Welcome to the start of a new academic year. This is one of the times I love best. There are new people to meet, new ideas to explore, new hopes to realize, new opportunities to learn, new ways to use my own talents and energies to make the world a better place. I hope you feel the same. One of the privileges of being an academic is that hope springs eternal and, at predictable intervals, we can start anew. For me, that is especially true. I join you with High Hopes.

For many of us, this is a time of transition. I am buoyed by the excitement of joining you and entering upon a new adventure---the presidency of WSU. Many of us are new to WSU and anticipate with some uncertainty the prospects of changes in our lives. Others have been here many years and may feel unsettled by the arrival of a new president after 16 years of stable leadership. Still others have been displaced by the renovations going on across campus as we continue to update our facilities to reflect our current and future needs. Yet others are back from sabbatical and feel a little like a latter-day Rip Van Winkle, gazing around at a place that has continued to change during your absence.

For all of us, the first days of a new academic year can open up our senses, sharpen our attention, make us more mindful of the world around us and the people who work beside us. It is at times like this that we can learn the most, experience life most fully and open up our imaginative energies in new ways.

I want to set the stage for the year ahead. Over this year, I hope you will get to know me better, attend to my education, offer your support and guidance, and walk with me along the path that lies ahead. As a dedicated birder, I may elect to bring along my binoculars in order to peer into the future, but do help me notice the ground in front of me also. I would hate to trip!

My career has been shaped by my deep desire to serve the public good and to lead a responsible life. As I began to think about my own goals for the years ahead at WSU, I started by reflecting on what it means to educate and by extension, what it means to be an educator.

Education has been our means to instruct our youth in the values and accomplishments of our civilization and to prepare them for adult life. We have been arguing for centuries about what an education means and how to distinguish an educated person from an uneducated one. Our answers have been built upon contemporary beliefs about the public good and the role of education in preparing students for various learned roles in society.

Two views have contended for our allegiance since the time of the ancient Greeks (Marrou 1956). One perspective is the rational and humane vision of the Sophists and later the philosopher-teacher Isocrates, for whom the test of an education was its ability to prepare a citizen to engage in public affairs. The other view is that of Plato and Socrates, who taught that education must guide the student toward an uncovering of the Truth and Beauty that underlies our human experience, the universal themes and natural laws that a well schooled mind can discern beneath the surface confusion of life, the awakening of the spirit within that allows us to care intensely about life and learning.

In my view, an ideal education lies between these two poles of experience and purpose, thought and action, self-realization and social responsibility. When asked whether an education is meaningful because it liberates the spirit and feeds the soul or because it prepares us to make good decisions, contribute to public life, and live as a responsible citizen of our democracy, my answer is always YES. Education can and must accomplish all of these things. It is this that has underlain my intense interest in civic engagement and social responsibility and my growing commitment in recent years to the challenge of rethinking the societal role of higher education and how this role can best be expressed in an age where almost all citizens must now obtain a significantly higher level of education.

My remarks this morning will explore how we are going about the task of creating an institutional, educational and scholarly model that can support the expression of a full range of intellectual interests, define and advance individual and shared goals that are coherent and articulated with each other and generate knowledge that is both intellectually stimulating and clearly practical. I want to show that it is possible to advance the interests of individual faculty, staff and students while also serving the public good through the development of appropriate goals for our scholarship, through the design of the curriculum and
through the relationships that we develop with the broader community. My premise is that it possible to advance our understanding and explore theoretical and analytic conceptions, while at the same time addressing very practical problems for which new knowledge or the integration of knowledge is needed. In so doing, we can engage our students in these efforts and thus prepare them for citizenship as the demands of participation in community continue to evolve and for the professional responsibilities that they will later assume.

A public university is, in many ways, a “public space,” designed to help us develop shared purposes and pursue shared goals. The ultimate test of our accomplishments will hinge on whether we have made a positive difference in people’s lives and served the public good. An institution that wishes to be engaged and responsible and that wishes to become a working model of democratic life must rethink some fundamental issues, such as

how knowledge will be created in the future and how it will be used,
what the role of faculty will be,
what the goals of the curriculum ought to be,
how and where and when people will learn
how the curriculum should be designed to foster civic responsibility;
how to form and then sustain meaningful, long-term alliances and partnerships that can promote campus and community capacity to work in democratic ways.

What does it mean for a university to embrace its civic responsibility?

A university that embraces its civic responsibilities sets itself the goal of playing a role in generating a renewal of democracy through the expectations we have of ourselves as scholars and administrators, our aspirations for our students and the nature and intentions of our own institutional relationships with the broader society of which we are an integral part.

The most fundamental means by which we can embrace civic responsibility is (1) to find a means to link learning and community life through the design of our curriculum and (2) to serve as a center for community building. Beyond these fundamental means, any institution will use its distinctive strengths based on its traditions, institutional history and resource base to contribute through scholarship and outreach or engagement to the strengthening of community life and community capacity to identify and solve problems. I have much to learn about what these distinctive traditions offer.

Which brings us to the goals I have set for myself, all of which are built on the premise that we are chartered to serve the public good.

1. Prepare WSU for the 21st century and expand the Winona Experience more broadly across campus both in Winona and Rochester and throughout the communities we serve. In doing so, I will be using some new vocabulary. What we are doing is introducing learning for the 21st century.

2. Learn about Rochester and the challenges that the community faces and define WSU’s future in Rochester within the changing political and social context of that community.

3. Expand WSU’s capacity to form and sustain partnerships that will support economic and community development in SE Minnesota, especially in Winona, Goodview and Rochester.

This morning, I will talk primarily about the first goal. The other two are just starting to unfold and I will touch upon them lightly.

Preparing WSU for the 21st Century

I have begun referring to the first two years of study and exploration of the University, its current condition, and its future direction as The New University Phase. During those crucial two years, we studied the recent literature on learning and thought about what it would mean to embody in our daily lives the promise of our mission:

A Community of Learners Dedicated to Improving Our World
We began to experiment with elements of our scholarly agenda, our approach to the curriculum and to pedagogy and our relationships with the world beyond our campus boundaries---here and in Rochester---that would help us learn how to realize the full potential of our mission. During this time, a fairly small number of faculty, staff and students have been directly involved in these explorations but many more have been engaged in activities that reflect the core purposes of Learning for the 21st century. Like all efforts to envision the future, it is clear to me that the future is already here amongst us, reflected in many ways in what has become the shared experience of being at WSU. Our goal now is to expand this work, learn what it will take to go to full scale, and demonstrate what it really means to be a community of learners dedicated to improving our world.

