Feature
Finding Compassion in Higher Education: A Provocation
By William J. Carpenter, Director, Honors Scholar Program, High Point University

For almost forty years, neoliberalism has been a dominant economic ideology across western societies, characterized by a set of theories and policies concerning human behavior that prioritize free-market-based logic and the subsequent privatization of public services and spaces. In neoliberal thinking, the role of government is not so much to supply services and goods, but instead to clear the way for private entities to compete for customers and for the market to establish where and how resources are employed—ultimately resulting in a tendency to prioritize short-term profit over long-term investments, superficial branding in lieu of deep identity formation, and hyperspecialization in place of intellectual flexibility.

One pervasive consequence of this trend is a bifurcated society—with growing gaps between and among socioeconomic classes—systemically maintained by unequal access to education, health care, financial services, etc. The primary tool in maintaining these inequalities is the certified credential—or the college degree. On one side is the robust information services sector, walled off from many by the expense and inaccessibility of higher education. On the other is the
Editor’s Note

Higher Education’s Identity
By Caitlin Salins, Project Manager, Bringing Theory to Practice

As noted in our Fall 2017 newsletter, Jennifer O’Brien, project manager and editor of the newsletter, has accepted a new position as the director of development at the Middle East Children’s Institute. As I have assumed the position of BTtoP’s project manager, I also have the privilege of serving as the editor. Thank you in advance for your support, and we welcome your suggestions!

Most of us who work in higher education are aware that controversy and tension currently abound on college campuses—unrest stemming from the limits of free speech, reexamined campus histories, student protests, external challenges to higher education from powerful political and economic pressures, the public’s questioning of the value and purpose of liberal education, and many other challenges. More broadly, many educators observe our country and world to be in a period of extreme divisiveness—torn in how we respond to issues such as the refugee crisis, global warming, violence, or healthcare. Not easily solved or addressed, the lingering results of this discord cause many students, faculty, and campus administrators to question where colleges and universities should stand—and even whether they should take stands. In this issue of our newsletter, we hope to join our community in an exploration of these core issues of institutional identity, responsibility, and potential as we work together in a period of intense challenges.

In our feature article, William Carpenter of High Point University revisits a topic he presented at our recent Bringing Theory to Practice (BTtoP) National Conference, “The Whole Student: Intersectionality and Well-Being,” examining higher education’s role within a neoliberal society and how campuses must assert themselves not just as cogs within the economic system, but as spaces to foster student compassion and community engagement.

In our campus highlight, Diya Abdo describes Guilford College’s Every Campus a Refuge program, an adaptable and adoptable initiative that exemplifies Carpenter’s exhortation to make learning relational to the world by encouraging students (and faculty) to embed compassion, civic action, and global consciousness into the classroom.

And in his director’s column, Don Harward provides his own historical perspective from years of service as a university professor, administrator, and president, and now as the director of the Bringing Theory to Practice project. His column asserts that despite real threats, fear must have no place on campus, that colleges and universities must recognize their unique position as institutions apart from and a part of the external world, and that by staying silent in response to demagoguery and alternative facts, “we fail to meet our full responsibility of rising to the greater purpose of higher education as a space for truth.”

“In this issue of our newsletter, we hope to join our community in an exploration of these core issues of institutional identity, responsibility, and potential as we work together in a period of intense challenges.”
human services sector, much of which relies on under-compensated manual labor and remains economically flat to those without college degrees. With social safety nets falling away, movement in socioeconomic status stalling or trending downward, and whole sectors of the economy being labeled outdated, the result is a culture steeped in fear: fear of not getting by, fear of losing status, fear of a threatening “other.”

Higher education, the engine for propelling people into more robust sectors of the economy, has not escaped—and has in some ways exacerbated—the influence of neoliberalism, perhaps in an effort not to face obsolescence itself. Often, rather than promoting their potential to be uniquely-positioned spaces to foster empathetic, civicly engaged, critically thinking, and globally minded changemakers, colleges and universities function as certifiers. They sustain the “information-services-credentialing complex” by marketing to societal fears about gaining and maintaining traction in the economy.

