of the progress of this effort has been in 2009 a major conference and now in 2011 an important scholarly issue of *Liberal Education* examining the psychosocial and civic dimensions of student learning.

Learning from the years of BTtoP projects, conferences as well as other scholarship, the book *Transforming Undergraduate Education: Theory that Compels and Practices that Succeed* appears in October 2011. Twenty-four authors and co-authors of chapters and ten case studies document the need for, the nature of, and the practices that result in transformative change.

Bringing Theory to Practice is understood and appreciated as being a rare source of intellectual and practical assistance to all institutional constituencies willing to make, or strengthen, the changes needed to realize their own missions of learning and discovery, creating campus cultures for learning that recognize the necessary connections of higher learning to student well-being and to their civic engagement and development.

Clarity of Focus

Well-being

Over the course of the first ten years, advisors, scholars, mental health practitioners, and campus counseling and health professionals helped BTtoP to find the appropriate language to describe the holistic development of health and well-being that were related to the college student experience—to learning and to civic engagement.

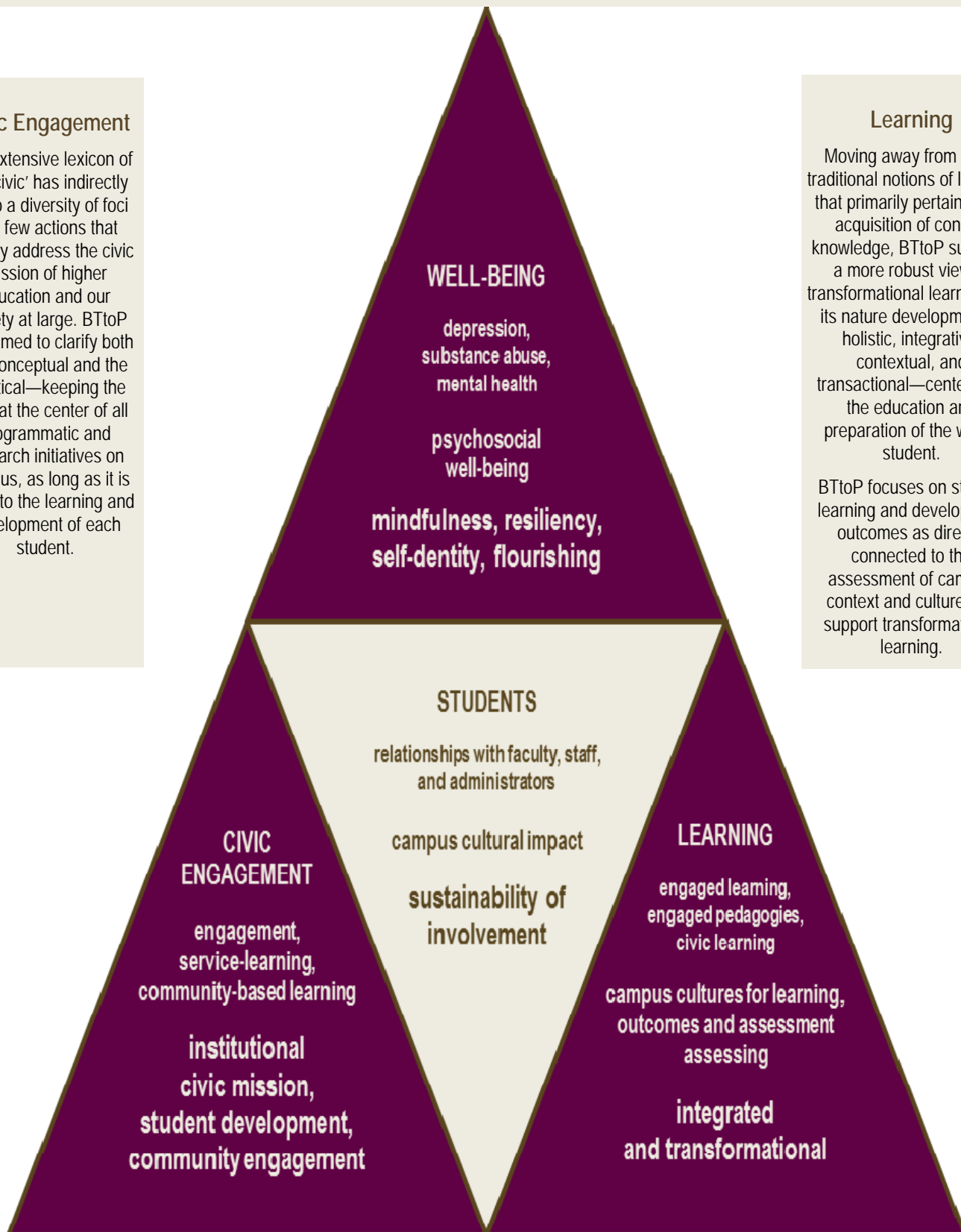
Civic Engagement

The extensive lexicon of 'the civic' has indirectly led to a diversity of foci and few actions that directly address the civic mission of higher education and our society at large. BTtoP has aimed to clarify both the conceptual and the practical—keeping the civic at the center of all programmatic and research initiatives on campus, as long as it is tied into the learning and development of each student.

Learning

Moving away from more traditional notions of learning that primarily pertain to the acquisition of content knowledge, BTtoP supports a more robust view of transformational learning—in its nature developmental, holistic, integrative, contextual, and transactional—centered in the education and preparation of the whole student.

BTtoP focuses on student learning and development outcomes as directly connected to the assessment of campus context and culture that support transformational learning.

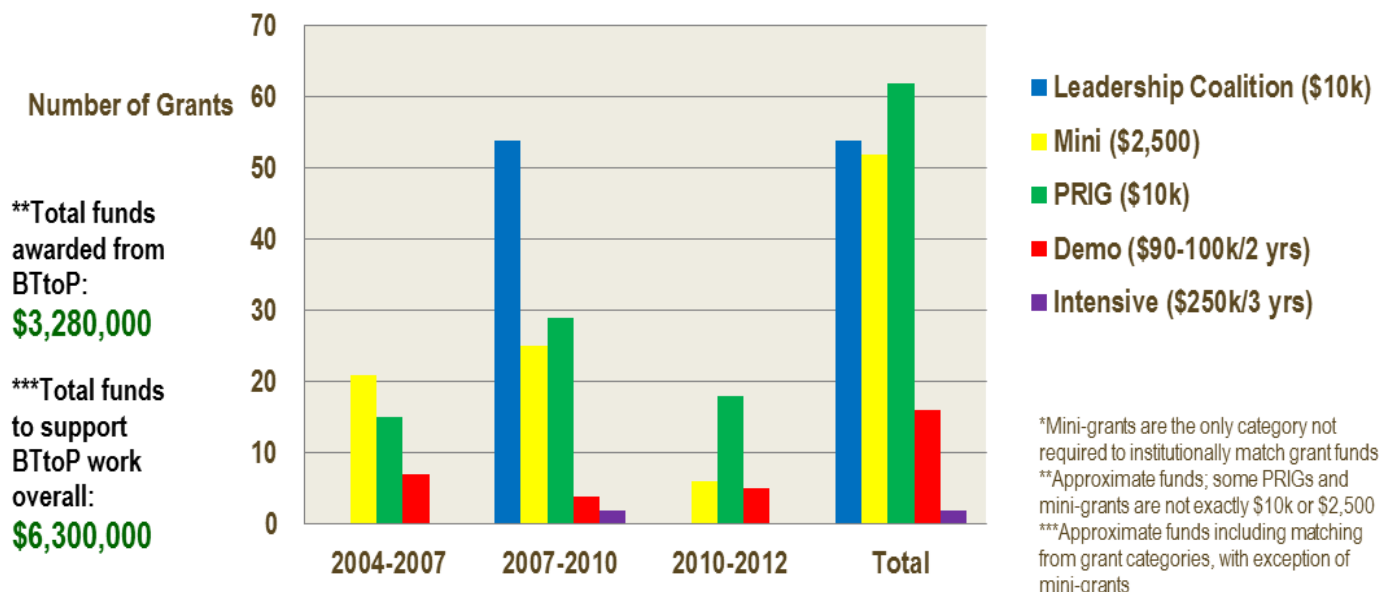


Strategic Activities

Institutional Support

Supporting campuses in realigning priorities for transformational learning

Institutional Grant Funding (*Matching)



