Scholarship in HE
IHEA / HELI Webinar 29 April 2021

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– introduce himself

NEXT

Scholarship in HE

After this webinar, you should be able to:

- **differentiate** scholarly from professional activities

- **plan** scholarly activities

- **promote** a culture of scholarship

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After this webinar, you should be able to:

1. differentiate scholarly from (normal) professional activities
2. plan future scholarly activities (for yourself and your organisation)
3. promote a culture of scholarship (in your organisation)

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Scholarship in HE

Part 1: **Overview** of scholarship + Q&A

Part 2: **Categories** of scholarship + Q&A

Part 3: **Case studies** of scholarship + Q&A

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At the conclusion of each part, we will answer questions …

- **Part 1 Overview**
- **Part 2 Categories (with examples)**
- **Part 3, Case Studies**

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Part 1: Overview

1. What is scholarship?
2. Why is scholarship important?

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1. **What is scholarship** (in academic and professional practice)?
2. **Why is scholarship important** to you, your organisation, your field and the world at large?

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- Put simply and traditionally, scholarship investigates knowledge ...

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What is scholarship?

Scholarship investigates knowledge
and communicates results to others

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- … and communicates the results of the investigation to others.

- Until recently, the dominant view was that knowledge is objective (or 'scientific') ...

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- to know the world by observing it from a distance – detached from the world being observed.

- However, this 'scientific' dominance was challenged by Schön, Kolb , Boyer and others in the late twentieth century

- who argued that …

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- (who argued that) knowledge also came from practice …

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- to know the world by direct engagement as a practitioner – directly participating in the world being observed.

- Therefore, academics AND practitioners can engage in scholarship

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What is scholarship?

Scholarship investigates knowledge and/or practice
and communicates results to others

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- Regulators and best practice require organisations to systematically value, nurture and reward scholarly activities for their academic staff
  - this creates tension in allocating time and money for scholarship (particularly for smaller organisations)
- In my experience, addressing this tension starts with promoting a **culture of scholarship** (where scholarly activities are valued, nurtured and rewarded), which starts with
  - a scholarship plan – identify and log all scholarship activity, and review annually
  - ensuring professional development activities are repurposed as scholarly activities
- So, what differentiates scholarship activities from professional development activities?

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What is scholarship?

Professional development

~~Scholarship~~ investigates knowledge and/or practice

~~and communicates results to others~~

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11

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- The output of professional development contributes to *personal* knowledge and/or practice – you become better equipped to do your job
- The output of scholarship contributes to knowledge and/or practice in the field by communicating significant results for others to review

- Therefore, communicating results to others is key in repurposing professional development as scholarship
  - and two further refinements to our definition have been added ...

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- results of the investigation must be **significant** (not normal practice)
- and the significance is evaluated by **peer review**

- And, for the results to be significant ...

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- (... for the results to be significant ...) the investigation must be **systematic and evidence-based**

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What is scholarship?

Scholarship is:

- systematic/evidence based **investigation**

- **significant results** that contribute to the field

- **peer-review** by those qualified to do so

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In summary

- the investigation must be systematic and evidence-based
- for the results to be significant, they must contribute to knowledge and/or practice in the field (not just personal development)
- contribution to the field is determined by peer-review
  - scrutinised by those qualified to do so.
  - peer-reviewers must be qualified in the field and also in reviewing scholarship.

- So why is scholarship important?

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Why is scholarship important?

- **Maintains currency** in the field

- **Contributes** to the field

- **Advances** to the field

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… So why is scholarship important? …

- At a minimum, it **maintains currency** for academics and practitioners;
- It should **contribute to the field** in some way – which separates it from professional development (which is personal growth)
- At best, it **advances knowledge and practice** in the field (a requirement of traditional research)

- Scholarship - the sharing of knowledge and best practice - benefits
  - individuals and communities of academics, practitioners and students
  - as well organisations, the field, and
  - the world at large.
- CASE STUDY:

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Case Study

- **Australian School of Management (Alan Williams)**

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I'll stop sharing the presentation screen for a few minutes ….

