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SCHOLARSHIP RECONSIDERED
IN THE LIBERAL ARTS SETTING

Remarks by
Ernest L. Boyer
President

The Carnegie Foundation
for the Advancement of Teaching

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only
in
the
1996
150

SYMPOSIUM SERIES
CARROLL COLLEGE
WAUKESHA, WISCONSIN
AUGUST 28, 1991

Thank you by met ~~DEAN~~
TAPPA TAPPA

I'm delighted to return

once again
to Corvallis College

I recall with great pleasure
my ^{1st} visit

when we discussed the
study of your life

And I'd I am very pleased
to be with you at this 1991
year convocation

Fal Staff
Trestle
Sponsoring leads to

AAA-R, (ELB,SPC/lb), August 21, 1991

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~~Thank you for that generous introduction.~~

~~This afternoon~~ ^{more} I've been asked to talk about

- the role of faculty in American higher education.

~~And I'd like to begin~~ ^{most eagerly in the light of the}

- by reflecting on how the view of the professoriate has changed throughout the years.

~~Those of you assembled in the room are scholars in the richest, fullest sense.~~

~~And I'm deeply honored to meet with you today.~~

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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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But following the War of Independence

- the focus of higher learning slowly shifted,
- from the shaping 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 according to historian Fred Rudolph
- RPI was a constant reminder that America needed

railroad builders,

bridge builders,

builders of all kinds.

And driven by the vision of expansion
American higher education was beginning steadily to move out
of its ivory tower. *long* *region* *key*

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Non Come the history

The Land Grant Act of 1862

- *which* linked higher *ed* learning to the nation's agricultural revolution. *to the other migration & category*

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.

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By
At the turn of the century ~~it was possible for~~ 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 was, to use Woodrow Wilson's elegant phrase, ~~expression~~

- "In 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 ~~the~~ ^{sub} European universities of Heidelberg and Humboldt
- were profoundly influenced by the emerging scholarship of science.

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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

- And Harvard and Berkeley, and Johns Hopkins—to name a few—
- began to emulate this ^{new} pattern.

~~through the first half of the 20th century~~
 But meanwhile most of the nation's colleges and universities continued to give priority

- to service and
- especially to teaching.

*the liberal arts college
 the teacher college
 the land grant college*

*Indeed, during the first half of the 20th century
 only a handful of the nation's colleges
 admitted men imagined themselves to
 be centers of research
 centers*

Comble & Rapner

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Well what ^{recessed} are we to do about all of this?

Just ¹ ~~Just~~ → what should be the rate of the percentage as we approach a 2mm millim?

2) Ad is it possible for the intended call to be written to be "Haw" (mitchell) more distinct?

In response to this challenge the
Comp Fwdtch recently presented a
short monograph entitled
Schulz Reconsidered

In this paper we conclude

~~the~~ its time to move forward
we fixed old teasy ways
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~~The~~ the in line the say glaring
to take the much more complex
question

WHAT DOES IT MEAN
TO BE A CONTRADICTORY?

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59

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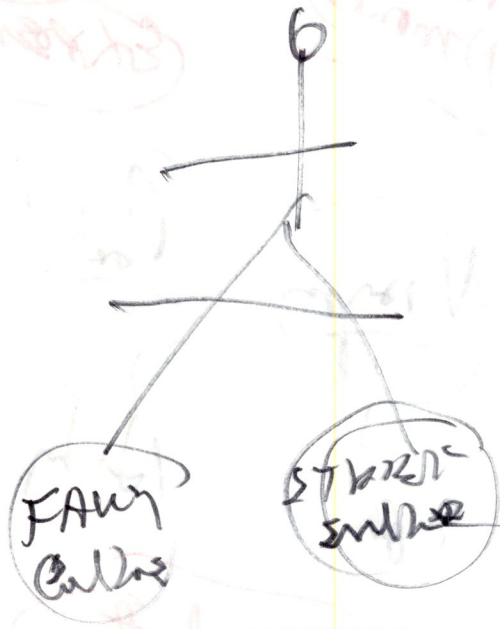
QSS & RDL

① ~~QSS~~

②

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II The CURRENT COMPOUS CLIMATE

However, As ALL of you not know
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 a SEA CHANGE to American
 Higher Education

DATA THAT went into
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② AND DETERMINED ALSO
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NEWLY ESTABLISHED
RESERVE PIE

9A

I'm involved with the CREATION
 of ① INSE
 ② at NIH
 ③ at THE DEPT. OF DEFENSE

In Ann Arbor

Research Possibilities & Demands
 Involved

① Not just for those
 who are known
 like Johns Hopkins
at THE BERKELEY

② BUT FOR PROFESSORS
 at ALL THE OTHER PLACES, TOO

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

- and frankly I worry about federal cutbacks in research dollars.
- I also worry about grant-making policies that would
- direct government funds away from basic research,
- and, in the process, undermine the integrity of the investigative process.

