



Association  
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Colleges and  
Universities

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# Meet the National Panelists and Leadership Institutions

## WHAT IS GREATER EXPECTATIONS?

*Greater Expectations: The commitment to quality as a nation goes to college*, is a multi-year AAC&U initiative to define the aims of a twenty-first century undergraduate education and to discover the best strategies for achieving those aims. Announced last January, *Greater Expectations* (GEx) hopes

- to raise expectations for achievement by all college students
- to encourage innovations that support success in learning
- to discover and disseminate best practices from secondary and higher education
- to help campuses sustain learning-centered innovations.

With generous support from The Pew Charitable Trusts and Carnegie Corporation of New York, most of the following *Greater Expectations* projects have now started:

- National Panel
- Consortium on Quality Education
- Forum on Twenty-first Century Liberal Arts Education Practice
- Project on Accreditation and Assessment
- Institute on Campus Leadership for Sustainable Innovation.

In addition, new funding from the Fund for the Improvement of Postsecondary Education (FIPSE) has launched “*Greater Expectations* for Student Transfer: Toward a National Dialogue on State-level Curricular Coherence.”

## WHO IS ON THE NATIONAL PANEL? WHAT WILL IT DO?

The GEx National Panel, chosen to be representative of diverse backgrounds and viewpoints, consists of twenty-six leaders in higher and secondary education, business, government, and community action (see sidebar, next page). The Panel’s charge is to formulate a statement of aims and purposes for twenty-first century college-level study. A report issuing from the Panel’s two years of work will also recommend ways to link higher education with the best aspects of school reform.

## WHAT HAS THE NATIONAL PANEL ACCOMPLISHED TO-DATE?

The Panel has now convened twice. During its first meeting in June 2000, Panelists were briefed on and discussed a number of external and internal pressures facing higher education: market forces, expectations of the corporate sector and policy-makers, the school reform movement, accreditation standards, student demographics, unevenly prepared college students, new technologies, and changing patterns of college attendance. At the Panel’s second meeting, in October 2000, conversation continued on state mandates, student expectations of college, models of intellectual development, the digital divide, and the relationship of diversity and democracy. Representatives from nine campuses recognized for innovative practices attended part of the two-day October meeting. They responded to questions probing the insights

## THE NATIONAL PANEL

**CHAIR: JUDITH RAMALEY**, President, University of Vermont

**LAURA FRYE**, Human Resources Generalist/Trainer,  
Legg Mason Wood Walker

**MARY FUTRELL**, Dean, George Washington University Graduate  
School of Education and Human Development

**NEIL GRABOIS**, Vice President and Director for Strategic Planning  
and Program Coordination, Carnegie Corporation of New York

**NANCY S. GRASMICK**, Maryland State Superintendent of Schools

**EVELYNN HAMMONDS**, Associate Professor, History of Science,  
MIT

**TORI HARING-SMITH**, Executive Director, Thomas J. Watson  
Foundation

**RICHARD HERSH**, Director of Grants Programs, the Christian A.  
Johnson Endeavor Foundation

**J. D. HOKOYAMA**, President and CEO, Leadership Education  
for Asian Pacifics, Inc.

**SYLVIA HURTADO**, Associate Professor, School of Education,  
University of Michigan

**ROBERTS T. JONES**, President and CEO, National Alliance of  
Business; former Assistant Secretary of Labor

**PETER KIANG**, Associate Professor, Asian American  
Studies/Education, University of Massachusetts/ Boston

**LEE KNEFELKAMP**, Professor, Higher and Adult Education,  
Teachers College, Columbia University

**ANDREA LESKES**, Vice President for Education and Quality  
Initiatives, AAC&U

**ARTHUR MARTINEZ**, Retired Chairman of the Board and CEO,  
Sears, Roebuck, and Co.

**THE HONORABLE ZELL MILLER**, U.S. Senator and former  
Governor, State of Georgia

**RICHARD MORRILL**, Chancellor and Distinguished University  
Professor of Ethics and Democratic Values, University of  
Richmond