Commissioned Studies and Publications

Furthering the body of knowledge and inquiry

CASA literature review on depression, substance abuse and student engagement

November, 2003 | The National Center on Addiction and Substance Abuse at Columbia University

<http://www.bringingtheorytopractice.org/pdfs/LitReviewDec03.pdf>

CASA report: Focus groups and national survey on substance abuse, mental health, and engaged learning

April, 2005 | The National Center on Addiction and Substance Abuse at Columbia University

<http://www.bringingtheorytopractice.org/pdfs/CASA%20Student%20Attitudes%20Survey.pdf>

Literature review: "Linking Engaged Learning, Student Mental Health and Well-being, and Civic Development"

April, 2005 | Lynn Swaner, Ed.D., LMHC, NCC, ACS

<http://www.bringingtheorytopractice.org/pdfs/BTTP%202005%20Literature%20Review.pdf>

"Bridging Civic Engagement and Mental Health" (monograph)

March, 2008 | Penny A. Pasque | National Symposium on Civic Engagement and Mental Health, University of Michigan

http://www.aacu.org/bringing_theory/documents/BridgingCivicEngagementandMentalHealth_Monograph_2008.pdf

College Outcomes Project (COP)

December, 2007- October, 2008 | Richard Hersh, chair | "A Well-rounded Education for a Flat World" (paper)

http://www.aacu.org/bringing_theory/research.cfm

BTtoP Cost Study: College and University Expenditures in Addressing Patterns of Student Disengagement

September, 2008 | Ashley Finley, Ph. D & Lynn Swaner, Ed.D., LMHC, NCC, ACS

http://www.aacu.org/bringing_theory/documents/COSTSTUDYFINALREPORT_R.pdf

BTtoP Leadership Coalition Faculty Survey: Perspectives on Teaching, Faculty Reward Structures, and Job-Related Outcomes

November, 2010 | Ashley Finley, Ph. D | POD Conference PowerPoint presentation

http://www.aacu.org/bringing_theory/research.cfm

BTtoP tri-annual Newsletter: campus highlights, featured research, project updates and announcements

Issue 1, December, 2008 | edited by Jennifer O'Brien, Project Manager

http://www.aacu.org/bringing_theory/newsletter/index.cfm

Transforming Undergraduate Education: Theory that Compels and Practices that Succeed

October, 2011 | edited by Donald Harward, Director, BTtoP | case studies edited by Ashley Finley, National Evaluator, BTtoP

