Reconsidered Scholarship—A Utilitarian Paradigm for Maritime Education

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Abstract   In Scholarship Reconsidered: Priorities for the Professoriate (1990), the Carnegie Foundation for the Advancement of Teaching delivers a powerful challenge: ...the work of the scholar... means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students.

Maritime colleges are in a unique position to affect the constantly changing nature of teaching and learning as well as the challenges surrounding the future of "faculty work." Scholarship Reconsidered should be the catalyst for redefining maritime education, with a focus on a seamless and interdependent relationship of learner centered activities. Maritime education, with its effective degree productivity and assessment, should serve as an exemplar for other professional preparation programs as well as for the traditional arts, sciences and humanities disciplines on comprehensive campuses. But, this will require that our faculties possess the same "intentionality" we strive to imbue in our students. And, if our faculties are to be able to intentionally share best practices with their students and peers in a two-way efficacious manner, our maritime institutions need to support their professional development, particularly in terms of addressing any shortcomings associated with narrowly focused or otherwise limited preparation for an academic position.

Keywords   scholarship; faculty; development; education; teaching.

In examining the 21st century challenges for maritime universities, permit me an initial observation: This is the wrong time for navigating into the future with our eyes astern.

1 The times: they are a cha(lle)ngin

What can we expect to see as the 21st century unfolds? For higher education, it is a recognition

that new and dynamic patterns in the economy, demographics, government spending policies, the use of technology and the expectations of the public we serve ensure that higher education will never be the same. For the maritime campus, it is an expansion in the diversity, severity and complexity of the professional, industrial and economic/environmental/political issues we accept as our milieu; it is the effect of competition for precious resources in what is fast becoming an age of "triage"; and it is a telecommunications explosion that will alter forever how we communicate, educate and practice.

Reengineering the Corporation; Schools for the Twenty-first Century; Reinventing Government... As evidenced by widespread restructuring in the public and private sectors, there is concern in the United States over our ability as a nation to deal with 21st century issues using resources designed for 20th century challenges. In higher education particularly, we are recognizing that the traditional beliefs underlying our handling of change will no longer apply. Maritime, and other, universities will need to replace what are fast becoming basic *mis*assumptions including:

Misassumption (*1*) We, the Academy, know what is "best" and should control the activities associated with our comprehensive mission of teaching, research and public service. According to the Public Agenda Forum[1], the reality is that higher education is becoming a consumer product. Outcomes and the increasingly popular "cost-to-benefit ratio" are key considerations in the student-as-consumer choice of institutions. Further, standard setting for higher education is no longer guaranteed to the Academy. Increasing pressures from government, business and industry have resulted in a number of well-meaning initiatives, such as Goals 2000, that, without the Academy's responsible guidance, could find "higher education" becoming "higher training."

Misassumption (2) *If higher education is so critical to society, society will invest in its fruition.* In discussing the reality of public higher education's complex relationship to government, Peter Ewell[2] surmises that while we insist: "You won't give us the money we need (and we know you have)!" They insist: "There isn't any money."

Alas, *they* are correct. Government spending on education is seriously constrained by the growing pressure of entitlements. Breneman[3] suggests that the State of California's only alternative to the status quo of ad hoc decision making or to privatization, is for the Governor to "declare higher education in a 'state of emergency'." As this is highly unlikely, the entire academic community must recognize that knowledge and skill in entrepreneurial resource acquisition and management can no longer be solely administrative concerns.

Misassumption (*3*) *The Academy owns knowledge* (and is its gatekeeper). By 2020, information will double every 70 days. Without telecommunications and computing literacy, faculty will lose, not only the monopoly of information but, more importantly, the ability to guide its exchange. Clearly, technological sophistication amongst the faculty ranks is imperative.

If we are to understand the 21st century challenges for a maritime campus, we must respect the gravity of our situation as succinctly stated by the Pew Higher Education Roundtable[4]:

The charges most important to higher education are those that are external to it. What is new is the use of societal demand -- in the American context, market forces -- to reshape the academy. The danger is that colleges and universities have become less relevant to society precisely because they have yet to understand the new demands being placed on them.

Given these exigencies, attempting only to adapt to 21st century change will not work.

2 The fundamental challenge

The *fundamental challenge* for maritime academies, colleges and universities in the 21st century is mastery (by ourselves and our students) of the process of guiding and managing, as well as adapting to, dynamic change; and doing so in light of a new, and very unfamiliar, set of basic assumptions that are, as we speak, reshaping both the Academy and the society we serve. In effect, the fundamental challenge will be to do *how we do* as well as we do *what we do*!

How should we approach the task? We can resist, react, or reconsider.

