

Scholarship Revisited: Corrective Lenses

Mark Hayse, Presenter

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1. **Is scholarship about “innate genius”?** Scholarship is a practice of incremental growth, not a culture of “haves” and “have-nots”. Scholarship is a “process”, not a “thing”. Scholars are not those about whom we say, “Wow, you must be really smart.” Instead, scholars are those about whom we say, “Wow, you must have worked really hard at this.” Our motivation will likely increase when we think of scholarship as a process. This point analogically rests upon Carol Dweck’s work in the area of childhood intelligence and giftedness. For more information: www.mindsetonline.com/whatisit/about/index.html

Question: Up to now, how have you tended to think about scholarship?

2. **What counts as scholarship?** Scholarship consists of not only technical writing or academic presentation for a small audience but also discipline-specific public service and pedagogical improvement. In *Scholarship Reconsidered: Priorities of the Professoriate*, Ernest Boyer (1990) presents this paradigm in four parts:
 - a. **Discovery** Traditional research Peer-review, publish, perform
 - b. **Integration** Connecting ideas Interdisciplinary, interpretation, lit. review
 - c. **Application** Public service Consult, lead, prof. org., mentor students
 - d. **Teaching** Optimizing learning Materials, methods, mentor students

For more information on Boyer: http://www.messiah.edu/boyer_center/. Partial and full manuscripts of *Scholarship Reconsidered* appear online at a variety of locations.

Questions: Which of these four aspects of scholarship seems most or least energizing to you? Why? With which aspects do you already feel “on the way”--however incremental it may be?

3. **What makes scholarship Christian?** Scholarship that is Christian is not always about religion. In *God’s Wisdom: Toward a Theology of Education*, Peter Hodgson (1999) argues the following points about a liberal arts education in the Christian tradition:
 - a. It confesses a sense that God and Grace lead us in learning.
 - b. It presents knowledge as unified, not divided into sacred and profane realms.
 - c. It aims at the whole transformation of the student, not information alone.
 - d. It seeks ultimate ends such as renewal, healing, reconciliation, etc.
 - e. It invites contemplation, criticism, imagination, wonder, affection, and practice.
 - f. It understands difference as a catalyst for growth, not as a threat.
 - g. It finds expression in the professor’s life, because God’s Wisdom is Incarnate.

Interestingly, a cutting edge in contemporary curriculum theory is concerned with the spiritual dimension of all learning, even in this quantitative era of assessment fever! For example, Patrick

Slattery's (2012) *Curriculum Development in the Postmodern Era* points out that worthy education (and by extension, scholarship) will nurture:

- a. Self-reflection
- b. Personal transformation
- c. A caring community
- d. A hopeful vision

Questions: In which of the above ways do your research interests overlap with this Christian vision? How can you begin to make these connections explicit in your own work?

4. **Do scholars have to be "Lone Rangers"?** In *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, Palmer (2007) argues that teaching, learning, knowledge, and by extension, scholarship, are not solitary enterprises. They are thoroughly social, as depicted in his diagrams on pages 103 and 105. Like the blind men and the elephant, we tend to perceive and understand truth better in a community of learners rather than alone in an ivory tower. We can more effectively serve our disciplines by getting out of the office and into the commons.

Question: What difference might this paradigm shift make to your own scholarly practice?

5. **What are the criteria of scholarship?** In *Scholarship Assessed: A Special Report on Faculty Evaluation*, Glassick, Huber, and Maeoff (1997) argue that the criteria for scholarship are simpler than we think:
 - a. **Clear Goals:** State the basic purpose of the scholarly work in question. Define realistic and achievable goals. Identify important questions in the field.
 - b. **Adequate Preparation:** Show an understanding of existing scholarship in the field. Bring necessary skills to the scholarly work. Bring together necessary resources.
 - c. **Appropriate Methods:** Use methods appropriate to the research goals. Effectively apply the methods selected. Modify research procedures as needed.
 - d. **Significant Results:** Reach the stated research goals. Add something consequential to the field. Open additional areas for further exploration.
 - e. **Effective Presentation:** Use a suitable style and effective organization to present results. Use appropriate forums and target intended audiences. Present with clarity and integrity.
 - f. **Critical Reflection:** Evaluate the research. Bring a breadth of evidence to bear. Use evaluation to improve the quality of future work.

Lee Shulman (1999) simplifies it even further in "The Scholarship of Teaching" *Change* 31(5): a) make the work **public**, b) submit it to **peer review**, and c) submit something that others can either **reproduce or build upon**.

Scholarship Revisited: Sustainable Habits¹

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1. What kind of goals should I set?

