titution, and how it—like CSU-
Northridge—is on a journey to an uncertain future. Like you, we are trying to reduce the
possibilities of finding ourselves in the wrong place by trying to map a future. It is not
accidental that both of our institutions have relied on metaphor or possi“wayfinding” and direction
to help orient us to the task at hand. If nothing else, it is comforting to know that other poare (acciden)Tj 4u0

turns. But we can also draw on the am

focused on three things: student learning, the quality of faculty life, and reduced costs. This article is just as important as Greater Expectations; it is an invaluable guide and catalyst in addressing how to use the resources

addressisM h and toachievse themv

Consider the sobering report of the National Governor's Association released last year. The gap in income between those with baccalaureate degrees—who earn on average $46,300—and those with less than a high school diploma—who earn on average $21,400—by itself defines a ma

President Koester has linked demand with mission, and she is right to do so. I think the response
ake to demand will be inherently reso e issue of mission, and how this campus w

that is awarding the degree? And how do personal

learning in a more intentionally related fashion. They were quite excited about the idea, and it will be energizing to all of us if we can find a meaningful way to connect.

Too often, most universities take **Learning Environments** for granted. Having just completed a major renovation in your build/Ts, and havi ng had cause to think about the learning environment because of the earthquake, I am certain faculty here have a heightened awareness of

what success at the community college—whether reflected in an associate's degree or some other measure—means for transfer to CSU-Northridge. If we begin to align our learning objectives among the three categories of institutions, would we improve the chances of student success and enhance th l of actual achievement?

Finally, I would call attention to **Student Electronic Portfolios**. In recent years, a great deal of attention has been given to collecting information about student achievement in portfolios— ic portfolios which allow levels of complexity and interactivity that would not itutions—whether high schools, community colleges, or universities—the m eans of connecting individual courses into meaningful patterns that transcend degree requirements and build a coherent, connected, whole edu students m ove about higher education—often at

While it is too early to see clearly what changes will be made, I can say with certainty that the area mo

tenure track. At IUPUI, already 40% of the FULL TIME academic appointees have positions that are not eligible for tenure—and that proportion is likely to be more than half within the next five years. Finkelstein and Schuster have found nationally that in 2001 55.4% of all FULLTIM