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Sorry my chick  
aren't here

# TEACHING, SCHOLARSHIP AND UNDERGRADUATE EDUCATION IN MASTER'S AND DOCTORAL INSTITUTIONS

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

**Western Association of Graduate Schools**  
**Salt Lake City, Utah**

**Saturday, March 28, 1992**

also  
much.

*Very much*  
**Thank you for that generous introduction.**

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

- **the role of faculty in American higher education.**
- **Especially at ~~Major~~ n ~~COLLEGE~~ ~~GRADUATE~~ ~~INSTITUTIONS~~  
institutions**

**And I'd like to begin**

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

### 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. — 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.

Isaac H. Hopper  
Events to 1869  
With Charles Eliot  
Assumed the President of Harvard

He declared that

(1) The primary business  
of the professor  
professor

must be  
REGULAR  
METHODS  
classroom teaching

BUILDING

BUT CHANGE WAS IN THE WIND

BUT ~~THESE~~ ~~MADE IT~~ ~~COMFORTABLE~~ IN THAT ~~CHURCH~~

AND IN THE 17<sup>th</sup> CENTURY

THE FOCUS OF HIGHER LEARNING

SLOWLY ~~HAD~~ BEGUN TO SHIFT

From THE SHAPING  
OF YOUNG LIVES

TO THE BUILDING  
OF A NATION

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.

All American higher education was beginning steadily to move ~~out~~ beyond of its ivory tower.

Higher education was  
to put it simply

THE "WAVES & FAMOUS" LONG CREDIT ACT  
OF 1862

LINKED RISING LEADERS  
TO AMERICA'S AGRICULTURAL  
REVOLUTION

SOCIAL CRITIC  
WILLIAM LINCOLN STEPHENS  
VISITED WISCONSIN IN 1909  
HE DECLARED THAT

IN WISCONSIN THE UNIVERSITY  
IS AS CLUE IN THE  
INTELLIGENT FARMER

IS HIS PIG OPEN  
OR HIS DOG NOISE

① AT THE TURN OF THE CENTURY  
DAVID STARR JORDAN - THE NEWLY APPOINTED  
PRESIDENT OF STANFORD UNIVERSITY

① DECLINED (NOT)

"THE ENTIRE University movement  
in THIS country IS THROWN  
"REALITY" & PRACTICABILITY

② DIED ON THE EAST COAST  
CHARLES ELWOOD HARRIS

Said that

"SERVING AND  
THE mission of AMERICA  
NATION BUILDING  
IS THE central  
mission"

Just ~~one~~ hundred years ago

\* Reality

\* Practicality

\* Serviceability

were the ~~inspired~~ vision

And to put it as simply as I can

The Scholarship of ~~Planning~~

had been joined

By the ~~scholarship~~  
of ~~building~~

REDEEM

MEAN WHILE  
A ~~Bro~~ VISION OF  
SCHOLARSHIP  
WAS ~~EMERGING~~

IT BEGAN READING  
in 1861

WHEN YOU WERE LIVING  
CREATED THE 1<sup>ST</sup> PHD  
EVER PRODUCED  
HERE IN THE M<sup>TH</sup> SONGS

FUNCTIONAL  
PROTOTYPES STREAM COMPUTED  
AS ~~IMMEDIATE DERIVATIVES~~ ~~ACADEMICS~~  
WHO STUDIED AT THE DISTINGUISHED  
GERMAN INSTITUTION OF  
(1) GURTIGER  
AND HEIDELBERG  
AND HAMBURG

