

CASN SCHOLARSHIP WORKSHOP
February 21st, 2013

*Discovery, Integration, Application,
Service, Teaching*



0830 – 9000 Introduction and Background Context

Session 1: The Nature of Scholarship

- 0900-1030 Overview of Boyer's Model of Scholarship
Sonia Acorn
- 1030-1045 Break
- 1045-1200 Scholarship of Teaching in Nursing
Florence Myrick

Session 2: Strategies for Building Nursing Scholarship

- 1300-1430 Promoting Personal Scholarship
Workshop Team
- 1430-1445 Break
- 1445-1615 Promoting Institutional Scholarship
Workshop Team

1615 – 1630 Wrap up and Next Steps

- Introduction of Speakers
- Background Context
 - Boyer's Model of Scholarship
 - Scholarship Assessment
- CASN's Position Statement on Scholarship

Please write your answers down quickly

- What does scholarship refer to?
- Who does a scholar refer to?

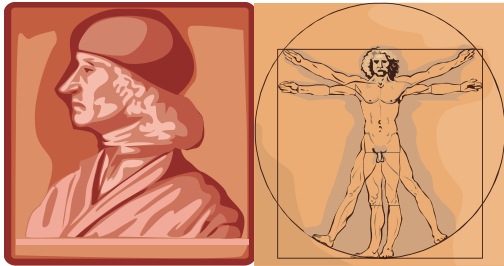
- “a gentleman and a scholar”
- “a learned or erudite person”
- “scholarship is the knowledge acquired by study; the attainments of a scholar”
- “Scholarship is not an esoteric appendage; it is at the heart of academic life” (Boyer, 1990, P. 16)





» The Professoriate as a ‘Community of Scholars’?

- The Scientific Researcher?



- The Renaissance Man?

Boyer's Model of Scholarship

- Teaching vs Research Debate in academia
- Service as a basis for scholarship being ignored
- Undervaluing of theoretical and integrative knowledge compared with scientific knowledge

Academic institutions emphasizing research not teaching

1989 Survey of 5,000+ faculty in the US conducted by the Carnegie Foundation For the Advancement of Teaching found:

- 70% said that their primary interest was in teaching (not research)
- Most reported that the reward system was heavily weighted towards research rather than

Derek Bok in: *Universities and the Future of America* (1990)

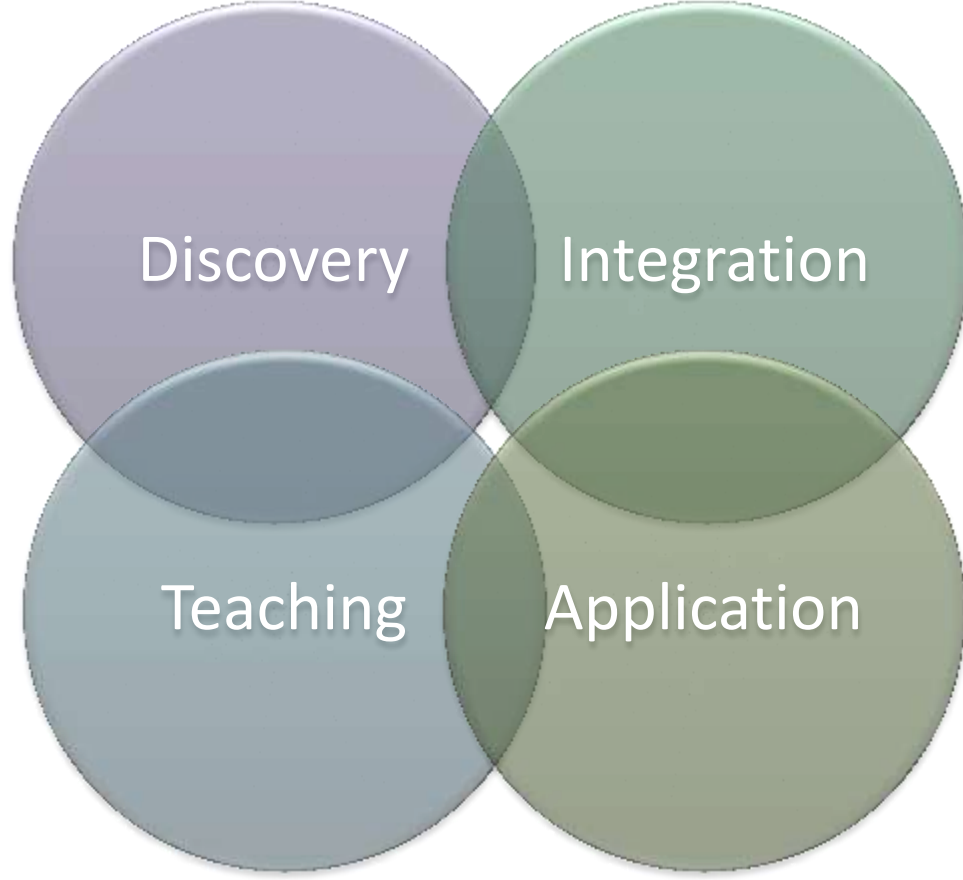
“Professors have a unique opportunity to act as society’s scouts to signal impending problems long before they are visible to others but what Rachel Carson did for risks to the environment, Ralph Nader for consumer protection, Michael Harrington for the problems of poverty, Betty Friedan for women’s rights, they did as independent critics, not as members of the Faculty.”

