

*In good teaching, students must be reminded,
That good science is really behind it.
Bid students farewell but not "good-bye",
In hopes that they'll keep dropping by.*

*Always keep open your office door,
You'll likely see good students more.
Extend them good wishes in every test,
It brings out, in students, the very best.*

*Most good teachers must publish or perish,
An admonition that we may not cherish.
Outstanding students will never be told.
That for publication, students are sold.*

*The student must receive high priority —
It seems to carry much authority
In promoting good student learning
And it keeps the learner yearning.*

*Please be an active NACTA Member
From January until late December.
It will always pay good dividends
Among your peers and many friends.*

*There are two kinds of NACTA Members;
Some keep their organization strong;
There is the kind that never remembers;
But joins to just belong.*

*Some volunteer and do their share,
While others rest and never care.
When NACTA meets, some always show;
While some there are who never go.*

*Some always pay their dues ahead,
Some get behind for months instead,
Some do their best; some build, some make,
Some never do — just sit and take.*

*Think it over NACTA Members;
You know right from wrong.
Are you an ACTIVE member,
Or do you just belong?*

*Thank you for your valuable time
While listening to these words in rhyme.
I pray they produce fruitful mission,
That's really all I'm really wishin.*

Scholarship

...an institutional perspective

Murray S. Downs

Scholarship is what higher education is all about. It is what faculty members participate in when they are teaching and studying at their very best. It is what students participate in when they are learning at their very best. It is what administrators are here to facilitate when they are doing their very best. In other words, scholarship is that to which the academic community aspires.

If scholarship is at the heart of how the quality of an academic community is measured, the achievement and nurturing of scholarship must have a high priority for every institution of higher education. What I hope to do in this paper is to survey a broad range, first of student-directed and then of faculty-directed, activities at NCSU and to attempt to identify how each of these may affect the achievement and nurturing of scholarship on this campus. I plan to conclude with a brief chronicle of various strategies which NCSU has attempted over the years with varying degrees of success to enhance the quality of work which is done here.

Probably nothing affects the environment of scholarship at an institution quite so much as the number and character of the students who are admitted. I suspect that the motivations for students entering most of our institutions over the past years range from those going to college because it's expected of them — though they're not sure why, to those who are in a hurry to be credentialled for direct entry to an immediately high paying job, on to those who recognize the enormity and wonder of the world in which they live and are enthusiastic about their opportunity to explore many of its dimensions. Whatever may be the profile of our entering classes — and the proportion of eager scholars must certainly differ from time to time and from institution to institution — most of us have the challenge of exposing a majority of indifferent students to the love of learning which leads to scholarship.

For many years North Carolina State's scholarship program was restricted by policy to assisting only those students who could demonstrate financial need. Less than a decade ago, however, it became apparent that we were not attracting an appropriate number of the very best students. We decided to become assertive, and with the fullest support of our Alumni Association

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we established a freshman merit awards program in which full scholarships would be offered primarily on academic achievement and promise and secondarily on leadership achievement and promise. No single activity on this campus in recent years has generated as much enthusiasm on the part of the faculty or support on the part of the alumni. Large numbers of faculty, staff, and alumni volunteer many hours of participation in the reading and interview screening and selection processes. Although the program is still modest, we expect to have one hundred Caldwell Alumni Scholars in our centennial year of 1987, we believe that the recruitment of these top students has been a stimulus to quality for both our faculty and our students.

University Undesignated Program

In an effort during the admissions process to diminish somewhat the likelihood of students making premature and irrevocable career choices before they even begin their college studies, we established last fall a University Undesignated Program for freshmen who were undecided about which of our schools to enroll in. This coming fall we shall also offer School Undeclared Programs for students who wish to enroll in a school without deciding upon a major. We are experimenting with advising and orientation strategies to prepare these students for making academic and career choices on more rational bases.

Each summer in June we bring our new freshmen, grouped by schools, to campus for day and a half orientation sessions. Several years ago we became convinced that first impressions often become lasting ones, and we have since attempted to put the deans and the faculty foremost in these programs and to deemphasize the traditional display of extracurricular opportunities. This has not always been easy or successful, partly because most of our faculty are away during the summer months, but we continue to try to establish in our incoming students an expectation of the centrality of scholarship for their college careers.

North Carolina State kept its general education distribution requirements intact throughout the 60's and 70's, and they are still in effect. What is currently being debated by our faculty is how specific these requirements should be. For example, we have a requirement that all undergraduates should take at least eighteen hours of humanities and social science courses with at least six hours in each category. Currently we have a large number of courses which can be used to fulfill these requirements. It remains to be seen whether our faculty wishes to narrow the choice to a few core courses and, if so, what those core courses will be.

