

1000 0001 4576

STERRI

*John
Vroom*

*Join this
to
Carol*

**BUILDING A NEW ACADEMIC COMMUNITY:
FACULTY ROLES AND RESPONSIBILITIES**

**by
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**The Carnegie Foundation
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Indiana State University

Terre Haute, Indiana

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Return Visit to India (Joshi)

100

Visit Strategy Document

1. Ben & Cypar

2. Com Ed

3. Expert of Comf

4

STRATEGIC blx

Mission

Means

→ Distinctive

Prints

for Exams

1. Create's
2. Create's
3. Create's

2. High
Chances

3. House
in Drexler

Present Moore

This afternoon

I've been asked to talk about

How family can contribute

to the spirit of community

on Cayman

But I'd like to spend
about 11 1/2 minutes

Community on how the
Rate of the population
has changed throughout
the years

Let me ~~tell~~ you ~~first~~ ABOUT

~~my~~ ~~Control~~ ~~Promise~~

Guide
try
the system

no 3

004

It's my ~~conviction~~ that

The Building
is ~~Directly~~ Linked

Subj
"Conv"

are
method
in

To ~~Printer~~ of
the ~~Responsible~~

It's ~~Control~~ By
Ad The ~~Link~~
that is ~~Control~~
in THE ~~Campus~~

IF ~~FACULTY~~ ~~NOT~~ ~~REWARDED~~ ~~FOR~~ ~~Building~~ ~~Committee~~ ~~will~~ ~~not~~ ~~be~~ ~~able~~ ~~to~~ ~~withstand~~

~~Did~~ If I can be ~~that~~
~~behold~~ for "Comty Build"
~~points~~

~~Surprise~~
① ~~Chair~~

② ~~will~~ meet with ~~socials~~

③ ~~final~~ education
forums

④ ~~today~~ forums
~~in teaching~~

⑤ ~~Ad Comm~~
~~linked~~
~~to~~

~~Comm~~ ~~with~~ ~~Sting~~ ~~will~~
~~not~~ ~~will~~ ~~everyone~~
~~it's~~ ~~per~~ ~~into~~

~~re~~ ~~Calatage~~ ~~Hopeable~~ ~~re~~
~~not~~ ~~with~~ ~~sting~~ ~~not~~

Woolly Book

096

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.

And for a century and a half
standing a "fiftly" structured
campus was what
scholarship was all about
THEOLOGICAL
CONVINCE WAS WHAT SCHOLARSHIP WAS ALL ABOUT

II. BUILDING

But change was in the wind.

And early in the nineteenth century

- the focus of American higher education slowly began to shift
 1. from the shaping of young lives
 2. to the building of a nation.

to the Building of a Nation

↳ the dimensions of
community was
extended

In 1824, Rensselaer Polytechnic Institute

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

~~The famous Land Grant Act of 1862~~

- ~~Hiked~~ higher learning to America's agricultural and technological revolution.

And when social critic ~~Lincoln Steffens~~ visited Madison in 1909, he declared that

- "in Wisconsin the university is as close to the intelligent farmer
 - as his pig-pen
 - or his tool-house."

The Vision of ~~Country~~
had extended

Beyond the ~~camp~~ → Ad

At the turn of the Century
DARWIN SOURCE Johnson
- product of strengthened

decentralized

→ The entire body present
In this context is found
Reality &
Practical

~~mentioned~~ Did in the East Coast

Ad Charles Ellet
the product of Howard Snell

Service is the
central mission
Principle high Education

The vision of "Corn"
- Had extended Back the
campus

III Research

Meanwhile

Community

A Third Using
the Energy

As ~~detached~~ ~~reactions~~
it was studied at the
~~detached~~ German Institute of

~~Neiderh~~
~~at Institute~~

More ~~profoundly~~ influenced by
the ~~Energy~~ ~~System~~ of ~~Science~~

Which DEFINED

"~~Commit~~" =

As

~~highlight~~ not to the
~~Curves~~
But THE ~~Build~~

During the mid-nineteenth century,

- Daniel Coit Gilman emerged as one of the
- most vigorous
- and most effective advocates
- of the German model of university education.

