

## **Scholarship at ADU**

(Modified with Permission from a Paper by Dr. J Russell Butler and Dr. Ernest J. Bursey)

### **Introduction**

Scholarship in higher education grows out of a powerful curiosity -- the human drive to learn, understand and explain. The teaching scholar at Adventist University is drawn to the challenge of unanswered questions and unresolved problems. Secondly, scholarship is rewarded for enhancing institutional reputation and thus provides the basis for faculty rank promotion, accompanied by increased remuneration and prestige.

The domains of scholarship are now recognized as discovery, integration, application, and teaching (Boyer, 1990). ADU is primarily a teaching institution, with a heritage of health science instruction. So the most prevalent expression of scholarship at the University will likely be in the domain of teaching. Yet other domains will not be ignored by teaching faculty as they work independently or in collaboration with others.

The elements of effective scholarship include clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique (Glassic, Huber, and Maeroff, 1997). The dissemination of results among academic and professional peers allows for verification and a widening of the impact of one's findings. As such, scholarship at ADU is both an individual endeavor and a collaborative enterprise, requiring a community of scholars and institutional support.

As a Christian college, ADU and its faculty are committed to a moral framework for the pursuit of scholarship (Newman, 1990). The University seeks to inspire and equip students to enter a profession in which they will extend the healing ministry of Christ with skill and compassion. The faculty operate with both a love for learning and sense of accountability to God.

The believing scholar holds that the world, with all its possibilities and hiddenness, and the human mind, with all its capacities, are both the creation of God, meant for each other. The act of scholarship that contributes to the store of useful knowledge, rightly understood, is an act of gratitude to God for the gifts that make inquiry possible and gratitude for those before us who exercised those gifts as well.

### **Scholarship and the Four Core Values**

#### **A. Scholarship as an Expression of Spirituality**

A long tradition of spirituality understands study and scholarship as a form of worship, if done without a self-aggrandizing spirit. For the teaching scholar at ADU, the advancement and dissemination of knowledge for the benefit of others is an expression of respect to the Creator of all beings and all knowledge. Thus, even the regular reading of professional journals may be a form of serving the Divine.

#### **B. Scholarship as an Expression of Excellence**

The excellent teacher is not satisfied with merely repeating even that which has been known. The rapid expansion of knowledge in the health sciences requires regular scholarly and professional activity and the acquisition of new skills by ADU faculty. The teaching scholar pursues greater effectiveness through experimentation, collaboration, and critical review of colleagues. Excellence in the elements of scholarship will be evident among all faculty, commensurate with experience and opportunity.

### **C. Scholarship as an Expression of Stewardship**

Stewardship calls for carefulness-for the teaching scholar at ADU, a carefulness in making assumptions about innovations in teaching and learning based on the careful analysis of evidence. Stewardship calls for reducing loss and increasing value-for the teaching scholar, increasing value through the transmission of new knowledge and fresh insights to colleagues, students, and others.

### **D. Scholarship as an Expression of Nurture**

In place of an academic system in which the pursuit of tenure pits competing faculty against one another, ADU fosters an atmosphere of cooperative learning in which all faculty are assisted in developing their potential. The mentoring of scholars presumes a responsibility to share one's knowledge gained through experimentation and experience with ones' peers and younger scholars. The inestimable value of mentoring requires the teaching scholar to be conversant with the scholarship in the developing discipline of mentoring.

### **SCHOLARSHIP CRITERIA**

While Boyer (1990) initiated and argued for scholarship in areas other than research, he also initiated the discussion and formalization of criteria, which could be used to gauge virtually any academic activity as to its scholarly relevance (Boyer, 1990, pp 27-28). More recently, however, these criteria have been expanded and formalized with apparent scholarly consensus. Braxton, Luckey, and Helland (2002, pp 91-93) present these criteria as follows: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

- Clear goals are represented by clearly stated purposes and well-defined objectives. Additionally, the scholar would demonstrate a knowledge of important questions related to the topic of inquiry.
- A scholar demonstrates sufficient preparation by exhibiting knowledge of the scholarship in the field. Furthermore, the scholar demonstrates necessary and sufficient skills and the resources suitable to conduct scholarship.
- Scholarship is displayed when the scholar has clearly supported that the appropriate methods have been applied.
- Another aspect of scholarship, significant results, indicates that the scholar achieved stated goals as well as contributed to the field and opened up new areas of exploration.
- It is also to present the work explored by the scholar. Presentation takes a variety of forms but in all cases it indicates that the scholar has organized the work so that the message of the work is clearly understandable.
- Lastly, does the scholar critically evaluate his or her work as well as open their work up to be scrutinized by others.

### **SCHOLARSHIP ACTIVITIES<sup>1</sup>**

The list of scholarship activities presented will NOT be exhaustive and some of these activities may not be relevant to an individual faculty member. However, looking at examples of and discussing scholarly activities can likely help accomplish at least three things at ADU. First, it would likely reveal to ADU faculty that many tasks they have already been engaged in are scholarly or would require minor changes to become scholarly.

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<sup>1</sup> Most all of the suggestions for scholarship were transcribed from *Institutionalizing a Broader View of Scholarship Through Boyer's Four Domains* (2002), John Braxton, William Luckey, and Patricia Helland; ASHE-ERIC Higher Education Report: Vol. 29; pages 141-146. Other suggestions were by this author and are italicized.

Second, it would likely stimulate faculty ideas and creativity that would then manifest in scholarly output. And, third, it would help provide a common conceptual framework regarding scholarship among ADU faculty.

