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Academic Tenure: Defining Scholarship in the Health Professions

Kimberly Mathieu Coulton
Georgia Southern University

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ACADEMIC TENURE: DEFINING SCHOLARSHIP

IN THE HEALTH PROFESSIONS

by

KIMBERLY MATHIEU COULTON

(Under the Direction of Linda M. Arthur)

ABSTRACT

Higher education institutions in the United States grant academic tenure to junior faculty based on teaching, service, and scholarship. Traditionally, scholarship is defined as original research that is demonstrated by reports of scientific findings, peer-reviewed journal publications and presentations. However, workload issues, insufficient institutional support and ambiguity in tenure guidelines often hinder the scholarly endeavors of university faculty seeking tenure. The roles and responsibilities of faculty in the allied health professions are unique in that they are also involved in the provision of patient care, the development of community partnerships and the task of addressing vital workforce needs. A broader definition of scholarship would provide health professions' faculty the opportunity to engage in nontraditional forms of scholarship better suited to their needs, interests, and discipline. From the literature, it is unclear to what extent nontraditional forms of scholarship are recognized for the purpose of tenure. Therefore, the purpose of this descriptive, sequential-explanatory mixed methods study was to determine how member institutions of the Association of Schools of Allied Health Professions (ASAHP) define scholarship and describe scholarship being recognized for tenure. Using a 12 item questionnaire, the researcher collected quantitative data from deans of ASAHP member institutions to determine how scholarship was defined. In the

second phase, the researcher utilized an interview guide to explore the traditional and nontraditional forms of scholarship recognized in tenure guidelines. Thirty-five deans completed the questionnaire and six were interviewed. The study findings revealed that although traditional forms of scholarship are widely accepted and the majority of faculty scholarship is evaluated based on the number of scholarly publications and presentations, nontraditional forms of scholarship are also recognized in tenure guidelines at some institutions. From the interviews, the researcher determined that Boyer's model of scholarship was utilized in all of the ASAHP institutions represented. A rigorous peer-review process and supportive academic leaders are crucial components to the recognition of scholarship. Lastly, according to the study's findings, a broader definition of scholarship leads to the success of junior faculty.

INDEX WORDS: Scholarship, Tenure, Allied health, Health professions, Boyer's model of scholarship, Junior faculty, Nontraditional scholarship, Education, ASAHP, Application, Engagement, Integration, Discovery, Teaching.

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IN THE HEALTH PROFESSIONS

by

KIMBERLY MATHIEU COULTON

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Major Professor: Linda M. Arthur
Committee: Cordelia Zinskie
                  Maya Clark

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DEDICATION

This dissertation would not have been possible without the patience, love and support of my husband, Pat, and my daughter, Jessica. I also dedicate this work to my sister, Kay Flowers, who continues to inspire me and my father, Richard Snyder, who has always recognized my potential to succeed. Finally, I dedicate this dissertation to my mother, Darlene Snyder, who taught me to believe in myself.

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CHAPTER 1

INTRODUCTION

According to the American Association of University Professors (AAUP) (1940), academic freedom, the absence of censorship and the ability to teach and conduct research without intrusion, provided foundational rights and expectations to which faculty of higher education institutions in the United States were entitled. Academic tenure was established by the AAUP to prevent educators from being terminated without adequate cause, further protecting educators from censorship by the institution and discipline. Balogun, Sloan, and Germain (2006) explained that tenure is awarded to higher education faculty members based on crucial, long-term contributions of educators to the institution. By the twenty-first century, faculty members in higher education continued to be granted tenure based on the evaluation of the individual's commitment to teaching, service, and scholarship, with a major focus on scholarship. Traditionally, scholarship is defined as peer-reviewed publications, presentation of scientific findings, authorship of textbooks or book chapters, and grant proposal submissions (Balogun & Sloan, 2006), while non-traditional scholarship has been defined in tenure guidelines as "creative works" specific to faculty expertise, engagement in community projects, and the development of innovative teaching techniques (Braxton, Luckey & Helland, 2002).

In the university environment, allied health professions faculty often find scholarship, as traditionally defined, problematic (Balogun & Sloan, 2006; Eddy, 2007; Smesny et al., 2007). For allied health professions faculty, expectations in teaching and service tend to be met, but there are several barriers to satisfying scholarship and research

expectations. The barriers to meeting tenure review expectations in scholarship include inappropriate training, insufficient time, inadequate funding, and an inability or unwillingness to collaborate with peers (Kennedy, Gubbins, & Luer, 2003; Pololi, Knight, & Dunn, 2004; Smesny et al., 2007). Through teaching responsibilities, allied health professions faculty address vital workforce needs; establish community partnerships; provide patient care; and community service; while supporting programmatic and institutional goals and missions, all of which leave little time for traditional scholarly pursuit. Because of the unique nature of teaching expectations, many researchers have proposed a broader definition of scholarship for allied health professions faculty that will serve to encourage innovation and appropriately acknowledge and reward nontraditional forms of scholarship (Beattie, 2000; Denham, 2000; Howell & Karimbux, 2004; Raehl, 2002).

According to Smesny et al. (2007), the faculty of allied health academia differs greatly from those faculty of "pure sciences." Aside from didactic teaching, allied health faculty spend a substantial of amount of their time teaching in the clinical setting, supervising patient care, and addressing health-related disparities in the community. Although allied health profession professors serve different roles from professors of other disciplines, scholarship expectations for tenure may not differ. Given the university "publish or perish" environment, researchers have agreed it is essential that institutions in the United States reconsider the criteria used in defining scholarship, as scholarship impacts tenure decisions (Balogun & Sloan, 2006; Gignac, Cuellar, & Licata, 2000). As to the extent institutions of higher education recognize differentiated forms of scholarship for purposes of tenure of allied health professions faculty, it is unclear in the literature.

Therefore, the purpose of this study was to understand how scholarship is defined in tenure guidelines for junior faculty in allied health professions among member institutions of the Association of Schools of Allied Health Professions (ASAHP).

Background

Scholarship and Academic Tenure

According to Ceci, Williams, and Mueller-Johnson (2007), academic tenure was originated with the intent to ensure the academic freedom of higher education faculty. Ceci et al. noted that the benefits of academic freedom and tenure include the ability to attract high-quality educators, protection against intrusions into teaching and research, and job security. Additionally, Youn and Price (2009) maintained that tenure serves as a method of maintaining qualified faculty during a time when qualified faculty are in short supply.

Traditionally, the reward system by which colleges and universities grant salary increases and tenure relies on the evaluation of faculty in three broad areas: teaching, service, and scholarship (Balogun et al., 2006; Braxton & Del Favero, 2002; Green, 2008). Balogun et al. (2006) and Colbeck and Michael (2002) described teaching as the faculty work that involves students -- from the preparation and delivery of classroom instruction, to the evaluation of student coursework, to academic advising. Service includes faculty activities that contribute to the good of the institution, the profession, and community at large (Balogun et al., 2006). Scholarship in academia is demonstrated through original research, reports of scientific findings, presentations, and publications in textbooks, book chapters, and peer-reviewed journals (Balogun et al., 2006; Braxton et al., 2002). Kennedy et al. (2003) maintained that American colleges and universities

focus on research explicitly in faculty evaluation leading to salary increases and promotion. According to Youn and Price (2009), in order for junior faculty in higher education to earn tenure, publications are considered necessary.

From a review of literature, Smesny et al. (2007) identified the difficulty of meeting scholarship requirements for tenure, as it is traditionally defined, for junior faculty in the fields of dentistry, medicine, nursing, and pharmacy. They observed faculty members in the health professions are at a unique disadvantage as emphasis on the pursuit of scholarship rises. For example, clinical health-care faculty in the health professions must satisfy the role of providing patient care and community service, while also meeting the responsibilities of teaching, research/scholarship, and service to the institution. Additionally, workforce issues have placed a strain on academic health-care related programs. For example, Smesny et al. reported pharmacy programs, in an attempt to meet workforce needs, have increased class sizes, resulting in increased teaching responsibilities and the development of additional training sites. As a result, faculty members, who are already laden with classroom and clinical teaching, have had difficulty pursuing scholarship expected of them.

Barriers to Scholarship Productivity

As emphasis has been placed on research productivity for university faculty in general, a number of barriers have been identified that hinder scholarly endeavors of university educators. Gappa, Austin, and Trice (2007) maintained that it is difficult for faculty to meet the ever increasing demands placed upon them in the area of research. For the purpose of this study, the researcher reviewed the literature and found three major barriers that negatively impact scholarship productivity of higher education faculty

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members. These barriers are workload issues, lack of institutional support, and ambiguity of tenure criteria.

Workload issues. Researchers have agreed that allied health professions faculty, in particular, have little time to engage in scholarly activities, as they concentrate on providing activities that support the goals and missions of the institution (Beattie, 2000; Denham, 2000; Howell & Karimbux, 2004; Raehl, 2002). According to Bland, Center, Finstad, Risbey, and Staples (2005), research productivity among faculty is directly related to workload issues such as adequate time and self-motivation, in addition to a lack of institutional support. Likewise, Toews, and Yazedjian (2007) explained that university faculty find it difficult to engage in research and successfully meet the teaching and service requirements expected of them.

Lack of institutional support. Another barrier to scholarship productivity is a lack of institutional support, which may hinder university faculty from meeting scholarship expectations (Adderly-Kelly, 2003; Kennedy et al., 2003; Pololi et al., 2004). This lack of support may take on many forms such as a lack of faculty development, a lack of funding, and little to no support from within the institution. For example, researchers have reported that the scholarly efforts of health-care faculty in particular are impeded by a lack of support within the institution to provide faculty development programs (Kennedy et al., 2003; MacKinnon, 2003; Thomas, Diener-West, & Canto, 2004). Similarly, Smesny et al. (2007) noted that faculty members are affected by a work environment that is not conducive to scholarship and a lack of mentors for junior faculty. Moreover, literature on this topic suggests a lack of interdisciplinary cooperation and collegiality between clinicians and scientists as a potential barrier to the scholarly efforts

of faculty (Adderly-Kelly, 2003; Grzybowski et al., 2003; Paskiewicz, 2003; Pololi et al., 2004).

      Ambiguity in tenure guidelines. A third major barrier to faculty scholarship is due to tenure guidelines that are unclear or elusive (Rice, Sorcinelli, & Austin, 2000; Smesny et al., 2007). If criteria for tenure are not made explicit, faculty members may be unsure of what scholarship is required in order to be awarded tenure. Smesny et al. asserted that scholarship expectations are often not well-defined for faculty in the health professions. The authors claim that this ambiguity is further complicated by the inability or inflexibility of current reward systems to recognize nontraditional forms of scholarship, in which allied health professions faculty are often engaged.

Criteria for Scholarship

      Scholarship within the university setting in a very traditional sense has been viewed as research that leads to scholarly publications and presentations of findings, as well as authorship of textbooks or book chapters, and grant proposal submissions (Balogun & Sloan, 2006). In his book, *Scholarship Reconsidered*, Boyer (1990) suggested a broader view of scholarship. Although Boyer continued to stress the importance of peer review and dissemination through publication and presentation, his framework opens up scholarship to include activities beyond empirical research reports or theoretical papers by identifying four different but overlapping facets of academic scholarship: discovery, teaching, integration, and application.

      Debate about scholarship in the university environment tends to center around the nontraditional or broader view Boyer suggested, versus the traditional view, which is rigid in expectations of research and publication venues. Non-traditional forms of

scholarship include such activities as service-learning projects, engagement in community-based programs, and the development of innovative solutions to practice-based problems or new teaching techniques (Glassick, Huber, & Maeroff, 1997). Hurtado and Sharkness (2008) argued that current tenure review processes have required faculty members to be "conformists," and the traditional process has discouraged innovation and has not appropriately acknowledged or rewarded nontraditional forms of scholarship. In his four dimension approach to scholarship, Boyer explained both traditional and nontraditional views of scholarship in the higher education setting through discovery, teaching, integration, and application.

According to Boyer (1990), the *scholarship of discovery* most closely resembles the scholarship that academics have generally referred to as "research." Boyer asserted that research involves a commitment to knowledge, a freedom of inquiry, and disciplined investigation. The scholarship of discovery is demonstrated through original research, peer-reviewed presentations, and publications in recognized journals (Glassick, Huber, & Maeroff, 1997). In addition, Boyer recognized the *scholarship of teaching* as a "dynamic endeavor," involving education and the enticement of future scholars. Works by Boyer (1990) and Braxton, Luckey, and Helland (2002) supported a broader definition of scholarship that includes teaching as a dimension of scholarship. The scholarship of teaching may take the form of the development of innovative teaching techniques or course materials (Braxton, Luckey, & Helland). Simpson et al. (2007) have argued that the principles of scholarship can be applied to teaching by framing education-related activities of faculty members. Through this framework, educational activity, or teaching,

is made visible and, thus, can redirect focus on the "shared values of faculty excellence and scholarship" integrated in the missions of higher education institutions (p.1003).

A third dimension or facet of scholarship, as defined by Boyer (1990), is the *scholarship of integration*, which relates to a connection across disciplines, requiring an assimilation of isolated ideas and reaching new insight from original research. This approach to scholarship encourages collaboration and interdisciplinary studies. According to Braxton, Luckey, and Helland (2002), the scholarship of integration may involve the application of a theory "borrowed from an academic discipline outside one's own" (p. 144). Boyer's fourth dimension of scholarship, which the author termed the *scholarship of application*, also encourages collaboration of researchers. The *scholarship of application* involves engagement, in which the scholar attempts to utilize newly attained knowledge to solve problems. Examples of the scholarship of application include the development of an innovative way to deal with a practice-based problem within one's discipline (Braxton, Luckey, & Helland). Boyer explained that scholarly service projects involve both the application and the contribution of knowledge, as one may find in field-based research.

In the health professions discipline, it may be helpful to view scholarship from a nontraditional view. Hofmeyer, Newton, and Scott (2007) argued that the *scholarship of discovery,* in effect, contradicts both the obligations of the academic institution and the health sciences academy to recognize nontraditional scholarship through service to the community and the promotion of health and well-being of its members. Traditional scholarship and subsequent publication of findings alone is inadequate in defining scholarship for those in the allied health professions. Junior faculty in allied health

professions, whose roles and responsibilities include clinical and community-based

patient care, have the ability to satisfy scholarship requirements through nontraditional

activities. However, others have advocated that institutions of higher education can

incorporate *scholarship of integration* through university-community partnerships and

service-learning courses (Bringle & Hatcher, 2002; Hofmeyer, Newton & Scott, 2007).

Other researchers, including Glassick (2000), Hall (2001), and Marks (2000), have

agreed that through *scholarship of application*, barriers to scholarly productivity may be

overcome. This approach encourages scholars to develop collaborative relationships that

allow the application of theory to practice to be recognized as scholarship. Seifer and

Calleson (2004) described the usefulness of the *scholarship of application* in health

sciences. Community-based research (CBR) assists in the understanding and elimination

of health disparities in the United States. In order to determine the perspectives of allied

health professions faculty concerning the factors which affect their involvement in CBR,

the researchers surveyed senior administrators and CBR leaders at eight academic health

centers. The data revealed that between 5-10% of faculty within each institution were

involved in CBR. However, "faculty roles and rewards policies" were viewed as an

internal barrier to the institution's involvement in CBR. One faculty member stated that

faculty concern for tenure and promotion served as a barrier to community involvement.

Moreover, 89% of the respondents indicated a *lack of support from academic leaders*,

72% indicated *insufficient release time*, and 67% reported *insufficient funding available*

as barriers to faculty participation in CBR (Seifer & Calleson, 2004). The authors have

asserted the link between teaching and research offers the potential to benefit both

university and community, as well as offers the opportunity to transform research into practice.

In a final approach to establishing acceptable criteria for scholarship, Rogge and Rocha (2004) advocated service-learning courses. Development of service-learning courses provides faculty the opportunity to integrate service and research interests into teaching assignments for students. According to Pharez, Walls, Roussel, and Broome (2008), service-learning provides mutual benefits for faculty, students, healthcare providers, and the community at large. Service-learning is based on the establishment of partnerships between the institution and community in order to meet an identified need within the community, providing students the opportunity to utilize acquired knowledge in actual clinical situations. Viewed as a nontraditional form of scholarship, faculty engagement in service-learning as a component of scholarship may not be acceptable in some universities. Seifer and Calleson (2004) have affirmed that many of the same barriers to scholarship and community-based research also exist for service-learning.

Scholarship and Tenure Review Process

As previously discussed, scholarship plays an important role in the evaluation of junior faculty and the tenure decision-making process. According to Stronck (2004), the tenure review processes most universally used among American universities share several fundamental characteristics. The review process begins at the department level whereby a committee of peers and the chair assess the tenure applicant. Committees at the college level provide recommendations to the dean of the college. Subsequently, the college dean reviews and assesses the tenure applicant's performance, then forwards recommendations to higher administrators, ending with the president of the university.

Stronck explained that the process involves a number of checks and balances, resembling the legislative process of government, which ultimately leads to a final decision made by the leaders of the institution.

Allied health professions include a number of disciplines and programs, such as nursing, dental hygiene, physical therapy, and speech pathology, which are often encompassed within one college and, subsequently, led by the same academic dean. As the university-based leader of a college, the dean is intimately involved in the tenure and promotion process. Although department chairs and college review committees generally initiate tenure decisions, the academic dean serves a central role in the review of junior faculty and in moving the decision to higher-level higher education administrators. According to Northouse (2007), the role of a leader is to influence a group of individuals in order to achieve a shared goal. Leadership requires both relationship and task-oriented behaviors. Task-oriented behaviors include directing faculty in order to attain established objectives, developing methods of evaluation, as well as setting time lines and demonstrating how these objectives can be met. To build relationships, leaders encourage and solicit input from subordinates, as well as listen and advocate for actions to support the mission of the institution. As leaders of allied health professions programs, academic deans are responsible for directing and supporting faculty members under their charge (Northouse, 2007).

