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THE UNDERGRADUATE EXPERIENCE

Remarks by

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the Advancement of Teaching

11/7
Put on Big type

Chester E. Peters Lecture in Student Development
Kansas State University
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1000 0000 1971
DURING THE PAST 3 YEARS
we - at the Carnegie Foundation
HAVE BEEN LOOKING AT THE UNDERGRADUATE EXPERIENCE
IN THE UNITED STATES

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We surveyed 5000 faculty and 5000 students. We traveled to campuses from Maine to California. And we spent thousands of hours

- visiting classes
- eating in the cafeteria
- listening to "bull sessions" in the dorm and Rathskeller late at night
- talking with administrators, faculty and students

And Throughout this study we were struck time and time again

by the great diversity of ^{Amazon} higher education
by its openness to ideas and
by the intellectual freedom on the campus
— which we should never take for granted.

And we concluded--in the Carnegie Report--that the American system of higher learning is, in fact, the envy of the world.

At the same time we found divisions and special ^{points} tension on the campus. And this ^{THE GRADUATE} evening, I'd like to focus on four priorities that must be reaffirmed to achieve excellence in the undergraduate experience.

7. LANGUAGE

In The Carnegie Report
as most of you may know
WE GIVE TOP PRIORITY TO LANGUAGE

WE INSIST THAT THE MOST ESSENTIAL GOAL
OF THE UNDERGRADUATE EXPERIENCE IS
TO HELP ALL STUDENTS

THINK CRITICALLY
AND BECOME PROFICIENT
IN THE WRITTEN & THE SPOKEN WORD

AND WE SAY THAT LANGUAGE
IS NOT JUST ANOTHER SUBJECT,

ITS ONE OF MOST ESSENTIAL
HUMAN FUNCTION
AND THE MEANS BY WHICH
ALL OTHER SUBJECTS ARE PURSUED

ITS "THE
MEANS" BY
WHICH WE
ARE ALL CONNECTED
TO EACH OTHER

Consider the miracle of this very moment.

- I stand here vibrating my vocal folds,
- molecules go skittering in your direction
- they touch your tympanic membrane,
- signals scurry up your 8th cranial nerve
- and there is a response deep in your cerebrum that approximates, I trust, the images of mine.

~~THE~~ I'm suggesting ~~is~~
 And in the Carnegie Report we say that language is not
 just another subject, ~~it is the means by which all other~~
 subjects are pursued.

ITS OUR MOST ESSENTIAL HUMAN
 FUNCTION

But The problem is that too many students do not develop
 good language habits before they come to college--and
 when we surveyed faculty throughout the United States

- 65 percent said they are teaching students
 the reading, writing and mathematical skills
 they should have learned in school.

For this reason we recommend ~~that~~

In the Carnegie Report just

- every college and university in the nation sponsor "writing institutes" with surrounding schools to assure that a solid language foundation has been laid. (Bay Area writing project is a model)
- We also recommend that all freshmen complete an "English course" with emphasis on writing. Since it's through clear writing that clear thinking can be taught. (New curriculum at Oklahoma)
- ~~And~~ we urge that writing be a part of every class--from Business and Literature to Science and Mathematics, which is itself a universal language.
- ~~We make a further recommendation. We suggest~~ that all seniors be asked to write a paper on a consequential topic, which is the best "college assessment instrument" I know.
- ~~And then we make a rather brash proposal.~~

FINALLY, WE MAKE A RATHER BASH PROPOSAL

- We suggest that colleges introduce a "Senior Colloquium Series" on campus--a "modern" ~~exports on learning~~ version of the old-fashioned ~~declaration~~--in which a half-dozen members of the senior class would be asked to present their "final papers" in a public forum.

It even occurred to me--as a rather "pernicious" proposition--that these ^{or} student speakers might be selected randomly from all members of the graduating class.

Let me state my conviction quite directly. I'm convinced that if after 16 years of formal education--undergraduates

- cannot write with clarity
- cannot ~~react~~ ^{read} with understanding
- cannot communicate orally with precision

^{man} I suggest we should close the college doors and start again.

