

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.

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## 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.<sup>1</sup> 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."<sup>2</sup>

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."<sup>3</sup>

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,<sup>4</sup> Dan West<sup>5</sup> 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,













