In 1990, a report from the Carnegie Foundation entitled Scholarship Reconsidered: Priorities of the Professoriate (Boyer, 1990/1997) presented an expanded model of scholarship. Developed under the leadership of Ernest L. Boyer, president of The Carnegie Foundation for the Advancement of Teaching from 1979–1995, the scholarship model offered in that report was intended to move the contributions of faculty, particularly those focused on undergraduate education, “beyond the ‘teaching versus research’ debate and give scholarship a broader, more efficacious meaning” (Glassick, Huber, & Maeroff, 1997, p. ix). In addition, the vocabulary within the report assisted the debate of issues surrounding scholarship.

The expanded notion of scholarship offers contexts for considering scholarly work of faculty that extend beyond the traditional scientific research model historically applied for all evaluations of scholarship in higher education. The four distinct, yet overlapping dimensions of scholarship proposed by Boyer (1990/1997) include the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. His work was part of a larger initiative of the Carnegie Foundation throughout the 1980s, the entire examination of undergraduate education in America with an eye toward defining quality and strengthening its contributions to the university and to society. This initiative more recently culminated in the publication of its final report, Scholarship Assessed: Evaluation of the Professoriate (Glassick, Huber, & Maeroff, 1997).

The profession of occupational therapy has much to learn from the work of Boyer and others. As the scholarship of discovery has been promoted within the profession out of a pressing need to document and demonstrate the efficacy of occupational therapy interventions in a financially competitive health care industry, a handful of successful research-oriented scholars have emerged. Most of these scholars are located in research-oriented, doctorate-granting universities. Yet the majority of education programs in occupational therapy are located in comprehensive universities and liberal arts colleges. Meeting the profession’s needs and expectations for evidence to support practice must be met by more than the handful of scholars who are in environments that support such contributions. An expanded conception of scholarship offers a way for identifying and characterizing an array of methods by which all occupational therapy academicians and practitioners, through collaborative efforts, can succeed at their institutions while contributing to the teaching, research, and service needs of the profession.

A distinction between scholarly endeavors and works that are scholarship was made by Hutchings and Shulman (1999). Four attributes relate to scholarship. First, the endeavor or work must be public and become “community property” (Hutchings & Shulman, 1999, p. 13). Second, scholarship becomes community property when the work is not only published or presented, but it is open for public critique and evaluation. The third attribute is that the work must be in a form that others in the same community can build upon. The fourth attribute of scholarship is that it involves a process of inquiry and investigation. Thus, scholarship is not equivalent to scholarly or excellence in efforts.

Boyer proposed that the all types of scholarship be rewarded as equal (Glassick, 2000). The first type of scholarship, discovery, is the closest to what is traditionally referred to as research. Emerging from the European traditions of the 19th century, discovery became the most valued work of faculty in this country following World War II. Scientific discovery, or what is often referred to as research, began in the disciplines in physical and biological sciences, and slowly found its way into the humanities, social sciences, and eventually the professions (Glassick, Huber, & Maeroff, 1997). Discovery continues to be revered in higher education, and Boyer suggested that faculty make contributions in this area to maintain the intellectual quality of their institutions and to enhance the “passion” in their work. Contributing to the scholarship of discovery means just that, making a contribution to the knowledge base of a discipline. Not all occupational therapy faculty are trained to initiate independent research (discovery) studies. However, most people can identify places at their institutions or in fieldwork sites where data is collected, where questions can be asked, and problems studied. Most institutions of higher education have some personnel trained in research methodology…collaborations with those individu-
als may lead to discoveries of knowledge that will expand the profession’s horizons beyond traditional discovery-based research models.

The scholarship of **integration** addresses the inquiry that seeks to interpret, synthesize, and purpose new insights on original research (Boyer, 1990/1997, p. 19). Although the scholarship is closely linked to scholarship of discovery, integration implies interpretation of others’ research and searching for patterns of connection. For example, an occupational therapy faculty member may analyze the definition of culture across multiple disciplines and professions to discover patterns of its use in literature as well as academic coursework. An occupational therapist may also fit his/her research outcomes with research from others. Those who engage in scholarship of integration often ask such questions about original research as, “What do the findings mean? Is it possible to interpret what’s been discovered in ways that provide a larger, more comprehensive understanding?” (Boyer, 1990/1997, p. 19).

The scholarship of **application** is an area ripe with opportunities for contributions to knowledge by occupational therapy faculty and practitioners. Scholarship of application may be the first link to bridging theory to practice and academia to clinic. Some authors focusing their efforts in application have coined the terms *Scholarship of Practice* (Braveman, Helfrich, & Fisher, 2001), which focuses on program development and occupational therapy intervention, and *Scholarship of Assessment*, which addresses the process of assessment and how assessment data is interpreted and used to facilitate change. For example, fieldwork connections provide the formal mechanism for engagement with the community. Seeking places where occupational therapy could serve, but currently does not, opens doors for applications of our current knowledge, for development of new knowledge and new programs, and for future roles (i.e., jobs) for practitioners. The scholarship of application may answer such questions as, What aspects of occupational therapy are most important in the corrections system? How might assistive technology support children with disabilities at a therapeutic riding program? What does a community-based therapeutic gardening program provide to the daily function of adults with developmental disabilities? These are all emerging areas of occupational therapy practice that need to be described (descriptive research) and then explored further for efficacy and for additional application of occupational therapy principles. The questions to be asked and answered are endless!

The scholarship of **teaching** builds bridges between the teacher’s understanding and the student’s learning. The idea that teaching is of high quality and based on current knowledge in the field is not a new one to occupational therapy faculty. However, the idea of studying student learning or

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**Figure 1. Dimensions of the different types of scholarship**
Adapted from Aday & Quill (2000) and Boyer (1990/1997).
engaging in sustained inquiry about teaching practices might be a more recent concept. Boyer (1990/1997) suggested that excellent teaching is marked by the same habits of the mind that characterize other types of scholarly work. Thus it makes sense that occupational therapy faculty engage in practices of assessment and evidence gathering about classroom and fieldwork teaching and learning to help us better understand what, when, how, and why the acquisition of knowledge about occupational therapy occurs. Every occupational therapy faculty member and practitioner who serve as fieldwork educators have the environment and resources to succeed in this area of scholarship.

The model developed by Boyer and his colleagues over a decade ago continues to be discussed and debated in higher education. Expanded notions of scholarship may assist occupational therapy education in that it will give us direction as we attempt to develop our capacity to meet the responsibilities for teaching, research, and service as academicians and practitioners in society in the future.

References

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