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*draft*

**SCHOLARSHIP RECONSIDERED:**  
**PRIORITIES OF THE PROFESSORiate**

**Remarks by**  
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**AMERICAN ACCOUNTING ASSOCIATION**

**NASHVILLE, TENNESSEE**

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THANKS

This afternoon I've been asked to talk about

- the role of ~~the professoriate~~ <sup>FACULTY</sup> in American higher education.

And I'd like to begin

- by reflecting on how the view of the professoriate ~~here in~~ <sup>here in</sup> America has changed throughout the years.

There 9 <sup>you</sup> ~~people~~ in the room  
 are ~~Scholars~~ in the  
~~field~~, ~~FULL~~ ~~EST~~ SENSE

Did <sup>you</sup> I'm deeply honored  
 to ~~meet~~ ~~with~~ you  
~~for~~ ~~my~~

## I. HISTORY

When little Harvard College was founded in 1636

- the focus was on the student.
- Teaching was a central even "sacred" function

And the highest accolade a professor could receive

- was the "famous one" Chaucer extended to the clerk at Oxford.
- Gladly would he learn, and gladly teach.

Educating the whole person was at the "very heart" of the colonial college.

- And for a century and a half that's what scholarship in America was all about.



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ST-JOE-1, (ELB,SPC/dmo,) March 25, 1991

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But following the War of Independence

- the focus of higher learning slowly shifted,
- from the sharing of young lives,
- to the building of a nation.

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In 1824, Rensselaer Polytechnic Institute

- was founded in Troy, New York.
- ~~And RPI was~~ according to historian Fred Rudolph  
*RPI was*
- a constant reminder that America needed
  - railroad builders,
  - bridge builders,
  - builders of all kinds.

*American high education  
was ~~being~~ ~~trying~~ to ~~stand~~  
more out, ~~standing~~  
~~from~~ its ivory tower*

The Land Grant Act of 18~~6~~2

linked higher learning to the agricultural revolution.

And when Lincoln Steffens visited Madison in 1909 he said that

In Wisconsin the university is as close to the "intelligent farmer"

as his pigpen

or his tool house.

At the turn of the century David Starr Jordan, president of Stanford, declared that

- the entire university movement in this country is toward "reality" or "practicality."

To put it simply ,

- the scholarship of teaching had been joined by
- the scholarship of building.

Hepha/Clarking 2/12  
to be word from Wilson's  
elegant phone

I n ~~Source~~ Source to Antares



## RESEARCH

Meanwhile a third vision of scholarship was emerging.

In the late nineteenth century

- distinguished American academics who studied at the great European universities of Heidelberg and Humboldt
- were profoundly influenced by the emerging scholarship of science.



Men like Daniel Coit Gilman

- who founded Johns Hopkins in 1876
- were convinced that a new kind of university was required in America
- one that focused almost exclusively on science and research.

Still, during the late nineteenth century and throughout the first half of the twentieth

- research became the preoccupation of only a few comprehensive universities in this country

The Harvards  
The Berkeleys  
The Johns Hopkins

Meanwhile most of the nation's colleges and universities continued to give priority

- to service and
- especially to teaching.

## II. THE CURRENT CAMPUS

However, following World War II the academic culture in American higher education profoundly shifted.

- After ~~the war~~ <sup>THE WAR</sup> a veritable army of newly minted Ph.D.'s fanned out to campuses from coast to coast.
- ~~They~~ determined to clone the research model they themselves experienced.
- And they also <sup>also</sup> were determined to get a piece of the <sup>new</sup> ~~newly~~ established federal research pie at ~~the~~

Indeed with the creation of

~~NSF~~ <sup>NSF</sup>  
~~THE NATIONAL SCIENCE FOUNDATION~~

~~NSF~~ <sup>NSF</sup>

~~THE DEPARTMENT OF DEFENSE~~

Research possibilities ~~seemed to be dramatically~~  
~~enhanced~~ <sup>automatically increased</sup>

~~FOR THE PURPOSES~~

→ Not just those at  
 THE HOMEROS  
 JOHN HOPKINS  
 THE BERKELEY

But for  
 PROFESSORS AT  
 ALL THE OTHER  
 PLACES, TOO



(9A)