As we move into the next phase of our work---which I call the Expansion Phase---we will work on fleshing out the meaning of both components of our mission

- A community of learners
- Dedicated to Improving our World.

Once we have figured out what it will take to introduce the elements of the 21st Century University on a larger scale, we will move into the third phase: Going to Scale and Sustaining Our Work. My early estimate is that we will be in the expansion phase for 2-3 years before we are ready to extend the full Learning for the 21st Century model to all of our students across their experience, whether as undergraduates or as graduate students.

We will start this fall with an emphasis on the first half of our mission---a community of learners---by introducing an integrated approach to learning for the 21st century. As more and more of our faculty, staff and students become involved, we will introduce an increasing emphasis on the other half of our mission---improving our world.

For me, improving our world has two meanings. The first is the world close to home---our campus communities and how we bring together the distinctive assets of our work in Winona and our work in Rochester. The other meaning is the world beyond our campus boundaries.

We will create an environment in which learning for the 21st century can thrive by figuring out how all of us can be 21st century learners and how we can model the qualities and inclinations of people who are prepared to lead productive, creative and responsible lives. We will embrace the world around us as our campus, as well as the world within. This also means working together in new ways and designing infrastructure that will support our work.

As we progress into the fall, you will see efforts on three levels simultaneously within our own world.

**The Academic Initiative Package**

This is the highly visible part of the Learning for the 21st Century Expansion. Projects will include attention to the first year experience, portfolios/coaching and academic/career planning, interdisciplinary activities, college-level initiatives, for the most part in the context of the disciplines, and projects that enhance the learning environment, such as new approaches to megasections.

Of special importance will be our launching of a new approach to faculty and staff development.

**Expansion of our Core: Supporting The University of the 21st Century.**

This component will be less visible to the campus as a whole, but just as important. We will create the capacity to support an engaging and integrative approach to learning. It will include the infrastructure for career development, enhancements to our IT platform that will support portfolios, instructional design, and coordination of campus activities that will enhance the learning experience.

**Redesign and Integration of Core Services.**

Innovation and experimentation always place heavy demands on the basic functions of an institution and require the development of additional capacity to handle the business of the institution in productive ways. Our goal is to free up valuable time to engage in creative thinking and time to build new working relationships. This year we will be examining how we do the basic work of the campuses in those areas that
most directly affect the work of our faculty, staff and students, with the intention of redesigning these basic functions---our core---to ensure that they can sustain the additional demands of the Expansion Phase.

Many of you have been involved in the most advanced of these efforts---integrated academic services---and will know what I am talking about here. The goal of IAS is to ensure that students do not need to learn how the institution works in order to make it work for them. Our own organizational structure, distribution of roles and responsibilities, and ways of doing business should be transparent to students. They should not have to know how we conduct our work in order to transact business with us or to get their questions answered. In turn, this will free many of our staff to use their time very differently, in much more meaningful and supportive ways to help students be successful.

I have learned many wonderful things in my short residence here. One particularly powerful message that many of you have delivered to me, just in the way you talk about your work and what you want me to know, is that ALL of us are teachers. ALL of us care about helping our students succeed. ALL of us can make a difference in other people’s lives and we do so every day. If we can design out the unnecessary parts of our campus work and free up time to spend with each other and with our students, we will all become members of a true community of learners.

The other aspects of examining our core are buried more deeply in the fabric of our daily work. We will start with the processes we use to recruit and hire new faculty and staff and the processes we use to contract for external goods and services. Once these are completed, we will go on to other projects designed to enhance our core capacity.

The other meaning I attach to the idea of improving our world is the concept of applying our knowledge and energy to the understanding of important societal challenges and problems, both learning from that experience and contributing to the public good. I will come back to this idea later.

How long will it take us to bring learning for the 21st century to full-scale and equip the university to address the demands of a new era?

As many of you know, we have to phase our entry into expansion somewhat more slowly and in a carefully focused and balanced way that can be supported by the resources we have available to us. Earlier this summer, I wrote an editorial for the local papers that offered my view of the actions of the MnSCU Board of Trustees, who set a 7% cap on tuition increases for FY 06.

We are moving ahead. With less funding than we had anticipated, we cannot take our next steps as rapidly as we had planned or move as quickly to full scale, but we are revisiting our plans in order to focus our efforts and move forward with the resources we have.

The Trustees faced a difficult challenge in balancing three very important issues and their action takes those pressures into account. First, over the past decade, our students have been asked to bear an increasing share of the cost of their education. We must do our best to keep a MnSCU education affordable in the face of declining public support for higher education here and across the nation. Second, years of budget reductions have placed an increasing burden upon campuses. We are all struggling to offer high quality services and maintain our research and educational environments in the face of climbing costs and increasing workloads as the demand for access continues to grow faster than our base budget can grow. A campus market basket doesn’t contain the same things that a family would buy. If we still calculated a higher education price index (HEPI), it would probably be tracking about 20-40% higher than the Consumer price Index (CPI). All of us buy books, but not a library full of them. Most of us have computers at home but we do not have to provide technical support for thousands of them. Last, but perhaps more important in many ways even than the other two, we cannot rest on our laurels. A best buy for the 20th century will most assuredly NOT be a best buy in the 21st century. We must continuously improve what we do and how we do it. We must be innovative. Large-scale change of the kind that reaches every student is expensive and we must have the venture capital to do it.

So, the 7% tuition cap was a difficult balancing act, accommodating three priorities: affordability, investment in core capacity and productivity and innovation, all playing out in an era of fiscal constraint and increasing demands for accountability.
What makes the Trustee action especially challenging for WSU is that we are just at the point where our early work on the Winona Experience is ready to undergo a “beta test” on the way to going to full scale. We will use what we learn from this intermediate stage to design our approach to expanding the Winona Experience to all of our students.


The Winona Experience is what we began to call our approach to creating an education for the 21st century: how we will deliver our curriculum in the future and what our curriculum will contain, the kind of educational environment we will provide and how we want to interact with the larger community beyond our classrooms and the campus, both here and in Rochester. To recognize that our students and faculty are in both Rochester and Winona, I am starting to talk about Learning for the 21st Century.

Our approach to Learning for the 21st century has three important parts: Learning Differently, Learning that Makes Us Different and Learning to make a Difference.

