

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

An invited paper presented to the 31st Annual Conference of the National Association of Colleges and Teachers of Agriculture (NACTA), June 16-19, 1985, North Carolina State University, Raleigh, North Carolina.

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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,

legislators and students. In fact, laws mandating "minimum competency" for graduating from high school have already been passed in many states. There has been much discussion about raising standards for teacher certification and performance.

Scholarship must become our first order of business if we are going to feel good about ourselves, our profession, our students, their parents, taxpayers, and legislators. Scholarship connotes a broader view of inquiry. It includes all **systemic inquiry**; the methodology employed is not its hallmark. It may be experimental, historical, descriptive, ethnographic or philosophical.

Scholarship does not necessarily mean a product, though it most commonly will emerge as a printed document. Scholarship is more a set of values and attitudes. It is characterized by intellectual curiosity, skepticism and a commitment to inquiry that permeates professional deliberations and actions. A sense of dissatisfaction with unexamined questions goads the scholar. Counting publications does not reveal the scholarly ethos or innerworkings of institutions. Bibliographic counts are the tip of the iceberg. They do not expose the hidden curriculum, the day-to-day behaviors that nurture or limit scholarship. Some think that only true scholarship is publication in refereed journals.

How does scholarship influence the institutions from whence it emerges? Is scholarship reflected in the quality of instruction? In professional service? In doctoral training? Does scholarship undergird institutional practices in ways far beyond merit and tenure procedures? Much of the scholarly ethos is woven into the histories of institutions. What are the expectations of faculties and students? Is extensive readings the norm or an anomaly in the writing of papers and other scholarly activities? In teaching, to what degree does challenge and response dominate discussion? Or is there simply the exchange of conventional wisdom? Is first-hand data collection by students encouraged or is textbook knowledge the only source? What about peer group influences on scholarship?

Transmitting a respect for scholarship to students is dependent on highly visible demonstration of inquiry within classrooms, shops, labs and field trips. Faculty members should not be faulted for not modeling scholarly behavior if their institutions do not value such productivity (Wisniewski, 1983).⁶ In a study conducted by Lionel Lewis and colleagues in 1984, they found that in examining 417 letters of recommendation and justification for merit salary increases for faculty members, the letters revealed that in evaluating faculty performance, the value put on administrative chores was significantly higher than that put on teaching or research.⁷ What is the scholarly ethos of our post-secondary institutions? We need to reverse the low emphasis on scholarship (Tucker 1982).⁸ To be first-rate, scholarship must be the first order of business.

Scholarship is an attitude the faculty and students have toward academic work as well as advising. For example, being available to students after class reflects on one's commitment to scholarship. Likewise, in-

structors need to be well prepared for classes and not try to bluff students. Students know very well if faculty members really know their subject matter and if they are genuinely interested in helping students engage in scholarly work.

Post-Secondary Education

The 1972 amendments to the federal Higher Education Act of 1965 brought into vogue the concept of post-secondary education in both statute and educational literature. According to Knoell, post-secondary education includes traditional higher education, adult education, continuing education, lifelong learning and community education.⁹ Instruction is offered to high school graduates and others at least 18 years old with no reference to level of offerings or student qualifications. The instruction may be for both credit and noncredit, a curriculum leading to an associate or bachelor's degree or as a short-term program defined by student abilities and interests. Post-secondary education is viewed as more comprehensive and inclusive than higher education with respect to purposes, students, programs, and institutions. Community colleges which are truly comprehensive may be viewed as model post-secondary institutions. Because of the great diversity of students, types, and levels of post-secondary institutions, the concept of scholarship becomes even more difficult to conceptualize and achieve.

Current Trends

We need to ask whys we are experiencing problems relative to scholarship in post-secondary education, not just why. For there are a number of reasons. Seven of the whys that I will develop in this paper are: declining enrollments, perception of scholarship is down, changing student clientele, competition for students, the faculty conundrum, the tightening grip of outside controls and academic specialization.

I am reminded of the analogy made by Alan Gregg regarding the multiple reasons for why the patient was in a coma.¹⁰ Most medical scientists seem completely oblivious (or ignorant) of the fact that the results usually come from many causes, not one... We ought to use the word "why" in the plural and ask, "Whys is this patient in a coma?" Not, "why is this patient in a coma?" A particular case of a fractured jaw in a sailor may be the result of convergent causes — no letters from home, too much alcohol, the loan of a car by a friend, dark night, an oncoming car on a road covered with ice at a curve, the fact that the left-hand is used in the British Isles, new brake linings, a skid, and a telephone pole. These constitute the whys, not the why, of a fractured jaw. It is a cataract of consequences.

