

The Work of the Regional University

University of West Florida, October 2008

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Topics for today will come from:

Notes

I'm teaching at Slippery Rock State?

Status and esteem issues I: Name that university

All things to all people

Mission confusion

Greedy institutions

Harvard on the Tuck (or the Coast)

Status and esteem issues II: Faculty confusion

Did Boyer help?

The work of the regional comprehensive

Scholarship and scholarliness

Consumatory scholarship

Shuffling off to scholardom

Scholarly pumpkins

Collegial and developmental cultures

What do we need to do?

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	Teaching	Research	Public Service	
<i>Scholarship</i> (productive)	SoTL “Research” on teaching	Discovery Integration Programs of research	Scholarship of engagement	* * C * * I *
Products:	Reports, publications, presentations, grants	Reports, publications, presentations, grants, creative performances	Reports, presentations, grants, patents	* T * * I *
Nature of PR	Traditional	Traditional	Local, however: http://schoe.coe.ufl.edu/	* Z * * E *
<i>Purposes: Prestige, cosmopolitan recognition, expressions of curiosity, student involvement in research</i>				* N
<i>Scholarliness</i>	Scholarly Pedagogy	Consumatory Scholarship Preliminary research Work with students	Workshops Consultations Scholarly Univ. service	* * S * * H *
Products:	Syllabi, exams, assignments, Class presentations	Narratives	Narratives Artifacts	* I * * P
Nature of PR	Local	Local	Local	*
<i>Purposes: Development and assurance of quality, love of learning, teaching and service, local recognition</i>				

Items of possible interest

1. Braxton, J. M., Luckey, W., & Helland, P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains*. ASHE-ERIC Higher Education Report, 29 (2). San Francisco: Jossey Bass.

In the Appendix of this piece (available through ERIC), Braxton et al. make a good faith effort to broaden the Boyer categories to include products other than publications. However, individual academic units often struggle with their examples and are likely to revert to publications as the metric.

2. O'Meara, K. A., & Rice, R. E. (Eds.). (2005). *Faculty priorities: Rewarding multiple forms of scholarship*. San Francisco: Jossey-Bass.

Rice worked with Boyer on the original multiple forms of scholarship model. O'Meara has researched the degree to which the model has been accepted in different types of universities. Together they give a comprehensive view of the Boyer categories and how they are faring.

3. Ziolkowski, E. J. (1996). Slouching toward scholardom: The endangered American college. *College English*, 58, 568-588.

It is not surprising that there are individuals, departments and universities that do not like what Boyer has proposed. Boyer himself thought that the model would be most useful to comprehensive universities and small (non-elite) colleges. Professor Ziolkowski is at a small elite liberal arts college and his disdain for the Boyer model could not be clearer. This item is presented in the spirit of scholarly disclosure of all sides of an argument (and it is just plain fun to read something by someone so outraged).

4. Kassiola, J. J. The erroneous accusation of research "mission creep" at master's institutions: Why teaching in the 21st century must be research-based. *College Teaching*, 55, 139-143.

In the tradition of creating little Harvards, Kassiola argues, against all evidence to the contrary, for a link between traditional scholarship and teaching.

5. Wright, M. C., Assar, N., Kain, E.L., Kramer, L., Howery, C. B., McKinney, K., Glass, B., & Atkinson, M. (2004). Greedy institutions: The importance of institutional context for teaching in higher education. *Teaching Sociology*, 32, 144-159.

Sociologists from all kinds of institutions identify the relative degrees of greediness of universities.

6. Wolf-Wendel, L. E., Ward, K. (2006). Faculty life at comprehensive colleges and universities: The perspective of women faculty. *Journal of the Professoriate*, 1(2), 5-21.

These authors document the greediness of the comprehensive university and the special problems created for women with families.

7. Brewer, D. J., Gates, S. M., & Goldman, C. A. (2002). *In pursuit of prestige: Strategy and competition in U.S. higher education*. New Brunswick, NJ: Transaction.

The authors argue that while status or prestige is a zero-sum game, every institution can improve its reputation.

Publications in WoK Per Faculty

