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**LACROS-R.SPC, (ELB,SPC/lb), September 9, 1991**

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

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

**CONVOCATION**  
**UNIVERSITY OF WISCONSIN - LA CROSSE**  
**LA CROSSE, WISCONSIN**

**August 29, 1991**

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**Thank you very much.**

**Mrs. Boyer and I are delighted to join you at the**

- **University of Wisconsin at La Crosse,**
- **a truly splendid institution.**

**And we are especially pleased to join you at this opening  
convocation.**

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**This morning I've been asked to talk about**

- **the role of faculty in American higher education.**

**And I'd like to begin**

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

## 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, when he said—
- 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 then 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.**

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**Then came the famous Land Grant Act of 1862**

- **which linked higher learning to the nation's 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.**

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**By the turn of the century David Starr Jordan, president of Stanford, made this quite remarkable observation:**

- **"The entire university movement in this country,"  
Jordan declared, "is toward 'reality' and 'practicality.'"**

**To put it simply**

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

**RESEARCH**

**Meanwhile a third vision of scholarship was emerging.**

**In the late nineteenth century**

- **distinguished American academics who studied at the 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 graduate students and research.**

**In response, universities like**

- **Harvard and Berkeley, and most especially Johns Hopkins—to name a few—**
- **began to "emulate" the European model.**

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**But this clearly was the exception not the rule.**

**Well into the twentieth century**

- **most of the nation's colleges and universities**
- **continued to give priority**
  - **to service,**
  - **and most especially to teaching.**

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### THE CURRENT CLIMATE

But then came World War II and—

- following the war—
- the academic culture in this country profoundly shifted.



**Beginning in the 1950's, a veritable army of newly-minted  
Ph.D's**

- **fanned out to campuses from coast to coast**
- **determined to "clone" the research model they  
themselves experienced,**
- **and determined also to get a piece of the**
  - **newly established Federal research pie.**

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In the early 1960's, 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.

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**In 1965 I 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.**

**This new spirit of American higher education was vividly described by Talcott Parsons, who wrote in 1968 that the "typical" professor now resembles**

- **the "scientist" more than the "gentleman scholar" of an earlier generation—when teaching was more highly prized.**

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**And yet there was a tension just below the surface**

- **as most colleges and universities tried to mediate the conflict**
- **between the old tradition and the "new."**

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On the one hand,

- there was the historic "colonial college" model of higher education with
  - its emphasis on the student
  - its commitment to general knowledge,
  - and its loyalty to the campus.

This was what higher education in America "sentimentality" was all about.

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On the other hand, there was the newly-arrived European university model

with its emphasis

- not on the student—but on the professoriate,
- not on the general, but on specific knowledge,
- not on loyalty to the campus, but loyalty to the guild.

To put it simply—there was a great conflict between faculty and student culture.

And I'm convinced that almost all the tension in American higher education today—

- all the conflict on campus over curriculum and
- faculty, and student service roles
- can be traced to a struggle between the
- university and collegiate models.

And yet most campuses still wanted to

- have their cake and eat it, too.

When out recruiting students, the nation's colleges continued to evoke the colonial college model,

- referring to the campus "community,"
- calling the college a family,
- and speaking lovingly of students.

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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**And yet—according to Carnegie data—**

- **60 percent of today's professors would rather teach than do research.**
- **And 70 percent say that we need better ways to evaluate scholarly performance.**

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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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Well, what precisely are we to do about all of this? Can we resolve the tension

- between the university and the collegiate model?

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?

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

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### THE SCHOLARSHIP OF DISCOVERY

- First, we take the position that research is at the very heart of 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

- research is a central ingredient of the academic life.

And we say in the Carnegie Report that every faculty member

- should have demonstrated his or her ability to do basic research,
- which is what the dissertation is all about.

Again, doing research and staying abreast of one's field

- are the baseline requirements of academic life.

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### SCHOLARSHIP OF INTEGRATION

But, in addition to the scholarship of discovery,

- we also need—what we call—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 in our fragmented academic world this task of integration becomes more urgent every single day.

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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."

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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.