I ~~related~~ with the CREATION

of

① INSP

② and NIH

③ and THE DEPT. OF DEFENSE

Research Possibilities Dramatic  
Included

① Not just for those  
• NO WORKERS  
THE JOHN HARKINS  
IN THE BUCKLE

② BUT FOR PROFESSORS  
not ALL THE OTHER BLADES, too

~~In 1968~~ this new spirit was vividly described by Talcott Parsons,  
~~who~~ wrote that the "typical" professor now resembles

- the scientist more than the "gentleman scholar" of an earlier generation. = when TEACHING PRIZED was more highly valued

And it's also revealing that just before Derek Bok became

- president of Harvard in 1970
- he was advised by another university president to abolish the Harvard undergraduate program.

By getting rid of the college Bok was told

- you will acknowledge that teaching undergraduates has become an anachronism in the modern university. ~~modern~~

modern  
John Hyman = no student

go point it single

we ~~had~~ have to since world  
we (11)

Defined the Academy  
as a ~~name~~ name  
for the preference

Rather than the  
student

And the Academy of  
Undergraduate ~~Begin~~ to live in 2 separate worlds



But there was a problem in all of this

At the very time the Rental system  
of the Professors was becoming  
increasingly restrictive = with a time on  
Teaching - not Research

Domains high education also Experiences  
yet another proposed change  
which some have called

→ the Revolution of Rising Expectations

# Falling The GI Bill

We Built-in The Camp.

(New Fund of College)

In Response to New  
Funds of Students

Old About overnight American Lyndon &  
trained

From Elite

to More High Education

To put it as simply as I can, in the post war period,

- academic hierarchy was pulling American higher education, vertically, in one direction,
- while student and institutional diversity was pulling it in another.

And the faculty role in all of this was ambiguous at best.

Which master should be worshipped?



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~~Today, the myth is that almost all faculty members~~ <sup>professors</sup> are researchers.

~~But the reality is that~~ <sup>But</sup>—according to Carnegie data

- 60 percent of today's professors say they would rather teach than do research.
- 60 percent say that teaching—not research—should be the primary criterion for tenure or promotion.
- And 70 percent say that we need better ways to evaluate scholarly performance. →

~~And it's also true that~~

- while professors are told that they must do research to publish,
- they frequently are given neither the time nor the resources to do the job.

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And sociologist Everett Ladd—in commenting on the crisis—put the problem this way

- the current model of research—he said—is seriously out of touch with what faculty actually do.
- And it's out of touch with what they really want to do.



Further, while Reichman in  
the Country continued to "speak"  
gloriously about the

Importance of American  
Negro Education

The known TRUTH is THAT

THE only way ~~to gain~~ *For a while*  
~~FOR INSTITUTIONS~~ TO GAIN

Academic  
STATUS or RECOGNITION

WAS TO BECOME ~~REAL~~  
CARBON COPIES OF THE  
BERKELEY  
ON THE AMERICAN MODELS

In the early 1960s, I was at the University of California, Santa Barbara and watched a former teacher training and home economics institution

- being folded into the prestigious University of California system.
- It was a wrenching process as faculty expectations were dramatically redefined.

I then joined the State University of New York where we struggled to protect diversity in a 64 campus system,

- at a time when everything was "drifting upward,"
- and when research and publication became the single yardstick of success.

CARNEGIE RESPONSE

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ROLLIN-R.SPC, (ELB,SPC/dmo,) April 17, 1991

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WELL WHAT ARE WE TO DO ABOUT ALL OF THIS?

In a recently released Carnegie Report entitled

- Scholarship Reconsidered

We concluded that it's time to move beyond the "tired old"

- teaching vs. research debate

And begin to ask the much more compelling question

- What does it mean to be a scholar?

In response to that intriguing question we propose a new paradigm of scholarship with 4 interlocking parts.



#### IV. THE SCHOLARSHIP OF DISCOVERY

- First we take the position that research is at the very heart of ~~what it means to be a scholar~~ <sup>ACADEMIC LIFE</sup>
- and we celebrate what we call the scholarship of discovery.

Fifty years ago, Vannevar Bush, former president of MIT, put it this way:

- "Universities," he said, "are the wellspring of knowledge and understanding.
- And as long as scholars are free to pursue the truth wherever it may lead,
  - there will surely continue to be a flow of new scientific knowledge."

