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Cover Illustration by Dave Cutler for peerReview.
What is the best kind of college education for today’s students? This very basic question—and the many others that follow from it—has been provoked anew by transformative changes to the context within which higher learning takes place and for which graduates must be prepared.

What kind of learning do students need to meet emerging challenges in the workplace, in a diverse democracy, and in an interconnected world? To address this question—as well as questions about how colleges and universities can best advance a new vision for learning—AAC&U convened a national panel comprised of education, business, government, and community action leaders. Their emphatic answer, given in the specific context of American higher education, is a practical and engaged liberal education. Indeed, the panel’s report, Greater Expectations: A New Vision for Learning as a Nation Goes to College, released nearly two years ago, calls for a dramatic reorganization of higher education in America to give all students—regardless of institution or major—a liberal education.

Interestingly, education leaders the world over are reaching the same conclusion: the education that best prepares students for the challenges of the twenty-first century is a liberal education. In the winter 2003 issue of Liberal Education, Susan Gillespie points to “a burgeoning liberal education movement abroad” and observes that “new liberal education programs have emerged in countries as diverse as Belarus and Dubai, Estonia, Germany, and Hong Kong, Hungary and Kazakhstan, South Korea and Kyrgyzstan, Poland and Russia, Tajikistan and Turkey.”

A few years ago, the World Bank and UNESCO formed a joint Task Force on Higher Education and Society, bringing together education experts from thirteen countries to explore the future of higher education in the developing world. The Task Force’s report, released in 2000, makes the case for liberal education at the university level in developing countries.

The increasingly widespread recognition of the practical value of a liberal education does not signal a homogenization of global higher education, however. The actual practice of liberal education is distinctly local; it is largely determined by the questions raised—and the answers reached—in particular national, cultural, even institutional environments. What, for example, does it mean to be liberally educated? What kinds of curricula foster liberal learning? What is the role of the disciplines?

In the United States, the answers being worked out and explored by colleges and universities of all types are effectively reinventing liberal education. As Carol Geary Schneider, AAC&U’s president, has observed recently, “the nation’s campuses are dotted with a vibrant new generation of innovative programs and pedagogies. The majority of these innovations are indisputably reinventions of a more traditional liberal education for this new global era and for today’s newly diverse population of students.” Collectively, these innovations indicate progress toward enacting the Greater Expectations vision of a new, globally engaged academy.

And it is not only globalization but also democratization that provokes so many of the questions to which liberal education is the answer. As Susan Gillespie notes, “many of the new liberal education programs are located in countries that are seeking to democratize their societies.” Why? As the joint World Bank and UNESCO Task Force puts it, the outcomes of a liberal education “are essential elements of effective participatory democracy.” Moreover, liberal education “fosters[s] tolerance and ethical values, helping to encourage the social awareness and philanthropy that are vital to a society’s health and stability.”

I can think of no better introduction to what follows. Indeed, in reading this issue of Peer Review, one is struck by how closely liberal education and democratic values are intertwined as well as by how appropriate, even necessary, both are to effective global engagement.—DAVID TRITELLI

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The beginning of the twenty-first century is continuing to challenge the capacity of individuals across the globe to deal with change. Current wisdom holds that change is the only constant in our fast-paced, globally-interconnected, information-based society. Changes arise from and produce varied pressures. While the institution of the university has a long and distinguished history, individual colleges and universities evolve over time in response to both internal and external circumstances. Their histories tell fascinating stories of new directions, growth, retrenchment, and improvement, often related to the external environment. What have been the recent pressures on higher education, and how have institutions responded? What more revolutionary transformations might we envision in the very concept of the university?

At the most macro level, economic globalization, fueled by the transformative power of modern communications, reaches into every aspect of life. So too, do the new world order, the emergence of young democracies from the former Soviet sphere and in parts of the developing world, and a reshuffled balance of power leaving the United States as the single remaining superpower. No country can any longer exist in isolation, nor can its citizens ignore realities in other parts of the world. New diseases arrive by airplane, and global warming threatens us all.

While colleges and universities, like any societal institutions, are affected by changes of this order of magnitude, they also face more local challenges. The following are among the specific external pressures affecting American colleges and universities:

- The opening of college doors to more students, more highly diverse students, and differentially prepared students who now continue their studies after high school
- Chaotic attendance patterns as students stop out, change institutions, hold jobs, and attend to the needs of their families
- Technological advances leading to distance learning and a new concept of the classroom
- A quantum leap in the quantity of information available to individuals and a shift away from the university as the principal repository of knowledge
- The needs of a changing workplace that include

Greater Expectations and Learning in the New Globally Engaged Academy

By Andrea Leskes, vice president for education and quality initiatives, AAC&U
higher-order thinking and practical skills, global knowledge, and the ability to adapt to change and work constructively in diverse teams.

What changes have these pressures engendered on campuses? While some critics may argue that American higher education has stagnated and reinforced walls isolating it from the larger society, developments at many AAC&U member campuses suggest a very different picture. The stories in this issue of Peer Review illustrate the dynamism of American higher education.

The term “evolution” seems appropriate to describe the process of change in individual colleges and universities. We are not talking simply of generic change, but of adaptive change made over time in response to external pressures and changing environments. In this environment, learning itself is changing. Of specific interest, then, is learning-driven adaptive change. If innovations find their way into the heart of institutional functioning, such evolution can become transformational.

**Greater Expectations**

What sort of college education will most effectively prepare students for a contemporary world characterized by change and global interconnections? What should be the central aims of the academy, and how will changes affect structures and processes, institutional missions and identities? These questions led AAC&U, in 2000, to create the Greater Expectations initiative. The initiative’s influential and widely distributed report, which resulted from the work of a national panel, was published in September 2002. Greater Expectations: A New Vision for Learning as a Nation Goes to College* scans the external pressures on higher education and describes the academy’s responses. It proposes that the education most effective in preparing students—all students, no matter their aspirations, chosen careers, or fields of study—for the contemporary world is liberal education. However, far from being an ossified liberal education out of touch with reality, this is a contemporary liberal education reinvigorated by becoming both more practical and more engaged. Such an education celebrates its usefulness in the largest sense, and by doing so, helps everyone understand the power of rigorous, challenging higher learning.

The adjectives “practical” and “engaged” refer both to the content and to the process of learning. Students in the New Academy described by the Greater Expectations vision would learn practical and intellectual skills that are useful for them individually and also useful for society. Colleges and universities would foster such learning in all students by employing teaching methods that actively engage them in their learning and with real societal problems. Classroom interactions would become enriched by complementary non-classroom experiences in the world of work, in the community, or in cultures around the world.

The Greater Expectations report also describes the central aims of such an education as preparing all college students to become *intentional learners*, integrative thinkers who can transfer their learning from one context to another and apply it to newly encountered or “unscripted” problems and environments. Such intentional learners are *empowered* through the mastery of intellectual and practical skills, *informed* by knowledge from many disciplines, and *responsible* for personal and social values.

The Greater Expectations internal scan of higher education reveals many disconnects that interfere with providing such a powerful, engaged, and practical

*The full text of the Greater Expectations report is available online at [www.greaterexpectations.org](http://www.greaterexpectations.org), where you may download a PDF copy or order the printed version.*
liberal education to all college students. Practices and structures are still evolving. Even as the report recommends principles for changes at many levels—principles of “intentional practice”—it celebrates the diversity of institutions in American higher education as a real strength. While offering a compelling vision of a New Academy, transformed to focus on learning and improved student achievement, it stresses how this vision builds on, reflects, and will be reached through evolution at colleges and universities of all types. The recommended principles—of learning outcomes, effectively designed curricula, powerful teaching methods, authentic assessments—will become manifest in very institution-specific ways. These variations on a theme will help distinguish one campus from another, even within

THE INTENTIONAL LEARNER

The Greater Expectations National Panel recommends that college graduates be prepared to adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives. To thrive in a complex world, these intentional learners should also become **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; and **RESPONSIBLE** for their personal actions and for civic values.

**The empowered learner.** The intellectual and practical skills that students need are extensive, sophisticated, and expanding with the explosion of new technologies. As they progress through grades K-12 and the undergraduate years, and at successively more challenging levels, students should learn to

- effectively communicate orally, visually, in writing, and in a second language;
- understand and employ quantitative and qualitative analysis to solve problems;
- interpret and evaluate information from a variety of sources;
- understand and work within complex systems and with diverse groups;
- demonstrate intellectual agility and the ability to manage change;
- transform information into knowledge and knowledge into judgment and action.

**The informed learner.** While intellectual and practical skills are essential, so is a deeper understanding of the world students inherit, as human beings and as contributing citizens. This knowledge extends beyond core concepts to include ways of investigating human society and the natural world. Both in school and college, students should have sustained opportunities to learn about

- the human imagination, expression, and the products of many cultures;
- the interrelations within and among global and cross-cultural communities;
- means of modeling the natural, social, and technical worlds;
- the values and histories underlying U.S. democracy.

