Experimenting to Influence a Change in Education Talk

American colleges and universities are laboring with sharply reduced resources and being asked pointed questions about their efficiency and effectiveness in educating students like never before.

For those administrators, faculty and all readers who want to understand how colleges can get better at their most important work, they will find invaluable guidance in the just-released book *Changing the Conversation about Higher Education*.

Robert Thompson has brought together the work of more than twenty professionals across thirteen universities to present important research on the obscure issues of vision, structure, and cultural transformation as they pertain to administrators and faculty. The result is a much-needed discussion on how to improve faculty and curricular reform for student success.

*Changing the Conversation about Higher Education* addresses the contributions and findings from this research and is intended for academic administrators, faculty, and graduate students who are dedicated to improving undergraduate teaching and learning. The research was directed at two core aims of a liberal education: critical thinking and writing.

W. Robert Connor, a senior adviser at the nonprofit, higher education organization, The Teagle Foundation, says “There's plenty of room for improvement in the quality of American higher education. To do that we have to be systematic and this book, more than any other, shows what 'systematic' means.”

Terrel Rhodes, vice president for the Office of Quality, Curriculum, and Assessment, Association of American Colleges and Universities, says “*Changing the Conversation about Higher Education* is a needed addition to the on-going transformation in higher education focused on strengthening students' liberal education. The manuscript not only recounts the evidence on what is needed to enhance student achievement, but through examples from thirteen prestigious research universities demonstrates how teaching innovations can be intentionally implemented; then assessed in ways that inform faculty to act; and result in information that can be used to further improve faculty and curricular reform for student success.”

Dr. Robert Thompson is a professor in the department of psychology and neuroscience at Duke University where he has served as head of the division of medical psychology, director of the undergraduate program in human development, dean of Trinity College of Arts and Sciences, and Vice Provost for Undergraduate Education. Dr. Thompson received the Bachelor of Arts degree from LaSalle College in 1967 and a Ph.D. in clinical psychology from the University of North Dakota in 1971 and served on the faculties of Georgetown University Medical School and Catholic University of America prior to coming to Duke University in 1975.

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