Grantee Spotlight
In Support of Purposeful Work
By Rebecca Fraser-Thill, Director of Faculty Engagement and Outreach, Bates Center for Purposeful Work, and Visiting Instructor of Psychology at Bates College

Six years ago, Bates College was awarded a $10,000 grant from BTtoP to create campus-based programming in support of students’ psychosocial well-being. This funding, along with the ideas BTtoP shared during the process of generating the program, sparked a curricular infusion that now impacts over 90 percent of Bates students by the time they graduate and is a major component of our campus-wide Purposeful Work program.

In September 2013, I attended the BTtoP Working Conference on Well-Being with my colleague Ellen Alcorn from Bates’ Harward Center for Community Partnerships. There, we were exposed to two seminal ideas that matched Bates’ institutional goals perfectly. First, we heard from Brandon Busteed, who discussed Gallup’s well-being research conducted in 155 countries that found overall well-being is predicted by purpose, which boils down to doing what we like and using our strengths every day. Since most individuals work for pay every day, purpose is often found in careers. Second, we heard from Georgetown University students who were taking classes in the Engelhard Project for Connecting Life and Learning, which integrates health and well-being information into classes. The students were so enthusiastic about the curricular infusion model that we knew Georgetown was onto something.
Long-time colleagues of Bringing Theory to Practice (BTtoP) may know that we have historically had a complicated relationship with education and work; in fact, a fundamental part of our identity in the past few years was an assertion that higher education had “greater purposes” beyond just workplace preparation—purposes like nurturing student well-being; providing experiential, transformative, or relational learning; fostering democratic and civic commitment; and preparing students to lead a meaningful life (which included, but was not limited to, their career). We saw ourselves as a force against the neoliberalization of higher education, wherein the benefit of attending college was only relevant for its contribution to the economy and workforce, and learning was reduced to a means to a capitalistic end.¹

However, in part due to our more recent emphasis on the connection of our mission to equity and inclusion, we’ve come to realize the importance of acknowledging the complex—and inevitable—existence of work in students’ lives. As Katharine M. Broton shows in our Feature piece, many students, especially those who have been historically underserved by American higher education, have no choice but to manage dual roles as learner and worker. And sometimes, as Natasha Lemke describes in her Student Perspective, what it means to work is not just limited to “traditional” employment, but requires navigating intersecting identities and responsibilities. In our Grantee Spotlight and Campus Highlight articles, Rebecca Fraser-Thill and Adam Weinberg explore how their institutions help students see careers as more than a source of income, but as a pathway to connect learning to purpose, agency, and self-authorship. Finally, in his Director’s Column, David Scobey ruminates on his own former “allergy”—the belief that teaching and career preparation were separate domains—and what higher education stakeholders must do now to truly teach the whole student for life beyond campus in a rapidly changing world.

As always, while we hope to offer a combination of research and on-the-ground practice in an exploration of our newsletter theme, we invite our community to think through this topic with us. Our readers may know that we release more frequent and informal communication through our biweekly email blast “Bringing It,” with selected news items, personal thoughts and reflections from our team, and news from our partners and colleagues. We welcome your input and reactions to our content and hope that BTtoP can serve as an open forum for our community of scholars and practitioners. To submit a response to this issue or offer a contribution to “Bringing It,” email info@bttop.org. To sign up to receive “Bringing It,” simply register for our mailing list on our website: https://www.bttop.org.

Back on campus, Ellen and I were members of a working group established by our president, Clayton Spencer, to explore the concept of “purposeful work” as a core concern of the liberal arts. The working group was charged with formulating a conceptual case for purposeful work, testing the concepts with various campus constituents, and designing and piloting a program. We sought to enhance student well-being through a curricular infusion of purposeful work, an effort we dubbed the Purposeful Work Infusion Project.