**The responsible learner.** The integrity of a democratic society depends on citizens’ sense of social responsibility and ethical judgment. To develop these qualities, education should foster

- intellectual honesty;
- responsibility for society’s moral health and for social justice;
- active participation as a citizen of a diverse democracy;
- discernment of the ethical consequences of decisions and actions;
- deep understanding of one’s self and respect for the complex identities of others, their histories, and their cultures.
the context of a shared commitment to improved student achievement.

This issue of Peer Review provides snapshots of the work proceeding at six very different colleges and universities. While each story is unique, they all share elements and themes that can help illuminate the larger universe of adaptive learning–driven changes occurring across the country and, indeed, across the world. Collectively, these stories reveal progress toward turning the vision of a New Academy into reality.

At the core of an individual institution are its mission and identity. Although neither of these characteristics changes often or easily, colleges and universities created in one environment may turn out to be less competitive, insufficiently attractive to students, or simply inadequate for a drastically changed set of circumstances.

In the United States, we tend to act as if college education is primarily a private good—a credential to land a better job or begin a successful, lucrative career. The more broadminded among us also recognize how college study enriches an individual’s quality of intellectual life. Yet despite the very dependence of a democratic society on an educated populace—one able to weigh alternatives, make informed decisions, and undertake appropriate action—our country still largely ignores higher education as a public good, whether one interprets “public” locally, regionally, nationally, or internationally. Several of the articles in this issue remind us of how education serves the public good as well as the private goals of individual students.

Preparing students for a globally interconnected world involves empowering them with the capacity to work in diverse groups and communicate in more than one language; informing them with knowledge of the world’s cultures; and developing responsibility for others through sensitivity to cultural difference. All of our six featured campuses are evolving to improve students’ global preparedness.

What sort of college education will most effectively prepare students for a contemporary world characterized by change and global interconnections?

The Global Context

Just as no country can any longer thrive in isolation, this issue examines the changed role of the academy both in the United States and abroad. In 1998, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) convened a World Conference on Higher Education and five years later took stock of progress. The commitments to higher education for all and education as a public good—commitments central to Greater Expectations—engaged educators from many countries. Cristovan Buarque, Brazil’s minister of education, provided a visionary look at the role of the university itself as a societal institution and urged major change. Excerpts from his address are included in this issue. Rather than accepting mere evolution, Buarque makes a case for revolutionary change to turn the university into the revalidator of lifelong learning.

Further, he advocates for the logical conclusion of an education focused on outcomes: that time to mastery be flexible. Just as Greater Expectations calls on all stakeholders in college learning to join forces, Buarque pleads for worldwide action.

Whether one believes the multiple pressures on higher education will engender adaptive evolution, transformational evolution, or revolution, higher learning in this new century promises to differ dramatically from the past. Hang on for the ride! ■

Winter 2004 peerReview

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The Global University

By Cristovam Buarque, minister of education in Brazil

The following essay is excerpted from an address, The University at a Crossroad, presented at the UNESCO World Conference on Higher Education + 5, Paris, 23-25 June 2003. Minister Buarque inspired conference delegates to question some of the basic tenets of the university as it is presently organized.

Along its nearly thousand-year history the university has represented:

▪ A stockpile of knowledge that the graduate would acquire to last a lifetime. Today this knowledge is in constant fluctuation and the ex-student needs to constantly update this knowledge;

▪ Knowledge as the specific property of students in classrooms or libraries, distributed by professors and books. Today knowledge is something that is in the air. It reaches all sorts of people in all sorts of places through all sorts of channels. The university is just one channel, and shares space with the Internet, educational TV, specialized magazines, businesses, laboratories, and private institutions;

▪ Knowledge as a sure passport for success for the graduating student. This is no longer true today due to the highly competitive professional market that requires continual updating, recycling and new training so that knowledge gained does not become obsolete; and

▪ Knowledge as something that serves everyone because by increasing the number of professionals, the university product became widespread. In today’s world, a newly graduated professional’s knowledge is basically used to serve the desires and interests of those that can pay for services, using costly equipment that doesn’t allow for distribution of the knowledge.

There have been no huge structural changes in the university over the past thousand years. The role of the university has changed little. However, the reality of the world’s social situation and the dynamic advances made in terms of information, knowledge and new communication and education techniques have made the need for a revolution in the concept of the university quite clear.

Hope in the University

The world experienced a huge ideological displacement in the beginning of the twenty-first century that included enormous political disassociation and massive social inequality. In the face of these upheavals, the university still represents intellectual heritage, political independence and social criticism. Thanks to this, the university is the most appropriate and prepared place to guide the future of humanity.

…

There is little hope left that a new global system of ideas will be created to re-instill hope for the possibility of an ideal world that combines the human dream of technological progress with liberty and equality. This hope included trust in politicians, religious leaders and judges that were meant to invent the means that would serve to create coalitions among human beings. However, if we examine the institutions that have survived over the past thousand years, we can allow ourselves this hope if we look at the university.
In order for the university to become an instrument of hope, however, hope must be recuperated within the university. This means understanding the university’s difficulties and limitations and formulating a new proposal along with new structures and work methods. Fighting to defend the university involves fighting to transform the university.

Refounding the University

Almost eight and a half centuries have passed and the university finds itself in the middle of a technological revolution in a world divided internationally. The university is in need of a revolution. There are at least seven areas that should guide this revolution.

The Dynamic University

The university can no longer view knowledge as something that is static, long lasting or compatible with a teacher’s life span. Today knowledge is mutable the instant it is created, and the university must incorporate this into the role it plays.

To accomplish this:

- **A university diploma should be revalidated.** The university of the twenty-first century cannot be responsible for a graduate’s knowledge just a few years after graduation. This is why a university diploma should require that students recycle their knowledge along their lifetimes.

- **University should be permanent.** In reality, the university should extinguish the concept of the graduate. A university student should be permanently tied to the university, online, getting knowledge during their entire life in order to avoid obsolescence.

- **PhDs should be updated.** Degrees should be updated not only for undergraduate students, but for graduate students as well. Today doctorate students finish their theses and have a title for the rest of their lives without being required to demonstrate its validity. In the modern world this title often becomes something that demonstrates valuable work that was performed at a specific time. A degree could take on historical value in the same way that an athlete’s medal does. Often this degree has little to do with updated knowledge in fields that are changing each second.

- **University professors must take periodic qualification exams.** If students’ undergraduate diplomas and doctorate degrees need to be updated, professors cannot secure their positions based on old qualification exams. It would be correct to require university professors to update their qualifications according to deadlines that allow them to demonstrate updates on their knowledge.

- **Flexibility in length of course duration.** On the one hand, a student can never completely finish a course. On the other hand it isn’t possible to define fixed periods of time to finish the basic requirements necessary to practice a profession. Twenty-first century universities can no longer have fixed lengths for courses. Students should be able to take advantage of exams and courses that define whether or not they are qualified to practice their professions. This should take place according to their abilities and the time they need to complete the requirements. With new teaching and research methods the time a professional needs to complete their studies can vary greatly. Due to new pedagogical methods and communication and computer equipment, less time is needed to complete university than was needed a few decades ago.

Some students progress more slowly and others progress more rapidly. Not one of them needs as much time as their parents did, however. This is even truer in the case of post-graduate courses. It is simply impossible to be in synch with the advanced speed by which knowledge develops while taking years to finish a doctorate. Today, many doctorate theses are already outdated by the time the thesis is defended. There are so many information sources available for research that involve computers and international networks that a doctorate thesis takes much less time than it did before.

The current dynamic in the progress of knowledge also means that an
extremely long doctorate oftentimes means an obsolete doctorate for other students in other parts of the world. It can also mean an incomplete doctorate due to the impossible task of always wanting to remain in synch with the newest knowledge in the area.

Post-graduate studies do not require as much time as they used to. The finished product simply does not improve directly with the amount of time dedicated to it.

Bibliographic references should be included online with books in development and authors. The development of many books today takes longer than developing the theories that they contain. A university based on printed books is a university that has fallen behind in terms of groundbreaking knowledge. While reading and studies should take place in the classic texts of a specific area, the reading of texts that are in development must also be encouraged through permanent dialogue between students and authors.

Globalization will eliminate the frontiers between universities.

The University has become a single unit. With this global network the idea of limiting a student to a specific course in his or her university has become antiquated and inefficient. Every student can make up his or her own course program and select professors and classes on a global level in a network that includes the whole world.

University for all
The university has become a unique entity and should be open to everyone. There is no longer any reason to require entrance exams or even a high school diploma. For those that are physically present and studying on campus, the entrance exam is a condition that is imposed because of physical space limitations and elevated tuition costs. With new teaching methods that include distance learning, the university can reach a huge number of students and accompany their progress. Students will be excluded if they cannot keep up with the coursework, not because they are unable to pass entrance exams.

