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January 11, 1995

To: Dr. Ernest Boyer
From: Linda Korbel, Executive Director
Subject: Draft of your address to the Airlie Conference

OK Jean W

Following this note is a draft that Jack Smith and I have prepared from the transcript of your keynote address to those assembled at the Airlie conference, November 28, 1994. Mike Timpane told us that you would be willing to review and revise this for inclusion as an appendix to the rapporteurs' report of the proceedings.

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Jack and I believe this draft is about the right length, in order to keep the total number of pages in the report at a manageable number.

In order to comply with the timetable established for printing the report, we will need your input no later than January 30th.

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Thank you once again for your enormous contribution to the success of the Airlie Conference. We are all excited about the next phases and will certainly keep you and the Carnegie Foundation informed of the progress.

Draft, Dr. Boyer's Remarks
January 9, 1995

ACHIE and Stanley Foundation Conference
"Building the Global Community: The Next Step"
November 28, 1994
Warrenton, Virginia

The year was 1988. I was out of bed at 5 a.m. in a thatched roof hut in the Belize jungle, where my son and his family live. I was driven ten miles over an impassible road in a pickup truck. It was then on to a local bus—an abandoned school bus held together with baling wire—for the ride to the nearest village. Two hours later, I stood in an open field, waiting for a single-engine mail plane to fly me to Belize City. Later, I caught a flight to Houston, Texas, and then another one to Las Vegas, Nevada, where I was to present *Building Communities* at the annual convention of the AACJC.

That was the single most culturally confused day of my life: from a tiny Mayan village to Las Vegas, the heart of civilized society.

I was bewildered. Had I left or approached civilization? What were the value systems I had encountered? What commonalities did our two cultures share? How were we different? Why was that important?

This story raises the issue of the role for community colleges in building community, both local and global. Community colleges are fast becoming global villages due to a variety of reasons: growth in numbers of international students on campus, regular exchange programs for faculty and students, local business pressures for the institution to teach global education, and the fact that community colleges know the value of building community. For it is in the classroom where civility, engagement, and understanding begin.

Community colleges are, therefore, uniquely positioned to help us all better understand the implications of diversity, connectedness, and dependency.

So today I offer up six priorities that seem to me to be at the heart of what I call a community college master plan. A plan to help them build community at home and abroad.

The first priority is educational. No one in this room, but all too frequently the rest of the nation forgets, that community colleges educate over 40 per cent of the students in higher education. They are also the most energetically committed continuing education institution in the country. Community colleges educate America as no other institution is inclined to do, and they educate for the next century, not the last.

The ultimate objective of education for a global community is to recognize that we are all dependent on one another. The GATT treaty is only the current headline that surrounds that interconnection. I was intrigued this morning when I read in the *Post* that it was too late for Congress not to approve it, that the negotiations had already run way ahead of government, which is increasingly the way government is perceived.

Ecological interdependence seems to me to be a foregone conclusion. National boundaries are not walls able to stop the impacts of environmental degradation. And, because of the end of the Cold War, I believe for the first time in human history, we are going to be able to engage in an

Boyer the
Global Community League
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educational conversation that's ^{global} ~~international~~. It is a threshold of interdependence ecologically, economically, and educationally. ^{at} ~~single~~ ^{global} ~~threshold~~ ^{we are now}

What does one do in a community college to deal with these issues and developments? I do not believe it means a new set of courses. ~~I've never been at all enamored of courses on internationalism.~~ I think rather that it is teaching internationalism across the curriculum ~~that is important~~. Whether you are discussing science or religion, history or art, civics or economics, ~~there is inevitably the human agenda that~~ ^{there is inevitably the human agenda that} penetrates them all. None of these is nation-specific. The challenge of the curriculum for the next century is to ensure that the entire curriculum recognizes both the universalities of the commonalities and the inevitability of interdependence. ¹³³⁴

Classrooms can also increasingly become laboratories for globalism. For example, the Maricopa Community College network has 126 different countries represented in its classrooms. Students from other countries can be the most authentic teachers about their own cultures and traditions. It is an effective way to help all students understand the nature of the world.

I would also like to see community colleges occasionally declare a timeout from their regular schedule to have a several-day, campus-wide focus on global issues that confront us all, either in short or long term. It's exciting to think about having conversations about issues that transcend single topics and isolated subjects.

^{In a word} ^{For a global country} ^{set}
As I look at the agenda for educating, it has to do with attitude. The attitude of who I am, who we are, and how much we relate to one another. That attitude among graduates will produce a more literate population. This will not occur, however, through special courses, but rather by changing the way academics think about their work.

⁽¹⁾ ^{Frustrated}
I am increasingly disturbed by a growing parochialism, an isolationist attitude that would move us back a century rather than forward to the next one. We had an inspired view of internationalism in the 1950's. There was the Peace Corps, the Marshall Plan, the Truman program. These programs stirred higher education and moved our thinking beyond national borders. Then the Vietnam War caused us to retreat.