012

Am In 1876 ~~Daniel~~ ~~Coff~~
Gilman founded ~~John Hopkins~~
~~University~~

which has been called
the First 'true' university
in the United States

John Alpha
Crested 1'

→ Ad speaking, re
SHIFT

in THE DEFINITION
of community

It's significant to know that in

015

~~In the first~~
(H) Johns Hopkins ~~First~~
master plan

~~Architects were omitted~~

FOR TO GEORGE

~~And~~ The "New Academic
Community"

mandated

would be restricted

to professors
a Graduate-level
students

In the Ed. background
~~here~~ Reluctantly included

presumably to help pay
the bills

the tradition that
lives on to this day

The Climate of the (new)
Scholarly Community
we were captured by
Howard R. Wilson who spoke
at the Gilman's
Retirement of
Gilman 1896
On 9/11/95 (at least) Wilson
who said that

Jama Hayk was
the FIRE Unit where

(1) The DISCAY of (true)
we judged (suffered)

(2) TO (MEX) TEACHING

The my love
Glen

The Exact Point where the
TEACHING (MEX) Reach DEBATE
ACTUAL Begin

WORLD WAR II

018

Let me
highlight
the history

(L.A. Point)

WITH ALL OF ITS ~~WENT~~

NEW FORM ~~STATUS~~

PRESTIGE & ACADEMIC STATUS

JOHN WORKS

A CLUSTER OF OTHER
RESEARCH CENTERS

REFINED THE
"EXCEPTION"

NOT THE RULE

My Campus still

Returned

A "College Culture"
re L.A. Campus

But then
Following World War II

019

The ~~Exposed~~
here in the United States

A ~~hostile~~ Social Class
in ~~Hybrid~~ Society

With 2
Conflicting Trends

all of which ~~had~~
"PROFOUND" INFLUENCE
on THE ~~spirit~~ OF
Committing on ~~Complex~~

First,

with the (G O Bill)

Enlight
Expected

del

The (Comp) Community became

about
wrong

more vibrant
more open

His older students (drought)

the Bill

A new diligence
& dedication to the classroom

Unity Leads = Not sure requested
to Community such (as
The

But the irony was that at the very time the social commitment of American higher education

- was being broadened,

the priorities of the professoriate

- were being narrowed.

Hjho led us being
socially, more egalitarian

Academically, more elitist

As a new generation of scholars

2 Great Turtles

022

Brilliant 024 of Turtles in
Pond

By the Lake 20th Only
Two Cows were caught

In the Crater
of 2 Great Turtles

Colonial ally

023

On the one hand there
is the Colonial ally ~~that~~
~~vision of a~~ ~~Country of~~ LE MOND
~~Trade~~

with its English

on the subject

on Grand Solution

Ad on largely to
the Congress

On the ~~other~~ hand there is
 the common ~~my~~ vision of
 a ~~camp~~ of ~~Scholars~~

WITH ITS ~~emphases~~

NOT ON THE ~~STUDENT~~
 BUT ON THE ~~PROFESSOR~~

NOT ON ~~GENERAL~~
 BUT ON ~~SPECIALIZED~~
~~EXPOSITION~~

Only
 Come back

NOT ON ~~LOYALTY~~ + THE ~~CAMP~~
 BUT ON ~~LOYALTY~~ TO THE ~~WILL~~

ONE ~~PROFESSION~~
 my ~~CAMP~~ IS THE ~~WATTS~~ LINE ~~CERTAINLY~~
 NOT IN CALLENE DANCE HALL - ~~CREATING~~ NOT STRONG

I'm suggesting THAT TODAY
 almost ALL DEBATES
 ABOUT COMMUNITY in
 Higher Education

ARE REALLY A struggle
 FOR THE SOUL OF THE SOUL
INSTITUTION

- ① ~~Are~~ we a Colonial Colly
- ② Are a Colonial Intf
 on a BLEND of BOTH

I would be initially
to know how Enoch Scoter

might be based

Callgate model =

Comp 137a

Commy

only model

GUILD is
Commy

and Grant Scoter

↳ KATHA is
Commy

WANT PATT

027

THE TRUTH IS MOST
CAREFUL

WANT LIKE TO
KNOW THEIR PROKS

And ~~End~~ it too

When our recent studies
 most colleges ^{and} the
Collegiate to the Core

Present an Image
 of a Community
 with ~~key & tension~~
Loving tension ~~core~~

View Books

The problem is that some students actually enroll,

- and they discover that the campus,
- instead of being "a family" is, in fact,
- divided into two separate worlds,
- with the student culture on one side,
- and the faculty culture on the other.

And while faculty focus on the academic,

- the "student services" staff is expected to keep the collegiate dream alive.

