

***Toward an Inclusive Vision:
Liberal Education in the New Century***
Achieving Greater Expectations Conference
November 13, 2003

We are here to commemorate a transition in our work together and to celebrate the accomplishments of *Greater Expectations*. We might think of ourselves as having passed from Great Expectations, when the national Panel undertook its two-year analysis of the challenges and opportunities facing higher education, to Greater Expectations, when the analysis was translated into a plan of action and specific goals were articulated. Now we are about to pass on to the longer, more difficult stage of implementation, achievement, and accountability—the phase of Greatest Expectations. This is the stage where results matter. We should have no illusions about the difficulty of what lies ahead, but for the next two days we can also celebrate what we have all done together and renew ourselves for the next stage of the journey.

I'm sure that many of you have thought of the allusion of our work to Charles Dickens' novel of a similar name. Its theme is well known to most of you—a boy of immature dreams develops through three stages into a man of principle and reflection, stimulated by unknown but great expectations that prove to be different from those he imagined. He discovers within himself the capacity to adapt and to live with his reality, finding happiness and a place in the world by virtue of his ability to reason, to relate his experiences to his circumstances, and finally to be honest with himself about his own limitations. He is, in many ways, an INTENTIONAL LEARNER who is *empowered, informed, and responsible*, to use the words of *Greater Expectations*.

During the past year, many of us have engaged in deep conversations about the rationale for intentional learning with colleagues in our respective institutions, with peers across the country, and with our local civic communities. If your conversations have been similar to my own, you have come to appreciate the enormity of the task ahead, and to understand that we cannot possibly achieve our dreams—our great expectations—without a new approach. Moreover, these conversations have surely revealed that our hopes and dreams for what we might achieve are enormously varied and nuanced. We have enough in common to continue the conversation, but so far we lack the consensus that would allow us to work systematically toward specific, uniform, shared goals within our states or across the nation.

This stage of transition from plan to action is perilous because reform of higher education is being taken very seriously by the public. If we do not reform ourselves within a reasonable period, we may be reformed by legislation, by public finance, or even by indifference—with goals that are not widely shared and that may even be contradictory. By our own exhortations and assertions, we have raised great expectations within the larger public. Accordingly, we need a shared vision of where we are going, lest we have partial success, and only marginal improvement. The premise of *Greater Expectations* is too important to settle for incremental change, and the public's interest is too great to ignore.

The *Greater Expectations* panel, led by Judith Ramaley and Andrea Leskes, included within its report an interesting artifact, a primer on orienteering. It was dropped into the section of the report labeled “Principles of Good Practice,” where there are allusions to educational forests, mapping, and way-finding. The tutorial on “navigating in an unfamiliar land,” however, is never actually invoked as a practical tool of institutional or collective action. Instead, it is offered as a metaphor for individual students to find their own ways toward their personal educational goals. As institutional leaders, we need something similar—a tool, a resource, an organizing principle—that not only guides our individual institutions but allows us to understand how we can each be different yet share a goal, both as a destination and as a sense of achievement.

That is why we are gathered here from across the nation and across types and sizes of institutions. We are committed to making the separate dreams and work of our colleges and universities amount to something greater. Nothing less will do. For each of us to succeed, we need the whole of higher education to change. We need to do more than share stories and borrow good ideas from each other. We need to arrive at the point and time of great expectations charted by the all-encompassing framework that the report provides. Issues as fundamental as replacing credit hours with actual measures of student learning, aligning school and college learning objectives, creating a contemporary federal policy of affordability and access, or recognizing new roles for faculty all depend on actions at a state or national level. We must be oriented as well as intentional. This expectation implies that, as leaders, we have a responsibility to know something about our destination and the possible means of getting there. If the report provides our map, I want to offer a compass with directional markings for our arriving at the same place at nearly the same time: wholeness, connectedness, and coherence.