Ad Hoc Comite
↳ PROF SULLIVAN Report

File 18-6
STUDENTS GRADUATING from your school
Communicate with clarity, clarity & precision
Verbal, Visual & multimedial from
Demonstrate their competence

~~II~~ ^{Integrity} ~~But~~ BEFORE LEAVING LANGUAGE ^{THE PRINCIPLE of} ~~I HAVE ONE OTHER~~ ^{FURTHER} ISSUE TO EXPLORE ⑦

WE HEAR A LOT OF TALK THESE DAYS ABOUT TEACHING ^{VALUES} ~~MORALITY~~ IN HIGHER ED

FRANKLY, I'm NOT SURE THIS CAN BE ACCOMPLISHED BY A SEPARATE COURSE ON ~~MORALITY~~ OR ETHICS

I DO THINK ^{HOWEVER THAT} VALUES CAN BE TAUGHT BY ¹ THE QUALITY OF OUR COMMUNICATN

² BY THE INTEGRITY BY WHICH WE SPEAK & LISTEN CAREFULLY TO EACH OTHER

^{And 3} AND THIS CONVICTION HAS BEEN DEEPEND ⁴ DURING THE CURRENT PRESIDENTIAL CAMPAIGN

We hear a lot of talk these days about teaching values in higher education.

Frankly, I'm not sure this can be accomplished by a separate course on morality or ethics--I do think we teach values by the depth of our communication and by our capacity to speak and listen carefully to each other.

Wayne Booth of the University of Chicago has written that

All too often our efforts to speak and listen seem to be "vicious ~~copies~~ spiralling downward.

But Booth went on to say that we have all experienced ~~moments~~ *times*

- when the spiral moves "upward"
- when one party's efforts--to speak and listen--is a little bit better.

~~This~~ produced a "similar response" *in others*

*M*aking it possible
 — to move on up the spiral
 to a moment of genuine understanding.

But in a world where messages often conceal more than they reveal, undergraduates must also learn that good communication means

- not just clarity of expression
- it means honesty and integrity as well.

I HAVE A PERSONAL EXAMPLE TO ILLUSTRATE THE POINT

While Chancellor of the State University of New York, I was about to speak to faculty from across the state when several hundred students moved in with placards, chanting slogans, demanding that I help free a group of students who had been arrested on another campus. The microphone was grabbed and for almost an hour we went back and forth--talking about past events. ~~but never other.~~

Finally, after an hour, I concluded we weren't listening to each other. The meeting was in shambles. Even worse, I was talking not to people, but to a faceless mob.

I left the platform and walked into the crowd. I began talking to a single student. I asked her name, I asked about her family. Soon several others joined us. To make the story short, the session ended, a compromise was reached, and, in the process, I'd learned to know some most attractive students.

I'm suggesting ~~just~~ the first

~~This is the~~ goal of the undergraduate experience

should be

- to teach students to think critically and to communicate with precision.

- But quality also means teaching students that listening matters and that language is a sacred trust.

THAT WE MUST LISTEN AS CAREFULLY AS WE SPEAK

- And that truth is the obligation we assume when we are empowered with the use of symbols.

 CURRICULUM

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THIS BRINGS ME TO PARAGRAPH # 2

IN THE CURRICULUM REPORT
WE SAY THAT

Beyond Proficiency in Language

ALL STUDENTS SHOULD ACHIEVE
CULTURAL LITERACY
TO USE E. O. HIRSH'S helpful definition

But ALSO PUT THEIR LITERACY
IN PERSPECTIVE

Today almost all colleges in the United States have a Requirement in General Education
But all too often

the so-called "distribution sequence" is "little more" than a "grab bag" of isolated credits.

Students complete the required courses

But what they fail to see are "connections"

that would give them a more coherent view of knowledge
and a more authentic, more integrated view of life.

Barbara McClintock--the Nobel Winning Geneticist--said on one occasion that "everything is one." "There is," she said, "no way to draw a line between things!"

I wonder if Professor McClintock has looked at a college catalogue in recent days.

And when the physicist Victor Weiskopf was asked, "What gives you hope in troubled times," he replied, "Mozart and Quantum Mechanics."

Frank Press--the President of the National Academy of Sciences--captured this same spirit when he recently suggested that the scientist is, in some respects, an artist, too.

SAPPHIRE
SABOTAGE
"BENT"

- Dr. Press went on to observe that "the magnificent Double Helix--which broke the genetic code--was not only rational--it was beautiful as well.

AND WHEN VICTOR WEISKOPF WHAT GIVES YOU HOPE IN TROUBLED TIMES
MOZART & ELIZABETH BETHUNES

But where in the college curriculum do students discover connections such as these? = How Can Gen Ed Be Smoothly Made

In the Carnegie Report we propose an approach to general education we call the integrated core. By the integrated core we mean a program of study that concerns itself with the human experiences that are common to all people.

