

1000 0000 3908

**DIVERSITY OF HIGHER EDUCATION
IN THE UNITED STATES**

**Remarks by
Ernest L. Boyer
President**

**The Carnegie Foundation
for the Advancement of Teaching**

**Association of Governing Boards of Universities
and Colleges**

San Francisco, California

Sunday, March 8, 1992

INTRODUCTION

Thank you very much.

This is, for me, a bittersweet occasion.

I'm enormously pleased to join you—once again—

- at the annual meeting of the Association of Governing Boards here in San Francisco.

But I'm also deeply saddened that this marks the end

- **of Bob Gale's spectacular career**
- **with this superb professional association.**

Bob's outstanding contributions to AGB are truly legendary.

And for 17 exciting years he has brought

- **dynamic leadership to this association.**

When Bob assumed office in 1974,

- AGB had 605 members,
- and a quarter million dollar budget.

Today, AGB serves 1,700 institutions with 30,000
constituent members.

- And with an annual budget of two and one-half
million dollars.

Because of Bob Gale's energy and vision,

- **the Association of Governing Boards**
- **has emerged as the most**
 - **influential**
 - **and competitive**
- **professional association in the nation.**

And we are all deeply in his debt.

On a more personal note,

- **Bob and Barbara have been, for Kay and me,**
- **very special friends.**

And I'm enormously reassured that

- **even though Bob will be changing his professional address,**
- **our friendship will live on.**

And surely his magnificent legacy—here at AGB—

- **will never end.**

This evening I've been ask to talk about

- **the future of American higher education.**
- **And reflect on priorities for the new millennium**
- **which is rapidly approaching.**

But first, I'd like to take a backward glance

- **and recall three great traditions that have shaped
profoundly**
- **the higher education system that we have in
America today.**

COLLEGE DIVERSITY

And finally, I'd like to say a word about the diversity

- **not just of the faculty,**
- **but of institutions.**

**Looking to the year 2000, I'm convinced the time has come
for the nation's colleges and universities**

- **also to break out of the imitative mold.**

**And let me illustrate briefly the kind of higher education
diversity that I have in mind.**

RESEARCH

First, as we approach a new century, I'm convinced we surely need 100 or so universities

- **where world class research is vigorously pursued.**
- **And where teaching and service are honored, too.**

The scholarship of discovery must remain a priority in higher education.

COMMUNITY COLLEGE

This brings me to priority #2, beyond the research center.

In the 1990's, let's also give the nation's

- **1,200 community colleges**
- **the status and the recognition they deserve.**

The community colleges have become

- **one of America's most socially consequential institutions.**

These colleges

- **have profoundly expanded access to higher education.**
- **They have revolutionized continuing education.**

LIFELONG LEARNING

Looking toward the year 2000, I also am convinced that

- **we'll need colleges committed primarily to lifelong learning,**
- **fitting their programs to the schedule of adults**
- **not to the convenience of the system.**

More than 20 years ago

- **while Chancellor of the State University of New York,**

I organized Empire State College,

- **a non-campus institution for adults**
- **with students doing independent study,**
- **working closely with their mentors.**

Literally thousands of students have completed this quality academic program.

And I'm convinced that in the days ahead

- **we'll need many more adult colleges**
- **that specialize in lifelong learning**
 - **with independent study**
 - **evening education,**
 - **and elderhostel programs on the campus.**

INTERNATIONAL

And this brings me to one further priority for the 90s.

Looking to the year 2000, I'm convinced that we'll need

- a cluster of higher learning institutions,
- that have a perspective that is global.

On January 20, 1949, President Harry Truman

- **proposed a bold new 17-point recovery program**
- **to help save war-ravaged Europe.**

And within hours after Mr. Truman completed his address

- **John Hannah, president of Michigan State,**
- **and president of the Association of Land Grant Colleges,**

sent a telegram to Truman

- **pledging the support of the nation's higher learning institutions.**

In 1965, 215 Michigan State faculty were on assignment overseas, and in that same year

- **67 other American universities were carrying out**
- **101 assistance contracts**
- **in 41 countries all around the world.**

Today, with communism failing,

- and Eastern Europe breaking up,
- and Europe and the Pacific Rim emerging,

I'm convinced that this nation urgently needs colleges and universities

- with the same kind of vision
- that inspired John Hannah and his colleagues a half century ago.

SERVICE

And finally, let's have comprehensive colleges and universities

- **that specialize in integrative studies**
- **and in global education.**

And let's also have comprehensive institutions that

- **become world class in their service programs,
establishing linkages**
 - **to health clinics,**
 - **to city government,**
 - **and most especially to disadvantaged schools,**

**rekindling the land grant movement that linked
universities to farmers a century ago.**

**To expect a single institution to achieve excellence
in the full range of scholarship**

- **is ambitious**
- **if not audacious.**

And yet I suspect that

- **it's only at the great university centers,**
- **such as the University of California,**
- **where scholarship in its richest, fullest sense can
come together.**

We simply must urge every college and university

- **to seek and define its own unique mission**

And to develop its own system of faculty reward

- **to match those special purposes and goals.**

And that is, of course,

- **precisely why we have gathered here today.**