Optional Undergraduate Minor

One decision we have just made is to adopt the concept of optional undergraduate minors. For more than a year our student leaders pressed for this action.

The argument in favor of offering optional minors was that they would expand our students' intellectual horizons by giving them some systematic exposure to a second discipline or, better yet, to a structured interdisciplinary study. It was this opportunity to provide students with an additional organized learning experience that sold our faculty and administration on the concept. It has not been difficult, however, to read between the lines of our students' advocacy to discover that their greatest motivating factor has been a desire to enhance their employability with an additional credential testifying to their expertise in, for most of them, either computer science or business. Nevertheless, we believe that we can use the students' pragmatic interest in minors by attracting them into an intellectual experience which they might not otherwise have attempted. Already faculty groups are at work on minors in foreign languages, international studies, fine arts, and the like.

Most Effective Recognition

From an institutional perspective, North Carolina State's most effective means of encouraging and recognizing student scholarship may be our residential scholars program. Almost all of our schools now invite their top entering freshmen to participate in an honors program, most of which are residential. These students are enrolled together in certain honors courses or honors sections of regular courses and participate in extra seminars and cultural activities. In return they are given priority in campus housing and priority in class scheduling privileges. After their first two years, these students are encouraged to continue participating in the traditional departmental and school honors programs, with opportunities to engage in independent study and independent research.

If what happens to the students during their years at an institution — how different they are when they leave in knowledge, skills, and values from when they enter — is the most important measure of the climate of scholarship at a given institution, the most important factor in creating that climate must be the faculty. Likewise, the most important responsibility of the academic administration is to recruit, support, and reward the best possible faculty. Yet the very processes of recruitment and reward in an academic institution are normally the joint responsibility of the academic administration and the senior faculty of the department or school in which the position is located. It is often easier for the administration and the senior faculty to recognize research accomplishments than gifted and effective teaching. We need, therefore, in the faculty recruiting process a means to identify a dedication to teaching and the possession of the skills to do it effectively. This will continue to be very difficult as long as graduate schools, including our own, remain indifferent to the ability of their graduates to teach the subjects which they have learned.

Teaching Effectiveness Workshop

Several years ago, aware that new faculty and new graduate teaching assistants were provided very little orientation to teaching at N.C. State, a university faculty committee with the support of the Provost, decided to sponsor a Teaching Effectiveness Workshop at the beginning of each academic year. These programs were modeled after similar workshops which had been given for years by the faculty of the School of Agriculture and Life Sciences, under the leadership of Associate Dean Glazener. We have since experimented with a variety of topical sessions, but those with "nuts and bolts" advice seem always the most popular: "The First Day," "How to Teach a Large Class," "How to Lead Discussions," and "Tips for TA's from Experienced TA's." There is also a mandatory session for new international TA's. While attendance at two or three fifty-minute sessions is no assurance that good teaching will follow, we do believe that the effort and enthusiasm which goes into presenting the Workshop is a statement of the importance placed by the University on good and effective teaching.

A similar statement is intended by our program of Mini-Grant Awards of up to \$1000 each to fund proposals for creative or innovative teaching activities. A faculty committee struggles each year trying to determine which proposals are most innovative, but the end result is some degree of recognition and encouragement for faculty members who are trying to do something special or experimental in their courses which requires resources beyond those routinely available. Over two hundred such awards have been made since 1974, and this year we gave two new Faculty Support Awards to faculty members who had accomplished most with their Mini-Grants. One of these went jointly to Dr. Carmen Parkhurst and Dr. Vern Christensen in our Department of Poultry Science.

Reward Procedures

Like recruiting, the reward procedures for faculty members — reappointments, promotions, and the conferring of tenure — is a joint activity of the academic administration and the senior faculties in the various departments. As a member of the staff of the chief academic officer, I used to interview approximately one hundred candidates for appointment as assistant professor. I was never able to tell them precisely what would be expected of them for recognition and advancement at NCSU. These criteria were and ought to be determined first and foremost by the senior faculty and the head of the department in which the appointment was being made. What I was able to tell the candidates, however, was that the academic administration was emphatic and explicit in its efforts to persuade deans, department heads, and senior faculties to recognize and reward good teaching

as an equally important aspect of scholarship as good research.

One long standing indicator of our effort to identify and reward good teaching as well as to identify and correct poor teaching has been our policy on faculty evaluation. We have been having faculty evaluations by students since the late 60's, but in those early days the computer revolution enticed us into generating numbers by which all the faculty on campus could be ranked on one four-point decimal scale. After some student leaders misinterpreted the data and abused the system by publishing what they claimed was a list of the 99 worst teachers at State, we quickly abandoned the practice of ranking all faculty on a single scale based upon campuswide criteria. Instead, we turned to a campuswide policy that each departmental faculty is to develop its own instrument for obtaining student evaluations, and the data now generated by those instruments remains where it can best be interpreted and used for constructive purposes, in the hands of the individual faculty members, their department heads, and their senior faculty colleagues. On every recommendation for promotion or conferral of tenure an interpretive summary is used to support a claim of good teaching, but the data do not go forward.

