

# Ernest L. Boyer's Model of Scholarship

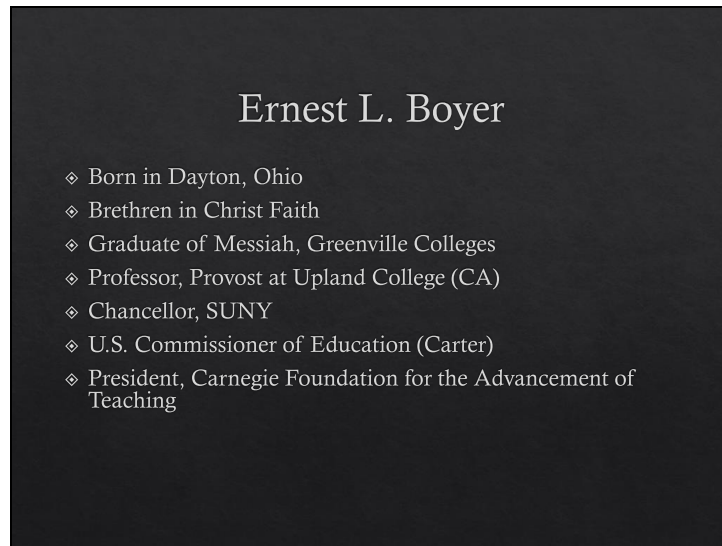
Drew Moser  
Union University, March 2019

**Good Morning**

**I've been asked to share with you Ernest Boyer's Model of Scholarship in 10 minutes or less**

**My doctoral dissertation and my current research work is focused on the life and legacy of Ernest Boyer**

**My goal today is to give you a brief introduction to his most enduring work, his model of scholarship**



In order to understand Boyer's model of scholarship, it's important to understand where he came from

He's a midwesterner, born in Dayton, Ohio

He was raised in the Brethren in Christ church (very devout; Quaker in adulthood)

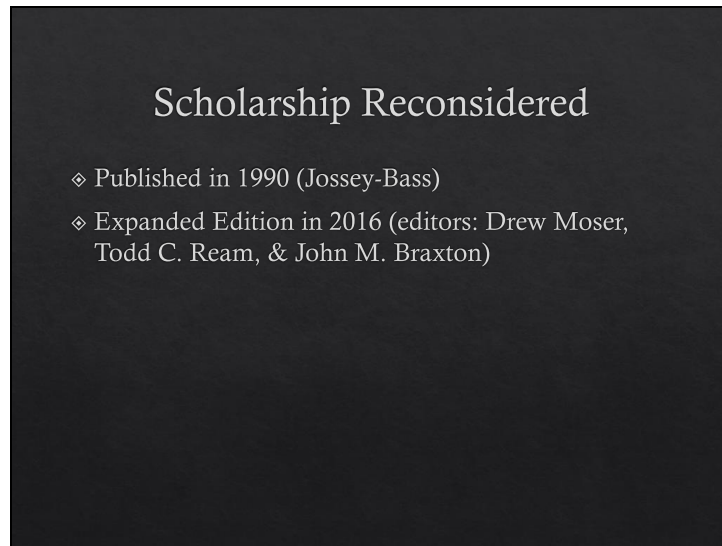
His early years in higher education were in our own camp of Christian Higher Ed, graduating from Messiah (it was a 2 yr school) and Greenville colleges

His first academic post was as a professor and eventual provost at Upland College (Brethren school that closed many years ago)

At the age of 42, became the chancellor of the SUNY system (then the largest, most complex state system in the country)

Was lured away from Albany to become Jimmy Carter's Commissioner of Education

After that became President of the Carnegie Foundation for the Advancement of Teaching.



While at the CFAT, he wrote *Scholarship Reconsidered: Priorities of the Professoriate*

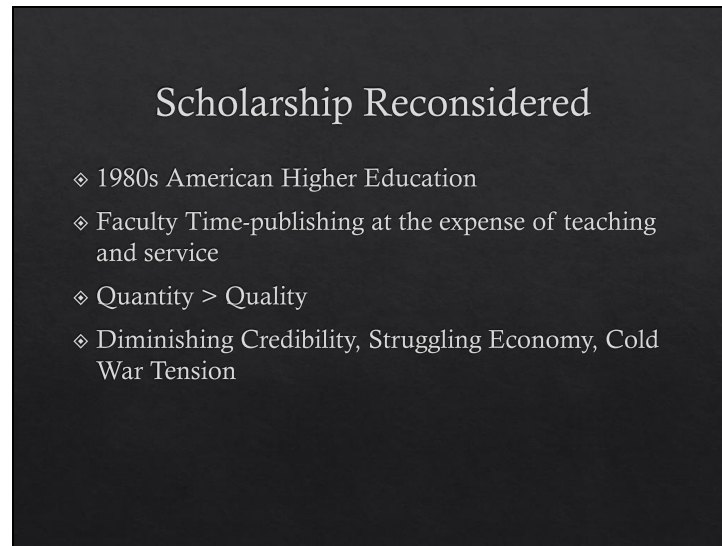
It was the culmination of a massive nationwide study of faculty members, which found that a significant hindrance to faculty work was time.

