

Scholarship Reconsidered: Priorities of the Professoriate **Ernest L. Boyer, Carnegie Foundation, 1990**

The Boyer report articulated a new paradigm for faculty scholarly activity which expanded the concept of scholarship, traditionally viewed as the scientific *discovery* of new knowledge, to include three other equally important areas: the scholarship of *integration*, the scholarship of *application*, and the scholarship of *teaching*. The first two functions of scholarship, discovery and integration, reflect the investigative and synthesizing traditions of academic life. The third function, application, is the engagement of the scholar in extending and applying knowledge to address consequential outreach and community service issues. The fourth function, teaching, involves scholars in sharing the results of their scholarship with others.

The Scholarship of Discovery: Discovery involves being the first to find out, to know, or to reveal original or revised theories, principles, knowledge, or creations. Academic discovery reflects “the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead.” (Boyer 1990:17) Discovery includes identifying new or revised theoretical principles and models, insights production in the arts, architecture, design, video, and broadcast media. Discovery may be made manifest through teaching, research, and service.

The Scholarship of Integration: Integration involves “making connections across the disciplines, placing the specialties in larger context, illumination data in a revealing way, often educating nonspecialists, too.” Integration creates new knowledge by bringing together otherwise isolated knowledge from two or more disciplines or fields this creating new insights and understanding. It is “serious, disciplined work that seeks to interpret, draw together and bring new insight to bear on original research.” It means “interpretation, fitting one’s own research – or the research of others – into larger intellectual patterns.” (Boyer 1990:18,19) Integration brings divergent knowledge, artistic creations, or original works together. Integration may occur within or between teaching, research, and service scholarship.

The Scholarship of Application: Application involves bringing knowledge to bear in addressing significant societal issues. It engages the scholar in asking, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” (Boyer 1990:22) Application involves the use if knowledge or creative activities for development and change. With the first two functions, scholars define the topics for inquiry. With application, groups, organizations, community, government, or emergent societal issues define the agenda for scholarship.

The Scholarship of Teaching: Teaching involves developing the knowledge, skill, mind, character, or ability of others. It “means not only transmitting knowledge, but transforming and extending it as well.” Teaching stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning.... It is a dynamic endeavor involving all the 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 1990:23,24)

Each of the three traditional forms of scholarship (teaching, research, and service) can be seen to perform all four functions (discovery, integration, application, and teaching) as defined by Boyer.