What began with five faculty members, including myself, has grown to an institutionally supported program in which almost 45 percent of faculty members have connected purpose and meaning to course content in every department and program of the college. We’ve reached over 90 percent of students through the Purposeful Work Infusion Project, with many students taking multiple such classes before graduating. (The record to date is thirteen classes for one student!) Students’ responses have been overwhelmingly positive: 94 percent would recommend a Purposeful Work Infusion class to their peers, and over 70 percent believe their understanding and engagement in the classes were enhanced by the discussions of meaning and purpose.

By design, every Purposeful Work Infusion class makes the connection between course content and meaning and purpose in work and careers differently depending on class format. That said, after consulting with Joan Riley of Georgetown, one of the leaders of Georgetown’s curriculum infusion, we decided that all classes would include the same three elements as the Engelhard Project, but focused on purposeful work instead of health and wellness—at least one class session, one reading, and one self-reflective writing assignment would be devoted to the connection. Many faculty members bring in guest speakers to discuss their process of constructing a meaningful career, using materials related to the class content. We have supported hundreds of those speakers through honoraria and travel expenses.

The Purposeful Work Infusion Project is now just one of many core elements of the Bates Center for Purposeful Work, which was established in the summer of 2018 under the leadership of Allen Delong, senior associate dean. We also offer practitioner-taught courses led by professionals on skills-based topics such as music production,
entreprenueurship, and digital marketing, as well as a Life Architecture course that provides juniors and seniors with a toolkit drawn from design thinking and positive psychology to support their lifelong pursuit of purpose in work. In addition,

“Particular college experiences are correlated with having purpose in work after graduating, including having an internship, participating in a class that helps students think about pursuing purpose in work, and being encouraged by college staff to develop realistic expectations for the work world.”

we provide a variety of cocurricular programs, including a comprehensive, funded internship program that features a network of core employers, and a community virtual cohort model in the summers; a job shadow program with required reflective elements; and a speaker series that highlights the non-linear nature of the careers of distinguished alumni and parents. This programming is offered in addition to the traditional support provided in career development offices, including developmental counseling, resume and cover letter reviews, and on-campus interviewing. The goal, overall, is to layer the practical with a deep philosophical undergirding.

To pressure test and refine our approach, this past year we hired Gallup to conduct a nationwide, representative survey of college graduates, managers, and parents of college-age children on purpose in work. In April, we released our results, which include several key findings:

• College graduates who have purpose in work are ten times more likely to experience well-being in their lives.
• 80 percent of college graduates desire purpose in their work while only 38 percent have found it.
• Particular college experiences are correlated with having purpose in work after graduating, including having an internship, participating in a class that helps students think about pursuing purpose in work, and being encouraged by college staff to develop realistic expectations for the work world.
• Reflective thinking, especially on one’s strengths, values, and interests, is a key correlate of finding purpose in work.

This study, coupled with the data we gathered from participants in the Purposeful Work program, all lead to conclusions we suspected back in 2013: individuals flourish when they experience purpose in work, and, as colleges and universities, we have the tools to support our students’ search for purpose. This could be a compass for the direction in which higher education needs to navigate, and we look forward to continuing to explore best practices for doing so.
Feature

The Reality of Today’s College Students: Addressing Students’ Economic and Material Well-Being

By Katharine M. Broton, Assistant Professor, University of Iowa

Despite idealized notions of college as a protected or even carefree time for emergent adulthood, the reality is that three-quarters of undergraduates are “nontraditional” or “new-traditional” students, meaning they do not fit the stereotype of a young adult attending college full-time immediately after high school.1 Instead, most students are navigating college while managing significant work and family responsibilities, and they are doing so under considerable constraint.

Over the past several decades, the price of college has increased while family income and need-based financial aid have stagnated.2 As a result, over half of students and their families must devote more than one-quarter of their total family income to the price of college, after aid received from grants.3 Although most students work while attending college, students cannot work their way through college in the same way that prior generations did—the total price of college is too high and work pays too little.4 To cope, students employ alternative strategies: attend part-time, leave college for a semester, take out loans, and cut back on books and basic material needs like food and shelter.

