



COMMERCIAL EDUCATION SOCIETY OF AUSTRALIA
PERIODIC DISCUSSION PAPER No.47*

November
2022

93rd SIEC-ISBE INTERNATIONAL CONFERENCE in Vienna – Austria
October 18 – 23, 2022

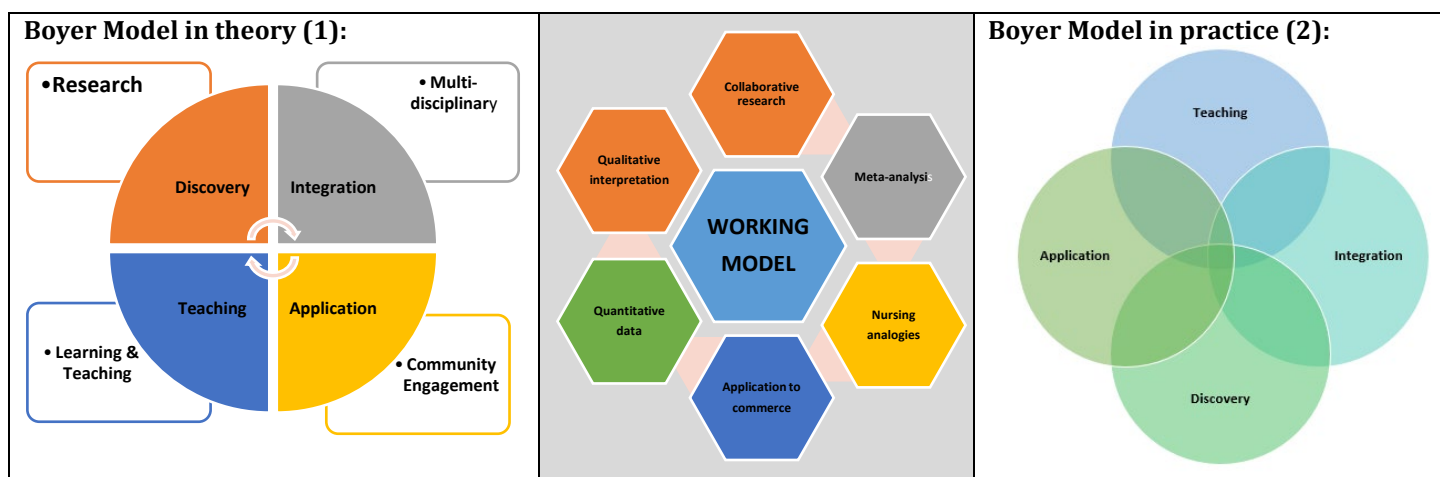
COMMERCIAL EDUCATION & THE BOYER MODEL OF SCHOLARSHIP

Anthony G. Shannon (Dean) & Jacob G. Munday (Vice-President)

Commercial Education Society of Australia

SUMMARY OF POWER-POINT PRESENTATION ON 21 OCTOBER 2002 [ZOOM] AT VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS

Abstract: The Boyer model of scholarship is misunderstood at several levels. The categories can be distinguished, but not necessarily separated. This can result in non-traditional scholarly activity which is not always appreciated externally by granting bodies and regulatory authorities, and interiorly by CEOs and academics who do not see scholarly activity which informs teaching as essential, particularly when the nature of the research is non-routine, or the scope is industry-oriented: such as in business, management and accounting, or with fractional staff from accounting firms and banks.



* These papers are for internal discussion within CESA on topics related to the CESA Mission.

INTEGRATION: Interpreting the use of knowledge across disciplines; e.g., <ul style="list-style-type: none"> • Collaborative teamwork; Cross-degree cooperation 	DISCOVERY: Building new knowledge from new insights into existing problems; e.g., <ul style="list-style-type: none"> • Traditional research; New light from literature
APPLICATION: Applying knowledge to problems in society and the professions; e.g., <ul style="list-style-type: none"> • Industry problem-solving; Consultation activity 	TEACHING: Achieving optimal student learning through the study of models; e.g., <ul style="list-style-type: none"> • Interactive presentations; Mentoring roles

It is often difficult to get traction with teachers in comprehensive and teaching-intensive universities to appreciate:

1. Scholarship is an integral and essential part of academic duties, especially in capstone subjects in commerce;
2. Its impact on teaching is in *Content* (through relevance), and *delivery* (through enthusiasm and inspiration);
3. Confusion about Boyer categories and their actual meaning in practice where they often overlap.