WERE PROFUNDLY INFLUENCED  
BY THE ENGLISH  
SCHOOLSHIP OF SCIENCE

I find it fascinating THAT

Daniel Coit Gilman → one of the most distinguished scholars that ever

• became president of the University of California in 1872—

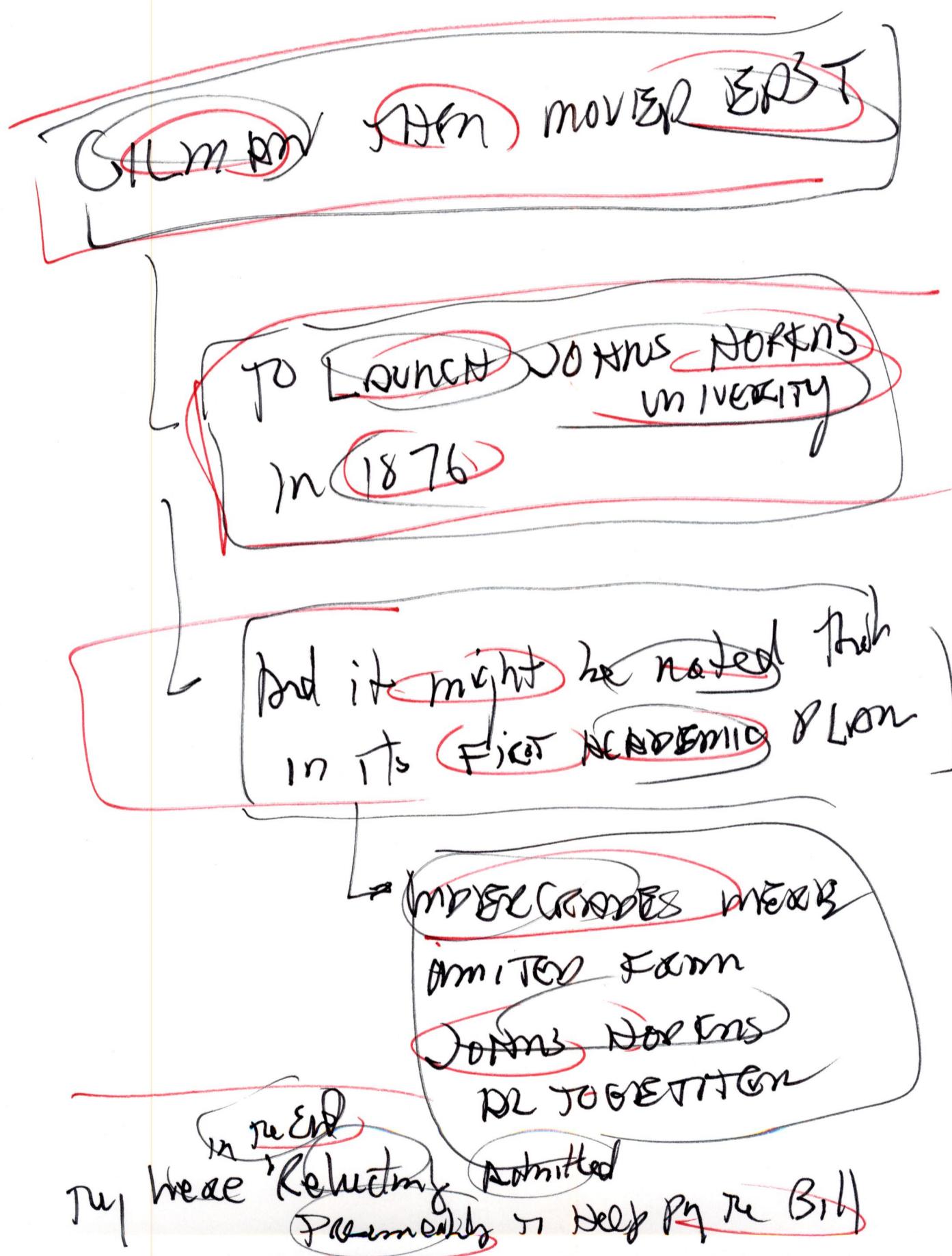
• at the age of 41,

But he left within three years

• accused by his critics of wanting to emphasize literature and language and history

• and diminish agriculture.

Which was heresy in this land grant institution.



WPM GILMANS RETIREMENT

2 DECADES LATER

WOODROW WILSON PRAISED HIM

AS THE FIRST PRESIDENT

TO CREATE A "TRUE" MUSICAL

PEACE IN THE UNITED STATES

WILSON

HE ALSO DESCRIBED JOTTIN HOPKINS

AS A UNIVERSITY WORKER

"THE DISCOVERY OF NEW JAPAN

WAS JUDGED SUPERIOR

TO "MERE" JAPAN

Clearly

ISSUES BATTLE LINES

The BATTLE HAS BEEN JOINED

Still, DURING THIS PERIOD

- the Johns Hopkins model
- remained clearly the exception. - not the rule

Gradually into the 20<sup>th</sup> Century

To most colleges & universities  
in the United States

continued to give top priority

to teaching  
to service.

