



The diagram shows a large purple square on the left with a small pink plus sign in its top-left corner. To its right are four smaller squares arranged in a 2x2 grid: top-left is yellow-green, top-right is blue-purple, bottom-left is olive green, and bottom-right is dark purple.


Boyer's Model of Scholarship
Discovery, Integration, Application, Teaching

+ Overview of the Presentation

- Background Context
- Boyer's Domains of Scholarship
- Scholarship Assessment
- CASN's Position Statements on Scholarship




+ Please write your answers down quickly

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

+ Scholar & Scholarship
Evocative Concepts 

- “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)

+ Diverse Visions of a Scholar

-  ■ The Professoriate as a ‘Community of Scholars’?
-  ■ The Scientific Researcher?
-  ■ The Renaissance Man?

+ Background Context (cont'd):
Research vs. Teaching Debate

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 teaching
- 42% of faculty in research intensive universities reported that their publications were “counted” rather than “qualitatively measured”

**+ Background (cont'd):
Service as a Basis for Scholarship**

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

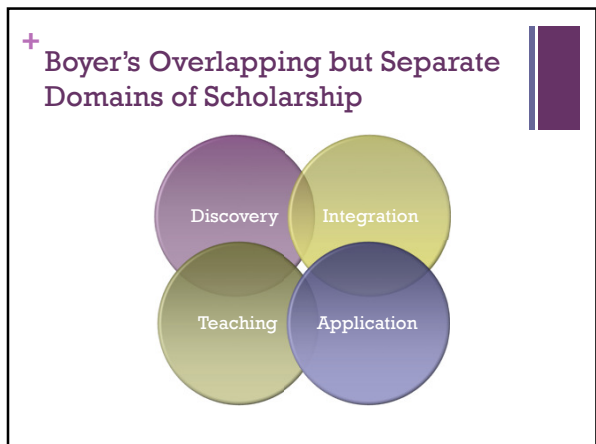
“Professors have a unique opportunity to act as society’s scouts to signal impending problems long before they are visible to others but what Rachel Carson did for risks to the environment, Ralph Nader for consumer protection, Michael Harrington for the problems of poverty, Betty Friedan for women’s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

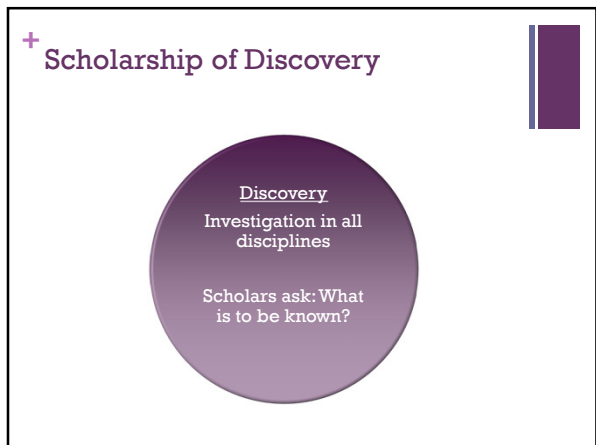
**+ Background (cont'd):
Dr. Ernest Boyer**

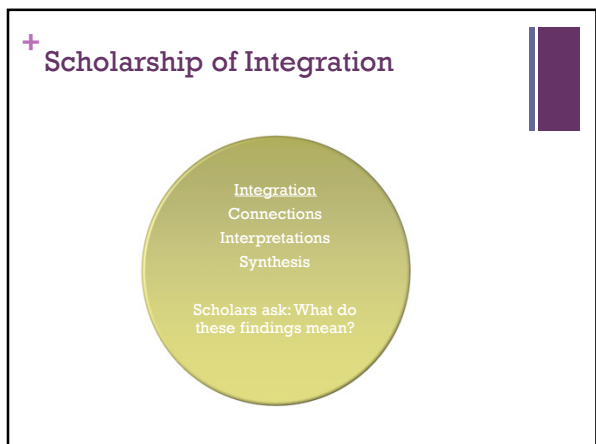
- President of the Carnegie Foundation for the Advancement of Teaching (1979-1995)
- Top priority of the Foundation during Boyer's presidency was to strengthen undergraduate education
- Boyer and his colleagues wanted to identify what constitutes quality in education
- Concerned with an over emphasis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

+ Boyer's Model of Scholarship

- Offered a new paradigm
- Recognized the full range of scholarly faculty activity
- Moved beyond the teaching versus research debate
- Resonated widely with faculty across disciplines
- Was embraced by nursing scholars in the U.S and Canada
- Knowledge is acquired through: research, synthesis, practice, and teaching







+ Scholarship of Application

Application
Rigorous application of one's special field of knowledge to service

Scholar asks: How can knowledge be applied to consequential problems?

+ Scholarship of Teaching

Teaching
Not only transmits knowledge but transforms and extends it

+ Quality of Scholarship

How would you determine the quality of the Scholarship of:

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

+ Elusive Scholarship of Teaching

Scholarship of teaching difficult 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

+ Determining the Quality of Scholarship in Each Domain

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.

+ Standards in Scholarship Assessment

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 procedures in relation to changing circumstance

+ Standards of Assessment (cont'd)

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

+ CASN Position Statement on Scholarship

- Adopted 2004; revised 2006
- Inspired by, and expands on, 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 in all dimensions guided by documents and public presentations reflecting the standards identified by Glassick et al. (1997)

+ CASN Position Statement (cont'd)

Assumptions

- 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

+ Invitation to Workshop Participants

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

Thank You

Questions???