Boyer Categories → Discovery: Integration: Application: Teaching:

Refinement of measurement in proportion to time at university in order to make it actually happen:

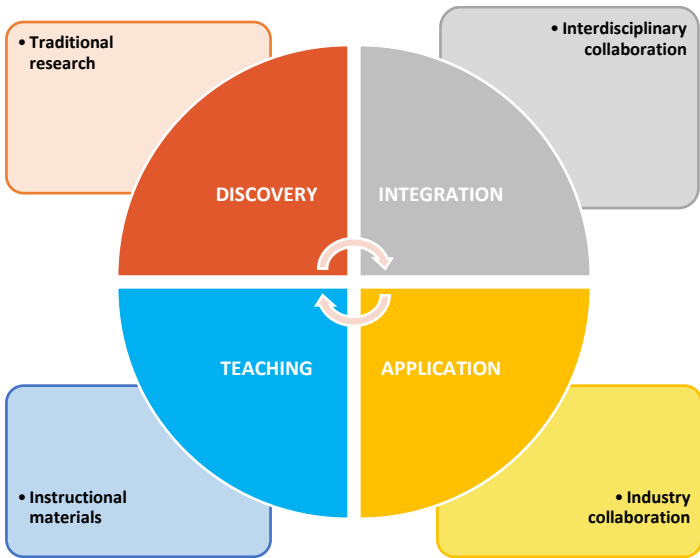
Academic Staff Member	Proportion of academic time working for institution (2)										
Name 1 – 80% appointment											
Name 1 – 20% appointment											
Name 1 – 60% appointment											

at a comprehensive university with an expectation of 20% time devoted to scholarship

(1) Goals with this are to

- a) help both academic and operational staff appreciate the scope of the Boyer model; (2&3 below)
- b) emphasise that the categories are not necessarily distinct; (4& 5)
- c) suggest ways of broadly measuring KPIs (since the prevailing attitude seems to be that you cannot manage what you cannot measure!); (6,7,8)
- d) help staff to consider strengths and weaknesses and remedies for weaknesses; (9 below)

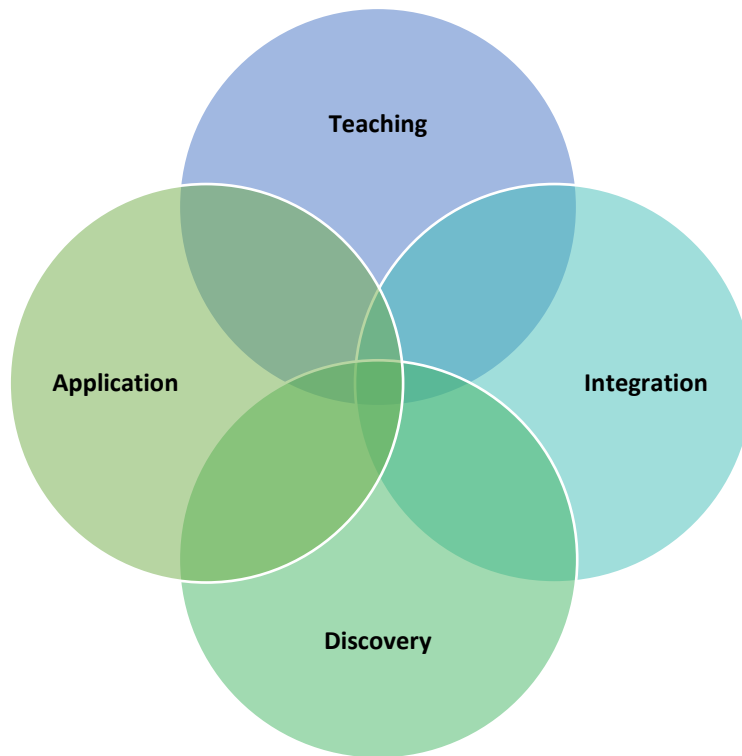
(2) Broad Summary



(3) Examples Summary

Building new knowledge from new insights into existing problems; e.g., <ul style="list-style-type: none">• Traditional research• New light from literature review	Interpreting the use of knowledge across disciplines; e.g., <ul style="list-style-type: none">• Collaborative teamwork• Cross-degree cooperation
Achieving optimal student learning through the study of teaching models & practice; e.g., <ul style="list-style-type: none">• Interactive presentations• Mentoring roles	Applying knowledge to address problems in society and the professions; e.g., <ul style="list-style-type: none">• Industry problem-solving• Consultation activity

(4) Intersecting sets



(5) Boyer's words¹

(5a) The Scholarship of Discovery

- Search for new knowledge
- Traditional definition of scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publication

¹ McNabb, Joseph and Nancy Pawlyshyn. 2014. "Defining Scholarship: Boyer's 4 Models and the new digital scholarship: A Faculty Conversation." *Faculty Professional Development Day*. Northeastern University.

“...the commitment to knowledge for its own sake, to freedom of inquiry”

(5b) The Scholarship of Integration

- Integration of knowledge from different sources
- Presents overview of findings in a resource topic
- Bringing findings together from different disciplines to discover convergence.
- Identify trends and see knowledge in new ways.

