



the PEN

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Rising to Our Professional Imperative: The Need for the Scholarship of Integration

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Every higher education conference, meeting, or symposium I attend, someone describes the need to understand what we already know. This may seem trite, but there is confusion among working professionals and policymakers about the contribution of higher education research. Policymakers and professionals ask whether we know the advantages of technology to institutional operations, the best practices for writing across the curriculum, or the factors that prevent low income kids from going to college? In fact, at a recent meeting hosted by the American Council on Education, several college presidents expressed concern that there is no easy way to understand the contributions of the many research studies. Individual articles or books are incomplete in filling the void. Many said, "I want a meta-analysis of the research to explain the cumulative results of scholarship." They want to know what all the research adds up to say and they want it in a format that is readable and, hopefully, short. As I sit in these meetings, I am reminded of the importance of the ASHE-ERIC Higher Education Report Series to our professional community. The short executive summaries provide busy policymakers or professionals with the key data to quickly understand the argument. Presidents or state legislatures can then recommend the monograph to a committee that will address the issue in greater depth. This committee can read the full monograph and come to understand the cumulative knowledge on the topic and make an informed decision.

Let me tell you about a recent example in which the scholarship of integration was used to help address serious concerns in practice. Over the last two years, the University of Michigan has been involved with an affirmative action lawsuit. A major argument made by the University of Michigan to support the use of affirmative action in admissions was that diversity enhanced the learning environment. The court wanted data and evidence to support the claim that diversity enhanced learning. Luckily, Sylvia Hurtado, Jeffrey Milem, Alma Clayton-Pedersen, and Walter Allen had recently synthesized this data for an ASHE-ERIC monograph entitled: *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity on Higher Education, 1999*. Several chapters of the monograph focused on summarizing all the studies that have been conducted that support the claim that diversity enhances learning among all students --white or of color. Had this research not been synthesized already, then the data may not have been available in a compelling way for the courts.

The reason for telling this story is to encourage more higher education scholars, particularly senior

scholars, to write meta-analysis. As a field of study, it is not enough to conduct research, we need to pull the various studies together in a comprehensive way. I do hope that people consider the ASHE-ERIC Series as an outlet, but regardless of the publisher, we need more meta-analysis of our research. What has ten years of research on service learning told us? The higher education community wants to know. What do we understand about best practices in K-16 partnerships or community partnerships? I hope that we will not be satisfied by merely completing our individual studies but instead will contribute to what Boyer called the scholarship of integration. The scholarship of integration involves overcoming isolation and fragmentation of knowledge, and offsetting the inclination to split knowledge into ever more esoteric bits and pieces. The integrative scholarship educates nonspecialists by giving meaning to isolated facts and putting them into perspective. Boyer notes that integration does more than just draw research together, but also brings new insights to the issue. How are we missing out on important insights by not systematically synthesizing the knowledge in higher education? This is a question that I worry about. I hope that members of the higher education community will continue to further the field by engaging in this critical line of scholarship.

AERA 2002 Division J Awards: Call for Nominations

Please consider nominating a meritorious colleague for one of the AERA Division J Awards.

Nominations are due no later than February 1, 2003. Please forward your nomination materials to Elizabeth G. Creamer, Division J. Awards Chair, 354 Lane Hall, Virginia Tech, Blacksburg, VA 24061-0227 or contact creamere@vt.edu.

Division J Outstanding Publication Award

The purpose of The Outstanding Publication Award is to permit Division J to bestow recognition on colleagues for a specific publication (book, book chapter, or article) judged as making a substantial contribution to the literature of higher education. A substantial contribution is defined as scholarship that extensively revises our knowledge and understanding of a particular problem in the study of higher education or identifies a new problem for scholarly treatment. The nominated book, book chapter, or article must have been published between January 1, 2002 and December 31, 2002. Letters of nomination should provide a clear statement that the individual is being nominated for the Outstanding Publication Award, provide all necessary bibliographic information about the nominated publication, and an assessment of the contribution made by the nominated publication and author. Please note that when appropriate, coauthors (2 or more) may be nominated for this award.

Division J Exemplary Research Award

The Exemplary Research Award is a special honor our division can bestow on one of our colleagues. This award is presented to an individual whose published research has made an outstanding contribution to knowledge and understanding in the field of higher education. Letters of nomination should provide a clear statement that the individual is being nominated for Exemplary Research Award, all necessary bibliographic information about the nominee's published research, and a description and explanation of the nature and quality of the contribution to the literature made by the published research of the nominated author, including information that will help the committee in its deliberations, such as references to selected publications of the nominee's research that illustrate and document the outstanding nature of the nominees contribution.

Application Information

The nominators and nominees must be members of AERA Division J. It is the responsibility of the nominator to submit all supporting documents for nominations – such as an explanation of the nature and quality of the contribution to the literature made by published work or the nominated author, a vita for the nominated individual, and a copy of an article or other published work relevant to the nomination, as appropriate, along with the letter of the nomination to the chair of the awards committee. In some instances, pairs or teams of researchers may be nominated for Division J awards.