The entrance process should change for those who are physically present for their courses as well. What a student memorizes in high school is not enough to ensure whether or not that student will be a good university student. The current exams do not reflect a student's capacity to capture knowledge or to deal with the great quantity of knowledge that exists in the world and change the received knowledge into something that can be reused in new ways and in new contexts. This is why it is fundamental to accompany a student's progress during high school. It is also essential to define selection exams that demonstrate a student’s ability to capture and develop knowledge instead of exams that demonstrate a student’s ability to answer questions that require simply memorizing answers.

Open university
The twenty-first century university will not have walls or a physically defined campus. The twenty-first century university will be open to the entire planet. Classes will be transmitted over television, radios, and the Internet in a way that will no longer require students to be on the same campus or even in the same city as the professor. Professors will be able to maintain permanent dialogue with their students around the world.

Three-dimensional university
Universities that are organized by subjects that are based on categories of
knowledge are incapable of responding to the demands required by the rapid changes in knowledge and by the social revolution that we are experiencing at the beginning of this century. Knowledge changes each day, new fields emerge and others retire in a world where the social situation has built a divided world. Universities have to discover a way to restructure that includes centers for researching current issues as well as the traditional departments and fields of knowledge.

There is no reason a university should not have mechanisms for linking reality to studies in the form of Study Centers for Hunger, Poverty, Energy or Youth in a way that will create intellectual connections with reality. This could occur through issues based multi-disciplinary centers like Jobs and the Environment, for example.

Issues that exist in today’s reality but that do not also fall within defined categories of knowledge could be explored in the twenty-first century university that must be organized in a multi-disciplinary fashion as well.

The university of the next few years has to connect students around the world in order to link aesthetic activities to ethical debate. This could be accomplished through the creation of Cultural Centers.

With departments, Issue Centers and Cultural Centers, the twenty-first century university will be three-dimensional and will train three-dimensional professionals. This will involve specialists in specific fields of knowledge that are also committed to understanding a pragmatic theme and practicing one or more activities that are linked to humanistic ways of thinking either in the arts or philosophy.

Systematic university
The university of the future is universally tied to all universities. However, the university of the future must also be linked to the system that creates knowledge. The university should incorporate private and public research institutions and all non-governmental organizations that are related to the creation of knowledge.

Every liberal professional office and every industry that performs research should be part of the university system.

The university will serve as the family of all those involved in the task of the advancement and distribution of knowledge.

Almost eight and a half centuries have passed since the university was created. It is time to take the necessary leap in order to fulfill the role of the university in the midst of the immense riches of the twenty-first century.

Sustainable university
Universities should be public institutions, whether owned by the state or privately. The university cannot die because of a shortage of public resources, nor can it refuse private resources from investors. This is why:

- The university should be financed with public resources in order to guarantee permanent sustainability in a context of social interests, above all in areas of knowledge that do not have economic returns. These include training basic education teachers and the arts and philosophy fields;
- The university should be open to the possibility of receiving resources from the private sector wishing to invest in institutions whether they are private or state owned, and
- State and private institutions should be structured in a way that will serve public interests without becoming prisoners of the corporate interests of students, professors, or employees. In the same fashion, private universities should be private in terms of physical installations, but the academic community should control academic organization. University owners can remain owners in terms of patrimony, but deans should be selected based on academic merit.
With world attention focused on events in Iraq, it is easy to forget that it was only a few years ago that the world witnessed the violent disintegration of Yugoslavia and its repercussions throughout the Balkans. Unfortunately, no news is not necessarily good news. In the newly reconstructed federation of Serbia and Montenegro, as well as in neighboring Croatia, nationalists have done well in recent elections. Ethnic tensions permeate the situations in Kosovo and Macedonia. Throughout the region, organized crime is developing new caravan routes for arms, drugs, and persons. Economies remain rather sluggish, particularly in rural areas and smaller cities, compounding the difficulties faced by reform-minded governments.

Against this gray and sometimes discouraging backdrop, governmental and nongovernmental organizations continue to build working democracies and economies. While governmental funding from United States and the European Union and foreign direct investments from private corporations provide some of the necessary resources, the construction of particular infrastructure projects and the adoption of best practices will not complete the task by themselves. As domestic leaders and foreign delegations have recognized, the development of market economies, democratic norms, and the administrative capacity necessary to enforce legislation require educated and open-minded young people ready to face the region’s continuing challenges.

With foreign assistance shifting to other areas of the world, it is easy to argue that developing human potential in the region is even more important; more will have to be done with less. For those committed to building healthy, deeply rooted democracies, this makes the American University in Bulgaria’s (AUBG) mission of educating a new generation of leaders more relevant than ever—in the Balkans and beyond.

The Right Place at the Right Time

When it was founded in 1991, just after the fall of totalitarian regimes in Eastern Europe, the American University in Bulgaria enjoyed a base of support that gave the institution what it needed to succeed. Tasked with the broad mission of educating leaders for the Balkan region, the institution was seen by its founders from the United States, Western Europe, and Bulgaria alike as a means to advance the values common to democratic societies with free-market economies. Resources to implement this educational partnership came from philanthropist George Soros, the United States Agency for International Development, and the government of Bulgaria, which provided buildings for instructional and residential facilities at no cost.

Functioning democracies require individuals throughout the public and private sectors who can rationally evaluate and choose policies in a complex environment. While amassing knowledge and specialization are important to these ends, the ability to critically analyze information, select appropriate options, and clearly communicate them to increasingly skeptical and impatient populations are the central tasks facing
leaders in Southeast Europe, the Caucasus, and the Central Asian republics. When AUBG opened in 1991, regional institutions of higher education tended to focus on developing specialists who were deeply immersed in the theories and detailed knowledge of a particular field of study. While AUBG’s academic curriculum emphasizes fields of study in such regionally critical areas as economics, computer science, business administration, political science, journalism, and European studies, AUBG is a traditional liberal arts institution. In practice, this means that all students are required to complete several core courses and to experiment in areas outside their selected majors through the University’s general education requirements.

In the early years, a lack of experience with this approach to education caused misunderstandings, as many of the first students wanted the “secrets” of American success unveiled to them and assumed that these were based upon deep concentration in particular fields of study. The broad-based core and general distribution requirements appeared analogous to their high school experiences and, thus, were initially discounted.

In time, however, students came to appreciate the logic of a focused major built upon an effective foundation. For example, traditional composition courses in the basics of writing arguments are complemented by a writing-across-the-curriculum requirement as students progress through the University. In the same vein, a core course in statistics helps students better understand the statistical information and opinion polls that regularly contribute to democratic debate.

As an English language institution in the American tradition, all majors and other courses are designed in the familiar credit system of American institutions of higher education, and they are arranged in standard sequences that maximize opportunities for seamless study abroad at U.S. institutions. All credits are fully transferable because AUBG is accredited by the New England Association of Colleges and Universities. In fact, AUBG is also accredited by the Bulgarian educational authorities and occupies a special place in Bulgaria, having been founded by a special act of the Bulgarian Parliament.

**Learning to Think Critically**

With high average SAT scores and often with proficiency in three languages, AUBG students arrive with a level of academic quality rivaling that of students at the best U.S. schools. Yet secondary educational systems have tended to reward memorization and an appeal to authority instead of the ability to define a problem, analyze it, and creatively arrive at a solution. In contrast to the traditional East European modality of higher education, AUBG classes tend to be smaller, discussion is encouraged, and teamwork is a common feature of the American-style pedagogy.

Through their experience, seasoned faculty members have come to understand that what works in the context of the United States may not always be appropriate for students from transitional democracies. This means that courses in business law, for example, cannot focus on specifically American questions but must instead show the logic of law as it is applied in a wider business context. A course in American government must take a comparative approach and demonstrate how American institutions and political processes relate to those in other parts of the world. A course in macroeconomics must draw upon regional examples to make compelling cases, while a course in journalistic ethics is likely to pay more attention to issues of bribery and the individual journalist.

While the focus in many courses may be somewhat different than in the United States, the problem-solving approach taken in many courses is similar. Projects, case studies, and simulations are widely used in business, computer science, and social science courses. The goal is not regurgitation of memorized information, but encouraging the student to understand with an eye toward the use of knowledge. This attempt to show how theory helps solve practical problems is common to many courses.

To further develop their abilities to think outside of normal disciplinary patterns, AUBG students often take advantage of program flexibilities to double-major. Double-majors in business/political science, computer science/business, European studies/economics, and other combinations help students develop multiple perspectives on problems and provide them with a larger context for understanding and solving problems.
Learning to Build a Community Out of Diversity

International students, coming from the surrounding Balkan countries and several of the former Soviet republics, comprise nearly 50 percent of AUBG's student body. Well-prepared as well as full of promise and energy, the AUBG student body is a colorful mix of twenty-five nationalities whose cultural and ethnic diversity shape a unique academic setting where diversity is recognized and tolerance is expected. The AUBG administration, faculty, and office of student services have consistently set forth a presumption of respect for individual and cultural differences. This is first communicated through diversity training workshops, which are a regular feature of first-year student orientation. While these experiences may not radically change students' attitudes initially, they do clearly communicate the institution's expectation of tolerance. But even these efforts would go by the wayside if it were not for the norm of tolerance that students themselves have generated over the course of AUBG's history.