Tenure in Allied Health Sciences

According to the ASAHP's strategic plan, one of its six goals is to strengthen research and scholarship in allied health professions by providing opportunities to showcase innovations among its disciplines, sponsoring workshops and seminars, and

demonstrating through data collection the impact of evidence-based research on the quality of healthcare (ASAHP Strategic Plan, 2007). Additionally, there is evidence in the strategic plan of the organization's dedication to the promotion of collaboration between and among disciplines to advance allied health professions education and practice. Although the strategic plan shows commitment to scholarship, there is no evidence of the organization's position on how scholarship in allied health should be defined, evaluated, or utilized in tenure decisions.

Nonetheless, higher education faculty have expressed concern about the fairness of the tenure review and promotion processes with regard to innovative scholarly endeavors. Hurtado and Sharkness (2008) have argued that in order to establish fairness among academic disciplines, reviewers are needed who can properly evaluate nontraditional forms of scholarship. Additionally, the authors have suggested that faculty in the health professions receive a more expansive peer review which includes the evaluation of multiple forms of scholarship, as well as be given adequate time and resources to perform the scholarship required for tenure and promotion. Smesny et al. (2007) have recommended a reexamination of tenure criteria among American universities in which all types of scholarship are rewarded. Furthermore, the researchers asserted the university's mission and the work of its faculty must be in alignment. Inter- and cross-disciplinary cooperation could assist in linking scientist researcher to the clinician researcher, through innovative and collaborative efforts within and outside the university.

Researchers have agreed that problems exist in terms of scholarship for health science faculty members (Balogun, et al., 2006; Robles, Youmans, Byrd, & Polk, 2009;

Smesny et al., 2007). With an increased emphasis on scholarly activities and the significant role scholarship serves in tenure decisions, researchers have proposed a broader definition of scholarship for health science faculty (Balogun, et al., 2006; Hofmeyer, Newton, & Scott, 2007; Seifer & Calleson, 2004; Smesny et al., 2007). However, researchers (Beckman & Cook, 2007; Glassick, 2000; Maurana, Wolff, Beck, & Simpson, 2001) have recognized that, in order for nontraditional forms of scholarship such as these to be accepted, valued, and rewarded by institutions of higher education and perceived comparable to the traditional definition of scholarship, adequate assessment standards must be employed.

Rigorous assessment of nontraditional forms of scholarship may contribute to acceptance and recognition of these types of scholarship. For example, researchers (Beckman & Cook, 2007; Maurana, et al., 2001) have suggested that community-based scholarship be evaluated using specific assessment criteria, based on six standards defined by Glassick (2000), which include the following:

1. *Clear goals*- outline the goals of the project, state the problem and intent of the study
2. *Adequate preparation*- perform critical and thorough literature review
3. *Appropriate methods*- employ proper study design and select meaningful outcomes
4. *Effective communication*- write a logically organized manuscript
5. *Reflective critique*- discuss threats to validity and describe how project increases knowledge in education
6. *Outstanding results*- achieved when above standards have been addressed

Using Glassick's standards, Beckman and Cook (2007) have proposed three-steps for designing scholarly education projects. The first step involves *refining of the study*. In order to refine the study, the scholar must develop a scholarly question through reflection. This requires a thorough literature review to identify gaps and an examination of existing theories which leads ultimately to a problem statement. The second step, proposed by Beckman and Cook, is *identifying a research study design*. Thirdly, the researchers suggest *selecting outcomes* which are conceptual using appropriate methods and accurate instruments. According to Beckman and Cook, the selection of outcomes for educational projects requires "balancing feasibility with meaningfulness" (p. 216). Additionally, a method of measuring the outcome must be chosen, as well as use of the appropriate instrument.

As university faculty seek tenure, scholarship is considered an important facet of the decision. Whether institutional leaders recognize traditional and/or nontraditional approaches to scholarship, the junior faculty member who aspires to achieve tenure must engage in scholarship. How that scholarship is defined and assessed is critical to the junior faculty member, as he or she immerses in teaching, service, and research components of university faculty life.

Problem Statement

Historically, university-based junior faculty in pursuit of tenure have been evaluated based on three broad areas, including teaching, service, and scholarship. Although tenure guidelines regarding teaching and service generally have been well-defined, scholarship has posed some problems for those in the tenure review process. The basis of the problem has been in defining forms of scholarship that a tenure review

committee may find favorable. Although scholarship expectations may be program specific across university departments, there were generally two approaches to defining scholarship in the literature, traditional and nontraditional. Initially, traditional scholarship was defined as original research reported in publications, including peer-reviewed articles, presentations of scientific findings, authorship of textbooks or book chapters, and grant proposals. According to Boyer (1990), nontraditional scholarship is expanded to bring validity to "the full scope of academic work" (p. 16). Boyer believed the traditional view of scholarship to be restrictive, imposing limits on the work of scholars. He asserted that true scholars not only conduct research, but they also look for connections between theory and practice and effectively communicate their knowledge to students.

In general, scholarship expectations have posed some difficulties for junior faculty in the tenure promotion process. Many university faculty are hindered in their pursuit of scholarship by workload issues and a lack of support from within the institution, as well as ambiguous tenure guidelines. More specifically, for junior faculty in the allied health professions, it is critical to understand acceptable forms of scholarship, as they carry nontraditional teaching loads, with clinical practice and patient care being high priorities in the profession. However, from the literature, it is not clear how allied health sciences define and generally view traditional and non-traditional forms of scholarship that will satisfy tenure review committees who assess junior faculty scholarship. To provide insight into acceptable forms of scholarship, more research is needed to clarify and describe how scholarship is defined and the types of scholarship recognized in tenure guidelines for junior faculty in allied health professions. Research

in this area may instigate a discussion among allied health professions faculty and academic leadership about the recognition of traditional and nontraditional forms of scholarship in tenure decisions.

For junior faculty, it is desirable to understand expectations of the university and to have support of those who are involved in assessing scholarship. Although broader definitions of scholarship for faculty in health professions have been proposed in the literature, it is unclear whether institutions with allied health profession programs have adopted tenure criteria for junior faculty that include nontraditional forms of scholarship. Therefore, the purpose of this study was to understand how scholarship is defined and the types of scholarship recognized in tenure guidelines for junior faculty in allied health professions among member institutions of the Association of Schools of Allied Health Professions (ASAHP).

Research Questions

To better understand the criteria by which scholarly activities of allied health professions faculty are evaluated for the purpose of tenure, it is reasonable to examine the tenure guidelines of member institutions of the Association of Schools of Allied Health Professions (ASAHP). The researcher sought to determine how scholarship is defined in tenure decisions for the purpose of understanding whether nontraditional or alternative forms of scholarship are recognized for allied health professions faculty among ASAHP institutions. The overarching research question was: how is scholarship described in tenure guidelines for degree program allied health professions faculty in the ASAHP member institutions? The following sub-questions served to guide the study on relevant issues surrounding scholarship and the tenure process:

The questions of the study are:

1. How is scholarship defined in tenure guidelines?

2. How is scholarship evaluated for the purposes of tenure?

3. How do academic deans of health professions describe scholarship expectations and the recognition of traditional and nontraditional forms of scholarship?

Significance of the Study

Although scholarship is vital to the university and community at-large, it is uniquely critical to the university faculty member whose employment depends on it. Junior allied health professions faculty, laden with heavy teaching loads and the responsibility of providing patient care, struggle to meet scholarship requirements for tenure. An exhaustive search of the literature revealed little current information about scholarship and how it is evaluated for the purposes of tenure for allied health professions faculty. For this reason, it is unclear how scholarship is defined and used in the assessment of junior allied health professions faculty. Thus, the information gained from this study will add to the body of knowledge and serve to close an existing gap in the literature.

The major significance of this study is to instigate a discussion among allied health professions faculty and academic leadership about the recognition of traditional and nontraditional forms of scholarship in tenure decisions. The ASAHP has requested that, upon completion of the study, the findings be disseminated among its members. It is the researcher's anticipation that dissemination of the information gained through this study will serve as a catalyst for discussion among the academic leaders of allied health professions. Whether a more expanded definition of scholarship is more widely adopted

or not, allied health professions faculty only stand to gain from discussions about scholarship and the unique nature of their work. Ultimately, a definition that is better suited to the needs of allied health professions faculty may be incorporated into more allied health professions colleges across the United States.

As a former faculty member of an allied health professions department in a member institution of the ASAHP, the researcher has been acutely aware of the barriers to scholarship that exist for those faculty members in allied health professions. Additionally, the researcher has served on a taskforce charged with revising existing tenure policy at the college level. The taskforce committee purposely integrated a definition of scholarship in alignment with the Boyer model in order to reward allied health professions faculty for nontraditional forms of scholarship. Subsequently, the revisions proposed by the committee were approved and adopted by the college of health professions at the university.

As higher education institutions review and revise scholarship guidelines, allied health profession departments will benefit from understanding how scholarship is being defined and evaluated in the tenure evaluation process. Understanding the traditional and nontraditional approaches to scholarship that are being utilized in tenure decisions will make scholarship less elusive and more transparent in the profession. Ultimately, the results of this study may result in the revision of tenure guidelines of junior allied health faculty across the country, resulting in guidelines that are better suited to their interests and needs.

Research Procedures

A descriptive study was conducted using a mixed methods approach. In order to determine how scholarship is described and evaluated in tenure decisions among U.S. institutions, the researcher employed a quantitative approach through the administration of a questionnaire that yielded data for analysis. After reviewing data from the questionnaire, the researcher of the study utilized a qualitative approach to gain a greater depth of understanding of the recognition of traditional and nontraditional scholarship by interviewing deans of allied health professions departments. By employing a mixed methods research approach, the researcher obtained the information needed to make both deductive and inductive conclusions related to the research problem (Creswell, 2008).

The population of the study was allied health professions department/program deans from the 121 membership institutions of the ASAHP. A purposive sample of 115 deans was surveyed to determine how scholarship is described among ASAHP institutions. The researcher-designed questionnaire consisted of 13 items designed to gather data about the institution and many facets of scholarship as recognized by the university health profession programs. Additionally, those participants who indicated their institution's recognition of nontraditional forms of scholarship and willingness to participate in an interview were contacted and interviewed by the investigator. The interviews allowed the researcher the opportunity to expound on the information gained from the questionnaire and to learn more about the recognition of nontraditional forms of scholarship of junior faculty in health professions for tenure.

The investigator of the study distributed the questionnaires electronically using SurveyMonkey. In order to increase response rate, the researcher emailed the recipients

after five days with a friendly reminder to encourage deans to complete the questionnaire. Descriptive statistics were employed to determine frequency and variability, including item means and standard deviations.

Once the researcher reviewed the findings from the quantitative approach, a set of interview questions was created to gather qualitative data in order to gain a deeper understanding of those institutions that recognize nontraditional forms of scholarship. The researcher transcribed the interviews in preparation for data analysis. The investigator read the transcriptions, examined and coded the responses as related to scholarship in allied health professions. After examining the data from both approaches, the investigator synthesized and interpreted the data to respond to the questions of the study.

Delimitations/Limitations

Delimitations

The population of this study reflected member institutions of the Association of Allied Health Professions (ASAHP) and not necessarily all institutions with allied health professions components in the United States. Since the study sample included academic department/program deans from member institutions of the Association of Allied Health Professions (ASAHP), the scope of this study was narrowed to the institutions who maintain association membership. Only deans who represented at least one baccalaureate degree health profession department or program were included; thus eliminating differences among the sample group based on size and scope of education. The sample selection may have influenced the findings in that they may not be generalizable to the entire population of all allied health professions programs. Likewise, the researcher

recognized that the study may have been delimited by the number of academic deans who responded to the survey. Deans, as the researcher's choice of major informants of the study, are not privy to discussions of faculty tenure review committees, who initially review junior faculty applications. However, as academic leaders of the college, deans have the potential to influence the policies and practices that impact tenure decisions of junior faculty.

Limitations

The major limitation was due to the inherent nature of the topic of the study, the definition of *scholarship*. It has been reported in the literature that by its very nature and application in the university tenure process, the definition of scholarship remains elusive and vague. Deans may not have been candid in revealing exactly what constitutes scholarship and how acceptable nontraditional, or alternative, forms are viewed within the College. Another limitation, based on the qualitative approach, which involved outcomes being examined, coded, and categorized by the researcher, may have involved some degree of subjectivity. However, the researcher made every effort to ensure objectivity by recording the responses of the deans verbatim and seeking commonalities based on the words provided by each respondent.

<div align="center">

Key Definitions

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Academic tenure or *tenure.* A reassurance of continued employment which is gained through a rigorous assessment process in which a faculty member is evaluated based on their merits in teaching, service, and research/scholarship. Educators who have earned tenure are protected from censorship in the classroom and in their research

endeavors (Balogun et al., 2006). Typically, tenure is awarded once the educator has reached the status of associate professor or higher (AAUP, 1940).

Academic freedom. The principle that refers to the freedom to which teachers are entitled a) in research and the publication of their results, b) in the classroom, protecting the rights of the teacher to teach and the students to learn, and c) as citizens, protecting teachers from censorship or discipline. Developed by Wilhelm von Humboldt, the Prussian education minister from 1809 to 1810 and leader of neo-humanism at the University of Berlin, the concept consisted of "Lehrfreiheit"— the freedom to learn, and "Lernfreiheit"— the freedom to teach. Lernfreiheit meant that students were given the freedom to learn, choosing which course of study they chose to pursue (Fallon, 1980).

Allied health professions. For the purpose of this study, this term will be used to collectively refer to the following fields: Respiratory Therapy, Physical Therapy, Dental Hygiene, Medical Technology, Radiologic Sciences, Communication Sciences and Disorders (or Speech Language Pathology), and Health Administration.

Association of Schools of Allied Health Professions (ASAHP). A not-for-profit national professional organization of voluntary members representing institutions, programs, professional associations, and individual practitioners of allied health professions. According to its bylaws, the mission of ASAHP is to "enhance the effectiveness of education for allied health professions" (ASAHP, 2009). Currently, 112 academic institutions, two professional associations, and approximately 200 individuals maintain membership with the ASAHP.

Health Sciences. For the purposes of this study, the health sciences will include pharmacy, nursing, public health, and allied health profession disciplines. Additionally, the terms "health sciences" and "health professions" will be used interchangeably.

Junior faculty. For the purposes of this study, junior faculty are higher education faculty members who are beginning their academic career and have not yet earned academic tenure.

Traditional scholarship. Refers to faculty scholarship that is presented in the form of publications including peer-reviewed articles, presentations of scientific findings, authorship of textbooks or book chapters, and grant proposals.

Nontraditional scholarship. Refers to an expanded definition of scholarship that includes scholarly activities that can be assessed beyond peer-reviewed articles and scholarly books (Braxton et al., 2002).

Summary

Higher education faculty members are entitled to academic freedom to teach and conduct research in the pathway to tenure. Academic tenure was instituted to protect the academic freedom of faculty and prevent intrusion. University reward systems used to determine salary, tenure, and promotion decisions typically rely on the evaluation of faculty in three areas- teaching, service, and scholarship. Scholarship is most frequently measured by publications in books and peer-reviewed journals or presentations. However, the scholarship efforts of faculty are impeded by a number of issues related to workloads, institutional support and unclear tenure criteria. Allied health professions faculty are especially disadvantaged in their pursuit of scholarship.

The extent to which U.S. institutions have adopted an expanded definition of scholarship for the purposes of tenure is not clear. Therefore, by employing a mixed methods research approach, the investigator sought to gather quantitative and qualitative data about how scholarship is defined and the types of scholarship recognized in tenure decisions for allied health professions faculty. The quantitative data were collected through the use of a questionnaire and were analyzed using descriptive statistics. The qualitative data were collected from the interview responses of six participants and analyzed by coding and categorizing the information into themes. The researcher drew conclusions based on the results of the study describing how scholarship is defined in tenure decisions of junior faculty in the health professions.

CHAPTER 2

LITERATURE REVIEW

Since the establishment of the colonial college in the United States, the means by which to secure academic freedom - the right to teach without intrusion and tenure - have served as guiding principles in higher education. Yet, while academic freedom and tenure provide faculty that security, faculty have also been expected to fulfill certain roles and responsibilities as educators. The roles of faculty include that of a teacher, servant, and researcher. A review of the literature reveals that there has been much debate about scholarship in the junior faculty member's role as researcher, as scholarship is a critical factor in the attainment of academic tenure.

In this review of the literature, the researcher will introduce the topics of academic freedom and tenure, and discuss the controversies surrounding, not only the role of scholarship in tenure, but how American institutions define faculty scholarship. After providing a historical account of the development of scholarship in the United States, the scholarship model traditionally used in American universities will be examined. Thereafter, the researcher will outline, describe, and provide examples and critique of three nontraditional scholarship models including the social action, public scholarship, and Boyer's scholarship models. The researcher will proceed with a detailed description and discussion of the four domains of Boyer's model- the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Following this discussion, the methods used to evaluate faculty scholarship and its role in the faculty reward systems employed in tenure decisions will be investigated. Next, several barriers will be explored that may hamper faculty across

disciplines in their pursuit of scholarship. Subsequently, the researcher will discuss the characteristics specific to allied health profession education and the responsibilities of its faculty members. Finally, the investigator will apply and discuss the suitability of the four domains of Boyer's scholarship model to allied health profession educators.