### **A. Suggestions for the Scholarship of Application**

- Scholarly Activities
  - Institutional Service/Academic Citizenship
    - Service on a departmental program review committee
    - Service on a departmental curriculum committee
    - Service on a college-wide curriculum committee
    - Service on a committee engaged in institutional preparation for accreditation review
    - Study conducted to help solve a departmental problem
    - Study conducted to help formulate departmental policy
    - Study conducted to help formulate institutional policy
  - Service to Lay Public
    - Introduction of some result of scholarship in a consultation
    - Provision of expert witness or testimony
    - Engagement in consulting off campus
    - Presentation of one's area of expertise to a lay organization with similar interests
  - Unpublished Scholarly Outcomes
    - Academic portfolio
    - Development of an innovative technology
    - Seminars conducted for laypersons on current disciplinary topics
    - Development of a new process for dealing with a problem of practice
    - Study conducted for a local organization
    - Study conducted for a local nonacademic professional association
    - Study conducted for a local governmental agency
    - Study conducted to help solve a community problem
    - Study conducted to help solve a county or state problem
  - Publications
    - An article that outlines a new research problem identified through the application of the knowledge and skill of one's academic discipline to a practical problem
    - An article that describes new knowledge obtained through the application of the knowledge and skill of one's academic discipline to a practical problem
    - An article that applies new disciplinary knowledge to a practical problem
    - An article that proposes an approach to the merging of theory and practice
    - An article reporting findings of research designed to solve a practical problem

## **B. Suggestions for The Scholarship of Discovery**

- Scholarly Activities
  - Unpublished Scholarly Outcomes
    - A paper presented that describes a new theory developed by the author
    - A paper presented that reports the findings of research designed to gain new knowledge
    - A report on research findings to a granting agency
    - A grant proposal
  - Publications
    - A book chapter describing a new theory developed by the author
    - A refereed journal article reporting findings of research designed to gain new knowledge
    - A book reporting findings of research designed to gain new knowledge
    - A book developed describing a new theory developed by the author
    - A refereed journal article describing a new theory developed by the author
    - A refereed journal review article indicating new directions for theory or experimentation
    - An abstract accepted at a professional meeting
    - A thesis

## **C. Suggestions for The Scholarship of Integration**

- Unpublished Scholarly Outcomes
  - Organize a professional/academic symposium
  - Organize a professional/academic conference
  - Co-organize a professional/academic symposium
  - Co-organize a professional/academic conference
  - Develop an academic seminar
  - Organize a seminar
  - Organize a professional workshop
  - Conduct a professional workshop
  - A talk on a current disciplinary topic given on a local radio station
  - A talk on a current disciplinary topic given on a local television station
  - A talk on a current disciplinary topic given for a local men's or women's service organization
  - A talk on a current disciplinary topic given for a local business organization
  - A talk on a current disciplinary topic given for a local nonacademic professional association
  - A talk on a current disciplinary topic given for a group of college alumni
  - A lecture on a current disciplinary topic given for a local high school class
  - A lecture on a current disciplinary topic given for a high school assembly
  - A lecture on a current disciplinary topic given at a local community college

- Publications
  - A review of literature on a disciplinary topic
  - A review of literature on an interdisciplinary topic
  - A review essay of two or more books on similar topics
  - An article on the application of a research method borrowed from an academic discipline outside one's own
  - A book chapter on the application of a research method borrowed from an academic discipline outside one's own
  - An article on the application of theory borrowed from an academic discipline outside one's own
  - A book chapter on the application of a theory borrowed from an academic discipline outside one's own
  - A critical book review published in an academic or professional journal
  - A critical book review published in a newsletter of a professional association
  - An article addressing current disciplinary topics published in the popular press
  - A book addressing a disciplinary/interdisciplinary topic published by the popular press
  - An article that crosses subject matter areas
  - A book that crosses subject matter areas
  - A critical book review published in the popular press
  - A book published reporting research findings to lay readers
  - A textbook published
  - An edited book published
  - An article on a current disciplinary topic published in a local newspaper
  - An article on a current disciplinary topic published in a college or university publication
  - An article on a current disciplinary topic published in a national magazine of the popular press

#### **D. Suggestions for The Scholarship of Teaching**

- Scholarly Activities
  - Organize a workshop on new ways of teaching one's discipline
  - Directed student research projects
  - Preparation of a new syllabus for an existing course
  - Development of examination questions requiring higher-order thinking skills
  - Development of a set of lectures, learning activities, or class plans for a new course
  - Maintenance of a journal of day-to-day teaching activities
  - Study problems or questions emerging from one's own teaching
  - Construction of an annotated bibliography for course reference
  - A lecture on topics from current journal articles not covered in the course readings
  - A lecture on topics from current scholarly books not covered in course readings
  - Development of a new course
  - Development of a new set of lectures for an existing course
  - Introduction of some result of one's scholarship in teaching
- Unpublished Scholarly Outcomes
  - Course portfolio
  - General Pedagogical Development and Improvement
    - Presentation about new instructional techniques to colleagues