To put it simply we say ~~that~~ in our report that sustaining this creative process is absolutely crucial >

- and that we need universities that give high priority to research.

I'm suggesting that we urgently need great universities that excel in the scholarship of research

- ~~FRANKY~~ and I worry about federal cutbacks in research dollars.
- I also worry about grant-making policies that would
- ~~direct funds away from free inquiry~~ <sup>generally</sup> **BASIC RESEARCH**
- and, in the process, undermine the ~~intellectual~~ integrity of the investigative process.



To put it simply ~~we conclude in the foregoing report that~~

research ~~in its purest form~~ is a central ingredient of the academic life.

~~And we say that~~ sustaining this creative process

within the academy itself is absolutely crucial

if scholarship is to be vigorously advanced.

## V. SCHOLARSHIP OF INTEGRATION

But ~~in the Carnegie Report we say that~~ in addition to the scholarship of discovery

- ~~just we call~~ we also need the scholarship of integration.

- We need creative people

who go beyond the isolated facts,

who make connections across the disciplines.

- Who help shape a

more coherent view of knowledge.

And a more integrated, more authentic view of life.

And I'm convinced that in our fragmented academic world this task of integration becomes more urgent every single day.

Barbara McClintock, the Nobel Laureate, said on one occasion that

- "everything is one."
- There is," she said, "no way to draw a line between things!"

Frank Press, the President of the National Academy of Sciences, recently suggested that

- the scientist is, in some respects, an artist, too.

Frank went on to observe that

- "the magnificent Double Helix—which broke the genetic code
- is not only rational," he said,  
"it's beautiful as well."

←  
Cage Kennedy



And several years ago when the world renowned physicist Victor Weiskopf was asked

- what gives you hope in troubled times

he replied

- Mozart and quantum mechanics.

But how in today's fragmented community can we both identify and celebrate connections such as these?

Weistay Also said that  
to understand the Big Bang Theory  
you should listen to the  
works of Haydn

But how in our fragmented Academic world  
can scholars make connections  
such as these?

The good news is that the most exciting work going on in the academy today is in the new hyphenated disciplines

- psycholinguistics
- bio-engineering, and
- the like.
- in what ROLAND calls the overlapping academic neighborhoods.

In his provocative Essay  
— BLURRED GENRES

Clifford Geertz—at the Institute for Advanced Study—suggests ~~in his provocative essay,~~  
"Blurred Genres"

- that the old categories of knowledge are rapidly becoming obsolete. (Beauty Damn)
- And that what we are seeing in the academy today is not just another redrawing of the cultural map.

~~Red hat~~

Something is happening—Geertz says

- to the way we think about the way we think. ~~at the end of the day~~ in response to complex intellectual demands?

I'm suggesting that in the days ahead

we ~~urgently~~ need scholars who move beyond the traditional academic boundaries

Ad Ligin to put her's way in  
Intellect  
social &  
ethical perspective



Over fifty years ago, Mark Van Doren wrote that

- the connectedness of things is what the educator contemplates to the limit of his category.

Van Doren concludes by saying that

- those who can begin early in life to see things as connected

has begun the life of learning.

And this—it seems to me—is what good scholarship is all about as well.

VI. THE SCHOLARSHIP OF APPLICATION

This brings me to category number three.

We say in the Carnegie Report that

- beyond the scholarship of discovery and beyond the scholarship of integration,
- we also need what we call the scholarship of application—we need a renewed commitment to relate the theory of research to the realities of life.

This uniquely American view of scholarship

- the usefulness of knowledge is rooted

in the land-grant colleges,

in the polytechnic institutes,

in the normal schools,

in the conservatories.

Institutions that were in the nineteenth century—

- in the nation's service as Woodrow Wilson put it.



Well, we were ~~not~~ in the nineteenth century—we're standing on the threshold of the twenty-first.

- ~~But today~~ there is, ~~I'm~~ <sup>convincing</sup> I am convinced, an urgent new agenda ~~for service~~ to be considered.

Today our shorelines are polluted,

- the ozone layer may be threatened,
- our schools are dangerously deficient,
- our cities are imperiled.

And I'm convinced that ~~today's~~ <sup>university</sup> scholars urgently need to respond to the crisis of this century.