Scholarship as a Component of Academic Tenure

Prior to any discussion of academic tenure, it is helpful to revisit the principles upon which tenure was established. These principles originated from the American Association of University Professors (AAUP), an organization founded to protect the academic freedom of higher education faculty in the United States (AAUP website, n.d.). In 1915, the AAUP composed a document which set forth principles regarding academic freedom and academic tenure of faculty in American colleges and universities. These principles were created to protect university educators, who had served at an institution for ten years or more, from dismissal without evidence of serious wrongdoing. The AAUP's 1940 Statement of Principles on Academic Freedom and Tenure clarified the purpose of tenure: namely, to secure freedom in teaching, research, and extramural activities and to provide adequate economic security to attract competent educators to the professoriate (AAUP, 1940).

According to the AAUP guidelines, tenure is granted after a probationary period of no longer than seven years during which junior faculty are frequently evaluated based on their endeavors in the domains of teaching, service, and research/scholarship (AAUP, 1990). The amount of importance placed on each of these three areas varies widely among institutions and depends on the area or areas most valued by the college or university (Green, 2008).

Teaching, considered the primary function of university faculty, involves preparation, instruction in the classroom, the evaluation of student work, and student advising (Balogun et al. 2006; Colbeck & Michael, 2002). Service, as described by Balogun et al. (2006), encompasses the contributions made by the faculty member for the good of the department, college, university, profession, community, or government. The first two components of faculty evaluation, teaching and service, are defined in relatively straightforward terms; however, defining scholarship appears to be more problematic.

In the literature, research and scholarship are terms often used synonymously to describe the activity of engaging in basic research and recording that work through publication in a book or refereed journal article (Boyer, 1990; Braxton et al., 2002; Glassick, Huber, & Maeroff, 1997). Kennedy et al. (2003) defined scholarship as "the creation, discovery, advancement, or transformation of knowledge" with the "defining elements of originality, creativity, peer review and communication" (p. 502). Boyer (1990) noted that although an academic conducts research, the scholar may or may not convey this knowledge to students or choose to apply the knowledge gained. Nevertheless, Kennedy et al. (2003) maintained that American colleges and universities focus on research explicitly in faculty evaluation leading to salary increases and promotion.

Historical Perspective of Scholarship

A review of the literature shows that the way in which scholarship has been defined in American colleges and universities has not remained fixed but evolved over time. According to Kennedy et al. (2003), scholarship in America transformed during three developmental phases. The first phase is represented by the colonial college. The

focus of these first American colleges was primarily on the students and teaching.

Education concentrated on building character and producing responsible civic and

religious leaders. Scholarly works outside the classroom were not given high priority

(Kennedy et al., 2003). However, Kennedy et al. maintained that during the 19th century,

the focus of American institutions began to shift and providing an education that would

produce skills necessary for economic productivity became important. During this time,

science in education grew in importance. Simultaneously, the U.S. government launched

the land-grant college program to assist the transfer of knowledge to improvements in the

functioning of farms and factories. As a result, the second component of the three part

mission of universities, evident in modern times, emerged - to teach, to discover, and to

serve. Shortly thereafter, outside academia, industry and private enterprise welcomed the

concept of applied research which could lead to innovative opportunities (Kennedy et al.,

2003).

        According to Diamond (2002), throughout much of the twentieth century, the

definition of "scholarship," a definition derived from the sciences, involved original

research published in a book or article in a refereed journal. According to Youn and

Price (2009), the value of scholarship increased during the 1980s when institutions

competed for qualified faculty. Higher standards were placed on the academic profession

and scholarship expectations increased (Rhode, 2006; Schuster & Finkelstein, 2006).

Thus, as more emphasis was placed on original research, the traditional scholarship

model, accepted for most of the twentieth century, remained prominent. However,

Diamond has contended that over time, the impact of the scholarly work received less

attention; yet resulting publication became more significant. Among the varied

disciplines across the university, scholarship is similarly defined; however, visible distinctions in the way in which scholarship is achieved are apparent. Diamond maintained the diversity among institutions, disciplines, departments, faculty members, and reward systems does affect, to some extent, how scholarship is demonstrated.

Models of Scholarship

      Traditional scholarship. Despite the diversity discussed above, the Association for the Study of Higher Education (ASHE) (2003) has reported that scholarship continues to be viewed as original research. In fact, according to Caplow and McGee (2001), the term "scholarship" has been considered synonymous with "research and publication". Thus, scholarship is traditionally demonstrated through the presentations of scientific findings, production of peer-reviewed publications, authorship of book chapters and textbooks, and grant proposal submissions (Braxton et al., 2002; Balogun et al., 2006). Researchers have agreed the majority of institutions continue to utilize research-based criteria in tenure and promotion decision procedures (Braxton et al., 2002; Fairweather, 2005; Rhode, 2006).

      Based on a survey of 189 faculty respondents from graduate social work programs, Seipel (2003) identified the types of scholarship faculty valued for the purposes of obtaining tenure. Peer-reviewed journal articles and books were considered the most important, with single-authored publications receiving the highest value. Single authorship is highly valued since it demonstrates the productivity of the individual, as well as his or her ability to conduct scholarship independently (Netting & Nichols-Casebolt, 1997). However, according to Seipel's findings (2003), perhaps in an effort to increase publication yield, participation in collaborative projects among faculty members

increased. However, quality proved equally important as respondents agreed that articles published in first-tier, national, and international journals were more valuable than those produced in less reputable outlets.

According to Biglan (1973), who was responsible for categorizing academic disciplines based on the characteristics of individual academic areas, among "soft" disciplines, including psychology, sociology, and political science, scholarly books and monographs are more highly valued than scholarship in the form of journal articles. Furthermore, chapters in textbooks are weighted more than edited books, while articles in first-tier journals are equally weighted with edited books for scholars in these disciplines (Biglan, 1973; Braxton & Hargens, 1996). Conversely, the authors pointed out in "hard" disciplines, including physics, chemistry, and biology referred journal articles are more highly valued than books. According to researchers, the scholarly productivity most commonly recognized in general include peer-reviewed articles, books or book chapters published (Corley, 2005); presentations at conferences, external grants acquired (Ferrer & Katerndahl, 2002); and citations of publications (Green, Baskin, Best, & Boyd, 1997). Diamond (2002) has argued that, with time, the significance of the research has been given less attention than the venue wherein the findings are published.

However, in order to portray more accurately the faculty work performed among the varied disciplines, Diamond (2002) proposed that institutions improve tenure and promotion systems and broaden the scope of scholarship. Researchers Wergin and Swingen (2000) maintained that in the best interest of the department, faculty members should have the opportunity to be involved in scholarly activities that correspond to their individual interests, skills, and talents. According to Braxton et al. (2002), efforts are

being made to transform faculty reward systems to better serve the diversity among the disciplines, talents of faculty within individual institutions, and needs of students.

Nontraditional scholarship. A thorough review of the literature does not reveal a concrete and universal definition of, nor the specific activities required to demonstrate, nontraditional scholarship. Rather, the literature has revealed an expanded definition of scholarship in which researchers have enumerated those components considered essential for scholarship. For instance, Boyer, Diamond and Adam (1995) described 6 features characteristic of scholarship. According to the authors, in order for an activity to be considered scholarly, the activity must involve a high level of discipline-related expertise, demonstrate both originality and innovation, have the ability to be replicated or expounded upon, be documented and peer-reviewed, and add to the existing body of knowledge. Similarly, Rice (1996) identified the following 7 criteria required of scholarship: 1) research is at the center of academia, 2) quality is preserved through peer review and professional autonomy, 3) knowledge is pursued, 4) pursuit of knowledge is discipline-based, 5) acknowledgement received by national and international professional associations, 6) faculty are rewarded for persistent pursuit of research in their specialty, and 7) cognitive truth is of utmost importance. At Oregon State University, the faculty created the following definition of scholarship for their institution based on the work of Diamond (1999):

> *"Scholarship is considered to be creative intellectual work that is validated by peers and communicated, including: discovery of new knowledge; development of new technologies, methods, materials, or uses; integration of knowledge leading to new understandings; and artistry that creates new insights and understandings."* (p. 45)

In 2003, the ASHE reported that the roles and responsibilities of higher education faculty were undergoing transition as models to expand the definition of scholarship were being considered. According to Green (2008), the traditional model of scholarship has been challenged and, as a result, a number of alternative scholarship models have appeared that broaden the traditional definition. Diamond (2002) has contended that this definition has shifted and, in many circumstances, has been redefined to encompass the work of faculty – reflective of the institution's needs, yet mindful of the differences among the disciplines and the strengths of each faculty member. Although the prospect of redefining scholarship may be recognized as an opportunity for some disciplines, Diamond has maintained that for those at ease with research-based activities, it could be conceived as a threat. Nonetheless, the author has claimed that there is evidence that some universities are adopting reward systems that are more sensitive to "the needs of the institution while recognizing the differences among the disciplines and the individual strengths of faculty members" (p. 75).

Between 1991 and 1999, Diamond directed the National Project on Institutional Priorities and Faculty Rewards, a series of national studies that included more than 46,000 faculty and administrators in over 170 institutions, to show an imbalance between teaching and research in tenure and promotion criteria (The National Academy for Academic Leadership, 2010). For the study, considered a part of the Syracuse Project, discipline-based task forces were formed and charged with creating statements that described the full extent of faculty work in various disciplinary fields. The resulting statements showed major differences among faculty based on discipline, the climate and mission of the institution and department, as well as individual interests and priorities.

Diamond and Adam (2000) edited two reports based on contributions from a number of disciplines included in the Syracuse Project. Faculty in the social and natural sciences, the arts, the humanities, and professional programs were studied. For many disciplines, it was found that a redefinition of scholarship would better reflect the larger proportion of the work of the faculty.

Diamond (2002) claimed for some disciplines, the scholarship/publication paradigm is not appropriate and, thus, suggests institutions create descriptive scholarship statements that "encourage academic departments to develop a priority system for faculty work . . . appropriate for their own institution" (p. 74). However, the author recognized that the standards vary from institution to institution, and, in fact, some institutions have become less accepting of change and have narrowed their approach to scholarship. Nevertheless, nontraditional models of scholarship provide the means by which scholarship can be assessed beyond peer-reviewed articles and scholarly books (Braxton et al., 2002). For the purposes of this review, only three alternative models will be discussed— scholarship from the social action system perspective, public scholarship, and, lastly, Boyer's model of scholarship.

social action systems. Paulsen and Feldman (1995) viewed scholarship in higher education institutions utilizing Talcott Parson's four functional imperatives for social action systems. Braxton et al. (2002) explained that, like other social action systems, scholarship must contribute to society and receive support from it. The four functional imperatives upon which social action systems rely are *adaptation*, *goal attainment*, *pattern maintenance*, and *integration* (Parsons & Smelser, 1956). Parsons and Platt (1973) and Munch (1987) identified essential elements of actions that serve to meet the

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four functions of all human action systems. According to Parsons and Platt, the first two imperatives, adaptation and goal attainment, focus on an external orientation, while the second two, pattern maintenance and integration, are internally oriented.

Paulsen and Feldman (1995) provided a "construct of scholarship" in which the four subsystem model was described. According to the researchers, "the scholarship of research and graduate training" carries out the function of pattern maintenance in a number of ways by creating and advancing knowledge, and expanding the use of existing knowledge (p. 623). Scholarly activities that constitute the scholarship of research and graduate training include the presentation of papers at professional meetings, teaching at the graduate level, directing student research papers, and conducting research on a consistent basis (Sundre, 1992). The adaptation function focuses primarily on the means and is achieved through actions making up the subsystem of the scholarship of teaching. Activities such as the development and subsequent instruction of a new course, the preparation of essential course materials, and the presentation of innovation teaching techniques to colleagues are examples of the scholarship of teaching (Pellino, Blackburn, & Boberg, 1984; Sundre, 1992).

The goal attainment function is well-suited to the scholarship of service in which activities concentrate on connecting theory to practice to solve societal issues. The scholarship of service is demonstrated through off-campus consulting, conducting discipline-based seminars for lay persons, and providing expert testimony (Braxton & Toombs, 1982; Pellino et al., 1984; Sundre, 1992). From the social action perspective, this type of scholarship relies on support from outside the university, the community at large; and in turn, gives back to the community (Braxton et al., 2002). Lastly, integration

is accomplished by actions that involve the scholarship of academic citizenship.

Participation in peer review, active involvement in discipline-based organization, and

service on an accreditation team demonstrate the scholarship of academic citizenship.

Paulsen and Feldman (2006) have discussed a number of advantages associated

with use of the scholarship action system. Most notably is that the system, with its four

subsystems, provides distinction between different forms of scholarship and a means by

which the scholarly activities of faculty can be classified. Additionally, the authors have

pointed out that the discipline-based framework promotes the advancement of knowledge

in the scholarship of research and increases the representation of the scholarship of

teaching. Furthermore, the interpretation, dissemination, and application of knowledge in

the scholarship of service are enhanced through the use of the action system. Finally, the

scholarship action system provides a more effective method of measuring the quality of

the varied faculty activities related to the scholarship of academic citizenship.

However, Paulsen and Feldman (2006) also recognized limitations to the social

action approach to scholarship. One possible limitation may be a lack of consensus

among faculty with respect to individual values and goals associated with scholarship.

Conflicting perspectives within the institution may lead to disagreements over which

activities constitute scholarship and then how that scholarship is best evaluated. The

authors noted that while some faculty may be open to the social action approach to

scholarship, others may show reluctance and seek to protect the boundaries associated

with the traditional scholarship.

public scholarship. Yapa (2006) defined public scholarship as "scholarly

activity intended to serve the public interest" (p. 1). Public scholarship combines

teaching, service, and research, addressing public issues while generating new knowledge, both in the community and the university. Colbeck and Michael (2006) maintained public scholarship meets the criteria for scholarship and, moreover, effectively merges the research, teaching, and service roles of faculty work. Yapa (2006) contended the precepts of public scholarship are consistent with the concepts of John Dewey, who held a philosophy of practicality and believed in "learning by doing." However, Cohen (2006) claimed public scholarship integrates scholarship, service, and democracy. Cohen identified the goals of public scholarship: imparting to students a deeper understanding of the responsibilities of the democratic community, and giving students the opportunity to provide service in the pursuit to that end. Similarly, Checkoway (2001) asserted that by engaging students in research projects that deal with societal issues, research universities can equip students with skills needed to actively participate in a democratic society. These research projects, which may include interacting with the community by conducting interviews, facilitating focus groups, and making presentations, provide students the opportunity to learn about the community and develop a sense of civic responsibility (Checkoway, 2001).

Cohen (2006) reiterated the role education plays in preparing students for citizenship. The public scholarship curriculum is focused on community concerns and faculty members seek to lead students beyond knowledge to application. Unlike service-learning and civic engagement, Yapa (2006) explained that public scholarship partners with citizens to generate new knowledge. Researchers Israel, Schultz, Parker, and Becker (1998) asserted that community-based research builds collaborative partnerships in

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research by utilizing knowledge to produce action that is mutually beneficial for all involved- institutions, faculty, students, and community.

Colbeck and Michael (2006) contended public scholarship does not require additional work for faculty members but rather enables them to achieve several scholarship goals concurrently and with more efficiency. Community members benefit from public scholarship by gaining affordable technical assistance and acquiring new knowledge and skills, while the institution by "increasing interdisciplinary interaction and collegial collaboration for community improvement" (Checkoway, 2001, p. 134). However, Checkoway maintained that there are also a number of obstacles with regards to the use of the public scholarship approach. According to the author, university faculty perceive themselves primarily as educators and researchers committed to specific disciplines and, consequently, are not necessarily focused on public roles of civic engagement. Secondly, Checkoway contended faculty are influenced by an academic culture that opposes public engagement by providing few rewards for such efforts and perhaps even putting their academic careers at risk. Finally, the author maintained that current reward systems in universities emphasize the knowledge gained through research by recognizing publications associated with it but yet fail to recognize the application of that knowledge through community involvement.

Both the social action and public scholarship models require collaboration between the institution and the community at large in which the needs of both entities are served. The university, its students, and faculty benefit from public involvement by gaining valuable experience and building on acquired knowledge. The community gains from the assistance of the university as students and faculty partner with it to address

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societal problems. Although the collaborative partnership established through the social action and public scholarship models provides a number of benefits, these approaches are impeded by a lack of emphasis on public engagement, on the part of faculty members and in university reward systems.

Boyer's model of scholarship. The third model to be discussed was introduced by Ernest Boyer in 1990. Boyer's model of scholarship provided an expansion of the definition of scholarship in order to allow a more accurate reflection of the work of the professoriate. Boyer's model included four different, yet interrelated, domains: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. As president of the Carnegie Foundation for the Advancement of Teaching, Boyer sought to recognize the "four separate, yet overlapping functions" of faculty work (p. 16). Braxton et al. (2002) claimed Boyer understood the scholar's need to interpret research by seeking connections, and linking theory to practice. Furthermore, Boyer considered the scholarships of integration, application, and teaching appropriate and consistent with the mission of comprehensive universities. Although Boyer's model of scholarship provides a method of acknowledging nontraditional forms of scholarly work, Braxton et al. pointed out that Boyer's model has been, and continues to be, met with resistance since the assessment of scholarship is not solely based on publications in peer-reviewed journals and scholarly books.

scholarship of discovery. As aforementioned, of the four domains of Boyer's model, the scholarship of discovery most closely resembles scholarship as it is traditionally defined- namely original research, in that the goals are to acquire knowledge, as well as test and generate theory (Braxton et al., 2002). Gordon (2007)

maintained that in order to take into account the influence of society, its people and ideas, the definition of "original" research must be broadened. The author asserted that original research could mean a new interpretation of existing research results or a change in how the results are perceived. Gordon described Boyer's scholarship of discovery as the invention of new ideas, approaches, or methods. Hofmeyer et al. (2007) have stated Boyer's definition of discovery as "the creation of knowledge for knowledge's sake" which serves not only as a contribution to knowledge but to "the intellectual climate of academic institutions" (p. 2). According to Barbato (2000), a scholar is one who takes into account research findings, interprets those findings in new ways, and seeks to uncover connections not originally discovered.

