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

by
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I. HISTORY

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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 samous 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 change was in the wind.

And early in the nineteenth century

the focus of American higher education flowly began to shift

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In 1824, Rensselaer Polytechnic Institute

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- 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.

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The famous Land Grant Act of 1862

• Haked 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."

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During the mid-nineteenth century,

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

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

· was being broadened,

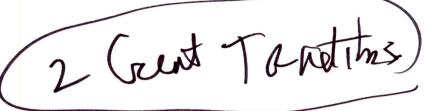
the priorities of the professoriate

were being narrowed.

socially more egalitarian

Academically, more elitist

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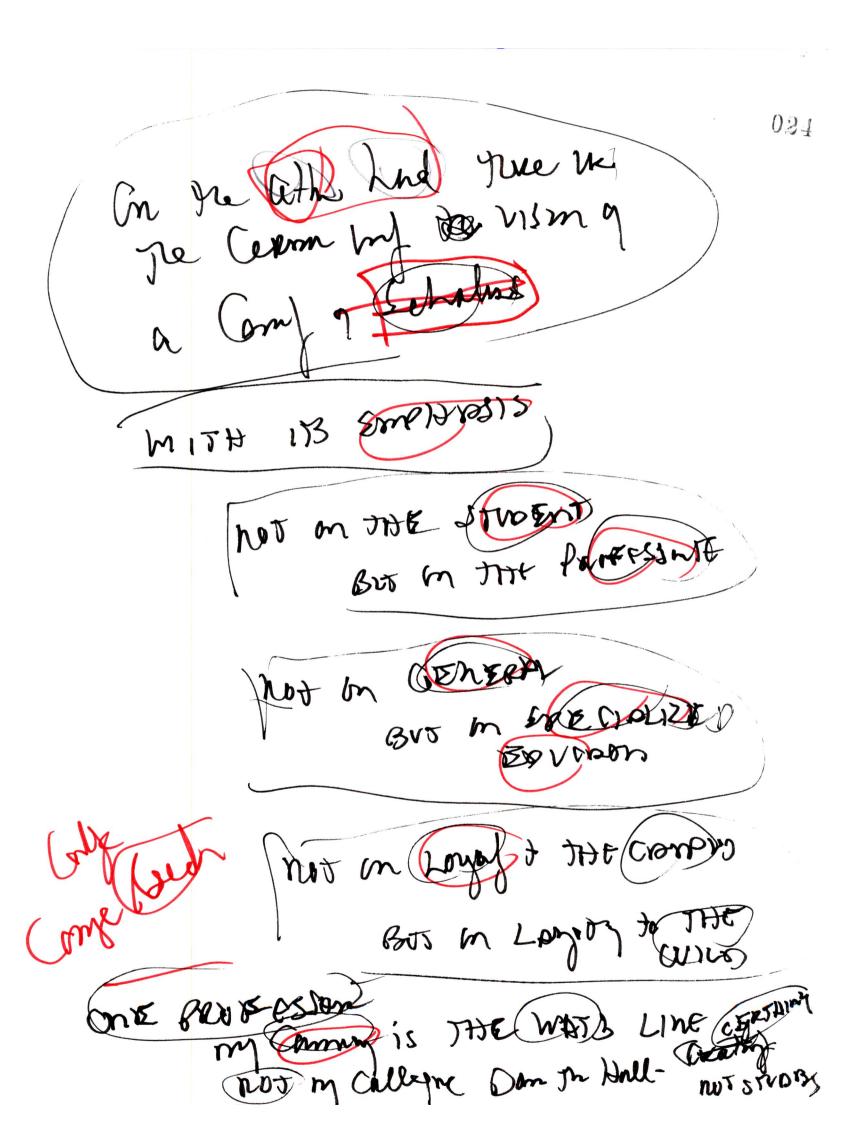