This tolerance norm is perhaps best communicated among students through a defining characteristic of the AUBG experience: its American-style residential life program. The first significant investment in facilities built specifically for the University has been residence halls, where students live and learn together. These modern facilities have been built to American standards and they are a model for the entire region. Living together, students share experiences as they compare and understand the values of their national cultures. The intense experience of living in close quarters with people who are rather different has fostered a strong sense of tolerance among AUBG students. This does not mean, of course, that all students are always best friends. What it does mean is that students are more likely to be seen as individuals than as members of a particular group. Nowhere is this more clearly seen than in AUBG's student government, where the officers, senators, and committee representatives consistently reflect the multinational student body yet continually work together to advocate common student positions.

Learning to Think Civically

Experiential learning in democracy, through the AUBG student government and direct student involvement in university governance, including representation on the AUBG Board of Trustees, contributes to the formation of AUBG students who better understand how a civil society works from the practical experience of debate, argument, lobbying, and compromise. More active in university policy processes than students on many U.S. campuses, AUBG's student government has a recognized role in the University and a history of actively working to solve student problems. This includes participation on University committees and frequent meetings with University officials. It also includes the Board-acknowledged ability of student senators to query individual University offices through written questions with the expectation of written responses—a practice that promotes communication and transparency.

Leadership and volunteerism through student involvement in community service projects with local orphanages, environmental awareness programs, student press outlets, and a nationally licensed student-managed radio station further shape AUBG students as they grow into responsible contributors to society. The result is that AUBG students already are becoming important agents of change when they return to their own societies.

Following the liberal arts tradition and its mission, AUBG extends its educational philosophy to a wider audience in the private, government, and nonprofit sectors of the country. To this end, the University is developing a growing portfolio of educational outreach programs that now include an executive MBA program for managers from Bulgaria and beyond; technical training at the government level in preparation for EU accession; retraining of military officers released into civilian life; and English language, business, entrepreneurship, or computer skills for local citizens. AUBG has been consulted by government ministries for advice as to how the education sector might be reformed as Bulgaria moves into the next and more refined process of forming itself to operate effectively in an atmosphere of free markets and democracy. Opening a space for private higher education in Bulgaria has been a significant challenge—one with which AUBG is well equipped to render assistance.
The Balkans and Beyond

The first AUBG graduates—who earned their degrees in 1995—have developed into critical, original, quick thinkers. With their exposure to Western thought, cultural expectations, and ways of doing business, AUBG alumni soon became the employees of choice for the large multinational companies that were establishing their presence in East European markets. Many pursued advanced degrees in some of the world’s most prestigious universities. Others started their own businesses and have become successful private entrepreneurs. Together, AUBG alumni have formed a critical mass of young people who are fast becoming important agents of change for the advancement of their own countries.

In the short thirteen years since its founding, AUBG has earned a reputation as an institution that educates leaders for the new democracies. Today, with the arrival of a new president, it is reexamining its mission statement, its funding resources, and the quality of its programs in order to prepare for even greater achievements. With a proven educational track record, institutional experience in working with students from different cultures, and a talented student body that perpetuates an ethos of tolerance and respect for the individual, AUBG is a working institution of democracy building in a world that sorely needs such success stories. Having already left an impressive mark on the Balkans, AUBG now seeks to expand its contributions to the stability and prosperity of the world beyond.

Highlights from AAC&U Work on Greater Expectations and the New Academy

Greater Expectations
Greater Expectations is AAC&U’s multi-year initiative to articulate the aims of a twenty-first century liberal education and identify comprehensive, innovative models that improve learning for all undergraduate students. Greater Expectations will help develop learner-centered campus programs in liberal education, and will link the best practices in higher education and secondary school reform.

www.aacu.org/gex

Integrative Learning: Opportunities to Connect
In a three-year project on integrative learning beginning in January 2004, AAC&U and the Carnegie Foundation for the Advancement of Teaching will engage campuses in developing designs for comprehensive approaches aimed at providing students with purposeful, progressively more challenging, integrated educational experiences.

www.aacu.org/integrative_learning

Center for Liberal Education and Civic Engagement
The Center brings together the resources, missions, and visions of two national organizations, AAC&U and Campus Compact. This partnership enhances the powerful possibilities of campus work on civic engagement and illuminates how higher education’s societal obligations can be integrated into the academy’s core educational mission.

www.aacu.org/civic_engagement

Shared Futures: Global Learning and Social Responsibility
This multi-project initiative assumes we live in an interdependent but unequal world and that higher education can help prepare students not only to thrive in such a world but to remedy its inequities. Through this initiative, AAC&U seeks to support the academy in its vital role of expanding knowledge about the world’s peoples and problems and about advancing democracy and justice at home and abroad.

- *Liberal Education and Global Citizenship: The Arts of Democracy* is designed to work with colleges and universities to develop societal, civic, and global knowledge in their graduates by linking liberal education and democracy in the context of our interdependent but unequal world.
- *Liberal Arts Colleges and Global Learning* is a research project designed to investigate how liberal arts colleges address global preparation and democratic engagement for their students.

www.aacu.org/SharedFutures
Founded in 1888 as a small commuter liberal arts college in Tacoma, Washington, the University of Puget Sound was, for almost a century, unsure of its identity. Indeed, this ambivalence about institutional identity is evident in its several name changes. Early on, the University of Puget Sound became Puget Sound University and then the College of Puget Sound. After World War II, endorsing the notion that bigger was better, the College redefined itself as a comprehensive regional university. Calling itself a university once again and seeking to enroll 6,000 students, it created graduate programs and developed satellite campuses on regional military bases, at the nearby federal penitentiary, and in Seattle. It also opened a law school.

In 1979, the trustees formally adopted a new goal; Puget Sound was to become a national liberal arts college. The board and the president sought to prepare students for lifelong learning, rather than to train them for vocations that might well become obsolete. Recognizing the institution’s limited resources, they focused primarily on undergraduates. This was also a niche decision, given that the region was home to many regional universities but to only four national liberal arts colleges. The 1980s were devoted to phasing out several graduate programs and satellite campuses—with the exception of the law school—to improving faculty salaries, and to building the library collection. The college also began moving long-established undergraduate programs in education, occupational therapy, and physical therapy to the graduate level.

Despite these dramatic steps, when I became president in 1992, Puget Sound remained deeply ambivalent about its identity. Thus, the trustees charged me with clarifying our mission and both recommending the policy decisions and making the operational decisions necessary for Puget Sound to become a selective residential liberal arts college of genuine academic excellence. The major issues were these:

- Our 800-student law school was local rather than national. Some trustees wanted a much smaller, more selective program. Others believed that maintaining a law school was inconsistent with our mission.
- Liberal arts faculty argued that our undergraduate business major was not grounded in the liberal arts but, rather, in the functional areas of business. They were troubled that business majors were required to take half of their courses in business, leaving them few liberal arts electives.
- Faculty worried that the wide range of our students’ abilities made it difficult to know where to pitch classes. Some were afraid to be rigorous because they feared students would leave. Some legitimately complained about the student-faculty ratio, class size, and teaching loads. Some lamented that only 6 to 7 percent of our students studied abroad.
- Students complained that we served no food after 7:00 p.m. and that the library and computer labs closed early. Women students had no place to exercise.
Our academic programs and campus life were hindered by inadequate facilities and deferred maintenance.

And if all that was not enough, we had three sets of school colors.

To address the question of institutional identity, we determined that all decisions about resources—human and financial—and programs were to be governed by our major institutional goals: developing a superior academic program in the liberal arts and sciences, improving the quality of both the student body and the faculty, and enhancing campus life for students.

**Academic Changes**

During this period, we redefined our institutional mission statement. Rather than focusing on institutional goals, as the old statement had, the new statement was grounded in academic and co-curricular goals.

The mission of the University is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the University's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

To realize this mission, we made a number of academic decisions:

- Even as many institutions embraced distance learning, we reaffirmed our commitment to real, rather than virtual, interaction among faculty, staff, and students.
- In light of the abundance of information available on the Internet, much of it unreliable, we resolved to teach our students to discriminate among available information as well as how to make reasoned judgments and choices based on evidence and logic.
- With the help of a $250,000 grant from the A. W. Mellon Foundation, we reconceptualized our undergraduate business major, moving it from a preprofessional to a liberal arts program.
- Aware that our students must become global citizens, we valued a curriculum rich in opportunities for the study of foreign cultures and nations. We now offer programs in Asian studies, Latin American studies, foreign languages and international affairs, international political economy, and international business. The faculty voted in a foreign language requirement.
- We recognized that the dynamic modern workplace requires analytical and communication skills as well as the ability to work in interdisciplinary settings. Accordingly, we emphasized critical thinking, intellectual independence, and effective communication, and we elected to offer an array of interdisciplinary courses and programs.
- To realize our curricular goals and to respond to our ever more talented student body, the faculty developed two rigorous required
freshmen seminars: one in scholarly and creative inquiry and another in writing and rhetoric. We also decided to require a new interdisciplinary seminar for all students.