This means there really are two

- different administrative
- and social cultures on the campus

SIXTY 7
THE COMING 12 divided
202

most Cops
(Interests)

Shaf Dineel

Academic (Winn)

Am Daelm (Wife)
(milk)

THE RESPONSE

031

WELL, WHAT ARE WE
TO DO ABOUT ALL OF THIS

IS IT POSSIBLE TO
BUILD A COMMUNITY ^{to} ~~self~~ ^{help}
~~AND~~ ^{not} ~~MEDIATE~~ ^{the} ~~THE~~
~~COLONIAL~~
~~LAND GRANT~~
A UNIVERSITY TRANSFORM

In a Carnegie Foundation
 program called Scholar Respected

He proposed to

a new Bureau of
 Scholarship

One with 4
 INTERLOCK
 PARTS

59 and he
 years ✓ Rich
 child
 Com
 in

Scholarship of Discovery

033

We say first that Research
is an Essential academic
Function

~~We are saying that~~

That Faculty are members
of a large ~~intellectual~~ ^{academic} ~~institute~~ ^{institute}
community of Intellectuals

And we celebrate in our
Report what we call

The Scholarship of Discovery

Integrit

034

But we also say That

In addition to the
Schubert? ~~Disc~~

We also need that we
Call

The Schubert
~~Disc~~
INTERACT

→ Go Back to forgotten book
Relay & other

37

035

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, has 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, but beautiful as well.

34

036

Several years ago when the world-renowned physicist Victor Weisskopf was asked,

- "What gives you hope in troubled times?"

he replied,

- "Mozart and quantum mechanics."

But where in our fragmented academic world

- can scholars make connections such as these?

By recognizing the
Schools & Integration

Faculty would be more
 actively engaged in ~~the~~ Culture in
 the dissemination

GENERAL
EDUCATION

WHICH STRENGTHEN
 COMMUNITY

THROUGH INTERDISCIPLINARY
 EXCHANGES

ALSO INVOLVES FACULTY
 MORE AUTHENTICALLY WITH UNDERGRADUATES

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

- the scholarship of ~~application~~, *Application*
- to relate the theories of research to the realities of life.

what has

Typical Bern

Called *SERVICES*

By the "Schub" ? ~~Application~~
In ~~not~~ talk ABOUT

Dory (Good) -
AL though
THAT ~~important~~

In talk O'Brien
Ex Theory

THE THEORY of
Shape

to THE Key of
Life

in Onica

in Cherom

in Design Studies

in Every Great Things

But in the WAY same
As brodum Wilson Put it

MIT System
DMAD System

Writes about what he
Does As

THE REFLECTIVE
PRACTITIONER

The Scholar who moves

From THEORY
to PRACTICE

And From PRACTICE
Back to THEORY

University needed Tech

loss of Confidence
in High Ed

Private Benefit
Not a Public Good

Falsely Get Thru Tenure
System But Graduate

2 not relevant

NE. need "Some" books

~~Indy~~

~~Had~~ I'm Commed THAT
 The VIEW of Schaf ALSO
 Builds Community - ~~own~~ ~~open~~

As students are
 Encouraged To

Engage in FIELD
 work with ~~exposure~~

Ad Reflect on
 what they learned

TEACHING

This brings me to
Catey + 1/4

in the 4th Qtr
he says that Boyed
Disag
Integrity
+ Displeasure

Scholar also mean

~~DISSEMINATE~~

OR ~~MAKING~~ TRAP

WHAT we call THE SCENARIO
OR ~~TEACHING~~

Several years ago I couldn't sleep

- and instead of counting sheep
- I counted all the teachers I had had.

There were a few nightmares in the bunch,

- but I also remembered 3 or 4 outstanding teachers
- who consequentially changed my life.

These wonderful mentors had a huge impact on my life

- and I suspect that almost everyone in the audience today
- is here because of the influence of an inspired teacher.

Great Teachers

- ① Well Informed
- ② Know students
- ③ Motive = students' learning
- ④ Authentic

The simple truth is that

- great teaching keeps the flame of scholarship alive.

And yet on most campuses today

- it's far better for a professor to deliver a paper at the Hyatt in Chicago,
- than it is to teach undergraduates back home.

It's no accident that in campus conversations, we speak of

- "research opportunities"
- and "teaching loads."

And yet, it seems obvious that if colleges enroll students,

- they have an ethical obligation to serve them.