- **@GREG: STOP SHARING THE SCREEN**

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Part 2: Categories

What activities **qualify as scholarship**?

- Boyer's (1990): scholarship beyond traditional research

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We undertake a variety of activities in our everyday professional lives, some of which have the potential to be framed as scholarly activities ...

- In 1990, Boyer proposed a "more inclusive view" of scholarship beyond traditional research:
  - **four categories that today give us *a framework and a language* to extend scholarly activities beyond traditional research**

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What activities qualify as scholarship?

DISCOVERY	APPLICATION
New knowledge through traditional research	Address problems in society and professions
research	practice
INTEGRATION	TEACHING
Interpret the use of knowledge across disciplines	Study learning & teaching models and practices to achieve optimal learning
synthesis	learning & teaching

Boyer's (1990) Scholarship Reconsidered - categories of scholarship

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18

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- Boyer's (1990) Scholarship Reconsidered **synthesised the work of others**
  - proposed extend scholarly activities beyond traditional research (which he called DISCOVERY) :
    - cross-disciplinary practice (INTEGRATION) - multi-disciplinary, inter-disciplinary, trans-disciplinary etc.
    - professional practice (APPLICATION) and
    - TEACHING in particular.
  - "Theory surely leads to practice. But practice also leads to theory. And teaching, at its best, shapes both research and practice" (p. 67)"

- I am sure Boyer is familiar to most of you (ask questions if it isn't), so this will be a brief overview with examples.

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PART 2

Examples

Discovery

New knowledge/practice
(traditional research)

- peer-reviewed publishing
- conferences presentations
- creative media/performance;
- creating infrastructures

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- **Scholarship of Discovery** - examples:
  - Traditional research
    - peer-reviewed publications and conference presentations
  - Creative outputs - media (film) or performance (dance theatre) for example;
    - discovering new connections between things, new ways of communicating
  - Creating infrastructures for knowledge & practice
    - for example, technologies for future learning & teaching;

- **Evaluated by peer review process**

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PART 2

Examples

Integration

- multidisciplinary textbook
- core subject of a broad discipline
- communicate to non-specialists

cross-disciplinary
knowledge/practice

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20

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- **Scholarship of Integration** outputs - examples:
  - author multidisciplinary textbook
    - cover common material from different perspectives
  - design/deliver a core subject of a course in a broad discipline
    - cover principles independent of specialist implementation
      - define clear course objectives?
      - cite and integrate relevant literature and case studies?
      - key points covered; appropriate themes?
  - communicate complex ideas to non-specialist audience
    - e.g. brief management on new technologies
      - careful understanding of the discipline?
      - key issues defined; insights presented?
      - clear essential message?
      - public discourse advanced?

- **Evaluation must be as systematic as for research ...**

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PART 2

Examples

Application

professional knowledge/
practice

- consultant;
- lead a professional organisation;
- mentor students/staff;
- technical reports, etc,
- prototypes, methodology, protocols
- further study

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- … (*professional practice)* which Boyer called the **Scholarship of Application** outputs - examples:
  - consultation with industry or government
  - leadership of a professional organisation
  - a significant speech to the profession
  - mentor student leaders/junior staff
  - technical reports, further study, presentations, pamphlet, surveys,
  - building prototypes, developing a methodology or protocol
  - further study (academic or professional purposes)

- **Evaluation must be as systematic as for research ...**
- Your own review and documentation AND evaluations of those who received the service
  - Goals defined, procedures well planned, actions carefully recorded?
- Has the work benefited the 'client' AND added to your own understanding of the field?