**EDUARDO J. PADRÓN**, President, Miami-Dade Community College

**SHARON PALMER**, Director, Freshman and Sophomore Programs,  
Stanford University

**CAROL GEARY SCHNEIDER**, President, AAC&U

**PAUL SCHWARZ**, Principal, Landmark High School  
(New York City)

**PETER STANLEY**, President, Pomona College

**CATHARINE STIMPSON**, University Professor and Dean of the  
Graduate School of Arts and Science, New York University

**URI TREISMAN**, Professor, Mathematics, and Director, Charles A.  
Dana Center, University of Texas at Austin

**RONALD WILLIAMS**, President, Prince George's Community College

**JACK WILSON**, J. Erik Jonsson Distinguished Professor,  
Rensselaer Polytechnic Institute

gained from their novel programs. The Panel is preparing for its work by considering a comprehensive array of educational goals and practices, along with the demands of a rapidly changing society.

During its third meeting, to be held in mid-January 2001 at the AAC&U Annual Meeting in New Orleans, the Panel will seek comments from meeting attendees on a) its assessment of the environment for higher education, and b) a preliminary formulation of college aims and purposes. The briefing material for this meeting will inform the Panelists about new ways to rate colleges, statewide standardized testing, and relevant ideas of John Dewey. Representatives from the newly selected Leadership Institutions (see next section) will provide additional perspectives from innovative campuses. Finally, the Panel will jointly convene with the Project on Accreditation and Assessment (see below).

#### HOW ABOUT THE CONSORTIUM ON QUALITY EDUCATION?

The Consortium is a group of institutions whose members each have made significant and comprehensive commitments to providing a learning-centered environment for students. Each employs innovative practices to help all students toward greater achievement. Representing the range of institutional types, missions, and geographic locations, the Consortium members will serve as models of best practices in undergraduate education. They will provide a dose of campus reality to the National Panel's work, and function as mentors for other campuses.

In designing the Consortium, AAC&U included automatically the six campuses that were recognized several years ago by

The Pew Charitable Trusts with their Leadership Award for the Renewal of Undergraduate Education. The additional consortium members, designated *Greater Expectations Leadership Institutions*, would be chosen through a rigorous national competition. That process began last spring with 73 campuses submitting portfolios for consideration. After a careful review of the dossiers, semi-finalist campuses hosted site visits in the fall. By early December, 16 Leadership Institutions were chosen. The Consortium members (see sidebar opposite for list) will gather for the first time in January 2001 to plan ways of sharing their innovative approaches.

All of the dossier reviewers and site visitors voiced strong admiration for what they saw as extensive innovation and attention to undergraduates. Each and every applicant campus described creative programs. Although no commendations had originally been planned, AAC&U decided to award such recognition to 11 additional campuses. Winners of the Special Commendation for Distinguished Achievement in Undergraduate Education are listed on page 3.

#### WHAT IS PLANNED FOR THE PROJECT ON ACCREDITATION AND ASSESSMENT (PAA)?

PAA was conceived to take advantage of the special current moment in accreditation with both regional and specialized accreditors revising standards and the very process of accreditation. The project's principal goal is to influence such revisions so they place greater emphasis on liberal learning and the demonstration by institutions of students' sophisticated intellectual capacities. The accrediting associations, as they switched the basis for accreditation

decisions from “inputs” to “outcomes,” have rediscovered that accomplishments like critical thinking, effective communication, ethical astuteness, and cultural sensitivity are crucially important in a 21st century undergraduate education.

PAA membership includes all six regional accrediting associations, five specialized accreditors (for engineering, education, business, nursing, and liberal education), and representatives from ten higher education associations. The group has met twice, in May and September, with a third meeting scheduled at the AAC&U Annual Meeting. Its first task was to prepare a document that summarized shared understandings of the desired outcomes of a liberal education – shared among all the accrediting associations. This blueprint is almost complete; it will also refer to curricular design principles that can help students reach the desired outcomes. The PAA document will inform the work of the National Panel; as mentioned above, the two groups will meet jointly in January.