First of all, the future is so complex that it is almost preferable to consider only the parts that are most immediate, nearest to our personal interests. How many presidents, provosts, deans, or faculty governance leaders are willing to invest in changes that take more than five years to achieve or that require cooperating with other institutions? Reform of the scale and complexity envisioned by *Greater Expectations* cannot reasonably succeed if there is not a form of leadership that transcends individuals, who typically have only a limited time in office and who understandably need to deal with the challenges of the moment. I believe the only hope for sustained change is a framework built on the assumption that the work ahead is more than any one of us can attain in our individual capacities or more than our separate institutions can achieve on their own. We must see the whole work before us because we cannot hope to address the tangled challenges facing us unless we have a realistic sense of what the full extent of our commitment and expectation actually is. We need to plan our personal actions as leaders in ways that involve others and that can engage our successors.

The report names 31 separate pressures and forces that will change American higher education. Another 13 are listed for secondary education. By understanding these separate forces as a whole, we can hope to avoid the distortions that will inevitably

occur if we respond to them separately or indifferently. It would be a mistake not to see how changes in secondary schools, in demographics of attendance, or in state funding of education as a public good are interrelated.

Equally important, we need to see the work of *Greater Expectations* in the context of a dozen or more similar initiatives aimed at systemic change. These include efforts to blur the traditional boundaries of high school and college through projects sponsored by the Gates Foundation or by Jobs for the Future; the efforts to align school and college curricula through the work of Standards for Success, the American Diploma Project or the National Governors Association; efforts to develop assessment and accountability benchmarks such as Measuring Up or the National Survey of Student Engagement; efforts to reform the curriculum ranging from NSF's renewed commitment to math/science education to special initiatives on the first year of college, learning communities, or the American Democracy Project; and efforts to mandate change through the "No Child Left Behind" legislation or current discussions of reauthorizing the Higher Education Act. Most of the states and many of the national membership associations all have initiatives underway that have the collective potential to transform the American educational landscape. We need to harness their energy and passion so that the cumulative impact actually produces an enduring—and desirable—change.

The perspective developed by the National Governors Association in its recent report, Ready for Tomorrow, is one of the most useful—and sobering—because it shows so clearly how we must see education as whole, as a continuum from preschool through the baccalaureate and beyond, and how we must make liberal education available to everyone as a matter of national necessity. The gap in income levels between those with baccalaureate degrees (\$46,300) and those with less than high school diplomas (\$21,400) is large enough to serve as a stimulus for action by itself. However, the estimated costs of social services required for citizens who do not graduate from high school, combined with the loss of tax income by not having a greater proportion of higher wage earners, makes degree completion a matter of public interest. It is estimated that every person who does not graduate from high school costs the states a million dollars in a combination of services and lost income from taxes. But an even more alarming fact is that nearly a third of the students who enter high school do not leave with a regular diploma. In some urban school districts as many as 60% drop out. Only half of these graduates actually enter college, despite the expectations of 90% of high school seniors that they will attend. Less than half of those who enter actually complete a baccalaureate degree in six years or an associate degree in three years. For every 100 students who enter high school, only 18 earn a high school diploma in four years and then earn a college degree - an associate within three years or a baccalaureate within six years. Upper income students are seven times more likely to complete a baccalaureate degree than low income students. White students are about twice as likely as African American or Hispanic students to graduate from college. Emigrants, low-income students, and minorities are the fastest growing portion of our population, and these are the very groups that have the greatest academic disadvantages. In the next 50 years, it is estimated that 97% of the net change in the workforce will be accounted for by these citizens. (National Governors

Association, Ready for Tomorrow: Helping All Students Achieve Secondary and Postsecondary Success, 2003, pp 4-5.)

For those of us in institutions who live lives of gritty optimism, what does this period of turmoil portend? Can we make changes, improve quality, and meet the tests of fiscal constraint being posed by Congress and our state legislatures? Despite the fact that Cliff Adelman and others dispelled the myth of traditional school progression a decade ago, our degree programs, requirements, and expectations are largely based on curricula that assume homogeneous and consistent levels of preparation as well as linear and continuous student progress. Moreover, our allocation of institutional resources continues to follow antiquated models based on low student expectations, high rates of failure, and comfortable but selective margins of success. Where does *Greater Expectations* fit into this swirl of student engagement, and how do we match the ends of its work with some sense of the overall change our nation is groping toward?