^{In educating for a global country}
~~There are three principles that I believe must dominate education for this new constituency for a new century:~~ To help students understand that we are all different, that we are all the same, and that we are all dependent on one another. ~~And if we can somehow through education get our attitudes organized around these three essentials and live comfortably with both the conflicts and the inherent excitement in these assumptions, I believe we have positioned ourselves and our students to enter creatively a Century 21.~~

Our students need to understand that ~~we are God-created, unique individuals that~~ a society sustains itself only to the extent that it celebrates the uniqueness of every individual. And, the last thing we can abide in an increasingly interdependent world is to ignore the diversity that makes us what we are and who we are. That difference has a cultural and an individual component. We must help students understand a diversity that is both local and global. While we are all different, we are all very much alike. Any failure to deal with both sides of our existence is to leave us in fundamental tension. ^{which must remain}

^{omit this}
I have settled on eight conditions that I believe are shared by all people on the planet. These are the eight commonalities that should be understood if we are going to be able to survive with any degree of civility on earth. First, we all share the same life cycle. We should be much more attentive to the conditions that give rise to birth, that sustain life, and give dignity even to death.

itself. Second, we all use symbols, language, to communicate with one another. The need to reach out is fundamental. Third, we all respond to the aesthetic. There is something deep in all of us that responds to beauty. Fourth, we all have the capacity to recall the past and anticipate the future. We are the only creature who has this God-given skill to place ourselves in time and space. Fifth, we are all members of groups and institutions. Sixth, we all engage in producing and consuming. Work is universal. Wherever you are, people organize themselves to carry on their work. Seventh, we are all connected to nature. Eighth, we all search for meaning.

Yes, we are, in fact, members of something called the human community. This human community shares eight essentials that define the nature of our humanity. There certainly is a shared agenda that brings us all together.

America is now at the crossroads. We will either rediscover our relationships globally or develop the dangerous and sometimes fatal attitude of isolationism. This country is struggling with its own soul as to whether we are a part of the larger human community. We are so big that we have the illusion that we can be isolationists. We dare not try to live with that delusion and fail to confront the human community and its future.

The community college has an ^{unique} opportunity not only to educate enrolled students but also to begin to create forums in the community through which we think about Century 21. Colleges could take on as their essential mission a local conversation about global education or the interdependent nature of our world. Community colleges are, after all, the people's colleges. Business can be engaged as partners in this process. Business leaders know the interdependent nature of our world.

^{Find} A world view should also tell us the importance of community service as part of a student's global education. The experience will move the student from classroom theory to practice. They will relate with other citizens across lines of culture, economics, and age. This, by itself, will help develop the sense of global relationships even within the neighborhoods where they live. To better understand our own communities is one way to better understand the world.

^{collaborative} The second priority in building community is ~~organizational~~. All community colleges should establish inter-institutional partnerships with colleges in other countries. Such partnerships should include administrative planning, scholarly connections, and faculty and student exchanges at all levels.

^{technology} A third priority is technological. The explosive marriage of computers and telecommunications now forces us to rethink the fundamentals of our educational philosophy. We are moving quickly away from the old paradigm that information could be stored, owned, passed on in bits, and charged for. Educators must be aware that it will be impossible for anyone to own knowledge. Harlan Cleveland says, "Knowledge has endless leakage." The consumer, not the sender, is in charge. Peter Drucker wrote in a recent issue of *Atlantic* magazine about the "knowledge society." ~~There is no such thing as domestic or international knowledge. There is only knowledge.~~ Community colleges might be thinking about developing international colleges in which students are engaged in exchanging information, and faculty are organized around shared ideas. For example, it will be possible for a student in China and a student in Illinois to engage in conversation as easily as if they were sitting in a Chicago classroom. ~~Thus, for the first time~~ in human history, we have the capacity to literally create a global classroom.

^{consultation} The fourth priority is the ~~consultation rate~~. Other nations are increasingly interested in the workings of American community colleges. ~~They know their cultures need to expand access to~~

The Community College
is a ~~not~~ ^{must} ~~concern~~
concerned, the
essential institution
for the next
century

Education should be
based on global system
which is not unrealistic &
relevant to suggest that

education for their people, need to focus on the student and not the system, know that community colleges link theory and practice, and that they are a part of economic and community development. Educators need, therefore, to develop a strategy to assist these nations as they seek to provide a collegiate system.

Cont. only *only* *other*
The fifth priority is the urgent need for coordination. We need a master plan for global cooperation in education. The world is becoming a global community. It is unthinkable that we will not have educational agreements and networks of institutions that can agree on collaboration with each other. There is a temptation to drift along, to not take the lead, to not take the responsibility to develop a vision. We need leaders who have a larger view of space and time. Leaders who think globally and can imagine a better tomorrow for education, cooperation, and coordination.

celebrate *In the end we should rejoice in*
The sixth priority is to celebrate the majesty of the human race and conditions that we share together. We need to take time to celebrate ourselves, to celebrate the potential of this rich and diverse globe. There is something deeply spiritual about this human community if we could only understand the roots.

Soviet Union
In 1974, I took a group of students to the USSR. We were in the middle of the Cold War and yet seated with thousands of Russians at the Bolshoi Theater, enjoying a children's theater group. We watched the evening production of *The Wizard of Oz*. At the end of the production, the cast came out for their curtain call. Our students from the State University of New York sang "Somewhere Over the Rainbow" in Russian. It was one of those moments that cannot be captured or even described, except to say that everyone cried. For one fleeting moment, the Cold War was over. I wondered why artificial barriers cause us to feel the absence of connections, and how we might find ways to occasionally penetrate the structures, institutions, and politics to join together at a fundamental human level.

deeply
Community colleges are helping to shape the future. It is their opportunity and responsibility to educate people about the interdependent world in which they live, build inter-institutional partnerships, incorporate new technologies into their schemes, consult worldwide, and celebrate humanity.

we share. *share all* *he*
I really do believe the time has come to go beyond the "peace needs" research to institutional cooperation. The community colleges should lead the way in creating systems, many separate institutions set to interact across efforts and to resolve that the world is greater than the separate parts.

To coordinate them