In addition to this semi-confidential departmental faculty evaluation procedure, N.C. State has a much more public means of recognizing and rewarding its outstanding teachers. Each fall every student who preregisters is provided an opportunity to cast a nomination ballot for that teacher whom he or she considers the most outstanding they have had at State. These ballots, together with names from an alumni mail poll of a previous graduating class, are given to school nomination committees. These committees have a majority of students and a minority of three faculty members. The nominations sent forward by the school committees are reviewed by the chairman of the Faculty Senate, the respective school deans, and the Provost and generally accepted. The final result of this process each spring is the announcement of about fifteen Outstanding Teachers who will automatically become members of our Academy of Outstanding Teachers. Over the years this Academy has become increasingly active in promoting scholarship by assisting as readers and interviewers for the freshman Merit Awards Program, serving as the selection body for several University Faculty Scholarships for rising juniors and seniors, and helping to sponsor the recognition of outstanding graduate teaching assistants.

Alumni Distinguished Professors

The process which leads to the naming of Outstanding Teachers also leads to the selection of new Alumni Distinguished Professors. There are twelve such professorships, four new ones each year, whose holders receive from the Alumni Association an award of \$2000 each year for a period of three years. Since establishing these professorships in the late 60's, our

Alumni Association has gone on to create three Alumni Distinguished Graduate Professorships, two Alumni Distinguished Research Awards, and two Alumni Distinguished Extension Awards.

Despite a variety of awards and recognitions, North Carolina State has only one major faculty development activity. Appeals for a properly funded sabbatical program were unsuccessful, and we have had to devise a means of accomplishing equivalent benefits for facilitating faculty research and teaching renewal. We have done this by a systematic program of "off campus scholarly assignments." Faculty members do not have a guaranteed right to these benefits, but they can propose a research or teaching renewal project and be granted one semester with full pay or one year with half pay to pursue this project. While they are gone — and this is the essential difference from sabbaticals — their colleagues must absorb their teaching and other responsibilities. Consequently, large departments with heavy service teaching responsibilities can and are more systematic in providing these opportunities for their faculty.

I have attempted to survey for you a variety of institutional activities at NCSU which seems to me pertinent to the subject of scholarship. Most of these are customary, and many of you may by now be convinced that your institution has been equally if not more innovative and successful than we in devising policies and activities that enhance and celebrate scholarship. Let me share with you in the final portion of this paper some specific strategies which we have used over the years to generate new ideas and new activities pertinent to scholarship and quality education.

Specific Strategies

First, in the mid-60's under the leadership of the campus YMCA there were a series of student-faculty-administrator retreats known as Climate of Learning conferences. As a junior faculty member, I was fortunate to have been invited to attend one. The letter of invitation said "we wish to consider how the learning experience can be enhanced in the areas of the Climate of Residential Living, the Climate of Extracurricular Activity, and the Climate of Classroom Instruction." As I look back on the reports from these very stimulating retreats, I realize that some of the changes advocated then were implemented in the 70's and that some of those which were implemented have recently been abandoned in the 80's. Nevertheless, I don't believe that student-faculty-administrator dialogue on this campus has ever been so open, so creative, or so sensitive to the true issues of scholarship as it was in those retreats.

Second, and more recently, we devoted a series of Provost's Forums to an exploration of the status of scholarship at NCSU. A Provost's Forum is a kind of faculty town meeting which we convene three or four

times each academic year to which all the faculty are generally invited and some faculty committees and groups are specifically invited by the Provost to consider a topic of current interest or concern. In the fall of 1978 we held seven sessions, each with a different dean addressing the question "Is there something missing in education at NCSU?" Two faculty members responded to each dean's presentation and open discussion followed. These were remarkably frank sessions and a great deal of thought and criticism was generated. They were important exchanges, but it proved easier to dissect and analyze the institution's deficiencies than to devise constructive solutions which might receive a consensus of support.