- Development of a collection of resource materials for ones' subject matter
    - Construction of a novel examination or testing practice
  - Classroom Research
    - Experimentation with new teaching methods or activities
    - Development of methods to make ungraded assessments of students' learning of course content
    - Trying a new instructional practice and altering it until it is successful
  - Pedagogical Content Knowledge
    - Development of examples, materials, class exercises, or assignments that help students learn difficult course concepts
    - Creation of an approach or strategy for dealing with class management problems faced in teaching a particular type of course
    - Creation of an approach or strategy to help students think critically about course concepts
- Publications
  - General Pedagogical Development and Improvement
    - Publication listing resource materials for a course
    - Publication on the use of a new instructional method
  - Classroom Research
    - Publication reporting a new teaching approach developed by the author
    - Publication of a method to make ungraded assessments of students' learning of course content
    - Publication on the use of a new instructional practice and the alterations made to make it successful
  - Pedagogical Content Knowledge
    - Publication on examples, materials, class exercises, or assignments that help students to learn difficult course concepts
    - Publication on an approach or strategy for dealing with class management problems faced in teaching a particular type of course
    - Publication on an approach or strategy to help students think critically about course concepts

### **References**

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# Professional Service at Adventist University of Health Sciences

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## 1.1 Introduction

Professional service is expected in higher education. Ernest A. Lynton<sup>1</sup> (1995) defined four areas of professional service relevant to higher education: (1) Service to the institution—committee assignments or program building, (2) Service to the discipline—journal editing or serving on professional committees, (3) Service to the community—participating on local school boards or volunteering, and (4) Service related to the institution’s outreach mission (See section 1.3 for more examples of professional service). Professional service is part of the academic tripartite mission: scholarship<sup>2</sup> (research), education (teaching), and professional service<sup>3</sup>. However, at Adventist University of Health Sciences (ADU), professional service and service (public/civic and other personal and institutional outreach missions) are considered of greater relative value than they may at other institutions.

This document focuses on academic professional service. However, because *service* is inherently valuable and a natural expression of ADU (its faculty, administrators, and staff), we believe a short discussion that addresses the spectrum (professional to personal) of service activities in the academy, will be valuable.

## 1.2 Service

We suggest that, in concert with commonly held expectations of the Academy, professional service is determined when the service activity *substantially integrates professional education, expertise, and experience*. To illustrate this idea, we use the following examples. First, an avian biologist gives a talk at the local Audubon chapter. Second, a New Testament theologian discusses New Testament Theology at her local church. In each case, it seems quite evident that the individual’s professional education, intellectual interests, and work experiences were directly related to the activity (See section 1.3 for more examples). In contrast, in the following two examples, we suggest that the activity is more likely a form of civic, public, or personal service. First, an avian biologist discusses New Testament Theology at his local church. Second, a bird-loving theologian gives a talk at the local Audubon chapter. In these examples, it is less evident that the individual’s professional, intellectual interests, and skills were recruited to perform the activities. ADU views these kinds of service/outreach activities as important, but they would not likely be accepted as service across Academe as compared to the first two examples. However, ADU recognizes, accepts, and encourages individual service activities. In conclusion, both professional and individual service activities contribute to individual,

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<sup>1</sup> Lynton, Ernest, A. 1995. *Making the Case for Professional Service*. Washington, DC: American Association for Higher Education, as reported and referenced in *The Faculty Service Role*, by Patricia Crosson and Kerryann O’Meara. 2002. <http://www.answers.com/topic/faculty-service-role>, Education Encyclopedia.

<sup>2</sup> Butler, Russ & Ernie Bursey. 2010. Scholarship at ADU. Adventist University of Health Sciences, Faculty Handbook, Appendix R.

<sup>3</sup> Boyer, Ernest. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching. John Wiley & Sons; New York, New York, USA. 147 pgs.

institutional, disciplinary, and community development because of the specialty and intensity of academic training, practice, and expertise.

Activities such as journal or book editing, work on professional or institutional committees, mentoring graduate students, serving in professional organizations, or peer evaluating, for examples, are well-accepted norms of professional service in the Academy. But, what about such ADU-sponsored activities as service days in Bithlo or at Camp Thunderbird? The fourth definition above in Lynton's service categories states that service relating to the institution's outreach is professional service. Service days at ADU do constitute institutional outreach. However, carrying jugs of water, building fences, or clearing debris and mowing lawns (some ADU service-day activities) would not be activities that a faculty member would likely list as professional service for promotion or tenure at most *other* academic institutions of higher education. In contrast, committees served on and at what level, number of graduate or undergraduate students mentored, peer evaluations or the number of journals one is a reviewer on would be apropos for academic review and promotion. And because ADU is part of a larger global academic community, it is important that we strive for coherence with the Academy when considering professional service, scholarship, and education. Nevertheless, professional service and public service (individual service, personal service) are important components in the overall academic mission of ADU.

Community, public, civic, or other outreach related service activities also help bolster institutional reputation by positively impacting the community in which the institution is a part of. It is because of this positive social impact of outreach service activities (i.e., service days, personal public service, etc.) that ADU accepts and recognizes their value. As a Christian university, ADU and its faculty are committed to a moral framework in the pursuit of educational excellence<sup>4</sup>. This University seeks to inspire and equip students to enter a profession in which they will extend the healing ministry of Christ with skill and compassion. As such, the faculty also operate with both a love for learning and a sense of accountability to God. At least part of this accountability takes the form of service.