Both the curriculum and the co-curriculum now encourage students to grapple with questions of justice and responsibility, to engage in fervent and civil discourse, and to be curious, questioning, independent thinkers. We tried to foster an environment in which we all learned from listening to many different voices.

Institutional Changes

In addition, we made important institutional decisions to further clarify our identity as a national liberal arts college. We transferred the law school to Seattle University to focus our resources on the liberal arts program. We deliberately reduced the size of the freshmen class from 700 to 650 to improve the quality of the student body and to improve the faculty-student ratio. We decided to allow students to carry institutional financial aid with them on Puget Sound–approved study abroad programs and raised money to support student summer research. We began serving food from 6:00 a.m. to 1:00 a.m. (and even later on weekends). The library and computer lab hours also were extended.

Thanks to successful fundraising and a favorable stock market, the University was able to make significant improvements to the campus. Once again, our goals determined our priorities. For example, since 1995, we have built a new humanities building and a new residence hall; renovated our library, three academic buildings, our student center, and our fieldhouse; opened a new concert hall and transformed our theater; and built a fitness center, new playing fields, and a new track. And to make our campus of red-brick, ivy-covered buildings even more attractive, we created a pedestrian “central green” by removing all cars and roadways from the center of campus. Finally, even as we deliberately grew smaller, moving to a student body of about 2,500, thirteen new tenure-line faculty positions enlarged the size of the faculty.

Despite these dramatic steps, when I became president in 1992, Puget Sound remained deeply ambivalent about its identity.

Results

The results of these institutional changes exceeded our expectations. Average SAT scores rose from 1167 to 1250, and the number of applications for the 650 freshmen spots increased to 4,400. Three-quarters of our students now come from states other than Washington. Retention has improved. Forty percent of students now study abroad, and the endowment has grown from $68 million to $213 million (at the height of the market). Seventy-five percent of our students now volunteer for community service. And we reaffirmed our original set of school colors: maroon and white.

Puget Sound graduates today are regularly admitted into the best graduate programs in the country, often winning prestigious fellowships. Others secure interesting jobs in a wide variety of arenas at home and abroad. Reflecting the international emphasis, Puget Sound now ranks second in the country among small colleges with graduates serving in the Peace Corps. Again and again, our younger alumni—whether in graduate school or in the early stages of their professional lives—report that they are successful because of the quality of their liberal arts experience.
Balancing Mission to Market
Becoming Southern New Hampshire University*

By Elisabeth J. Noyes, vice president of academic affairs, and Richard A. Gustafson, president emeritus, Southern New Hampshire University

When he established the New Hampshire School of Accounting and Secretarial Science in downtown Manchester, H. A. B. Shapiro, its founder and first headmaster, did not quit his day job. Instead, Shapiro continued his own accounting practice for many years, while simultaneously pursuing the school’s goal: to make it possible for young people entering accounting work to learn the theory underlying the methods they used, to learn the “why” as well as the “how” of accounting. The School offered only a limited set of post-high school certificate and diploma programs. It occupied two second-floor rented classrooms and a small office, employed a staff of two teachers and a secretary, and, in its first year, enrolled seven day students and thirty-five evening students.

This small, proprietary business school that, in 1932, offered accounting and secretarial courses to forty-two students, has grown into a flourishing non-profit university that, today, supports a broad array of undergraduate, Master’s-level, and doctoral programs for more than 1,700 full-time day students and nearly 6,000 undergraduate, graduate, continuing education, and distance education students. This once modest, two-classroom operation has grown into a university with a 280-acre campus and satellite campuses in several other U.S. states, as well as overseas.

Most importantly, however, the story of Southern New Hampshire University is the story of an educational vision expanding to include elements of liberal learning as it responds to changing needs of society and learners. It is the story of a vision that stays tethered to its roots even as it grows to reflect the aspirations of a competitive university in the twenty-first century.

Transformations
Although the curriculum was expanded in the 1940s and 50s to include business management, the School remained small until the early 1960s, when an increased number of evening programs offered at satellite locations throughout the state enabled enrollments to expand to accommodate the baby boomers and the thousands of returning Vietnam veterans. This expanded enrollment enabled a continued and exclusive focus on business programs.

The early 1970s witnessed a move to a new, more traditional campus, as well as program expansion into computer information systems for business and the start of a MBA program for part-time evening students. A new continuing education format—undergraduate courses on eight-week cycles and graduate courses on twelve-week cycles—attracted adult learners because they could organize a manageable schedule yet still make good progress toward their degree goals.

The Pressure of External Forces
In subsequent years, the gradual decline in the number of high school graduates and the conclusion of

* This article is indebted throughout to Phyllis Howard’s research on the history of Southern New Hampshire University and her recent, in-house publication entitled Becoming a University (Manchester, NH: Southern New Hampshire University, 2002).
hostilities in Vietnam spelled trouble for many enrollment-driven colleges. New Hampshire College had anticipated this approaching environmental challenge and, in the mid-1970s, began to recruit international students. Entering this market early enabled the College to develop a competitive edge. A steady flow of international students sustained the undergraduate and graduate business programs in what were otherwise difficult times for recruitment.

Despite positive enrollment strategies, the external challenges facing all small private colleges of the time continued to mount. New Hampshire College had been able to maintain a relatively narrow program base—business, accounting, computers, hotel management, business education—while also diversifying its audience—full-time day, part-time evening, weekend, off-campus satellite centers, international students, the military. This strategy enabled the College to concentrate its significant faculty resources, library resources, and specialized equipment and facilities.

As other local colleges began to offer business programs, the traditional day enrollment at New Hampshire College began to drop. And as the state colleges shifted from an exclusive focus on teacher preparation to become more comprehensive, they too began to offer programs in business and computers. Liberal arts and technical colleges followed suit.

By the 1980s, these and several other developments conspired seriously to erode the distinctiveness of New Hampshire College. The competitive advantage had been lost; the College was losing traditional day school enrollments, experiencing operating deficits, and struggling to keep programs attractive for future business majors. International enrollment, however, remained strong, and undergraduate and graduate continuing education enrollments remained stable as students sought practical degree programs to help them keep or find jobs.

**Broadening the Liberal Learning**

In the early 1990s, a series of strategic thinking sessions with faculty, staff, and trustees resulted in a major shift in direction. Recognizing that preparation for the professions requires a broad background, and appreciating that good citizenship is an integral component of professional education, the College decided to broaden its program base judiciously, to focus on academic credibility, and to revise the curriculum to accommodate a wider range of majors. It was this shift that laid the foundation for a new institution of higher education that, a decade or so later, would include a school of liberal arts and emerging schools of education and community economic development.

Ten academic departments were consolidated into three divisions: business, hospitality, and the humanities. The faculty's strength in English and the social sciences, together with the creation of a humanities division, spawned the development of majors in English, communications, and psychology, as well as the ability to offer the Bachelor of Arts degree. Key to this restructuring was, first, the creation of a more traditional general education core of liberal arts courses and, later, an increased emphasis on the scholarly activity of the faculty. The expectation was that graduates would need to be skilled in quantitative reasoning and critical thinking if they were to be successful in the world of work, as well as in other societal, civic, and cultural arenas.

During this restructuring, the business division developed new majors in international business, sports management, and business administration. Business faculty at the graduate level added specialty MS degrees in international business, accounting, finance, and computer information systems. Building on the strength of the established MBA program, the community economic development (CED) faculty began to consider a distinctive doctoral program in CED. Not to be outdone, the business faculty also began work on a doctoral program in international business.

The hospitality division integrated its two-year culinary arts program with its four-year curriculum in hotel and restaurant management, and developed a program in travel management. Also, the faculty began to explore a Master's degree program in hospitality management that would incorporate significant content from the MBA program.

While these organizational and program changes were not without some points of friction, an overriding sense of purpose, energy, and excitement prevailed.
The closing of several nearby institutions enabled the College to acquire already existing undergraduate programs in elementary/special education and graduate programs in education and community mental health.

By the mid-1990s, two additional trends caught the College’s attention and were given serious consideration by the administration, faculty, and trustees. First, a few schools were beginning to experiment with the use of video conferencing and the Internet in course delivery. Today, with more than 10,000 online enrollments in undergraduate and graduate courses annually, the University’s distance education program is recognized by accreditors as cutting edge.

Second, a number of colleges that had grown and matured over the years were considering a move to university status, which the state of New Hampshire allows for colleges with two or more doctoral programs. By July 1998, the college had acquired the necessary state approvals for doctoral programs in international business and community economic development. After much debate and study, the trustees voted unanimously in 2000 to become Southern New Hampshire University.