- a. **Set short-term goals:** Without clear goals, other institutional obligations will consume your time. Set at least one goal each year. Plan the goal around a conference. Learn the lay of the land. Strategically meet and connect with other attendees. Plan to present your work-in-progress at the next year's conference. Seek out respected publications and look at their upcoming calls for papers. Time your write-up to the deadlines for the journals.
- b. **Set long-term goals:** Think about 5, 10, or more years ahead in your career. Set flexible goals that you may alter, but that guide you today. Examine your current interests and work. Think about the direction in which your work points. Begin to contact top researchers in your field as you start to head in that direction. They will probably welcome a conversation with you. Make vocational decisions today in light of your long-term goals.
- c. **Regularly update goals:** Write out your goals and make them visible in your line of office eyesight. Let your goals guide the decisions that you make, from daily calendaring to conference attendance. Keep a set of physical files for each of your research questions or projects. Keep a monthly appointment to review and update the files. Keep brief, dated notes on the file flaps to maintain simple continuity. After the close of the academic year, revise and re-rank your goals. Consider what conferences or publications would best serve as a showcase for your work.

Question: If you were to consider setting one goal for scholarship this year, what might it be? Brainstorm as many potential goals as you can before settling on one.

¹ **Points 1-6** are freely adapted from the Chancellor's Doctoral Incentive Program at The California State University. The CDIP helps CSU doctoral students to prepare for life as junior faculty members and new researchers. The CDIP website is comprehensive, and it includes many links to helpful and comprehensive articles on scholarship plans, taking a step at a time. For more information, please consult the CDIP website at <http://teachingcommons.cdl.edu/cdip/index.html>.

Point 7 is adapted from a 2009 online article in the Chronicle of Higher Education: "How to Hack a Conference (AKA Attend One Productively)". The full article may be found at <http://chronicle.com/blogs/profhacker/how-to-hack-a-conference-aka-attend-one-productively/22891>.

Point 9 is adapted from a web-based resource at The University of Massachusetts Dartmouth. Dartmouth is a research university with tenure. Thus, the university allocates faculty time differently than MNU does. Nevertheless, this brief resource is concise and practical when considering first steps for the scholarly life: <http://www.umassd.edu/nfi/planningfortenure/planningyourresearchagenda/>.

2. How can I stay current in my field?

- a. **Read key publications:** Learn to browse. Look to professional organizations for guidance. Look for collections of publications. Ask colleagues in the field about what they regularly read. Browse library collections at our campus or at others. Follow up with publishers and journals that produce work of interest.
- b. **Attend key gatherings:** Locate conferences, meetings, and symposiums of interest. Think locally, regionally, nationally, and internationally. Browse conference proceedings online and consider attending those that catch your eye. Contact those who presented helpful papers at the conference. The CDIP website includes a short list of links to strong articles about making the most of conference attendance:
<http://teachingcommons.cdl.edu/cdip/facultyresearch/Keygatherings.html>
- c. **Networking:** Life in a university can easily isolate you. Locate colleagues with similar interests. Meet weekly over a lunch for a 30 to 60 minute conversation about your interests. Seek opportunities to collaborate. Attend faculty development workshops together. Co-write a grant or an article. Serve on a committee together. You can do the same thing online via blogs or emails. Conference attendance can help as well.

Questions: Which discipline-specific publications already interest you? Which professional gatherings do you already know about? With which colleague or colleagues would you like to cultivate a purposeful or discipline-specific relationship?

3. Where do I find time for research?

- a. **Establish dedicated time:** The number one challenge that we face is scheduling uninterrupted and non-negotiable time for research. Overlap your teaching with your research or your teaching with your service. Buy some time through grant funding. Collaborate with colleagues and students. Your dedicated time should consist of not only writing but also research, citations, seeking venues for publication and presentation, and reading.
- b. **Lay out a timeline:** Make time for reading, thinking, writing, connecting with colleagues, and research implementation. Deadlines will enhance your productivity. Work backward from due dates. Plan conferences for next year during this year, and ask your chair for travel funding to at least one conference. Plan your journal submissions well in advance, paying attention to their topical calls for papers. Create your own culture of research.
- c. **Write everything up:** Don't wait until your work is complete or perfect. The academy relies upon work in progress from new faculty members to keep the dialogue fresh, to challenge assumptions, and to push thinking. It's great to publish even snippets of your work in progress. Reimagine yourself as someone who should be involved in the conversation with something worthwhile to say, rather than a rookie. Try to let go of the "imposter syndrome". Find a writing partner for accountability's sake, and then write together whether you feel like it or not.

- d. **Identify target publications:** Compare the scope and mission of various publishers to your own interests. Familiarize yourself with journals. Learn about the particular missions of university presses. Ask colleagues who are familiar with your target to read and critique your writing in progress.

