
Integration, Application, Learning and Teaching: Institutional Roles in Scholarship Development

Moderator

- Damona Doye, Regents Professor, Oklahoma State

Panelists:

- Larry Sanders, Professor, Oklahoma State
- Jon Brandt, Professor and Head, North Carolina State
- George Patrick, Professor, Purdue
- Gene Nelson, Texas A&M

Purpose of symposia

- Encourage discussion of effective ways of fostering scholarship outside the traditional research realm
 - Very brief review of the literature
 - The role of AAEA and professional societies
 - The role of regional committees and AAEA sections
 - The role of departments and universities

Note: References at end of slide show.

The environment for ag econ extension scholars

- Organizational framework
 - Leadership
 - Funding
 - Accountability and evaluation
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Extension/outreach faculty

- Only 100 percent Extension appointments
 - Only three way splits (T/R/E)
 - 100 percent extension or three way splits
 - All sorts of combinations
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- No three way splits
 - No extension appointments but faculty are expected to do outreach
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Scholarship Reconsidered

- Boyer's redefinition of scholarship
 - Discovery
 - Integration
 - Application
 - Teaching
- Requirements for scholars
 - Establish credentials as researchers
 - Keep current
 - Maintain high standards of integrity
 - Have work carefully assessed

Publication Peer Review Required

(percent of responses)

	None	Internal			External
		Cursory	Substan- tive	Outside dept.	
Popular press articles	69	25	6	0	0
Newsletters	31	50	12	6	0
Extension articles, fact sheets	7	47	47	0	0
University bulletins, reports	0	12	50	25	12
Regional publications	0	13	33	20	33
Proceedings articles	31	19	6	19	25
Website material	19	75	6	0	0
Software tools	20	53	13	0	13
Journal articles	0	6	6	12	75

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*--Extension Scholarship: A Brief Review
of the Literature*

Larry D. Sanders
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AAEA—Long Beach, CA

Background/Plan

- Ernest Boyer on scholarship
 - Refinement of the concept
 - Challenges/Concerns
 - Ethics
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Defining “scholarship”

- Boyer (1990)
 - “The work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*.”

Defining “scholarship”

- Weiser (1998)
 - “Scholarship creates something that did not exist before that is validated and communicated to others ...”
 - “... *Creative intellectual work that is validated by peers and communicated ... four forms ...*
 - *Discovery* of new knowledge;
 - *Development* of new technologies, methods, materials, or uses;
 - *Integration* of knowledge leading to new understanding; and
 - *Artistry* that creates new insights and interpretations.”

Refining the concept

- Bushaw (1996)

“Application and integration. Extension’s ‘multidimensional approach to problem-solving’ seems to me to be an excellent example of this.

“... Language from section 2 of the 1990 version of the Smith-Lever Act:

“Cooperative agricultural extension work shall consist of the development of practical *applications* of *research* knowledge and giving of *instruction* and practical demonstrations of existing or improved practices of technologies in agriculture, home economics, and rural energy, and subjects relating thereto ...’

“... So the law says that the work of Cooperative Agricultural Extension shall occupy all four quadrants of the Rice-Boyer conception of scholarship.”

[italics added]

Refining the concept

Smith (2004)

- “Elements of scholarship in the Boyer model that particularly relate to Extension include:

- Developing a program, project or team effort
- Implementing that effort
- Evaluating, revising and refining that effort
- Sharing what you have learned in a peer-review process”

- “Scholarship challenges

- Embrace evaluation more fully to show the impact of your work
- Share your work with colleagues through presentations and papers
- Partner with others across campus to share the Extension method of engagement and to learn from others.”

Alter's challenges (2003)

- "... six key challenges for Extension or outreach scholarship, which reflect where current scholarship is falling short...:
 1. Achieving a scholarly mentality;
 2. Broadening our view of scholarship as philosophy and concept;
 3. Understanding the scholarship of engagement;
 4. Conducting research on the scholarship of engagement;
 5. Developing and implementing action proposals for change, and
 6. Developing tools to assess and document outreach scholarship."
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Alter (continued)

- Specific concern with assessing and documenting outreach scholarship "not ... as problematic as many think. ... Scholarly expectations are clear:
 - Excellence,
 - Sound disciplinary and research grounding,
 - Peer review and critique,
 - Communicating to peers through scholarly journals and other outlets not only about what we do but how and why we do it,
 - Positively affecting the learning and behavior of students,
 - Peer and citation recognition of one's work,
 - Acquisition of financial and other resources for outreach initiatives,
 - Scientific advances in our disciplines and their application in society (academic and civic value-added), and
 - Organizational citizenship."
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Alter (continued)

- Addressing the Challenges
 - Action
 - Leadership
 - Graduate Education Reform
 - "... if we hope to institutionalize outreach or Extension scholarship as an integral part of our university culture of scholarship, we must initiate fundamental reforms in graduate education. Above all, we must meaningfully incorporate the craft and scholarship of Extension, outreach and engagement in the graduate education curriculum and experience."

The "diversified portfolio" concept (Adams, et al., 2005)

- "... one type of scholarship or scholarly product will not fit all cases ..."
- "The 'diversified portfolio of scholarship' may include:
 - Books and book chapters;
 - Peer-reviewed journal articles;
 - Published abstracts and proceedings;
 - Submitted and funded grant proposals;
 - New curricula and courses;
 - Educational manuals/teaching guides;
 - Poster sessions;
 - Fact sheets;
 - Extension bulletins;
 - Magazine articles;
 - Newsletter/newspaper articles;
 - Educational games;
 - Interactive Web sites;
 - New distance education non-credit courses;
 - New computer programs, simulations, and data bases;
 - New videotapes, audiocassettes, and CD-ROMs; and
 - Other creative outputs ..."

Implementation issues (McGrath, 2006)

- Oregon State University implementation: “We have not resolved the tension between the demands of scholarship, the academic reward and recognition system, and our public service mission.”
 - “OSU continues to struggle to articulate meaningful measures of quality (metrics) for the scholarship of application.”
 - “Extension is not synonymous with the third mission [service or engagement] any more than research is synonymous with scholarship. What we need to integrate across our campuses is not Extension, but a clearer understanding and a renewed commitment to our threefold mission [teaching, research, service or engagement]. To become great institutions of higher education, the land-grant colleges and universities must fully integrate research, teaching and scholarly engagement.”
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The ethics of scholarship

- Dennison (2004)
 - *“Consider the conflicting views in the published scholarship and seek to reconcile or explain them. Do not proceed as if in totally new terrain never before explored. Build on the known, or demonstrate conclusively with evidence the unreliability of the presumed known. Expect your readers to challenge your arguments and conclusions, and stand ready to defend them.”*
 - *“Always suspend judgment pending independent verification. Never assume validity of the work under review, whatever its origins, apparent bonafides, or inherent allure. Check the citations and the proffered evidence to ascertain authenticity, originality, and reliability. Insist upon replicatability of method and result.”*
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Concluding thoughts on Ethics . . .

- The consideration of ethics in scholarship suggests the need for a professional code of ethics that includes:
 - Recognition of creative originality and appropriate references for the use of others' work
 - Honesty in reporting of methodology, analysis and review of literature
 - Identification of opinions (personal and others) and intent to not misrepresent opinions as fact, nor misrepresent others' facts
 - Recognition that the professional role as economists in the service of the public is to be objective, non-advocates
 - Extending knowledge that based on sound, scientific research or recognized theory
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