In summary, a first conclusion is professional service differs from community, public, or personal service activities in that it is significantly tied to the academic professional's education, scholarship, and training. However, the boundaries between categories of service are "fuzzy", as are the boundaries between professional service and scholarship, or scholarship and education, etc. What we suggest, then, is that a spectrum of service activities exists. At one end, professional service is very easy to recognize (committees, journal/book editing, formal evaluations, and site visits, for examples) and at the other end are those service outlets that one pursues because of personal values and desires. The professional service end of the spectrum is also considered more relevant to the higher education mission. The personal service end represents an individual's pursuit of civic engagement and positive change. Both ends of the spectrum are valuable and important, but one end is more closely linked to the duties of academicians; but as stated above, both ends of the "service" spectrum are recognized and considered valuable by ADU. A second conclusion is professional service activities (as described and discussed above and as seen in section 1.3) are more readily accepted between institutions of higher education. A third conclusion is public, civic, personal, or institutionally sponsored service activities ("missional" or outreach service) are advocated, accepted, and recognized by ADU. These service activities naturally emanate from Christian academic professionals and represent a more inclusive vision of a contributing academician. Nevertheless, these service activities are to be considered *in addition to* and *not in lieu of* well-accepted higher-education professional service activities. And a final conclusion is each ADU professional can record different service activities and present reason-based arguments for which type of service, professional or individual/civic/public, they represent. In other words, ADU likely accepts a more inclusive view of academic service than other institutions and the ADU academician has the freedom to discuss which type of service the activity represents. Some professional service activities are more relevant (but not completely definitive) for rank and promotion and other areas of service, public or civic for example, are likely more appropriate for annual review and reporting. In summary, academic professional service and civic, public, or institutional

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<sup>4</sup> Holmes, Arthur, F. 1987. *The Idea of a Christian College*. Eerdmans, Publishing; 106 pgs.



mission-outreach activities are important contributions by the professional academician that bolster individual, departmental, and institutional excellence within both the academy and the community.

### **1.3 Examples of Professional Service**

The list of professional service activities presented will not be exhaustive and some of these activities may not be relevant to this institution or to a particular discipline. However, looking at examples of and discussing professional service activities can likely help accomplish at least three things at ADU. First, it would likely reveal to ADU academicians that the many activities they have already been doing are professional service. Second, it would likely stimulate ideas and creativity that would result in new professional service outlets. And, third, it would help provide a basis for a common conceptual framework of what professional service is across ADU departments and disciplines.

The first example to consider is this document. It is professional service because it was developed through institutional committee participation (service to the institution) that was initiated in response to institutional needs. That this document is not scholarship rests on the conditions that it was neither externally peer- nor editorially reviewed for publication. However, committee members did critique and contribute to this document's composition and content, which is a form of peer-evaluation and collaboration. Even though none of the committee members involved in creating this document specialize in the academic study of professional service, each member cited above has contributed to the composition of this document and as a result have performed professional service; each member on the committee had to utilize all aspects of his/her intellectual and professional training to substantively address and contribute to the understanding of academic service as it relates to ADU.

We have discussed that professional service in the academy is linked to the individual's intellectual training and professional expertise. When trying to discern how a particular activity contributes to either professional or civic/public service, the following set of questions could be of guidance.

- How do I benefit professionally?
- How do I benefit the department?
- How do I benefit the institution?
- How do I benefit my discipline?
- How do I benefit the committee(s) I serve on?
- How do my service activities benefit the civic institution?
- How do I benefit the outreach mission of my institution? Department? Discipline?
- How does my professional training, scholarship, teaching, or intellectual interests contribute to the success of the service activity?
- What committees can I serve on? (Examples: department, institution, or profession)
- Is it my professional expertise or my personal interests, or both, that is/are being recruited to perform the service activity? (Is the value of my contribution greater because of my professional expertise or personal interests?)
- Of special consideration, how do I benefit my students (in class, in the department, in the school) through my service activities?

Professional service in conjunction with Boyer’s scholarly domains indicates that the academic spheres of scholarship, education, and professional service are not completely independent. They represent different but complementary expressions of professional performance. Furthermore, ADU faculty, administrators, and staff practice professional service by framing service as it relates to our institution’s four main core values: spirituality, excellence, stewardship, and nurture.

- *Professional Service as an Expression of Spirituality*

A long tradition of spirituality understands service as a form of worship, if done with humility. For the serving scholar at ADU, providing a service that benefits others is an expression of respect to the Creator of all beings and all knowledge. Thus, even the consistent, respectful, and effective participation on committees and in professional meetings may be a form of serving the Divine.

- *Professional Service as an Expression of Excellence*

The excellent serving scholar is only satisfied and fulfilled when professional service advances the academy, the discipline of the scholar, the institution, and the community. The rapid expansion of knowledge in the health sciences requires regular attendance at, participation in, and leadership of the discipline of the scholar, as well as the committees of the academy. The serving scholar pursues greater effectiveness through participation, collaboration, and service. Excellence in the elements of professional service will be evident among all serving scholars and commensurate with experience and opportunity.

- *Professional Service as an Expression of Stewardship*

Stewardship calls for careful oversight of resources—both material and human resources. For the faculty member at ADU, this careful oversight includes thoughtful participation and leadership in committees, professional organizations, and mentoring of students and colleagues. Stewardship calls for reducing loss and increasing value of the academic discipline. Each faculty member is responsible for increasing value through role modeling, participation, and leadership for students, colleagues, and the community.

- *Professional Service as an Expression of Nurture*

ADU strives to foster an atmosphere of cooperative learning in which the serving scholars are assisted in developing their potential. Mentoring of students and colleagues presumes a responsibility to share one’s knowledge gained through experimentation and experience with one’s peers and younger scholars<sup>5</sup>. The inestimable value of mentoring requires the serving scholar to be actively engaged in this service to the academy, members of the discipline, and the community.