1. Declining Enrollments

One of the most pressing concerns facing all of us interested in developing and maintaining a sound and progressive agriculture in our nation is the declining enrollments in our agricultural programs nationwide. According to Reisch¹¹ and others, the decline in enrollments in land-grant colleges of agriculture has been as much as 25 percent in the past five years. Glazener reported on a survey of the NASULGC that

during the past six years the undergraduate enrollment in agriculture and the related sciences on a national basis has declined about 20 percent. In post-secondary institutions having associate degree programs, the decline was 31 percent from the fall of 1983 to the fall of 1984.¹²

Along with declining enrollments in agriculture is a corresponding decline in employment in agriculture. According to Warnat,¹³ a technical education specialist in the U.S. Department of Education, employment in the goods-producing sector of Agriculture, Forestry and Fisheries has decreased from 41% of the work force in 1900 to a projected 2% in 1995. This trend does not, of course, take into consideration the many related service jobs in agriculture, but it does show what is happening in production. What does all of this mean for us in Agriculture?

Perhaps a major reason for the declining enrollments is the fact that the number of young people available for the freshman classes peaked, then began to decline, in 1978. According to Keller, there will be a one-fourth drop in the number of 18-year-olds in the U.S. between 1979 and 1994.¹⁴ The pool of potential students is simply not as it once was in the United States.

2. Perception of Scholarship is Down

The perception of scholarship is down. Numerous commissions, agencies, foundations and task forces have studied both secondary and post-secondary institutions and found them wanting.¹⁵ Perhaps the most widely circulated and cited report was done by the National Commission on Excellence in Education. There is a continuing decline of student academic performance as evidenced by achievement test data and inability to demonstrate acceptable levels of basic skills. Most faculty members in post-secondary educational institutions perceive that emphasis on scholarship is down by students and the institutions themselves.

Not only are we experiencing a decline in academic performance in general, but we may be experiencing a more severe decline in scholarship in Agriculture. For example, the data in Table 1 indicate the average SAT scores for entering freshmen in the School of Agriculture and Life Sciences at North Carolina State University for the fall of 1984 was near

Table 1. Summary SAT Statistics of Entering Freshmen, 1984 at North Carolina State University

School	Average SAT Scores
1. Engineering	1118
2. Design	1057
3. Physical & Mathematical Sciences	1054
4. University Undesignated	1051
5. Education	1018
6. Forest Resources	1008
7. Textiles	977
8. Agriculture & Life Sciences	974
9. Humanities & Social Sciences	947

Source: NCSU Institutional Research Office

the bottom of entering freshmen. The average SAT scores have been declining for the past few years relative to other schools in the University. This problem is even more acute when you look at the agricultural science vs. the life science students.

3. Changing Student Clientele

For several years now, we have been experiencing changes in student clientele. While there will be one million fewer 18-year-olds in 1994 than in 1979, the composition of the 18-year-old cohort will be quite different, also. We will have fewer white students and more black because of birth rate differentials. We will have many more Hispanic students and more Asians. In general, we will have many more foreign students. Thus, major changes will occur in ethnic, racial and national backgrounds of students.¹⁶

Students are older than they used to be. In 1979, the National Center for Educational Statistics estimated that 36 percent of the students were 25 years old or older. Increasingly, it is commonplace to see corporate executives, engineers, military officers and middle-aged women preparing for new careers. Also, more retirees are beginning to enroll for courses. The average age of students has been increasing over the past decade.

A third shift in clientele has been occurring, partly because of age and increasing costs of higher education. More students attend our institutions as part-time students than ever before. Fewer students graduate in 2 years or 4 years. By 1990 it is estimated that more than half of all students will be learning part time, including some of our most able students academically.