Based on the findings of an earlier study of 1500 faculty members at five different types of institutions (Braxton et al., 2002), the authors concluded the scholarship of discovery is the only one of Boyer's domains that has achieved incorporation-level institutionalization. However, Boyer (1990) asserted that it is process, not the outcomes, of discovery that gives meaning to scholarly endeavors. According to Johnston (1998), Boyer maintained that, through discovery, scholars have the ability to avoid stagnation by sustaining enthusiasm for, and, in turn, contributing to their profession. The ASHE (2002) discussed the issues surrounding the evaluation of the scholarship of discovery. While Richlin (2001) asserted that scholarship can only be expressed in the form of publications in peer-reviewed journals, Schulman and Hutchings (1998) maintained scholarship must meet three essential criteria. According to Schulman and Hutchings, the product must be made public, available for peer-review, and in a form that is accessible and useful to fellow academics. Diamond (1993) argued that scholarship requires a work

that can be replicated and original. Although the scholarship of discovery appears to meet the criteria for scholarship, controversy arises when one enters into a discussion about the remaining three domains of Boyer's scholarship model.

The remaining domains of Boyer's scholarship model have been met with more skepticism as each can be demonstrated through means other than those described as traditional. However, these three domains lend themselves to a number of noteworthy endeavors that require collaboration and innovation among faculty members and may have the potential to produce scholarly outcomes that are legitimate and beneficial to the university and surrounding community.

scholarship of integration. Boyer (1990) defined the scholarship of integration as "making connections across the disciplines" by which "serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research" (p.18, 19). The scholarship of integration is useful to this end by connecting isolated facts and integrating ideas into action. Essentially, this form of scholarship involves linking disciplines and subsequently, connecting the university to the world at large (Boyer, 1990). Halpern et al. (1998) claimed that without integration into a broader context, knowledge acquired from original research is less useful. Polanyi (1967) described this type of scholarship as related to research in "overlapping academic neighborhoods" (p. 72). Ruscio (1987) contended the scholarship of integration thrives in selective liberal arts colleges, in which academics among different disciplines are encouraged to interact. Boyer also maintained the appropriateness of a focus on this scholarship domain in comprehensive universities and liberal arts colleges as the scholarship of integration aligns well with the mission of these institutions. In their

recommendations for policy, practice, and research, Braxton et al. (2002) contended baccalaureate degree (liberal arts) colleges should place their focus on the scholarship of integration as the chief form of scholarship.

The scholarship of integration can be demonstrated through published and unpublished works. Researchers (Boyer, 1990; Glassick et al., 1997) suggested that due to the multi- and interdisciplinary nature of the scholarship of integration, the number of possible publication outlets increases as journals from more than one discipline are involved. Braxton and Del Favero (2002) listed examples of the scholarship of integration including the critical review of a book, an article discussing an interdisciplinary topic, and a book conveying research findings to the lay reader.

According to Glassick et al. (1997), unpublished outcomes would include a talk on a disciplinary topic for a local business organization or nonacademic professional organization, or a discipline-based lecture presented at a local community college or high school. However, Braxton and Del Favero (2002) reiterated, though unpublished, in order for scholarship to be observable, it must be demonstrated in written form, as a report or paper, video or audio-taped presentation, or available on a website.

scholarship of application. Braxton et al. (2002) described the scholarship of application as "the application of disciplinary knowledge and skill to help address important societal needs and institutional problems" (p. 27). In short, the scholarship of application involves academics utilizing their knowledge outside the walls of the university by serving the community at large. Several terms are used in the literature to describe this type of scholarship- service scholarship (O'Meara, 2002), public scholarship (Checkoway, 2002), and professional service (Lynton, 1995; Driscoll & Lynton, 1999).

Boyer (1990) claimed that in order to gain theoretical knowledge, disciplinary knowledge needed to be put into practice to meet needs and solve problems. Although Boyer established a link between the scholarship of application and faculty service, he clarified that the scholarship of application was not "about civics, but about scholarship"— a serious endeavor, requiring considerable effort, and accountability (p. 22). By connecting institutions with private industry, university-based research can be used to provide innovative solutions to practical problems. Fairweather (1998) noted that research agreements between universities and private industry to tackle problems can lead to faculty publications, but may also lead to other scholarly works such as the development of innovative technology or seminars. Researchers have agreed collaboration between universities and industry provides opportunities for faculty in a number of academic disciplines, including computer science, engineering, chemistry, biotechnology and medicine (Blumenthal, Epstein, & Maxwell, 1986; Nelson, 1986; Wofsy, 1986). Braxton et al. recommended comprehensive colleges and universities institutionalize the scholarship of application and emphasize this type of scholarship as their main form of scholarship.

The scholarship of application may take on many forms as the application of disciplinary knowledge and skill is used to solve a practical problem, to discuss new knowledge obtained from having applied disciplinary knowledge, or to connect theory and practice to address societal issues (Braxton et al., 2002). Outcomes of such scholarly activities include the development of an innovative solution to a problem of practice, a study conducted to assist in resolving a community problem, or an article that reports research findings.

scholarship of teaching. Researchers have agreed the scholarship of teaching to be the most controversial of Boyer's four domains of scholarship (Braxton et al., 2002; Rice, 2005). Boyer (1990) described the scholarship of teaching as a "dynamic endeavor," involving the ability of the teacher to convey understanding to students in a meaningful way (p. 23). He maintained effective teachers initiate an active, rather than passive, learning that encourages students to develop critical thinking skills. Richlin (2001) argued that Boyer and subsequent researchers often confused the scholarship of teaching with the act of teaching. Although Boyer did not clearly define the difference between the scholarship of teaching and excellence in teaching, Fincher and Work (2006) explained that over time a continuum has developed which progresses from teaching to scholarly teaching to scholarship of teaching. Teaching, according to Smith (2001) is "the design and implementation of activities to promote student learning," that involves course design, materials, and interactions in the classroom (p. 69).

Richlin (2001) agreed that although the scholarship of teaching and scholarly teaching are interrelated, the two are not equivalent. According to the author, scholarly teaching is the result of the educator identifying a problem in the classroom; then, seeking and implementing an intervention to address the issue in order to improve learning. Richlin explained that scholarly teaching serves to impact student learning and the "application of new knowledge about teaching and learning to the professor's practice is the end product of scholarly teaching" (p. 61). Due to increased importance placed on student learning, the American Psychological Association Task Force (2002) reported that there has been a shift from the scholarship of teaching to the scholarship of teaching and learning. Similarly, Lazerson, Wagener, and Shumanis (2000) asserted that there is

new focus on student-centered learning environments, new classroom techniques, and a development of pedagogical content knowledge despite the fact that faculty are seldom rewarded for innovations in teaching. In fact, according to Diamond and Adam (2000), more than 20 professional organizations have published discipline-specific rationales to restructure institutional reward systems that merit teaching similarly to research.

According to Henderson and Buchanan (2007), the scholarship of teaching and the scholarship of teaching and learning are often used synonymously to describe the work of faculty that exceeds the transfer of information from teacher to student. However, the authors explained the scholarship of teaching requires research and the application of pedagogical methods; and subsequently, the communication findings to fellow educators. According to Smith (2008), in order for a scholarly teaching project to transition to a piece of scholarship, the project must be intentional and undergo the process of peer-review. Richlin (2001) had previously asserted that the scholarship of teaching involves an evaluation of the results and communication of the findings in a written manuscript, which is made public in a journal and open to critique. Several researchers have agreed that the outcomes of a teaching technique must be effectively communicated and subjected to critical review (Glanville & Houde, 2000; Kennedy et al., 2003).

Braxton et al. (2002) described a number of ways the scholarship of teaching can be demonstrated, both published and unpublished. Unpublished outcomes of the scholarship of teaching may include experimenting with innovative teaching activities, presenting new teaching techniques to fellow faculty members, constructing a new method of testing, or implementing and improving upon a new teaching method.

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Edgerton, Hutchings, and Quinlan (1991) maintained that a teaching portfolio is the most effective means by which an academic can reveal this type of scholarship. Likewise, Seldin (1991) viewed the teaching portfolio as "a factual description of a professor's major strengths and teaching achievements" and should be used to showcase an educator's special talents (p. 3).

Not unlike the social action and public scholarship models, Boyer's model of scholarship has met with opposition. Rice (1996) maintained the "assumptive world of the academic professional" places greater value on basic research, which in turn influences the faculty roles and rewards in institutions (p. 8). Diamond (2002) asserted that for faculty more comfortable with research-based scholarship, broadening the definition of scholarship is viewed as a threat, with the potential to diminish their power and prestige. Diamond maintained there was increasing tension between the professional programs and the arts and sciences as fewer students major in the arts and sciences, enrollment in professional programs continues to rise. Diamond claimed as a result of the increase in student enrollment in the allied professions, some programs have placed even greater importance on research and subsequently their faculty.

Evaluation of Scholarship in Faculty Tenure

A review of the literature shows that there are various means of evaluating faculty scholarship for the purposes of academic tenure. Hutchings and Schulman (1999) pointed out that in order for an activity to be considered scholarship, there must be systematic inquiry, the results of which must be made public and open to critique. A number of researchers have proposed methods by which nontraditional forms of scholarship could be evaluated. Glassick et al. (1997) contended that despite discussions

to expand the definition of scholarship, the real issue centers on how other forms of scholarship should be assessed. According to Diamond and Adam (1995), the criteria commonly utilized to assess faculty scholarship in tenure and promotion systems require faculty work to show a high level of disciplinary expertise and innovation, as well as be documented, reproducible, peer-reviewed, and significant.

Faculty scholarship plays an important role in determining salary increases, tenure, and promotion (Braxton et al., 2002). However, Braxton and Hargens (1996) pointed out that among the varied disciplines, qualitative appraisal of publications differs; thus, causing inconsistency and ambiguity to the evaluation of scholarship (Braxton & Bayer, 1986). Researchers have agreed that scholarship has traditionally been assessed by counting the number of refereed articles, books, book chapters, monographs, and presentations produced (Braskamp & Ory, 1992; Braxton & Bayer, 1986; Centra, 1993). In order to determine the significance of a scholarly product, different types of publications are assigned values for comparison (Braxton & Del Favero, 2002).

Similarly, Glassick et al. (1997) developed a series of criteria by which to evaluate other forms of scholarship. While Diamond and Adam (1995) described the conditions which characterize the *products* of scholarship, Glassick et al. centered more on the *process* of scholarship. The six criteria Glassick et al. proposed to assess scholarship include setting clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. According to the authors, projects must progress in stages based on these six standards. Initially, in order to produce scholarship, one must have, and clearly state, the purpose and objectives of the project. Secondly, the project must be adequately prepared in which the scholar

demonstrates a thorough understanding of the topic and have the skills to organize that

which is required to proceed. The third criterion required for scholarship relates to the

methods selected by the scholar – are the methods appropriate, utilized properly, and

modified effectively during the course of the project? Subsequently, the scholarly work

must produce significant results in that the project has achieved its goals, stimulated

interest, and contributed to the knowledge base. The fifth of the six criteria requires the

results to be presented appropriately and effectively communicated in an organized

manner. Lastly, according to Glassick et al., the scholarly product must be critically

evaluated by the scholar himself and others for the purposes of improving upon the

scholarship process itself. Diamond (1993) maintained that his criteria and the criteria set

forth by Glassick et al. together provide a sound framework for evaluating and giving

credence to nontraditional scholarly works.

Barriers to Scholarship

Although scholarship remains the most important factor in faculty evaluations and

tenure/promotion decisions across the disciplines, there are a number of barriers that

hinder faculty members in the pursuit of scholarship and, subsequently, in meeting tenure

requirements. The researcher will discuss three major factors that negatively influence

scholarship productivity for higher education faculty including workload issues,

institutional support, and ambiguity in tenure and promotion guidelines.

Workload issues such as inadequate discretionary time, contractual obligations,

and workload patterns have been identified as barriers for faculty in fulfilling scholarship

expectations (Braxton et al., 2002; Gappa, Austin, & Trice, 2007; Kennedy et al., 2003).

Gappa, Austin, and Trice (2007) maintained that faculty in higher education struggle to

meet the increasing demands of teaching, service, and research. Numerous studies have

shown a negative correlation between time devoted to teaching and the production of

scholarship (Bland, Center, Finstad, Risbey, & Staples, 2005; Maske, Durden, & Gaynor,

2003; Porter & Umbach, 2001). Similarly, Toews and Yazedjian (2007) asserted that

finding time for research is problematic for university faculty, who must simultaneously

meet teaching and service expectations. Workload patterns, based on institutional

policies, determine faculty responsibilities in the areas of teaching, service, and

research/scholarship (Braxton et al., 2002). According to Meyer (1998), faculty in 4-year

institutions of higher education work 50 hours or more a week. However, while most

university faculty are bound to fixed teaching loads, those employed by research and

doctoral-granting institutions have the opportunity to reduce teaching loads through

grants and course buyouts (Massy & Zemsky, 1994). Fairweather (1998) asserted that

faculty in research universities have the most discretionary time, spending on average,

43% of their time teaching. Conversely, faculty in comprehensive universities and liberal

arts colleges, who spend from 64% to 68% of their time teaching, have only limited time

to engage in scholarly activities (Fairweather, 1996). For the purpose of examining

factors related to success in publishing for women in health education, Ransdell et al.

(2001) analyzed the curriculum vitae and questionnaire responses of ten female scholars,

employed at research institutions and who maintained impressive publication

productivity. The researchers found that 20% of those studied felt as if inequitable

teaching and service loads negatively affected scholarly productivity. Specifically, for

faculty in the health professions, who focus on providing activities that support

institutional goals and missions, there is little time to engage in scholarly activities (Beattie, 2000; Denham, 2000; Howell & Karimbux, 2004; Raehl, 2002).

A second barrier to faculty scholarship is a lack of technical, financial, and moral support from within the institution. Likewise, researchers (Kennedy et al., 2003; MacKinnon, 2003; Thomas et al., 2004) contended the lack of support and faculty development programs to assist in documenting nontraditional forms of scholarship has impeded faculty in health-care related fields. Smesny et al. (2007) identified the lack of mentors for junior faculty or a work climate conducive to scholarship as factors that hamper scholarship among health-care faculty. Additionally, a review of the literature has suggested a lack of interdisciplinary cooperation and collegiality between clinicians and scientists as a potential barrier to faculty of healthcare professions (Adderly-Kelly, 2003; Grzybowski et al., 2003; Paskiewicz, 2003; Pololi et al., 2004). Research conducted by Ransdell et al. (2001) found that among women scholars, 90% attributed their success in publishing to effective and talented collaborators, and forty percent credited their success to mentorship. Moreover, financial and technical support for projects may negatively affect scholarly output. Research in varied fields has shown that faculty members who receive financial support for scholarship publish more peer-reviewed articles and attain more grants (Mavis & Katz, 2003).

Yet a third barrier to faculty scholarship centers around ambiguous institutional guidelines set forth for the purposes of tenure and promotion. O'Meara (2002) asserted that the values and beliefs held by the faculty and administrators shape the institution and determines what faculty work is considered important, which in turn influences the tenure and promotion process. Diamond (1993) proposed tenure and promotion guidelines

reflect the priorities of the institution established in the mission statement. However, higher education faculty struggle with tenure and promotion guidelines that are frequently inconsistent, ambiguous, laden with hidden rules, and, at times, contradictory (Rice et al., 2000). Researchers have found, as a result of the disconnect between written policies and the reality of tenure and promotion decision making, that probationary faculty experience considerable stress and dissatisfaction (Gmelch, Lovrich, & Wilkie, 1986; Rice et al., 2000; Sorcinelli, 1992; Tierney & Bensimon, 1996). For faculty of healthcare related disciplines, Smesny et al. (2007) found that the expectations of scholarship are frequently not well-defined, and further complicated by inability or inflexibility to recognize other forms of scholarship.

Indeed workload issues, a lack of institutional support, and ambiguous tenure and promotion guidelines impede the scholarly output of faculty across the disciplines. In order to better understand the challenges faced by allied health professions faculty, the researcher will describe some of the responsibilities inherent to faculty in allied health profession education.

Barriers to Scholarship Productivity in Health Professions

According to Smesny et al. (2007), the responsibilities of allied health professions' academics differ significantly from those of faculty from other disciplines. In addition to heavy didactic and clinical teaching workloads, and the provision of patient care and community outreach, allied health professions faculty are called to address workforce needs and promote health and well-being. McGaghie and Webster (2009) explained that scholarship in the allied health professions carries with it a great amount of responsibility as it holds "moral imperatives" needed to prepare future health care

professionals (p. 575) and links the education of healthcare professionals with patient

outcomes (Carney et al., 2004; Wayne et al., 2008). In order to prepare students, allied

health professions faculty must be committed to seeking innovative learning activities

and incorporating research relevant to contemporary practice (Howell & Karimbux,

2004). However, the authors have contended the primary goal of educating students has

become overshadowed by the pressure to produce research and provide patient care. As a

result of the time and energy awarded to research and patient care, the education of health

care students has received less attention in the recent past. Howell and Karimbux have

acknowledged a number of health profession programs are attempting to refocus their

efforts on the educational mission, providing incentives for innovations in education and

increasing faculty recognition.

Moreover, health profession programs are governed by accrediting bodies and

held to strict regulatory guidelines. Unlike other academic programs in higher education

institutions, the educational programs, as well as the scholarship and subsequent

publication, are governed by strict rules and best practices (McGaghie & Webster, 2009).