THE CURRENT CLIMATE

BUT

WORLD WAR II

THEN FOLLOWING  
WAS ACTION

THE RULE OF

DETERMINED  
THE AMERICAN PROFESSOR

PROFOUNDLY SHIFTED

Following THE GI BILL = WE moved <sup>in 1948 (now)</sup> FROM BELTICK <sup>MISSOURI</sup> TO ED

In the Decade of the 1950s

A Vegetable Army?  
or Newly minted PhD's

MOVED OUT TO COMPULSORY  
FROM CITIES TO COUNTRYSIDE

DETERMINED to "clone" THE  
RESEARCH MODEL OTHERS  
THEMSELVES Experienced

AND DETERMINED ALSO  
TO GET A BUNCH OF  
THE MINT  
FOR THE RESEARCH DICE

IT WAS  
VANISHED BY BUSH,  
THE PRESIDENT OF ~~MIT~~

WHO HAD ARGUED SUCCESSFULLY  
TO PRESIDENTS ~~Roosevelt~~ & ~~Truman~~

THAT SINCE UNIVERSITIES  
HAD NEVER ~~WIN~~  
~~THE WAR~~

THEY COULD ~~HELP~~  
~~WIN THE WAR~~

which gave Bush to  
~~MIT~~ & ~~NSF~~ - DEPARTMENT OF  
DEFENSE RESEARCH

~~SOCIOLOGIST~~

In 1968 **THE COTT** persons  
CUTTED THE ~~SPRIT~~ OF  
THE ~~Times~~ WITH HE WROTE  
**THAT**

~~TODAY~~ **ARE** typical  
**PERFESSOR** now ~~resembles~~  
**THE SCIENTIST**  
~~GENTLEMAN~~

~~more~~ **THAN** **THE GENTLEMAN**  
~~stronger~~ **OF** the  
**EARLIER** **GENERATION**

~~College. Became something~~

**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,**

## ② Create Traditions

To put it simply as I

know -

following would make II

most complexity

caught in the crossfire

of ② Create Traditions

**COLONIAL COLLEGES**

On the one hand there was the "colonial college" tradition with its emphasis

- on the student,
- on general education,
- on loyalty to the campus,
- and on the centrality of teaching.

On the other hand, there was the

- European university tradition,

with its emphasis

- not on the student,
  - but on the professoriate,
- not on general,
  - but on specialized education,
- not on loyalty to the campus,
  - but loyalty to the guild,
- and not on "mere" teaching,
  - but research.

Given the Role of the Faculty  
in all of this was  
ambitious to be best  
which message should  
prevail?

And <sup>yet</sup> most capture members to  
ignore TABC ~~COME~~ & EXIT

IT (S)

utter CLEVER

1 OUT recruits students  
Calypso

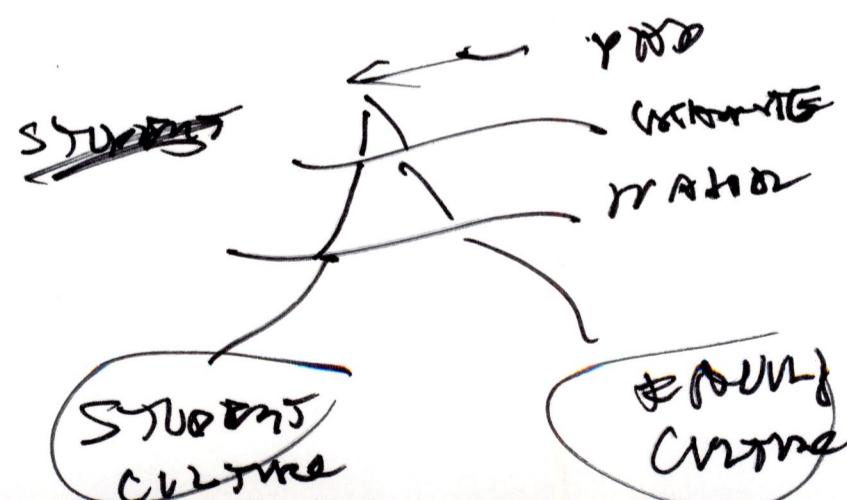
County  
Family

College students

2

But when ~~PRESIDENT~~ ~~COME~~ is  
CRUSADER → NOT ALC CULTURE  
dominates THE MINDS

