

Faculty Development Committee (FDC) Statement on Scholarship: Enlarging the Perspective

This document envisions a broad conception of scholarship that guides FDC deliberations about applications for the various funding opportunities it oversees. The committee hopes its description of scholarship will encourage applicants, inspire projects, and familiarize Wofford faculty with a vision of scholarship appropriate to our institutional context.

The following categories of scholarship demonstrate this inclusive perspective, but we recognize that faculty scholarship is not necessarily limited to these categories. Moreover, many of the successful project proposals in the past have overlapped categories. The descriptions below have been informed in part by an article by Ernest Boyer (Boyer, Ernest L. (2004). Enlarging The Perspective. Physical Therapy. 84(6). 571-575.).

Scholarship of Discovery and Creativity—is the creation of the known from the unknown. The search for understanding, according to the discipline, conventions, and methods accepted by the academic community, without regard for practical application or commercial usefulness. The scholarship of discovery and creativity asks the questions:

- Does this project make contributions to the “stock of human knowledge” and to the “intellectual climate of a college or university?”
- Is there an emphasis on the process as well as the outcomes?
- Are the goals of this endeavor to reflect “our pressing, irrepressible need as human beings to confront the unknown and to seek understanding for its own sake?”

Scholarship of Integration—emphasizes the need for scholarship that gives “meaning to isolated facts.” Recognition of the interdisciplinary nature of knowledge, and identifying and mapping the overlaps in academic disciplines leads scholars to ask:

- “What do the findings mean?” “Is it possible to interpret what’s been discovered in ways that provide a larger, more comprehensive understanding,” either by “fitting one’s own research—or the research of others—into...intellectual patterns?”
- Will this endeavor place “the specialties” in a broader context?
- Does this endeavor illuminate “data in a revealing way?”
- Will this endeavor educate “nonspecialists?”

Scholarship of Application—seeks to identify the practical usefulness of the scholarship of discovery and integration. Although the scholarship of application may involve community-based learning, those pursuits “must be tied directly to one’s special field of knowledge and relate to, and flow directly out of this professional activity.” The scholar may ask the following questions:

- Can this “knowledge be responsibly applied to consequential problems?”
- Can this knowledge “be helpful to individuals as well as institutions?”

- “Can social problems themselves define an agenda for scholarly investigation?”

Scholarship of Pedagogy—recognizes the study of teaching and learning as a *de facto* second discipline for faculty members. The scholarship of pedagogy involves the systematic investigation of effective teaching and student learning. As with the scholarship of discovery and creativity, many projects involving the scholarship of pedagogy will contribute new knowledge to an already established body of research on teaching and learning. As with the scholarship of integration and application, other projects will involve the synthesis and application of that body of research to appropriate curricular, departmental, and/or program-based reforms at Wofford.

- Does the research engage the body of academic literature on effective teaching and learning?
- Is there public dissemination and review of a classroom-based project?
- For projects involving the synthesis and application of the body of research to Wofford-specific contexts (curricula, departments, programs), is the project broader in scope than routine course review and revamping? Is the project robust enough to sustain a semester-long study?