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<sup>5</sup> See Romans 1:11-12. New International Version (similar translation in many translations/versions)

1.3.1. Examples (not an exhaustive list):

(I) Suggestions of Professional Service Activities

1. Committee work (member/chair; from departmental to national level in professional memberships)
2. Professional/scholarly presentations
3. Reviewing/editing peer-reviewed scholarship, books, grants, journal papers, meeting abstracts, syllabi, course proposals, program proposals, program/departmental/institutional reviews of other institutions, self-study
4. Program building, curricula development
5. Site visits to other educational institutions: accreditations, program development, professional development, student development, consultation, and writing a self-study
6. Internal reviews: program, course, departmental (at own institution too), annual reports
7. Organizing meetings: departmental seminars/symposia, local, regional, state, national organizations
8. Peer evaluating: teaching, collegiality
9. Letters of recommendation: faculty (within and external institutions), students, promoting of faculty for awards (departmental, institutional, professional, national)
10. Community: (depending on faculty training) school boards, zoning boards, fostering community education/awareness, workshops/presentations
11. Participation in layperson organizations dedicated to specific knowledge interests: Audubon/Sierra clubs, patient advocacy groups, environmental agency/clubs, development bureaus, pollution watch groups, human health citizen groups, environmental “societies”
12. Consulting
13. Conducting a study to help solve a departmental problem
14. Conducting a study to help formulate departmental or institutional or academic discipline policy
15. Seminar conducted for laypersons based on one’s area of expertise
16. Presentation of one’s area of expertise to a lay organization with similar interests
17. Writing documents for internal (department, institution, discipline) circulation

(II) Suggestions for ranking professional service activities.

1. A first distinction regarding professional service can be defined geographically:
  - a. Institutional
  - b. Community
  - c. National
  - d. International
    - For example, organizing an international professional meeting is considerably more effort (and more exposure for the institution) than organizing a departmental symposium. Even though both activities constitute professional service, the former represents a greater degree of effort.
2. A second distinction can be viewed by level of committee work within the institution. For example,
  - a. Program
  - b. Department
  - c. School/College
  - d. Institution
3. A third distinction is level of service on a committee. For examples,
  - a. Committee member
  - b. Committee chairperson: more work than a committee participant

4. A fourth distinction: what is the activity to the Community?
  - a. Public service as an academic professional
    - Professional service (in a public service role) occurs when a faculty member uses their *expertise* to engage the general-public sector
  - b. Professional service as a community of professionals
    - Professional service within the community occurs when a faculty member serves with other local like-trained professionals to accomplish community goals (could also occur as a result of multiple members of the same institution working together)

## **Mentoring**

According to the Faculty Handbook of the Adventist University of Health Sciences (ADU) the faculty are required to mentor students and colleagues as part of their role related to Professional Service. This privilege has been documented by Boyer (1990) as having roots in colonial collegiate education as an expectation of the employment of faculty in the classroom and beyond. According to Boyer (1990), faculty were expected to be “educational mentors.” This same expectation continues in contemporary collegiate education and is highly valued at ADU as a faculty activity for both the annual review and promotion in rank.

## **Mentors**

A mentor has been defined as (1) a wise or trusted advisor or guide (The American Heritage Dictionary, 2009, on-line) and (2) an influential senior or sponsor (Dictionary.com, 2012) for a mentee. Mentors support mentees as they integrate into their new environment and establish new relationships in ways that help the mentee to flourish and reach their full professional potential. According to Ferman (2002, p. 147) mentoring includes:

“...a process whereby one is assisted, guided and advocated for by another...[usually] more experienced... person... It can lead to an overlap with networking and other collaborative endeavours and can occur in many and varied modes, ranging from frameworks characterized by hierarchy and formality to those marked by informality and a peer relationship.”

Therefore, all faculty are in an excellent position to serve as mentors for students. Likewise, senior faculty are in an excellent position to mentor their junior faculty colleagues.

## **Mentoring as the Vision at ADU**

The process of mentoring at ADU is grounded in the four vision statements that identify and explain the values of the university as related to the students, faculty, and administration – Nurture, Excellence, Spirituality, and Stewardship. Each of these vision statements provides an excellent framework for mentoring.

**Nurture:** in order to be effective, the mentoring relationship must be sustained in a positive and nurturing environment. The mentor and mentee must find the relationship to be rewarding. Faculty who mentor students must nurture their academic efforts. Senior faculty who mentor junior faculty must nurture the mentees efforts at integrating into the academic environment.

**Excellence:** all mentoring activities must be accomplished with the underlying expectation of excellence as the outcome. This includes promoting the academic achievements of students, as well as scholarly production by faculty. The faculty of ADU view mentoring as fundamental to our character and a culture that promotes excellence.

Spirituality: this University is founded in the principles of Christianity and expects that mentors will support and promote the spirituality of their mentees. The distinguishing characteristic of a Christian professional is best expressed when spirituality is at the core of the mentoring relationship.

Stewardship: mentorship is founded in the wise use of human, intellectual, financial, and physical resources. Faculty and students will development more fully in this atmosphere.

The University supports the process of mentoring through various departmental and university-wide activities that may be formal or informal. Additionally, mentorship at ADU is both interdepartmental and intradepartmental in that faculty are expected to serve as mentors for their discipline-specific colleagues, as well as their colleagues from the various other departments.

### **The Mentoring Environment**

Mentoring is multidimensional and energizes the mentor and mentee (Wagner & Seymour, 2007). It may be accomplished in a variety of settings and through varying methodologies. As opportunities to communicate via technology expand, so do the opportunities for mentoring. The traditional setting for mentoring occurs in the office of the faculty using interaction as the chief methodology. However, electronic mentoring (i.e., e-mentoring, virtual mentoring, cybermentoring, tele-mentoring) increases the opportunity and methodology for expanded sessions between the mentor and the mentee. The benefits of virtual mentoring include that it is: easier to accomplish, cost effective, provides infinite resources related to place and time, and is rapid and more unrestricted than the traditional type of mentoring (Bierema & Hill, 2005).