ILLINOIS  
STATE  
ELECTORATE  
STRUCTURE  
INSTITUTION



FRUSTRATION

The ~~IRON~~ is that  
neither ~~sindhu~~  
~~nor~~ ~~RAJUH~~

~~HAVE BEEN~~  
~~DEE~~ ~~PARTICULARLY~~ ~~HAPPY~~  
WITH THIS ~~MANAGEMENT~~

CULTURAL  
SEPARATION

Non-EU Firms  
= Survey Faculty & Staff  
According to ~~Non-EU~~ function  
DATA

1. ~~Half~~ THE institutions we  
Survey say they ~~feel~~ like  
it ~~number~~ in a book

- ~~60%~~ of the ~~FACULTY~~  
~~say~~ they're ~~ROBOTTED~~  
~~because~~ ~~they~~ do ~~research~~

2. ~~Now~~ ~~70%~~ in our latest  
Survey - said that  
we need ~~better~~ help  
- ~~BESIDE~~ ~~PUBLICATION~~  
+ measure ~~current~~ performance

## CAMPUSES

FURTHER, CAMPUS MISSING  
HAD BECOME  
MORE DISTORTED TOO

① WHILE COMPANIES TALKED EASILY  
ABOUT THE DIVERSITY  
THE MORE THAN 3000  
INSTITUTIONS

THE WORST TRUTH IS THAT  
INTERACTION IN  
THIS COMPANY HAD BECOME  
A "HUGELY IMITATIVE" SYSTEM

WITH MOST COMPANIES MEASURING  
THEMSELVES AGAINST  
THE BERKELEY  
ON THE PREDOMINANT MODELS

## THE RESPONSE

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

In a recent Carnegie Foundation Report  
Entitled Settling the Recession

① we conclude the time has come  
to move beyond the  
fixed-ops  
model & r. Reserve debate

② and begin to ask the much  
more compelling question

WHAT DOES IT MEAN  
TO BE A SENIOR?

And in response to THAT  
in TRIGGING 2UB07m

WE PROPOSE A NEW  
PRINCIPAL OF SCHOLARSHIP  
WITH 4 interlocking  
PRAXIS

#### **IV. THE SCHOLARSHIP OF DISCOVERY**

First, we say in the Carnegie Report 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~~ <sup>new</sup> and understanding. *indeed*"
- 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."

→ (And ~~no~~ specialized research is more urgent required now than in any former <sup>era</sup> *right* <sup>unreal</sup> intellectual issues)

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

I also worry about  
Corporate Research

**To put it simply**

- **research is a central ingredient of the academic life.**
- **And sustaining this creative process**
- **within the academy itself is absolutely crucial**

**if scholarship is to be vigorously advanced.**

to put it ~~right~~

The goal of our (event)  
is to strengthen Research in  
High Tech Education - not restrict it

~~But we'd~~ ALSO like to

~~Get (no a) ALD~~  
Acl  $\rightarrow$  keep the Bad

From Dairy and the Good

**V. SCHOLARSHIP OF INTEGRATION**

~~This lead to Prof H2 we say in the Carnegie Report that~~  
~~But, in addition to the scholarship of discovery,~~

~~we also need—what we call in our report—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.~~

**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."**

*(one knew)*

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 observed on one occasion that

- to understand the Big Bang theory you should listen to the works of Haydn.

But where in our fragmented academic world

- can students make connections such as these?