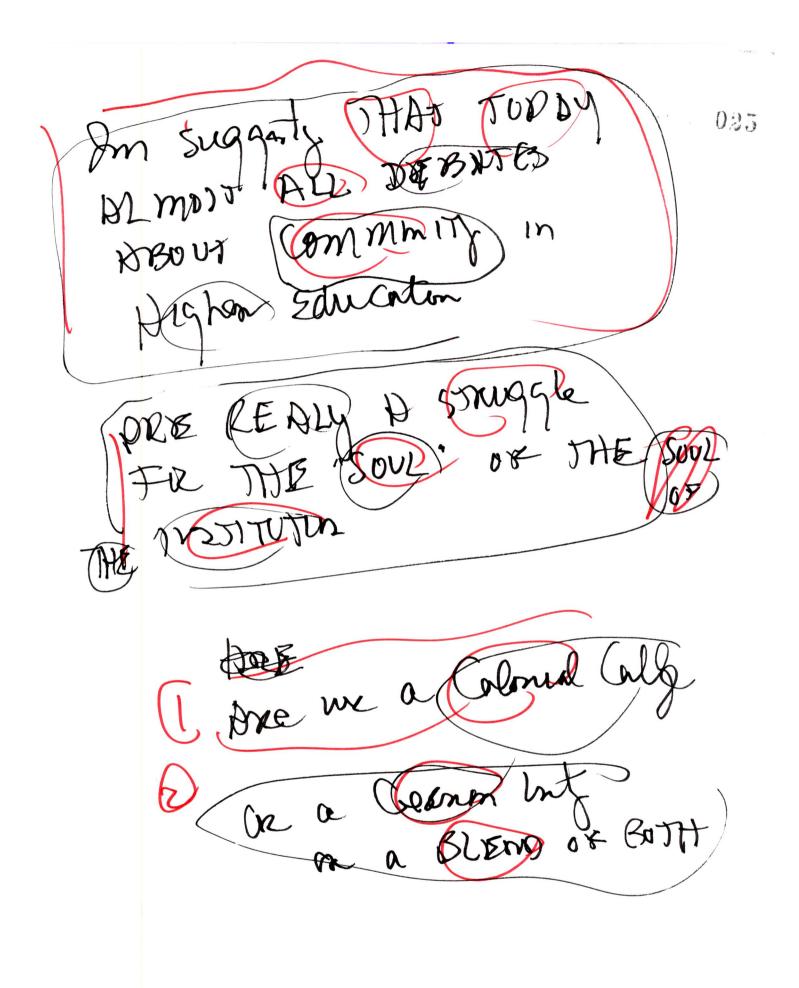
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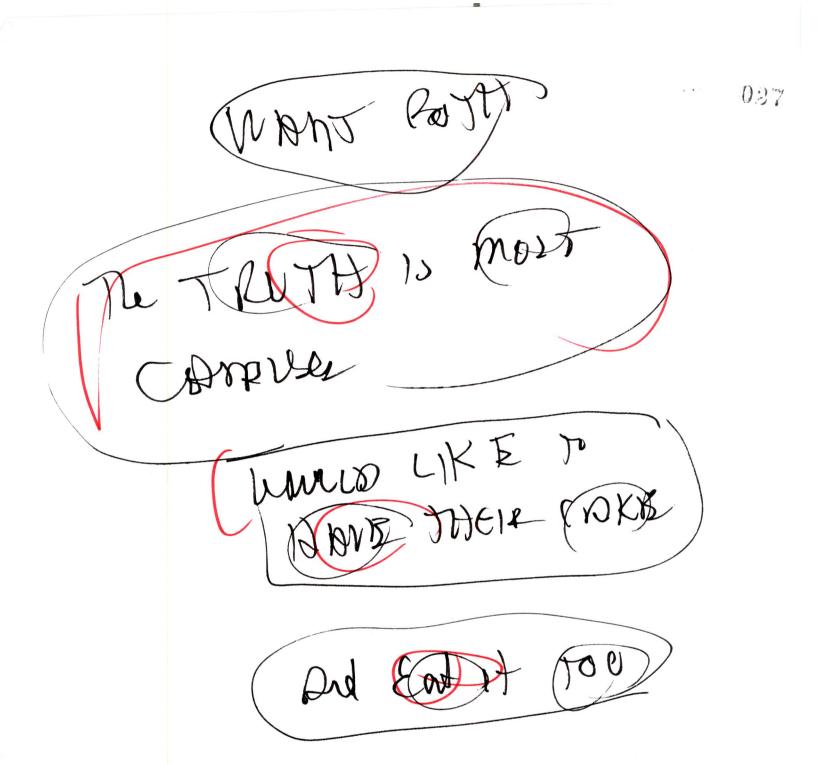
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The problem is that some students actually enroll,