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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.

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

- the scientist more than the "gentleman scholar" of an earlier generation. ~~when teaching~~ ~~was more highly valued~~

And ~~it is 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.

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 John Dykstra = no student

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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
- ~~General~~ direct funds away from ~~free inquiry~~ **BASIC RESEARCH**
- and, in the process, undermine the ~~intellectual~~ integrity of the investigative process.

To put it simply

~~research is the heart of the~~ research 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

- ~~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.

indeed - without integrity scholarship

- the work of the academic
becomes PERFORMING

- ~~more fragmented~~ fragments, isolated
FACTS

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."

←
Cape 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 ^{Academy} community can we both identify and celebrate connections such as these?

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

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

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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 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. Break by Dams
- And that what we are seeing in the academy today
is not just another redrawing of the cultural map.

~~Ad. 1st~~

Something is happening—Geertz says

- to the way we think about the way we think. Ad. 1st disrupts the image
in Response to Complex Intellectual Systems?

I'm suggesting that in the days ahead

we urgently need scholars who
move beyond the traditional academic
boundaries

Ad. 1st to put his leg in
intellect
social
political

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~~ there is, ~~I'm~~ convinced, an urgent new agenda ~~for~~ 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~~ 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~~ human need and essentially ignore it?
- It's a failure not only intellectually but ethically as well.

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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.

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Well, what are we to do about all of this?

How should we rule of the future?
In a recently released Carnegie Report entitled

*Be defined as we
approach a new
millennium?*

- Scholarship Reconsidered

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

- teaching vs. research debate.

the free for come we say it

And begin to ask the much more compelling question

- What does it mean to be a scholar?

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

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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.

Proven high school
was ~~here~~ trying to ~~study~~
& move out, ~~staying~~
from its own tower

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 spaces~~ *public spaces*, *public spaces*
and in the schools 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 act -
they must be divorced from practice

And that in developing new private
for the representative

we simply not give
new design & new states
to the security 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
of ideas*

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
Wither
Rue*

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 people 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.~~

Good Teaching

stimulates Good Scholarship

Because the cycle of scholarship will be forever broken

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

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But where do KOWY FIT in all of this

But beyond these two baseline requirements of demonstrating the capacity to do research -

At this point in time both are program

free, in the day

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 mix of

Fairly Talant in the system

Do we Really want an Army of Academic Clones?

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

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II CREATIVITY CONTRACTS

Ad in the Regs
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 ~~encourage members of the faculty~~ ^{include that} ~~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.

Specifying the paper, in the Copyright
What we call

CREATIVITY CONTRACTS
FOR PROJECTS

An agreement in which
~~THE~~ MEMBERS of the FACULTY
could move FROM
ONE SCHOLARLY ENDEAVOR
TO ANOTHER

Very one Contract period, for Exple'
 A person might have primary
 in Research

~~LOVE~~ HE ~~HE~~ HE might
 TAKE TIME to integrate
 and integrate finally

At the same Field work
 might be planned

While at another period in
 life the person might
 work full time or be
 school & teach

Of which would be carefully assessed
 and appropriately rewarded

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I'm suggesting that a broken field approach to scholarship

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

VII. IMPACT ON INSTITUTIONS

Here, then, is my conclusion.

Scholarship surely means

- the discovery of knowledge as in research. - But that, only to Beijing's you

^{to be complete}
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.

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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?

Conclusion

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Let me conclude by congratulating
the Dissertation Assessor &
Academy for your leadership
in many all forms of scholarship

1) You have Focused on ~~theory & theory~~
the theory of your program to be sure
As Results

2) BUT your 2000 integration, ^{work with the}
^{in 2000 +}
^{course}
^{+ in all}
^{result}
^{some}

3) You focus on ~~Essential~~ ^{to be sure}
line of course ^{is a key}

And, by the way, you have ~~skills~~ ^{skills} of your program
to all 5 central pillars
in the world

And
MBA
"integrated
theory &
practice"