

**Stetson University**  
**Office of Academic Affairs**  
**Resources: The National Conversation on Scholarship**  
**October 1, 2010**

The following resources are offered to help faculty reflect on the contemporary conversation about what defines and constitutes scholarship, as we work to articulate disciplinary interpretations of the Stetson University Tenure and Promotion policy approved in August 2010. As stated in that policy, Stetson recognizes all forms of scholarship that meet standards of *rigor, engagement, evolution, and consistency* and adhere to the tenets of the candidate's discipline for tenure and promotion to associate professor; it requires all of these plus the additional standards of *maturity, development of expertise, recognition, and consistency* for promotion to full professor.

That so many of the resources below refer explicitly to Ernest Boyer points to the degree of Boyer's influence on the national conversation, but should not be taken to imply the Boyer is the only means of entering into that conversation. For some academic units, statements on scholarship/creativity activity from disciplinary associations or accrediting agencies may be just as useful.

I would be happy to include on this list any additional resources on this topic that would be of broad interest to faculty engaged in the project. If you have any suggestions, please let me know.

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**Definition/Description:**

Scholarship must be public, subject to critical review,  
and in a form that allows use/exchange by other members of the scholarly community.  
Shulman and Hutchings (1998)

Characteristic features of scholarship across the disciplines:

- 1) work that requires a high level of discipline-related expertise;
- 2) work that is conducted in a scholarly manner with clear goals; adequate preparation; and appropriate methodology;
- 3) work that is appropriately/effectively documented and disseminated (may include a reflective critique on the significance, the process, and the outcomes);
- 4) work that has significance beyond the individual context; that breaks new ground or is innovative; that can be replicated or elaborated;
- 5) work that is reviewed and judged to be meritorious and significant by a panel of one's peers.

Diamond, "Defining Scholarship for 21st Century" (2002)

## On Permanent Reserve in the DuPont-Ball Library

Boyer, Ernest. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 1990. (2 copies)

Glassick, Charles E., Mary Taylor Huber, and Gene I. Maeroff. *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass, 1997. (ordered; will be placed on reserve when it arrives)

O'Meara, KerryAnn and R. Eugene Rice. *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship*. San Francisco: Jossey-Bass, 2005. (ordered; will be placed on reserve when it arrives)

## General

"Scholarship Reconsidered." Ernest Boyer. Princeton UP, 1990

<http://www.eric.ed.gov/PDFS/ED326149.pdf>

An electronic (but low quality) reproduction of Boyer's text. Two copies have been placed on permanent reserve in the DuPont-Ball library.

AAHE-ERIC Higher Education Report, "The Four Domains of Scholarship: Toward a Rethinking of Scholarly Role Performance" 29.2 (2002): 11-26.

<http://proxy.stetson.edu:2054/login.aspx?direct=true&db=a9h&AN=10297051&site=ehost-live>

Puts Boyer's work into broader social and historical perspective; includes perspectives on scholarship before and after Boyer; gives some attention to assessment of expanded forms of scholarship.

-----, "Appendix B: The Inventory of Scholarship" 29.2 (2002): 141-6.

(Other essays in this report, available on EBSCOHOST, might also be of interest.)

<http://proxy.stetson.edu:2054/login.aspx?direct=true&db=a9h&AN=10297134&site=ehost-live>

Distinguishes between scholarly activities, scholarly outcomes, and scholarly publications. Offers examples of each for the four types of scholarship Boyer identified.

"Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching." Charles E. Glassick. *Academic Medicine*. 75.9 (2000): 877-880.

[http://journals.lww.com/academicmedicine/Fulltext/2000/09000/Boyer\\_s\\_Expanded\\_Definitions\\_of\\_Scholarship\\_the.7.aspx](http://journals.lww.com/academicmedicine/Fulltext/2000/09000/Boyer_s_Expanded_Definitions_of_Scholarship_the.7.aspx)

A succinct introduction to Boyer's model; includes some attention to measurement of quality and excellence; includes Lee Shulman's useful definition of scholarship as work that is public; available for peer review/critique according to accepted standards; and able to be reproduced and built upon by other scholars.

"Defining Scholarship for the Twenty-First Century." Robert M. Diamond. *New Directions for Teaching and Learning*. 90 (2002): 73-80.

<http://proxy.stetson.edu:2054/login.aspx?direct=true&db=a9h&AN=9175149&site=ehost-live>

Considers definitions of scholarship and traces recent developments in how we view the scholarly role of faculty.

"Academic Librarianship and the Redefining Scholarship Project" (1998)

<http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/academiclibrarianship.cfm>

Uses Boyer to define/describe/extend and offer examples of the kind of scholarship performed by academic librarians.

### **Scholarship of Teaching and Learning (SoTL)**

“What is the Scholarship of Teaching and Learning (SoTL) in Higher Education?” Kathleen McKinney, Illinois State University. <http://www.sotl.ilstu.edu/downloads/pdf/definesotl.pdf>

A brief (1-1/2 page) overview of the scholarship of teaching and learning (SoTL).

“Surveying the Scholarship of Teaching and Learning.” Mary Taylor Huber and Pat Hutchings, from *The Advancement of Learning: Building the Teaching Commons*. Jossey-Bass 2005.

[http://www.carnegiefoundation.org/sites/default/files/publications/elibrary\\_pdf\\_635.pdf](http://www.carnegiefoundation.org/sites/default/files/publications/elibrary_pdf_635.pdf)

Chapter 1 of the above-referenced title; offers a more extended description of the scholarship of teaching and learning; considers ways of moving teaching from “private” to “community” property.

### **Scholarship of Engagement/Application**

“The Scholarship of Engagement: A Taxonomy of Five Emerging Practices.” Derek Barker, *Journal of Higher Education Outreach and Engagement* 9.2 (2004).

<http://www.wartburg.edu/cce/packets/ScholarshipofEngagement.pdf>

Defines core aspects of the scholarship of engagement (application); offers a taxonomy that includes public scholarship; participatory research; community partnerships; public information networks; and civic literary scholarship.

“Evaluation Criteria for the Scholarship of Engagement.” The National Review Board for the Scholarship of Engagement.

[http://www.scholarshipofengagement.org/evaluation/evaluation\\_criteria.html](http://www.scholarshipofengagement.org/evaluation/evaluation_criteria.html)

Describes the criteria used by the National Review Board to assess and evaluate the scholarship of engagement/application.

“Toward a Scholarship of Engagement: A Dialogue. *Academy of Management Learning & Education*. 4.3 (2005).

<http://proxy.stetson.edu:2054/login.aspx?direct=true&db=buh&AN=18122426&site=ehost-live>

Presents a dialogue on the impact of service-learning on the scholarship of engagement in management education.

“Standards of Public Sociology: Guidelines for Use by Academic Departments in Personnel Reviews.” Task Force on the Institutionalization of Public Sociology, February 2007.

<http://pubsoc.wisc.edu/pandt.html>

### **Evaluating Scholarship**

“Evaluating Scholarship Performance: Traditional and Emergent Assessment Templates.” John M. Braxton and Marietta Del Favero. *New Directions for Institutional Research* 114 (Summer 2002): 19-31.

<http://proxy.stetson.edu:2054/login.aspx?direct=true&db=a9h&AN=9182241&site=ehost-live>

Considers limitations of traditional faculty assessment and numerical counts in expanded understandings of scholarship.