If we are to achieve the possibilities set forth by the report, then we must be prepared to take a connected as well as cumulative approach. The drafters of the report have given us an outline of how we must see relationships by ambitiously setting forth 40 distinct goals. But they also organized them into six categories, emphasizing a set of values, a system of education, organizational principles, faculty development, curriculum, and classroom practices. Intentional relationships are the key to the effectiveness within these groupings and across them. There are a lot of moving parts in the *Greater Expectations* report. Unless each part is moving in synchronization with the others, it will stall, fall short, or even break. It will be an enormous challenge to coordinate them all and to then align the proposed 19 different action steps into a decisive strategy for institutional change. But if we know this planning is necessary, we can surely increase the odds of our success by linking programs, projects, and people, especially if we have been oriented to a common destination point.

Separate strategies—learning communities, alignment of college with high school, assessment of learning, first year programs, faculty development, service learning, undergraduate research, and so on—cannot be sustained if they develop in isolation. If you have read Dickens' novel (or any novel for that matter), you know that the reader's advantage over the young protagonist lies in seeing how remote events and people are intertwined and connected in fateful ways even though the characters themselves cannot. If we are really to achieve a shared expectation of what the new academy can be in this new century, we have to act on our knowledge of interconnected plot lines. We should agree to deal with messiness in a far more deliberate way than our traditional patterns of leadership and competition would predict. Many of the action steps of *Greater Expectations* have national champions or sponsors. Now is the time for us to insist that these actors on the national stage play together, that they truly make their work OUR work by intertwining objectives, knowledge, and resources. We have to be willing to take up multiple strategies concurrently. We can do so on our own campuses, but let us also ask our national leaders to do the same thing across the country. Let's ask Campus Compact, the Policy Center on the First Year Experience, and the American Democracy Project, for

example, to talk with the National Governors Association about the consequences of their separate work. Let's ask the AAUP and the AAU to give voice to the faculty's commitment to student learning in addition to—or even instead of—work rules, privilege, and prestige. Let's use this period of diminished resources and heightened public interest to make the connections we have previously been able to ignore, since I doubt that we will long have the luxury of doing our own bidding.

We have to understand that success at the institutional level and for higher education as a whole will always be judged by the success of the individual learner. This means that learning must be organized and integrated from the perspective of the student's life experience instead of the interests—no matter how well meaning—of the people, initiatives, and offices that would help these learners. If we do not create the capacity for individuals to make a coherent whole out of their respective lives and to locate themselves in a context that is as wide as the world and as deep as history, then we can never succeed. Despite the fact that we know college participation is dramatically different from the way it was in the 1960's, we persist in using outdated mental images of how students learn, of their preparation and motivation, of their progression through education, and of our own standards for their success.

Too often we leave to students the responsibility for seeing all of their education as a whole—of seeing how current schooling anticipates future learning. We leave to students the responsibility of seeing how things are connected—how high school work is a foundation for college, how co-curricular activities relate to learning, how work experience adds value to the classroom, or how courses transferred from the community college can be made useful as something euphemistically called “free electives.” But most importantly, we leave to students the responsibility of finding coherence in the summation of their undergraduate degrees—making them put our requirements for general education, total credit hours, cumulative grade point averages, and other expectations into a meaningful framework: one that balances preparation for a job with the skills of intentional learning for a lifetime.

In the recommended action steps, the report offers multiple pathways to coherence as long as we keep the whole enterprise in mind and work constantly at making connections among all of the parts. We need to be sufficiently enlightened so that any initiative we undertake on our own campus also anticipates that some of the students we serve will transfer to another institution, sooner or later. How does our departmental or campus work relate to that of others? Can the student find a pathway from one major to another or from one college to another in a way that preserves a sense of purpose and integrity? The key to coherence is keeping all of our efforts focused on students' achievements, on their learning. Has *Greater Expectations* convinced us of the possibility that the time for major transformation has truly come? Are we prepared to shift our planning, our goals, our resources, and our actions to the proposed framework that would judge our personal work or rate our colleges and universities on the value we have demonstrably added to student success? Who among us—as individual leaders or as national associations—has the will, the authority, and the commitment to actually re-center our work on student achievement?