The first component---Learning Differently---is based on what a decade of research on how people learn can teach us. The basic message of that research is that most people learn more deeply and retain more of what they learn when they are actively part of the process and when the focus is on things that they really care about. Researchers have taken to calling that engaged or active learning.

The second component---Learning that Makes Us Different---is about becoming an intentional learner, not a passive one. We want to do everything we can to prepare graduates who can adapt to new environments, put together information and insights from many different sources, apply what they learn and what they know to emerging problems that no one could have anticipated in advance, and enjoy the pleasures of an inquiring mind. We want our graduates to have a better understanding of the world that they will inherit. Consistent with our mission—a community of learners dedicated to improving our world—we expect that our graduates will be active citizens of their communities, able to work well with others and prepared to act in an informed and responsible way on behalf of the public good.

The third component---Learning to Make a Difference—requires us to build up our capacity to offer students opportunities to learn and apply what they are learning outside the classroom or campus-based laboratory---in field study, in communities here and abroad, and in organizations both for-profit and not-for-profit. The goal is to create ways for learning to have consequences beyond the immediate experience of our students. Some of our faculty members and staff are fond of calling this particular component “turning learning inside out.” What they mean is that instead of studying only in classrooms and campus laboratories and then taking that knowledge out into the community, our students will spend a significant portion of their time learning elsewhere. They can then bring those experiences back to campus and reflect upon what they have learned and what it means to them to have learned it. At the same time, the results of that learning may be valuable to our community partners and their organizations. For them, their relationships to WSU can contribute to their own ability to accomplish their goals.

Why Now?

I have been asked, especially by some of our students, why we need to change anyhow, since we are already a Best Buy and already can see our national reputation growing. Aren’t we good enough already?

The answer is that a Best Buy for the 20th century will not be a Best Buy tomorrow. The competitive environment for higher education is changing because...

…The Economy is Changing Yet Again

Although some observers dispute the reality of a “new economy,” other recent work suggests that we are indeed entering another long cycle of economic change that will affect us all. According to the original analysis by Joseph Strumpeter (cited by Robert Atkinson 2004, P. 3-4), “economic history is best understood as a set of fundamental transformations from one kind of economy to another” during which the dominant forms of production stagnate, innovation wanes and a new production system emerges that, after some hesitations, leads to “a new period of robust growth and innovation.” These cycles follow each other at about 50 year intervals. Each wave raises the same set of questions about what we are doing in our educational system and how we are preparing our students. The long waves in the economy match up very closely with 50 year cycles of reform in K-12 education and changes in postsecondary education that tend
to lag a bit behind. We are in one of those shifts now! Like many communities before us, we can hear arguments all over the country about the same set of issues—

1. How to assimilate new people into our society.
2. How to raise our children to be citizens, sharing common values and expectations about what it means to be an adult living in a democracy.
3. How to prepare our young people to enter a workforce that is being radically reshaped by the social and economic impacts of new technologies.
4. How to promote opportunity and a better quality of life.

Today, as we embark upon yet another social and economic wave, this time based on new forms of knowledge production and a revolution in information technology, we face a world increasingly shaped by “the rapid creation of new knowledge and the improvement of access to the knowledge bases thus constituted, in every possible way (education, training, transfer of technological knowledge, diffusion of innovations) are factors increasing economic efficiency, innovation, the quality of goods and services, and equity between individuals, social categories, and generations (Foray (2004, p. x)).”

This new economic model has two unprecedented features; first, the accelerating and previously unimaginable speed at which knowledge is created and accumulated and how rapidly this asset will depreciate in terms of economic relevance and value and, second, the substantial decrease in the costs of codification, transmission and acquisition of knowledge once it is produced (Foray 2004, p. x). One of the consequences of these trends is that where you live matters less than it once did and, simultaneously, more! Intellectual work can be transmitted electronically to any place where knowledge workers reside. At the same time, local educational systems and investments in human capital can influence where this knowledge work is done and where people want to live. Both Winona and Rochester want to be innovative communities, places that can attract new talented people and encourage them to stay.

The emergence of the new economy has important implications for how work is done throughout society, how we should educate for that work and how we will live our lives. Equally important are the demands that our new era places on the work of building and sustaining a sense of community and shared purpose.

Universities like WSU must ask themselves some very tough questions as we strive to ensure that the world does not change right out from under us. Our approach to preparing for the 21st century will be shaped by how we answer some very difficult questions.

1. How is the nature of the workforce changing? What skills and proficiencies are required for the different kinds of jobs in our current economy and in the economy as we imagine it will evolve?
2. How will we know if our students have mastered 21st century basic and advanced skills and how will we demonstrate the capacity of our graduates to apply their education successfully to the complex challenges of the New Economy, both in school settings and in work and community contexts? What can we measure and how can we best use the information we obtain to evaluate our capacity to educate well, to clarify our goals for learning, to support educators in their professional development and their practice and to drive critical decisions about the distribution of resources?
3. How must we educate for the 21st century and how will we prepare our educators to introduce strategies that promote the complex communication and expert skills required in both the workplace and in the community in an age shaped by the rapid production and distribution of knowledge?
4. What knowledge and skills will educators and administrators (K-12 as well as postsecondary) require in order to adapt our schools and postsecondary institutions to the needs of the 21st century and how shall we prepare our students to take on these responsibilities? Since many of us will have to retool ourselves in order to lead and support this demanding work, what do we need to know and how can we learn it?
So, what’s next for WSU? What can we do now as we enter the next generation of reform? The answer to this is the same whether we are talking about school kids or undergraduates or graduate students or our own faculty and staff.

1. We need fresh ways to explore knowledge that is growing at such a rapid rate (Bruner). We can do this by involving our students in the thinking and exploration that generates that knowledge.

2. We need to examine every aspect of our campus environment to be sure that we can support the demanding work of establishing a 21st century university and modeling the qualities of educated people working in a sustainable community. We must, in simple terms, practice what we teach and recognize that we are all teachers.

3. We should build a spiral curriculum. In such a model, we can make knowledge and problem-solving accessible by starting where a student is, that is by building on what they already know and how they think (Bruner) and helping them to see that they can reach for higher goals and can develop the skills to guide their way toward becoming intentional learners. Powerful learning builds cumulatively and attention must be given to the gradual enhancement of complexity, depth, engagement and responsibility for learning throughout the course of an educational experience.