Redefining Identity in the Twenty-first Century

The move to university status repositioned the institution in the marketplace. Undergraduate enrollment has grown to capacity, new facilities have been constructed, and schools of business, education, liberal arts, community economic development, and hospitality have been created. The institution is gaining visibility with peers, alumni, secondary schools, prospective students, and the community—one result of which is increasing financial support.

The expectations for new faculty hires in liberal arts, business, and education are now raised to include previous scholarly work and defined goals for future scholarly activity, as well as a passion for teaching. Twenty-nine new faculty members have been added since 2000. As the newcomers’ intellectual vitality begins to impact the discourse and direction of the disciplines, the attractiveness of SNHU to other potential faculty is increased. SNHU also is moving programmatically toward a more diversified student body.

Regardless of the composition of its varied student populations, student learning has always been and remains of central importance to the institution that is now SNHU. In terms of the content of student learning, the university is now seriously beginning to bring in curricula that take into account the broad range of new scholarship in the disciplines, as well as sound interdisciplinary developments. The entire university community already subscribes to the concept of student involvement in and responsibility for learning; it also recognizes that, ultimately, it is the demonstrated success of the graduates’ learning experiences that validate the institution’s direction as it balances its mission to market.

In addition to its annual meeting, AAC&U offers a series of working conferences and institutes each year. Additional information about the upcoming meetings listed below is available online at www.aacu.org/meetings.

**Summer Institutes**

- **May 21–26, 2004**
  - The Institute on General Education
  - Newport, Rhode Island

- **June 23–27, 2004**
  - Greater Expectations Institute
  - Snowbird, Utah

- **August 6–10, 2004**
  - The SENCER Summer Institute
  - Santa Clara, California

**Network for Academic Renewal Meetings**

- **October 21–23, 2004**
  - Diversity and Learning: Democracy’s Compelling Interest
  - Nashville, Tennessee

- **November 11–13, 2004**
  - Educating Intentional Learners: New Connections for Academic and Student Affairs
  - Philadelphia, Pennsylvania

**2005 Annual Meeting**

- **January 26–29, 2005**
  - San Francisco, California
Globalization is uniting the world while simultaneously transforming the workplace, the economy, and the community. Currently, one in six jobs in the United States is tied to international trade and investment, and exports account for one quarter of the economic growth in the United States over the past decade. Moreover, many environmental and health issues recognize no boundaries. And, of course, the threat posed by terrorism and terrorist networks is global.

The unifying and transformative impact of globalization requires a new paradigm for higher education. Students must be prepared for the multicultural society and the global economy. Indeed, the complexities of the twenty-first century require that American colleges and universities educate students to be both competent in their discipline and prepared for global citizenship.

The need to internationalize the campus is especially compelling for rural institutions because of the isolation and parochialism inherent to their locations. Dickinson State University (DSU), a member of the North Dakota University System, has an enrollment of 2,461 students from twenty states and twenty-eight countries. DSU offers more than forty undergraduate programs. Located in the rural southwest corner of North Dakota, our host city of Dickinson has a population of approximately 17,000 and serves as the economic, social, governmental, and medical center for an eight-county area.

Civic, educational, and governmental leaders have noted the importance of strengthening ties to the global economy through entrepreneurship and partnerships.

At the same time, and consistent with efforts to address economic needs in North Dakota, the State Board of Higher Education’s strategic plan emphasizes the need for system institutions to be competitive nationally and internationally.

The Global Awareness Initiative
DSU’s Global Awareness Initiative was implemented in 2000 as a way to globalize our institution and to better prepare our students as members of a multicultural society and participants in the global economy. Specifically, the Global Awareness Initiative focuses on three goals:

- to create a more diverse and invigorating learning environment by recruiting and retaining international students and faculty
- to engage students and local citizens in activities that foster a greater understanding of the issues and opportunities related to our multicultural society and interdependent global economy
- to foster the ideal that individuals can contribute to world peace through education, understanding, tolerance, and interaction with people from other cultures

Making this vision a reality has required a multifaceted approach and the development of an appropriate infrastructure. Efforts to meet these objectives are ongoing.

Recruitment and Retention
DSU has pursued several strategies for recruiting and retaining international students and faculty, an essential
first step in implementing the Global Awareness Initiative.

Scholarship support for international students has been particularly critical. DSU established the Global Awareness Scholarships program, which provides four-year awards of approximately $17,000. Athletic scholarships offered to international athletes are another important source of financial support. In addition, international students with outstanding academic credentials can qualify for admittance to the Theodore Roosevelt Honors Leadership Program and for scholarship funding from the DSU Foundation. Recently, the North Dakota legislature appropriated funding for additional scholarships to support the Global Awareness Initiative.

Recruiting international students to attend a small institution in rural southwest North Dakota has proven easier, in some respects, than attracting students from distant parts of the United States. We emphasize personal attention, the safe environment, beautiful regional surroundings, community support for international students, involvement in campus life, and the breadth of educational opportunities.

Planning for continued success, DSU created a campus multicultural center. The Center staff works in conjunction with colleagues across campus to assist with recruitment and retention, troubleshoot individual student problems, and ensure that international students have access to academic support programs.

DSU has made considerable progress in both recruiting and retaining international students since the inception of the Global Awareness Initiative. (Between fall 2000 and 2003, the number of international students increased from twenty to 100 and the number of countries represented from three to twenty-eight.) Over the same period, we have hired four international faculty members.

**Outreach**

Staff from the Multicultural Center also plan special campus/community events and supervise the K-12 international outreach enrichment program. Global Awareness Week, an annual program featuring cultural events and international speakers, is one example.

We are preparing our graduates, and the citizens of southwestern North Dakota, to successfully participate in a multicultural society and global economy.

Two of these partnerships are particularly noteworthy.

In 2002, a North Dakota University System of Higher Education delegation, organized by DSU, visited China. As a result, DSU developed a dual degree program with fifteen Chinese universities. This program allows Chinese students who have completed one or two years of study at a participating university to attend DSU for a summer, two consecutive semesters, and a concluding summer session. Students must return to their Chinese university to receive degrees from both institutions.

In 2003, a University delegation led by a Russian-born DSU professor visited Russian universities, government officials, and business leaders. Business leaders there and entrepreneurs expressed a strong desire to connect with their counterparts in North Dakota to explore cooperative ventures. Furthermore, Russian scholars and government officials engaged in agri-security research discussed ways to collaborate in DSU’s bio-security project. Student–faculty exchanges will begin this summer.

**Results**

With the infusion of international students into campus life, Americans are given the...
opportunity for face-to-face interaction with their counterparts from other countries and cultures. This facilitates dialogue and leads to greater understanding of global issues as well as to shared interests in peace and cooperation. A sense of involvement that extends beyond the borders of the campus, community, and state stimulates student learning and enriches the local culture.

The internationalization of DSU has also impacted the curriculum. Enrollments in foreign language courses have increased, and new courses in the Ukrainian and Russian languages expand the range of choices. We also initiated a review of the general education core, partially in response to the perceived need to increase our emphasis on global and multicultural issues. Simultaneously, we have begun exploring strategies to integrate global and multicultural topics across the curriculum.

At the start of the Global Awareness Initiative, DSU students expressed little interest in study abroad. However, the opportunities provided for them to interact with students and scholars from other countries, as well as to take part in programs and activities featuring other countries, have triggered a significant change. With newly created scholarships, more students can now study abroad, and to date, thirty American students have taken advantage of these opportunities to study in Europe, Mexico, and Kazakhstan.

Sustaining the Initiative

Like many public institutions, DSU faces limited state appropriations, rapidly escalating costs, and a seemingly unending list of important and worthy claims upon its limited fiscal resources. There can be no disputing the Global Awareness Initiative’s positive impact on campus and on our local community. Yet it is difficult to calculate the precise value of that impact and to balance it against the costs of implementing the full array of programs and services involved in supporting the initiative.

DSU has reassessed its goals and objectives with regard to the Global Awareness Initiative in light of the benefits and challenges it has presented. We have concluded that the need to proceed is compelling. DSU, through this initiative, has become the conduit for connecting students, citizens, businesses, and institutions in a collaborative effort to understand global issues. We are preparing our graduates, and the citizens of southwestern North Dakota, to successfully participate in a multicultural society and global economy.

As its fiftieth anniversary project, the University’s foundation funded the design and construction of an International Flag Plaza and Alumni Walk of Pride. Flags of each enrolled international student’s country decorate this beautiful site that serves as a highly visible reminder of our renewed commitment to global awareness and also mirrors the “Parade of Nations” at our annual graduation ceremonies. Much remains to be done; however, the International Flag Plaza and the “Parade of Nations” symbolize our continued commitment and resolve to bring the world to North Dakota.

