Documentation of the Boyer Model of Scholarship

School of Education

Background:

The Boyer model of scholarship was developed by Ernest Boyer in 1990 to clarify the alignment between scholarship and teaching. His resulting model includes four areas of scholarship: a) discovery, b) integration, c) application, and d) teaching. He published details of this model in *Scholarship Reconsidered: Priorities of the Professoriate* (1996). Additional work by Glassick, Huber, and Maeroff (1997) provides guidance in assessing these four areas of scholarship. This model is widely used throughout higher education, in professional schools such as nursing and education as well as across entire universities. The School of Education has adopted the Boyer model of scholarship and supports faculty in careful examination and reflection of each of these categories of scholarship.

Four areas of scholarship:

The scholarship of discovery comes the closest to what academics consider scholarly work. This type of work is typically used as a measure for promotion and reflects the investigative nature of a faculty's work. The scholarship of discovery is achieved by publishing in field specific journals and presenting at peer-reviewed conferences.

The scholarship of integration is the bridge between theory and practice and reflects the synthesizing nature of faculty's work. Its function is to prevent the isolation of work that leads to research being treated as an esoteric appendage of a professor, particularly at a teaching college. The scholarship of integration is achieved by bringing knowledge to those outside of university that practice in the field.

The scholarship of application is how knowledge is applied to address important real-world issues. Its function is to recognize how faculty uses knowledge to engage in real-world problem solving. The scholarship of application is achieved by effectively aligning service obligations with his/her scholarly work and then leveraging these relationships.

The scholarship of teaching, sometimes referred to as the scholarship of teaching and learning or SoTL, is the structure essential to all other components. Its function is to build a structure in which all other parts of the model functions at its best to provide a quality and rigorous undergraduate experience. The scholarship of teaching is achieved by (a) establishing a connection between research and teaching through course design, curriculum creation, and/or assessment of outcomes, (b) documenting evidence of the symbiotic relationship between scholarly work in the other three areas of the model and components of teaching, and then (c) presenting the relationship through a reflective analysis. The scholarship of teaching has the potential to be most easily documented through extending the application of our annual evaluation system by a systematic examination of one's teaching.

Developed Spring 2023

Scholarship in any category is guided by these standards:

a) Goals that are clearly defined, realistic and address important questions

b) Adequate preparation of the research that shows an understanding of relevant existing scholarship

c) Appropriate methods to reach the goal or answer the questions

d) Contribute to existing knowledge

e) Formal or informal presentation of results

f) Reflective critique.

Examples:

Evidence of DISCOVERY – activity that falls under the traditional umbrella of scholarship such as, but not limited to, publishing in field specific journals, presenting at peer reviewed conferences, and grant funded projects.	Evidence of INTEGRATION - activity that falls under the umbrella of integrating knowledge in the industry or working across industries such as, but not limited to, serving on policy or executive boards, research activity in cross-disciplinary contexts, and working across professional disciplines on a common goal/project.
Evidence of APPLICATION –activity that aligns service obligations with scholarly work and then seeks to solve real-world problems such as, but is not limited to, writing or developing curriculum guides, reviewing or editing academic journals, program evaluation, supporting in-service practitioners with action research, developing a center of study or service, and creating and facilitating professional development workshops.	Evidence of TEACHING – systematic examination of personal teaching practice (planning, pedagogy, assessment systems, curriculum, pedagogical innovation…), action research, acting on results of program evaluation.