Scholarship Domains and Digital Commons

Supporting Faculty Scholarship at Olivet Nazarene University

Kathy Boyens, Library Director
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SCHOLARSHIP DOMAINS

In his 1990 work entitled Scholarship Reconsidered: Priorities of the Professoriate, Ernest L. Boyer proposed four domains of scholarship – Discovery, Integration, Application, and Teaching. In 2009, Olivet Nazarene University adopted and slightly modified the Boyer model for faculty scholarship and added a fifth dimension, the Scholarship of Faith-Integration. While embracing these domains, Olivet supports flexibility and variety in scholarship projects within and between academic disciplines, providing every scholarship project meets the following criteria: (1) that it be a new learning project, (2) made public, and (3) evaluated by those credentialed to judge it.

Browse the Scholarship Domains Collections:

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The Scholarship of Community Application Domain addresses the gap between the structure of the university and the needs of society through applied research, and by connecting the knowledge of faculty members’ disciplines to community service.

Scholarship of Discovery
The Scholarship of Discovery Domain develops new lines of inquiry and practice, performs ordered data collection, and contributes to and advances knowledge.

Scholarship of Faith Integration
The Scholarship of Faith Integration Domain focuses on how one’s Christian faith informs the teaching experience, articulates impact points between Christianity and the university’s work, and cultivates and demonstrates Christian faith in practical arenas.

Scholarship of Interdisciplinary Integration
The Scholarship of Interdisciplinary Integration Domain explores the terrain between fields, interpreting and applying knowledge from diverse disciplines, particularly in how they interrelate.

Scholarship of Teaching and Learning
The Scholarship of Teaching and Learning Domain values the connections teachers make between their knowledge and student learning, making knowledge better understood by others, determining more ways to meet learner needs, and fostering scholarship in others.
SCHOLARSHIP OF TEACHING AND LEARNING

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Jonathan D. Bartling, Olivet Nazarene University

Document Type
Dissertation

Publication Date
3-2009

Scholarship Domain(s)
Scholarship of Discovery, Scholarship of Teaching and Learning

Abstract
Despite increased calls in higher education for institutions to be accountable for quality teaching and student learning, at many institutions, the status and quality of teaching and learning has not improved. Many faculty members remain teaching-focused, and institutions often afford a low status to teaching. This is present even at institutions whose missions are teaching-focused. The purpose of this case study was to explore faculty and administrator perceptions at one private, Christian, Midwest teaching institution regarding teaching, the scholarship of teaching and learning, and the institution’s culture and commitment to teaching and scholarship. Through interviews with a purposeful sample of full-time faculty, document analysis, the administration of Trigwell et al.’s (2005) revised Approaches to Teaching Inventory, and through faculty and administrator focus groups, the study provided a rich, thick description of participant perceptions of a teaching institution in the 21st century.