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PART 2

Examples

Teaching

knowledge/practice of
learning and teaching

- classroom research;
- learning materials; teaching methods;
- mentoring;
- course-wide assessment system
- contributing documentation for accreditation or quality systems

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- **Scholarship of Teaching** is now commonly referred to as the **Scholarship of Teaching & Learning** (or SoTL).
- Conducted by practitioners as they practice – not to be confused with learning & teaching research conducted by researchers
- Output examples:
  - '**action research**' in the classroom;
  - developing or testing **learning materials** or **teaching methods**;
    - e.g. online wiki or blog;
  - **mentoring** postgraduate students or junior staff;
  - designing or implementing a **course-wide assessment system**
  - **contributing documentation** for accreditation or quality systems

- **Evaluation must be as systematic as for research …**
  - self-assessment;
  - peer assessment; and
  - student assessment

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Part 2: Summary

Scholarship contributes to knowledge/practice

Boyer's framework (categories of scholarship):
- Discovery
- Integration
- Application
- Teaching

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- Language and framework for extending activities that could be considered scholarship

- **@GREG: STOP SHARING THE SCREEN**

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Part 3: Examples

Examples of scholarship beyond traditional research

Gary

…

- **@GREG: START SHARING THE SCREEN**

- This final section will present some examples of scholarship beyond traditional research referencing the criteria for scholarship presented in Part 1 and types of scholarship in Part 2.

- Greg?

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- **Clear goals** – Why this conference? Why the chosen sessions?
- **Adequate preparation** – Familiarity with theme and presenters?
- **Appropriate methods** – How will you critically evaluate presentations?
- **Significant results** – How will it change things for you/your institution?
- **Effective presentation** – report or presentation? To who?
- **Reflective critique** – process for 'peer-review' of report?
- **Amenable to scrutiny** – opportunity for wider critical feedback?
- **Publicly available** – how will your report be published and promoted?

Scholarship: example 1

Conference attendance report

1. **Clear goals** – Why this conference? Why the chosen sessions?
2. **Adequate preparation** – Familiarity with theme and presenters?
3. **Appropriate methods** – How will you critically evaluate presentations?
4. **Significant results** – How will it change things for you/your institution?
5. **Effective presentation** – report or presentation? To who?
6. **Reflective critique** – process for 'peer-review' of report?
7. **Amenable to scrutiny** – opportunity for wider critical feedback?
8. **Publicly available** – how will your report be published and promoted?

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26

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… examples ...

- Work through questions
  - Points 1-3: **investigation**:
  - Points 4-6: **significant results**
  - Points 7-8: **peer-reviewed**

- Gary has an example ...

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… Gary has an example ...

- reads science fiction books where the author ties together sophisticated science - particle physics and Einstein's theory of relativity etc - in an engaging narrative.
- Is this scholarship?

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- …. an **investigation** with **significant results** reviewed by **peers**?

- Possibly Boyer's scholarship of Integration (communicating complex ideas to a non-specialist audience), but who cares?
- The author could possibly apply to do a research masters (or a project-based masters) and use the book,
- but the **scholarship would appear in the exegesis/dissertation** reflecting on the process and content of the book, not in the book itself.
- Basically, the book itself is an example of professional achievement, not an academic one.

Example 3:
Academic
equivalence statement

systematic
evidence-based

1. Clear goals?
2. Adequate preparation?
3. Appropriate methods?
4. Significant results?
5. Effective presentation?
6. Reflective critique?
7. Amenable to scrutiny?
8. Publicly available?

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- …. an **investigation** with **significant results** reviewed by **peers**?

- an "academic equivalence statement" for someone to work in the US
- extensive professional experience leading large teams in extensive projects
- US visa application which required professional experience to be 'the equivalent" of a Masters degree
- used the criteria for scholarship to justify academic equivalence for his professional experience.

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Scholarship: example 4

https://youtu.be/LEivqxKKqt4

Dr Abelardo Pardo outlines a learning & teaching project that utilises learning analytics.

• Is this scholarship?

Criteria: clear goals; adequate preparation; appropriate methods; significant results; effective presentation; reflective critique; amenable to scrutiny; publicly available.

[01:06] University of Sydney
https://youtu.be/LEivqxKKqt4

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29

● **@GREG: STOP SHARING THE SCREEN AFTER THE VIDEO**