Within the two-year post-secondary institutions, recent studies indicate that less than 40 percent of students now enrolled at community colleges are in transfer programs.¹⁷ These studies further reveal that less than one student in ten will eventually transfer to four-year schools. Increasingly, students are selecting career development programs over transfer programs as the rate of return to two-year career and four-year liberal arts graduates is now about the same. Shearon and associates in statewide studies of community college students found that students were older, more women than men were enrolled, a representative cross-section of the state's population relative to race was enrolled, better educated students were enrolling, employed either full- or part-time, equally likely to attend class in the day or evening, going to school to earn more money or to get a better job, and were attending these institutions because of the programs available, location and low cost.¹⁸

The rising aspirations and expectations on the part of more and more people to continue their education has given rise to a more diverse student population. Schools in the U.S. are the most egalitarian in the world. More of our children stay in school longer than in other nations. More high school graduates go on to college than in any other nation. This success has brought on problems:

- Higher drop-out rates
- Lower average levels of achievement

- More discipline problems
- Greater expectations on the part of more people
- Higher visibility of those previously overlooked — the physically and mentally handicapped, minorities, the very poor and emotionally disturbed

Our community colleges have borne the brunt of having to try to help these underprepared students since they have been characterized as "open door" institutions. Many students attending college today have never really intentionally prepared themselves to attend college, and they are frequently underprepared.

4. Competition for Students

We are experiencing more competition for students. Experts predict that between 10 and 30 percent of America's 3100 colleges and universities will close or merge by 1995. With worsening financial conditions and the "birth dearth" of the 1960s and 1970s, the competition for students is bound to intensify. According to Keller, this competition will be especially keen in four areas.¹⁹

First, there will be an increased competition for students. The number of academically very able young people has never been more than one-tenth of the cohort. Only about 20 percent of all 17-year-olds score 450 or above on the College Board's Scholastic Aptitude Tests for both verbal and mathematical skills or a combined score of 900. Only 3 percent of this population will score 600 or more in both sections of the test or a total of 1200. Thus, it is inevitable that as our number of students decline, the competition for students will increase. Many schools have already made efforts to buy students and to hire head hunters to help recruit students. As Clark Kerr said, "The road to survival now leads through the marketplace. A new academic revolution is upon us."

Second, there will be more competition for able black and Hispanic students and faculty on moral and legal grounds. Third, the raiding among faculty will increase as colleges and universities try to recruit the more productive scholar-teachers. The fourth area of growing competition will be from non-college and non-university providers of education. These include museums, military, professional associations, business and industry and many others too numerous to mention in this paper.

5. The Faculty Conundrum

Perhaps there is nothing more important to post-secondary institutions than the quality of their faculty. Even so, many developments are occurring that challenge the maintenance of a quality faculty in our institutions.

Faculties are getting older. By the year 2000, more than 50 percent of our faculty members will be over 55 years of age. There is reason to believe this will be even higher in Agriculture. The National Center for Education Statistics estimates that one-third of all teachers in higher education today work part-time. The faculty composition is shifting from the traditional lifetime tenure appointment track to newer models which allow faculty members the opportunity for more consulting. This has not occurred in Agriculture to the extent it has in other fields, but this is a pattern to be

examined for the future. Increasingly, faculty members have experienced conflicting demands on their performance. They are expected to be outstanding teachers, expert researchers, counselors to students, professionals ready to assist their community and nation, and actively participate on numerous departmental, school and institutional committees. The question needs to be asked: What business are we faculty members really in? What happens to scholarship when we are given function after function to perform?

6. The Tightening Grip of Outside Controls

We are being controlled more and more by outside groups. Clark Kerr said that "full anatomy — to the extent it ever existed — is dead... The greatest change in governance now going on is not the rise in student power or faculty power but the rise in public power. The governance of higher education is less and less by higher education... We are becoming more like a regulated public utility."²⁰

Increasingly, we are being questioned and challenged by outside groups. For example, the Consent Decree in North Carolina requires that we admit a certain percent of minority students to our institutions of higher education. In California, Mr. Anderson, an animal science professor, was questioned because he wanted to conduct research to increase the output of America's dairy cows. He found himself embroiled in a discussion of the size of the nation's dairy-product surplus and the cost of the federal government's dairy price support program.²¹

7. Academic Specialization

There has been a trend toward academic specialization. G. Edward Schuh maintains the land-grant university is in need of revitalizing its mission.²² He believes that we have lost sight of the essence of this important institutional innovation. Some of the reasons are as follows:

- We seem to focus on disciplines rather than on relating knowledge to problems of society.
- We are not as unique as we once were in responding to society's problems. Other institutions are doing a better job than we are.
- We do not appear to want to change to be more responsive to a changing society.

In many of our agricultural colleges we seem to be turning away from our roots with a strong bent toward a disciplinary orientation. As Malcolm Knowles argues, adults are more interested in solving problems than they are in subject matter or disciplines. Many of our faculty get rewards for publishing for their peers in scholarly journals rather than in applying scholarship to the solution of real problems. In order to promote our own self and professional interest, we may have placed too much emphasis on academic specialization.