Questions: If you were to begin carving out dedicated time for scholarship, what time of the day or week would best work? From your own masters and doctoral work, which snippet or piece still captures your interest the most?

4. **How do I “get myself out there”?**

- a. **Present in multiple venues:** Present at every opportunity, whether poster or panel or discussion group or co-presentation. Each opportunity will improve your confidence, your expertise, your ability, and your curriculum vitae. Plan to publish your work every time that you present it, after it has received a constructive critique. Make strategic connections at your presentations, seeking conversation and writing partners. Don't just breathe a sigh of relief that you're finished. Instead, say “I'm not finished until part or all of this has been published.”
- b. **Publish in multiple venues:** These include journals, web journals, publication series by departments or societies, conference proceedings, anthologies, edited books or chapters, monographs, books, blogs, newsletters, reports, reviews, proposals, critiques, or columns. Only send a manuscript to one journal at a time.
- c. **Consider co-authorship:** New researchers face some difficulty when breaking into publishing. Try to affiliate with those who are established. Then, collaborate on work for publication.

Questions: Which public or professional organization might benefit from learning about your research interests? How many relevant avenues for communication can you identify, both formal and informal, both “academic” and “practical”?

5. **How important is grant funding?**

- a. **Consider grants to fund your research:** It may be that a grant could reduce or cover your actual costs, not to mention some potential release time or sabbatical time.
- b. **Talk to Whitney Gray:** Whitney oversees grant writing initiatives for MNU University Advancement. Her email address is wgray@mnu.edu.

Question: Would you be able and willing to schedule a time to talk with Whitney about your research interests and possible funding sources?

6. **What exactly is peer review?**

- a. **Definition:** Peer review is the process of subjecting research methods and findings to the scrutiny of those with relevant expertise. Peer review strengthens the integrity of

research by recommending acceptance, revision, resubmission, or rejection of submissions.

- b. **Volunteer for peer review:** Begin with a university or local resource. Do you know someone who is writing a paper or producing research in your discipline? Volunteer to read and respond to their work. MNU Faculty Development already sponsors a research poster exhibition. While these posters are not peer reviewed in a formal sense, you and a colleague could submit your posters to each other for review before final submission. Perhaps MNU could decide to publish a simple online journal of its own, based upon faculty research and internal peer review. Also, consider the need for reviews within professional organization and foundations. You can learn more about how to volunteer for peer review by attending an academic conference or reading an academic journal.

Question: Could you mutually share some of your research with a faculty colleague on campus for affirmation and critique?

7. How can I make the most out of conference attendance?

- a. **Use the plane ride wisely:** Plan your own attendance schedule for the conference.
- b. **Attend panels:** Conferences place you at the “epicenter of scholarly exchange”.
- c. **Practice your talk:** Don’t go in unprepared.
- d. **Be a good co-speaker:** Listen carefully, take notes, and make connections to the other presentation in your own.
- e. **Participate as an audience member:** Ask public questions during the Q&A. Speak with the panelists afterwards. This can create enrichment and development opportunities for you--particularly the latter.
- f. **Use Twitter:** “If you’re not using Twitter, you might be missing half of the conference.” Some very thoughtful attendees will be tweeting thoughts and responses throughout.
- g. **Don’t just attend panels:** Mingling is part of your job at the conference. Force yourself to meet people and to ask questions about their work.
- h. **Introduce yourself:** Wear your badge, and introduce yourself by name and school.
- i. **Stay in a conference hotel:** This keeps you in the middle of things. It also gives you easy access to a short nap or break in order to return refreshed.
- j. **Plan your networking:** “Serendipity is vastly overrated.” Plan to meet interesting people during prescheduled meals and coffee breaks.
- k. **Hit the book display:** This will give you a sense of current publishing threads and interests. Often, acquisition editors staff the booths. Talk with them about their publishing interests as well as your own research interests. You might get a chance to submit a proposal or manuscript.
- l. **Budget well:** Bring snacks for your hotel room. Use an ATM card that reimburses you for fees.

Question: Can you identify one conference this year (or next) that you would like to attend? Why would you like to attend that conference over others?

8. **What is scholarly mentoring?** Mentoring is not only a casual act of “hanging out” but also rigorous, purposeful, specific, and demanding. In a Boyer-related faculty-development article, “Asking Four Questions: Mentoring as Uneasy Scholarliness”, Herman and Mandell (2011) suggest that we use the following framework of questions when mentoring students:
- a. What do you want to learn?
 - b. Why do you want to learn these things?
 - c. What have you already learned?
 - d. How do you know what you have learned?

Question: Can you identify a few students whose company you particularly enjoy? Among those students, might any of them be open to a mentoring relationship with you as described above?