News of Fellow Division J'ers

- **Valerie Martin Conley**, formerly of Virginia Tech and **Marc Cutright**, formerly of the Policy Center on the First Year of College, have joined the Higher Education Program at Ohio University as assistant professors. **Dafina Lazarus Stewart**, formerly of Ohio State University, is now serving as assistant professor of Higher Education and College Student Personnel at Ohio University as well.
- **Dr. Steve O. Michael**, a professor of higher education administration and a former ACE fellow at Carnegie Mellon University and University of Bath, England, has been appointed Vice Provost for University Diversity and Academic Initiatives at Kent State University effective August 1, 2002.
- **Dr. Maricela Oliva** has moved from the University of Texas-Pan American to Texas A & M University - College Station.
- **Pamela Eddy** is now Assistant Professor of Educational Administration and Community Leadership at Central Michigan University.
- **Mary Prentice**, formerly Division Chair of Social Sciences and Public Service at Illinois Valley Community College, has joined the faculty at New Mexico State University as a Visiting Professor in the Educational Management and Development
- **John Levin** is now the W. Dallas Herring Professor in the Department of Adult and Community College Education at North Carolina State University.
- RoutledgeFalmer published **Patrick Dilley's** new book, *Queer Man on Campus: A History of Non-Heterosexual College Men, 1945 - 2000*.

Publication Outlets

Key Issues in Higher Education Series; Editor: Donald E. Heller

The reauthorization of the Higher Education Act of 1965 by Congress in 2003 will bring to the fore the issues of college costs, funding and access; heighten public debate about the role of higher education in society; and focus the spotlight more sharply on administrators and faculty in higher education. As they grapple with what will be the core issues – affordability, access, outcomes and diversity – university and college administrators, as well as federal and state policy makers, will need access to reliable data, effective interpretation of relevant research, ideas and analysis to guide them in the decisions ahead.

The *Key Issues in Higher Education* series will bring together some of the nation's most respected researchers, scholars, and policy analysts to inform the debate on these issues, and help shape future policy. The series will be targeted at policymakers, higher education leaders, researchers and scholars interested in the intersection between post-secondary education and society. The series will be edited by Donald E. Heller of Pennsylvania State University.

Stylus Publishing, LLC, based in Sterling, VA, publishes in higher education and is the US distributor of

several scholarly presses. Stylus' publishing program ranges over issues of governance (*The Multicampus System: Perspectives on Practice and Prospects*); diversity (*The Ethnic Experience of College: Learning from Students to Create Successful Diverse Communities*); assessment (*Assessing Student Competence in Accredited Disciplines*) and teaching and learning (*Learning from Change; Thinking About Teaching and Learning*). Visit us on the Web at <http://Styluspub.com>

SUBMISSIONS: The Editor and Publisher welcome proposals for volumes in the series. Please contact Donald E. Heller at Pennsylvania State University, Center for the Study of Higher Education, 400 Rackley Building, University Park, PA 16802. Tel.: 814-865-9756 / dheller@psu.edu

Academic Exchange Quarterly (AEQ)

AEQ is an independent, peer-reviewed print journal with approximately 23,000 print readers. AEQ's mission is to foster education, career growth and the personal development of college faculty.

Online Learning Focus

The emergence of web-based instructional delivery has expanded the continuum of learning environments and has resulted in an explosion of "online learning" initiatives. These online efforts run the gamut from independent, self-paced instruction to cohort-based, highly interactive and totally asynchronous learning environments. For each of these online delivery methods-and in the "blended" courses that include both campus-based and online components-shifts from previous distance- and campus-based instruction have occurred. These shifts are varied, and they touch upon all areas of a college campus. Of particular note are revisions in the role of the online professor, changes in pedagogy, shifts in the course reconceptualization and course design process, revisions to faculty training and student orientation programs, requisite additions to support services for online faculty and for online students (web-based and face-to-face), and a rethinking of the role of technology and its impact on student participation and course learning outcomes.

Research responses to these and other areas impacted by the online learning environment-course management systems, the impact of the online teaching experience on campus-based instruction, online student learning styles, information resources for online students, online and distributed education policies, and discipline-specific challenges for online learning-are welcome. Units of analysis may range from the professor/student or individual course, to a program, the institution or the entire online learning system. To be most helpful in this academic exchange, empirical studies (including singular surveys and case studies) should be clear and explicit about their methodology so that others can replicate or advance their research.

Who May Submit

Submissions are welcome from faculty members, administrators, researchers, and other college personnel at all levels, as well as any others who are actively involved in directing or providing support services to online learners, online faculty and online programs.

Please identify your submission with the keyword "ONLINE." On-going submission requests with cut-off date set by issue publication month. See submission deadlines in Submission Procedure <http://www.rapidintellect.com/AEQweb/rufen1.htm>.

Thought of something you would like to see in the *The Pen*?

All sorts of submissions are welcome, including news of upcoming events, new positions, or articles of interest to Division J'ers. The next issue will come out in February of 2003. Submissions should be sent to Morphew@ku.edu by January 31st, 2003. Questions or comments can be directed to the editor at

785.864.9845 or 434 Joseph R. Pearson Hall, 1122 West Campus Road, University of Kansas, Lawrence, KS 66045.