4. The education we offer our students must prepare them to be intentional learners[1] who are empowered through the mastery of intellectual and practical skills informed by knowledge about the natural and social worlds and about forms of inquiry basic to these studies responsible for their own actions and concerned for the public good.

5. The kinds of concepts that are both difficult to learn and resistant to correction when misunderstood are just the kind of things we most need to know and understand in our complex and changing world. There are ways to help students learn this material. To do so, we need to create opportunities for faculty to work together and explore ways to approach the topics that student find the hardest to understand. Through faculty collaboration, we can continue to develop our capacity to support deeper and more sophisticated learning. In WSU, we will do this in a community of learners dedicated to improving our world.

6. Research on learning tells us that we learn best if we care about what we are learning and if we can use what we are learning to work on problems that interest us and matter to other people as well. The transmission of information, which is free of any context or of a particular person or situation and can be facilitated by information technology, is less important than the generation and sharing of knowledge, which does have a context and requires effective communication and good working relationships.

7. Guided by a clear sense of what mastery really looks like, we need to find ways to make our own thinking and our students’ thinking and learning visible as a guide for both the teacher and the student in learning and instruction. This only can happen in a culture of questioning, respect and risk-taking.

8. We must reflect these same ideas in our own work and in our relationships with each other.

David Garvin (1993) in his original work on learning organizations described the capacities that support continuous improvement and a commitment to learning, the signal features of an effective organization in the knowledge economy. A learning organization is “an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights. (Garvin 1993, p. 80). At WSU, this process must involve faculty, staff, students and interested community members.

As Garvin (1993, p. 80) puts it, “new ideas are essential if learning is to take place” but ideas are not enough if the organization itself does not change to generate the human and social capital it will require to take on the characteristics of a learning organization that is skilled in knowledge production as well as knowledge management.
The realities of Learning for the 21st Century will reshape many aspects of WSU over the coming years, just as the early phases of our experience already have led to important changes---some visible to us all and some more subtle and less remarked upon.

So, that is what we mean by the Expansion Phase.

- We are expanding our own horizons.
- We are opening up opportunities for engaged learning that will have deep consequences for more students.
- We are approaching learning differently.
- We are learning how to make a difference.
- All of us will be different as we go further down this path.

**WSU in Rochester**

My second goal is to learn about Rochester and the needs of SE Minnesota and to define WSU’s future role, especially in Rochester. A few weeks ago, the Governor appointed The Rochester Higher Education Development Committee to study the needs of the region and propose a model of higher education for the future. Last week, at a meeting of the Committee, I gave my own thinking about what that future might look like.

I started out by outlining the basic changes that are reshaping how universities and communities interact with each other.

- We face complex challenges in every aspect of life-economic, global, cross-cultural, environmental.
- A nation is going to college but many are at risk of being left out. Gaps in educational attainment are widening.
- Technology is changing how we communicate, how we learn and where we learn, what we know and how we interact with each other.

Universities have responded to these challenges by developing the concept of Engagement, a set of working relationships advanced both in the teaching mission and in scholarship that changes the basic way that the university interacts with society at large. Partnerships that function in an engaged mode have some key characteristics.

- Shared goals.
- A shared agenda.
- Agreed-upon definitions of success that are meaningful both to the university and to the community participants.
- Some pooling or leveraging of university resources and public and private funds provided by other participants.
- Mutually beneficial and likely to build the capacity and competence of all parties.
- Built on the strengths of the participants.

Rochester is a community that is changing rapidly, offering us a remarkable observatory and laboratory in which to explore many of the implications of an engaged mission.

According to Michael Porter, the world map is now dominated by clusters of geographically concentrated organizations in particular fields. These clusters drive a new dynamic in the economy, generally sustained by strength in science and technology. This is exactly what is happening in the greater Rochester area, built upon strength in health, biosciences, technology, informatics and nanoscience.

Clusters like this can enhance the ability of a community to compete in the global marketplace by increasing productivity, generating a supportive environment for advanced education, driving an increasing
pace of innovation and stimulating the formation of new companies. Our challenge is to figure out how we fit into this changing community and what kind of educational response makes the most sense in a new era. I have just begun to study what is going on in Rochester and will keep you posted. Stay tuned for the next thrilling installment.

**Supporting Economic and Community Development**

My third goal is to design engagement into every aspect of our curriculum and our scholarly agenda so that our scholarship generates benefits for society-at-large through how we approach discovery as well as the interpretation and application of knowledge. As we continue to develop ourselves into a 21st century University, we will have increasing capacity to apply our expertise in more extensive ways to the opportunities awaiting us in SE Minnesota, and especially in Winona, Goodview and Rochester.

All economic development and community development requires the same things.

- A highly educated and trained workforce with access to continuing professional education.
- Access to high quality university research conducted in a public-private partnership mode and an entrepreneurial spirit that can translate that research into practical terms.
- Excellent communication and transportation infrastructure.
- Healthy, sustainable communities made possible by new and creative approaches to the solution of community problems.
- Excellent K-12 education.
- Effective investment of public resources on a local/regional basis.

Already in my first month in office, I have seen exciting prospects unfold. They range from how we will contribute to the next phase of development of the Great River Shakespeare Festival to how we will support the development of a proposal for a community-based wind turbine. Each opportunity offers ways to advance our own scholarly agenda, explore the many dimensions of our mission, support the education of our students and contribute to the community---all at the same time.

Our growing experience of engagement will open up avenues to help us introduce new ways to learn differently, ways of learning that will make us different and learning that makes a difference. As this happens, we can imagine a new kind of “university town,” characterized by new forms of innovation, new kinds of working relationships, a new cultural and social atmosphere. These new capabilities will support the emergence of the shared values and aspirations that are essential to the building of a sustainable and creative community. In this enriched community, we will be able to achieve our highest hopes and dreams without exhausting the resources that the generations that follow us will need in order to pursue their own dreams.

My own dream is to see WSU emerge as a working model of what it means to be a community of learners, intimately linked to the world around us, both here and abroad, and deeply committed to making the world a better place for everyone. We are a university that enjoys a rich and rewarding sense of place and an expansive vision of our role in the world order. We are a community that fosters both a wonderful sense of Place and a deep sense of Purpose that will sustain us in a time of rapid and challenging change. The world awaits us. We will shape that future together.