If we choose to *resist* this transformation of higher education, we will run headlong into the new wall of accountability. Moreover, grasping for the past will uselessly expend valuable energy. In California, for example, what purpose would it serve to wave I.O.U.'s for budget based "lost" faculty positions at whichever administrator had the bad sense to keep a copy of the, now defunct, guidelines to faculty allocation in the California State University "orange book."

If we choose to *react*, particularly in the ad hoc, "crisis" manner of the past few years, we will become caught in the "cut and combine" mode that now finds us adding more and more students to our traditional lecture/lab sections and nothing more. This does not work for maritime education. Ask our students. Ask our clients. Ask our accreditors.

If we choose to *reconsider*, we will, at least, be involved in the management of the changes we are undergoing. At best, we and our cohorts will master the process of guiding the changes that affect us.

Am I suggesting that we do more, with less, and do it better? No. I am suggesting that we choose the challenge of reconsidering our campuses, and focus our efforts on "working smarter" by playing a significant role in guiding our own destiny while not killing ourselves in the process.

3 The theoretical challenge

Almost twenty years ago, the Carnegie Foundation for the Advancement of Teaching recognized the need to reconsider the Academy. In *Scholarship Reconsidered: Priorities for the Professoriate*, Ernest L. Boyer[5] delivers a powerful challenge for the new century:

Is it possible to define the work of faculty in ways that reflect more realistically the full range of academic and civic mandates? ...the work of the scholar ...means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. ... the work of the professoriate (has) four separate, yet overlapping functions(:)... discovery; ...integration; application; and...teaching.

More than a decade ago, Boyer[6] and others refined the concept of *reconsidered scholarship* by stressing an integrated approach to its conduct. This has made **"and"** an equally important word in the phrase "teaching, research and public service." Walshok[7], as cited in Stukel[8], describes this as "knowledge linkage," the closer connection between knowledge-producers and knowledge-users. Walshok emphasizes that research, teaching, and service have more in common

than divides them and that information can flow both ways.

Meeting the *theoretical challenge* of embracing *integrated scholarship* will allow colleges and universities, not only to work smarter and more productively in addressing our various missions, but also to master the process of guiding future change in public policy and practice, as well as professional education.

4　The operational & tactical challenges

Robbins[9] reminds us that while creativity is the ability to combine ideas in a new way, innovation transforms that creativity into something useful. So, the college also has an *operational challenge*, a test of *integrated scholarship,* that will turn theory into practice, creativity into innovation, and respect collective academic responsibility alongside individual academic freedom. Success in this challenge will result in a learning and working community that efficiently and effectively identifies, recruits, develops, empowers and utilizes the great reservoir of resources for change－the energy and creativity of faculty, staff, students, and community－as it strives to advance the commonwealth.

As attainment of theoretical goals requires implementation of practical objectives, so does that implementation require tactical accomplishments. Thus, in order to adequately address the more global challenges related to foundation, theory and operation, we must also confront a number of tactical challenges related to both the day-to-day and long range lives of the campus. These tactical challenges are the most sensitive of our charges because they touch the very heart of the Academy. Accepting the reality that external factors including technology, privatization, regulation and consumerism remove us, the professoriate, from our historic ownership of knowledge is a bitter pill. It is made worse by internal discontent including lack of resources, expectations that we perform other tasks (fundraising, student recruitment, etc.) lopsided professional preparation and mixed messages in our rewards structure. But these are the very real conditions for change－necessary change if we are to fulfill our comprehensive mission in the twenty-first century, a century that will demand understanding, promotion and celebration of diversity not only in race, ethnicity and culture, but also in learning styles, lifestyles and the tools and skills of information exchange.

The list of tactical challenges is exhaustive: administration *for* the campus, *students first*, "cultural competence," etc.. Each of these topics is worthy of lengthy discussion, but time limits us to raising the issue and identifying the overarching tactical challenge, i.e., *changing the campus culture*.

5　Changing the campus culture

The culture of every college and university is unique. Yet, we all share certain values: Excellence in teaching and learning; service to students and our community or industry; commitment to diversity in a multicultural and pluralistic setting; collegiality and collaboration; collective responsibility and accountability; and academic freedom, creativity, and innovation. For the maritime college or university to meet the challenges of change, it must be a dynamic force that contributes significantly to each of these arenas. The challenge in changing the campus culture

will be to provide the education, advocation and facilitation needed to secure the university's commitment to measures including

Removal of barriers to non-traditional learning experiences (e.g., "service learning") and expansion of interdisciplinary or community/industry collaboration, including obstructive budgeting and personnel practices.

Support of an *integrated* approach to *reconsidered scholarship* and related activities through workload management, technical assistance and modernization of recognition, incentive and reward structures.

Promotion of enrollment management strategies, such as alternative scheduling and cohorted programming, that would contribute to the establishment of *learning communities* and similar activities known to support increased retention and accelerated graduation while improving the overall quality of the educational experience.