9. **Planning Your Research Agenda**
- a. Set publication **deadlines and goals**.
 - b. **Present** at a conference each year.
 - c. Go to conferences planning to **network**, not to “hide out” or “catch up” on work.
 - d. Don’t get hung up on “THE BOOK”. Focus first on **publishing smaller pieces**.
 - e. **Write each week** with a regular rhythm.
 - f. Plan to organize your research and writing around **conference rhythms** more than semester rhythms.
 - g. **Always gather data** in order to start writing quickly when opportunities arise.
 - h. Develop an **editing group** or a colleague who will review your work.
 - i. **Connect your teaching to your research**, and engage students with your questions
 - j. Join **listservs** that announce conferences and publication opportunities.
 - k. Save a **hardcopy** of everything that you write, along with a short paragraph summary.
 - l. Pursue **grant** opportunities in order to fund your research.

Scholarship Revisited: Tips for Getting Started

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Boyer Questions

- **Scholarship of Discovery**
 - Which magazines and journals are already familiar to you?
 - What book or books have you read recently?
 - What writings have most influenced your current thinking?
 - What ideas seem to open up your mind and lend energy to your thinking?
 - What question teases or nags at you?
 - What skill or art have you been practicing and sharpening?
 - Can you take a step toward writing a news brief, magazine article, or book review? Can you align with colleagues for a shared recital or group performance?
 - Can you take a step toward writing a book chapter or journal article?
- **Scholarship of Integration**
 - Other than your own, what academic discipline interests or impresses you the most?
 - Can you talk with another faculty member about her own research in the area of discovery?
 - Will you ask another faculty member for his opinion about idea X in your own discipline?
 - How much time would it take to have a meaningful conversation about idea X from dual perspectives?
 - Could you set aside an afternoon this semester to write up a few notes about your collegial conversation? Could you organize those notes into a verbal presentation?
 - In what venue would you be able to make time for sharing your conversation with other MNU colleagues or students?
 - Could your conversation lead to the publication of a literature review or a conference presentation?
- **Scholarship of Application**
 - Where did you professionally serve before coming to MNU?
 - In what ways do you continue to serve your discipline, apart from MNU?
 - Can you offer to serve one of your organizations as a disciplinary consultant?
 - If you attend conferences, can you volunteer to serve the conference board in an introductory or auxiliary capacity?
 - Which MNU students are you closest to?
 - Which MNU students seek you out for conversation?
 - Can you spend time with those students, inquiring about their passions for service and learning?
 - Can you invite students to assist you with bibliographic work and research?
 - Can you envision other ways in which to nurture the discipline-specific growth of a few?

- **Scholarship of Teaching**

- Do you ever read about teaching and learning?
- If not, can you identify a starting point to read about teaching and learning?
- How often do you attend a Faculty Development workshop on teaching and learning?
- Can you name a person in the Education Department with whom to dialogue about teaching and learning?
- Can you attempt a new pedagogical strategy this year, targeting just one course?
- If so, can you keep track of the results, perhaps comparing it with a control group such as students in the previous section of your course?
- Can you prepare teaching materials—even a lesson plan—that others could use?
- Can you think some more about the mentoring questions under the prior subheading?

Practical Opportunities

- Get out of the office and get into the commons somewhere on campus
- Read a discipline-specific book this year
- Consider writing up a brief snippet of your research to date
- Contact editor Bonnie Perry at Nazarene Publishing House and ask how you can serve MNU's denominational constituents through your writing or by offering consultation
- Set aside 30 minutes a week for lunch for collegial discussion about a discipline-specific question
- Set aside one hour a week for a coffee
- Set aside two hours a week to start outlining your own thinking or your discussion with others
- Start thinking now about how to condense your research to date into a faculty exhibition poster
- Talk with Whitney Gray about grant funding or a collegial partnership for your research interests
- Talk with Tricia Brown (Faculty Development), Bruce Flanders (Mabee Library), or Mark Hayse (Honors Program) about putting together a forum for the discussion of your research interests
- Talk with your chair a.s.a.p. about leveraging the Faculty Worksheet for goal setting this year
- Talk with your students about signing up to assist you with research, such as literature review or resource location
- Meet with colleagues to form a scholarship support group, just for the sake of checking in and being accountable
- Apply for a sabbatical at your earliest opportunity and use the time to do research
- Work your way "up" the publication ladder: book reviews, brief responses to published articles, encyclopedia or dictionary articles, book chapters, journal articles, editing books, writing books
- Attend a conference this year or next
- Email a published writer in order to seek clarification, test an idea, ask a question, or begin a conversation
- Locate local agencies and organizations that would appreciate some free or paid consultation
- Identify students who might be open to a mentoring relationship
- Talk with someone in the School of Education about the scholarship of teaching and learning
- Be more explicit or purposeful about honoring the nature of scholarship in the Christian tradition