The Association of Specialized and Professional Accreditors (ASPA) (2010) has

explained that the purpose of specialized accrediting bodies is to ensure professional

educational programs meet established standards consistent with their respective fields or

disciplines. In addition addressing academic requirements related to instruction, student

admissions, curriculum, and clinical facilities, these accrediting bodies establish and

maintain standards regarding professional practice in patient care, infection control, and

emergency management (AACN, 2009; ACPE, 2006; ADA, 2010; ASLHA, 2008).

Currently, in the United States, health profession programs offer terminal degree curriculums in comprehensive and research universities (Smesny et al., 2007). Consequently, as expected of faculty in other disciplines, healthcare-related faculty are required to participate in scholarly activities. Although healthcare academics face similar barriers to scholarship as other disciplines, Smesny et al. stated that faculty members in health-related fields must fulfill a variety of roles from providing patient care and services to the community to satisfying their teaching, service, and scholarship responsibilities to the university. In fact, the authors have maintained there are substantial differences between health care academia and faculty from pure sciences. As such, Smesny et al. have contended that due to the increased emphasis on scholarship, health science faculty are finding it increasingly more difficult to accomplish the multiple roles inherent to their profession. In response to workforce needs, new health science programs are being established, class sizes are growing, and additional training sites are being created. Thus, the workload for healthcare-related faculty is heavier and the demands of teaching and service make involvement in scholarly activities challenging.

In a survey of pharmacy faculty in 2005, Smesny et al. (2007) found that a shortage of academics and increased class sizes resulted in more time spent in the classroom, providing little time for scholarship. Similarly, in a survey of over 300 pharmacy practice faculty, Robles, Youmans, Byrd, and Polk (2009) found insufficient time (57%) to be considered the most common barrier to scholarship among faculty. Likewise, in other healthcare-related fields, including dentistry and nursing, increasingly more emphasis is placed on the research and scholarship of their faculty. However, in both fields, there is a rise in student enrollment and a shortage of faculty which requires

faculty to assume more teaching responsibilities. According to Smesny et al., in order to support institutional goals, faculty in pharmacy, medicine, dentistry, and nursing disciplines have been required to participate clinically, greatly limiting the time needed to engage in scholarship. Eddy (2007) asserted that in nursing, faculty workloads associated with teaching and practice, as well as an inability to fulfill institutional research missions, hinder faculty in their progression toward tenure and promotion. Similarly, among allied health professions faculty, insufficient time and heavy teaching loads hamper faculty in their pursuit of scholarly involvement. In a survey of 672 allied health profession and nursing deans in the United States, Balogun et al. (2006) found a negative, albeit weak, correlation between workload and tenure rate among nursing and allied health professions faculty. The researchers have acknowledged the negative implications for nursing and allied health professions faculty who often have heavy didactic/clinical workloads, suggesting heavy teaching loads negatively affect participation in scholarship and, consequently, faculty tenure rewards.

Smesny et al. (2007) also found a lack of faculty development to assist clinical faculty in documenting scholarship as it relates to their activities and responsibilities to be a barrier to scholarship among health science faculty. Researchers have recognized both a lack of mentors and a work climate conducive to scholarship hinder junior faculty in pharmacy, dentistry, medicine, and nursing (Adderly-Kelly, 2003; MacKinnon, 2003; Masella, 2005; Morin & Ashton, 1998; Scheid, Hamm, & Crawford, 2002; Shepherd, Nihill, & Botto, 2001; Simpson, Maredante, & Duthie, 2000). Additional studies have shown administrators at the departmental level do not provide the mentorship needed for clinical faculty in the dental, medical, and pharmaceutical fields and are reluctant to

accept nontraditional forms of scholarship (Kennedy et al., 2003; MacKinnon, 2003; Thomas et al., 2004).

Shortage of faculty. Additionally, researchers (McGivern, 2003; Raehl, 2002; Schenkein & Best, 2001; Smesny et al., 2007) have agreed health profession departments are experiencing a shortage of faculty that places increased stress on existing faculty which in turn negatively affects scholarly output. According to Smesny et al. (2007), there is an acute shortage of faculty in pharmacy, dentistry, and nursing as fewer students choose academic careers. However, in response to workforce needs, existing pharmacy programs are increasing class sizes and new programs are being created. As a result, existing faculty, already laden with heavy teaching loads, are given more responsibility and new programs recruit faculty from existing programs (Smesny et al., 2007). Raehl (2002) asserted the mentorship of junior faculty, crucial for faculty development, is affected as more demands are placed on pharmacy faculty and a large number of experienced faculty enter retirement. Likewise, in dentistry, the faculty workforce has experienced a major decline as aging dental school faculty members retire. In a survey of 240 new faculty in academic dentistry, Schenkein and Best (2001) found financial considerations influence dental practitioners in their decision to enter an academic career, namely student loan indebtedness and the lower income level of an academic career as compared to private practice. The researchers have concluded that dental practitioners who choose an academic career must possess an inherent desire to teach and, consequently, engage in scholarship (Schenkein & Best, 2001). Similarly, McGivern (2003) maintained that a current and future shortage in nursing faculty continues to cause

increases in class sizes for overburdened faculty, further limiting their involvement in scholarship.

Institution and department-specific goals. Austin (1996) and Cavanagh (1996) agreed that individual departments have a unique culture in which specific goals and teaching expectations have been established. Furthermore, researchers have asserted the goals and missions of an institution provide faculty with a set of guidelines concerning what is expected of them (Braskamp & Ory, 1994; Cashin, 1996; Johnson & Ryan, 2000). According to Diamond (1993, 1999), it was Boyer's contention that tenure and promotion policies correspond to the mission of the institution. In the development of his model of scholarship, Boyer maintained that the emphasis on traditional scholarship and publications failed to align with the institutional missions of most universities. The author reiterated the importance of using faculty evaluation procedures that did not restrict faculty nor distort the priorities and missions of the institution.

Authors Braskamp and Ory (1994) and Centra (1993) held that Boyer's four domains of scholarship are crucial in accomplishing the missions and responsibilities of colleges and universities. Yet, according to Braxton and Del Favero (2002), most comprehensive colleges and universities do not recognize the types of scholarship deemed appropriate to accomplish the missions of the institution. Interestingly, Smesny et al. (2007) found pharmacy, medical, dental, and nursing programs are required to provide patient services and clinical teaching in order to meet the mission and goals of their respective institutions. However, according to Balogun and Sloan (2006), modifications are being made in tenure criteria for faculty in nursing and allied health professions that require greater emphasis on scholarship. In a comparative study,

Balogun and Sloan surveyed 187 nursing and 75 allied health professions deans to determine trends in tenure policies and procedures. Of the 262 total respondents, 72% of allied health professions deans and 68% of nursing deans indicated that a doctoral degree was required for tenure. From the results of the study, Balogun and Sloan concluded that more and more nursing and allied health professions faculty members are expected to earn doctoral degrees and conduct research in order to meet institutional missions. However, numerous researchers have agreed tenure and promotion guidelines are not well suited to allied health professions faculty who are heavily involved in clinical teaching and the provision of patient services (Fincher, Simpson, & Mennen, 2000; Tesdesco, Martin, & Banday, 2002; Brock & Butts, 1998).

Application of Boyer's Scholarship Model

According to O'Meara (2006), little empirical research has been conducted to understand how institutions have incorporated Boyer's expanded model of scholarship. However, in a study of not-for-profit 4-year universities, O'Meara surveyed 729 Chief Academic Officers (CAOs) to determine the extent to which institutions utilize the Boyer model. Nearly 70% of CAOs surveyed reported changes in mission and planning documents, amendments in faculty evaluation criteria, the provision of incentive grants, or the development of flexible workload programs in order to promote and reward an expanded definition of scholarship within the last 10 years. Surprisingly, doctoral/research universities incorporated a broader definition of scholarship into mission and planning documents significantly more than Master and Baccalaureate institutions. Additionally, the author reported significantly more doctoral/research universities than Baccalaureate colleges utilized the broader definition of scholarship to

design flexible workload programs to provide faculty the time to participate in teaching, integration, discovery, and/or engagement scholarship. However, when asked whether publication production, teaching, engagement, or service to the institution were more or less important than 10 years ago in faculty evaluation, more than half (51%) of all CAOs surveyed reported that publication productivity was more important.

In order to gain a better understanding as to the utility of Boyer's model of scholarship in the allied health professions, the researcher will discuss the scholarship of application, integration, and teaching from the perspective of allied health profession disciplines. Using a number of search engines, including Google Scholar, CINAHL, and PubMed, the researcher performed a thorough search for appropriate and current literature. However, the researcher found literature, specific to the use of nontraditional scholarship models in allied health professions, to be limited. For this reason, a number of references cited in this review are dated; nevertheless, current sources affirm that discussion and debate surrounding nontraditional definitions of scholarship in allied health professions to be ongoing and important.

Scholarship of application. Several researchers (Bok, 1990; Hofmeyer et al., 2007; Lynton, 1995; Maurana et al., 2001) have argued that by placing increasing importance on research and publication, the academy is no longer connected to society and public issues. In a report by the Kellogg Commission (1999), institutions were challenged to renew the historical role higher education once played in serving the public and addressing societal issues. According to the Commission's report, institutions who were engaged with the community were those that purposefully redesigned the functions of teaching, research, and service to respond to the needs of society. Shapiro and

Coleman (2000) concluded that institutions of higher education can fulfill their obligations to society through the application and integration of scholarship. Hofmeyer et al. (2007) maintained the scholarship of discovery contradicts the obligation academic institutions have to serve society, and the wellbeing of the community.

According to Braxton et al. (2002), Boyer's scholarship of application is probably the best suited to the allied health professions. The authors explained that manuscripts which report research findings designed to solve a problem, outline a new research question gained through the application of knowledge, or propose an innovative approach to linking theory to practice are all viable examples of the scholarship of application. Similarly, Hofmeyer et al. (2007) have described application scholarship as a way to build collaborative relationship with scholars of other disciplines, those in the position to make policy changes, and communities. In the allied health professions, there are a number of ways discipline specific knowledge can be applied to problems identified in the community. According to Maurana, Wolff, Beck, and Simpson (2001), academics often falsely perceive community scholarship as community work or service. However, the authors have asserted that although community scholarship may appear different from traditional scholarly activities, it is "informed and guided by the same standards of scholarly rigor in the pursuit of new knowledge" (p. 211).

Scholarship in the form of Boyer's scholarship of application is demonstrated in community-based research (CBR), whereby research "involves community members in identifying specific community-based problems and environment conditions to study" (Seifer & Calleson, 2004, p. 418). The CBR model is highly collaborative and entails data collection, analysis, and policy formation between university faculty and the

community. Community-based research requires strong community-university partnerships and the ability to recognize and solve community problems. Seifer and Calleson (2004) have insisted training, mentoring, and other forms of faculty development are essential in preparing faculty for CBR. In a series of surveys to determine the effects of external and internal forces on the involvement of institutions in communities, Seifer and Calleson (2002) analyzed the responses of 18 academic health centers, of which medical, nursing, pharmacy, public health, dental, and allied health professional schools were represented. Results revealed that, externally, there were no major forces that impeded institutional involvement in community-based projects. However, internally, both policies on faculty rewards and lack of support from academic leaders were viewed as barriers to faculty engagement in CBR. The authors have noted that an expanded definition of scholarship is needed as allied health professions faculty engage in CBR in order to comprehend and address health disparities (Seifer & Calleson, 2004).

Seifer and Calleson (2004), however, cautioned that community members, most notably minority members, have an inherent skepticism and mistrust of university research. For this reason, Gelmon and Holland (1998) had argued that community-based organizations may be more open to service-learning programs, in which students develop relationships with agencies prior to forging research activities. According to Jacoby (1996), service-learning is yet another example of the scholarship of application and is described as a type of experiential education in which a partnership is formed to address community needs while providing opportunities for student learning. Service-learning differs from basic community service in that it must maintain two essential components:

continuity and interaction. In essence, the course materials and assignments must be appropriate for the project at hand and students must be given the opportunity to convey both objective and subjective impressions of the experience. Researchers have agreed students have much to gain from service-learning opportunities including scholastic improvement, personal and social responsibility, as well as skills in critical thinking, problem-solving, time management, leadership, and research analysis (Astin, Vogelgesang, Ikeda, & Yee, 2000; Giles & Eyler, 1994; Gray, Ondaatje, & Zakaras, 1999). In allied health professions, community involvement is inherent; therefore, faculty members are comfortable developing and participating in service-learning activities (O'Meara, 2002). The scholarship of application can be demonstrated in a number of ways including the development of an innovative method to solve a problem related to the practice of the discipline, a study designed to solve a particular community problem, or a manuscript that describes knowledge acquired through the application of disciplinary knowledge (Braxton, et al., 2002). Through the scholarship of application, faculty members are given the opportunity to facilitate connections between the university, the discipline, and the community. However, in order for these to be recognized as scholarship, researchers acknowledge that innovative ways to evaluate these community-based activities are needed, especially for the scholarship in teaching (Driscoll & Lynton, 1999; Fincher et al., 2000; Simpson et al., 2000).

Scholarship of integration. Allied health departments frequently participate in community health clinics and health promotion events and, as such, often participate in interdisciplinary activities. Boyer's model of scholarship expands the boundaries beyond the scholarship of discovery and, thus, provides the framework for health profession

program faculty to exemplify the work required and valued across disciplines while addressing societal needs. Hofmeyer et al. (2007) have asserted the scholarship of integration is frequently utilized by allied health professions faculty who are obliged to serve society, and improve the health and well-being of its citizens. Marks (2000) explained that the scholarship of integration involves a great deal of innovative thinking and the ability to integrate knowledge from various disciplines in order to create new ways of dealing with complex issues or looking at existing theories. Hofmeyer et al. (2007) have also maintained that through interdisciplinary partnerships, scholars are better able to address complex societal problems. Service-learning and other community-based projects also provide opportunities to develop interdisciplinary projects in which several health profession programs can utilize research, teaching, and service to address complex issues and problems in the community. For example, Clark (1999) described the usefulness in involving students in interdisciplinary education projects in order to prepare students for collaborative clinical practice which will become increasingly important as changes in the U.S. health care system are made and the elderly population grows. Using a number of examples from a University of Rhode Island program in which students worked in interdisciplinary teams to provide health education to elderly patients in a nursing facility, Clark explained how health profession students engaged in teamwork learning with colleagues from other disciplines, traditional professional roles and labels erode and students gain a more realistic view of the health needs and concerns of real people. Gelmon et al. (2000) described how faculty involved in the creation and implementation of such collaborative student projects have the opportunity to contribute to the knowledge base by sharing new strategies for the improvement of health and health

services, describing new approaches to interdisciplinary or improving upon existing projects, or developing effective education/practice connections for community health improvements.

In their commitment to promote health and well-being, the University of Minnesota's Academic Health Center faculty are frequently involved in multidisciplinary research endeavors. In October of 2009, faculty from Veterinary Medicine, Public Health, Nursing, the Medical School, Education and Human Development, and the college of Food, Agricultural, and Natural Resource Sciences began a United States Agency for International Development (USAID) research project seeking a way to pre-empt pandemics in Southeast Asia and the Amazon Basin (USAID, n.d.). Clearly, in this instance, multiple disciplines have been brought together to address a significant global health issue that will produce new knowledge. According to a University of Minnesota News report, the knowledge gained will lead to improved training, disease outbreak identification, the coordination and support in outbreak response, and introduce innovative technologies to assist in outbreak response (USAID, n.d.).

Scholarship of teaching. In the health professions, as in other disciplines, the scholarship of teaching can be demonstrated in a number of ways. The scholarship of teaching is distinguished from scholarly teaching in that it is subject to critical scrutiny and produces a scholarly output (Smith, 2008). Braxton et al. (2002) provided a few examples of the scholarship of teaching including the development of innovative classroom activities utilized to facilitate the learning of complex concepts, classroom management strategies to solve problems in particular types of courses, and inventive techniques to encourage critical thinking in students. Henderson and Buchanan (2007)

have claimed the scholarship of teaching "encourages faculty to go beyond the content of their specific disciplines, to research and apply pedagogical methods, and to share their findings with their colleagues" (p. 525). Reynolds et al. (2008) have defined educational scholarship as "any material, product, or resource" that has been peer-reviewed and disseminated, and is designed to "fulfill a specific educational purpose."

Weston and McAlpine (2001) explained that publishing findings on teaching and learning requires the scholar to advance in his teaching, as well as share teaching ideas with peers. Richlin (2001) maintained that many articles in journals focused on pedagogy include quantitative and qualitative studies and, therefore, appropriately fit the rigorous definition of scholarship. According to Simpson et al. (2007), the scholarship of teaching can be demonstrated through the documentation of a systematic approach which is informed by current literature and "best practices" in the field, to the creation, implementation, and evaluation and revision of an educational activity. Additional activities considered to demonstrate the scholarship of teaching include directed student research projects, the development of a set of learning activities for a new course, construction of an annotated bibliography for course reference, development of a new course, and presentation of new instructional techniques to colleagues within the institution (Braxton et al., 2002).

According to Maurana et al. (2001), all of Boyer's scholarship domains, discovery, integration, application, and teaching apply to community scholarship activities. In a review of four evidence-based models used to assess and document scholarly activities involving the community, Maurana et al. (2001) found that Michigan State University, the Medical College of Wisconsin, the Association of Schools of Public

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Health, and Alverno College have developed models based on competency requirements that provide assessment and documentation criteria required for the demonstration of scholarship.

Summary

University faculty were, and continue to be, evaluated according to their contributions in teaching, service, and scholarship. A review of the literature reveals that scholarship plays a vital role in tenure decisions. Historically, scholarship is demonstrated through original research that is made public and subjected to peer review. Over time, scholarship has become an integral part of the evaluation process required for the purposes of making faculty tenure and promotion decisions; thus, placing pressure on academics to produce scholarly products that fit a narrow definition. The "publish or perish" mentality is further encumbered by a number of factors that hinder scholarship productivity among faculty. Workload issues, such as workload patterns and a lack of discretionary time, impede faculty involvement in scholarship. A lack of institutional support in the form of funding, developmental programs, and moral support also serves as a barrier. Likewise, ambiguous or elusive tenure guidelines hamper faculty in their pursuit for scholarship.