- Academic accolades had shifted and were now heavily weighted towards scientific research
- 42% of faculty in research intensive universities reported that their publications were “counted” rather than “qualitatively measured (1989 Carnegie Foundation Faculty Survey)

- President of the Carnegie Foundation for the Advancement of Teaching (1979-1995)
- Top priority of the Foundation during Boyer's presidency was to strengthen undergraduate education
- Boyer and his colleagues wanted to identify what constitutes quality in education
- Concerned with an over emphasis on research and specialized knowledge at the expense of making connections and intellectual service
- Concerned with the lack of recognition of teaching
- Published a seminal work *Scholarship Reconsidered* in 1990

Recognizes a full range of knowledge acquisition through:

- research,
- synthesis,
- practice, and
- teaching



How would you determine the quality of the Scholarship of:

- Discovery?
- Integration?
- Application?
- Teaching?

Scholarship of teaching difficulty to identify

Lee Shulman (1997), as President of the Carnegie Foundation distinguished between:

Scholarly teaching & the Scholarship of Teaching

To be Scholarship the work must be:

- 1) Made public
- 2) Available for peer review and critique according to accepted standards
- 3) Reproduced and built on by other scholars

Carnegie Foundation scholars contacted

- 51 granting agencies and asked: How do you decide what to fund?
- 58 scholarly press directors and asked: What criteria do you use when selecting manuscripts?
- 31 scholarly journal editors and asked: What do you tell referees to look for?

The analysis found a remarkable degree of shared elements.

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*.

1) Clear goals

Purpose of the work identified, realistic objectives set, asks important questions

2) Adequate preparation

Shows understanding of existing scholarship in the field, brings the necessary skills to the work, brings resources together to move the work forward

3) Appropriate methods

Uses methods appropriate to the goals, applies them effectively, modifies

4) Significant results

Achieves goals, adds consequentially to the field, opens additional areas for further exploration

5) Effective communication

Uses suitable style and effective organization to present work; uses appropriate forums to present, presents clearly with integrity

6) Reflective critique

Evaluates the work, brings an appropriate breadth of evidence to the critique, uses evaluation to improve quality of future work

- Adopted 2004; revised 2006
- Inspired by Boyer's model
- 5 dimensions: Discovery, Integration, Service, Application, Teaching

Service

- use of specialized nursing knowledge in community service

Application

- investigation of the dynamic interaction between theory and practice

Evidence of scholarship in all 5 dimensions is based on documents and public presentations that meet the standards identified by Glassick et al. (1997).

- All nurses in academia have a responsibility to engage in and advance Scholarship
- Scholarship in nursing produces various patterns of knowing depending upon the context and setting in which it occurs
- The dimensions of Scholarship are fluid, dynamic and frequently overlapping
- Emphasis on Scholarship is maintained and promoted at all developmental stages of the faculty

Join or increase your participation in a community
of nursing Scholars!

Thank You

Questions???