### **The Mentoring Process**

The process of mentoring by faculty includes, but is not limited to:

- providing advice related to academic and professional roles, responsibilities, and obligations;
- encouraging the mentee through positive feedback; and
- demonstrating academic and professional behaviors.

For students, this may be demonstrated by encouraging the learners as they strive to synthesize course content and seek admission to graduate and professional programs. For junior faculty, this may include encouraging these faculty as they seek graduate degrees, engaging them in research and other scholarly activities, serving as role models in course and university activities, and providing the avenue for publishing and presentation in national and international venues. The process of mentoring fosters as much growth for the mentor as it does for the mentee.

Faculty mentors must use positive communication skills when mentoring both students and junior faculty. These groups need a supportive attitude from their mentor that promotes confidence and well-being. These positive skills are applicable to face-to-face and technology-based interactions with mentees. Schwartz & Holloway (2012) found that graduate students found a deeper understanding of “self” when they were positively mentored by their professors.

These same faculty members expressed a sense of reinvigoration when “giving back” through the mentoring process.

### **Benefits**

Other benefits of mentoring for both the mentor and mentee include increased satisfaction and retention (Goode, 2012). For students, this includes satisfaction with the academic experience and retention in the program of their choice. For junior faculty, satisfaction with academia as their career, job retention, and increased professional confidence are the major benefits of being mentored (Wilson, Brannan, & White, 2010). Additionally, good mentoring for junior faculty facilitates the development of scholarly production (Glassick, Huber, & Maeroff, 1997). For both groups, transitioning from novice-to-expert is enhanced when they participate in a successful mentoring experience (LaFleur & White, 2010).

It is important to consider that senior faculty benefit from being mentored by junior faculty. This occurs when junior faculty share the knowledge they have gained from recent graduate studies that includes the current evidence-based, research findings in their discipline, innovative educational methodologies, and current trends in technology. Ultimately, students benefit from this collegial exchange as they are taught by faculty who value excellence in the scholarship of educating.

### **Summary**

Mentorship is a requirement of the faculty at ADU for both students and colleagues. The mentoring experience provides positive outcomes for the mentor and mentee, demonstrates excellence in the scholarship of teaching, and serves to support the academy through professional service. The University supports the privilege of mentoring and expects that the faculty will participate in this valuable activity.

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**Educating at Adventist University of Health Sciences**

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**Educating: Teaching and Learning**

**“The building of a personal philosophy for both life and education is an ongoing process of thought and practice that becomes richer, deeper and more meaningful as you continue to grow (Knight, 2006, p. 281).”**

**Overview:**

In his book, *Scholarship reconsidered: Priorities of the professoriate*, Boyer, 1990 stated that, “teaching is a dynamic endeavor involving analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught (Boyer, 1990, pp. 23-24).” He continued, “good teaching means that faculty as scholars, are also learners.” This is profound since these continuous practices, which, when applied, enrich the teaching and learning experience and the context in which these encounters take place. Furthermore, Adventist University of Health Sciences (ADU) sees the practice of sound teaching and learning as one of the bed-rock principles that guide the growth of the institution. In this discussion, the constructs, teaching and learning can be viewed as a single conjoined process as well as individual concepts based on the context of the discussion.

Critical Inquiries Within the Process:

Teaching and learning are active, social processes that engage both learner and teacher; these practices are guided by several theoretical foundational tenets. These paradigms help to inform how teaching and learning take place and the context within which they are practiced. Critical reflection must be practiced by all stakeholders, in other words, the teachers and students who are engaged in the process of teaching and learning constantly reflect upon their practice. There is the teacher/educator, who must ask critical questions such as: who is the self that teaches (Palmer, 1993)? What are the basic beliefs or tenets that s/he holds regarding the act of teaching? These and other critical inquiries include, but are not limited to the following:

- i. Why do I teach?
- ii. How do I teach?
- iii. What are my goals/expectations from self, students, and other stakeholders?
- iv. How do people learn?

These questions help to frame the developing process of one's professional/teaching philosophy

Other considerations to be taken into account include:

- i. What are the sociocultural and psychosocial aspects of teaching?

- ii. What are some theoretical underpinnings that help to inform teaching and learning?
- iii. What might be the role of Multiple Intelligences in the teaching/learning process?
- iv. How might the integration of Benjamin Bloom's Taxonomy revised by Anderson, L., et al (2001), for example, or other relevant cognitive operations inform best practice?
- v. What are other principles that guide learners?

#### Methodologies and Motivational Considerations:

In order to connect with as many students as possible, educators must employ various methodologies for educational and instructional delivery. Using tools for effective engagement in and out of the classroom (traditional or virtual) and clinical settings is also fundamental. No single instructional method works. Rather, one must be eclectic in employing different methodologies based on content to be explored, the audience, as well as the context for instructional delivery. Some of these configurations include, but are not limited to: the traditional direct teacher lecture style, teacher/facilitator role, teacher as learner, students as facilitators, students as apprentices, and at other times, students as researchers. In addition, implementing other teaching and learning configurations which, when used effectively, will facilitate the process as both teacher and student engage on the educational journey, regardless of context. All of these methodologies involve reflective practice on the part of both students and teachers and encourages accountability by everyone. In other words, there

must be an evaluative component whether teacher to student or student to teacher, as well as a peer evaluation process for both teachers and students. The work of Malcolm Knowles explores the assumptions of learning through the foundational concept of andragogy. These assumptions include the role of learners' self concept, the adult learners' experience, their readiness to learn, their orientation to learning, as well as their motivation to learn. These assumptions parallel the discussion of Schon (1987) as well as Ogle's (1986) work which are highlighted in this document.