The traditional definition of scholarship does not necessarily meet the needs of faculty across the varied academic disciplines. As a result, alternative scholarship models have emerged including the social action, public scholarship, and Boyer's model of scholarship. The social action and public scholarship models are designed to address societal issues and depend upon a partnership between the university, its faculty and students, and the community. The third model of discussion, the scholarship model

proposed by Boyer, consists of four separate yet overlapping dimensions of scholarship-the scholarship of teaching, the scholarship of application, the scholarship of integration, and the scholarship of discovery. This model encourages a broader view of scholarship by providing a framework which allows faculty of all disciplines to pursue scholarship that is both appropriate and equally valued. After examination, benefits and drawbacks of these nontraditional models have been identified.

Upon review of the literature, several characteristics specific to allied health professions and the faculty associated with them are revealed. Allied health profession programs, focused on the promotion of health and well-being, are governed by accrediting bodies with strict regulations regarding patient care, infection control, and emergency management. Allied health professions faculty face unique challenges to scholarship engagement including heavy teaching loads, service responsibilities, and faculty shortages. For these reasons, researchers agree that a broader view of scholarship is especially suited to allied health professions based on the varied roles and responsibilities of their faculty. However, the acceptance and utilization of the Boyer model by institutions of higher education in the United States has met with opposition and, therefore, remains controversial.

CHAPTER 3

RESEARCH PROCEDURES

Scholarship plays a key role in the faculty tenure process. For junior faculty seeking tenure, the types of scholarship viewed as acceptable by a review committee are often ill-defined or vague. Additionally, junior faculty often face a number of unique barriers that hinder scholarly production. For allied health professions faculty, these barriers include workload issues, service responsibilities, and shortage of faculty. Allied health professions faculty find meeting the expectations of scholarship, as it is traditionally defined, particularly difficult. Although a broader definition of scholarship has been proposed to include more nontraditional forms of scholarship, such as innovative teaching techniques and community-based projects, it is not clear how traditional and nontraditional types of scholarship are viewed among allied health professions. For this reason, the researcher used a mixed methods research approach to determine how scholarship is described in tenure guidelines for degree program allied health professions faculty in the ASAHP member institutions. Therefore, the overarching question addressed in this study was: how is scholarship described in tenure guidelines for degree program allied health professions faculty in the ASAHP member institutions? The research questions addressed in this study were:

1. How is scholarship defined in tenure guidelines?

2. How is scholarship evaluated for the purposes of tenure?

3. How do academic deans of health professions describe scholarship expectations and the recognition of traditional and nontraditional forms of scholarship?

In this chapter, the researcher described the research methods used in the study. After a discussion of the study design, the researcher detailed the two phases of the study. Thereafter, the researcher provided a description of the population and explained the criteria used to select the study sample. Then, the researcher described the development and design of the two research instruments to be employed in the study, as well as the measures taken to ensure content validity. Finally, the researcher outlined the data collection and analysis methods used for both phases of the study.

Research Design

The purpose of this descriptive, sequential-explanatory mixed methods study was to understand the definition of scholarship used by member institutions of the Association of Allied Health Professions (ASAHP) and the types of scholarship incorporated into tenure guidelines for allied health professions faculty. According to Creswell and Plano (2007), this mixed methods approach entails quantitative data collection and analysis, followed by qualitative data collection and analysis for the purpose of expanding on the knowledge gained in the quantitative portion (Creswell, 2008). The primary method for this study was a quantitative approach. Through the use of a questionnaire, the researcher gathered data to determine how scholarship is defined as a component of tenure. The questionnaire was distributed to 115 deans of allied health profession colleges.

In the second phase of the study, qualitative data were collected and used to further explore how institutions recognize the nontraditional forms of scholarship in tenure decisions for junior allied health professions faculty. According to Gibbs (2007), qualitative results are utilized to describe settings or individuals, and, subsequently, develop themes from the data collected. By incorporating both a quantitative and a

qualitative phase, a broader understanding of how scholarship is defined was gained by taking into account the views of individual participants and providing a triangulation of the study findings (Hossler & Vesper, 1993). According to Boyd (2001), triangulation improves the validity of research through the confirmation of findings from two or more data-collection techniques. Researchers assert that there are two reasons for the use of triangulation, namely the confirmation and the completeness of data (Cohen, Manion, & Morrison, 2007).

Sample/Participants

In this mixed methods study, participants consisted of academic deans of allied health profession colleges or programs. As previously discussed, academic deans play a vital role in the tenure review process. In addition, researchers assert that academic deans also influence how scholarship is defined, evaluated, and even rewarded (Eckel, Green, Hill, & Mallon, 1999; Tierney & Bensimon, 1996). By seeking input from deans, the researcher gained insight about scholarship issues that are specific for allied health professions faculty from the perspective of an academic leader. Although tenure decisions are usually determined by administrators at the university level, academic deans are frequently responsible for putting forth recommendations for faculty tenure. Therefore, academic deans, who are responsible for establishing the methods used to assess tenure candidates, play an important role in the tenure evaluation process. Similarly, deans are responsible for advocating for or against a faculty member's application for tenure. Consequently, academic deans of allied health professions were selected as the participants in this study because of their intimate involvement in tenure decisions and familiarity with issues specific to allied health professions faculty.

For the quantitative approach, the population consisted of college/program deans representing 121 institutions that maintain membership with the Association of Schools of Allied Health Professions in the United States, Puerto Rico, and Kuwait (ASAHP, 2010). The deans represent colleges or programs including Health Sciences, Nuclear Medicine Technology, Communication Disorder, Physical Therapy, Radiologic Science, Public Health, Social Work, Speech Pathology, Health Administration, Dental Hygiene, Physician Assistant, Respiratory Therapy, Occupational Therapy, Rehabilitation Science, Pharmacology, and/or Nursing. For the purpose of this study, the researcher purposively sampled those deans who represent ASAHP institutions offering the minimum of a Bachelor degree in one or more allied health professions and operating within the continental United States. Therefore, the size of the sample for the quantitative portion of the study was 115.

Once an analysis of the questionnaire responses was completed, respondents of the questionnaire were selected for the second, or qualitative, phase of the investigation in order to determine how academic deans of allied health profession colleges describe scholarship expectations and the recognition of nontraditional scholarship in tenure decisions among ASAHP member institutions. In Section III of the questionnaire, the respondents were asked to indicate their willingness to be interviewed. Those respondents who indicated their willingness to be interviewed and met the established selection criteria were interviewed. Therefore, the number of participants in the qualitative phase of the study was six.

Instruments

The investigator used two instruments to collect data for the purposes of this study - a questionnaire and an interview guide. To collect quantitative data, a questionnaire was designed by the researcher to gather general information about scholarship and the types recognized for tenure among the sample of ASAHP institutions. Secondly, in order to gain a deeper understanding of the items addressed in the questionnaire, an interview guide was created to gather qualitative data.

Questionnaire. In order to inform the researcher in the development of the questionnaire, the researcher conducted an extensive review of the literature and analyzed the tenure documents of allied health profession colleges from 14 member institutions of the ASAHP. These documents were found online by searching university websites from ASAHP-member universities.

Faculty tenure documents were accessed on the internet from the ASAHP member directory available on the organization's website. With the goal of reviewing a maximum of 18 documents, the investigator examined the tenure documents of the first, and every fourth institution thereafter in the directory list, which met the selection criteria. The selection criteria consisted of the following: 1) the institution was located in the continental United States, 2) was listed with one or more Bachelor degree level health profession programs in the ASAHP member directory, and 3) had tenure criteria available for review online. The researcher analyzed tenure policy documents until saturation was achieved and several common themes emerged. As a result, the tenure guidelines of fourteen health profession programs were analyzed. Of the 14 programs, eight (57%) cited "creative" activities or works as examples of scholarship. Half of the

programs identified activities appropriate to, or having an impact on, the candidate's

discipline or field in their definition of scholarship. Three of the 14 programs recognized

the meritorious contributions to the mission of the college or school. Although the

majority of the tenure policies also embraced scholarship expressed in traditional forms

(i.e., publications and presentations), portions of the model developed by Boyer were

specifically named in three of the policies that were reviewed. Thereafter, questionnaire

items were created based on the common themes identified through the review of

literature and analysis of faculty tenure documents. An item analysis was completed to

demonstrate the relationship between the questionnaire items and the literature supporting

each item (see Table 1).

In order to establish content validity, the Scholarship in the Health Professions

Questionnaire (SHPQ) was reviewed by a panel of experts, consisting of two deans and

one chair at three Schools of Nursing. The experts selected for this panel were

appropriate because each holds a position of leadership within one health profession

discipline. After identifying and securing the panel of experts, the researcher composed

an email message providing a detailed description of the study, an explanation of its

objective, and a hyperlink to the online questionnaire on SurveyMonkey. Each panel

member was asked to complete the questionnaire within one week of receiving the

investigator's email requesting participation. As a reminder to the panel, the investigator

sent a second email two days later to encourage participation. Once the panel had

completed and submitted the questionnaires, the researcher emailed the panel members to

request feedback on the questionnaire items and recommendations to improve

understanding and clarity of language. After their review of the SHPQ, two of the three

Table 1

Item Analysis: Questionnaire

Item	Supporting Research	Research Questions
1.) Institution type	Balogun & Sloan, 2006	
2.) University classification	Balogun & Sloan, 2006	
3.) Number: full-time faculty in college	Balogun & Sloan, 2006	
4.) Number: part-time faculty in college	Balogun & Sloan, 2006	
5.) Number: clinical track faculty in college	Balogun & Sloan, 2006	
6.) Definition of scholarship		
traditional definition	ASHE, 2003; Boyer, 1990; Braxton et al., 2002; Corley, 2005; Diamond, 2002; Fairweather, 2005; Rhode, 2006	RQ #1
expanded to include nontraditional activities	Braxton & Del Favero, 2002; Braxton et al., 2002; Glassick et al., 1997; Gordon, 2007; Green, 2008; Halpern et al., 1998; Polanyi, 1967; Ruscio, 1987	RQ #1
based on Boyer's four domains	Boyer, 1990; Braxton et al., 2002; Checkoway, 2002; Driscoll & Lynton, 1999; Gordon, 2007; Henderson et al., 2007; Lynton, 1995; Maurana, 2001; O'Meara, 2002	RQ #1
7.) Scholarship requirements		
well defined and accessible	Gmelch et al., 1986; Rice et al., 2000; Smesny et al., 2007; Sorcinelli, 1992; Tierney & Bensimon, 1996	RQ #1
consistent across disciplines	Gmelch et al., 1986; Rice et al., 2000; Smesny et al., 2007; Sorcinelli, 1992; Tierney & Bensimon, 1996;	RQ #1
determined at department or college level	Braxton et al., 2002; Hofmeyer et al., 2007; Maurana et al., 2001; O'Meara, 2002; Seifer & Calleson, 2004	RQ #1
discipline specific within allied health professions	Balogun & Sloan, 2006; Maurana et al., 2001	RQ #1
8.) Scholarship evaluation		
rigid assessment criteria	Balogun et al., 2006; Biglan, 1973; Braskamp & Ory, 1992; Braxton & Bayer, 1986; Braxton & Hargens, 1996; Braxton et al., 2002; Centra, 1993; Diamond, 1993; Fincher & Work, 2006; Glassick et al., 1997; Henderson et al., 2007; Rice, 2005; Richlin, 2001; Schulman & Hutchings, 1998; Smith, 2001	RQ #2
quantity or "straight counts" of scholarly works	Diamond, 1993; Diamond, 2002; Diamond & Adam, 1995; Edgerton et al., 1991; Seldin, 1991; Seipel, 2003	RQ #2
quantity of regional or national presentations	Balogun & Sloan, 2006; Braskamp & Ory, 1994; Braxton & Del Favero, 2002; Cashin, 1996; Centra, 1993; Diamond, 1993; Diamond, 2002; Diamond & Adam, 2000; Johnson & Ryan, 2000; O'Meara, 2002	RQ #2
number of scholarly publications in journal	Balogun & Sloan, 2006; Braskamp & Ory, 1994; Braxton & Del Favero, 2002; Caplow & McGee, 2001; Cashin, 1996; Centra, 1993; Diamond, 1993; Diamond, 2002; Diamond & Adam, 2000; Johnson & Ryan, 2000; Netting & Nichols-Casebolt, 1997; O'Meara, 2002; Seipel, 2003	RQ #2
number of blind/peer-reviewed journal publications	Balogun & Sloan, 2006; Braskamp & Ory, 1994; Braxton & Del Favero, 2002; Caplow & McGee, 2001; Cashin, 1996; Centra, 1993; Diamond, 1993; Diamond, 2002; Diamond & Adam, 2000; Johnson & Ryan, 2000; Netting & Nichols-Casebolt, 1997; O'Meara, 2002; Seipel, 2003	RQ #2
quality of publications	Diamond, 1993; Diamond, 2002; Diamond & Adam, 1995; Edgerton et al., 1991; Paulsen and Feldman, 2006; Seldin, 1991; Seipel, 2003	RQ #2
caliber of conferences/sites of presentations	Balogun & Sloan, 2006; Braskamp & Ory, 1994; Braxton & Del Favero, 2002; Cashin, 1996; Centra, 1993; Diamond, 1993; Diamond, 2002; Diamond & Adam, 2000; Johnson & Ryan, 2000; O'Meara, 2002	RQ #2
whether or not there is evidence of a focused research agenda	Boyer, 1990; Braxton et al., 2002; Glassick et al., 1997	RQ #2
whether or not scholarship is occurring on consistent basis	Boyer, 1990; Braxton et al., 2002; Glassick et al., 1997; Sundre, 1992	RQ #2
whether or not scholarship supports the institutional mission	Balogun & Sloan, 2006; Boyer, 1990; Braskamp & Ory, 1994; Braxton & Del Favero, 2002; Braxton et al., 2002; Cashin, 1996; Centra, 1993; Diamond, 1993; Diamond, 2002; Diamond & Adam, 2000; Johnson & Ryan, 2000; O'Meara, 2002; Smesny et al., 2007;	RQ #2

Table 1 (Continued)

Item Analysis: Questionnaire

Item	Supporting Research	Research Questions
9.) Demonstration of Scholarship for tenure		
original research	Balogun & Sloan, 2006; Braskamp & Ory, 1994; Braxton & Del Favero, 2002; Caplow & McGee, 2001; Cashin, 1996; Centra, 1993; Diamond, 1993; Diamond, 2002; Diamond & Adam, 2000; Johnson & Ryan, 2000; Netting & Nichols-Casebolt, 1997; O'Meara, 2002; Seipel, 2003	RQ #1 & RQ #2
publications in recognized journals or book chapters	Balogun et al., 2006; Braxton et al., 2002; Corley, 2005; Diamond, 2002; Ferrer & Katerndahl, 2002; Green et al., 1997	RQ #1 & RQ #2
regional and national presentations	Boyer, 1990; Braxton et al., 2002; Checkoway, 2002; Driscoll & Lynton, 1999; Gordon, 2007; Henderson et al., 2007; Lynton, 1995; Maurana, 2001; O'Meara, 2002	RQ #1 & RQ #2
grant proposals/funding	Balogun et al., 2006; Braskamp & Ory, 1992; Braxton et al., 2002; Centra, 1993; Diamond, 1993; Ferrer & Katerndahl, 2002; Fincher & Work, 2006; Glassick et al., 1997; Henderson et al., 2007; Rice, 2005	RQ #1 & RQ #2
nontraditional activities, such as service-learning projects	Astin et al., 2000; Braskamp & Ory, 1992; Braxton & Bayer, 1986; Braxton & Del Favero, 2002; Braxton et al., 2002; Centra, 1993; Diamond, 2002; Glassick et al., 1997; Gordon, 2007; Green, 2008; Halpern et al.,1998; Polanyi, 1967; Ruscio, 1987	RQ #1 & RQ #2
"creative works" specific to faculty expertise	Barbato, 2000; Blumenthal et al., 1986; Braxton et al., 2002; Diamond, 2002; Fairweather, 1998; Green, 2008; Nelson, 1986; Wofsy, 1986	RQ #1 & RQ #2
innovative teaching techniques	Braxton et al., 2002; Henderson & Buchanan, 2007; Gordon, 2007; Henderson et al., 2007; Hofmeyer et al., 2007; Howell & Karimbux, 2004; Kennedy et al., 2003; Pellino et al., 1984; Reynolds et al., 2008; Richlin, 2001; Smith, 2008; Sundre, 1992; Weston & McAlpine, 2001	RQ #1 & RQ #2
engagement in community-based projects or programs	Boyer, 1990; Braxton et al., 2002; Checkoway, 2002; Cohen, 2006; Colbeck & Michael, 2006; Maurana et al., 2001; Paulsen and Feldman, 1995; Paulsen and Feldman, 2006; Seifer & Calleson, 2004; Yapa, 2006	RQ #1 & RQ #2
service within the discipline	Boyer, 1990; Braxton et al., 2002; Checkoway, 2002; Cohen, 2006; Colbeck & Michael, 2006; Henderson& Buchanan, 2007; Paulsen and Feldman, 1995; Paulsen and Feldman, 2006; Yapa, 2006	RQ #1 & RQ #2
innovative solutions to practice-based problems	Boyer, 1990; Braxton et al., 2002; Checkoway, 2002; Cohen, 2006; Colbeck & Michael, 2006; Gordon, 2007; Hofmeyer et al., 2007; Paulsen and Feldman, 1995; Paulsen and Feldman, 2006; Yapa, 2006	RQ #1 & RQ #2
publications describing a new theory or practice model	Boyer, 1990; Braxton et al., 2002; Checkoway, 2002; Cohen, 2006; Colbeck & Michael, 2006; Paulsen and Feldman, 1995; Paulsen and Feldman, 2006; Yapa, 2006	RQ #1 & RQ #2
presentations on a disciplinary topic given for nonacademic audience	Boyer, 1990; Braxton et al., 2002	RQ #1 & RQ #2
collaborative or interdisciplinary projects	Boyer, 1990; Braxton, et al., 2002; Clark, 1999; Gelmon et al., 2000; Hofmeyer et al., 2007; Marks, 2000;	RQ #1 & RQ #2
critical review of books	Boyer, 1990; Braxton et al., 2002	RQ #1 & RQ #2

panel members indicated that they found the questionnaire to be clear and straightforward and consequently, made no suggestions to improve the instrument. One panel member suggested including a question which further explored the types of employment contracts being offered to faculty; contracts with varied teaching, service, and research requirements. The researcher elected not to include a question related to employment contracts, as the focus of this study was to determine how scholarship was defined for

allied health professions faculty and not the components of faculty contracts. Based on the suggestions of the panel, the researcher made the appropriate revisions to the questionnaire. The resulting SHPQ (see Appendix A) was used to collect data for analysis and provided information to be further explored in the qualitative phase of the study.