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[1] Taken from _Greater Expectations_ (2002). AACU

Welcome Address
August 22, 2005
Judith A. Ramaley

Welcome to the start of a new academic year. This is one of the times I love best. There are new people to meet, new ideas to explore, new hopes to realize, new opportunities to learn, new ways to use my own talents and energies to make the world a better place. I hope you feel the same. One of the privileges of
being an academic is that hope springs eternal and, at predictable intervals, we can start anew. For me, that is especially true. I join you with High Hopes.

For many of us, this is a time of transition. I am buoyed by the excitement of joining you and entering upon a new adventure—the presidency of WSU. Many of us are new to WSU and anticipate with some uncertainty the prospects of changes in our lives. Others have been here many years and may feel unsettled by the arrival of a new president after 16 years of stable leadership. Still others have been displaced by the renovations going on across campus as we continue to update our facilities to reflect our current and future needs. Yet others are back from sabbatical and feel a little like a latter-day Rip Van Winkle, gazing around at a place that has continued to change during your absence.

For all of us, the first days of a new academic year can open up our senses, sharpen our attention, make us more mindful of the world around us and the people who work beside us. It is at times like this that we can learn the most, experience life most fully and open up our imaginative energies in new ways.

I want to set the stage for the year ahead. Over this year, I hope you will get to know me better, attend to my education, offer your support and guidance, and walk with me along the path that lies ahead. As a dedicated birder, I may elect to bring along my binoculars in order to peer into the future, but do help me notice the ground in front of me also. I would hate to trip!

My career has been shaped by my deep desire to serve the public good and to lead a responsible life. As I began to think about my own goals for the years ahead at WSU, I started by reflecting on what it means to educate and by extension, what it means to be an educator.

Education has been our means to instruct our youth in the values and accomplishments of our civilization and to prepare them for adult life. We have been arguing for centuries about what an education means and how to distinguish an educated person from an uneducated one. Our answers have been built upon contemporary beliefs about the public good and the role of education in preparing students for various learned roles in society.

Two views have contended for our allegiance since the time of the ancient Greeks (Marrou 1956). One perspective is the rational and humane vision of the Sophists and later the philosopher-teacher Isocrates, for whom the test of an education was its ability to prepare a citizen to engage in public affairs. The other view is that of Plato and Socrates, who taught that education must guide the student toward an uncovering of the Truth and Beauty that underlies our human experience, the universal themes and natural laws that a well schooled mind can discern beneath the surface confusion of life, the awakening of the spirit within that allows us to care intensely about life and learning.

In my view, an ideal education lies between these two poles of experience and purpose, thought and action, self-realization and social responsibility. When asked whether an education is meaningful because it liberates the spirit and feeds the soul or because it prepares us to make good decisions, contribute to public life, and live as a responsible citizen of our democracy, my answer is always YES. Education can and must accomplish all of these things. It is this that has underlain my intense interest in civic engagement and social responsibility and my growing commitment in recent years to the challenge of rethinking the societal role of higher education and how this role can best be expressed in an age where almost all citizens must now obtain a significantly higher level of education.

My remarks this morning will explore how we are going about the task of creating an institutional, educational and scholarly model that can support the expression of a full range of intellectual interests, define and advance individual and shared goals that are coherent and articulated with each other and generate knowledge that is both intellectually stimulating and clearly practical. I want to show that it is possible to advance the interests of individual faculty, staff and students while also serving the public good through the development of appropriate goals for our scholarship, through the design of the curriculum and through the relationships that we develop with the broader community. My premise is that it possible to advance our understanding and explore theoretical and analytic conceptions, while at the same time addressing very practical problems for which new knowledge or the integration of knowledge is needed. In so doing, we can engage our students in these efforts and thus prepare them for citizenship as the demands of participation in community continue to evolve and for the professional responsibilities that they will later assume.
A public university is, in many ways, a “public space,” designed to help us develop shared purposes and pursue shared goals. The ultimate test of our accomplishments will hinge on whether we have made a positive difference in people’s lives and served the public good. An institution that wishes to be engaged and responsible and that wishes to become a working model of democratic life must rethink some fundamental issues, such as

how knowledge will be created in the future and how it will be used,
what the role of faculty will be,
what the goals of the curriculum ought to be,
how and where and when people will learn
how the curriculum should be designed to foster civic responsibility;
how to form and then sustain meaningful, long-term alliances and partnerships that can promote campus and community capacity to work in democratic ways.

**What does it mean for a university to embrace its civic responsibility?**

A university that embraces its civic responsibilities sets itself the goal of playing a role in generating a renewal of democracy through the expectations we have of ourselves as scholars and administrators, our aspirations for our students and the nature and intentions of our own institutional relationships with the broader society of which we are an integral part.

The most fundamental means by which we can embrace civic responsibility is (1) to find a means to link learning and community life through the design of our curriculum and (2) to serve as a center for community building. Beyond these fundamental means, any institution will use its distinctive strengths based on its traditions, institutional history and resource base to contribute through scholarship and outreach or engagement to the strengthening of community life and community capacity to identify and solve problems. I have much to learn about what these distinctive traditions offer.

Which brings us to the goals I have set for myself, all of which are built on the premise that we are chartered to serve the public good.

1. Prepare WSU for the 21st century and expand the Winona Experience more broadly across campus both in Winona and Rochester and throughout the communities we serve. In doing so, I will be using some new vocabulary. What we are doing is introducing learning for the 21st century.

2. Learn about Rochester and the challenges that the community faces and define WSU’s future in Rochester within the changing political and social context of that community.

3. Expand WSU’s capacity to form and sustain partnerships that will support economic and community development in SE Minnesota, especially in Winona, Goodview and Rochester.

This morning, I will talk primarily about the first goal. The other two are just starting to unfold and I will touch upon them lightly.

**Preparing WSU for the 21st Century**

I have begun referring to the first two years of study and exploration of the University, its current condition, and its future direction as The New University Phase. During those crucial two years, we studied the recent literature on learning and thought about what it would mean to embody in our daily lives the promise of our mission:

**A Community of Learners Dedicated to Improving Our World**

We began to experiment with elements of our scholarly agenda, our approach to the curriculum and to pedagogy and our relationships with the world beyond our campus boundaries---here and in Rochester---that would help us learn how to realize the full potential of our mission. During this time, a fairly small number of faculty, staff and students have been directly involved in these explorations but many more have been engaged in activities that reflect the core purposes of Learning for the 21st century. Like all efforts to envision the future, it is clear to me that the future is already here amongst us, reflected in many ways in what has become the shared experience of being at WSU. Our goal now is to expand this work, learn what
it will take to go to full scale, and demonstrate what it really means to be a community of learners dedicated
to improving our world.