DECOMPOSE  
INTO PARTS

INTO LITTLE  
BITS AND PIECES

WE'VE CREATED <sup>several</sup> DIVERSITY  
THAT SCAres  
POLITICAL  
ADMINISTRATIVE  
FAMILIES

→ BUT THEY  
LOSE THEIR  
INTELLECTUAL UNIFORMITY

~~BUT THERE'S A POSITIVE SIDE TO ALL OF THIS~~

~~I'm Convinced THAT some of~~

~~The ~~new~~ 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 Michael Polanyi calls the "overlapping"  
academic neighborhoods.~~

## Professor Clifford Geertz at

In his provocative essay "Plumed Serpent" Clifford Geertz at the Institute for Advanced Study—suggests

- that the old categories of knowledge are breaking down.

begin to break

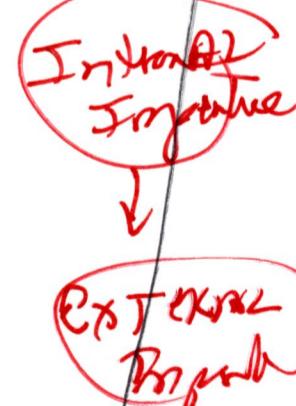
## Something is happening—Geertz says

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

I'm suggesting that in the days ahead

→ *and in response to  
new social  
realities*

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



1992

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.

SSscop 1

hme Thom  
SIX 10M  
MML

## SCHOLARSHIP OF OPPUCOM

This brings me to  
discovery # 3

We say in the Carnegie Report  
that

Beyond the scholarship  
of discovery

Beyond the scholarship  
of representation interaction

We also need  
the scholarship of  
discovery

To reflect the  
theory or research  
in the reality 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.

~~Not in the 19<sup>th</sup>~~ — Threshold of the 21<sup>st</sup>

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 urgently need to respond to the crisis of this century

- just as they responded to the needs of agriculture and industry a century ago.

*Are we responding?*

How can we justify a university that is surrounded by pressing human need and essentially ignore it? *It's a failure*

- It's a failure not only intellectually but ethically as well.

→ (X)ING  
FAR ARE GOING  
BASIC GOALS  
JOSEPH STOKE

~~I'm not talking about doing good~~

Scholgs HAD  
are "problems"  
so to

Donald Schon of MIT writes about

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

In which scholars ~~stop~~ relates to service.

not only more  
from theory to PRACTICE  
But from PRACTICE  
BACK to theory

Service  
not  
doing  
good  
RPPD  
They  
live life

Practitioner = Clinician

Physicians = Nursing  
Clinic

Lawyers = Legal

Architects =  
Projects  
Brown Schools

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.

## Teaching

THIS brings me  
to category # 4

WE say in THE CONNECTIVE REPORT  
THAT SCHOLARSHIP MEANS

NOT ONLY THE ABILITY TO  
① DISCOVER  
② AND INJECT  
③ AND APPLY KNOWLEDGE

IT ALSO MEANS

INSPIRING FUTURE SCHOLARS  
IN THE CLASSROOM

A PROCESS we call  
THE SCHOLARSHIP OF TEACHING

SEVERAL ~~years~~ ago  
→ couldn't sleep

And instead of counting sheep  
I ~~Counted~~ all the ~~teachers~~  
I ~~had~~ had

① There were a ~~few~~  
~~night monkeys~~ in the bunch

② But I ~~also~~ remembered  
3 or 4 outstanding ~~teachers~~

~~was not a~~  
who ~~inseparably~~  
changed my life

Smith  
Willing  
Rice

These wonderful mentors had  
a huge impact on my life

And I suspect that  
① Almost everyone in the  
audience today

② is here because of an  
inspired teacher

THE PROBLEM IS THAT  
IN THE ACADEMY TODAY

GOOD TEACHING SIMPLY  
IS NOT REGULARLY REWARDED

AND ~~THE~~ ~~IDEA~~ ~~IS~~ ~~THAT~~

IT'S FAIR BESTER FOR  
A PROFESSOR

TO DELIVER A PAPER  
AT THE RIGHT IN  
CLASS

THAN IT IS TO  
UNDERGRADUATES BACK  
NAME

I'm suggesting THAT  
EXCELLENCE <sup>simply</sup> cannot  
BE DIVIDED

AND IF COLLEGES ENROLL  
STUDENTS  
BOTH ON SOVEREIGN  
THEY HAVE AND ENTHICL  
OBLIGATION TO GIVE  
THEM GOVERN INSTRUCTION

