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draft

SCHOLARSHIP RECONSIDERED:
PRIORITIES OF THE PROFESSORIATE

Remarks by
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AMERICAN ACCOUNTING ASSOCIATION

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

~~THANKS~~

This afternoon I've been asked to talk about

the role of ~~the professoriate~~ ~~in American higher~~
education.

And I'd like to begin

- by reflecting on how the view of the professoriate ~~here in~~
~~America has changed throughout the years~~

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Those ^{of your} ~~sent~~ in the form
are scholars in the
Ricket, FULL ~~ES~~ & SENS

10pm
Dad 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.

Eduating 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.

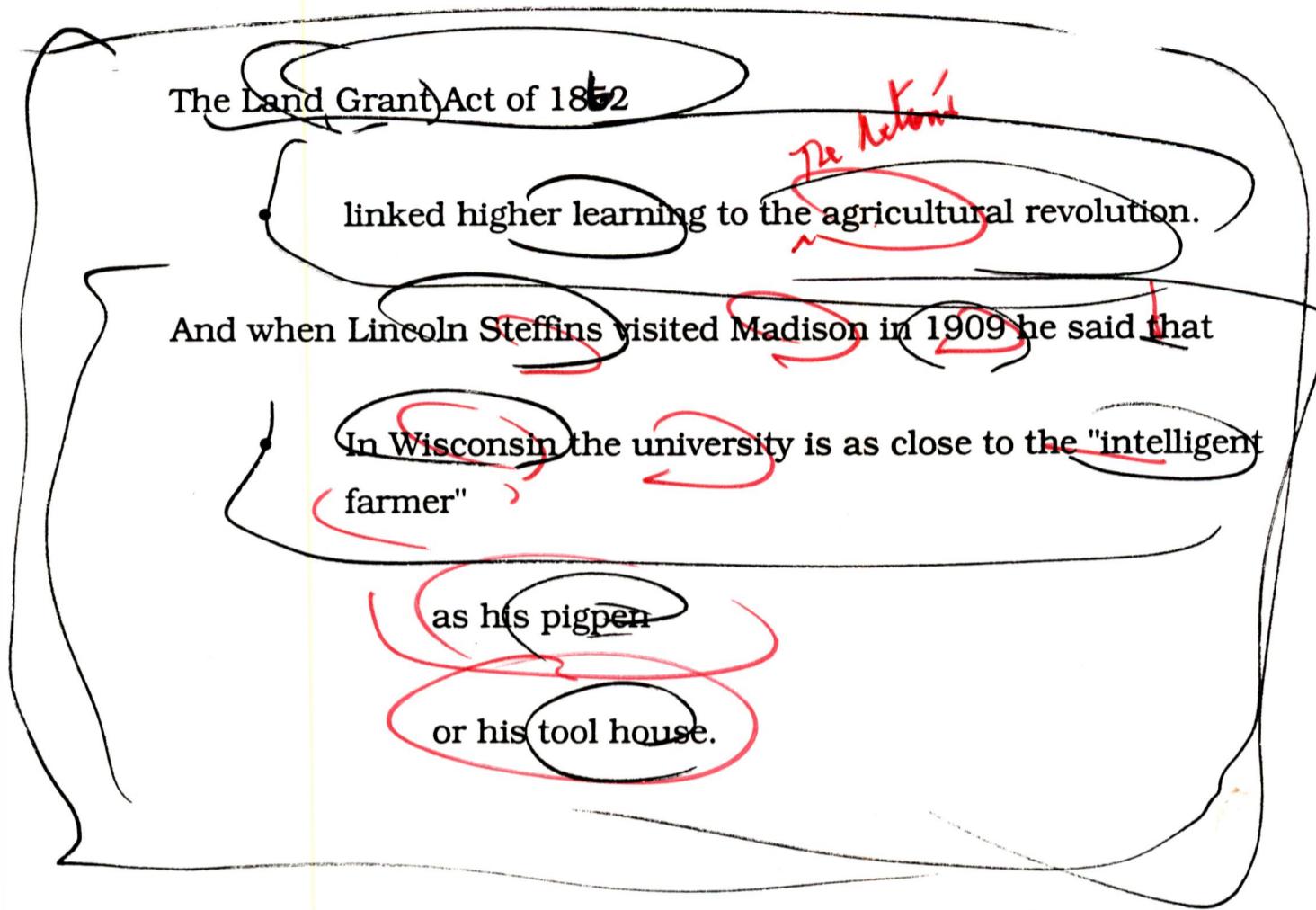
But following the War of Independence

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

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 ideals
was ~~was~~ trying to stand
→ more unity ~~standing~~
~~from its~~ Ivory Tower



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

Higher Learning ¹⁹¹²
to be World War Wilson's
elegant plane

In ~~practical~~ service to the nation

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.

→ Gil Howard and

BELKIN, Dan Hopkins

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

→ name a few

Began to invite this pattern

- 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~~ a veritable army of newly minted Ph.D.'s fanned out to campuses from coast to coast.
- ~~the government~~ determined to clone the research model they themselves experienced.
- And ~~they~~ ^{also} determined to get a piece of the ~~new~~ ^{New} established federal research pie at ~~the~~

Indeed with the creation of

~~NSF~~
~~THE NATIONAL SCIENCE FOUNDATION~~

~~+ NIH~~

~~THE DEPARTMENT OF DEFENSE~~

Research possibilities seemed to be dramatically increased

~~Enhanced~~

~~for the professors~~

~~not just those at~~

~~THE THOMSONS~~

~~• JOHN THOMSON~~

~~• THE BERKELEYS~~

But for
professors at
all the other
places, too

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QA

Indeed with the creation

①

CIA

② and NIH

③ and THE DEPT. OF DEFENSE

Research Possibilities Dramatically
Indeed

① Not just for those

• NO PROBLEMS

THE JAHNS WORKS

② THE BUNKER

③ BUT for purposes

④ ALL THE OTHER BLOCKS, TOO

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In 1962 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. *Today*