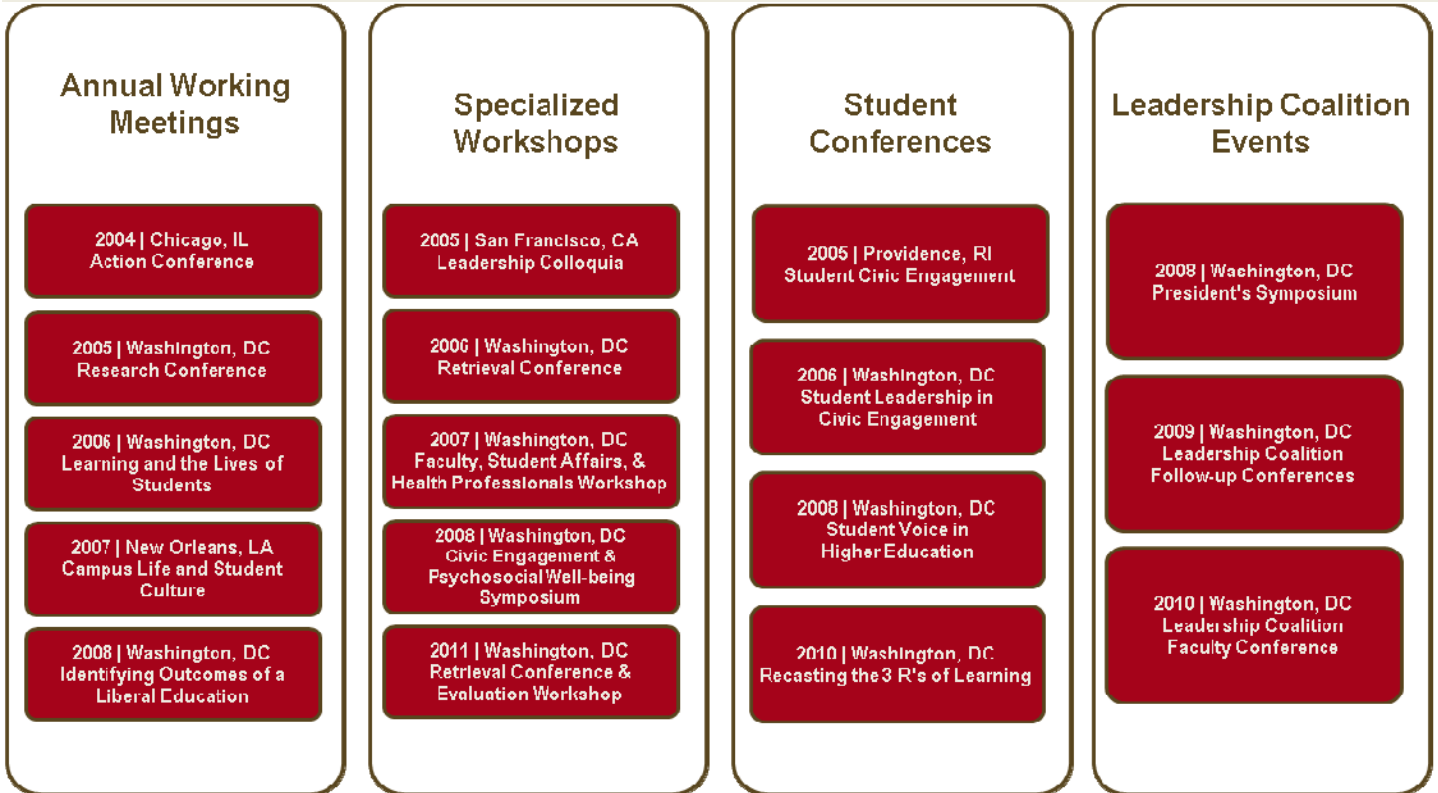
Available from Rowman & Littlefield publishers:

