Defining Scholarship
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Over the past several decades, many leading public universities have revisited their definitions of what constitutes scholarly work. One of the factors driving this change was public criticism suggesting that higher education had neglected its responsibility to produce knowledge relevant to solving real-world problems. A faculty member's scholarly work was judged within a closed system with its worth judged by their academic peers and its reach limited to those who were readers of scientific journals.

In 1990, the Carnegie Foundation for the Advancement of Teaching published a special report by Ernest Boyer entitled ***Scholarship Reconsidered – Priorities for the Professoriate.*** (Boyer, 1990). In the report, he advocated for a return to a definition of scholarship that "referred to a variety of creative work" including learning from and applying new knowledge as scholarly activity. The report argued that criteria for judging the merits of a scholarly product should "place value on deeply collaborative work, practice-oriented outputs, and real world impact."

Domains of Scholarship

Boyer and his colleagues identified four types of scholarship that can be recognized and rewarded across higher education. In CFAES, we recognize and reward each of these types of scholarship.

- **Discovery** - the creation of new knowledge through a disciplined process of scientific investigation.
- **Integration** - the integration of knowledge across and beyond disciplines that results in isolated facts being woven into patterns that yield more comprehensive understandings of complex phenomena.
- **Application** - utilization of knowledge for the explicit purpose of solving societal problems.
- **Teaching** - innovations that increase the ability of learners to acquire and use new knowledge.

While these domains are not mutually exclusive, highlighting them separately helps advance understanding of what it means to be a complete scholar.

Scholarship of Discovery

Research is the predominant, but not only, method by which faculty of academic institutions create new knowledge. Research typically involves development of a hypothesis, the collection of data, analysis of that data, and either rejecting or failing to reject the hypothesis as a way of explaining how the world works. When peers or other sources validate the quality and merits of an investigation and a summary of the work is communicated to others, a scholarly product is produced.

Scholarship of Integration

There are times when existing knowledge or the implications of a new discovery are not understood or appreciated until it is viewed in the context of knowledge from another discipline or field or from experience, which requires practice and goes beyond disciplines. Work that integrates knowledge to create new understandings of a phenomenon can also result in scholarly products. Such scholarly products are frequently produced by centers, institutes, and inter- or transdisciplinary working groups.

Scholarship of Application

Application involves intentional efforts to apply existing knowledge in contexts beyond academia. It frequently involves translating existing knowledge into a form in which it can be easily understood or used by others or integrated in meaningful ways with their practical experience. Many faculty develop curricula and other learning resources that are used in various settings across the nation and around the globe. More and more, faculty are asked by community groups, business, industry, and government to help solve real-world problems. These faculty engage in a collaborative process toward which they contribute deep knowledge of their discipline to be combined with the broad knowledge of practitioners. Products resulting from such processes are co-created with partners.

Scholarship of Teaching

Mary Huber (2013), senior scholar emerita with the Carnegie Foundation for the Advancement of teaching, defines the scholarship of teaching and learning as "an approach to college and university teaching that views classrooms as sites for inquiry, innovation, and knowledge-building." Systematic inquiry focused on pedagogy can help build "deep understanding of, and evidence about, student learning" that informs future innovation. The scholarly works of faculty which are focused on deepening our understanding of how students learn best are recognized and rewarded.

Evidence of Scholarship

Faculty efforts across these domains become scholarship when they: (1) result in something that did not exist before; (2) are validated by peers or other external sources; and (3) are communicated. Consequently, the mere act of devoting effort to one of these domains does not in and of itself result in a product that can be considered to be a scholarly product. It is only when all three criteria are met that scholarly work has been completed.

Faculty at OSU are expected to maintain a record of scholarship in a dossier. The dossier is the central piece of evidence considered in decisions for the granting of tenure and the promotion across ranks. The proportion of work that results in scholarly products will likely vary according to an individual faculty member's appointment.

Below is a list of products that **may** arise from faculty activity in the four domains of scholarship.

- An article in a peer-refereed journal or other publication
- Products developed through a public-private partnership
- Curriculum packages and learning resources
- Instructional products that are adopted by others
- Assessment instruments or scales
- A peer-refereed paper or poster presented at a conference of peers
- A peer-refereed workshop or seminar presented at a conference of peers
- Editor- or editorial board-reviewed work
- A competitive grant received following a review by peers, other experts, or stakeholders
- Books and monographs
- Peer-reviewed Extension fact sheets or bulletins
- Invited presentations
- Patents awarded
- Products resulting from collaboration with business or industry
- Commercialization of intellectual property
- Workforce development products
- Innovations in teaching that are adopted by peers
- Solutions to community problems generated through collective impact
- Production of research briefs that inform the development of policy
- New methods, processes or tools for studying a phenomenon, including algorithms, modeling tools, and simulations
- Published peer-reviewed technical reports
- New instructional technologies
- Web-based tools, software, or apps
- Service on think tanks and panels that result in fundamental shifts in thinking
- Service as a reviewer or editor or other that is based on recognition of scholarship and that shapes the scholarship of others
- Meta-analyses of previous scholarly work
- Other work which advances a discipline, field, or practitioner performance

Again, none of the products above constitute scholarship unless they represent a discovery or innovation that has been validated by others and communicated through appropriate outlets.

It is also important to understand the difference between **peer-reviewed** and **peer-refereed** products. In general, peer reviewers may offer suggestions for improvement of a potential scholarly product but do not have decision-making authority regarding whether or not the product is published. A peer-refereed product is one that is subject to evaluation by a panel who have the authority to decide whether or not a product is published or admitted to a collection. A peer-refereed product is generally thought to have withstood a more rigorous review than one that is peer-reviewed.

Finally, **durable scholarship** is that which can be accessed well into the future by others who may wish to benefit from the communicated innovation. Durable pieces of scholarship are said to have **archival quality**. A scholarly product which can be accessed easily by future scholars is generally thought to have greater value than one that cannot.

References

Boyer, E., 1990. Scholarship Reconsidered: Priorities for the Professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching. PDF available at: http://www.hadinur.com/paper/BoyerScholarshipReconsidered.pdf

Huber, M., 2013. "What is the scholarship of teaching and learning?" Stanford Teaching Commons. Stanford, CA: Stanford University. Available at: https://teachingcommons.stanford.edu/teaching-talk/what-scholarship-teaching-and-learning-mary-huber