Beyond birth and growth and death, we say in our report that:

- ~~language is universal,~~ we are connected through the use of symbols
- we all experience the aesthetic, ^{regard to} - & music done & done well
- ~~and we all have a heritage to be explored,~~ Can handle the fact & endeavor to feel

II. CURRICULUM

This brings me to Priority #2.

In the Carnegie Report, we say that "Beyond Proficiency in Language, all students

- should be introduced to the major fields of study
- and through general education they should also put their learning in perspective."

In 1972, I was sitting in my office in Albany, New York.

It was a dreary Monday morning and, to avoid the pressures of the day,

I turned instinctively to the stack of 3rd class mail I kept on the corner of my desk to create the illusion that I was busy.

On top of the heap was the student newspaper from the university in the west.

The headline announced that the faculty, in a burst of creativity, had introduced a required course in western civilization after abolishing all requirements three years before (1972).

The students were mightily offended and in a front page editorial declared that

a required course is an "illiberal act."

The editorial concluded by asking rhetorically, how dare they impose "uniform standards" on "non-uniform people."

Frankly, I was startled by that statement.

I was startled that some of America's most gifted students, after fourteen or more years of formal education, still had not learned the simple truth that

while we are "non-uniform" we still have many things in common.

These students had not discovered the fundamental fact that while we are autonomous human beings, with our own aptitudes and interests, we are at the same time, deeply dependent on each other.

Today, almost all colleges in the United States have a requirement in general education.

AS I THOUGHT ABOUT THIS
"MY OWN VISION" IT OCCURRED TO
ME THAT

WE MIGHT ORGANIZED THE ^{people} ~~around~~ ^{THE DISCIPLINES}
^{called} CORE CURRICULUM, ~~around~~ ~~the~~
^{six areas} THE UNIVERSAL HUMAN EXPERIENCES
THAT ARE COMMON TO ALL PEOPLE



TO HELP STUDENTS ~~PUT~~
~~THEIR OWN LIVES IN PERSPECTIVE~~

DISCOVER THE CONNECTIONS

And ~~put~~ THEIR
OWN LIVES IN PERSPECTIVE

BUT WITH ALL OF OUR DIVERSITY
WHAT - IN FACT DO WE SHARE IN COMMON?

~~I STUDENTS SHOULD DISCOVER~~

~~THAT~~

In the comic book we ~~say~~ ^{shared} had

WERE ALL CONNECTED
THROUGH THE USE OF SYMBOLS
↳ stable story lines

we suggest THAT we all respond to the
& Aesthetics -
↳ Music
↳ Dance
↳ The Visual Arts

what That we ~~can~~ ALL can
RECALL the past
& Anticipate the Future

↳ gain historical perspective

find
 we are all born into institutions
 - and what should study the
~~social~~ social structures that emerge from

find
 we are all part of the ecology of the planet
 And the study of some of tech is ~~and~~
 obviously

find
 we all engage in productivity & learning =
 Ask why
 but include
 in the
 core
 content
 to some
 on work

And that
 we all live by values &
 Beliefs = Ad

Realize the Human Market
 that make us truly Human

And the disciplines should be
 used to explain these layers
 more integrate Eds
 Am suggest that in building a goal of work

I'm especially concerned that
students begin to internalize ~~the~~
how we are academically connected

→ All Be prepared
to save the
Resumes
of the event
of the planet.

When I was United States Commissioner of Education, Joan Ganz Cooney who was the brilliant creator of Sesame Street came to see me one day.

- She wanted to start a new program in science for junior high school students.
- It subsequently was developed and its called 3-2-1 Contact.

In doing background research for the program, Children's Television Workshop, they asked junior high school students such questions as:

- "Where does water come from?" and a disturbing percentage said "the faucet."
- They asked, "Where does light come from?" and they said, the "switch."
- And "Where does garbage go?" "Down the chute."

I'm suggesting that we live in a global village that's ecologically imperiled:

- The protective ozone layer is endangered
- Our shorelines polluted

And yet for far too many citizens their knowledge of ecology goes about as far as

- the refrigerator door
- the VCR knob
- and the light switch on the wall.

More than 40 years ago, Mark Van Doren wrote that

the "Connectedness of Things" is what the Educator contemplates to the limit of his capacity.

Van Doren went on to observe that

- The student who can help everyone in life to see things as connected has begun the life of learning.

This, it seems to me, is the goal of general education.

III. THE MAJOR

Before leaving the curriculum I'd like to say just one word about the major.

