

Boyer's Definitions of Scholarship

Scholarship “means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively”.

Ernest L. Boyer

Scholarship Reconsidered (pg. 68)

The Scholarship of Discovery

Work that demonstrates a commitment to knowledge for its own sake, to freedom of inquiry and disciplined investigation. This research contributes to knowledge and the intellectual climate, and focuses not only on outcomes but the process and the passion that give the work meaning. *(What is to be known, what is yet to be found?)*

E.g., Publication in peer-reviewed forums

The Scholarship of Integration

Work that gives meaning to isolated facts and puts them into perspective. Integrative work makes connections across disciplines, seeks to interpret, draw together, and bring new insight to bear on original research. *(What do the findings mean? Is it possible to interpret what’s been discovered in ways that provide a larger, more comprehensive understanding?)*

E.g., Reviews of literature, including systematic reviews. Involvement in a consensus panel.

The Scholarship of Application

Considers how scholarly investigation and knowledge can be applied to identified problems/issues. *(How can the work be helpful to individuals as well as institutions?)*

E.g., Evidence-based best practice guidelines. Educational leadership. Mentorship to foster professional growth

The Scholarship of Teaching

Builds bridges between educational theory and knowledge and application to teaching practice. Connects one’s own knowledge and the students’ learning.. For example, teaching which stimulates active learning and encourages critical, creative thinking. *(How is knowledge not only transmitted but transferred and extended?)*

E.g., Publishing innovative teaching methods, or curriculum development projects or instructional or assessment materials that can be built on by others.

1. Scholarship Reconsidered: priorities of the professoriate / Ernst L. Boyer; updated and expanded by Drew Moser, Todd C. Ream, John M. Braxton, and associates. (2016)