The SHPQ consisted of 9 closed or forced choice items, three demographic questions, and a space to provide contact information for those respondents who indicated a willingness to participate in the interview. Four of the items were presented in the form of stems which required respondents to indicate to what degree each statement described the practices of their institution with respect to the recognition of scholarship for the purposes of tenure. Therefore, respondents were asked to select a response for each statement based on the following scale: Strongly Disagree (SD), Disagree (D), Undecided/Unsure (U), Agree (A), and Strongly (SA).

The instrument was designed to collect data in three sections. In the first section of the questionnaire, five items, with responses presented as multiple choice lists, collected data about the university and faculty in order to provide context to the study. Profile information was divided into characteristics of the institution (i.e., whether private, public, state-related, and institution's Carnegie Classification) and characteristics of the faculty (i.e., total number full-time, part-time, clinical track faculty). The categories listed in item 2 were developed based on the most recent revision of the Basic Classification of Institutions of Higher Education developed by the Carnegie Commission on Higher Education (The Carnegie Commission on Higher Education, 2006). Items 3 and 4 were included to provide information about the faculty who compose the health

profession programs at the institutions. In item 3, the respondents were asked to estimate

the total number of faculty in allied health professions. The researcher expected that, for

the deans, the approximate number of faculty members in the college would be relatively

easy to recall without consulting data sources. However, items 4 and 5 asked deans to

provide an approximate percentage, rather than a number, of faculty members who were

employed in part-time or clinical track positions only. For these items, the researcher

consciously asked for a percentage, anticipating that it would be easier for respondents to

answer in relative terms rather than with numbers which may or may not have been

immediately available.

Items 6 through 9, in Section II of the questionnaire, aimed to determine how

scholarship was defined among ASAHP member institutions. Respondents were asked to

indicate to what extent they agreed or disagreed with the stem statements by selecting the

appropriate agreement ranking. In an effort to establish clarity among those surveyed,

definitions of "traditional" and "nontraditional" scholarship preceded these items.

In the third section of the SHPQ, items 10, 11, and 12 served to provide the

researcher with demographic information about the questionnaire respondents. At the

end of this section, respondents were asked to indicate willingness to participate in a 20

minute telephone interview. Individual respondents were then supplied the space to

provide name, email address, daytime telephone number, and the best day and time to

reach them.

Interview guide. For the qualitative phase of the investigation, interview

questions were used to determine how the deans describe scholarship expectations in

their institutions and explore the recognition of nontraditional forms of scholarship. The

interview guide (see Appendix B) was created based on the guidelines provided by

Creswell (2009) and was used to gain a deeper understanding of how academic deans of

allied health professions describe scholarship expectations in their institution and how

traditional and nontraditional forms of scholarship are recognized among their health

professions departments or programs. The questions were developed based on a review

of the literature concerning the activities that constitute scholarship, and the engagement

and evaluation of nontraditional forms of scholarship. An item analysis was performed

for the questions included in the interview guide to show the relationship between the

supporting literature and each question included in the interview (see Table 2).

In order to better understand the extent to which nontraditional forms of

scholarship are recognized, the first central question asked the respondent to describe

how his or her university defines scholarship. The sub-questions related to this main

question focused on determining those activities that constitute scholarship, how

scholarship is used to evaluate and reward faculty members and specifically how

nontraditional forms of scholarship are assessed. The second central question centered

on the supportiveness of institutional leadership in the recognition of nontraditional

scholarship. Follow-up questions explored the incentives provided by the institutions to

encourage faculty to engage in nontraditional forms of scholarship and the extent to

which junior faculty actually engage in scholarship that is not considered traditional.

By participating in telephone interviews, the panel of experts described above reviewed

the interview questions. These interview experiences allowed the researcher to test the

instrument for clarity and timing while providing the interviewer the opportunity to

become more comfortable in administering it. Additionally, the researcher was able to

Table 2

Item Analysis: Interview Guide

Item	Supporting Research	Research Questions
1.) Institution's definition of scholarship		
a.) Activities that constitute scholarship	Balogun et al., 2006; Beckman & Cook, 2007; Braxton, et al. 2002; Diamond & Adam, 2000; Fairweather, 2005; Glassick, 2000; Green, 2008; Hurtado & Sharkness, 2008; Maurana et al., 2001; Rhode, 2006; Schulman & Hutchings, 1998	RQ #3
b.) Assessment of nontraditional scholarship		
c.) How is scholarship used for faculty rewards		
2.) Support from institutional leadership for nontraditional scholarship		
a.) Incentives to encourage nontraditional scholarship	Beckman & Cook, 2007; Braxton et al., 2002; Checkoway, 2001; Colbeck & Michael, 2006; Israel et al., 1998; Maurana, et al., 2001; O'Meara, 2002; Paulsen and Feldman, 1995; Rogge & Rocha, 2004; Pharez et al., 2008; Yapa, 2006	RQ #3
b.) Faculty engagement in nontraditional scholarship		

determine the fluidity of the question set and the potential need to include additional

follow-up questions. Two of the panel members had no recommendations to improve the

interview instrument. However, one panel member suggested the researcher replace the

term "nontraditional scholarship" to "scholarship of nontraditional forms" when asking

the interview questions. Per the recommendations of the one panel member, the

researcher revised questions 1b, 2a, 2b, and the summary question in the interview guide.

Data Collection

Following approval by Georgia Southern University's Institutional Review Board, the researcher employed sound data collection procedures in order to obtain the data essential to the study. Prior to the utilization of the questionnaire instrument and the interview guide, a panel of experts was employed to establish content validity and provide the researcher with the opportunity to determine the appropriate structure of the interview with respect to fluidity and timing.

For the first phase of the study, using the listserv from the ASAHP, a brief letter of support from one of the board directors of ASAHP was sent to lend credibility to the study and encourage participation. With the letter of support, an email message was composed and sent to the sample individuals, with a detailed description of the study, its objectives, and a request for their participation. A hyperlink was provided to connect participants to the questionnaire via SurveyMonkey. The participants were asked to complete the questionnaire within two weeks of receipt of the email, and a reminder email was sent five days later to encourage those individuals who had not yet completed a questionnaire to do so.

Following the completion of the first phase and the analysis of the questionnaire results, the investigator gathered the contact information of all respondents who indicated willingness to participate in an interview. For the purpose of gaining a deeper understanding about how traditional and nontraditional scholarship was recognized in tenure decisions of junior allied health professions faculty, the researcher selected those respondents who indicated SA (strongly agree) for both the second (recognition of

nontraditional scholarship) and third (recognition of Boyer's scholarship domains)

statements of item 6 on the SHPQ.

Data Analysis

      Quantitative analysis. After the questionnaires in the first phase of the study

were completed and returned, the researcher determined the return rate and analyzed the

responses to the questionnaire items. In order to address the first research question,

which asked how member institutions of the ASAHP define scholarship, the researcher

analyzed the data collected from questionnaire statements listed in stem-items 6 and 7.

Respondents responded to these items using SD, D, U, A, or SA to indicate how much

each participant agreed or disagreed with the statements concerning scholarship

requirements at their institution. Each response category was assigned a numeric value

for the purpose of analysis as follows: Strong Disagree (SD) = 1, Disagree (D) = 2,

Undecided/Unsure (U) = 3, Agree (A) = 4, and Strongly Agree (SA) = 5. Thus, the mean

calculated for each item provided context and a sense of the overall response direction.

The data collected from the stem-items 6 and 7 were summarized using descriptive

statistics, including percentages, means, and standard deviations for each of the item

statements.

      To answer the second research question, which asked how scholarship is

evaluated for the purposes of tenure, the researcher analyzed the data collected from

items 8 and 9 in Section II. The respondents responded to the stem-item statements using

SD, D, U, A, or SA. Using the numeric values established for the purpose of analysis,

the researcher analyzed the data collected from items 8 and 9 using descriptive statistics,

computed percentages, means, and standard deviations for each statement.

Item 13 in Section III was used to select the participants to be included in the qualitative phase of the study. Therefore, responses to item 13 were not analyzed statistically. Finally, the data collected from items 10, 11, and 12 were gathered to provide the researcher a specific demographic context of the study.

Qualitative analysis. In order to expand on the information gained from the questionnaire and to gain a better understanding about how scholarship expectations are described from the perspective of academic deans (RQ #3), the researcher utilized an interview guide containing two central questions and a series of sub-questions.

As soon as the interviews were completed, the researcher transcribed the recorded interviews in preparation for analysis of the data. The researcher read through all of the data to gain a general idea of the information, making notes as needed. During a second read of the transcripts, the researcher summarized participant responses and identified similarities, looking for patterns of responses within the four categories identified in the questionnaire: definition of scholarship, scholarship requirements, scholarship evaluation, and demonstration of scholarship for tenure.

The researcher organized the data for analysis by creating an excel table with six columns labeled descriptors, descriptor codes, evidence, themes, sources, and research question. The table was designed to display the responses of the interview participants in such a way as to paraphrase and identify the following descriptors and corresponding codes: scholarship defined (SD), scholarship requirements (SR), scholarship evaluation (SE), and demonstration of scholarship (DS). In the evidence and theme column, the researcher entered verbatim responses and then paraphrased interviewee responses. As the researcher identified themes among the interviewee responses, the information was

entered into the theme column. In the fifth column, the researcher entered the participant

source or sources corresponding to the responses to each interview question. Finally, the

researcher entered in the sixth column, the research question related to the information

collected.

Based on the information extracted from both the quantitative and qualitative

findings, the researcher was able to draw general conclusions about how scholarship is

defined for allied health professions faculty and the degree to which nontraditional

scholarship is recognized in tenure criteria among the health professions in ASAHP

member institutions.

Summary

In order to describe the scholarship required of health science faculty for tenure,

the researcher conducted a mixed methods study. Of a population of 121 institutions who

maintain ASAHP membership, a purposive sample of 115 participants was included in

the first phase of the study. Thereafter, the researcher utilized a sequential-explanatory

strategy in which qualitative data were collected through the use of interviews following

the collection of quantitative data.

The quantitative data collected in the first phase provided the researcher with

basic information concerning the scholarship required of allied health professions faculty

for tenure. The researcher used the qualitative portion of the study to gain a greater depth

of understanding about how deans describe scholarship expectations and how institutions

have changed or support change with respect to the way in which scholarship is defined.

The questionnaires were conducted online through SurveyMonkey, allowing participants

a maximum of 14 days to respond. Qualitative data were collected through interviews.

The respondents who met the criteria for the qualitative phase of the study were

interviewed by telephone following analysis of the questionnaire data. As a result, the

data collected and analyzed for this study were used to describe scholarship as it relates

to tenure for junior allied health professions faculty.

CHAPTER 4

REPORT OF DATA AND DATA ANALYSIS

The purpose of this study was to determine how institutions define scholarship for the purposes of tenure, specifically for junior faculty of allied health professions. Junior faculty seeking tenure in higher education are required to demonstrate satisfactory performance in scholarship to university committees. Although many universities describe the scholarly requirements of their faculty in tenure documents, the expectations may be ambiguous and vary by institution and discipline. Traditionally, a narrow definition of scholarship, which includes basic research, peer-reviewed publications and presentations, has been utilized to evaluate faculty scholarship. In the allied health professions, faculty, faced with heavy teaching and clinical duties, and service responsibilities, struggle to meet the expectations of tenure review committees. Although there is some evidence that institutions of higher education are utilizing a broader definition of scholarship, often referred to as non-traditional approaches, the literature is unclear on the status of how institutions define scholarship for the allied health professions. Several researchers have suggested models that incorporate nontraditional forms of scholarship, including activities such as service-learning projects, innovative teaching techniques, and collaborative or interdisciplinary endeavors. The current research was designed to contribute to the understanding of how scholarship is defined for junior faculty in the allied health professions.

This descriptive, sequential-explanatory mixed methods study consisted of two phases: a quantitative phase (phase one) followed a qualitative phase (phase two). In the first phase, the researcher sought to determine how scholarship was defined as a component of tenure among ASAHP member institutions, using a researcher-designed questionnaire. The questionnaire is found in Appendix A. The sample consisted of deans who represented 115 member institutions of the ASAHP. The researcher identified those deans who represented member institutions with two or more allied health professions programs, which offer a minimum of one Bachelor degree, and operate within the continental United States. Although 38 participants submitted questionnaires, three respondents did not complete the questionnaire, answering only the five profile questions included in section I of the questionnaire. Therefore, the researcher's findings for the quantitative phase were based on the responses of 35 participants who completed and returned the questionnaire. The researcher calculated descriptive statistics for the responses provided by the participating deans to respond to the questions of the study related to how scholarship is defined and evaluated for the purposes of tenure.

For the qualitative phase, the researcher interviewed those questionnaire respondents who indicated a willingness to participate in a telephone interview and strongly agreed to one or both of the questionnaire statements related to the recognition of nontraditional scholarship activities and/or Boyer's scholarship domains at their institutions. Using an interview guide, which may be found in Appendix B, the researcher asked the participants a series of questions to gain a better understanding of the scholarship expectations and acceptance of nontraditional scholarship on their campuses. The researcher interviewed those deans who indicated a willingness to

participate in an interview and met the selection criteria established in Chapter III. The researcher summarized the responses provided by the participants, identified similarities and patterns related to the definition of scholarship, current scholarship requirements, scholarship evaluation methods, and demonstration of scholarship required for tenure.

Using data gathered from the questionnaire and interviews, the researcher answered the research questions of the study. The study was designed to answer the overarching research question: How is scholarship described in tenure guidelines for degree program allied health professions faculty in the ASAHP member institutions? Data analysis also addressed the following sub-questions:

1. How is scholarship defined in tenure guidelines?

2. How is scholarship evaluated for the purposes of tenure?

3. How do academic deans of health professions describe scholarship expectations and the recognition of traditional and nontraditional forms of scholarship?

In this chapter, the researcher first reported the response rate and responses to the questionnaire used in phase one of the study. The researcher described the demographics of the questionnaire respondents and their respective institutions. Then, the researcher described the interview participants and their responses to the interview questions used in phase two of the study. The findings of the study were then organized and presented by research question. In reporting the findings by research question, the researcher used the quantitative data to respond to research questions 1 and 2. In research question 3, the researcher integrated findings from phase one and phase two of the study to explain

scholarship expectations for tenure in more depth. Finally, the researcher provides

summary of findings and analysis for each research question.

<div align="center">**Response Rates and Respondents**</div>

Questionnaire

For the quantitative phase of the study, the researcher surveyed academic deans of

member institutions of ASAHP to determine how scholarship is defined for junior allied

health professions faculty. Thirty-eight of the 115 questionnaires were electronically

submitted; however, of the 38 questionnaires submitted, 35 of the questionnaires were

completed in their entirety. Three of the respondents responded to the institution and

faculty profile items included in Section I only and then exited the questionnaire prior to

responding to the remaining questionnaire items. Therefore, the response rate for

completed questionnaires was 30.4%.

The respondents represented those member institutions which offered one or more

bachelor degree programs and operated in the continental United States. Of the 35

respondents who completed the questionnaire, most were over 46 years of age and had

served as dean between six and 19 years. See Table 3 for demographic information for

the questionnaire respondents.

Additionally, the respondents were asked a series of questions to determine the

types of institutions and faculty that they represented. The majority of deans represented

public institutions and nearly half described their institution as a Master's College or

University. Most of the deans represented institutions with 50 to 100 full-time allied

health faculty members and more than half employ clinical track faculty positions only

(see Table 4).

Table 3

Demographic Data: Questionnaire Respondents (n=35)

Characteristic		n	%
Gender	Female	16	45.7
	Male	19	54.3
Age	30 years or younger	0	0
	31 – 45 years	3	8.6
	46 – 59 years	16	45.7
	60 years or older	16	45.7
Number of years of service as dean			
	5 years or less	14	40.0
	6 to 10 years	10	28.6
	11 to 19 years	10	28.6
	20 years or more	1	2.9

Table 4

Institution & Faculty Profile (n=35)

Characteristic	n	%
Type of Institution		
Private	11	31.4
Public	22	62.9
State-related	2	5.7
Institution's Carnegie category		
Research University	7	20.0
Doctoral/Research University	11	31.4
Master's Colleges and Universities	15	42.9
Bac/A&S: Baccalaureate Colleges- Arts & Sciences	0	0.0
Bac/Diverse: Baccalaureate Colleges- Diverse Fields	1	2.9
Bac/Assoc: Baccalaureate/Associate Colleges	0	0.0
Spec: Special Focus Institution	1	2.9
Tribal: Tribal Colleges	0	0.0
Approximate number of full-time faculty		
Less than 50 members	12	34.3
Between 50 and 100 members	18	47.4
More than 100 members	5	14.3

Table 4 (Continued)

Institution & Faculty Profile (n=35)

Approximate percentage of part-time faculty		
Less than 25%	28	80.0
Between 25% and 50%	6	17.1
More than 50%	1	2.9
Approximate percentage of clinical track faculty		
Less than 25%	19	54.3
Between 25% and 50%	12	34.3
More than 50%	4	11.4

Interview

Of the eight respondents who met the criteria to be included in the qualitative

phase of the study, six provided consent, confirmed an interview appointment, and

participated in an interview with the researcher. Therefore, the response rate for the

second phase of the study was 75%.