As a result, colleges and universities produce recruitment materials that focus not on the processes of education but on the products of it, and students typically aren’t encouraged to view campuses as anything more than comfortable way stations on the path to a job. At the same time, market economics teaches students to see tuition rates as initial bargaining positions, and they demand higher levels of discounting before enrolling. To make up for discounting, schools must attract larger numbers of students or charge more for amenity-rich campuses. In the end, campuses are forced to sell their own brand of the credentialing process; their graduates enter this self-perpetuating system and the social stratification that results.

This stratification, and the accompanying divisiveness, was brought into stark relief by the 2016 election. Donald Trump’s campaign for presidency was powered, in part, by the frustrations of an alienated population who saw as unfair the policies and practices that shape this broken information-services-credentialing complex. This group distrusts the system for its power to determine economic status; and on the reverse, those with status fear the alienated for their willingness to challenge progressive trends toward inclusivity and diversity.

In this context, it can be no surprise that our students often come to campus steeped in a host of fears that are reinforced by college recruitment, placement, and retention processes. These fears are socioeconomic at their base, rooted in neoliberal emphases on competition and ranking. The effects of such fears on students’ well-being are twofold. First, they foster debilitating cognitive states such as loneliness and narcissism, while increasing social

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anxiety and intellectual rigidity. Second, they reduce students’ capacity for compassion, which is concisely defined by Richard S. Lazarus as “being moved by another’s suffering and wanting to help.”

I want to draw a clear distinction, as psychologist Paul Bloom does, between compassion and empathy. Empathy is sharing the feeling of another, of being attuned to another person’s emotional and even physical state. It is central to our social and intellectual development, and empathic thinking can help people understand their situations more effectively. But empathy itself does not connote action beyond the response. Nor is good or moral action a necessary result of empathic thinking. It is compassion that, according to Maria L. Schantz, “impels and empowers people to not only acknowledge, but also act toward alleviating or removing another’s suffering or pain.” For the systems around us to change for the better, we need to foster in our students a bias toward compassionate action.

If higher education is, even if well-meaning, perpetuating a cycle of fear, perhaps the concept of compassion can lead us to a theoretical way out. As faculty members, campus administrators, and student affairs professionals, we have direct access to students in a space built to encourage them to think critically, to challenge long-held beliefs, and to build relational connections between knowledge and life application. It is our responsibility to lead students through direct, recursive, and scaffolded analyses of the economics of higher education throughout the undergraduate curriculum—and join that with activities and reflective practices that compel self-motivated acts of justice and relief.

We should begin by embedding opportunities for fostering compassion into students’ higher education experience—for example, with first-year seminars that directly address the national conversations about college and professionalization, providing students with a theoretical lens and vocabulary for identifying and explaining the pressures and fears they experience, or cocurricular experiences such as volunteer opportunities, service-related internships, and cultural events that provide outlets for the energy produced by such analyses.

Our society needs not just employable, credentialed workers, but people who can, regardless of their economic roles or status, stand against fear with a compulsion for redemptive action—people who embody compassion. If we expect such characteristics of our students, we must model them ourselves.

Campus Highlight

Every Campus a Refuge: Guilford College’s Engagement with the Refugee Crisis

By Diya Abdo, Associate Professor of English, Guilford College

The refugee crisis is a perpetual crisis. While my own refugee parents were lucky—they escaped the drudgeries of the refugee camps to live a life of tenuous citizenry in the “alternate homeland”—many refugees around the world are not so fortunate. They settle where they initially arrive, their tents simply morphing into the sturdier, stiflingly close, zinc-roofed rooms of the shantytowns. Many others never complete their perilous journeys. Countless refugees have drowned at sea in capsized boats and rafts, asphyxiated in the cargo holds of otherwise seaworthy and roadworthy vessels, succumbed to the limitations of their bodies, the elements, and the relentless indifference, if not cruelty, of the watching and waiting human race.