Proposed Strategies

George Keller said: "It's peculiar, but it's a fact: hardly anyone in higher education pays attention to the research and scholarship about higher education." ... A visiting British scholar observed: "The research is plentiful and a good deal of it excellent. It's scholarship that is scanty. And thought is definitely out of fashion."²³ Have we been paying attention to research

findings in post-secondary education in general and in agriculture in particular? Or have we been responding to the echoes from what we ourselves say — piloting ourselves like the bats — rather than to what the research findings have been revealing?

The navigation of bats in the dark was not really understood until 1938. They do one thing supremely well. They fly swiftly and unerringly in utter darkness, never bruising themselves on obstructions, avoiding the delicate threads which investigators string up to catch them, and finding and devouring tiny insects — all with no benefit of light. For many years it has been known that the bat accomplished these results by special acuteness of hearing, for when its ears were blocked it was helpless. But in 1938, Griffin and Galambos at Harvard University showed they could destroy the bat's effectiveness equally well by covering its mouth. The bat, it was realized, pilots itself by responding to the reverberations of its own voice.²⁴

Sometimes we educators in agriculture, like the bats, have been guiding our courses of action chiefly by what comes back to us as echoes from what we ourselves say. True, we have won a certain measure of success — but so have the bats.

Bats pilot themselves by responding to the reverberations of their voices — We educators respond to the echoes from what we ourselves say — We need to really talk to more people to find out why they are considering or not considering a career in agriculture. We need to review the scholarly literature and to have the courage to make the hard decisions.

To help enhance quality scholarship in post-secondary education during the next decade, we need to turn our attention to five major strategies. These strategies are:

1. Engage in Strategic Planning
2. Promote a Scholarly Ethos
3. Strengthen Scholarship Programs
4. Coping with a Changing Student Clientele
5. Improving Faculty Rewards and Recognitions

1. Engage in Strategic Planning

The first strategy proposed may be the most crucial one for the survival of our agricultural programs in post-secondary institutions. Strategic planning is a modern management concept and tool that may offer potential at all levels of our post-secondary institutions. According to Keller,²⁵ the six features of strategic planning are:

- Academic strategic decision-making means the institution and its leaders are **active** rather than passive about their position in history.
- Strategic planning looks **outward** and is focused on keeping the institution in step with the changing environment.
- Academic strategy making is **competitive**, recognizing that higher education is subject to economic market conditions and to increasingly strong competition.
- Strategic planning concentrates on **decisions**, not on documented plans, analyses, forecasts and goals.
- Strategy making is a blend of rational and economic analyses, political maneuvering, and

psychological interplay. It is participatory and highly tolerant of controversy.

- Strategic planning concentrates on the fate of the institution above everything else. It cares about traditions, faculty salaries and programs in Greek, agriculture and astrophysics, but it cares more about **institutional survival**.

I believe the use of this process by faculty, advisory leader groups and leaders in our post-secondary institutions can help us improve our schools, departments and programs. We are and have been in a period of decline, cutback, retrenchment, reappraisal and restructuring in all of higher education. We cannot continue business as usual. Many of our leaders like Schuh are calling for a revitalizing of our mission. He advocates less specialization by discipline and more problem-oriented multidisciplinary approaches to solving society's problems. We simply must make decisions on what is most important for our nation's agriculture. We should not place our self-serving needs first like keeping all tenured professors and old outdated unproductive programs.

Strategic planning will help us establish some high priorities which can help us improve quality. With declining enrollments, competition from agricultural imports, and declining financial support, we need to make changes. We need to get a better fit or match between our resources, students and agricultural priorities. Quality scholarship will definitely enhance our image and effectiveness. However, with the current trends, we must make the necessary changes to adapt to our changing environment. We must cut back and restructure, establish new priorities, face the reality of our future, revitalize our mission and continue to provide leadership to help end ignorance about farming.

2. Promote a Scholarly Ethos

The second strategy is to promote a scholarly ethos in our classes and throughout our institutions. To have first-rate programs in Agriculture, we must make scholarship the first order of business for students, faculty and administrative leaders. Scholarship must be a part of our distinguishing character, our sentiments, a part of our moral nature, a guiding belief for all of us.

The excellent post-secondary education organization is one that creates a culture of shared basic values and an environment that encourages individual achievement and recognition. During the 1960s and 70s, we became more growth and numbers oriented. Growth in numbers of students, budgets, and buildings became measures of success. We often confused means and ends. Our faculty numbers expanded, and respect for individual differences diminished. The rank and file faculty member's contribution to scholarship was lost to new administrative structures created to accommodate rapid growth.