Why do we deny dignity
to a profession that
is so essential

49
047

Forty years ago, Robert Oppenheimer, speaking at the 200th Anniversary of Columbia University, said:

- "It is proper to the role of the scientist that he not merely discover a new truth
- but that he also try to bring the most honest
- and most intelligible account of new knowledge
- to all who will try to learn."

Oppenheimer makes clear the fact that scholarship in all its forms is a public act,

- one that calls for ~~good communication~~.

EFFC LSW Tsey

CONCLUSION

Here, then, is my conclusion.

In defining priorities of the professoriate, we must

- vigorously reaffirm the Scholarship of Discovery
- and sustain within the academy high quality research.

But to avoid pedantry,

- we also must celebrate
- the scholarship of integrating knowledge.

To avoid irrelevance,

- we must reaffirm the scholarship of applying knowledge.

And finally, to keep the flame of scholarship alive,

- we must give new dignity
- and new status

to the scholarship of teaching.

~~DEFINING~~
~~DEFINING a Reward~~
Theory as ~~SCHOLARSHIP~~

050

Means ~~that~~

The Classroom
would become
Curriculum

STUDENTS become
ACTIVE
LEARNERS / TEACHERS

EVEN
TEACHERS
Evaluation

It would become
curriculum

ORIENTED

→ Mid
Class Appraisal

FACULTY also ~~round~~

051

~~And also~~ recognizing that the
sing^{ing} faculty extends

Beyond the Classroom
it's the ~~the~~ So Circula activities

the ~~the~~ ~~Round~~ Hall
a Cultural Events

~~the~~

Closing The Terrible
Gap

Between the So called
Academic &
Non Academic

Comes in THE CAMPUS

In Summary
 Confirmed Truth
 The Redeemer
 of Scholars

How a powerful report
 on Am

1 2 4 Essential
 key

CONV MESS

053

First, By Giving to
SOLUTIONING IS BLOATED
more EFFACIOUS MEANING

CAMPUS CAN
THINK MORE
CREATIVITY ABOUT
THEIR own MISSION

Instead of
BEING FORCED
into THE
Unitary model

Inelima
& more
STRATEGIC
plan
→

BEING SUPERSEDEN BY RESPECT model

F Army

054

LS CMD

By ~~Blond~~ ^{Ding} ~~more~~ ^{more} ~~more~~ ^{more}

F Army Can Be (Recognized)
not rounded = with clear ~~stuck~~

1. Not just FX break
2. But ~~FX~~ ^{FX} SERVICE
3. 2x ~~FX~~ ^{FX} Integrity (En En)
4. For tenacy

which
Builds
Army

=

SPENDING TIME
WITH OTHER ~~Colleg~~
And WITH STUDENTS

THIRD

STUDY

055

IT occurred to me that
this new principle
of study

MIGHT ALSO APPLY
TO STUDENTS

The Goal of the highest Ed.

Help all students

Disseminate	Knowledge	(Learn)
Study	"	(Learn Ed)
Apply	"	(Learn)
Disseminate	"	(Teach)

By Defining
the subject
in a way
that is
understandable

With this approach

Every student would view

not as the great
unknown

but as a challenge in the mind

Only
will
be
built

Forth

By Broadway the Defiant
Schools

we would Recognize
Forth

THAT Diffant
Schools of
Dyets

Not Sp

One Diffant Measure

BY DIFFERENT TALENT

Celebrate in
Music of TALENT

Course

057

THS Leath &
me Fml Abstract

I be hope to achieve
Unity

he has reprover =
Common

The new new
Course

Decision that Project
in the Conf

1) Quota based Model

↑
Barriers
not
Explicit

2) Collyer Model
Robert Smith

Mrs. Tait

Mrs. Engel

Longa U.S.M.

(Import Control)

64

059

VIII. CONCLUSION

This is, I believe, an exhilarating time in higher education.

For the first time in 40 years,

- the priorities of the professoriate
- are being thoughtfully reconsidered.

we are saying for
Conf

And somehow I feel in my bones, which is a very "unscholarly" way of gathering evidence. I know that a new

- more authentic understanding of scholarship 4
- is beginning to emerge.

Conf

Del As he find
Now Long Next Shiny
For

He will 2 Belve
Build a new
Chamber For
Cherry

One far will

- 1) Revitalize Beach
- 2) Integrate the Harbor
- 3) Give the new District a leaf

In the end
Del Boy for
Collect a
very special
to get