So what do academic institutions do with the endless convoy of humanity trying to make its way from misery to the unknown? With the dead and dying bodies? What is our responsibility as teachers, students, and administrators of higher learning? What is our complicity as institutions built on the lands of the dispossessed and displaced?

The Every Campus A Refuge (ECAR) program, run out of Guilford College, a small liberal arts campus in North Carolina, was established in fall 2015 as one answer to this question, and was born out of a double impulse—a deep despair for the plight of the millions of refugees daily risking their lives and their children’s lives to escape violence, and a deep dedication to the possibilities of higher education in the world.

In September 2015, Pope Francis called on every parish in Europe to host a refugee family. I was immediately struck by the similarity between parishes (religious geographic areas) and university and college campuses, whose material and human resources make them very much like small cities with everything necessary—housing, food, care, skills—to host refugees and support them as they begin their lives in their new homes.

Inspired by the Pope’s call and my native Arabic’s word for university campus (haram, which means “sanctuary”)—and animated by Guilford College’s close proximity to an old-growth forest instrumental in the route of the Underground Railroad, as well as the college’s Quaker testimonies of just and community-driven stewardship—ECAR was founded as a Center for Principled Problem Solving program. Its aims are to mobilize resources (within and without the institution’s physical borders) to provide housing and other forms of assistance to refugees seeking resettlement in our local area, and to call on other campuses to do the same so that we can increase the global number of resettled refugees; support underfunded refugee resettlement agencies; create a softer landing for refugees by providing additional financial, cultural, and social support; and respond to the xenophobia that has accompanied the refugee crisis by committing institutional resources to welcoming and supporting refugees.

Through ECAR, Guilford partnered

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Every Campus a Refuge
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with the refugee resettlement agency Church World Service (CWS) to develop an initiative that best supported the agency’s needs and standards in serving their refugee clients. Housing emerged as a key need. Affordable housing is sparse in Greensboro, especially for single refugees (whose one-time government-allotted stipend of approximately $925 is insufficient) and large families or families with particular needs; additionally, leasing companies are often hard-pressed to rent to refugees who arrive without employment, social security numbers, or credit history.

Since the beginning of our partnership in 2015, Guilford has hosted thirty-two refugee clients of CWS (eighteen of them children) from the Middle East and Africa. Each family stayed on our campus in a furnished house or apartment (rent and utilities free) for an average of five months, at which point (employed and with a social security number) they were able to successfully resettle in their chosen Greensboro community.

Resettlement tasks are assigned by CWS, while various cultural, social, and arising needs are assigned by ECAR. The CWS case manager and the ECAR program coordinator oversee the 100+ volunteers who carry out these tasks (and take case notes), which include ESL instruction, house set up, translation, transportation, childcare, acquiring driver’s licenses, and assistance with resettlement appointments and government forms (Department of Social Services, medical, etc.).

Background-checked and trained by CWS, these volunteers are Guilford students, alumni, faculty, administrators, staff, and friends and neighbors. As an asset-based community of practice, ECAR engages other community partners: our local co-ops, schools, and faith communities who provide human, financial, and in-kind support.

By utilizing their personal skills towards the common goal of supporting the hosted refugees, the campus volunteers receive a powerful place-based and experiential education on pressing global issues (the refugee crisis and forced displacement) and local concerns (immigrant and refugee life in Greensboro). ECAR’s program coordinator solicits feedback from the hosted refugees and volunteers, communicating with the CWS director and case managers about the progress of our collaboration and the experiences of all involved so as to refine and improve the initiative’s best practices.

Engaged Academia

Students are also using their (multi)disciplinary skills to support the program in other ways—through producing material for the ECAR website, creating artwork for ECAR’s public material, taking on the roles of program coordinators, publicly representing ECAR at various venues, and researching the effect of ECAR through data collected in an ongoing mixed-methods study.