Practicing Liberal Education: Formative Themes in the Re-invention of Liberal Learning

In this short paper prepared for AAC&U’s 2004 Annual Meeting, President Carol Geary Schneider explores the current state of liberal education and describes innovations that characterize its reinvention for the new academy.

To read this paper online, or to download a copy, please visit www.aacu.org/publications/practicing_liberal_education.cfm
In the fall of 2001, on the occasion of the tercentennial of the University, President Richard Levin called for a study of the education in Yale’s oldest component, the undergraduate college. No full-scale study of Yale College education had been undertaken since 1972. Since that time, changes that were new in the early 1970s—notably the opening of the college to women and to all sectors of American society—have been fully incorporated into the life of the school. Changes scarcely foreseen thirty years ago have transformed Yale in other obvious ways. Among them, the computer revolution has made intellectual problems soluble in ways unimaginable a short while ago while also changing the way we teach, write, and (arguably) think. Thanks to technology and a host of other forces, the points of the globe are in touch with each other to a degree that no citizen of 1972 could have envisioned. In addition, stability in the institution’s leadership (Yale’s president was celebrating his tenth anniversary as president and the dean of Yale College his eleventh as dean), recent physical renewal of the campus, a score of other changes in the larger society, in the landscape of high education, and within Yale itself made this a ripe moment to reconsider the curriculum. And so, over a period of sixteen months, a committee involving thirty faculty members (four from the junior faculty), four recent graduates, and eight current undergraduates examined the character of education in Yale College. The committee’s report was released in April 2003.

The committee began with an historical overview of Yale and other university curricular reviews, and realized from reading these that too many reports end up on the trash heap of time. The most recent Yale reports—those of 1952 and 1972—failed to achieve their goals because a small committee proposed radical alteration without ever thinking of the possibilities of accomplishing it. Our much larger committee desperately wanted this new report to succeed, and so we focused hard not only on what education we wanted for our students, and how to identify and achieve consensus on that, but also on the particular nature of Yale. We examined what worked and did not work in what we already have here, and especially how to actually accomplish change within our culture. As much as it identifies and responds to a world of change, therefore, the committee also spent a considerable amount of time thinking about how Yale can do what it already does better than it now does it.

The committee gave extensive consideration to some initiatives—a requirement in moral reasoning, for example, and credit for community-based learning, which is now popular—and, for a complex of reasons too lengthy too address here, rejected them. There was some sympathy for the idea of integrating career planning into liberal arts learning, which is certainly already done by a portion of our students. But in the end, there was an “allergy” to the “practicality” and “utility” that many other curricular reviews have endorsed. This too may have something to do, for better or worse, with Yale’s own institutional nature. What follows, however, focuses on the initiatives we recommended rather than those we rejected.
Now More than Ever

“What we must want for our students,” Yale College Dean Richard Brodhead writes in the introduction to the report on Yale College education, “is that in the unforeseeable succession of worlds students will live to inhabit they will be able to summon the powers of mind to understand (and help others to understand) . . . how to act in it in creative, thoughtful ways. In our judgment, the student best equipped for the future will be a person fitted with multiple skills that can be brought to bear in versatile ways on changing situations: a person who keeps finding new uses for things already learned and keeps gaining new learning from the facts he or she encounters.”

This conception of liberal arts education may have an old fashioned ring, but a year’s reflection led the Yale committee to conclude that this education is not only not passé but may be even more valuable for the future than it has been for the past. Knowledge has burgeoned almost unimaginably, beyond the capacity of any curriculum to cover it. Learning how to learn, gaining confidence in one’s capacity to learn, and acquiring the sheer joy of learning are still at the heart of a liberal arts education, and they remain the best preparation for a useful and happy life.

Yet while the discipline of the mind cultivated by a liberal arts education remains much the same as it has been since ancient times, the world in which this mental discipline will be exercised has changed dramatically.

While the discipline of the mind cultivated by a liberal arts education remains much the same as it has been since ancient times, the world in which this mental discipline will be exercised has changed dramatically. A focus on preparation for global living and for a world in which science and technology rapidly transform and shape our lives is as much of a part of the report as its affirmation of the importance of good writing and the development of opportunities for practice in the arts.

Preparation for Global Living

In that spirit, the new requirement that all students—no matter how proficient when entering Yale—deepen their knowledge of foreign language reinforces, among other things, the importance of being able to enter into profoundly different settings and communicate across cultural lines. It is a part of the report’s general emphasis on preparation for global living.

Yale has the tradition of a superb extra-curriculum, including civic involvement in New Haven, which has worked to reinforce students’ desire to stay on campus throughout their four years. There was committee consensus that readying students to take their place in an increasingly global society—where good leadership will depend on powers of understanding differences between cultures, religions, and ways of living—means having an international experience sometime during the college years. The report recommends new overseas summer courses, added fellowships for travel, increased advocacy for a junior term or year abroad, and course credit for study abroad that culminates in substantive work. In addition to language study, the increasingly internationalized nature of the curriculum, and the activities of the Yale Center for Globalization and the Center for International and Area Studies, these initiatives offer students increased opportunities to think their way into other cultures and gain experience beyond national borders.

Distance Traveled

The idea of “distance traveled” is a key theme in the Yale report. Though the committee did not view education as the acquisition of some finite set of competencies, it regarded certain skills—writing, scientific and quantitative reasoning, and language—as sufficiently foundational that Yale could single them out for conscious attention. Committee members believed that people who fail to develop these skills at an early stage are limiting their futures without knowing the opportunities lost. Furthermore, the committee decided that undergraduates should travel some further distance in these skills, however accomplished they may have become in high school. The best student of writing
still can improve to reach his or her full potential. All students can move beyond their own boundaries in scientific or mathematical inquiry. All can read further in a second language, learn a third, or (if international students) learn to speak and write English with more colloquial flair and stylistic elegance.

**Scientific and Quantitative Reasoning**

The committee has often been asked why its report requires two courses in science rather than courses in science in context (or a mix of the two). The features of reality that science and engineering equip students to understand and shape—genetics and human health, the environment, information and communications technology, to list only the most obvious examples—have become more central by the decade and will be yet more important in coming years.

While noting the important contribution of science in context courses, which the committee also highlighted and recommended, members noted that understanding how science influences our world is not the same as stretching the mind to develop the skills of scientific inquiry, skills critical to truly understanding the nature of the basic research important for society. To foster such skill acquisition, the committee endorsed major curricular initiatives to create for non-science majors more courses that are adequately rigorous and adequately rooted in scientific thought; a major review of laboratory courses and other initiatives; and a science teaching center to improve science teaching at every level of engagement.

Similarly, a quantitative reasoning requirement aims to increase students’ appreciation and command of numerical representation and its cognates, not only for the sake of the mental rigor that results from such study, but also because applications of quantitative methods have proved critical to an astonishingly wide range of disciplines. The capacity of political leaders to understand orders of magnitude, of lawyers to assess statistical correlations, or of journalists to comment intelligently on numerical comparisons requires that they acquire familiarity with such reasoning and have the experience of performing such mental labor for themselves. As with all other distributional requirements, the aim is not to force students to take any particular courses in any particular department but, rather, to ensure that course development will produce a variety of appropriate and interesting choices through a broad spectrum of departments.

**Reaffirming Old Verities**

It would violate the spirit of the report to de-emphasize its attempt to find new ways to reaffirm old verities. Given the myriad complexities of modern life, even colleges that have kept undergraduate education close to the center of their enterprise must reinvent new ways of doing old things. The Yale report places emphasis on adding more writing-intensive sections of courses, inaugurating an increased range of small courses for freshmen, discovering better ways to support the resource-intensive study of the arts, and developing a constellation of ways to ensure that freshmen get good and appropriate advising. These are not necessarily new or glamorous initiatives; but they are an important part of the checking mechanisms the committee used to assess whether or not we have been educating our students appropriately and well.

Curriculum review in most schools points to the increased need for global awareness, the blurring of lines between disciplines, and the desire for better teaching in science and quantitative reasoning. Most reviews recommend initiatives in writing across the curriculum, small courses for freshmen, and enhanced opportunities in the arts. Generalizing from parts of the Yale report to such common issues in education is not difficult. Yet perhaps the most important parts of the Yale report are not transferable because they depend on local context.

The committee thought deeply and hard not only about the general requirements of education for the new millennium but also about how specifically to make our curricular imperatives work in the context and culture of our own institution. What, in particular, is our institutional nature? What are our strengths? What are our weaknesses? How could we pinpoint them and how, once we had defined them, could we use our strengths to our students’ better advantage and address head-on our own problems? These kinds of reality checks kept us focusing, as we thought important, not only on the abstract Platonic ideals of a refreshed curriculum, but also on how we could shore up the good of the old and implement changes pragmatically and effectively in the complex culture of our own particular modern educational institution.
Social Responsibility in Twenty-First Century Hawai`i
Kapi`olani as Engaged Campus

By John Morton, chancellor, and Robert Franco, professor of anthropology and director of planning, Kapi`olani Community College

Kapi`olani Community College, one of ten public colleges in the University of Hawai`i system, is a two-year, urban institution educating 7,467 college-ready students and an additional 400 precollege developmental students. The College bears the name of Queen Julia Kapi`olani, the penultimate Hawaiian monarch, who was deeply committed to the health, education, well-being, and perpetuation of Hawai`i's people. The College is inspired by her legacy.