<http://www.rowmanlittlefield.com/>

Strategic Activities

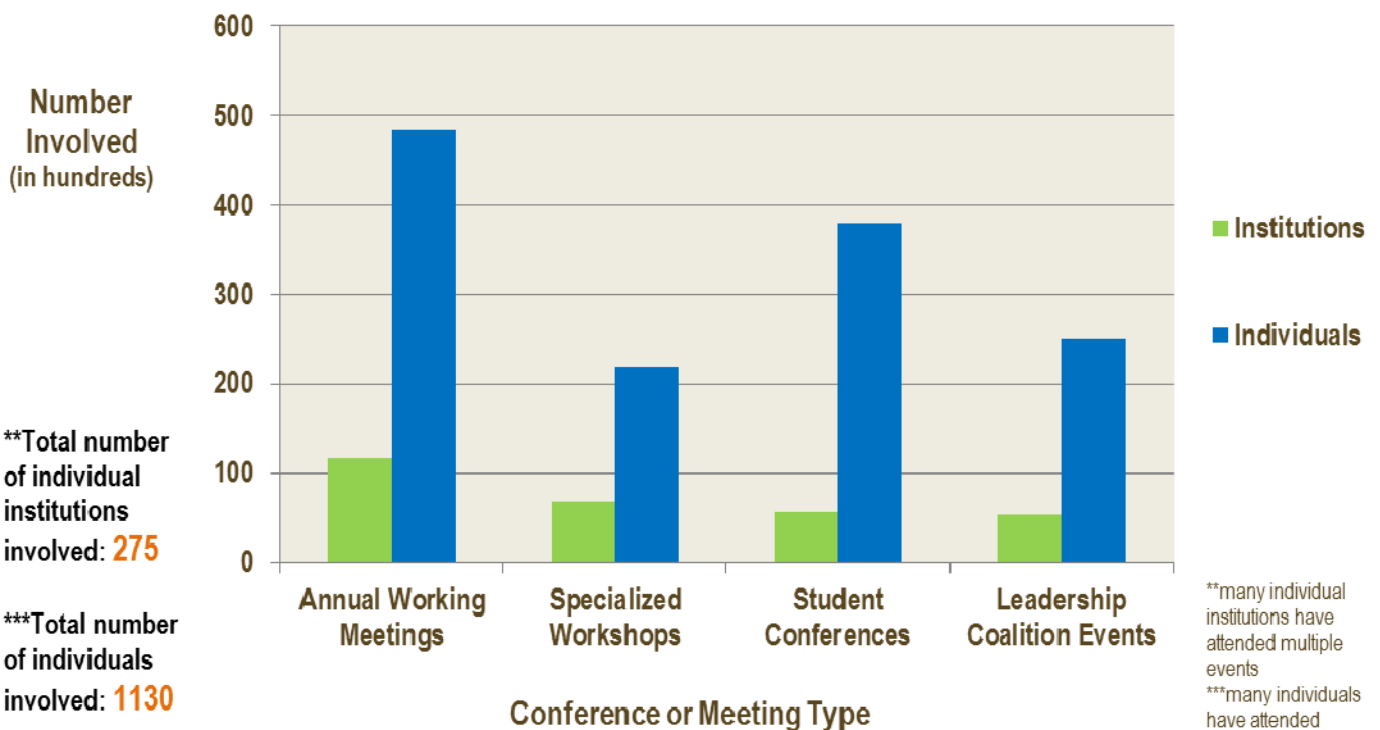
Conferences and Events

Providing the opportunity for sharing and disseminating knowledge and best practices



By the Numbers

Institutional and Individual Engagement in Conferences and Meetings: 2002-2012



Looking Ahead

This ten-year anniversary brings the project to a moment of natural transition—transition, not necessarily change—in the character and scope of the work. Throughout the first ten years of the project, the guidance and leadership have been intimately tied to the director, an excellent core group of advisors and staff, and to our funders.

The challenges for 2012 and beyond, and the context (both internal and external conditions), will be different than they were in 2002 or 2006. BTtoP will use strategic planning initiatives and the support and good will of the current leadership, partners and funders to build new plans and structure, retaining clear focus and mission, and learning from what has already been achieved to inform the possible next five, ten, or twenty years of work.

Building on Investments in Change *Determining Strategies for Sustaining Campus Cultures for Learning*

Key Factors in Strategic Planning:

- What are the internal conditions and context that will affect our work?
- What are the external conditions and context that will affect our work?
- What are core strategies that could be identified?
- What are suggestions of means that fit those strategies?

Framing Questions We Will Consider:

- How has BTtoP fulfilled its mission?
- What will be the purview of BTtoP's work over the next five, ten, or twenty years?
- What are the 'gaps' in theory and practice that could or should be bridged through the project's capacity and proven models and practices to affect change?

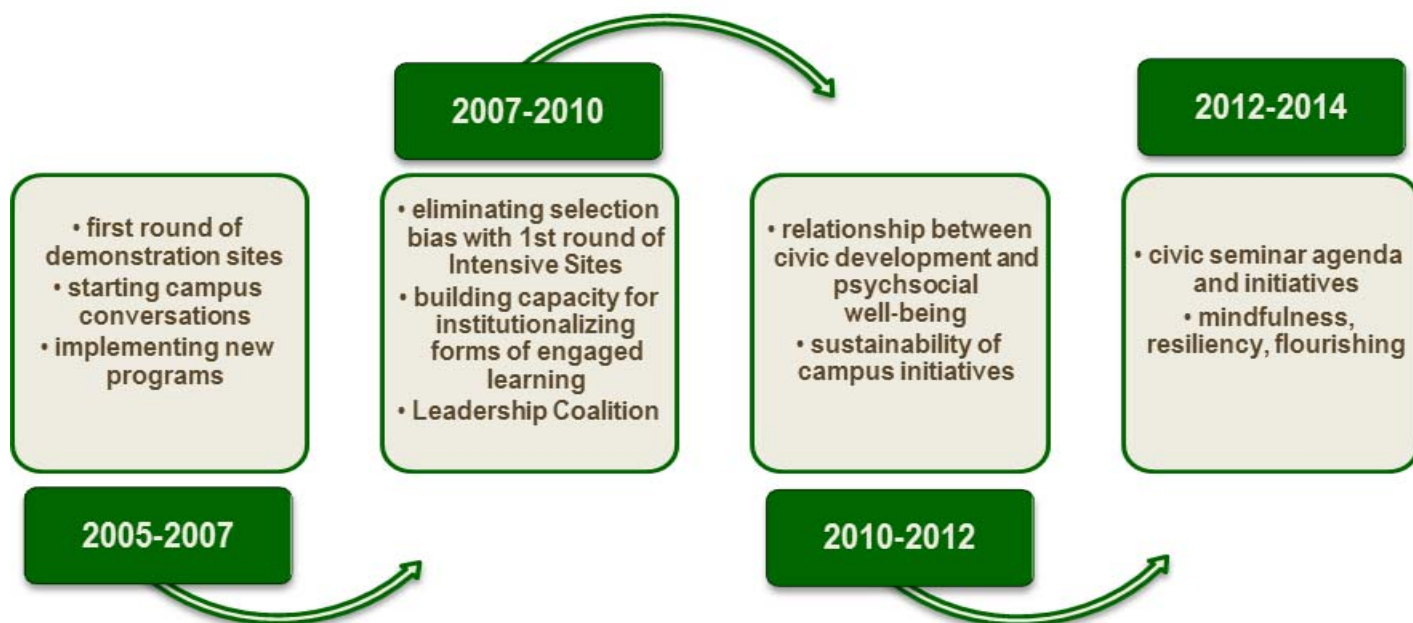
Several Means That May Fit Core Strategies