Against this backdrop of college unaffordability, declining availability of high-quality jobs for those without a postsecondary credential, and a fraying public social safety net, some students report that their daily lived experiences are marked by economic precarity and material uncertainty. Undergraduates explain that they sometimes sacrifice food and shelter in the short-term for the potential of longer-term economic and social success associated with a college credential.5 Basic needs insecurities like food and housing insecurity include a range of experiences, and only the most severe are associated with the physiological sensation of hunger or outright homelessness. Still, what we might consider less severe forms of food insecurity, such as reducing the quality, variety, or desirability of diet, and housing insecurities like couch surfing, also take a significant cognitive, emotional, and physical toll on students. The stress and anxiety associated with worrying about where your next meal may come from, or when your friends say their couch is no longer available, impede students’ ability to do their best in school. Tropes about “broke” college students and jokes about the “ramen noodle diet” as a rite of passage minimize students’ very real challenges and impede efforts to promote basic needs security on college campuses.

Though there are no nationally representative estimates of basic needs insecurity among college students, the best evidence indicates that approximately half of undergraduates are food and/or housing insecure.6 All types of students attending colleges and universities across the nation experience basic needs insecurity, but students from marginalized groups including former foster youth, racial/ethnic minorities, LGBTQ students, and students from low-income backgrounds are especially vulnerable.
families are at an increased risk.

What implications for policy does this information have for colleges and universities? Awareness of basic needs insecurity and implications for college success has grown dramatically on campuses and in communities, and students, institutions, policymakers, and community leaders from across the nation are taking action to support students who are struggling to make ends meet. Nearly seven hundred colleges and universities have on-campus food pantries, and others have meal voucher programs, free clothing closets, short-term housing accommodations, and other programs designed to respond to emergency situations. While students report that these services are essential, we have little empirical evidence on their impacts—and they fail to address the root causes of this systemic problem. In contrast, public policy changes that address the issue of college unaffordability, align the social safety net with our higher education system, support affordable housing options, and promote living wages would go a long way to promoting basic needs security among college students.

Given our substantial investment in higher education and the moral imperative to support those seeking a college credential, we must take action to address basic needs insecurity on college campuses. Such steps have the potential to increase college attainment rates and improve the health and well-being of our communities and nation.

Colleges are being pushed to do more to help students find careers and build successful professional pathways. How do we do this work in ways that are focused on student well-being, civic engagement, and educational values? Here are a few lessons we’ve gained through the creation of a Career Exploration Center at Denison University.

First, we have to get the question right. Rather than focusing on “career services,” which is narrowly fixated on getting students their first job, the focus needs to be on student career exploration, which we define as a focus on three interrelated and more wide-ranging questions:

• What kind of life do I want to live?
• How do careers and professions allow people to be the architect of their lives?
• How do I use college to develop the skills, values, habits, networks, and experiences to start this journey?

“At Denison, we have been working to become a campus that gets career exploration right—understanding it as more than just a path to a well-paying job.

Our most important expression of this work has been the launching of the Austin E. Knowlton Center for Career Exploration. The Knowlton Center is built around seven signature programs that align with five core strategies:

**Engagement:** Get students involved in the Knowlton Center early, often, and consistently.

**Skills:** Fill gaps in not only hard skills, but also softs skills and intangibles (e.g., interpersonal skills, work ethic, initiative, learning agility).

**Experiences:** Give students a range of  

(continued on page 8)
Career Exploration (continued from page 7)

career-related experiences that connect with their studies and passions.

Network: Help students build a team of contacts who can act as coaches and mentors during their journey.

Commit: Support students’ launch into their work and lives even after graduation.

We have also learned a great deal about cultivating students’ understanding of work in ways that encourage values like relational and experiential learning, civic engagement, and lifelong well-being:

The process should expand what students see. Too much of the work around career preparation narrows students’ world views and options too fast and too far. In contrast, we are taking students on excursions to see places of work, exposing them to alumni, and running a variety of programs and forums that help them understand the wide variety of ways people build lives and careers, with a particular focus on understanding that the path is not linear.