- 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,

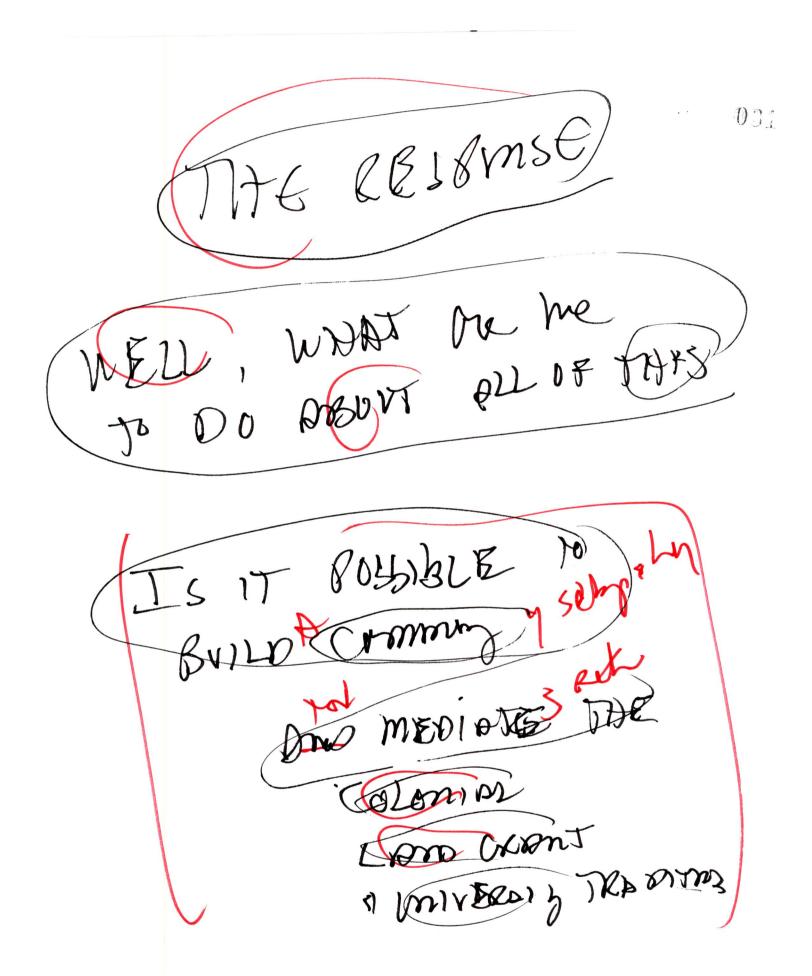
the "student services" staff is expected to keep the collegiate dream alive.

This means there really are two

- different administrative
- and social cultures on the campus

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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, 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.

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

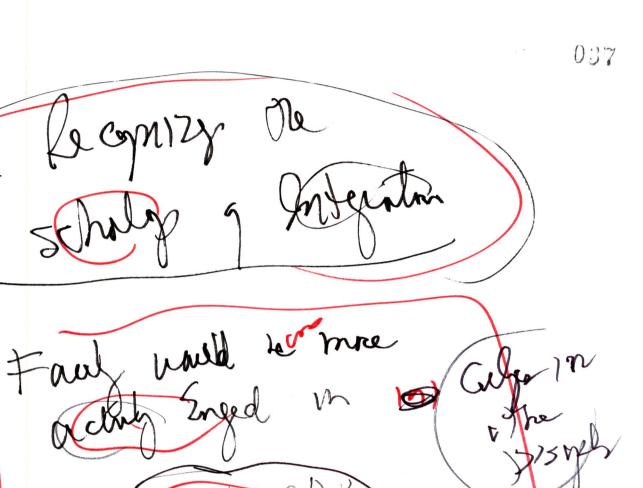
"What gives you hope in troubled times?"

he replied.

"Mozart and quantum mechanics."

But where in our fragmented academic world

can scholars make connections such as these?



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## 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,
- to relate the theories of research to the realities of

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## 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.

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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 pportunities"
- and "teaching loads."

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

• they have an ethical obligation to serve them.

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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.