- Just as they responded to the needs of agriculture and industry a century ago.
- How can we justify a university that is surrounded by ~~press~~ <sup>press</sup> human need and essentially ignore it?
- It's a failure not only intellectually but ethically as well.

Donald Schon of MIT writes about

- what he calls "the reflective practitioner."
- He proposes a new epistemology of practice.

In which scholarship relates to service.

And I'm convinced that

- in developing new priorities for the professoriate,
- we must give new dignity and new status to the scholarship of application.

I'm suggesting that—in the end—

- theory simply cannot be divorced from practice.

And the good news is that professional schools

- from architecture,
- to medicine,
- to journalism,
- and education,

and (accreditation)

Increasingly are linking scholarship to real life.

And they're demonstrating that

- not only can knowledge be applied,
- but that theory can, in fact, emerge from practice.
- and that good scholarship can occur  
in hospitals,  
in ~~public~~ <sup>private</sup> ~~gymnasiums~~ <sup>gyms</sup>,  
and in the schools as well.



I'm suggesting that in the end -  
Henry must be divorced from practice

And that in developing new projects  
for the representative

we simply not give  
new dignity & new status  
to the scholars of  
Application

## VII. THE SCHOLARSHIP OF TEACHING

This brings me to ~~my last~~ category, number four.

We say in the Carnegie Report that scholarship means

- ~~not only~~ the ability to discover and to integrate and to apply knowledge,

~~it means the scholarship of presentation.~~

- It means inspiring future scholars in the classroom.

*which we call the scholarship of presentation.*  
*9/10/91*

Several years ago, I could not sleep and instead of counting sheep I tried to recall all the teachers I had.

- I must confess there were a few nightmares in the bunch.

But I also remembered three or four outstanding teachers.

- Who not only knew their subjects,
- but knew their students, too.

*Spaul  
with  
Rice*

These wonderful mentors had a huge impact on my life.

- And I suspect that almost everyone in the audience today is here because of at least one inspired teacher.

I'm suggesting that to keep scholarship alive we need classrooms

- where there is active not passive learning.
- ~~We need classrooms~~ where students are creative not conforming.
- ~~We need classrooms~~ where undergraduates learn to work together rather than compete.

Since—in the coming century—the truly consequential human problems will be resolved—only through collaboration.



But there's a dark cloud to this silver lining.

The problem is that

- in the academy today,
- good teaching simply is not adequately rewarded.

• we design ~~simple~~ instruction & TA's

And very often it's far better for a professor

- to deliver a paper at a convention at the Hyatt in Chicago,
- then it is to meet with undergraduates back home.

And this really sad

- since to short-change teaching is to short-change the scholarship itself.

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I'm suggesting that

- if students are not stimulated by great teachers,
- if they do not become intellectually and evocatively engaged in creative learning,

then all the talk about scholarship

- in its richest, fullest sense,
- will be simply a diversion.

~~Because without good teaching the cycle of scholarship will be forever broken.~~

Good Teaching

stimulates  
Good Scholarship

Be the

cycle of

Scholarship will

be forever broken

Causal Relation more  
in Both Drafts

Robert Oppenheimer-

- at the 200th anniversary of Columbia University put it this way:

He said that

- it's the proper role of the scientist that he not merely find a new truth

and communicate it to his fellows.

But it's also the role of the scientist—Oppenheimer said—

- that he teach,
- that he try to bring the most honest and most intelligent account of new knowledge

to all who will try to learn.

And surely this means inspiring future scholars in the classroom.



Did he get that Capra wanted  
to ~~have~~ <sup>have</sup> ~~take~~ <sup>take</sup> and  
eat it, too

COLONIAL COLLEGE MODEL

① WHEN OUT RECRUITING STUDENTS THE NATIVE COLLEGE  
WANTED TO EVOLVE THE COLONIAL  
COLLEGE MODEL

- ↳ ① Referring to the Capra 'Community'
- ↳ ② Called the City a FAMILY
- ↳ ③ Ad spoke <sup>group</sup> ~~Long~~ 45 students
- ↳ View Books - Picker
- ↳ 60% Change

EXPERIMENTAL MODEL

But when students came to College  
They Discovered THAT IT WASN'T THE COLLEGIATE MODEL  
BUT THE EUROPEAN UNIVERSITY MODEL  
THAT ACTUALLY CONTROLLED THE  
SYSTEM