As we move into the next phase of our work—which I call the Expansion Phase—we will work on
fleshing out the meaning of both components of our mission

- A community of learners
- Dedicated to Improving our World.

Once we have figured out what it will take to introduce the elements of the 21st Century University on a
larger scale, we will move into the third phase: Going to Scale and Sustaining Our Work. My early estimate
is that we will be in the expansion phase for 2-3 years before we are ready to extend the full Learning for
the 21st Century model to all of our students across their experience, whether as undergraduates or as
graduate students.

We will start this fall with an emphasis on the first half of our mission—a community of learners—by
introducing an integrated approach to learning for the 21st century. As more and more of our faculty, staff
and students become involved, we will introduce an increasing emphasis on the other half of our mission—
improving our world.

For me, improving our world has two meanings. The first is the world close to home—our campus
communities and how we bring together the distinctive assets of our work in Winona and our work in
Rochester. The other meaning is the world beyond our campus boundaries.

We will create an environment in which learning for the 21st century can thrive by figuring out how all of
us can be 21st century learners and how we can model the qualities and inclinations of people who are
prepared to lead productive, creative and responsible lives. We will embrace the world around us as our
campus, as well as the world within. This also means working together in new ways and designing
infrastructure that will support our work.

As we progress into the fall, you will see efforts on three levels simultaneously within our own world.

**The Academic Initiative Package**

This is the highly visible part of the Learning for the 21st Century Expansion. Projects will include
attention to the first year experience, portfolios/coaching and academic/career planning, interdisciplinary
activities, college-level initiatives, for the most part in the context of the disciplines, and projects that
enhance the learning environment, such as new approaches to megasections.

Of special importance will be our launching of a new approach to faculty and staff development.

**Expansion of our Core: Supporting The University of the 21st Century.**

This component will be less visible to the campus as a whole, but just as important. We will create the
capacity to support an engaging and integrative approach to learning. It will include the infrastructure for
career development, enhancements to our IT platform that will support portfolios, instructional design, and
coordination of campus activities that will enhance the learning experience.

**Redesign and Integration of Core Services.**

Innovation and experimentation always place heavy demands on the basic functions of an institution and
require the development of additional capacity to handle the business of the institution in productive ways.
Our goal is to free up valuable time to engage in creative thinking and time to build new working
relationships. This year we will be examining how we do the basic work of the campuses in those areas that
most directly affect the work of our faculty, staff and students, with the intention of redesigning these basic
functions—our core—to ensure that they can sustain the additional demands of the Expansion Phase.

Many of you have been involved in the most advanced of these efforts—integrated academic services—and
will know what I am talking about here. The goal of IAS is to ensure that students do not need to learn how
the institution works in order to make it work for them. Our own organizational structure, distribution of
roles and responsibilities, and ways of doing business should be transparent to students. They should not
have to know how we conduct our work in order to transact business with us or to get their questions
answered. In turn, this will free many of our staff to use their time very differently, in much more meaningful and supportive ways to help students be successful.

I have learned many wonderful things in my short residence here. One particularly powerful message that many of you have delivered to me, just in the way you talk about your work and what you want me to know, is that ALL of us are teachers. ALL of us care about helping our students succeed. ALL of us can make a difference in other people’s lives and we do so every day. If we can design out the unnecessary parts of our campus work and free up time to spend with each other and with our students, we will all become members of a true community of learners.

The other aspects of examining our core are buried more deeply in the fabric of our daily work. We will start with the processes we use to recruit and hire new faculty and staff and the processes we use to contract for external goods and services. Once these are completed, we will go on to other projects designed to enhance our core capacity.

The other meaning I attach to the idea of improving our world is the concept of applying our knowledge and energy to the understanding of important societal challenges and problems, both learning from that experience and contributing to the public good. I will come back to this idea later.

How long will it take us to bring learning for the 21st century to full-scale and equip the university to address the demands of a new era?

As many of you know, we have to phase our entry into expansion somewhat more slowly and in a carefully focused and balanced way that can be supported by the resources we have available to us. Earlier this summer, I wrote an editorial for the local papers that offered my view of the actions of the MnSCU Board of Trustees, who set a 7% cap on tuition increases for FY 06.

We are moving ahead. With less funding than we had anticipated, we cannot take our next steps as rapidly as we had planned or move as quickly to full scale, but we are revisiting our plans in order to focus our efforts and move forward with the resources we have.

The Trustees faced a difficult challenge in balancing three very important issues and their action takes those pressures into account. First, over the past decade, our students have been asked to bear an increasing share of the cost of their education. We must do our best to keep a MnSCU education affordable in the face of declining public support for higher education here and across the nation. Second, years of budget reductions have placed an increasing burden upon campuses. We are all struggling to offer high quality services and maintain our research and educational environments in the face of climbing costs and increasing workloads as the demand for access continues to grow faster than our base budget can grow. A campus market basket doesn’t contain the same things that a family would buy. If we still calculated a higher education price index (HEPI), it would probably be tracking about 20-40% higher than the Consumer price Index (CPI). All of us buy books, but not a library full of them. Most of us have computers at home but we do not have to provide technical support for thousands of them. Last, but perhaps more important in many ways even than the other two, we cannot rest on our laurels. A best buy for the 20th century will most assuredly NOT be a best buy in the 21st century. We must continuously improve what we do and how we do it. We must be innovative. Large-scale change of the kind that reaches every student is expensive and we must have the venture capital to do it.

So, the 7% tuition cap was a difficult balancing act, accommodating three priorities: affordability, investment in core capacity and productivity and innovation, all playing out in an era of fiscal constraint and increasing demands for accountability.

What makes the Trustee action especially challenging for WSU is that we are just at the point where our early work on the Winona Experience is ready to undergo a “beta test” on the way to going to full scale. We will use what we learn from this intermediate stage to design our approach to expanding the Winona Experience to all of our students.

**The Expansion Phase Begins: The Winona Experience Becomes Learning for the 21st Century.**

The Winona Experience is what we began to call our approach to creating an education for the 21st century: how we will deliver our curriculum in the future and what our curriculum will contain, the kind of educational environment we will provide and how we want to interact with the larger community beyond
our classrooms and the campus, both here and in Rochester. To recognize that our students and faculty are in both Rochester and Winona, I am starting to talk about Learning for the 21st Century.

