



Scholarship in Nursing

CASN Workshop on Scholarship

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Today's Presentation

- ❖ *Aim*: The most recent understanding of scholarship and clarity of terminology
- ❖ Presentation is based on a publication (Acorn & Osborne) of a comprehensive review of the literature since Boyer's 1990 publication on scholarship

Purposes of Presentation

1. Boyer's Framework
2. Scholarship Defined
3. Criteria of Scholarship
4. Standards of Scholarship
5. Scholarly activities and scholarship

Boyer Framework of Scholarship

Ernest Boyer, in 1990, expanded the notion of scholarship to be more than research.

Scholarship was initially equated with research and its generation of new knowledge.

Boyer viewed scholarship as four separate but overlapping and connected domains.

(Boyer, 1990; Glassick, Huber, & Maeroff, 1997).

Who was Boyer?

Why an expanded view of scholarship?

Ernest L. Boyer (1928-1995), a US national leader in education, spent his career promoting education

- Chancellor of the State Univ. of NY
- US Commissioner of Education
- President, Carnegie Foundation for the Advancement of Teaching
- Held in high esteem as an educator and academic

A New Vision

Traditionally research was viewed as the main form of scholarship.

Boyer's vision was that there are additional, equally valued, forms of scholarship

“If nursing is to remain vital, a new vision of scholarship is needed” (Allen & Field, 2005, p. 4).

Domains of Scholarship

This new vision must encompass the:

- ❖ Scholarship of discovery
- ❖ Scholarship of integration
- ❖ Scholarship of teaching
- ❖ Scholarship of application

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- A single individual is not expected to fulfil, or excel, in all domains of scholarship
 - The scholarship of an organizational unit is the focus: scholarship within the unit in all domains
 - All aspects of scholarship are encouraged and recognized

(Boyer, 1990)

Expansion of Boyer's work

- Early work lacked clarity, contributing to ambiguity in meaning of concepts
- Colleagues (Glassick and others) continued Boyer's work: expanded and added clarity
- Continuing dialogue on Boyer's framework, especially in domains of teaching and application
- Continuing development of what evidence demonstrates scholarship

Why Scholarship?

- A process of generating new knowledge or validating existing knowledge
- Generation of knowledge can be accomplished in any of the four domains of Boyer's framework

Scholarship Criteria

For an activity to be designated as scholarship, it should manifest these characteristics:
documentation, peer-review and public dissemination

(Fincher & Work, 2006; Glassick, Huber, & Maeroff, 1997; Hutchings & Shulman, 1999).

Peer Review - Review by:

- ❖ A committee of individuals with similar professional status and with recognized expertise in the particular phenomenon under review
- ❖ Members of a practice committee
- ❖ Should be outside the 'home institution'

Dissemination

Distribution of knowledge and information

- ❖ Publications
- ❖ Presentations
- ❖ Pamphlets
- ❖ Patient care protocols
- ❖ Patient information newsletters
- ❖ Policy papers

Standards of Scholarship (Documentation)

- Clear goals
- Adequate preparation of the work
- Appropriate methods used
- Significant results
- Effective presentation of the work
- Receives reflective critique

(Glassick, 2000; Glassick, Huber, & Maeroff, 1997)



Scholarship of discovery

A process of creating new knowledge or validation of existing knowledge, focused on research, peer review and dissemination of results.