The sixteen-credit ECAR Principled Problem Solving Experience Minor, which piloted at Guilford this past fall, curricularizes the educational components of the initiative and engages students in disciplinary, inter/multidisciplinary, and experiential learning. They take courses that teach them about forced displacement; that centralize the voices, agency, and perspectives of displaced individuals; that emphasize the nature and significance of organizing and advocacy; and that require participation in the place-based educational processes of resettlement and community building. Courses involve collaboration among a team of several faculty members from various departments and disciplines who require assignments that engage students in making and reflecting on connections between their learning in the course and their work in hosting/resettling refugees.

ECAR is growing. Campuses large and small (e.g., Wake Forest University and Lafayette College, among others) have adopted this easily replicable and affordable program. To learn more about how your campus can become a refuge, please check out our website at http://everycampusarefuge.net/ or contact me at abdod@guilford.edu.

Parts of this essay have previously appeared in Jadaliyya and on the Global SL Blog.
Director’s Column

Fear Has No Place Here: Higher Education’s Responsibility to Champion Truth, Justice, and the Common Good

By Donald W. Harward, Director of BTtoP and President Emeritus of Bates College

The autumn of 2017 saw the premiere of Ken Burns and Lynn Novick’s multipart film “The Vietnam War” on PBS—a powerful reminder of what many of us who now work as senior faculty directly experienced some forty years ago. We remember the period of the 1960s and ’70s as a time of tension, fear, riots, assassinations, a deceitful war, the drafting of those without privilege to fight, and police being molded as paramilitary units. We remember becoming aware—not in a flash but over a labored period of uncertainty—of the realities of the hegemonic suppression of persons of color and women, and of the fact that power can deceive and the powerful should not be trusted. Within the academy, we questioned authority and tried to organize in opposition—sometimes in opposition to what was our stable and protective institutional privilege. We called out injustices and violence, and we tried to act. But ultimately, we risked little of our privilege to the threat of repercussions.

The same cannot be said of the landscape of higher education today. Colleges and universities have the unique responsibility to champion, without equivocation, a search for truth. No other social or cultural institution (not the family, the public school, the church, or the government) fully shares our mission. But in the current climate of false news, alternative facts, race-baiting, threats of international calamity, bluster without discipline, and ascendency of opinion over truth, the threat of repercussions to faculty and administrators in the academy who speak out is now real. There is a prevailing awareness of the realities of costs and limits of access, a distrust by students of institutional motives and the worth of outcomes, and—both internally and externally—an overriding questioning of higher education’s value and its purposes.

Faced with these risks to our privilege, there would appear, all too often within our institutions, the comfort of silence and its safety, a reluctance to call-out these judgments and to act to change the realities. But in silence; in fear of risking support or the benefits of our privileges; and by not calling out false claims, demagoguery, or biased power, we fail to meet our full responsibility of rising to the greater purpose of higher education as a space for truth. We give fear a place here.

What underlies our authority and credibility is the uniqueness of our responsibility as educators to maintain dual dimensions of our work as colleges and universities—for as we do research, and teach, and act, we also express our contrarian dimension of being a place apart from conventionality, popular belief, and tradition—capable of being critical, exploratory, and unconventional. We emphasize doubt and the need to find evidence and not accept unexamined opinion or the power of dogma. If we ask this of our students, we should model it in practice.

However, we also acknowledge that as an institution we are part of a variety of complex communities. We are inextricably linked to those communities of power and practice. We are supported, funded, and populated by those communities of power and practice. Working that tension of being both apart from and a part of recognizes the uniqueness of our responsibilities and our essential role in an open democratic society.

Colleges recognize that they risk the benefits of support by calling out, by insisting on championing pursuits of

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evidence and justice, by acting in accordance with principles and stated values when doing so is seen as contrarian—even un-American. But if they do not take that risk, if they welcome silence in fear of reprisal, they abrogate what being an educator or higher education institution requires. However, if they only critique and fail to advance solutions, fail to labor at listening and gaining greater understanding, and fail to work at collaboration with diverse others in order to make progress toward achieving a greater common good, then they too have failed their dual responsibility.