Service-Learning
Nearly a decade ago, with funding from the American Association of Community Colleges and the Corporation for National Service, the College initiated a service-learning program. In the summer of 1995, it supported an institute where faculty could read, reflect upon, and present current literature; debate significant perspectives; and come to a working consensus on what service-learning would be at Kapi`olani in relation to our students, faculty, and wider community. What emerged was an agreement that we would use service-learning and critical reflection as pedagogical tools for helping our diverse students with diverse ways of knowing better understand multicultural Hawai`i. We would also use service-learning and reflection to celebrate Hawai`i's multicultural traditions of service.

Faculty discussions at the institute also addressed more problematic notions of service. During Hawai`i's century of plantation economics, which ended in the 1960s, many Asian indentured workers served plantation owners in a rigidly stratified society. In modern Hawai`i, the plantation-based economy has largely been replaced by tourism, a different form of service economy. The faculty explored the relationship between service, servitude, and exploitation. This rich and memorable dialogue resulted in a shared belief that service-learning is an important pedagogy for helping students to better understand their social responsibilities in and to the wider community.

In the summer of 1996, another broad-based faculty institute helped to shape a focus on intercultural and
intergenerational service. If our students were the imagined “Generation X,” then they should build learning connections to generations X-1 (our diverse children) and X+1 (our honored elderly). That summer, we also launched a strong service-learning project for HIV/AIDS prevention.

**Collaboration**

The next year, we began working with faculty in the college of social science at the University of Hawai‘i at Manoa to create community-based collaborations. Faculty and students from both campuses worked together to better understand and reduce the severity of significant community problems, such as poor reading skills in children and adolescents, asthma and respiratory disease, environmental degradation, HIV/AIDS, and care for the elderly. These collaborations continue today, with additional emphasis on plugging the “leaky” K–16 educational pipeline, bridging the digital divide, and educating elderly immigrants for citizenship.

**Strategic Planning**

In 2001–2002, as we developed a new strategic plan for 2003–2010, we centered our visions and values on the legacy of Queen Kapi‘olani. The plan commits the College to the following values:

- Aloha for Hawai‘i, and its diverse peoples, cultures, languages, and environments
- Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams
- High quality, active, ongoing learning for everyone
- Respect and appreciation for our faculty, staff, and administration, in recognition of their hard work and achievements
- Honesty, integrity, and clarity in professional relationships
- Imagination and innovation in teaching, curriculum development, program planning, and problem solving
- Collaboration and partnerships in working for the social, economic, and environmental betterment of the communities we serve

The term “service-learning” does not appear in any of these statements. However, the service-learning emphasis, and the other cross-curricular emphases—including writing and critical thinking, information technology, quantitative reasoning, and integrated international education—all contribute to the vision and the values. In turn, the vision and values will guide these emphases in the years ahead.

Discussion of Queen Kapi‘olani and her legacy stimulated a vigorous discussion of our institutional identity. At the 2002 Greater Expectations Summer Institute, a faculty–administrator team from the College developed a “Kapi‘olani Standard” to be integrated into our general education program. This standard, when implemented, will require that all of our students understand and respect the indigenous language, history, and culture of Hawai‘i.

**Conclusion**

Service-learning has played a critically important role in helping the College redefine and articulate its larger public and civic purposes. By intentionally building the social and intellectual capital of the faculty, we have created a “multiplier effect” whereby thousands of students better understand community issues and work for the social, economic, and environmental betterment of the communities we serve.

We have come to understand that service-learning is a powerful teaching and learning tool and that the faculty collaboration it requires is necessary for all innovations. Administrative leadership must attend to issues of funding and sustainability. For sustained innovation to be institutionalized, it must find support in strategic planning, and guidance in vision, values, and mission statements.

Unfortunately, paraphrasing Thomas Malthus, social problems increase exponentially while our ability to resolve them increases only incrementally. While our students have been tutoring at low-income schools, trying to plug a leaky educational pipeline, our high school dropout rate has increased. While our students have helped to hold the line in the battle against HIV/AIDS, a serious “ice” (methamphetamine) epidemic threatens numerous island communities. While our students help public housing residents bridge the digital divide, our prison populations, overrepresented by Polynesians, fill to capacity.

As we act upon Queen Kapi‘olani’s motto, “Kulia i ka nu‘u,” to strive for the highest, we too are experiencing troubled times like those that shaped her life and legacy. We draw inspiration and imagination from the Queen, so that this College’s mission of equity, access, success, and engagement will shape a new generation of Hawai‘i’s people.
Minister Buarque, in the following excerpt from his presentation The University at a Crossroad, appeals to his fellow educators from around the globe to help higher education reach its potential of ensuring responsible citizenship for a just, interconnected world.

The university is the gateway of hope in terms of understanding the crossroads we are facing in the middle of our civilization process. One road represents a united world and the other represents a socially divided world. We must form ideas for a better future that will improve mankind’s situation with globalization that does not include social exclusion. I would like to conclude by making seven appeals.

**An appeal to the universities in the richest countries.**

This is an appeal to universities in countries with the highest per capita income. These are the so-called rich countries. The appeal is to assume globalization in practice. Please do this not only by exporting products and ideas but also by importing concerns. Do more than just develop techniques. Develop ways of making ethics an essential part of a commitment to a better world. Become familiar with the reality of African universities and the universities of poorer indebted countries. Collaborate with these universities’ survival and training and collaborate in creating a world consciousness that can interrupt the barbarous march we are making towards a divided, alienated society. This division will only end up placing human beings in two tragically different camps.

**An appeal to universities in emerging countries.**

This is an appeal to universities in emerging countries that already have a large amount of thinkers and important centers of higher learning. Look at the poverty that surrounds you. Examine the risk you face by forming divided, alienated societies in your countries. Break the cycle of corporate claims and understand the university as part of a social network of human beings searching for a better future. Make a commitment to collaborating towards overcoming poverty. Understand that even despite the crisis, there are many universities that could use help and that are even poorer, especially in Africa.

**An appeal to the universities in the poorest countries.**

This is an appeal to the universities in the poorest countries, especially in Africa and some Latin-American countries. Don’t give up hope. In spite of the tremendous difficulties that you face, there is still the possibility of global integration in terms of knowledge and links between universities. This process could compensate for your individual difficulties by relying on mutual cooperation.

**An appeal to the professors.**

This is an appeal to the professors. Realize that teaching methods must incorporate the enormous possibilities of new equipment that will allow the sheer number of students to increase dramatically, independent of the countries they live in. Please accept the risk of being professors at a point in time when knowledge changes.

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*Excerpted with permission from The University as a Crossroad, a paper presented at the World Conference on Higher Education + 5 at UNESCO. Paris, 23–25 June, 2003.*
every second, demanding dedication in order to keep track of what is going on. Accept the challenge boldly and move forward to create new ways of knowing, as ephemeral as they may be.

**An appeal to the young people.**

This is an appeal to the young people of today. Please take on the role that has been with you throughout history. Be rebels. This is so important, especially today in a world where globally, independent of the countries you live in, you have become orphans of neoliberalism. You are the first generation that faces a future that is less beneficial than the ones your parents looked forward to. You are the first generation where a university diploma does not mean an automatic passport to success. You are the first generation whose diploma will be obsolete long before you retire. You are the first generation where the new world has become the current world. You are the first generation that does not carry the bright flags of utopia. You are also the first generation where the young person seems to be more selfish and conservative than his or her parents are. In defending the interests of a generation, you have the right to be rebellious. Demand changes in the universities you study in, and practice the traditional generosity of young people. You have the obligation to be rebels in fighting the barbarity that is part of the socioeconomic global division model. University reform will not occur without rebellious mobilization from you. You are the ones that can mobilize for revolution or reform. We are celebrating thirty-five years after 1968 and the taste in our mouths is of something unfinished. We are waiting for our youngest sons and daughters and grandchildren to believe that some dreams can come true.

**An appeal to governments.**

This is an appeal to the governments of rich and poor countries alike. Understand the urgency in recuperating your public universities. In spite of all of the current financial limitations, you cannot sacrifice the future. The future of every country depends directly on the university. Please don’t let the university turn into a factory. Don’t let knowledge become a marketable product. This is the practice of the technocrats in some international organizations. If you do this you will betray the noblest part of the human project.

*Editor’s Note: In his concluding remarks, Minister Buarque also appeals to UNESCO itself, as an international collective of committed countries, to fight not just for the defense of higher education but for its transformation into a university well adapted to the exigencies of the twenty-first century.*
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