and this is  
to complete before 7pm

2000-07-16

WE NEED CLASSROOMS

WHERE THERE IS ACTIVE  
NOT PASSIVE LEARNING

AND WHERE STUDENTS LEARN  
TO COOPERATE RATHER  
THAN COMPETE

AND WE ALSO NEED TO VIEW  
THE CLASSROOM AS A LABORATORY

WHERE RESEARCH  
TEACHING CAN BE  
THOUGHTFUL PURSUED

THE BIG TRICK - OF COURSE  
IS AN ADEQUATE EVALUATION

~~THIS MEANS TO ME~~  
IT SEEMS TO ME  
~~SELF EVALUATION~~  
~~PEER EVALUATION~~  
+ STUDENT EVALUATION

AND IN THE DAYS AHEAD

I'D LIKE TO SEE COMPUSSES  
WORK TOGETHER TO DEVELOP

MORE UNIFORM CRITERIA  
OF TEACHER EVALUATION

STANDARDS OF ASSESSMENT  
THAT WOULD HAVE UNIFORMITY  
FROM ONE INSTITUTION  
TO ANOTHER

**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.

## Conclusion

↳ Summary of our position

Hence step is my conclusion

↳ saying in THE CARNegie REPORT THAT

SCHOLARSHIP SUCCESS MEANS

THE DISCOVERY OF KNOWLEDGE

+ RESEARCH

① BUT TO AVOID PREDATING

IT MEANS THE INTEGRATION  
OF KNOWLEDGE

②

TO AVOID IRRELEVANCE

IT MEANS THE APPLICATION  
OF KNOWLEDGE

③

TO AVOID DISCONTINUITY

IT MEANS INSPIRING  
FUTURE SCHOLARS IN THE  
CLASSROOM

## Conclusion

One ~~more~~<sup>Final</sup> - in conclusion -  
I'd like to return to  
the topic I've been  
assigned

WHY ARE THE ELEVATIONS  
OK (THE) new acronym  
ARE SCHOLARSHIP

TO ~~MASTER~~  
or ~~DOCTORATE~~ - GRANTING  
INSTITUTIONS

## FACULTY

FIRST, WHILE ALL PROFESSIONALS  
SHOULD DEMONSTRATE THEIR CAPACITY

- (1) TO DO RESEARCH
- (2) TO STAY INTELLECTUALLY  
UP TO DATE

IN ALSO CONVENIENT TIME  
TIME HAS COME

TO CELEBRATE THE RICH MOSAIC  
OF FACULTY TALENT  
ON THE CAMPUS

AND TO RECOGNIZE THAT  
SCHOLARLY PERFORMANCE DIFFERS  
FROM PERSON TO PERSON  
AND ALSO FROM FIELD  
TO FIELD

## CREATIVITY CONTRACTS

WE ALSO RECOMMEND IN OUR REPORT

something CALLED

## CREATIVITY CONTRACTS

AN ARRANGEMENT BY WHICH

PROFESSIONALS COULD AVOID  
"BURN OUT"

BY MOVING FROM  
ONE SCHOLARLY ENDEAVOR

TO ANOTHER

ACROSS A LIFE TIME

During one - (3 to 5 years) ~~contract~~ ~~period~~ for example

① A ~~professor~~ might focus ~~primarily~~ on ~~research~~

② ~~Later~~ he or she might work on ~~interactive~~ studies

③ or ~~spend~~ ~~time~~ on ~~field~~ work

④ or - { During another ~~contract period~~,  
the ~~professor~~ might work ~~full time~~  
(on the ~~scholarship~~  
of teaching)}