The New York Times recently reported on an admonition made by one school administrator to fellow institutions—it happened to be a private high school, but could well have been a college:

He called for a dismantling of “this default understanding of Trinity as a credentialing factory,” warning that without it, students would merely ascend to “a comfortable perch atop a cognitive elite that is self-serving, callous and spiritually barren.” Without a shift in ethos toward greater commitments to the common good, toward social justice and activism, he said in the letter, “I am afraid we are, for a majority of our students, just a very, very expensive finishing school…. We’ve been talking about this for a long time, about infusing our program with a greater sense of redeeming purpose.”

However, meeting that core responsibility to advance “a greater sense of redeeming purpose” now has to be done in the face of the realities of power and practices which are not only present but more challenging than ever—and admittedly loom more apparent as a threat than they were in “the Age of Aquarius.” Well-funded ideological enterprises are positioned to exert pressure. Public expectations reflect only utilitarian, capitalistic objectives for education; campuses are described in popular media as “hostile,” students are called snowflakes unable to address the realities the market offers them, and faculty are considered out of touch with modern society, easily replaced with cheaper labor and technology.

What is required of campuses is to both call out and to act—doing so in recognition of the risk of repercussions. The calling-out is not limited to outright repressive pressures; calling out limitations to free inquiry or efforts to prohibit the expression of reprehensible speech are equally necessary. As Jill Lepore wrote in the New Yorker,

“All speech is not equal. Some things are true; some things are not. Figuring out how to tell the difference is the work of the university, which rests on a commitment to freedom of inquiry, an unflinching search for truth and the fearless unmasking of error. But the university has obligations too, to freedom of speech, whose premise, however idealized, is that, in a battle between truth and error, truth in an open field will always win.”

Many institutions, including those hundreds of campuses of all types using BTtoP grant support to effect local change, know that to act in the face of restrictions and repercussions is more than voicing—it is the hard work of (1) giving attention to difference; (2) designing, implementing, and evaluating constructive strategies for change; (3) making the case for reason and evidence; and (4) struggling to alter expectations, all while (5) scurrying to locate the resources needed to develop rewards for altered practices.

Reflecting on a span of higher education experiences in my own life as a college professor, president, and now as the director of a higher education project, I am convinced that on our campuses fear should have no place—no fear in being apart from; no fear in being a part of; no fear of the powerful influences of ideological propaganda or pressure of scarce resources; no fear of the inertia of intransigence and the patience needed to work for change; and, as Justice Robert H. Jackson remarked from the Supreme Court bench in 1943 in his decision that requiring saluting the flag (or standing for the national anthem) is unconstitutional, “no fear that to be intellectually and spiritually diverse, even contrary, will disintegrate the social organization.” And, we could add, nor will fearlessly championing the full purposes of higher education disintegrate or diminish its promise.


In Brief: BTtoP News and Notes

NEWS

BTtoP-Sponsored Gathering at Berea College: Building Faculty Capacity to Support New Majority and Underserved Students

From November 10–12, 2017, Barry Checkoway, BTtoP senior scholar, and Chad Berry, academic vice president and dean of the faculty at Berea College, hosted a seminar on the Berea campus in Kentucky to explore ways to better prepare faculty to support new majority and underserved students. The discussions focused on first-generation students, low-income students, and students of color and emphasized faculty’s role in ensuring an environment where new majority students can flourish within higher education. The gathering also included a dinner with noted feminist and social activist bell hooks.

Thank You for Joining Us at the 2018 AAC&U Annual Meeting in Washington, DC

BTtoP was thrilled to present four sessions at AAC&U’s 2018 Annual Meeting in January in Washington, DC, featuring BTtoP team members, grantees, and colleagues as panelists and moderators. We hope you found our sessions, “Whole Students, Whole Institutions, and Whole Learning”; “Moving from Talk to Action: How Structured Dialogues Can Achieve ‘Greater Purposes’”; “Educating for Global Civic Consciousness and Agency: The Whole World and the Whole Student”; and “Upholding Truth, Evidence, and Reason: An Imperative Democratic Obligation of Higher Education in a Divided Nation,” to be provocative, timely, and useful for your own unique institutional contexts.