Too many students are making the mistake of selecting an academic major that does not engage them but will, in theory, lead to a career. The Knowlton Center confronts this and challenges students to explore engaging academic pathways.

The process should encourage students to study what engages them. The Knowlton Center has the obvious benefit of giving Denison myriad ways to support students, but it also has another, less obvious benefit—freeing students up to embrace their academic journey. Too many students are making the mistake of selecting an academic major that does not engage them but will, in theory, lead to a career. The Knowlton Center confronts this and challenges students to explore engaging academic pathways.

Students start in very different places and need very different forms of support. For example, we learned quickly that the exploration process and career launch look very different for many first-generation college students. Therefore, we added a staff position to the Knowlton Center that focuses entirely on first-generation college students, forging new pathways that account for the different circumstances faced by economically vulnerable students.

Shift the culture. While all our programs are commendable, the most important work the Knowlton Center has done is shift the culture. We are getting students to think about lives and careers earlier in their college experience. This has led to many successes, including the valuing of a liberal arts education, the openness to try new things and fail, and the knowledge that wellness is central to planning for a career.

Well-being matters. Much of the coaching we are doing at the Knowlton Center focuses both directly and indirectly on well-being. Conversations about careers can be stressful or produce anxiety. Students need to hear our staff say this is normal. We are also finding that stress is

(continued on page 9)
reduced if we start with questions like “What kind of life do you want?” and not “What do you want to do after college?” This creates space for students to acknowledge whether money drives them, if they have a particular place they want to live, or if a career they desire would allow them to prioritize health, family, or exercise. If we can guide students to envision the lives they want to live, then conversations about careers tend to generate excitement, not stress.

**Connect the civic and professional.**

Our work inspires students to blend their civic and professional aspirations, instead of seeing the two as different parts of their lives. The most important work in this respect exposes them to alumni, parents, and local community members who exemplify this approach.

Finally, meaningful career exploration needs to stretch beyond the career center—it should be embedded in the fabric of the campus and re-enforced by a strong culture of faculty mentorship. (I have written about the importance of faculty mentorship elsewhere). We have also expanded our curriculum in some interesting ways to include new academic majors in global commerce, narrative journalism, data analytics, and health, exercise, and sports studies. All of these are interdisciplinary attempts for our courses to reinforce the approaches listed above.

The bottom line for me is simple—we need to focus on career exploration in a nuanced way that appreciates our students as whole persons so that it not only provides them a pathway to a career but nurtures their learning, flourishing, and civic consciousness.

---

**Student Perspective**

**Mothers and All**

By Natasha Lemke, Student, The Evergreen State College–Tacoma

Historically, the idea of “women’s work” was relegated to the household. However, times have changed—both for the empowerment of women and, simultaneously, for their continued marginalization. A forty-hour work week is nonexistent for mothers navigating life on a single income, not to mention the amount of unpaid (and often unappreciated) labor that occurs outside of office hours. I am more than a student and more than a mother, teacher, caregiver, wife, and community volunteer. My work never ends—but the pursuit of education is necessary for human survival, especially for the poor. As James Baldwin said, “It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.” So, if women are to continue to persist and fight against oppressive structures, we do not have the luxury to lack education.

The original intention of the liberal arts during the Roman era was to help people become more informed, active, and effective citizens. In a political climate that is currently thriving on inaccuracy, these skills are essential to our ability to survive and contribute to a more just society. I am proud to have received an interdisciplinary and humanistic education from the Evergreen State College–Tacoma. I could not have received a more culturally relevant, civic-minded education anywhere else in the country. In a program where the motto is “Enter to Learn, Depart to Serve,” there is no confusion about each student’s purpose after graduation. The integrated and experiential learning style reminds us that we are not on a direct path. Looking for the ways subjects intersect is encouraged. We honor the fact that the world does not exist in a vacuum.