Formula funding and the need to generate FTEs to maintain positions, along with a belief that scholarship could be adequately measured by publications, further reinforced the view that if something could not be reduced to quantitative measurements, it was not consistent with the goal of excellence.

If we can put a man on the moon, why can't we keep people on the family farm? Bigger has been better. More academic disciplines was better. More specialization was better. Many people are now saying small is beautiful. In our efforts to grow, we have relaxed admission standards, encouraged more faculty to do research and teach less, use more foreign students to teach our freshman and sophomores while our senior faculty pursued their research interests.

Quality has suffered in our classrooms, in our advising with students. Many of our instructors have become less motivated to achieve excellence. Administrative management has often focused more on gimmick and financial sleight of hand than in inspiring, motivating and nurturing a culture with clear values that would create an institution and not just a bigger organization. Student-retention programs of colleges should be more than self-serving scams. Unfortunately, many campuses see bodies and bucks as more important than student welfare.²⁶

Today's college students appear to value achievement and the ability to compete successfully more than they value academic integrity. Academic dishonesty has been allowed to persist largely because the academic community has not been successful in communicating the value of independent scholarship to students. All segments of our academic community — faculty, advisors, staff, administrators and students — must value academic integrity and communicate this value to each other.

Quality education as viewed by West has the desired effect upon students. "Those who teach and those who learn accomplish what they set out to accomplish: There is change and growth; there is awareness of how this occurred and why it occurred, and the process as well as the objective was intentional."²⁷

We have much evidence to support the idea that quality or educational effectiveness is related to:

- Small class size
- Placing a high value on the uniqueness of the individual
- Learners having a positive mental attitude
- High faculty expectations of students
- Matching instructional methods with learning styles
- Reinforcing what the learner does well
- Providing options and alternatives
- Stressing aesthetic, moral, social and intellectual growth and development

Thus, we need hard work, with clear rewards, pride in our colleges, high expectations of learners, and a coherent philosophy to have quality. Quality education and good scholarship occur when there is cooperation among faculty, staff, students, when the total college community is thought of as a learning environment, having realistic goals, ways to deal with change, provides strong systems for faculty, chooses competent faculty and rewards faculty for their effectiveness in teaching. As we are talking about quality scholarship, it can occur just as well in an obscure community college as in a nationally famous research university. David Riseman talks about "value added" as

being an important criterion for effectiveness.²⁸ He notes that some residential evangelical institutions accept students with a total SAT score of 700 and have a third or more to go on to graduate or professional study. Patricia Cross who has been an advocate for the community college says that the remaining years of this century call for a pedagogical model that can "maximize the potential of the individual." Education for all was a twentieth-century goal," she writes; "education for each will be the goal of the twenty-first."²⁹

To measure the quality of our scholarship in post-secondary education, we need more than one measure — we need to measure a wide range and variety of interests when measuring human equality and the quality of a college. If we only use a single criterion like income or test scores of entering freshmen, differences will be pronounced. Frustration over these inequalities among individuals as well as colleges and universities will plague us unmercifully. If, on the other hand, interests such as scholarly learning, moral virtue, religious commitment, sociability, artistic talent, civic participation, athletic ability, and adventurous spirit were all valued objectives in education, then overall inequality would be lessened. Howard Bowen maintains the greater the number of dimensions along which excellence is measured, the less the inequality.³⁰

The ideal academic quality ranking has not yet been proven. To help it along the way, these four qualities may be useful:

- Multidimensional
- Achievements of all students and faculty
- Student learning while in college
- Scholarly ethos of the institution

We need to promote a scholarly ethos.

3. Strengthen Scholarship Programs

A third strategy for improving scholarship is to strengthen and expand our scholarship programs. In many of our institutions today, as many as one-third of our students are participating in some type of scholarship program. Increasingly more students are applying to more than one institution, and they are looking for the best scholarship offer. Some leaders say simply that we will have to buy the scholars of the future with better scholarships.

Historically, in Agriculture most of our scholarships have been awarded based on need rather than merit. In order for us to attract more of our best scholars, I believe we will need to be more competitive with no-need or merit scholarship programs. We simply must be competitive with our colleagues in other programs if we expect to get some of the top students to study agriculture.

Based on a recent unpublished report to the National Association of College Admissions Counselors, they found that 83 percent of the institutions award no-need academic scholarships to either recognize and reward excellence or to recruit the best and the brightest students.³¹ To make a difference in the student's decision to attend or not, the scholarship needs to be at least \$1,000.

