



WHAT MAKES IT HIGHER EDUCATION?

Colleges and universities are not simply expensive service providers. This book argues that higher education must be about intensive learning and discovery; including at its core the social, psychological and civic development of those who participate. It remains the mission of colleges and universities committed to full undergraduate education to express, advocate, expect and deliver the environment to achieve each of these core purposes. How to do so is the real challenge, but it is in doing so that the meaning of “higher education” is found. It is true that colleges and universities offer skill development and training and provide preparation to meaningful and productive careers and work. But they must fill a higher need as well. Colleges and universities must give priority to crafting a culture for learning and discovery that engages students, demands higher expectations and delivers on these expectations. In doing so, they will develop in their students the kind of fulfilling and sustaining foundation for the life choices and actions needed in a world that calls out for principled, engaged, and public-spirited as well as productive participants at all levels and in all fields.

For those colleges and universities ready to participate in making a priority of connecting learning with the flourishing and civic development of students, *Transforming Undergraduate Education* provides the theoretical support, evidence and case studies that suggest how steps can be taken and progress made. These steps consider changes to structure, pedagogy, curriculum, reward systems, expectations, and the campus culture. For those who are currently leading their campuses through these changes, the book offers support and encouragement. And for those who are pausing—looking positively but cautiously at what needs to change, and to the prospects and challenges that may be encountered—Harward and the collection of authors offer an invaluable and innovative resource.

Transforming Undergraduate Education connects the strands and implications of creating and sustaining undergraduate campus cultures for learning. It contains a coherent argument for change, exploring issues, themes, limitations and outcomes. Fifteen chapters expand and deepen the argument, provide evidence from practices and research, and address the implications of change, the conditions required, and the policies and priorities needed. Ten case studies reveal both successes and limitations—but are invaluable guides suitable for adoption and adaptation to fit a breadth of campus cultures.

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What the Experts are Saying about *Transforming Undergraduate Education*

“This important volume focuses on the fundamental challenge of undergraduate education: How can we create environments for deep learning that will flourish and last a lifetime? How can we help students understand themselves and others in ways that will liberate and strengthen them for creative, responsible, and meaningful lives? The authors draw upon history, theory, and years of research to propose changes in campus cultures, structures, and practices. This is a transformative book, a must-read for anyone who cares about the current and future state of higher education.” — **Nancy Cantor, chancellor and president, Syracuse University**

“Ambitious in purpose and scope, this volume weaves together pithy insights from a stellar cast of contributors along with instructive institutional examples to explain how colleges can help undergraduates learn what they need to know and do to survive and thrive in the 21st century.” — **George D. Kuh, Chancellor’s Professor Emeritus, Indiana University**

“Harward and his collaborators have constructed an up-to-the-minute account of the problems we struggle with in American higher education. Contemporary, nationally recognized experts contribute chapters on students' mental health, the challenges of delivering engaging, integrated educational experiences in an era of student mobility, and the new urgency of longstanding imperatives like faculty leadership, student success, and civic engagement. Yet the authors anchor their stories in the universal traditions and purposes of liberal learning, making the book both timely and enduring. This is the kind of resource that will quickly bring the newcomer up to speed, while serving as a helpful reference for all of us for years to come.” — **Kenneth O'Donnell, associate dean, California State University**

“Consider this a primer for liberal education in the 21st century. By gathering together the thoughts of some of the most important current thinkers on higher education into one volume, Harward and his collaborators have sketched an exciting vision of educational excellence for our time. This collection should be read by educators, policy makers, parents of college-age children, and anyone else who cares about the future of higher education in this country.” — **George J. Sanchez, Dornsife College vice dean for Diversity and Strategic Initiatives, University of Southern California**

“*Transforming Undergraduate Education* makes a significant contribution to the current conversation in higher education based because it is grounded in the experiences and wisdom of multiple national and campus based leaders. During this time when multiple publics question the purpose, models and outcomes of higher education, this manuscript deftly addresses needs and outcomes from multiple perspectives: classroom, curricular, campus, and national. Through the connection between theory and application, this book voices theory needed to transform education and application that leads to success. This volume is a much needed contribution to the literature and to the practice of transforming undergraduate education.”— **Devorah Lieberman, president, University of La Verne**

“Don Harward and Ashley Finley have edited a compelling volume that will be of interest to faculty members and academic administrators seeking to create engaging environments for undergraduate education in order to prepare students for lives of meaning and success in a complex world.” — **Leo M. Lambert, president, Elon University**