Thank you to all who were able to join us at the sessions and at our reception on Thursday evening—we cherish the opportunity each year to catch up with colleagues and friends of the project, old and new! To learn more about our Annual Meeting sessions and speakers, visit http://www.bttop.org/news-events/events/2018-aacu-annual-meeting-bttop-sessions.

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BTtoP Director Don Harward Retiring; New Project Director Search

Donald W. Harward, who has served as Bringing Theory to Practice’s only director since cofounding the project in 2002 with Sally Engelhard Pingree, has announced that he will retire from his official position as active director in July 2018. For the last fifteen years, as visionary leader of the project and in his previous work as a college president and philosopher, Harward has advocated for and advanced the greater purposes of higher education: engaged learning, well-being, civic development, and preparation for a meaningful life. Under his direction, the project has funded over five hundred grants at over three hundred unique campuses, published two major books and a five-volume monograph series, and held numerous gatherings ranging from small campus seminars to major national conferences.

Through Harward’s rich legacy of work, aided by the generative collaboration among BTtoP’s scholars, staff, and community and with our partner, the Association of American Colleges and Universities, the project is now in the exciting and positive planning process of transitioning into new leadership and is currently considering applications for a new director to begin in July 2018.

The project’s structural flexibility, reputation in higher education, professional team, and generous support from the Endeavor Foundation enable an environment of continuity and confidence while the transition to a new director is underway. BTtoP is deeply grateful for Harward’s remarkable tenure as director and for the unflagging support of the BTtoP community during this transition. BTtoP’s staff looks forward to continuing to fulfill its mission and flourish under new leadership. To learn more about the search process for a new director, visit www.bttop.org/news/director-position-open.
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TRAVELS

BTtoP Director Donald Harward, National Evaluator Ashley Finley, and Senior Scholar Caryn Musil Present at AAC&U’s Global Engagement and Social Responsibility Conference

BTtoP Director Donald Harward, along with AAC&U President Lynn Pasquerella, presented “Are Higher Education’s Efforts to Advance Global Engagement, and Global Citizenship, Un-American?” on October 13, 2017, at AAC&U’s Global Engagement and Social Responsibility Conference in New Orleans. The presentation, focusing on the intersections between global and national identity and the impact these identities have on civic engagement, spurred an insightful and energetic discussion. Harward’s presentation remarks are available on the BTtoP website.

Ashley Finley, BTtoP’s national evaluator and associate vice president for academic affairs and dean of the Dominican Experience at Dominican University, moderated a panel discussing the use of mixed methods assessments (AAC&U VALUE rubrics and BEVI) in relation to global learning, civic engagement, and social responsibility.

Caryn Musil, senior scholar and consultant, moderated a panel, “Immigration: Face to Face with Global Learning,” which used immigration to address issues surrounding individual, institutional, and national responsibility. Her panel also emphasized the importance of putting a human face on abstract theories through story-telling, performance, historical comparisons, and ethical questions.

BTtoP Director Don Harward Attends 10th Anniversary of Artes Liberales in Poland

Don Harward, BTtoP director, traveled to the University of Warsaw in Poland from December 3–7, 2017, to celebrate the tenth anniversary of the founding of Artes Liberales, the university’s liberal education department. Appointed as a distinguished visiting professor in 2014, Harward helped plan and facilitate the event. As a board member of the Endeavor Foundation, a key funder of Artes Liberales, Harward extended congratulations on behalf of the foundation.

BTtoP’s National Evaluator Ashley Finley Presents at the California Community Colleges Civic Engagement Summit at the College of the Canyons

Ashley Finley, BTtoP national evaluator and associate vice president for academic affairs and dean of the Dominican Experience at Dominican University, participated in a panel discussion at the California Community Colleges Civic Engagement Summit on October 6, 2017, at the College of the Canyons in Santa Clarita, California. The focus of the panel was “Civic Engagement and the Crucible Moment in Higher Education: Why Now? Why Us?” Finley discussed BTtoP’s current Greater Purpose Campus Dialogues initiative, highlighting a number of successful grantee projects happening across community colleges.