In order to be successful, students must be innovative. Andrew Boyd’s *Beautiful Trouble: A Toolbox for*
"Revolution reminds us that self and community actualization cannot be achieved without a little creativity. As I entered to learn as an Evergreen–Tacoma student, the book made me consider, How would I depart to serve? Boyd explains how: “Beautiful Trouble lays out the core tactics, principles and theoretical concepts that drive creative activism, providing analytical tools for changemakers to learn from their own successes and failures.” I reached these conclusions while conducting qualitative research on behalf of the college as part of a think tank taskforce focused on strengthening the Tacoma program. I wanted to depart to serve by ensuring that the pathway to Evergreen–Tacoma was accessible for those coming behind me, for women that share much of my same story, and for the men that don’t realize that they too can be a part of what makes Tacoma resilient.

Resilience and Evergreen–Tacoma’s support helped get me through the end of my bachelor’s degree. I did not know how my studies would impact me and all my forms of work beyond the classroom. But, when my father had a stroke, I became his voice, his advocate, his on-command medical decision maker. Lucky for me, I studied circadian rhythms and Mozart as part of my interdisciplinary studies. Soothed by the piano arrangement of Piano Sonata no. 2 in C Major, I carefully watched over my father, his machines, and his nursing staff, following his symptoms as they related to my readings and previous knowledge on neurological processes. As a student, I learned to interrogate and question different texts and perspectives, and I treated my father’s condition no differ-

ently. I confidently advocated for his needs day in and day out. The nursing and doctoral staff on many occasions regarded me as “the daughter with a medical background” (which I did not have). I was just a well-rounded liberal arts student. If that is not bringing theory to practice, I don’t know what is.

I’m grateful that Evergreen–Tacoma knows its student base, and that it saw me in more ways than just a future employee or just a woman. It understands that, as students navigating diverse and complex working roles, we should see ourselves in the curriculum. The curriculum design at Evergreen–Tacoma extends students’ thinking beyond the texts and the classroom and, thanks to the commitment of Evergreen–Tacoma faculty, students are prepared to challenge oppressive systems that attempt to make intersectional identities like women and people of color invisible.”

Many faculty have long been allergic to the idea that education for work is a guiding purpose of college. Not all, of course: in fields like engineering or journalism, teaching was always inseparable from career preparation. But in the arts and sciences, faculty have tended to resist the notion that it was our job to guide our students’ pursuit of work—unless their path led to graduate school or a few professions proximate to ours. As for the realities of student wage-earning—shelving books or waiting tables—these were even further from our minds.

I count myself among those who suffered from this allergy. Of course, I wanted my students to have the money they needed and to thrive in their careers. But there were other offices—student employment, career services—whose job it was to look after such needs.

Such thinking was wrong—for my students’ development and my own values. It was based on an unexamined hierarchy between the “liberal” and “practical” arts, freedom and toil, which reinforced precisely the instrumental view of work to which I was allergic. It kept alive an old elitism that hived labor off from life and the life of the

“Yet if poetry groups, voting booths, and community gardens are places where we envision our graduates thriving—places of creativity, curiosity, contestation, and collaboration—then surely their workplaces are too.”

reinforced precisely the instrumental view of work to which I was allergic. It kept alive an old elitism that hived labor off from life and the mind, excluding it from purposes that college is meant to honor and nurture. Yet if poetry groups, voting booths, and community gardens are places where we envision our graduates thriving—places of creativity, curiosity, contestation, and collaboration—then surely their workplaces are too.

Happily, as this newsletter testifies, educators are starting to put aside this allergy and integrate work into their vision of college learning. Bates College (as described earlier in this issue) has earned admiration for its “Purposeful Work” initiative, which offers students curricular, cocurricular, and internship opportunities to explore and prepare for their work lives. The University of Iowa’s GROW Program (Guided Reflection on Work) treats campus employment as a high-impact practice, an opportunity for experiential learning and personal development. Many institutions are developing boot camps and minors that supplement liberal learning with the technical skills that one expert calls “the ‘last mile’ from diploma to employment.” Conversely, many employers stress the value of problem-solving, critical thinking, collaboration, and communication skills—precisely the robot-proof capacities that a well-rounded college education offers—in a dynamic economy.

