

Scholarship at AdventHealth University¹

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. Secondarily, 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). AHU 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 AHU is both an individual endeavor and a collaborative enterprise, requiring a community of scholars and institutional support.

As a Christian university, AHU 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 contribute 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 AHU, 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 AHU 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 AHU, 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, AHU 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 to one's 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 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/or 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 AND RANK PROMOTION

Faculty seeking rank promotion will have contributed to the available body of knowledge or innovative application of existing research into practice in their field of expertise since their last rank assignment. Avenues for the dissemination can include professional presentations at regional or national conferences, conference proceedings, online publications, as well as peer reviewed professional or academic publications. Faculty should keep in mind the value of making permanent and recognized contributions to their field of study.

The following list of scholarly activities is organized within each area of scholarship from the simple to the more advanced. Faculty seeking promotion to a higher rank should provide evidence of more advanced scholarship.

SCHOLARSHIP ACTIVITIES¹

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 AHU. First, it would likely reveal to AHU faculty that many tasks they have already been engaged in are scholarly or would require minor changes to become scholarly. Second, it would likely stimulate faculty ideas and creativity that would then manifest in scholarly output. And thirdly, it would help provide a common conceptual framework regarding scholarship among AHU faculty.

A. Suggestions for the Scholarship of Application

○ Scholarly Activities

- Institutional Service/Academic Citizenship
 - 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
 - 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 or clinical practice
 - 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

¹ 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; pp. 141-146. Other suggestions were by this author and are italicized.

- 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 merging 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 or poster presented that describes a new theory or clinical method developed by the author
 - A paper or poster presented that reports the findings of research designed to gain new knowledge or improve the practice of healthcare
 - A report on research findings to a granting agency
 - A grant proposal or grant award
- Publications
 - A book chapter describing a new theory or clinical intervention, or application developed by the author
 - A refereed journal article reporting findings of research designed to gain new knowledge or advance clinical practice
 - A book-reporting finding of research or clinical applications to improve the practice of healthcare
 - A book describing a new theory, research or clinical practice developed by the author
 - A refereed journal article describing a new theory, research or clinical practice developed by the author
 - A refereed journal review article indicating new directions for theory, research, clinical practice or experimentation
 - An abstract accepted at a professional meeting as an oral presentation or poster
 - An abstract published in a conference related journal
 - A thesis

C. Suggestions for The Scholarship of Integration

- Unpublished Scholarly Outcomes
 - Organize a professional/academic seminar, workshop, symposium or conference
 - A talk on a current disciplinary topic given to community organizations, student groups or media outlets

- 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 or clinical practice
 - 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
 - Introduction of some result of one's scholarship in teaching
 - Developing a methodology to evaluate teaching effectiveness
 - Directed student research projects

- 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 one's subject area
 - 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 student to 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 student's 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 to think critically about course concepts

References

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ⁱ Modified with Permission from a paper by Dr. J Russell Butler and Dr. Ernest J. Burse