Is there an idea powerful enough to unify us and to overcome inertia? Is there a vision within the workings of this conference that can be crafted from the goals and actions steps of *Greater Expectations*? Can we see something worthy of our best effort emerging from the mist and haze of the pressures on education? Are the other national initiatives a help or a hindrance? I believe there can be a shared vision that unites us all, one that is flexible and adaptable yet offers structure and consistency.

Liberal education and the baccalaureate occupy a unique place and time in the continuum of education that stretches from pre-school to post-baccalaureate formal learning. The baccalaureate happens to coincide for many students with a period of personal maturation, passing from adolescence into adulthood, from dependence to independence. But for older students, acclimated by life's experiences, the baccalaureate still occupies a pivotal place—if not a critical time—in formal learning because it creates a context for lived experience within history, culture, and the uses of knowledge.

Despite the fact that students may acquire baccalaureate degrees in different ways over varying lengths of time, let us agree that liberal education defines a fixed place and a fixed relationship with prior and later learning such that it has a nationally understood meaning, purpose, form, and role. When a student completes a baccalaureate degree in any field from an accredited institution, everyone should be able to rely on the certainty that this graduate has a liberal education and thus has commonly understood skills, knowledge, and abilities that can be documented, demonstrated, and explained. A baccalaureate will mean other things, too. It will denote a field of study or a profession, the values of a particular place, and varying degrees of prestige. But within the degree's many forms and appearances, within the swirl of students' participation in higher learning, there has to be something essential, necessary, and consistent.

No other segment of formal learning has as much to do with the life of the nation, with quality of life, and with our capacity to establish a just society built on equity and inclusiveness for all, as does the baccalaureate degree. Or at least those that mean something and have value because of their rigor, high expectations and the central role of liberal education. This premise is the foundation of the *Greater Expectations* report and, indeed, the work of AAC&U. *Greater Expectations* is a unique work because it alone has been willing to address the messy complexity of undergraduate education, pose an all-encompassing framework independent of specific disciplines, and make liberal education its focal point.

My task is not to describe the one, all-persuasive vision of liberal education or to synthesize the many proposals from other national initiatives. To do so would be to invite endless discussions of nuance, vocabulary, and principle, multiplying the paralysis of committee meetings to the point of irrelevance in the unforgiving light of public expectations. Let's differentiate liberal education from the baccalaureate by making clear that the degree is the box and wrapping while the real gift inside is liberal education. To revert to our orienteering metaphor, the baccalaureate offers multiple pathways to the same destination. There will be as many packages for a shared understanding of liberal education as there are associations, colleges, and

individual faculty. And there will be just as many pathways. In the words of the report, it is understanding that liberal education is “the education all students need.”

The key to our shared vision is not specific courses, not degree requirements, and not even assessable outcomes. The key is an agreement that liberal education is, above all else, PRACTICAL. The single most compelling declaration of *Greater Expectations* – in my view - is that liberal education “is consciously, intentionally, pragmatic while it remains conceptually rigorous; its test will be in the effectiveness of graduates to USE knowledge thoughtfully in the wider world.” And precisely because of its strategic importance for society as well as the individual, it must be far more socially inclusive than it has been. The stereotype of liberal education as finishing school for the elite should be augmented by—if not replaced by—a vision of utility and pragmatic importance. The tendency to see higher education as a private benefit needs to be balanced by a reaffirmation of the public good that liberal education represents in preparing citizens, enabling lifelong employment, and providing pathways for personal growth. These societal goods are as practical and necessary as anything we can hope to achieve with the ends of learning. To act in concert in establishing our shared point of destination, let us agree to three actions.

First, we need to agree to use the framework of *Greater Expectations* as our common text. It is the only text we have that is sufficiently complex, rich, whole, and interrelated to be equal to the challenge. We need to urge our other membership organizations to use this framework too—and not to compete with their own rival formulations. And AAC&U also has to agree to sustain this work and not abandon it for the next flashy idea or for funding dangled by foundations with their incomplete and disconnected agendas. We all have to agree to stick with the plan set forth in *Greater Expectations* until we know we can complete the journey.