Effecting Expectations	BTtoP Campus Extensions/ Learning Cooperatives	Linking BTtoP work to pre- and post- baccalaureate contexts	Student/Campus/Community Flourishing
<ul style="list-style-type: none">• Promoting the flourishing of the Leadership Coalition as an influential community in higher education: sharing communication with parents and with students at the opening of the year to encourage relationships of reciprocal expectation—demanded active engagement of students, and delivery of the opportunities and challenges that afford being actively involved and engaged.	<ul style="list-style-type: none">• Campus-based leadership and planning aligning with priorities of the national BTtoP Project.• Collaborative models for bridging institutional cultures and systems.• BTtoP campus extensions would have first access to BTtoP resources and funding initiatives.• Distributed model of BTtoP would highlight regional outreach and collaboration.	<ul style="list-style-type: none">• What would an exploration of the BTtoP model at the secondary level look like? Elementary?• Conferences within conferences: linking secondary students and faculty with higher educational institutions.• Graduate students workshops and grants (mentoring the next generation of faculty) for engaged, civic learning that attends to students' well-being.	<ul style="list-style-type: none">• Student flourishing may be directly connected to the flourishing of the campus community, and further the local community.• BTtoP-sponsored campus-community collaborations for flourishing: student organizations, faculty, staff, and administrators team with community organizers to integrate flourishing communities.

Looking Ahead

Institutional Support

Engaged Learning, Civic Development, and Student Well-being

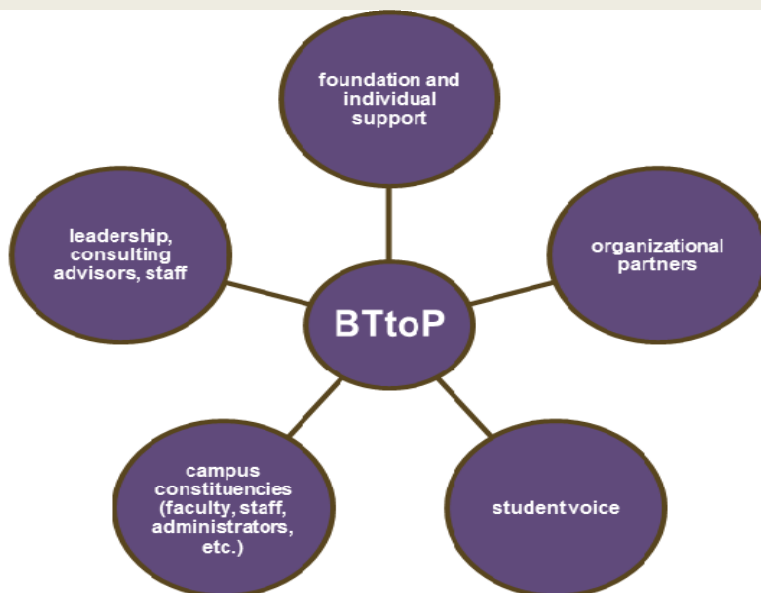


People That Will Move the Work Forward

Recruiting leaders, partners and allies in change

Leadership, Staff

The leadership, consulting advisors and staff of BTtoP have been more or less constant for at least five years. As the Project continues to grow, key personnel may transition with it. BTtoP will strategize and remain attentive to diversifying and revitalizing leadership and allies.



