

The University of Texas at El Paso

Statement Endorsing the Use of Ernest Boyer's Definitions of Scholarship in Tenure and Promotion Decisions

In *Scholarship Reconsidered: Priorities of the Professoriate* (San Francisco: Jossey-Bass, 1990; rev. 1997), Ernest L. Boyer advances four forms of scholarship appropriate for faculty work and, by extension, evaluation: the scholarship of Discovery, Integration, Application, and Teaching.

The scholarship of Discovery brings to the fore new knowledge and asks, "What is to be known, what is yet to be found" (19). The scholarship of Integration (18-19) addresses interdisciplinary and multidisciplinary work and examines the following issues: "What do the findings mean? Is it possible to interpret what's been discovered in ways that provide a larger, more comprehensive understanding?" (19). The scholarship of Application (21-23) focuses on the questions, "How can knowledge be applied to consequential problems? How can it be helpful to individuals as well as institutions? . . . Can social problems themselves define an agenda for scholarly investigation?" (21). Finally, Boyer recognizes the scholarship of Teaching and Learning, which he defines as "involved intellectual activity and a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning" (23-24). Scholarship in this area includes classroom innovations, action research, scholarship of service learning, etc.

The University of Texas at El Paso recognizes all of these forms of scholarship to be legitimate as UTEP moves toward Tier One designation (excellence) while serving its region (access).