- At most colleges today there's a sharp division between general and specialized education on the campus.
- Students are becoming competent in a special field, but what they're not being asked to consider is competence to what end. = creating
- It's what I call the Boesky Syndrome.

In the Carnegie Report we suggest that:

- general and specialized education should be blended during college--
- just as they must be blended during life. ^{inevitably}

And we propose what we call The Enriched Major.

By the enriched major we mean running general education "vertically"--from the freshmen to the senior year.

- And requiring a "Capstone Seminar" in the major so that students can put their specialty in historical, social and ethical perspective.

Lewis Thomas wrote on one occasion that

If this century does not slip forever through our fingers it will be because education will have directed us away from our splintered dumbness, and will have helped us focus on our common goals.

IN TEACHING

HERE I'D LIKE TO SAY A WORD ABOUT THE CLASSROOM - AND THE TEACHER

IT'S OBVIOUS THAT A COLLEGE CAN HAVE A WELL SHAPED CURRICULUM WITH CONFERENCE

BUT - IN THE END - QUALITY IS SUSTAINED BY OUTSTANDING TEACHERS

WHO INTEGRATE IDEAS AND INSPIRE STUDENTS TO BE CREATIVE INDEPENDENT THINKERS

- Second, these great teachers knew how to relate their "knowledge" to the readiness of students.
- And, third, these teachers were authentic and compelling human beings. They put the subject they were teaching in language context.

During our study of undergraduate education, we found outstanding teachers on every campus.

But we also found

great "passivity" in the classroom

~~we found students were eagerly taking notes, cramming for their finals and when they did speak out in class~~

the most frequent question asked was "will we have this on the test?"

More active learning is required. In the days ahead, critical, creative thinking will be urgently required.

We also found that while colleges and universities give "lip service" to good teaching

for most professors its far ^{stiffer} better to read a paper at a national convention--than it is to teach undergraduates back home!

In the Carnegie Report we say that

if ^{we} do not reward good teaching, ^{it} do not give ^{faculty} time for ^{renewal}, all the talk about excellence in ^{the} undergraduate ^{systems} will be ^{only} a diversion. ^{education}

At the 200th anniversary of Columbia University, Robert Oppenheimer argued vigorously that the role of the scholar--is in fact--

not complete, until he is engaged actively in teaching what he has observed.

Oppenheimer put the matter this way. He said that--

- It is "the proper role" of the scientist that he not merely find a new truth and communicate it to his fellows at large.
- But (it is also the role of the scientist) that he teach--
- that he try to bring the most honest and most intelligible account of new knowledge to all who will try to learn.

And this means teaching future scholars in the classroom.

III. TEACHING

Here, I'd like to say a word about

the classroom and the ^{quality} of teaching.

It's obvious that

a college can have a "well-shaped" curriculum--with coherence.

But in the end--quality is sustained--by outstanding teachers who integrate ideas and who inspire students to "study on their own."

be creative independent thinkers.

Several years ago, I couldn't sleep and instead of counting sheep I counted all the teachers I had had. I remembered, rather vividly, 15 or more outstanding individuals--in college and in school who had touched me and truly changed my life.

First, I thought about Miss Rice, my first grade teacher, who, on the first day of school, said to 28 frightened, awe-struck children, "Good morning class, today we learn to read."

It was Miss Rice who taught me language and learning are inextricably interlocked.

I then recalled Mr. Wittingler, a high school history teacher, who one day said quietly as I passed the desk, "Ernest, you're good in history--you keep this up and you'll get an A, you're doing very well."

That's the first time a teacher had said that to me directly. Suddenly I thought, "Doing very well," I just might be a student.

I remembered Dr. Joseph Smith, a literature professor who loved to have us read Shakespeare aloud.

Professor Smith laughed and cried, even though he had read King Lear and MacBeth 1,000 times before.

I then asked myself what made these teachers truly great? Why did they stand out from all the rest? And I thought of three conditions.

- First, they were knowledgeable and well informed. There was "something there" to teach.

I'm suggesting that Great Teachers Live Forever

And this is at the heart of the Indigo Expense

V. CAMPUS LIFE

WAST
Chet
Peter's 24
contribution to
THIS is all
about

Finally, I'd like to say word about the quality of campus life.

In the award-winning Broadway Play, Fiddler on the Roof, the peasant dairyman--who raised 5 daughters

- with considerable help from scriptural quotations
- many of which he himself invented

Crain
done
Holl

says that the things that make life tolerable to the hard working Jewish family are

- the old laws
- the old customs
- and the feasts that are handed down from one generation to another.