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## 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 in elevance,

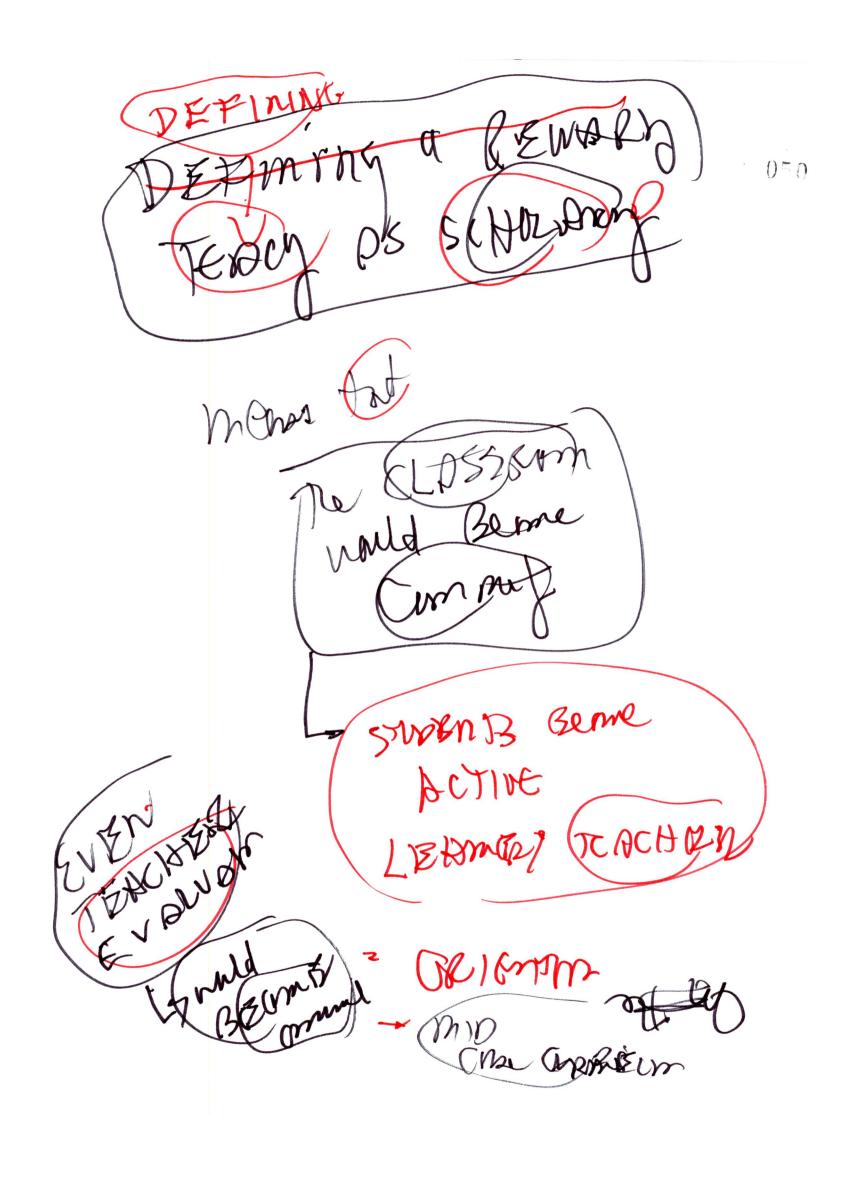
• we must reaffirm the scholarship of applying knowledge.

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And finally, to keep the flame of scholarship alive,

- we must give new dignity
- and new status

to the scholarship of teaching.