***“Bringing insight to bear on original research”
with
“interpretive, integrative, interdisciplinary” approaches.***

(5c) The Scholarship of Application

- Discovering ways that new knowledge can be used to solve real world problems.
- “New intellectual problems can arise out of the very act of application.”

“Higher education must serve the interests of the larger community” with the application of knowledge to real world problems.

(5d) The Scholarship of Teaching

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.
- Informal/formal. Teaching, advising, mentoring
- “Knowing and learning are communal tasks.”
- “Faculty, as scholars, are also learners.”

“Aristotle said: ‘Teaching is the highest form of understanding.’”

(6) Example Sub-divisions

Boyer Categories	Examples of types of activities	Discovery	Applica- tion	Integra- tion	Teaching
Discovery	Pure Research	X			
	Applied Research	X	X		
	Expository Writing	X		X	X
	Reflective Scholarship	X	X	X	X
Applica- tion	Professional society activity		X	X	
	Education/discipline reading		X		X
	Maintaining discipline skills		X	X	
	Teaching evaluation/reflection		X		X
	Professional Workshops		X	X	
	External Leadership			X	X

Integra- tion	Discipline Reading	X	X	X	
	Evaluation of activities	X		X	X
Teaching	Curriculum Research	X			X
	Educational Philosophy	X		X	X
	Assessment Ideas		X		X
	Applying Discipline Skills		X		X

(7) Quantitative KPIs

Scholarship of Output Impact [optional] ⇒	Teaching		Application		Integration		Discovery	
	Low	High	Low	High	Low	High	Low	High
Book	5	6	6	7	7	8	8	9
Book Chapter	4	5	5	6	6	7	7	8
Refereed Paper	3	4	4	5	5	6	6	7
Creative performance	3	4	4	5	5	6	6	7
Supervision of Doctor Degree Candidate	2	4	4	5	5	6	6	7
Supervision of Research Master Student	1	3	3	4	4	5	6	6
Other External Paper	1	3	3	4	4	5	5	6
Invited Conference Paper	1	2	2	3	3	4	4	5
Conference Paper	1	1	1	2	2	3	3	4
Conference Poster	1	1	1	1	1	2	2	3
Internal Paper	1	1	1	1	1	1	1	2

Towards a possible Boyer measure guide of some activities

(8) Qualitative KPIs

BOYER MODEL	Suggestions for related scholarly activities								Suggested scope of evidence							
	Professional society activity	Original research	Curriculum development	Professional workshops	Education/discipline reading	External leadership activities	Maintaining discipline skills	Teaching evaluation/reflec-	Positions held	Professional Memberships	Conferences & Symposia	Publications	Formal Courses	Self-education	Teaching at other HEPs	Student Evaluations
DISCOVERY	X	X	X				X	X			X	X				
APPLICATION	X				X		X	X	X	X						
INTEGRATION		X	X	X	X	X	X	X					X	X		
TEACHING		X	X	X	X	X	X	X							X	X

(9) Individual Strengths & Weaknesses in “Scholarship”

Strengths:

-
-
-

Weaknesses:

-
-
-

Remedies:

-
-
-

References

- Boyer, Ernest L., Drew Moser, Todd C. Ream and John M. Braxton. 2015. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco, CA: Jossey-Bass.
- McNabb, Joseph and Nancy Pawlyshyn. 2014. “Defining Scholarship: Boyer’s 4 Models and the new digital scholarship: A Faculty Conversation.” *Faculty Professional Development Day*. Northeastern University.
- Shannon, Tony. 2019. “Boyer Model of Scholarship in Practice”. *Commercial Education Society of Australia Periodic Discussion Paper*, No.6.
- Sotirova, Evdokia, Anthony G. Shannon and Krassimir T. Atanassov. 2022. *The Modelling of University Processes through Intuitionistic Fuzzy Evaluations*. Newcastle upon Tyne: Cambridge Scholars Publishing, Ch.2.

Greetings, International Chapter Members--REF: November 15, 2022--SIEC-ISBE Newsletter Deadline. We have had a very successful SIEC-ISBE Annual Conference in Vienna, Austria, this past October 18-22. The presentations were varied and well-presented and focused on "The Economy of the Future". Are you able to share an article of interest in your area of expertise--a teaching tip, practicum idea, job opening, exchange offering, crossword puzzle, etc. If so, please send these to our Newsletter Editor, Maree Liston. Our General Secretary, Tamra Davis Connor has posted the deadline as November 15th as follows: "*The next newsletter deadline is November 15, and Maree is looking for articles and pictures from the conference along with chapter updates. Please send her information for the newsletter. You can also include teaching tips, ideas, and other fun things for teachers.*" Our international members are famous for contributing many postings. Please keep up the good work. Looking forward to hearing for any and all of you! Professionally yours, Gerry, PDC Chair, SIEC-ISBE - Gerry L. Begeman, e-mail: glb_bermuda@yahoo.com