Second, we need to stop bickering over what makes up liberal education and acknowledge that those who are liberally educated have essential skills necessary to succeed, have specific knowledge on which they can rely to serve as a foundation for acquiring knowledge perpetually, and have measurable abilities and competencies that create a scaffolding for continued development – abilities like critical thinking and problem solving, experiences in creating contexts for accommodating differences, or capacities like reflection and evaluation. If we assume that most of the students who graduate from our institutions will have begun somewhere else and if we have designed our baccalaureate requirements with the students’ complete, connected and coherent learning experiences in mind, then we have, in fact, created a nation-wide understanding of the meaning of liberal education without having standardized testing or national curriculum guides. Let us agree once and for all that liberal education is both a foundation and a scaffold, that it is both practical and inspirational, and that it is vocational as well as ethereal.

And third, we need to create a national infrastructure that makes real the concept of using individual student learning and achievement as the organizing principle of our common vision and our shared work. I want to suggest that we begin this work by considering the electronic student portfolio as the vehicle for taking up the continuum of education and the mobility of our students as a whole piece. I think we can use the

students' electronic portfolios to make it possible for individuals to connect learning experiences and demonstrate the mastery of disciplinary knowledge. With portfolios we can give students the authority to represent themselves to employers, graduate schools, parents or even themselves by arranging and rearranging their educational lives into a coherent whole. Without abandoning the transcript, we can make both the content and the competence of learning accessible.

The vision of liberal education must be authentic and local to be persuasive. I cannot hope to tell any one of you what your own pathway should be, but I would like to suggest a touchstone toward which we might all orient ourselves by talking candidly for a few minutes more about the experience of my own institution. My urgent plea to each of you is to create your own vision and pathway for your institution that incorporates the goals and actions of *Greater Expectations* by placing the skills, knowledge, and abilities that constitute liberal education into a coherent, interrelated whole with clear objectives and measured outcomes that intentionally can follow individual learners along the continuum, across institutions, and around the world. I am not urging that anyone follow our pathway, yet our experiences may be useful guideposts to others contemplating a journey of transformation.

IUPUI has consciously used the *Greater Expectations* project as a catalyst and a focal point for making significant improvements in its practices and in creating an idea of what it can become. Its history and lack of identity lend urgency to the need to construct a future, and the framework of the report offers a ready vehicle. IUPUI's struggle began with its creation in 1969, but in the last decade or so, we have recognized that, for the campus to achieve its aspirations, it will have to create a new prototype instead of following the old models. The *Greater Expectations* report has come along at the right moment in IUPUI's development to help us imagine what shape the new academy might take. As we struggle to expand our research profile and become more engaged with our local community, the focus on student learning may offer a means of integrating our work. Research and civic engagement offer powerful pedagogies, but the commitment to learning is a value we can all share and the varied acts of learning can unite us in a common purpose.

Being created of parts grafted together, IUPUI has always had a sense of hoping there is something larger than its current self—a mission in its service region, the identity of its parent universities with their national reputations, and an incentive to be something new and distinct. We have intentionally created overlapping strategies that ensure IUPUI will develop with a sense of the whole continuum as an organizing principle. We have our own campus plan (that also responds to the wider planning of both Indiana University and Purdue University). We have a statewide plan for P-16 education. And we have begun considering—though not yet formally—a plan for responding to the growing marketplace of applicable learning.

More recently, IUPUI has played a role in assisting the state in developing a blueprint for a preschool through a post-baccalaureate system of education that is coordinated and articulated to achieve statewide objectives. The framework provides a rationale for how IUPUI relates to K-12 schools, to a newly emerging community college, to other universities in the state, and to graduate and lifelong learning. Specific

programs are underway to involve IUPUI in aligning the curriculum of high schools with its own matriculation expectations and to reconceive the period of education between the middle of high school and the first two years of college as a coherent whole that is the joint responsibility of schools, the community college, and IUPUI.