What We’re Reading

Journeys of Social Justice: Women of Color Presidents in the Academy

Edited by Menah Pratt-Clarke and Johanna B. Maes; Forward by Julianne Malveaux

“From full professors, senior administrators, deans, presidents, and chancellors, women of color share their social justice journeys to leadership roles in the academy. With a focus on women of color presidents, a rich landscape is painted through their own voices of their experiences as they ascend and lead higher education institutions, navigating complex dynamics influenced by their race, culture, class, and gender status....This volume can be used in higher education, gender and women’s studies, leadership, and sociology courses on education and identity.”

https://www.peterlang.com/view/product/80841

Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization

By Cia Verschelden; Forward by Lynn Pasquerella

“Beginning with an analysis of the impacts on mental and physical health (continued on page 11)
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and cognitive capacity, of poverty, racism, and other forms of social marginalization, Cia Verschelden presents strategies for promoting a growth mindset and self-efficacy, for developing supports that build upon students’ values and prior knowledge and for creating learning environments both in and out of the classroom so students can feel a sense of belonging and community…. She addresses issues of stereotyping and exclusion and discusses institutional structures and processes that create identity-safe rather than identity-threat learning environments.”

Just Research in Contentious Times: Widening the Methodological Imagination

By Michelle Fine

“Michelle Fine widens the methodological imagination for students, educators, scholars, and researchers interested in crafting research with communities…. animated by the presence of W. E. B. Du Bois, Gloria Anzaldúa, Maxine Greene, and Audre Lorde, the book examines a wide array of critical participatory action research (PAR) projects involving school push-outs, Muslim American youth, queer youth of color, women in prison, and children navigating under-resourced schools. Throughout, Fine assists readers as they consider sensitive decisions about epistemology, ethics, politics, and methods; critical approaches to analysis and interpretation; and participatory strategies for policy development and organizing.”

Deliberation in the Classroom: Fostering Critical Thinking, Community, and Citizenship in Schools

By Stacie Molnar-Main

“The book’s insights, presented in terms that resonate with educators, support both the wider use of deliberative practices and the goal of growing the number of students who recognize a role for themselves as citizens in a democracy. It highlights the work of educators who place civic education at the heart of their work by choosing to teach their students an alternative to the divisive, zero-sum politics advanced by interest groups and portrayed in the media.”

Teaching Civic Engagement Across the Disciplines

By Elizabeth Matto, Alison McCartney, Elizabeth Bennion, and Dick Simpson

“For a democracy to function effectively, its citizens must participate. Teaching Civic Engagement Across the Disciplines evaluates the goals, challenges, and rewards of integrating civic education into the curriculum, highlighting best practices across disciplines and campuses.”

Student Success in Higher Education: Developing the Whole Person through High-Impact Practices

By Dr. Henry Brzycki and Elaine Brzycki

“Drawing upon over 30 years of professional experiences as higher education leaders, teachers, and counselors, the authors have developed the Integrated Student Success Model (iSuccess), a visionary and comprehensive approach to student success through well-being and self-knowledge. The model provides three research-based, high-impact practices that empower students to create their own pathways to success in college and in life:

• Integrated Self Model (iSelf)—a framework to understand the whole person through self-system and positive psychology attributes
• Self Across the Curriculum (SAC)—a pedagogy to teach self-knowledge through curricula
• Success Predictor (SP)—a student success assessment instrument and intervention tool”
The Bringing Theory to Practice Project (BTtoP) is an independent national effort. It is funded by the Endeavor Foundation and the Charles Engelhard Foundation of New York, and functions in partnership with the Association of American Colleges and Universities (AAC&U) in Washington, DC.

The Charles Engelhard Foundation is a New York-based foundation whose mission focuses on projects in higher and secondary education, cultural, medical, religious, wildlife, and conservation organizations.

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