6 The strategic challenge

And so, how should a college or university, maritime or otherwise, work to achieve appropriate change in the campus culture?

I am convinced that maritime colleges and universities are in a unique position within higher education to affect and be affected by the constantly changing nature of teaching and learning as well as the challenges surrounding the future of "faculty work." Further, I am joined by all of the other academic administrators on the maritime campuses in the United States[10] in looking to Ernest Boyer's aforementioned *Scholarship Reconsidered* as a contemporary environmental scan of higher education, including generational, technological, accountability, and other factors, and as the catalyst for a redefinition of *The Academy* (maritime or otherwise), with a focus on a seamless and interdependent relationship of learner centered activities. Again,

...the work of the scholar ...means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. ...discovery; ...integration; application; and...teaching.

During and beyond the 1990's, leading organizations in American higher education have fostered this transition from distinct arenas of teaching, research and service to a more unified approach to scholarship (AAHE's *Forum on Faculty Roles and Rewards*) while, at the same time, moving from teaching centered traditional instruction to the learning centered production of "intentional learners" who are informed, empowered, and responsibly engaged, as described in the Association of American Colleges and Universities' *Greater Expectations*[11].

Is this *reconsidered-scholarship-focused-on-intentional-learning* metamorphosis appropriate for maritime universities? Perhaps more importantly, can maritime education, with its assessment laden and effective degree productivity (e.g. >85% retention with an average 4 years to degree at Cal Maritime), serve as an exemplar for other professional preparation programs as well as for the traditional arts, sciences and humanities disciplines on comprehensive campuses? Yes, on both counts, that is, if our faculties possess the same "intentionality" we strive to imbue in our students. And, if our faculties are to be able to intentionally share best practices with their students and

peers in a two-way efficacious manner, our maritime institutions need to support their professional development, particularly in terms of addressing any shortcomings associated with narrowly focused or otherwise limited preparation for an academic position.

Though not unlike other externally regulated professional colleges with cohorted student groups pursuing full time courses of study that include significant field components, which rely on instructors with significant practical experience (e.g., Nursing), North American maritime academies face additional challenges in maintaining contemporary faculties noted for their academic acumen. The scarcity of our institutions, including our geographical separation from each other (as well as from more comprehensive campuses), and a faculty profile heavily dependent upon instructors rich with industry experience, but sometimes limited in terms of their professional preparation for pedagogical and/or scholarly undertakings, often precludes us from following or leading academic change.

During the November 2005 meeting of the U.S. maritime academies' senior administrators, the provosts discussed this challenge of professional development for maritime educators, particularly as it involves teaching and learning in modern higher education. From that discussion, came an agreement to pursue enhancement of our pedagogical approaches to maritime education, including increased attention to "reconsidered scholarship" as a model for faculty work. Among the proposed undertakings will be a future conference devoted entirely to "teaching and learning in the maritime environment." That conference has now been scheduled for March 2007 and will be held at Cal Maritime with a call for papers already completed and a final program under development for dissemination in the not-too-distant future.

If we in maritime education agree to pursue a unifying strategy of intentionality (i.e., empowered, informed, and responsibly engaged) that is focused on an integrated approach to reconsidered scholarship, the upcoming "conference on teaching and learning in the maritime environment" may serve well as an anchor for a wider range of future activities designed to inform our faculty. Individual campuses can pursue similar "informed" professional development activities, many of which are addressed in the Reference cited with this paper. But, each campus will also require necessary unique modifications in order to assure that faculty are also "empowered" (e.g., via academic freedom with collective accountability) and "responsibly engaged" (e.g., via shared governance that addresses faculty responsibilities, roles, and results).

7 Conclusion

This presentation, "Reconsidered Scholarship: A Utilitarian Paradigm for Maritime Education," has intended to provide, for maritime educators, an introduction to this increasingly mainstream system of understanding and promoting a seamless relationship to teaching, research, and experiential learning in higher education. Beyond an introduction to the paradigm, this presentation was designed to provide Reference associated with "reconsidered scholarship," and provide an opportunity to interactively explore with maritime educators the added values it provides, particularly to our often non-traditional academic personnel.

Before I take your questions, let me share with you two comments. The first comes from a statement issued by the Pew Higher Education Roundtable in "To Dance With Change"[12]:

Our argument is simple and to the point: no institution will emerge unscathed from its confrontation with an external environment that is substantially altered and in many ways more hostile to colleges and universities.

The second is from *Florida Sunrise: Which Tomorrow?*[13] "Strangely enough, in the midst of change, the present course may often be the most risky one. It may only serve to perpetuate irrelevancy."

It is the nature of maritime education "to dance with change." However, if we want to "lead" in the 21st century we will need to inform, empower, and responsibly engage our faculty in focusing their future work on an integrated approach to reconsidered scholarship.

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