Building on this foundation of cooperation along the continuum of formal learning, IUPUI will soon turn its attention to the emerging marketplace of learning. We appreciate that many students will learn in different ways throughout their lives. Many of these experiences can and should be recognized as part of formal learning and the credentials it provides. Self-acquired competency from jobs, the military, voluntary service, proprietary schools, self-discovery, and other means can be assessed and thus they should be placed within a framework of competence and achievement that we recognize with “credit” and certification. Our next challenge will be to build on the system of formal schooling to develop a true competency-based approach that places learning at the center of credentialing, not schooling, not attendance, not an average of course grades.

Perhaps the most important gains in making real the ideal of a continuum of learning have been made in coordinating IUPUI’s offerings with the emerging community college. We share a goal of providing all citizens in central Indiana with a ladder of personal educational attainment so that there is a rung on which they can begin and steps toward which they can progress as they are able—seamlessly, without having to change ladders. All high school graduates can literally begin their postsecondary education at the public two-year Ivy Tech State College, at IUPUI, or at both concurrently with the knowledge that the programs and courses are coordinated and related. This differentiation, collaboration, and coordination have allowed each institution to do a better job of serving the community.

With many false starts and with extraordinary efforts, IUPUI finally created the means for interrelating all of its undergraduate degree programs, initiatives for student learning and retention, and student services. In 1998, the IUPUI Faculty Council approved six Principles of Undergraduate Learning, and the campus established University College as the academic home for all incoming students for up to their first two years of study. While its goal has been to assist students in moving toward their majors as early as possible in their careers, University College ensures that students have a sound introduction to university life; good advising, including a linkage of academic advice with career aspirations; and a sense of the interrelationship of academic, social, civic, and vocational responsibilities. The faculty of University College are drawn from all schools across campus --graduate and undergraduate--on an invitational and selective basis. The faculty themselves thus provide for the integration of the work of University College with all of the degree-granting schools.

The principles are now being implemented through a variety of strategies that mirror the best practices cited in *Greater Expectations*, and they are the subject of continuous assessment. Within a few more years, there will be both certainty and consistency to what students who graduate from IUPUI know, can demonstrate, and can articulate because we are in the process of creating tiered assessment measures at

the introductory, skills level; at the transition level from lower division or the community college to upper division; and finally at the stage of completion when integration and application demonstrate a level of overall competence.

Second, IUPUI is organizing itself for learning in intentional and pragmatic ways. Beyond the role of University College, we have restructured our separate programs of admissions, financial aid, scholarships, registration, orientation, advising, credit transfer, assessments, and payments into a single coordinated office. Similarly, the Office for Professional Development has four centers that provide faculty development related to service and learning, teaching and learning, research and learning, and, de facto, technology and learning—all of which are coordinated with intentional, shared objectives. In turn, faculty development is linked to designing formal and informal learning environments, developing virtual communities of interaction, and drawing on community assets in the form of part-time instructors, cultural amenities, and experiential learning.

Most recently, the campus has created an Office of Integrating Learning that has the specific charge of coordinating all the initiatives that support the coherence of student academic work within the interdisciplinary framework of the Principles of Undergraduate Learning. Along with developing the three tiers of assessing student achievement, this Office will begin a process of fundamental organizational change as we support faculty who wish to assume professional responsibility not only for achievement in their respective disciplines but also in one of the abilities or attributes of the six Principles that transcends departmental lines and class levels. Coherence demands nothing less than the responsibility and accountability for the whole of education—not merely “my course,” “my department,” or “my college.” This will occur only when the work of faculty is organized differently.

The vision of IUPUI and every other postsecondary institution has to be large enough and complete enough to include all the citizens it serves in its plans, in its assessment of progress, and in its public accountability. The vision must stretch at least from middle school to graduate school and then to lifelong learning, and it must accommodate learning through self-acquired competence or noncredit programs as well as those offering credit—all within a framework of high expectations and clear standards of performance. As the initial step in seeing its vision as comprehensive, IUPUI has committed itself to giving access to postsecondary education to every high school graduate in its service regions, but in partnership with the community college. Together, we aspire to graduate students in the same proportions as we admit them—insisting on rigor in the curriculum and high levels of performance to advance.