Without these--the dairyman declares--life would be as shaky as a Fiddler on the Roof.

So it is with college. While professors teach and do research, and while students study on their own, life for most of us, is still made possible

- by shared rituals and traditions
- by an interaction with each other
- by the quality of campus life.

Today's students--many of whom are older and part-time--cherish their independence. They're pleased that in-loco-parentis has ~~been~~ abolished.

FINALLY

But undergraduates like the rest of us

- still want guidance,
- TM still want to be ^{INSPIRED} independent by a larger vision
- ^{- ABOVE ALL - THEY LIKE TO} and ~~they still like to~~ feel that they belong to something larger than themselves.

One student captured this "ambivalence" when she said

- we don't want the university to be involved in our lives
- but we would like someone to be concerned ~~occasionally~~ about our lives
- and at least make freshmen feel that they belong.

I do not wish to romanticize the notion of ^{community} ~~commonality~~ on campus, the modern university is after all--a culture comprised of many cultures--and in our survey of 5000 undergraduates we found that:

- About 50 percent of today's students say they "feel like a number in a book."
- About 40 percent do not feel a sense of community on campus
- ~~And~~ about 2/3 of today's students say they have no professor who is interested in their personal lives.

And we find just students
LIVE IN 2nd Semester world

Perhaps, most serious, we found that while almost all students say they plan to graduate from the campus where they first enrolled, 50 percent "drop out" by the first semester of their junior year.

In the Carnegie Report, we say that

- the modern university should be held together by something more than a common grievance over parking.

And we suggest ~~at the beginning of the freshmen year, a new orientation program.~~ *called premped (but 10)*

An intensive seminar that would introduce all students not just to social life on campus, but also

- to the goals of liberal education
- to the academic traditions of college
- and provide small group seminars
- and mentoring as well.

ALSO in our report
We suggest that the university cancel classes occasionally for all-college convocations.

JEROME FRIEDMAN

*PROPOSAL FOR A
FRESHMAN SEMINAR*

3) We propose scheduling core curriculum conversations in the dining hall and dorms

And we recommend that

all seniors be asked to enroll in a seminar of no more than 20 students each

so they can defend their senior paper,

be intellectually engaged with a mentor and with peers

and build a true community of learning on the campus.

How can we build a community within a community? At the University of Oklahoma we have

- seminar honors college "The Life of the Mind"
- Administrative offices in the dorms
- Retirees Advisory Lectures in the dorm--

these are all part of the community within a community.

VI. SERVICE

In a world that is so increasingly fragmented
~~But~~ the spirit of community must extend beyond the campus, too.

Today's undergraduates are often isolated from the larger world.

They go to class,
complete their courses and
they're handed a diploma.

But what they often fail to see is the connection

between what they learn
and how they live.

It's what I call the "~~Boesky Syndrome~~."

And frankly, I'd like to see more collaboration between

- colleges
- day care centers
- retirement villages
- and the schools

to overcome America's growing pathology of fragmentation.

And above all, I'd like to see all young people feel needed and have a greater sense of worth.

And in the Carnegie report we propose a community service program for all students--

- off-campus work and study projects
- in youth clubs
- in retirement villages
- in day care centers
- in inner city schools--I'd like to see more field projects and off-campus seminars--to help all students see a connection between what they learn and how they live.

*And kindly
I'd like to see
see more connection
between the schools*

Also finally I'd like to see more connection between the schools

Martin Luther King said, "Everyone can be great, because everyone can serve."

I'm suggesting that the undergraduate college at its best is not only a community of learning, its also a staging ground for action.

*V. rebekah Lundy = It is the world
one crime
its. But how can I
not get the same - no good
sense - like they
Dio*

Here then is my conclusion.

To keep the promise of quality alive

- We must affirm the centrality and the integrity of language
- We must have a core curriculum--with instructional perspective
- We must give recognition to great teaching
- We must celebrate diversity--while strengthening community on campus
- And--in the end--we must help students clarify their values and discover that to be truly human we must serve.

THIS IS THE SPIRIT
CHHT PETERS BROUGHT
TO FSU
And again, I'm ~~enormously~~ pleased
to speak at a ~~celebration~~
in his honor

Exam EP = Chng Pmt
of funds

Curriculum

1) ^{Amr} EDUCATION & REEDUCATION OF THE TEACHER

How to CREATE A
CITY of LIBERTY

2) How EVILNESS