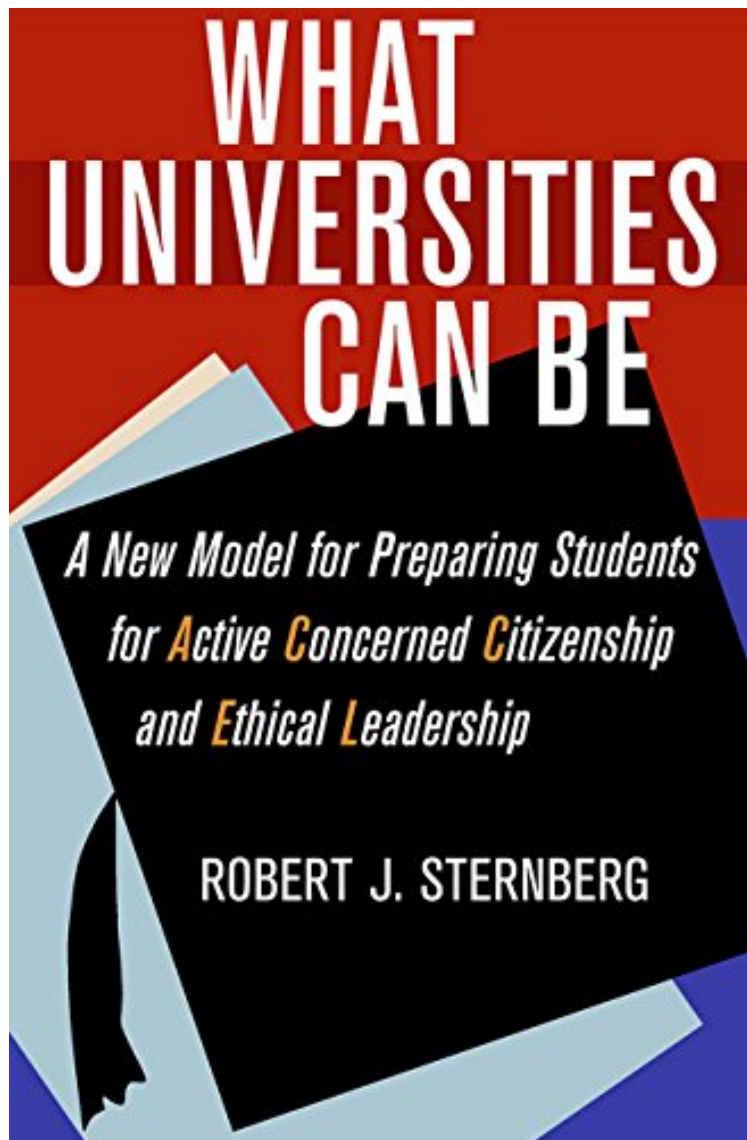


(Ebook pdf) What Universities Can Be: A New Model for Preparing Students for Active Concerned Citizenship and Ethical Leadership

What Universities Can Be: A New Model for Preparing Students for Active Concerned Citizenship and Ethical Leadership

Robert J. Sternberg

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Robert J. Sternberg : What Universities Can Be: A New Model for Preparing Students for Active Concerned Citizenship and Ethical Leadership before purchasing it in order to gage whether or not it would be worth my time, and all praised What Universities Can Be: A New Model for Preparing Students for Active Concerned Citizenship and Ethical Leadership:

1 of 3 people found the following review helpful. Book has great information, it's just delivered in a very very dry boring way. By Sonia The beginning of the book did not interest me, however after chapter 5 is where I felt the book provided a lot more facts and studies. Nonetheless, the book was still boring. And the major take away seemed to me that a student should just go to a state school because it fits his criteria of what a good school is. The author writes from his personal experience which makes it difficult to relate or feel any type of emotional connection to act. I would've preferred this book to be written in a style similar to Malcolm Gladwell. Some of the studies presented in the book were also presented in Gladwell's *Outliers*. However, Gladwell's book had an emotional factor that connected readers with a real individual that moved the readers to act, this book does not do that. If the author, Robert, used a similar style I believe the book would have made more of an affect on the reader. Here are some spoilers from the book that may help you decide if you should read this book. He proposes ACCEL institution Active Concerned Citizenship and Ethical Leadership = "transformational leadership"; people who can think outside of the box. I really like this idea, but it's something that we hear of all the time there isn't anything new. He then spends a long chapter going through philosophical fallacies and provides examples of fallacies committed by politicians and media in general. He also wants universities to provide mandatory ethics courses. I agree, ethics should be the cornerstone of every university, since corruption is running rampant in all levels of government and even in business. I've read a lot of philosophy text, so I know this is important but I'm sure plenty of people already know this information. Overall, the takeaway is to use make your child take some philosophy classes while at University. The author moves on to talk about changing the admissions and test taking policies. At page 200, I stopped reading. The book was not providing me any more useful information. Finally, the author has very good points about changing the university structures however as a nation the focus should be on fixing high schools especially large cities where there has been a major increase in "failure factories"; Colleges must use the system they currently have because by following the ACCEL model they'll have students from these failing high schools entering which will not only lower the University standards but the University will end up failing these students because they do not have basic reading and writing skills. Disclosure: I received an advanced readers copy of the book, *What Universities Can Be*, for the purpose of review.