Our fourth effort to achieve coherence comes in the recognition that the life and work of faculty are now stretched beyond sustainable tolerance. Increased pressures for research productivity and civic engagement come just at the time we are placing a new emphasis on student achievement and thus require new approaches to our understanding of excellence in the context of institutional goals, faculty work, and quality of life. In a sustained period of diminished resources, we have no alternative to considering new ways of organizing for learning.

Our focus on learning can be the very means to establish coherence among the usually separate aspects of faculty work, as I suggested a few moments ago. Moreover, many of the forces affecting higher education will require a fresh approach to understanding who the new faculty actually are and what their many duties truly entail. All of the pressures are pushing us toward greater role differentiation and an expanded understanding of who can perform academic work—the traditional tripartite functions of teaching, research and professional service plus a new role for institutional sustainability, or academic citizenship. Given financial pressures, there is no doubt that the diversity of appointments is growing along with the pressure for greater productivity and accountability in all four areas. To meet growing enrollments with diminished resources, we are hiring both more part-time and more full-time, but non-tenure-related faculty—initially for teaching but increasingly for research, civic engagement, and institutional self-preservation.

Further, the nature of academic work is blurring as librarians, technologists, advisors, clinicians, researchers, and outreach specialists take on duties that overlap with tenured faculty. The need for individuals to focus on particular areas of achievement is glaringly apparent since few faculty have the time, preparation, or endurance to achieve at a consistently high level in all of the areas of work. The lines of distinction based on work are thus blurring rapidly, and the traditional hierarchy of tenured faculty may not be sustainable without a new sense of academic community and perhaps a new voice for faculty work based on professional expectations and accountability for results instead of roles, titles, classifications, and tenure.

The full range of IUPUI initiatives and programs related to the vision we have for undergraduate learning is outlined in a companion piece that has been made available to everyone this evening. I want to give this appendix to you primarily as an artifact. The IUPUI example is important only in that we commit ourselves to using the report as the framework for change and for achieving our own distinct goals. Self-consciously, we have looked over the dozens of separate, well-meaning initiatives and offices on our campus and tried to place them within an intentional context—one that is comprehensive, connected, and coherent, one that restructures our work to focus on student success instead of faculty or staff role differentiation. In the coming years, we will have to work hard to make liberal education both a foundation and a scaffold. Its special place on the continuum of learning and its moment in personal timelines of development will always be there, but if we are not intentional in our use of this unique space and time, we cannot possibly hope to achieve Greater Expectations for a whole nation—one learner, one college at a time.

As we move toward achieving greater expectations by experimenting with prototypes like IUPUI, let us resolve to meet the ideals of seeing the enterprise of learning whole, to understand that each of the parts is connected, and to insist on coherence from the perspective of the learner. These are things that we can all surely adopt as shared principles. I hope we can also agree that liberal education will be the focus of our work and that we can share a vision that says liberal education is practical, is necessary for EVERYONE, provides a foundation for all other postsecondary learning, develops a personal scaffold for the abilities and knowledge that provide the capacity for lifelong learning, and has measurable outcomes that give meaning to the

baccalaureate across types of institutions and the myriad pathways students take to demonstrate their competence.

We offer IUPUI not as a model to be emulated but as an experiment to watch. In the imagined world of Charles Dickens, we offer the story of IUPUI as a plot still unfolding to us but one where you—as the readers—can see the fateful interactions we do not yet perceive, and thus gain the advantage of learning from our mistakes. As Dickens’ young protagonist in Great Expectations says about his first new set of finely made clothes, “Probably every new and expected garment since clothes came in fell a trifle short of the wearer’s expectations.” Our appearance may be a little odd for awhile—until we adjust to our greater expectations—but for now we have a good idea of whom we want to be when we grow into our dreams. We hope you will enjoy reading the story as much as we will writing it. And we, like you, want to acknowledge and thank AAC&U for giving us the opportunity for “a new vision for learning as a nation goes to college.”

Toward an Inclusive Vision:
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Presented by
William M. Plater
Executive Vice Chancellor
Dean of the Faculties
IUPUI
Indiana University Purdue University Indianapolis

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