Our approach to Learning for the 21st century has three important parts: Learning Differently, Learning that Makes Us Different and Learning to make a Difference.

The first component—Learning Differently—is based on what a decade of research on how people learn can teach us. The basic message of that research is that most people learn more deeply and retain more of what they learn when they are actively part of the process and when the focus is on things that they really care about. Researchers have taken to calling that engaged or active learning.

The second component—Learning that Makes Us Different—is about becoming an intentional learner, not a passive one. We want to do everything we can to prepare graduates who can adapt to new environments, put together information and insights from many different sources, apply what they learn and what they know to emerging problems that no one could have anticipated in advance, and enjoy the pleasures of an inquiring mind. We want our graduates to have a better understanding of the world that they will inherit. Consistent with our mission—a community of learners dedicated to improving our world—we expect that our graduates will be active citizens of their communities, able to work well with others and prepared to act in an informed and responsible way on behalf of the public good.

The third component—Learning to Make a Difference—requires us to build up our capacity to offer students opportunities to learn and apply what they are learning outside the classroom or campus-based laboratory—in field study, in communities here and abroad, and in organizations both for-profit and not-for-profit. The goal is to create ways for learning to have consequences beyond the immediate experience of our students. Some of our faculty members and staff are fond of calling this particular component “turning learning inside out.” What they mean is that instead of studying only in classrooms and campus laboratories and then taking that knowledge out into the community, our students will spend a significant portion of their time learning elsewhere. They can then bring those experiences back to campus and reflect upon what they have learned and what it means to them to have learned it. At the same time, the results of that learning may be valuable to our community partners and their organizations. For them, their relationships to WSU can contribute to their own ability to accomplish their goals.

Why Now?

I have been asked, especially by some of our students, why we need to change anyhow, since we are already a Best Buy and already can see our national reputation growing. Aren’t we good enough already? The answer is that a Best Buy for the 20th century will not be a Best Buy tomorrow. The competitive environment for higher education is changing because...

…The Economy is Changing Yet Again

Although some observers dispute the reality of a “new economy,” other recent work suggests that we are indeed entering another long cycle of economic change that will affect us all. According to the original analysis by Joseph Strumpeter (cited by Robert Atkinson 2004, P. 3-4), “economic history is best understood as a set of fundamental transformations from one kind of economy to another” during which the dominant forms of production stagnate, innovation wanes and a new production system emerges that, after some hesitations, leads to “a new period of robust growth and innovation.” These cycles follow each other at about 50 year intervals. Each wave raises the same set of questions about what we are doing in our educational system and how we are preparing our students. The long waves in the economy match up very closely with 50 year cycles of reform in K-12 education and changes in postsecondary education that tend to lag a bit behind. We are in one of those shifts now! Like many communities before us, we can hear arguments all over the country about the same set of issues---

1. How to assimilate new people into our society.

2. How to raise our children to be citizens, sharing common values and expectations about what it means to be an adult living in a democracy.

3. How to prepare our young people to enter a workforce that is being radically reshaped by the social and economic impacts of new technologies.
4. How to promote opportunity and a better quality of life.

Today, as we embark upon yet another social and economic wave, this time based on new forms of knowledge production and a revolution in information technology, we face a world increasingly shaped by “the rapid creation of new knowledge and the improvement of access to the knowledge bases thus constituted, in every possible way (education, training, transfer of technological knowledge, diffusion of innovations) are factors increasing economic efficiency, innovation, the quality of goods and services, and equity between individuals, social categories, and generations (Foray (2004, p. x)).”

This new economic model has two unprecedented features; first, the accelerating and previously unimaginable speed at which knowledge is created and accumulated and how rapidly this asset will depreciate in terms of economic relevance and value and, second, the substantial decrease in the costs of codification, transmission and acquisition of knowledge once it is produced (Foray 2004, p. x). One of the consequences of these trends is that where you live matters less than it once did and, simultaneously, more! Intellectual work can be transmitted electronically to any place where knowledge workers reside. At the same time, local educational systems and investments in human capital can influence where this knowledge work is done and where people want to live. Both Winona and Rochester want to be innovative communities, places that can attract new talented people and encourage them to stay.

The emergence of the new economy has important implications for how work is done throughout society, how we should educate for that work and how we will live our lives. Equally important are the demands that our new era places on the work of building and sustaining a sense of community and shared purpose.

Universities like WSU must ask themselves some very tough questions as we strive to ensure that the world does not change right out from under us. Our approach to preparing for the 21st century will be shaped by how we answer some very difficult questions.

1. How is the nature of the workforce changing? What skills and proficiencies are required for the different kinds of jobs in our current economy and in the economy as we imagine it will evolve?
2. How will we know if our students have mastered 21st century basic and advanced skills and how will we demonstrate the capacity of our graduates to apply their education successfully to the complex challenges of the New Economy, both in school settings and in work and community contexts? What can we measure and how can we best use the information we obtain to evaluate our capacity to educate well, to clarify our goals for learning, to support educators in their professional development and their practice and to drive critical decisions about the distribution of resources?
3. How must we educate for the 21st century and how will we prepare our educators to introduce strategies that promote the complex communication and expert skills required in both the workplace and in the community in an age shaped by the rapid production and distribution of knowledge?
4. What knowledge and skills will educators and administrators (k-12 as well as postsecondary) require in order to adapt our schools and postsecondary institutions to the needs of the 21st century and how shall we prepare our students to take on these responsibilities? Since many of us will have to retool ourselves in order to lead and support this demanding work, what do we need to know and how can we learn it?

So, what’s next for WSU? What can we do now as we enter the next generation of reform? The answer to this is the same whether we are talking about school kids or undergraduates or graduate students or our own faculty and staff.

1. We need fresh ways to explore knowledge that is growing at such a rapid rate (Bruner). We can do this by involving our students in the thinking and exploration that generates that knowledge.
2. We need to examine every aspect of our campus environment to be sure that we can support the demanding work of establishing a 21st century university and modeling the qualities of educated
people working in a sustainable community. We must, in simple terms, practice what we teach and recognize that we are all teachers.

3. We should build a spiral curriculum. In such a model, we can make knowledge and problem-solving accessible by starting where a student is, that is by building on what they already know and how they think (Bruner) and helping them to see that they can reach for higher goals and can develop the skills to guide their way toward becoming intentional learners. Powerful learning builds cumulatively and attention must be given to the gradual enhancement of complexity, depth, engagement and responsibility for learning throughout the course of an educational experience.