In *What Universities Can Be*, the high-profile educator Robert J. Sternberg writes thoughtfully about the direction of higher education in this country and its potential to achieve future excellence. Sternberg presents, for the first time, his concept of the ACCEL model, in which institutions of higher education are places where students learn to become Active Concerned Citizens and Ethical Leaders. One of the greatest problems in our society is a lack of leaders who understand the importance of behaving in ethical ways for the common good of all. At a time when new models of education are sorely needed, universities have the opportunity to claim the education of future leaders as their mission. In the course of laying out the ACCEL concept and how such a model might be achieved, Sternberg offers many insights into the realities of higher education as it is practiced today and suggests ways that we could move in a better direction, one that would produce graduates who make the world a better place in which to live. Sternberg's compelling narrative and convincing argument address all aspects of universities, such as admissions, financial aid, instruction and assessment, retention and graduation, student life, diversity, finances, athletics, governance, and marketing. This book is essential reading for educators and laypeople who are interested in learning how our universities work and how they could work better.

"*What Universities Can Be* by Robert J. Sternberg makes a compelling argument that standardized tests, admission standards, and much of college instruction administration and governance are well aligned and completely irrelevant for preparing young people to be creative participants in the workforce, who are appropriately engaged in civil discourse and service to others, and are capable of being the ethical leaders we need for the future. He explains how we could realign all of those elements in appropriate ways, and he provides clear and thoughtful insights into why the world of higher education looks the way it does." Ed Ray, President, Oregon State University

"In *What Universities Can Be*, Robert J. Sternberg contributes notably to the higher education field by establishing a model to guide the evolution of the modern university. Sternberg's conversational style is interesting and highly readable." Pamela Fry, Associate Provost and Associate Vice President of Undergraduate Education, Oklahoma State University

"*What Universities Can Be* is excellent—compelling, interesting, articulate, and well-researched." Debra Humphreys, Senior Vice President for Academic Planning and Public Engagement, Association of American Colleges and Universities

"Robert J. Sternberg draws on his exceptional scholarship and years in the administrative trenches to craft some nuggets of practical wisdom about what colleges and universities need to do to realize their espoused aspirations." George D. Kuh, Director, National Institute for Learning Outcomes Assessment, University of Illinois

"What if we valued institutions of higher education for fostering good citizens and ethical leaders? Robert J. Sternberg, one of our most thoughtful psychologists, reflects intriguingly on this possibility." Howard Earl Gardner, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education, author of *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-first Century*

About the Author Robert J. Sternberg is

Professor of Human Development at Cornell University and Honorary Professor of Psychology at Heidelberg University. He is the author of *College Admissions for the 21st Century*. He holds thirteen honorary doctorates. Before moving to Cornell, Sternberg was President and Professor of Psychology and Education at the University of Wyoming; Provost, Senior Vice President, Regents Professor of Psychology and Education, and George Kaiser Family Foundation Chair of Ethical Leadership at Oklahoma State University; Dean of Arts and Sciences and Professor of Psychology and Education at Tufts University; and IBM Professor of Psychology and Education, Professor of Management, and Director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale University. He is a past president of the American Psychological Association, the Eastern Psychological Association, the Federation of Associations in Behavioral and Brain Sciences, and the International Association for Cognitive Education and Psychology, and is currently editor of *Perspectives on Psychological Science*. He previously was treasurer and board member of the Association of American Colleges and Universities.