Weiskopf 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 academics 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

- psycho-linguistics,
- bio-engineering, and
- the like.
- in what Polanyi calls the "overlapping" academic neighborhoods.

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In his provocative Essay—"Blurred Genres"—Clifford Geertz—at the Institute for Advanced Study—suggests

- that the old categories of knowledge are breaking down.

Something is happening—Geertz says

- to the way we think about the way we think,
- and new disciplines are emerging
- in response to compelling, new intellectual questions.

I'm suggesting that in the days ahead

- we urgently need scholars who move beyond the traditional academic boundaries,
- and begin to put their learning in
  - intellectual,
  - social, and
  - ethical perspective.

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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.

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### 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—and this means 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 are not in the nineteenth century—we're standing today on the threshold of the twenty-first.

- And there is now, I am convinced, an urgent new service agenda for the nation's colleges and universities to consider.

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 university scholars must 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 pressing human problems and essentially ignore them?
- It's a failure not only intellectually but ethically as well.

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**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 the good news is that professional schools

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

increasingly are linking scholarship to real life.

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 gyms,

and in the schools as well.



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I'm suggesting that—in the end—theory simply cannot be divorced from practice.

And that in developing new priorities for the professoriate

- we simply must give new dignity and new status
- to the scholarship of application.

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### 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 also means inspiring future scholars in the classroom,
- a process we call the scholarship of presentation.

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.

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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,
- where students are creative, not conforming,
- and 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.

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 is 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.

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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,
- and 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 I'd like to celebrate the leadership of the University of Wisconsin at La Crosse for it's scholarship of teaching—

- its tradition for preparing teachers
- center for effective teaching and learning,
- higher general education sequence,
- given priority to creative teaching.

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### IMPACT ON INSTITUTIONS

Here, then, is the essence of the Carnegie Report.

Scholarship, we say, surely means

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

Scholarship, to be complete, 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.

Lets have colleges and universities that promote integrative studies

- through a core curriculum,
- through interdisciplinary seminars,
- and through team teaching,
- especially appropriate for a college of liberal learning.

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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 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 complement, rather than imitate, the others.

Why should one model dominate the system?

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### IMPACT ON FACULTY

And where do faculty fit in this new paradigm of scholarship  
I've just described?

Frankly, in the days ahead I'd like to see all areas of the  
professoriate

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

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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.

What I am proposing—in short—

- is a mosaic of faculty talent on the campus.

Do we really want an army of academic clones?

**CREATIVITY CONTRACTS**

And I'd also like to see faculty encouraged to move from one type of scholarly endeavor to another

- to keep them intellectually renewed.

Frankly, it makes no sense to expect every professor

- to do research—
  - not publish—
  - year after year
- without a change of pace.

That's just not the way scholarship works for most of us.

In the Carnegie Report we propose something we call

- "Creativity Contracts" for professors.
- An arrangement by which members of the faculty could move from one scholarly endeavor to another
- across a lifetime.

During one contract period, for example,

- A professor might focus primarily on research.
- During another period, he or she might take time to integrate and interpret findings.
- While at another period in life the professor might work full time on the scholarship of teaching.

All of which would be carefully assessed and appropriately rewarded.



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I'm suggesting that what we need today

- is a "broken field" approach to scholarship.

We need a more flexible professional arrangement,

- one that would keep faculty professionally alive.
- And bring vitality to a rigid "sophisticating system."

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### CONCLUSION

Here then is my conclusion.

For more than 350 years American higher education has modified its mission

- in response to changing needs.

And, I'm convinced that, as we approach a new century,

- a clarification of purpose will be called for once again.

Looking to the year 2000

- let's acknowledge the essentialness of research.

But, let's also acknowledge the urgent need

- to integrate knowledge,
- to apply knowledge
- and, above all, to inspire a new generation of students to become scholars, too.

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John Gardner said on one occasion that

- a nation is never finished,
- you can't build it and leave it standing,
- as the pharaohs did the pyramids.

It has to be recreated with each new generation.

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And I'm convinced the most urgent task our generation now  
confronts

- is to reaffirm the centrality of learning,
- and relate the scholarship of the academy
- to the urgent realities of life.