

Class meeting for next Wednesday, April 9

Next week we will spend time on an overview of higher education in the United States. We will discuss some of the implications of the seminal book *Scholarship Reconsidered*, originally published in 1990 by The Carnegie Foundation for the Advancement of Teaching. This book has had an enormous national impact on how colleges and universities conceive of faculty responsibilities and rewards.

One major consequence of *Scholarship Reconsidered* has been in its implications for how you represent yourself as a scholar. Next week Dr. Briana Keller from the UW Center for Career Services will provide an overview of representing yourself in a research statement, and as a class we will explore ways of representing the other dimensions of your scholarly life.

Assignment for April 9

Readings:

- *Art and Politics* – “Introduction,” pp. 5-14, and your choice of one additional chapter from Part 1
- “Enlarging the Perspective” – Chapter 2 from Boyer’s *Scholarship Reconsidered*, available through a link from the syllabus on the course web site
- Carnegie Classification of Institutions of Higher Education – The Carnegie Foundation for the Advancement of Teaching provides the most commonly cited system for classifying higher education institutions: <http://www.carnegiefoundation.org/classifications/>

This website will provide you with reference points for talking about different kinds of institutions. Familiarize yourself with the classification system by looking up UW, other institutions you have attended, or places where you might be interested in working someday.

You will occasionally hear institutions like UW referred to using the pre-2000 Edition terminology of Research I or “R-1.” You can find the old classification system under “Background and Description” on the website.

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*“When I came into school here I was very excited. I have a total thirst for wisdom and knowledge, and I wanted to study all these books and different subjects, and I wanted to take additional minors – to be a scholar, to study for its intrinsic worth. However, very fast, I got disillusioned. And the anxiety – after a while, I only wanted to know, ‘What are the requirements I need to fulfill to graduate and get out of here within my given time frame?’*

*“So anyway, I figured out very fast that what I want to do is fulfill the requirements, graduate within my given time, with a good marketable thesis, go on for tenure track, do that and then finally do what I wanted to do here ... well, actually, intended to do here.... My primary goal is to get a job at a research university, because that's where the market value is and that's where you set up yourself in your field. ... If my first choice [were] a teaching school after graduation, [I'd] be academically dead basically.”*

- Graduate student quoted in “On the road to becoming a professor: The graduate student experience.” (Nyquist, Manning, Wulff, Austin, et al., 1999). *Change* 31(3), p. 18.