Students and Campus Constituencies

Student voice and involvement will remain paramount to BTtoP's work. Students' fresh and earnest perspective and outlook over the past ten years have consistently been a most valuable asset of BTtoP's strategy.

Faculty, staff and administrators will also remain a major part of BTtoP's body of work. "Bridging" as a theme will be prevalent in 2012 for BTtoP, specifically the bridging of campus cultures, lexicons, reward structures, priorities, and practices—all of which intimately connect each campus constituency to another.

Partners and Support

Increased collaboration and the combining of all manner of resources with partner organizations will increase the impact and breadth of BTtoP's work.

The Project continues to benefit from the incredible generosity and involvement of major foundation supporters dedicated to student learning and development.

While maintaining the meaningful depth of these connections, garnering the involvement and perspective of additional funders will also expand the impact and quality of BTtoP support to campuses.

Grant Supported Institutions

Allegheny College | American University | Barnard College | Bates College | Bennington College | Bowling Green State University | Bratislava International School of Liberal Arts, Slovakia | Bryn Mawr College | Butler University | California State University, Chico | Centre College | City University of New York Graduate Center | Clark University | Colorado College | Concordia College - Moorhead | Curry College | Dickinson College | Dominican University of California | Drake University | Drew University | Drury University | Duke University | East Carolina University | Eckerd College | Elizabethtown College | Elon University | Emory University | Fairfield University | Fairmont State University | Franklin & Marshall College | Franklin College | Georgetown University | Georgia College & State University | Gettysburg College | Gonzaga University | Guilford College | Heritage University | Hocking College, Perry Campus | Houghton College | Imagining America at Syracuse | Indiana University Purdue University Indianapolis | Indiana University, Bloomington | Ithaca College | Johnson State College | Kent State University, Geauga Campus | Kent State University, Stark Campus | Lebanon Valley College | Lewis University | Long Island University | Marlboro College | Marquette University | Marymount Manhattan College | Maryville College | McDaniel College | McKendree University | Monmouth University | Montclair State University | Morehouse College | Morgan State University | Muhlenberg College | New England College | Newberry College | North Carolina Agricultural & Technical State University | Oklahoma City University | Otterbein University | Pace University | Pitzer College | Princeton University | Regis College | Roosevelt University | Rosemont College | Rutgers, The State University of New Jersey | Saint Edward's University | Saint Joseph's College, Connecticut | Samford University | Sarah Lawrence College | Skidmore College | Southern Arkansas University | Southern Illinois University-Edwardsville | Southern Vermont College | St. Lawrence University | St. Mary's College of California | St. Olaf College | State University of New York College at Buffalo | State University of New York College at Cortland | State University of New York College at Geneseo | State University of New York College at Purchase | Syracuse University | The American University of Central Asia | The College of Wooster | The Evergreen State College | The New School for Liberal Arts | The Richard Stockton College of New Jersey | The School of the Art Institute of Chicago | Towson University | Tufts University | Tulane University | Tusculum College | University of Delaware | University of Georgia | University of Kansas | University of Maine at Farmington | University of Maryland - College Park | University of Massachusetts at Boston | University of Michigan | University of Nebraska - Lincoln | University of North Carolina at Chapel Hill | University of North Florida | University of Northern Colorado | University of Notre Dame | University of Pennsylvania | University of Southern California | University of Southern Maine | University of Warsaw, Poland | University of Washington - Bothell | University of Wisconsin - Eau Claire | University of Wisconsin - Milwaukee | University of Wisconsin - River Falls | Ursinus College | Vancouver Island University | Vanderbilt University | Wagner College | Wartburg College | Washington & Jefferson College | Washington & Lee University | Washington State University | Westminster College | Wheelock College | Widener University | Willamette University | Winthrop University | Worcester State College

Recognition of Funders

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