WHAT WE PROPOSE - in 3 NORT

IS A "BROKEN FIELD" APPROACH  
TO EXCOLCATION

ONE THAT ENCOURAGES  
OPENLY ACROSS  
A LIFETIME

② AND WOULD ENGAGE  
FOLY - MORE ACTIVELY  
IN SHARING  
THEIR CONCERN

DISTINCTIVE  
COLLEGE

~~SECONDS~~ IT SEEMS TO ME  
THAT THE ~~NEW~~ PARADIGM  
OR ~~KNOWLEDGE~~

ALSO RELATES TO  
~~CAMPUS~~ MISSIONS

WHILE ITS QUITE POSSIBLE  
FOR COLLEGES & UNIVERSITIES

TO PROMOTE THE FULL RANGE  
OF SCHOLARSHIP ON CAMPUS

IM ALSO CONVINCED THAT

IN THE DAYS AHEAD  
MAYBE A DOCTORAL INSTITUTION

simply must  
HAVE A SPECIAL OBLIGATION

TO ESTABLISH PRIORITIES

1. DOBECOME  
LESS IMITATIVE  
MORE DISTINCTIVE

0 LEB HAVE ~~COMPLEXES~~ WITH  
IS ~~SIMPLY~~ CLUSTER  
OR ~~NOT~~ ~~ALONE~~ REJECT  
CONTINUOUS

1 BUT LEB ~~ALSO~~ HAVE ~~COMPLEXES~~  
WHICH ~~IDENTIFY~~ ~~IN~~ ~~DEFINING~~  
IS ~~A~~ ~~CENTRAL~~ FOCUS

INCLUDE STATE  
ENCOURAGEMENT OF ADULTS

FURTHER

WHY NOT HAVE ~~ONE~~ INSTITUTION  
THAT CONCENTRATES ON

INTEGRATIVE ♀

MULTIDISCIPLINARY STUDIES

INCLUDING  
CLOSED SOURCES

AND ABOVE ALL -  
LET'S NAME ~~CAMPUSES~~  
THAT GIVE ~~TOP~~ PRIORITY  
TO "SERVICE"

ESTABLISHING PARTNERSHIPS

- ⑤ WITH HEALTH CLINICS
- ⑥ WITH CITY GOVERNMENT
- ⑦ WITH LEGAL AID CENTERS
- ⑧ WITH PUBLIC SCHOOLS

MUCH AS THE LAND COUNT  
COLLECTED

(WORKED) WITH FARMERS

STUDENTS

FINAL

This ~~NEW~~ PARADIGM  
OF SCHOLARSHIP

→ MIGHT EVEN NAME  
IMPLICATIONS FOR  
OUR STUDENTS

→ ~~SB~~ SPECIALLY THOSE  
PURSUING THE

MA

or ~~PHD~~ DEGREE

Consider for example  
A Graduate DEGREE PROGRAM  
IN WHICH ALL 4 Dimensions  
OF SCHOLARSHIP WOULD BE  
SERIOUSLY ADDRESSED

In Such a program STUDENT  
WOULD BE ASKED <sup>FIRST</sup> TO

① ~~DO RESEARCH~~

② ~~PUT THEIR THESIS~~  
IN ~~HISTORICAL SOCIAL~~  
~~OR ETHICAL PERSPECTIVE~~

③ ~~THINK~~  
COMPLETE A  
~~FIELD~~ PROJECT

④ ~~Q&A~~  
~~FORM~~ ~~PRESENT~~  
THEIR ~~IDEAS~~ IN  
FELLOW STUDENT

~~FAIR~~  
A PROCESS THAT  
WOULD BE  
~~CROSS~~ CERVELY ASSESSED

And I suspect THAT

WITH such TRAINING

A (new) CONVERSATION OF  
PROFESSIONALS WOULD  
COME TO CHAMPS

BETTER PRACTICES  
TO FULFILL

① THE FULL RANGE  
OF SCHOLARSHIP

THE MODERN  
UNIVERSITY NOW  
REQUIRES

John Gardner wrote on me

acknowledgment

JNAT

1. ~~It~~ ~~nothing~~ is ~~never~~ finished

you can't ~~build~~ it

and ~~leave~~ it ~~standing~~

as ~~the~~ ~~pyramids~~  
did ~~the~~ pyramids

2. ~~It~~ has to be rebuilt  
with ~~each~~ ~~new~~ generation

This is TRUE  
FOR COLLEGES & UNIVERSITIES AS WELL

ONE CHALLENGE  
FOR TODAY'S CONVERSATION  
AS I SEE IT

1. Is no ~~more~~ ACHIEVING  
DIVERSITY IN THE PROMOTION  
AMONG INSTITUTIONS

2. Does BROADEN JAE  
DEFINITION OF SCHOLARSHIP

(not just for  
JAE PROFESSIONAL)

BUT FOR <sup>the</sup>  
STUDENTS, TOO

so that they receive a strong  
education with a <sup>up-to-date</sup> <sup>relevant</sup>  
curriculum