The pressures of “publish or perish” were causing faculty to withdraw to the lab, library, or computer, and the result was the dimishment of teaching, and the vibrancy of the college community suffered.

The goal of *Scholarship Reconsidered*: to increase the breadth (beyond the refereed journal article) and the quality of scholarship.

Boyer, in *SR*, writes: “The work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students”

It’s work noting that the end of Boyer’s view of scholarship is educative: communicating “to students”. Boyer felt that if higher education was going to earn back the trust it has lost from the American public, a new vision of scholarship was needed.



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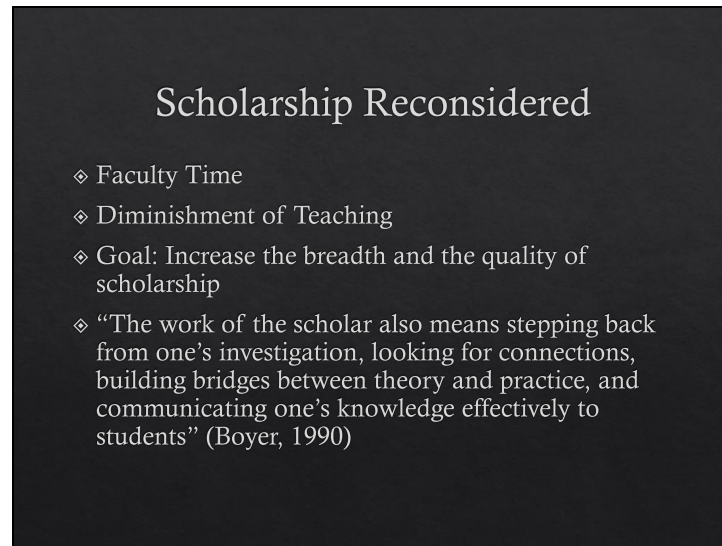
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## Scholarship Reconsidered

### ◇ 4 Domains

- ◇ The Scholarship of Discovery
- ◇ The Scholarship of Integration
- ◇ The Scholarship of Application
- ◇ The Scholarship of Teaching

Boyer's attempt at organizing this resulted in a schema of scholarship that included 4 domains:

- The scholarship of discovery—original research/publication
- The scholarship of integration—scholarly work across/at the intersection of disciplines
- The scholarship of application—scholarship as service
- The scholarship of teaching—pursuit of innovative pedagogy

Separate but overlapping domains

## Rationale

- ◇ *Campus Life: In Search of Community* (1990)
  - ◇ Purposeful
  - ◇ Open
  - ◇ Just
  - ◇ Disciplined
  - ◇ Caring
  - ◇ Celebrative

Harkens back to Christian College roots.

## Rationale

- ◇ “An education of coherence”
  - ◇ Connectedness
  - ◇ Service
  - ◇ Language
  - ◇ Teaching

Harkens back to Christian College roots.



## Scholarship of Discovery

- ◇ Traditional research
- ◇ Examples:
  - ◇ Refereed journal article
  - ◇ Monograph
  - ◇ Book chapter
  - ◇ Edited volume
  - ◇ Academic conference presentation

More pure pursuit of knowledge

Contributes to the intellectual climate

Enhances the institution

## Scholarship of Integration

- ◊ Interdisciplinary, multi-disciplinary
- ◊ Examples:
  - ◊ Articles/books/essays that bring expertise to a more popular audience
  - ◊ Published work that draws upon theories from multiple disciplines

Making connections within and across disciplines

Very similar to discover, but not confined to the typical disciplinary silos of academia

Fitting research into a larger intellectual framework or map

Where psychology can work with kinesiology –body/mind connections

Theology and philosophy—analytic philosophy

Political science works with history—etc.

Computer science and English—digital humanities

## Scholarship of Application

- ◆ Research applied to problems
- ◆ Examples:
  - ◆ Technical reports for government agencies, NGOs, etc.
  - ◆ Research applied in a ministry/non-profit context to solve a problem (poverty, disease, illiteracy, etc.)

Research that serves

Scholarly work that engages the public

Practice is just as important as theory

Descend from the ivory tower and apply expertise to the world's most pressing problems

Study of Service learning

Engagement!

The scholarly application of discovery based research

Bridged between theory and practice

OVC program—divide between scholars of global vulnerable children and practitioners who work on the front lines. . . .

## Scholarship of Teaching

- ◇ Research applied to achieve optimal teaching
- ◇ Examples:
  - ◇ Publication on innovative pedagogical methods in a particular discipline
  - ◇ Presentation on enhancing critical thinking skills in the classroom

Generative: designed to entice future scholars through teaching

STUDENT FOCUSED scholarship

Building upon faculty knowledge

## Boyer's Views

- ◆ The university should reward all four areas
- ◆ More inclusivity of faculty work
- ◆ Recognition for key areas including, but beyond research: teaching, practice, synthesis, etc.