All of this points to an emerging consensus that education for work constitutes a core goal for all undergraduate learning, not simply vocational or pre-professional programs. That consensus

(continued on page 12)
views students’ exploration of work not only as a path to employment and economic security but also as a site of intellectual, social, and even emotional development. It represents a rebuke to the old elitism that exiled work from the goals of liberal education (and the related elitism that valued intellectual work above all other forms of labor). But it is equally a rebuke to the current instrumentalism that reduces “education for work” to “workforce training” and obeisance to the fickle dictates of the labor market.

To which I say, hooray. And yet, in a couple of ways, I’d like to add to this new consensus about education for work. On the one hand, its focus on personal exploration, personal reflection, and personal skill-building seems to me too exclusively . . . personal. I’d argue for adding in some systemic (but still practical) attention to the ways that the economy and the worlds of work are changing. How is globalization reshaping the labor market? How are AI and robotization ushering in changes, just over the horizon, that will wipe out some jobs, invent others, and transform still others? What does the rise of the gig economy, with its mix of creative and exploitive effects, portend for career trajectories? And how might political, policy, and labor struggles affect these realities? Such issues may seem abstract in the context of internships and boot camps, but they couldn’t be more salient to our students’ capacity to pursue meaningful, secure, and satisfying work lives.

On the other hand, the emerging consensus seems too exclusively aspirational. My fondest hope is for all our students to find work that meets their sense of purpose and calling, that is well-respected and well-rewarded, throughout their work lives.

“...My fondest hope is for all our students to find work that meets their sense of purpose and calling, that is well-respected and well-rewarded, throughout their work lives.”

In Brief: BTtoP News and Notes

NEWS

BTtoP Receives Grant to Launch Partnerships for Listening and Action by Communities and Educators

BTtoP is thrilled to announce that the Partnerships for Listening and Action by Communities and Educators (PLACE) Collaboratory has been awarded a generous two-year, $800,000 grant from The Andrew W. Mellon Foundation. The PLACE Collaboratory brings together a network of academic and community partnerships, involving eleven colleges and universities from diverse sectors and regions, to do civic engagement and public humanities work. Using cultural practices like oral history or photovoice, as well as the civic pedagogies of the humanities, these partnerships will develop shared public agendas that ground the setting and solving of community issues in community voice. They may involve such significant themes as community development, wealth disparities, and environmental justice, but the agendas and action plans will be set through listening and dialogue. Some partnerships will be anchored by a single university; in others, multiple institutions may join together in regional collaboration. All the partnerships will include undergraduate students as key participants, culture makers, and often cultural brokers.

The goal of each local project will be to develop action plans grounded in community voice and enabled by academic and community partnerships. The goal of the larger collaboratory will be to distill best practices for such partnerships, to model the role of the humanities in sustaining them, and to use networked collaboration to disseminate them across higher education. The participating institutions in the PLACE Collaboratory will be Rutgers University–Newark; the University of Maryland, Baltimore County; five institutions in the Greensboro, North Carolina region (Elon University, Greensboro College, Guilford College, North Carolina Agricultural and Technical University, and the University of North Carolina at Greensboro); and four institutions in the Los Angeles region (College of the Canyons, Pitzer College, the University of LaVerne, and the University of Southern California). To learn more about the PLACE Collaboratory, visit https://www.bttop.org/news-events/june-19-2019-bringing-theory-practice-launches-partnerships-listening-and-action.

BTtoP Offers Well-Being and Equity Webinar in Partnership with AAC&U

On June 12, BTtoP hosted a webinar on well-being and equity in partnership with AAC&U. Led by Nicole Brocato from Wake Forest University and Jo Ellyn Walker from Georgetown University, and moderated by BTtoP’s Caitlin Salins, the webinar explored two questions: What does it mean to place support for student flourishing at the center of the equity agenda? What does it mean to place equity, diversity, and inclusion at the heart of our understanding of student well-being? Students of color, first-generation students, low-income students, and adult working students were the focus of both these questions, as the importance of student well-being as an equity imperative has largely been due to their advocacy and activism.