Critical thinking, exploration, and reflective practice permeate the classroom context; these are facilitated by the adoption of guided tools such as Bloom's Taxonomy of Cognitive Operations revised by Anderson, et al. (2001), Gardner's (2000) Multiple Intelligences as well as Ogle's (1996) KWLS strategy. Ogle's strategy frames a series of questions that are guiding principles of the teaching and learning process which help to inform the practice of both teachers and students. She proposed a framework that expresses pathways to learning. She argued further that one does not learn in isolation but rather within an interconnected series of operations based on four distinct principles: What do students know? What do they want to learn? What have they learned? What do they still want to learn? A close examination of this model allows for students' accountability within the teaching and learning process.

### **What do students know (K)?**

In other words, the teaching and learning process builds upon students' prior knowledge and experiences (lived or otherwise); these may be cognitive, affective, psychomotor, and other types of learning pathways. This practice validates the strengths that students bring to the teaching and learning experience and can assist in activating the getting ready phase of learning, sort of like the "priming of the well"-phase. This supports the prior knowledge that all learners bring to the teaching and learning endeavor. This includes students' world view which is constructed from their social, psychological, as well as academic worlds. This can also be viewed

as the *brainstorming/getting ready to learn phase*. Therefore, teaching and learning is connected to the state of the learner, that is, the prior knowledge that s/he brings to the experience.

### **What do they want to know (W)?**

This principle highlights the notion that students are stakeholders in their own learning process; it enhances the accountability aspect of the teaching and learning process. It also provides the building block upon which educators formulate plans of action within classrooms (face to face or virtual). This phase allows for students and educators' involvement in the teaching and learning endeavor. It is the *questioning phase* which allows the critical thinking period to be honed. Taking this concept further, it also allows for educators to understand the students with whom they work; an understanding of students' sociocultural backgrounds and an overall understanding of how students and teachers learn and teach.

### **What have they learned (L)?**

Reflection is a most critical component of the teaching and learning process. It is during this process that all stakeholders reflect upon their own practice, examine strengths as well as limitations, make plans for remediation, further implementation, and at times revisit or rework the process. There is no finished product since the teaching and learning process is an evolving and dynamic progression. This phase includes the actual gathering of information through research, lectures, hands on, and other interactive methods. At this stage, students and teachers are equally accountable for the success of the teaching and learning experience. Here teachers set up an environment that is conducive for the particular content to be presented and interpreted, this may be didactic, within clinical settings, service learning experiences, or otherwise. During this *making meaning or interpretive phase*, students interact with teachers,

each other, and other sources of information through research and hands-on experiences in order to construct meaning.

**What do they still want to learn (S)?**

This question helps to inform practice and students' learning. Additionally, this practice builds upon one of Adventist University of Health Sciences' (ADU) Learning Outcomes, that is, the concept of lifelong learning. ADU recognizes and encourages continuous learning as part of each individual's as well as an institutional requisite for continuous growth. One never stops learning. When students graduate, they will still be developing professionally. Teachers, too, are constantly learning, growing, and changing.

**The figure below provides a schema of relevant concepts that can guide the teaching and learning process adapted from Schon's (1987) Model:**



This model guides all stakeholders engaged in the teaching and learning process; it allows everyone to examine their own strengths and limitations as well as each other's. Additionally, it emphasizes the need for continued growth as learners, in other words, the educator as learner as well as the student as learner. *Understanding self* provides a framework for both teacher and student to examine their individual strengths and limitations that they bring to the teaching and learning endeavor.

*Understanding others* supports the importance of an awareness and sensitivity toward persons engaged in the teaching and learning process. The final frame, *Being a reflective practitioner* supports the significance of constant reflection as part of the educational process.

### **Lent and Gilmore (2014) Motivational Standards That Help to Inform the Teaching and Learning**

#### **Process:**

- i. Active learning permeates instruction- promotes critical thinking and inquiry.
- ii. Incorporation of student autonomy- students as partners in the teaching and learning process.
- iii. Creating authentic purposes for learning.

- iv. Collaborative opportunities in and out of the classroom.
- v. Appropriate use of technology to increase engagement.
- vi. Challenging tasks that do not preempt learning.
- vii. Opportunities for intellectual growth through discussions, group collaborations, interdisciplinary partnerships in and out of the classroom.
- viii. Authentic assessment and feedback.
- ix. Inquiry, problem-based engagements, creating prospects for research and creativity.

### **Philosophy of Teaching and Learning:**

“The building of a personal philosophy for both life and education is an ongoing process of thought and practice that becomes richer, deeper and more meaningful as you continue to grow (Knight, 2006, p 281).”

Educational philosophies are grounded on the who, what, why, where, and how of teaching and learning:

The who describes the self that teaches and learns. This includes beliefs as well as cultural norms and expectations. Additionally, a closer look at who the students are, whether traditional students or non-traditional students, including those who may be returning to school after hiatuses or those coming from different career experiences must be carefully considered so that students’ prior experiences may be harnessed, thus enhancing the teaching and learning process.