Scholarly Activities and the Scholarship of Discovery

Scholarly Activity

- Researching the literature
- Completion of a Master's thesis or doctoral dissertation
- Integrative literature review

Scholarship

- Grants received in support of research
- Peer-reviewed publications of research, theory
- Presentations of research, theory, or philosophical essays



Domains of Integration, teaching, and application

All activities within these domains cannot be considered scholarship; important to be clear on what can be considered scholarship

Scholarship of Integration

- ❖ The generation of new knowledge and perspectives from the examination of original work
- Connections within and across disciplines
- Discovering patterns that bring new meaning to previous sources of discovery

Scholarly Activities and the Scholarship of Integration

Scholarly Activity

- Critical analysis of knowledge within a discipline or across disciplines
- Interdisciplinary team projects
- Interdisciplinary collaborative practice

Scholarship

- Peer reviewed publications of integrative literature review of the analysis
- Project outcomes, e.g., policy papers (peer review may be, for example, from the project team members)

Scholarship of teaching

Systematic investigation of questions on improvement of teaching and student learning

Creativity in developing original educational material, and research on teaching and learning

(Allen & Field, 2005; Hutchings & Shulman, 1999; Kreber, 2002).

Scholarship of teaching: Boyer's original views

- The transferring of knowledge from teacher to student, from expert to novice
- The stimulation of active learning
- The encouragement of students to be creative thinkers

Further Development

Scholars of education and of Boyer's work challenged this view of scholarship in teaching as too narrow, and this earlier view is now considered *scholarly teaching* as opposed to the *scholarship of teaching*

Scholarly teaching versus the scholarship of teaching

- ❖ *Scholarly teaching (teaching excellence)*: the application of educational principles to teaching; incorporation of published research on educational content; continuous striving for teaching excellence
- ❖ *Scholarship of teaching** : a desire to understand how students learn and how teaching influences this process
**also known as the scholarship of teaching and learning*

(Allen & Field, 2005; Hutchings & Shulman, 1999; Kreber, 2002; Richlin, 2001).

Why is this distinction important?

(Scholarly teaching versus scholarship of teaching)

- Credibility of faculty members and as an educational unit
- Standards of scholarship apply to all disciplines
- Promotion and tenure

Scholarship of Teaching

Scholarly Activity

- Course development or revision
- Innovative teaching strategies
- Exemplary teaching
- Mentoring students, in, for example, scholarly writing
- Review of a textbook

Scholarship

- Peer reviewed publication or presentation on creative course development and on creative teaching strategies
- Peer reviewed grants for advancing theory on how student learn
- Co-authoring with the student
- Authoring a textbook

Scholarship of application

- ❖ Service to the larger community
- ❖ Engagement of academics *with* communities to address community-identified needs
- ❖ Translation of knowledge to practical application of societal problems
- ❖ Linking scholarship with practice
- ❖ Clinical scholars

(Hofmeyer, Newton, & Scott, 2007)



Caution in what can be considered scholarship of application as there may be a tendency to consider any community involvement as scholarship.

Scholarship of application is not a “catch all” category (Boyer, 1990).



There can be confusion about service activities and the scholarship of application.

(Shapiro & Coleman, 2000)

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- “Work with communities can only be defined as scholarship when there is clear evidence of links with current research findings and discipline specific knowledge, when the products are peer reviewed and are available for public scrutiny, use, evaluation.”

(Maurana, Wolff, Beck, & Simpson (2001))

Scholarship of application

- Products to improve health, e.g., programs, guidelines, pamphlets
- Publication of policy papers relating to practice issues impacting society
- Development of a policy paper or analysis paper to influence a health issue

Scholarship of Application

Scholarly Activity

- Committee membership: one's own organization, community, or national level
- Membership on service or gov'ment boards
- Consultation to community, individuals or groups

Scholarship

- Outcomes of committee deliberations, e.g., new policy, patient protocol or procedure, clinical practice guidelines,
- Outcomes resulting in strategies on social issues

Key Messages

- Scholarship: generation of knowledge
- Knowledge generated through scholarship guides nursing practice and patient care
- Scholarship: a broad framework of scholarship is more suited to today's world
- Clarity of terms is necessary
- Educators expect students to be scholarly

Key Messages

- Scholarly activities and scholarship differences are understood
- Scholarly teaching and the scholarship of teaching
- Development of scholarship requires planning: individual and organization levels
- *Nursing is held to the same standards on scholarship as other disciplines*

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