BTtoP Hosts Workshop at AAC&U’s Diversity, Equity, and Student Success Conference

On March 28, BTtoP hosted a preconference workshop at AAC&U’s Diversity, Equity, and Student Success Conference in Pittsburgh on “Well-Being and the Equity Imperative.” Facilitated by Joselyn Schultz Lewis, Timothy K. Eatman, and Caitlin Salins, the workshop exceeded expectations, with fifty-six participants attending. As part of BTtoP’s emphasis on exploring the connection between well-being and equity (which continued with the June webinar), the workshop focused on the experience and needs of students whose experience of marginality often undermines their success: students of color, first-generation students, low-income students, and adult working students. It also combined research on student well-being and precarity, discussion of best practices, and reflection on what general commitments constitute a “well-being equity agenda.” Participants discussed frameworks to understand the intersection of well-
being and equity, including the Schreiner Thriving Model, the Full-Participation Model, and inclusive pedagogy, and facilitators provided examples of well-being and equity work in action as starting points for transferable and scalable action plans for participants. Visit our website (www.bttop.org) to learn more about the workshop and the frameworks and exemplars. For those interested in resources, feel free to view the etherpad document (a collection of notes and resources from participants and facilitators collected in real time) and workshop slides.

RFP Released for AMP Grants of up to $3,000

In mid-February, BTtoP announced its newest RFP opportunity: Amplifying, Disseminating, and Increasing the Public Reach of Research and Practice (AMP) Grants. Intended for both public and nonprofit universities, colleges, and consortia who are former grantees of BTtoP, AMP grants will provide between $500 and $3,000 to increase the public reach of work previously supported by BTtoP. These grants may be used to support a range of activities, including campus-to-campus consulting visits, multicampus convenings, public writing, and the release of digital and media products. On March 1, BTtoP started accepting applications on a rolling basis. Award announcements began on April 1 and are ongoing. The RFP is available on BTtoP’s Funding Opportunities page: https://www.bttop.org/grants-funding/funding-opportunities.

Thank You to All Who Submitted Proposals for Multi-Institutional Grants

BTtoP’s call for proposals for Multi-Institutional Innovation Grants (MIGs) elicited a large, diverse, and terrifically creative pool of proposals. Given the relatively modest funding (a maximum of $7,000 per grant) and the requirement of forging multi-institutional partnerships, BTtoP originally expected thirty or forty applications. We were honored to receive ninety-five meritorious applications in total, involving well more than three hundred colleges and universities. These included civic engagement initiatives, community-based arts projects, faculty development institutes, policy networks, design laboratories, transfer partnerships between two- and four-year institutions, and many other innovative ideas. The awards were announced in mid-March. Please visit our website to view the list of awardees: https://www.bttop.org/grants-funding/awarded-grants.

BTtoP Director David Scobey Published in The Chronicle of Higher Education 2019 Trends Report

BTtoP Director David Scobey’s article, “The Path Across America’s Divide Starts at Its Colleges,” was published in The Chronicle of Higher Education 2019 Trends Report. Scobey challenges his readers to not simply set aside differences of race, class, religion, and sexuality, but to recognize the “similarities, differences, and conflicts that campuses and communities share” while “undertaking the hard work of confronting them together.”

BTtoP Director David Scobey Hosts Webinar in Partnership with SUNY Empire State College

On February 11, as part of State University of New York Empire State College’s “Revisioning Adult Higher Education” series, David Scobey hosted a webinar titled, “The Crossroads of Change: Why Adult Learners Are So Important to the Future of Higher Education (and Vice Versa).” The webinar primarily focused on the importance of understanding nontraditional and adult learners and the need for creative change in higher education structures and practices to better serve them. The webinar and accompanying PowerPoint presentation are available on our website: https://www.bttop.org.