The next task of PAA will be to focus on assessment. It plans to discover, validate, and disseminate models of assessing these liberal learning outcomes across courses and at the highest levels of undergraduate learning (i.e., in a senior capstone experience designed to apply learning from general education to the major). John Nichols, Senior Fellow at AAC&U who directs PAA, can be contacted at [nichols@saintjoe.edu](mailto:nichols@saintjoe.edu).

#### WHY AN INSTITUTE ON CAMPUS LEADERSHIP FOR SUSTAINABLE INNOVATION?

In planning *Greater Expectations*, AAC&U observed how many laudable innovative programs remain on the mar-

gins of campus activity, dependent for their continued existence on a small group of dedicated advocates. Certainly in some institutions these practices have transformed how education occurs (the *GEx Leadership Institutions* are among the best examples). It was felt that we could all learn together about the process of creating a learning-centered campus and maintaining it over time. The new institute is meant to build faculty and administrative understanding of this process.

As organized, the institute will allow a small group from each of 40 participating colleges and universities to work intensively as a team on extending existing innovations to support greater student achievement. Participants will also have the opportunity to join in the national conversation about quality education, engage with related research, discover innovations on other campuses, explore with peers how practices can be sustained, and share their own strategies for embedding learning-centered approaches throughout their organizations.

Given the wealth of participants’ experience, all attendees will be both teachers and learners. The institute encourages applications from campuses already embarking on significant learning-centered change. Many of the GEx Leadership and Commended Institutions are also expected to send teams.

The inaugural institute, directed by Jerry Gaff, AAC&U Vice President for Education and Institutional Renewal, will be held July 10-15, 2001 in the Washington, DC area. More information is available from [www.aacu-edu.org](http://www.aacu-edu.org) or Paula Molloy ([molloy@aacu.nw.dc.us](mailto:molloy@aacu.nw.dc.us)).

#### CONSORTIUM ON QUALITY EDUCATION

##### GEX LEADERSHIP INSTITUTIONS

Central Connecticut State University  
Colgate University  
Duke University  
The Evergreen State College  
Hampshire College  
Indiana University-Purdue University, Indianapolis  
King’s College  
Prince George’s Community College  
Richland College  
State University of New York at Stony Brook  
U.S. Air Force Academy  
University of Hawai’i- Kapi’olani Community College  
University of Michigan  
University of Nebraska-Lincoln  
University of Southern California  
Worcester Polytechnic Institute

##### PEW LEADERSHIP AWARD FOR THE RENEWAL OF UNDERGRADUATE EDUCATION

Alverno College  
Babson College  
Eastern New Mexico University  
Mount Saint Mary’s College  
Portland State University  
Rensselaer Polytechnic Institute

#### GEX SPECIAL COMMENDATION FOR DISTINGUISHED ACHIEVEMENT IN UNDERGRADUATE EDUCATION

Audrey Cohen College  
Chatham College  
James Madison University  
Millikin University  
Moraine Valley Community College  
Northern Arizona University  
Pacific Oaks College  
Santa Clara University  
University of Chicago  
University of Missouri-Columbia  
Wesleyan University

**HOW CAN YOU GET INVOLVED?**

We at AAC&U think of *Greater Expectations* as a movement to improve every student's performance in the undergraduate years. As the initiative proceeds, we hope you will join in its activities that we promise to publicize as widely as possible. To make sure you are on the Friends of *Greater Expectations* mailing/e-mail list, contact Deborah Yarrow (yarrow@aacu.nw.dc.us). At the moment you can

- encourage your institution to apply for the Institute on Campus Leadership for Sustainable Innovation and become a member of the team attending
- contribute to AAC&U's growing information base of campus innovations by sending a one-page summary of your own campus's innovative practices to Ross Miller (miller@aacu.nw.dc.us)
- read the National Panel briefing materials and articles about significant innovations in higher education on our website (www.aacu-edu.org)
- attend the National Panel presentation and open discussion sessions on Saturday, January 20 at the AAC&U 2001 Annual Meeting
- stay tuned for further information about other AAC&U workshops and events promoting goals aligned with *Greater Expectations*.



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AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. Since its founding in 1915, AAC&U's membership has grown to more than 700 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local level and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

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