Model Plan
John Hopkins = No student

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go past it ~~sing~~
back ~~it~~ ~~sing~~ to nice world
we
we ~~11~~

→ defined the Acronym
as a Name
for the opposite

→ Rather than the
student
→ ~~for~~ ~~the~~ ~~new~~ &
undergraduates ~~begin~~
→ line in 2 separate words

But there was a ~~problem~~ in all of this

At the ~~very~~ time the ~~Revised~~ system
of the ~~Representative~~ was ~~being~~
In nearly ~~Restrictive~~ = with a focus on
Teaching - not Learning

Democracy high election ^{also} ~~participation~~
not another proposal change
with some native ~~control~~
→ the ~~Revolution~~ of ~~Rising~~ Expectations

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Following The GI Bill

We Built-in The Camp-

New Prod of Calif

In response to new
ends of students

All about aeright Bureau Higher Ed
named

From Elite

To Mass High Eduln

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.

honest

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

Which master should be worshipped?

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~~It's the my job~~

Today, the ~~reality~~ is that almost all ~~faculty members~~ ^{professors} are researchers.

But the ~~reality~~ is that—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.

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.

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Further, while ~~Academy~~ in
the County continued to "speak"
blowing about the
University of
Neglect Education

The ~~known~~ TRUTH is THAT
The only way ~~is~~ ~~for a city~~
~~for institutions to gain~~
~~WANTED~~
~~status or recognition~~

~~was to become~~ ~~RE~~
~~CARBON COPIES OF THE~~
~~BERKELEY~~
~~on THE ON HIGH 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.

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. Academic Life
- 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

- ~~FRankly~~ and I worry about federal cutbacks in research dollars.
- I ~~worry~~ also worry about grant-making policies that would
- ~~Concentrate~~ direct funds away from ~~free inquiry~~ **basic research**
- and, in the process, undermine the ~~integrity~~ integrity of the investigative process.

To put it simply ~~we need~~

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

And ~~we~~ 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

- what 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."