4. The education we offer our students must prepare them to be intentional learners[1] who are empowered through the mastery of intellectual and practical skills informed by knowledge about the natural and social worlds and about forms of inquiry basic to these studies responsible for their own actions and concerned for the public good.

5. The kinds of concepts that are both difficult to learn and resistant to correction when misunderstood are just the kind of things we most need to know and understand in our complex and changing world. There are ways to help students learn this material. To do so, we need to create opportunities for faculty to work together and explore ways to approach the topics that student find the hardest to understand. Through faculty collaboration, we can continue to develop our capacity to support deeper and more sophisticated learning. In WSU, we will do this in a community of learners dedicated to improving our world.

6. Research on learning tells us that we learn best if we care about what we are learning and if we can use what we are learning to work on problems that interest us and matter to other people as well. The transmission of information, which is free of any context or of a particular person or situation and can be facilitated by information technology, is less important than the generation and sharing of knowledge, which does have a context and requires effective communication and good working relationships.

7. Guided by a clear sense of what mastery really looks like, we need to find ways to make our own thinking and our students’ thinking and learning visible as a guide for both the teacher and the student in learning and instruction. This only can happen in a culture of questioning, respect and risk-taking.

8. We must reflect these same ideas in our own work and in our relationships with each other.

David Garvin (1993) in his original work on learning organizations described the capacities that support continuous improvement and a commitment to learning, the signal features of an effective organization in the knowledge economy. A learning organization is “an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights. (Garvin 1993, p. 80). At WSU, this process must involve faculty, staff, students and interested community members.

As Garvin (1993, p. 80) puts it, “new ideas are essential if learning is to take place” but ideas are not enough if the organization itself does not change to generate the human and social capital it will require to take on the characteristics of a learning organization that is skilled in knowledge production as well as knowledge management.

The realities of Learning for the 21st Century will reshape many aspects of WSU over the coming years, just as the early phases of our experience already have led to important changes---some visible to us all and some more subtle and less remarked upon.

So, that is what we mean by the Expansion Phase.

• We are expanding our own horizons.
• We are opening up opportunities for engaged learning that will have deep consequences for more students.
• We are approaching learning differently.
• We are learning how to make a difference.
• All of us will be different as we go further down this path.

**WSU in Rochester**

My second goal is to learn about Rochester and the needs of SE Minnesota and to define WSU’s future role, especially in Rochester. A few weeks ago, the Governor appointed The Rochester Higher Education Development Committee to study the needs of the region and propose a model of higher education for the future. Last week, at a meeting of the Committee, I gave my own thinking about what that future might look like.

I started out by outlining the basic changes that are reshaping how universities and communities interact with each other.

• We face complex challenges in every aspect of life-economic, global, cross-cultural, environmental.
• A nation is going to college but many are at risk of being left out. Gaps in educational attainment are widening.
• Technology is changing how we communicate, how we learn and where we learn, what we know and how we interact with each other.

Universities have responded to these challenges by developing the concept of Engagement, a set of working relationships advanced both in the teaching mission and in scholarship that changes the basic way that the university interacts with society at large. Partnerships that function in an engaged mode have some key characteristics.

• Shared goals.
• A shared agenda.
• Agreed-upon definitions of success that are meaningful both to the university and to the community participants.
• Some pooling or leveraging of university resources and public and private funds provided by other participants.
• Mutually beneficial and likely to build the capacity and competence of all parties.
• Built on the strengths of the participants.

Rochester is a community that is changing rapidly, offering us a remarkable observatory and laboratory in which to explore many of the implications of an engaged mission.

According to Michael Porter, the world map is now dominated by clusters of geographically concentrated organizations in particular fields. These clusters drive a new dynamic in the economy, generally sustained by strength in science and technology. This is exactly what is happening in the greater Rochester area, built upon strength in health, biosciences, technology, informatics and nanoscience.

Clusters like this can enhance the ability of a community to compete in the global marketplace by increasing productivity, generating a supportive environment for advanced education, driving an increasing pace of innovation and stimulating the formation of new companies. Our challenge is to figure out how we fit into this changing community and what kind of educational response makes the most sense in a new era. I have just begun to study what is going on in Rochester and will keep you posted. Stay tuned for the next thrilling installment.

**Supporting Economic and Community Development**

My third goal is to design engagement into every aspect of our curriculum and our scholarly agenda so that our scholarship generates benefits for society-at-large through how we approach discovery as well as the interpretation and application of knowledge. As we continue to develop ourselves into a 21st century University, we will have increasing capacity to apply our expertise in more extensive ways to the opportunities awaiting us in SE Minnesota, and especially in Winona, Goodview and Rochester.

All economic development and community development requires the same things.
• A highly educated and trained workforce with access to continuing professional education.
• Access to high quality university research conducted in a public-private partnership mode and an entrepreneurial spirit that can translate that research into practical terms.
• Excellent communication and transportation infrastructure.
• Healthy, sustainable communities made possible by new and creative approaches to the solution of community problems.
• Excellent K-12 education.
• Effective investment of public resources on a local/regional basis.

Already in my first month in office, I have seen exciting prospects unfold. They range from how we will contribute to the next phase of development of the Great River Shakespeare Festival to how we will support the development of a proposal for a community-based wind turbine. Each opportunity offers ways to advance our own scholarly agenda, explore the many dimensions of our mission, support the education of our students and contribute to the community—all at the same time.

Our growing experience of engagement will open up avenues to help us introduce new ways to learn differently, ways of learning that will make us different and learning that makes a difference. As this happens, we can imagine a new kind of “university town,” characterized by new forms of innovation, new kinds of working relationships, a new cultural and social atmosphere. These new capabilities will support the emergence of the shared values and aspirations that are essential to the building of a sustainable and creative community. In this enriched community, we will be able to achieve our highest hopes and dreams without exhausting the resources that the generations that follow us will need in order to pursue their own dreams.

My own dream is to see WSU emerge as a working model of what it means to be a community of learners, intimately linked to the world around us, both here and abroad, and deeply committed to making the world a better place for everyone. We are a university that enjoys a rich and rewarding sense of place and an expansive vision of our role in the world order. We are a community that fosters both a wonderful sense of Place and a deep sense of Purpose that will sustain us in a time of rapid and challenging change. The world awaits us. We will shape that future together.

[1] Taken from Greater Expectations (2002). AACU

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