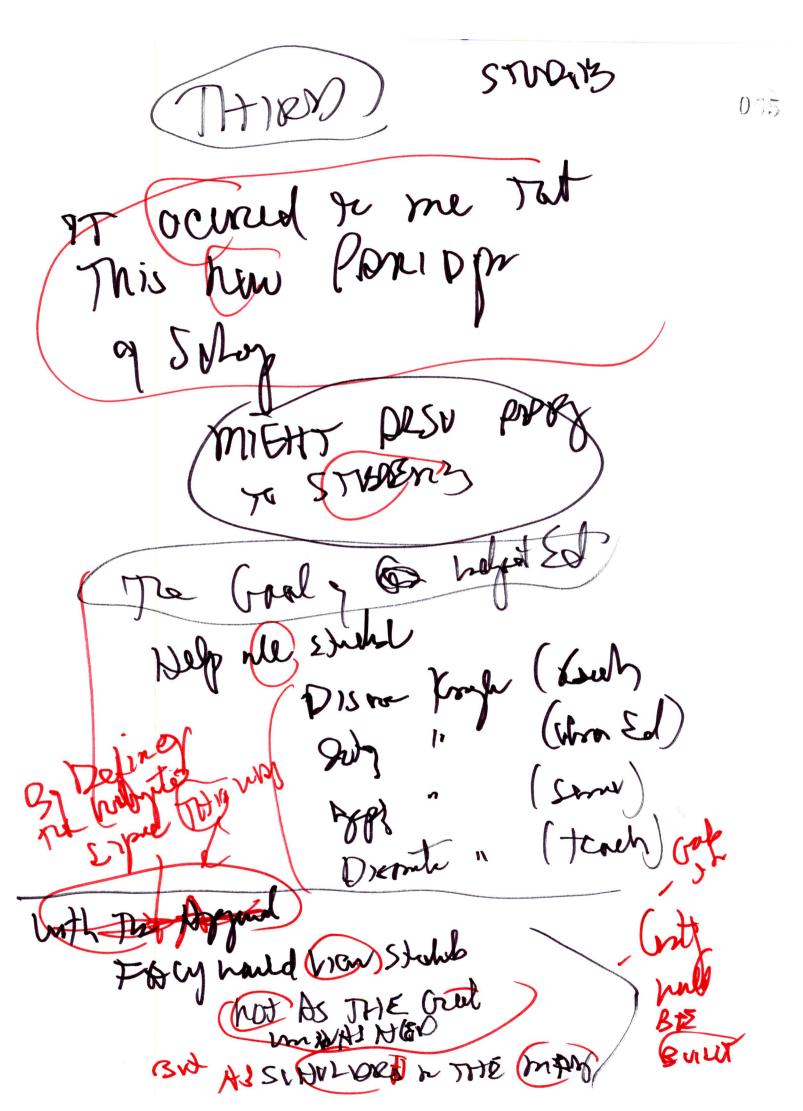


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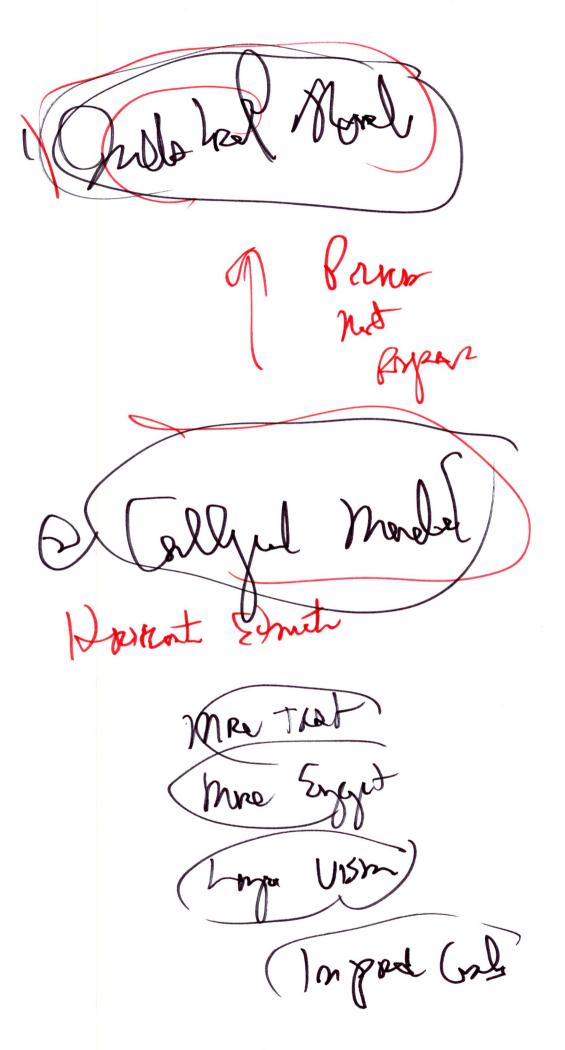
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## VIII. CONCLUSION

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.

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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

• is beginning to emerge.

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