Some financial-aid officials fear that increased reliance on academic scholarships will set off a "bid-

ding war." Some also fear that the growing merit-scholarship budgets will eventually divert funds from programs that help needy students.³²

For the fall of 1985, 10 scholarships have been awarded to North Carolina students to attend N.C. State University and participate in a double-degree program between Agriculture and The Humanities. These scholarships have been made possible from a \$100,000 grant from the W.K. Kellogg Foundation. These awards have been named The Thomas Jefferson Scholarships in Agriculture and The Humanities. N.C. State University is one of several colleges and universities in the nation to receive support from the Kellogg Foundation for programs to increase awareness of the importance of agriculture to human well-being. Such joint efforts may prove to be a positive force in recruiting some of the more academically able students into Agriculture.

4. Learn to Cope with a Changing Student Clientele

A fourth strategy is to learn to cope with a changing student clientele. Based on an extensive review of the literature, one thing is certain — our student profiles are changing. We simply must learn to strengthen our coping skills in working with more diverse students. For the time being, we can expect to work with more underprepared students, older students, more women, more part-time students, more Hispanic, black and foreign students. We no doubt will need to expand our efforts to work in developmental, remediation and academic skills programs.

Mawby says that colleges of agriculture must take the lead in ending ignorance about farming. He goes on to say that many bad decisions affecting food production can be traced to a lack of understanding about agriculture on the part of the 97 percent of our people who don't live on farms. One of five recommendations made by Mawby for moving from weakness to strength is that colleges of agriculture should take new initiatives to augment their traditional commitment to continuing education.³³ He further challenges the states' agricultural colleges with faculty members in every county to establish external-degree programs to enable practitioners to complete the requirements for bachelor's or advanced degrees. Likewise, he feels that colleges of agriculture seem reluctant to provide academic credit for experiential learning. With our strong tradition in "learning by doing" and applying research knowledge in practical situations, our institutions should be catalysts in new developments in continuing education, not merely spectators. To cope with the needs in agriculture and the declining enrollments, we can certainly consider more flexible programming practices.

5. Improve Faculty Rewards and Recognitions

The fifth and last strategy for improving scholarship in post-secondary education is to improve our faculty reward system. Over and over again in the literature, we are reminded of the need to improve faculty reward systems. In times of cutback, retrenchment and restructuring, many faculty look elsewhere for career opportunities. Furthermore, as competition for the best scholar-teachers increases, the more affluent schools seem to be buying their faculty.

If we expect to improve scholarship on our campuses, then we must make sure our faculty members are rewarded for their excellence and get appropriate recognition from their students, peers, administrators and agricultural leaders.

Salaries must be improved if it means fewer of us to share in the limited resources made available. Autonomy and entrepreneurship opportunities must be a part of the work environment if our faculty are to give their best. Faculty and their students must be supported and actively encouraged in their efforts to excel. Administrators and educators should never be too busy to provide psychological nourishment that can only come from other people. Praise and reward are important and are long-lasting motivators.

Our people are important. We are in the people business, and it is through the professional, administrative, technical, and service personnel that we produce our product. We too often forget it is people that make our institutions work. Without them in labs, the classrooms, the institution is itself nothing; yet, programs for faculty growth and development are too often perceived as not producing enough return-on-investment for the institution. We must help our faculty find meaning in their work. We need to show more respect for each other as professionals in Agriculture. Many times we fail to involve our colleagues from various programs and institutions in joint efforts. We need each other. If scholarship in agriculture is to improve, then we simply will have to work together in partnership with every level of the agricultural enterprise.

Summary

Improving scholarship in post-secondary education and especially in agriculture is one of the foremost challenges facing our agricultural leadership. We need to sharpen our concepts of scholarship and post-secondary education in order to help us develop strategies for success in achieving quality education. Seven trends relative to scholarship in post-secondary education have been examined, and they are: declining enrollments, perception that scholarship is down, a changing student clientele, greater competition for students, the faculty conundrum, more outside controls and increasing academic specialization. To enhance quality scholarship in post-secondary education, five strategies have been proposed. The strategies are to (1) engage in strategic planning, (2) promote a scholarly ethos, (3) strengthen scholarship programs, (4) learn to cope with a changing student clientele, and (5) improve faculty rewards and recognition. There is a bright future in agriculture; however, many of us believe it will be different from what we have known in the past. May we accept the challenge to pursue strategies that offer promise and hope for a better and different agriculture.

Footnotes

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