BTtoP Cofounder Sally Engelhard Pingree Honored with 2019 Patrick Healy, SJ Award

In May 2019, BTtoP Cofounder Sally Engelhard Pingree was honored with the 2019 Patrick Healy, SJ Award. Established in 1969, the award is given to an individual who is not an alumnus/a of Georgetown University but whose record of service to the Georgetown community and professional achievements exemplify the ideals.
In Brief: BTtoP News and Notes

(continued from page 14)

and traditions of Georgetown. Along with founding BTtoP, Sally helped start Georgetown’s Engelhard Project in 2005. The project infuses well-being into courses that cut across many disciplines and has evolved to include two grants programs and a faculty conversation series on teaching.

TRAVELS

**BTtoP Director David Scobey Attends HIPS in the States Conference**

David Scobey attended the second annual High-Impact Practices (HIPS) in the States Conference from February 20 to 22 in Bowling Green, Kentucky. Hosted by Western Kentucky University, the conference gathered college and university educators with the intent of improving the definitions, tracking, and assessment of high-impact educational practices at public institutions.

**BTtoP Director David Scobey Leads Plenary at Campus Compact Conference**

On March 25, David Scobey co-led, alongside Marina Kim of Ashoka U, a plenary panel titled “Social Innovation and Community Engagement: Evolving Towards Collaboration or Completion?” at Campus Compact’s Eastern Region Biennial Conference, “Education for Democracy: Innovating in Complex Times,” in Providence, Rhode Island. The conference showcased practices to advance the field of community and civic engagement, and participants had the opportunity to explore key topics related to community-engaged scholarship, learning that promotes civic and democratic engagement, and programs and partnerships that enhance both community and campus. For more information on the conference, visit the conference web page at https://etcc.compact.org/.

**BTtoP Director David Scobey Gives Plenary at Public Health and Global Health Education Summit**

On March 20, BTtoP Director David Scobey delivered the plenary, “Navigating the Storm: Currents of Change and Creativity in Undergraduate Education,” at the Association of Schools and Programs of Public Health’s Undergraduate Public Health and Global Health Education Summit in Arlington, Virginia. The summit brought together public health educators, professionals, and students involved or interested in undergraduate public health education and featured presenters representing academic institutions with undergraduate public health programs, schools and programs accredited by the Council on Education for Public Health, and organizations working closely with undergraduate public health education initiatives. For more information, visit the summit web page at https://www.aspph.org/event/2019ugphsummit/.

**BTtoP Director David Scobey Attends Leadership Forum Cosponsored by Arizona State University and the Chronicle of Higher Education**

On April 7, BTtoP Director David Scobey took part in the Leadership Forum cosponsored by Arizona State University and the Chronicle of Higher Education. Held in San Diego, this day-long convening brought together higher education leaders and innovators to discuss current challenges and creative innovations in areas such as equity, student success, educational design, and institutional change.
The Bringing Theory to Practice Project (BTtoP) is an independent national effort. It is funded by The Endeavor Foundation and functions in partnership with the Association of American Colleges and Universities (AAC&U) in Washington, DC.

The Endeavor Foundation is dedicated to efforts that foster independent thought, ethical understanding, deep appreciation of the arts, and reverence for the natural world. The Endeavor Foundation supports and catalyzes excellence in liberal arts education and related fields, and has supported the curricular and pedagogical development of a significant number of liberal arts colleges in the United States.

Now Available from Bringing Theory to Practice

Well-Being and Higher Education: A Strategy for Change and the Realization of Education’s Greater Purposes

Well-Being and Higher Education is a book about well-being and its multiple connections to higher education—and why those connections matter. The thirty-five-piece volume of essays and provocations responds to the current landscape of challenges higher education faces today and the need to preserve and revive the institution’s role of looking beyond itself to a greater good.

For more information: www.bttop.org/resources/publications