## Scholarship Reconsidered

- ◊ Implications
  - ◊ Cultivates community
  - ◊ Fosters collaboration
  - ◊ Embraces skillset diversity
  - ◊ Honors the breadth of academic disciplines
  - ◊ Balanced reward structures
  - ◊ Values non-peer reviewed publications

Boyer viewed all four domains equally

Faculty should be rewarded for good work done in any of the 4 domains

Important to note that Boyer felt that the rigor of evaluating scholarship could be employed throughout all 4 domains:

- public presentation,
- critical and external review,
- and the work's incorporation within the field.

Boyer's model has three important implications for the professoriate:

First, it encourages pragmatism: scholarship applied to problems, communicated to people, employed in education

Second, it fosters collaboration: Boyer wanted the act of scholarship to bring scholars and students together

Third, it embraces skillset diversity: master teachers are encouraged to hone their craft. Brilliant researchers are encouraged to pursue breakthroughs in their field. Bleeding hearts are encouraged to use their expertise to serve. Those with interdisciplinary interest are encouraged to push the departmental boundaries..

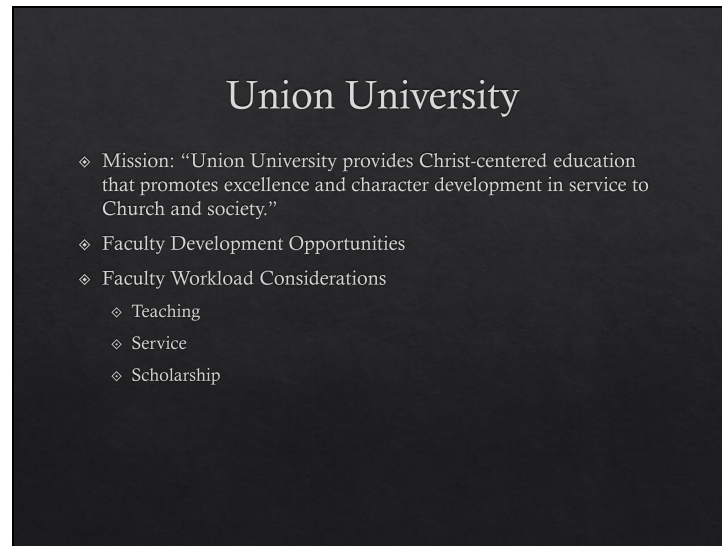
## Scholarship Assessed

- ◇ Glassick, Huber, Maeroff, Boyer, CFAT (1997)
- ◇ 6 key criteria
  - ◇ Clear goals
  - ◇ Appropriate methods
  - ◇ Effective external presentation
  - ◇ Adequate preparation
  - ◇ Substantive contribution
  - ◇ Reflective critique

## Taylor University

- ◆ Mission: “To develop servant leaders marked with a passion to minister Christ’s redemptive love and truth to a world in need.”
- ◆ Scholarship
  - ◆ Teaching focused
  - ◆ All four domains are rewarded
  - ◆ Rank--demonstrated increasing and advanced levels of scholarship in the domains
  - ◆ Foundational and advanced levels
    - ◆ Foundational: engagement with domain(s)
    - ◆ Advanced: contribution to domain(s); validated by peers





Scholarship: As an institution committed to excellence, Union University believes scholarly pursuits enhance classroom teaching. All faculty at Union University shall be involved in scholarship which supports classroom instruction and are encouraged to engage in scholarship which expands the knowledge in their discipline and may be disseminated. These two types of scholarship often overlap, and both serve to further the mission of Union University. Examples of scholarship which supports teaching include, but are not limited to: • Keeping abreast of literature, trends, and practices in the discipline. • Performing pedagogical research. • Completing, attending, or receiving certification for courses, workshops, conferences, and related endeavors. • Developing and improving curriculum and programs. Examples of scholarship intended for dissemination include, but are not limited to: • The generation and/or application of new knowledge in the discipline. • The integration of knowledge within and across disciplines. • Original creative writings, or works of art, or artistic performance. • Empirical and applied research. • Reviews of academic, literary, or artistic works. Each department must play the primary role in assessing the scholarly activity of faculty within that discipline.

## Union University

### ◆ 4 Domains

- ◆ Discovery—peer reviewed publication/presentations to enhance, not replace other areas of faculty work
- ◆ Integration—interdisciplinary, collaborative work within a liberal arts context [including students!]
- ◆ Application—local and global initiatives & town/gown cultivation
- ◆ Teaching—teaching first mindset, integration of faith/learning in the classroom

## Union University

- ◆ How can the Boyer model enhance the mission of Union University?
- ◆ How can the Boyer model effectively acknowledge and reward the good work of Union faculty?
- ◆ How can the Boyer model inspire and compel Union faculty to steward their knowledge beyond the traditional publish-or-perish model?