(you know)

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?

Wolfgang Also and that
to validate the Big Bang Theory
you should listen to the
monks of Hayden

But how in our segmented Academic world
Can 5 dots make Connections
smashed (tree),

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 Rollin calls the overlapping academic neighborhoods.

In his provocative Essays
—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. *(Breaks Down)*
- And that what we are seeing in the academy today is not just another redrawing of the cultural map.

~~Ad~~ Something is happening—Geertz says

- to the way we think about the way we think. *and that has joined an energy in response to largely intellectual datum?*

I'm suggesting that in the days ahead

we may need to move
beyond the traditional academic
boundaries

Ad Lgins to put their focus on

intellectual
social
material 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~~ ^{now} ~~I am~~ there is, I'm convinced, an urgent new agenda ~~for~~ ^{to} ~~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 ~~they~~ ^{university} 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 ~~poor~~ ^{poor} ~~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 (acmf)

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~~ ^{private} ~~govern~~ ^{govt}

and in the schools as well.

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Tom suggests that - in the next
new ^{sub} cannot be divorced from practice

Ask that in dealing with private
for the ^{re} property

we ^{simply} not give
new ^{rights} & ^{our} ^{status}
to the ^{re} ^{status} of
the plaintiff

VII. THE SCHOLARSHIP OF TEACHING

This brings me to ~~any 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.

~~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.

Spaulk
Wittman
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 assign 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.

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.~~

Break the

Cycle of

Scholarship

will
be forever broken

Good
teach

stimulates

Good scholarship

Cause Relation more
In Both Directions

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.

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And but ^{most} ^{→ 11} Capuchin wanted
to [→] some [→] take and
exit [→] it, too

Colonial College Model

① When ^{out} RECRUITING students [→] THE norms COLLEGE
engaged [→] evolved [→] the COLONIAL
COLLEGE model

- ↳ Refers to the Capuchin 'Conty'
- ↳ Called the City a ^{group} family
- ↳ Ad ^{spoke} Long 75 students
- ↳ View Books - Rich
↳ 60% Class

Colonial model

But ^{when} credits gone to College

They Discussed THAT it wasn't THE COLLEGiate model

but THE FRENCH AND ENGLISH model

→ ^{the} DECENTRALIZED ^{the} system

Indeed, I'm convinced that
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MOST ALL TENSIONS
in the university today
is a struggle

Between 2 great
tensions



~~But where do faculty fit in all of this~~

~~But beyond these two baseline requirements of demonstrating the capacity to do research -~~ ~~and staying in touch with their program~~

~~freedom, in the way~~ ~~order~~

- 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~~

~~Faith~~ Talent in the ~~genes~~

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

~~REVIEWING CONTRACTS~~

~~And in this Report~~

~~One final point.~~

LET ME CONCLUDE WITH THE FINAL OBSERVATION

~~We have 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 ~~encourage~~ ^{encourage that} members of the faculty ~~to~~ ^{should} 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.

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Specifically, we propose in the College Board
what we call
CREATING CONSORTIA
FOR PROJECTS

An arrangement in which
MEMBERS of the Faculty
can do more FROM
one scholarly endeavor
to another

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During one Contract period, for Example
A project might focus primarily
in Research

In other cases, the project might
take time to integrate
and synthesize findings

But with time, field work
might be planned

While at another period in
time the project might
want full time or be
separately funded

Deciding which would be correctly Assessed
and appropriately Reminded

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, my dear Beijer, you*

↑ Be cognitive

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**.

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.

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?

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Cochrane

Let me conclude by Concluding

Division Assessment

Dragon + Sun
Aeony for your back

In honey all from 7 schools

② But you were integrated, ^{happily} ^{in Brown v. Board of Education} ^{+ in all} ^{segregated} ^{schools}

And, my Cane, you have ~~the~~
~~crooked~~ ~~you~~ ~~the~~ skills in your fingers
to all the ~~finished~~ ~~finished~~ ~~finished~~

~~Maxwell's
"mended
theory of
light"~~