The what is based on the content to be taught and learned. A grounded knowledge in what is to be shared is important.



The why explores the significance of having a framework that undergirds the process of teaching and learning. It begs the question, why do I teach/practice?

The where of teaching and learning explores the context, the environment in which teaching and learning is done as well as creating an environment of risk-taking within the teaching and learning process.

The how defines the methodologies used to enhance and augment the teaching and learning process.

### **An Example: Constructivist Learning Theory (Constructivism)**

Although the term is not coined by the famous educator John Dewey, his teaching philosophy clearly expresses the theory of constructivism. This includes the interaction, analysis, and synthesis of information and practice within a contextual framework. Zahorik posits that constructivism is based on the model that “humans are constructors of their own knowledge; it helps learners focus on what they know, being receptive to new information, revise knowledge structure as well as being aware of what they know and how to do it (Zahorik, p.14, 1995).”

Additionally, Jerome Bruner (1966) whose name is synonymous with constructivism agrees that there are several aspects that govern this theory of instruction.

- i. Predisposition toward learning, or the interest, readiness and motivation that are brought to the teaching and learning experience.
- ii. The ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner. This involves the premise that methodologies are employed to ascertain that teaching and learning takes place with the awareness of varying learning styles and modalities.

iii. The most effective sequences in which to present material. This also includes methodology and the context within which learning and teaching occurs.

iv. The nature and pacing of rewards and punishments. This incorporates the evaluative processes of self, that is, the learner and teacher's overall performance within the context of teaching and learning (Bruner, 1966).

Overall, the principle of constructivism typifies the teaching and learning experience within and outside the classroom (Cochran-Smith & Lytle, 1999). This theoretical framework functions across disciplines. Constructivism, though a theory, has become one of the many teaching methodologies that when utilized, speaks of reflective practice within a contextual framework.

Simply put, constructivism allows the learner to construct meaning and interact as s/he learns. This is highly valued since focusing on students developing and honing critical thinking skills and reflection are hallmarks of ADU's programs. Constructivism explores:

i. How do people learn? This includes learning styles.

ii. What do people learn? This is the nature of the knowledge/information presented.

iii. The context within which this teaching and learning takes place; namely, the situation of self as learner or teacher, and the very nature of the teaching and learning environment (Bruner, 1966; Cochran-Smith & Lytle, 1999).

#### **Some Guidelines and Perspectives of Constructivism:**

It is worth noting that the principles of constructivism compliment ADU's Vision Statement: Nurture, Excellence, Stewardship, and Spirituality.

- i. Learning/teaching is foremost a social activity (teacher/student, student/student, teacher/teacher, etc.). According to Dewey (1938), traditional education was geared toward one-on-one relationships between the learner and the material to be learned. On the other hand, Dewey (1938) continued that, progressive education recognizes the social aspect of learning and teaching and uses conversation, interacting with others, application, analysis, and synthesis of knowledge/information as a critical aspect of teaching/learning (Sadker & Zittleman, 2007).
- ii. Learning and teaching is contextual, we learn in relation to what else we know, the context in which it takes place as well as the time. Context is not static; it encompasses time as well as environment/space. Context is also based on the type of platform, that is, face to face delivery or electronic delivery; this includes the methodologies used for delivery.
- iii. Learning is an active process. Within this process, learning is not simply a passive acceptance of knowledge but involves the learner's involvement within the teaching and learning arena, both formally and informally. This active process allows for the implementation of Gardner's Multiple Intelligences-verbal, spatial, kinesthetic, logical, existentialist, inter and intrapersonal skills, and naturalistic. (Gardner, 2000; Ellis, 2009). These skills and intelligences that each person has in different measures must be honed in order to maximize the teaching/learning experience. Furthermore, with learner-centered teaching, students become active agents in their learning; additionally, this model allows teachers to relinquish some of their control over the class (Weimer, 2002). This model does not negate the positive concepts within the traditional teacher-centered model of teaching and learning. Learner-centered teaching facilitates and emphasizes the application of information through experiences such as problem-based, service and team learning (Brackenbury, 2012). This is congruent with the constructivist

paradigm that emphasizes the construction of new schema when joined with prior experiences and knowledge.

iv. Motivation is a key component in teaching and learning. This motivation does not happen in an ad hoc manner, but must be paralleled with purpose. When there is concrete purpose, a reason why one wants to teach/learn, then motivation becomes a natural product. Motivation, then, is essential to learning and teaching.

v. Knowledge is another component to the learning and teaching process. In order to assimilate new knowledge, there must be some structure from previous knowledge on which to build. According to Ladson-Billings (1995), learners' ways of knowing may be incompatible at times; however, they bring cultural knowledge and experience that can be valuable to the teaching and learning experience.

Therefore, efforts to teach must be connected to the condition of the learner and the prior knowledge that is brought to bear on the teaching and learning experience. Students are coming from different cultural backgrounds that may be similar or different to those at ADU. It helps when we understand these differences and similarities and teach students in culturally relevant ways.

### **Summary**

Learning and teaching is a process, it takes time. Information/knowledge must be applied, analyzed, synthesized, and evaluated. This involves the constant reflection of thought and practice as teachers and learners construct meaning and reflect upon their practice. Within this process, the teacher and student are constantly constructing meaning- defining and redefining what is taught and learned and how this is done. Another aspect of the process is engaging students in the teaching and learning process. This allows for implementation of students'

experiences, prior knowledge, and skills in framing their learning experience. It reinforces the confluence of old and new information and skills as well as an amalgamation of traditional, service learning, and other student-centered modalities.

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