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Indeed, I'm convinced that  
ALMOST ALL TENSIONS  
IN THE UNIVERSITY TODAY  
is a struggle

Between 2 great  
Traditions

Student  
Reform

Calvin  
Club

Common  
Unity

Academic  
Affairs

(1) Student

(2) Social Justice

(3) Layoff & Censor

Proportional  
Spent

Layoff to  
Unid

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ST-JOE-1, (ELB,SPC/dmo,) March 25, 1991

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But where do KOW fit in all of this

~~But beyond these two baseline requirements of demonstrating the capacity to do research -~~ *At 5:45 in lunch with me & program*  
*TLC group, in the day @ NACW*

• I'd like to see faculty members

- be given lots of freedom
- to be creative,
- and to build on their own unique aptitudes and interests.



Those who are "integrators" for example

- or those who enjoy field work
- or those who excel as scholars in the classroom.

Should be rewarded for these special talents

- alongside researchers
- and be considered of equal worth.

~~Do we really want an army of academic clones?~~

WHAT I Am Proposing

- in short

- is a mosaic of

Faculty Talent in the system

~~Do we Really Want An Army of Academic Clones?~~

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## ~~I~~ CREATING CONTRACTS

*Ad in the Report*  
 One final point

LET ME CONCLUDE WITH MY FINAL OBSERVATION

~~I've also been thinking that we should look at the way~~  
 In the Carnegie Report we ~~also~~ focus on the

- work of scholars across a lifetime.
- And <sup>include that</sup> ~~encourage members of the faculty~~ <sup>should</sup> have a "change of pace" from time to time.

Frankly, it seems enormously unrealistic

- to expect faculty to do research and publish with regularity for 30 years.

Specifying the paper, in the Copyright  
what we call

CREATIVITY CONTRACTS  
FR professors

An agreement in which  
FACULTY & the FACULTY  
could move from  
one SCHOLARLY endeavor  
to another



During one Contract period, for Example!  
 A person might ~~have~~ <sup>be</sup> primarily  
 in Research

~~LOVE~~ <sup>HE</sup> ~~HE~~ <sup>HE</sup> SHE might  
 TAKE ~~TRAVEL~~ <sup>TRAVEL</sup> or integrate  
 and integrate finally

At the time Field work  
 might be planned

While at another period in  
 life the person might  
 not full time or be  
 studying & teaching

Of which would be carefully assessed  
 and appropriately rewarded

I'm suggesting that a broken field approach to scholarship

- would keep faculty intellectually alive,
- and bring ~~more~~ creativity to a sophisticatingly restrictive system.

## VII. IMPACT ON INSTITUTIONS

Here, ~~than~~, is my conclusion.

Scholarship surely means

- the discovery of knowledge as in research. - But that's only the beginning of the process

~~But~~ scholarship also means

- the integration of knowledge.
- It means the application of knowledge.
- And it means the presentation of knowledge, as in great teaching.

And while this full range of scholarship can flourish on a single campus,

- I'm convinced that every college and university should also seek to find its own "special niche" within the spectrum.



Let's have great research centers, for example,

- where undergraduate instruction also will be honored.

Let's have campuses where the

- scholarship of teaching is a central mission.

Let's have colleges and universities that promote integrative studies

- through a core curriculum,
- through interdisciplinary seminars,
- and through team teaching.

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And let's also have colleges and universities that give top priority to the scholarship of applying knowledge.

- In schools,
- in hospitals,
- in industry and business,

-much as the land grant colleges worked with farmers.

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What I'm ~~also~~ suggesting is

- A national network of higher learning institutions in which each college and university takes pride in its own distinctive mission. And seeks to compliment rather than imitate the others.

Why should one model dominate the system?



Cuckoo

Let me conclude by Congratulating  
 the Armenian ASSN &  
 Accty for Yr Work  
 in honour all forms of scholarship

① You have Focused on ~~Theory~~ ~~Best~~  
the Theory & you program to be sure  
As Results

② But have seen 10 August

(2) You know the Essentialness of Tobacco  
Love & Care against HIV and the  
situation

Oh, my Caine, you have ~~the~~  
~~skills~~ skills & your paper  
to all financial institutions  
in the world