Third, in 1983, we addressed the issue of scholarship even more directly with the appointment of an ad hoc Commission on the Promotion of Scholarship. The Commission's charge was to recommend new ways to recognize and encourage academic excellence at NCSU. With a 360 degree charge, the Commission explored many aspects of scholarship as it pertained to both students and faculty. The general impression received by the Commission was that a great deal was being done already by departments, schools, professional and disciplinary academic and honorary societies. What was needed, the Commission concluded, was to provide better coordination and communication among these various groups and activities. Its first recommendation was for an Honors Council to be composed partly of university administrators but mostly of the faculty chairmen of the several university committees and societies concerned with some aspect of academic excellence or achievement. The second recommendation was for an annual Honors Convocation at which time faculty and students who had received academic or professional awards during the previous year could be recognized and the campus community could be inspired by their accomplishments. We have not yet had experience with an Honors Council or an Honors Convocation and cannot judge their effectiveness for our campus, but I believe that, with experience, these activities will do much to sensitize our faculty and our students to the centrality of scholarship as it relates to our institutional purpose.

Fourth, and finally, there is nothing I feel more strongly about than the importance of faculty participation in university governance as an essential ingredient for the scholarly environment. My own introduction to the university administration and the development of policies and procedures on this campus was through my participation in the Faculty Senate in the late 60's, especially my year as its chairman in one of the rowdy years, 1970-71. I believe that the best scholarship cannot be forced in the "publish or perish" manner, but it can be facilitated by a working environment which provides for reasonably good morale

and sense of appreciation. Not every factor which contributes to morale is under the full control of the institution. Yet the working environment for most of us is not solely a matter of salaries, workloads, and space in which to work. It is also a matter of the complex of policies and procedures that facilitate or frustrate our professional efforts, and most of these policies and procedures are created by the institution itself.

In this area of academic and personnel policies the administration and the faculty must each recognize the partnership of the other. Faculty participation is essential to the governance of an academic institution, even though it requires time and commitment from a significant number of faculty members and, consequently, it may diminish for a time their teaching, research, and other scholarly activities. A department head, a dean, a provost, or a chancellor may take the final decision on a new or revised academic or personnel policy or procedure, but if the concerned faculty have not been actively involved and involved in

a timely manner, then the policy or procedure will be less acceptable and less wise than it might otherwise have been.

Faculty and Administrative Partnership

True scholarship is not something that occurs in a vacuum. The complex of policies and procedures in which teaching, learning, and research take place must be perceived as at least reasonable if not sensitive and supportive. For such a perception to be present, scholars must believe that they have some say as well as some responsibility for creating and maintaining the conceptual environment in which they work. This is why I believe that more important than the policies and procedures themselves, more important than the retreats, forums, and commissions, are the traditions of respect and partnership between the faculty and the administration which facilitates scholarship at its very best.

Scholarship in Post-Secondary Education

Ronald W. Shearon

I am honored and pleased to have been invited to share some thoughts with you today on the topic "Scholarship in Post-Secondary Education." The theme of your 31st Annual Conference, "Quality Education — Strategies for Success." is a most appropriate and timely one that is of major concern to all educators today. I commend your leadership and program committee for a most timely and exciting conference agenda.

As professional educators in agriculture, I know that "NACTA," your professional association, is directed toward the professional advancement of the classroom teacher in agriculture. You are concerned about all aspects of teaching and learning including methods, problems, philosophy and rewards.¹ Further, you represent a rather broad and diverse range of educational institutions including community colleges, and the land-grant colleges and universities. Thus, in view of your goals and diverse educational contexts, my presentation today will focus on —

- Sharpening our concepts of **scholarship** and **post-secondary education**
- **Current trends** relative to scholarship in post-secondary education
- **Proposed strategies** for success in enhancing quality scholarship in post-secondary education

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Sharpening Our Concepts

Edward Gibbon is credited with having acknowledged that there are: "Two Educations. Every man who rises above the common level has received two educations: the first from his teachers; the second, more personal and important, from himself."²

As we approach this topic today, we can reflect on all we have learned from our many good teachers in the past. The challenge today is to examine what we have learned from what we have taught ourselves. Learning is the effect of experience on subsequent behavior. If we have been learning from our experience, then our behavior today is very different from yesterday and that of our teachers. According to Kurt Waldheim: "Many great civilizations in history have collapsed at the height of their achievement because they were unable to analyze their problems, to change direction, and to adjust to new situations which faced them by concerting their wisdom and strength."³

I believe that we in agriculture more than ever need to learn from our experience, be willing to change and to adjust to new situations by using all the attributes of scholarship at our command.

Scholarship

Whatever happened to scholarship in post-secondary education? **Equity** has been the premier issue in the 1960s and 1970s; however, during the 1980s and 1990s **Quality** is likely to be the dominant concern. While equity has been an important goal, during this period many people believe we have lost perspective of the fundamental purposes of education. Thus, Chester Finn,⁴ Dan West⁵ and others believe we will now turn our attention to providing a high quality education with much more emphasis on scholarship.

The concern for quality has already been the subject of much discussion by parents, taxpayers,