Initially, three respondents met the selection criteria by indicating that he or she

"Strongly Agreed" that their institution recognized a definition of scholarship that was

both "expanded to include nontraditional activities" and based on "Boyer's model of

scholarship." As dictated by the established selection criteria, the researcher identified an

additional five respondents who indicated that he or she "Strongly Agree" with either of

these two statements since fewer than five respondents met the initial inclusion

conditions. Of the eight who met the established selection criteria, six confirmed an

interview appointment, provided consent, and participated in an interview with the

researcher. Each of the six interview participants were contacted by telephone as

scheduled, and interviews proceeded without delays or disruptions. The researcher found

four of the interview participants to be easy to reach, amicable, and informative. One

dean seemed reserved and provided brief, straightforward responses. Another dean spoke

with confidence but responded in an almost defensive tone. For reporting the findings of

this study, the researcher assigned letter titles to the interview participants in order to

protect their identities. The academic profiles of the deans interviewed, in terms of

education, experience, and research interests were varied. Of the deans interviewed, two

indicated backgrounds in physical therapy, two in public health, and one in pharmacy.

Two of the participants had served five years or less in their positions as deans, three

between six and 10, and one dean had more than 10 years of experience. Although four

of the deans interviewed represented Master's Universities, there was one dean from a

research institution, and one from a special focus institution. Thus, the researcher was

allowed to gain information from a group of diverse individuals and institution types.

Dean A, Dean of the College of Health Professions at a private special focus

institution, had with a background as a Physician's Assistant and graduate degrees in

Health Care Administration and Public Health and served the least amount of time as a

dean among those interviewed. The researcher noted that Dean A seemed reserved and

somewhat apprehensive in her brief, straightforward responses to the interview questions.

She indicated the faculty under her charge consisted of less than 50 full-time educators,

mostly in clinical track positions.

Likewise, the second dean to be interviewed, Dean B, indicated that he had served

five years or less as the Dean of the School of Health Sciences and Rehabilitation Studies

at his private Master's University. However, the tone of this interview was different in

that the interviewee went to great lengths to introduce himself and discuss the scholarship

expectations of his full-time faculty of less than 50. As a physical therapist, his research interests included issues surrounding clinical education and collaborative health care models. He explained that although 25 to 50% of the faculty members in his college were clinical track appointments, it was important that each have a scholarly agenda.

The researcher learned that Dean C also had a clinical background in physical therapy enriched by a bachelor's degree in psychology, a Master's education in education and a PhD in higher education administration. As a full professor and Dean of the College of Health Professions, Dean C enthusiastically provided ample information about how his private, Master's university defines scholarship. He explained that with a focus on teaching, his institution has established a center of teaching and learning to encourage faculty to engage in the scholarship of teaching. In his interview, Dean C provided comprehensive responses to all of the researcher's questions, and outlined a few of the activities that demonstrate the creative scholarship encouraged on his campus. Having co-authored the criteria used to evaluate faculty scholarship, the researcher was able to gain a substantial amount of information about how both traditional and nontraditional scholarship could be held to high standards.

In the fourth interview, Dean D began by clarifying that her state-related research institution has standard expectations of all faculty to demonstrate excellence in teaching and significant engagement in scholarship. Having served as the Dean of Allied Health Sciences within the School of Medicine for more than 11 years, Dean D explained that scholarship at her institution was defined by, and consistent with, the roles and responsibilities of each individual faculty position. Although the researcher found the dean to be stilted and almost contentious at times, Dean D provided valuable information

about the scholarship expectations of a research institution from a more mature, experienced perspective.

As Dean of the School of Pharmacy and Health Professions at a private Master's University, Dean E was responsible for more than 100 full-time faculty. With a pharmacy background and a doctorate in the discipline, he had extensive experience in higher education in teaching and leadership positions. Dean E described his current institution as small but complex where scholarship is broadly defined to meet the needs of individual faculty members. Dean E was friendly and forthcoming, resulting in an interview that was relaxed but vastly informative.

Finally, the sixth interviewee was Dean F, who served as the Dean of the College of Health and Human Services in a public Master's University. His educational background was in public health and biological sciences. His college, established in 2002 consisted of 50 to 100 faculty members in seven departments from Allied Health and Nursing to Social Work and Family and Consumer Services. According to Dean F, the university has utilized categories of scholarship to meet the diverse needs of his faculty. The interview with Dean F flowed with ease and the dean provided a comprehensive and articulate response to each question. From this interview, the researcher was given the opportunity to discuss nontraditional forms of scholarship and more specifically, Boyer's domains of scholarship at length.

As a whole, the interview participants allowed the researcher to gain information about scholarship from different types of institutions- private, public, Master's and Research universities, and Special Focus institution. Additionally, the participants were varied with respect to age, education, experience, and research interests.

Findings by Research Question

Research Question 1

To address research question one, the researcher determined how scholarship is defined in tenure guidelines by analyzing the respondents' responses to items 6 and 7 of the questionnaire. Item 6 required that respondents indicate the extent to which they agreed or disagreed with three statements that followed the stem, "At my institution, the definition of scholarship is. . ." There was a lot of variability in the responses about scholarship being traditionally defined, with 48.5% (n=17) of the respondents disagreeing and 45.7% (n=16) agreeing with the statement. Of the responding deans, 88.6% indicated the use of a more expanded definition of scholarship and 62.9% agreed or strongly agreed that their institution defined scholarship using Boyer's scholarship domains of application, integration, teaching, and discovery.

To continue to understand how scholarship is defined for the allied health sciences, the researcher sought to describe scholarship requirements in allied health sciences using questionnaire item 7. Of the respondents, 74.3% indicated that they agreed or strongly agreed that scholarship requirements were well defined and accessible by faculty members at their institution. Similarly, the majority of the respondents (65.7%) indicated that scholarship requirements on their campuses are determined at the department or college level and 54.3% agreed or strongly agreed that requirements were discipline specific within the allied health sciences. Therefore, using the information gathered from items 6 and 7 of the questionnaire, the researcher was provided some information about how scholarship is defined for tenure among ASAHP member

institutions. The percentages, means, and standards deviations for each statement in

items 6 and 7 are shown in Table 5.

Table 5

Responses to Questionnaire Items 6 and 7: Definition of Scholarship (n=35)

Item 6. Definition of Scholarship	% SD	% D	% U	% A	% SA	Mean	Std Dev
a traditional definition	11.4	37.1	5.7	34.3	11.4	2.97	1.28
expanded to include nontraditional activities	0	8.6	2.9	68.6	20.0	4.0	0.77
based on Boyer's scholarship domains of application, integration, teaching and discovery	5.7	14.3	17.1	28.6	34.3	3.71	1.25
7. Scholarship Requirements	% SD	% D	% U	% A	% SA	Mean	Std Dev
well defined and accessible by faculty members	0	17.1	8.6	45.7	28.6	3.86	1.03
consistent across the disciplines	8.6	51.4	8.6	20.0	11.4	2.74	1.22
determined at the department or college level	8.6	22.9	2.9	48.6	17.1	3.43	1.27
discipline specific within the allied health sciences	8.6	34.3	2.9	45.7	8.6	3.11	1.23

Research Question 2

To address the second research question and gain a more in-depth understanding

of how scholarship is evaluated for the purposes of tenure, the researcher asked

respondents to respond to statements presented in item 8. For this item, respondents were

asked to indicate their level of agreement or disagreement with statements concerning the

basis upon which tenure review committees evaluate faculty scholarship.

When asked about the tenure review process at their institutions, 62.9% of the

respondents disagreed or strongly disagreed that a rigid set of assessment criteria was

utilized. Among the institutions represented, tenure review committees frequently base

tenure evaluations on the quantity of scholarly endeavors in which a faculty member

engages. In this area, there was little variability among the responses of the deans surveyed. In fact, 71.4% indicated that tenure review was based on the quantity of regional or national presentation, 77.1% on the number of journal publications, and 68.6% based evaluations on the number of blind, peer-reviewed journal publications. However, based on the study's respondents, a number of institutions also look to the quality of faculty scholarship in tenure evaluations. In 65.7% of the institutions, scholarship evaluations are based on the quality of publications and 57.2%, the caliber of conferences and sites of presentations.

In half (51.4%) of the responding institutions' tenure review committees base scholarship evaluation on whether or not the faculty member showed evidence of a focused research agenda. More importantly, 80% of the deans indicated that tenure review on their campuses base scholarship evaluation on whether or not the scholarship is occurring on a consistent basis. A smaller percentage of the institutions (45.7%) base scholarship evaluations on whether or not scholarship supports the institutional mission. The percentages, means, and standard deviations for the deans' responses to each of the statements in questionnaire item 8 are displayed in Table 6.

Finally, to describe the definition of scholarship more fully, the researcher sought to identify more precisely the types of scholarship that are accepted for tenure. To further address the first and second research questions, item 9 of the questionnaire asks respondents to indicate which forms of scholarship are acceptable for the purposes of a faculty member to attain tenure. Of the 35 deans who responded to the first portion of the questionnaire, 97.1% agreed that original research was an acceptable form of scholarship

Table 6

Responses to Questionnaire Item 8: Evaluation of Scholarship (n=35)

Item 8. Scholarship Evaluation for Tenure	% SD	% D	% U	% A	% SA	Mean	Std Dev
a rigid set of assessment criteria	8.6	54.3	5.7	28.6	2.9	2.63	1.09
the quantity or "straight counts" of scholarly works	14.3	37.1	5.7	37.1	5.7	2.83	1.25
the quantity of regional or national presentations	8.6	20.0	0	65.7	5.7	3.4	1.14
the number of scholarly publications in a recognized journal	11.4	11.4	0	60.0	17.1	3.6	1.24
the number of blind/peer-reviewed journal publications	11.4	20.0	0	48.6	20.0	3.46	1.34
the quality of publications	8.6	20.0	5.7	40.0	25.7	3.54	1.31
the caliber of conferences/sites of presentations	8.6	22.9	11.4	42.9	14.3	3.31	1.23
whether or not there is evidence of a focused research agenda	8.6	22.9	17.1	25.7	25.7	3.37	1.33
whether or not scholarship is occurring on a consistent basis	5.7	8.6	5.7	45.7	34.3	3.94	1.14
whether or not scholarship supports the institutional mission	5.7	31.4	17.1	31.4	14.3	3.17	1.20

For tenure. Likewise, 100% of the respondents indicated that publications in recognized

journals and book chapters, and regional or national presentations demonstrate

scholarship at their institutions. Moreover, grant proposals and funding serve as

scholarship in tenure decisions in 97.1% of the campuses. At the same time, 80% of the

institutions represented in the survey agree that "creative works" specific to a faculty

member's expertise are considered an acceptable form of scholarship for tenure.

Approximately half of the deans surveyed indicated that Boyer's model, consisting of the

domains of application, teaching, and integration provided acceptable forms of

scholarship for tenure in their institutions. For example, 57.2% of the respondents agreed

or strongly agreed that scholarship for tenure could be demonstrated through innovative

teaching techniques, 51.4% through engagement in community-based projects, and 54.3% accept innovative solutions to practice-based problems as faculty scholarship for tenure evaluations. Of the 35 respondents, 88.6% of the institutions consider collaborative or interdisciplinary projects as acceptable forms of scholarship. However, 62.9% of the institutions do not consider service in a clinical setting to be acceptable faculty scholarship for tenure evaluations.

According to the findings, 57.27% of the institutions represented either disagreed or were unsure whether presentations on a disciplinary topic for nonacademic audiences would be considered acceptable for the evaluation of scholarship for tenure. And among the study respondents, just as many indicated that critical reviews of books are considered acceptable for scholarship as those who did not or were unsure. Table 7 shows the percentages, means, and standard deviations for responses to the statements.

The information gathered from the deans' responses to the statements in item 9 served to show how scholarship is evaluated for the purposes of tenure. From the response means, the researcher determined that nearly two-thirds of the institutions represented consider original research an acceptable form of scholarship for tenure. Additionally, more than half of the respondents agreed that review committees base evaluations on the demonstration of peer-reviewed publications, national and international presentations, and grant proposals. However, nontraditional forms of scholarship, including "creative works" specific to faculty expertise, publications describing a new practice model, and collaborative or interdisciplinary projects, are also used as a basis for scholarship evaluation in tenure decisions for approximately half of the institutions represented in the study.

Table 7

Responses to Questionnaire Item 9: Acceptable Forms of Scholarship for Tenure (n=35)

Item 9. Acceptable Forms of Scholarship	% SD	% D	% U	% A	% SA	Mean	Std Dev
original research	2.9	0	0	37.1	60.0	4.51	0.78
publications in recognized journals or book chapters	0	0	0	45.7	54.3	4.54	0.51
regional or national presentations	0	0	0	62.9	37.1	4.37	0.49
grant proposals/funding	0	2.9	0	40.0	57.1	4.51	0.66
nontraditional activities such as service-learning projects	2.9	34.3	11.4	40.0	11.4	3.23	1.14
"creative works" specific to faculty member's expertise	0	14.3	5.7	54.3	25.7	3.91	0.95
innovative teaching techniques	0	25.7	17.1	42.9	14.3	3.46	1.04
engagement in community-based projects or programs	5.7	31.4	11.4	37.1	14.3	3.23	1.21
service within a clinical setting	8.6	54.3	2.9	28.6	5.7	2.69	1.16
innovative solutions to practice-based problems	5.7	25.7	14.3	42.9	11.4	3.29	1.15
publications describing a new theory or practice model	0	0	5.7	57.1	37.1	4.31	0.58
presentations on a disciplinary topic for nonacademic audiences	5.7	28.6	22.9	37.1	5.7	3.09	1.07
collaborative or interdisciplinary projects	2.9	2.9	5.7	60.0	28.6	4.09	0.85
critical reviews of books	5.7	20.0	20.0	45.7	8.6	3.31	1.08

Research Question 3

To explore the study's third research question which asks how academic deans of allied health professions describe scholarship expectations, interview participants were asked to provide additional information about the scholarship recognized for tenure in their colleges. Six deans were asked a series of open-ended questions, found in Appendix B, to gain more insight into how scholarship was defined, the scholarship required of

faculty, the methods of assessment of scholarship, and how scholarship was demonstrated for tenure on their campuses.

The researcher analyzed the interview data and identified the following descriptors: scholarship defined, scholarship requirements, scholarship evaluation, demonstration of scholarship, and dean's perspective. Additionally, analysis of the interview participants' responses revealed a number of common themes. The researcher discussed these findings systematically by theme below.

<div align="center">**Common Themes in Interview Responses**</div>

Use of Boyer's Model of Scholarship

The first theme to emerge from the interviews was the institutions' use of Boyer's model of scholarship. To some extent, all of the institutions made use of Boyer's four domains to define scholarship for the purposes of tenure. Although one of the interview participants mentioned the Boyer's model by name, five of the six deans interviewed explained that the scholarship domains of Boyer's were identified and utilized in the institutions' tenure guidelines. The same scholarship domains were adopted by Dean A's institution; however, the tenure guidelines did not specifically associate these domains with Boyer's model. Dean F also described a fifth domain, the scholarship of artistic endeavors, which is useful in acknowledging the scholarly activities of his college's Interior Design program faculty.

There was evidence that the definition of scholarship varies among faculty according to position and rank. Dean D explained that within her Health Affairs college, there were tenure and non-tenure track positions, both of which were evaluated using the same policies of review, save one difference. The tenure track faculty member is

expected to attain R01 grants within their first five years of employment. Upon

investigation, the researcher discovered that R01 grants are funded by the National

Institute of Health (NIH). According to the NIH website, these grants are awarded to a

number of organizations, of which universities are included, and usually investigator

initiated and based on his or her area of interest (NIH website, 2010). She further

explained that, although an expanded definition of scholarship is used for tenure-track

faculty, nontraditional forms of scholarship receive more scrutiny during the review

process. She provided the following example concerning a faculty member from the

Occupational Science department, involved in a National Institutes of Health (NIH)

funded project:

> He looks at aging in place and he brings in a lot of interdisciplinary perspectives
> on that. He was a perfect example of what Boyer calls the scholarship of
> integration because he brought from the field of philosophy, the field of
> gerontology, all of these different fields- he has brought together information that
> allows us to design and think about better understanding of aging in place. So,
> you know, we bent over backwards on that one because typically in a school of
> Medicine, they are really looking at R01 and that's it.

> At the same institution, Dean D explained that all faculty regardless of position,

tenure or non-tenure track, were expected to produce scholarship. The definition of

scholarship on her campus was determined according to faculty rank. She stated,

> . . . at each rank, we stipulate what you need to have. At the assistant professor
> rank, we just expect that they are locally recognized for their- whether it's

excellence in clinical skills, excellent teaching skills- that people in the area or the

university come to them for advice."

Similarly, Dean E described four types of faculty appointments within his college,

from the clinician-educator to teaching-research position track. He explained that

scholarship for those more involved in clinical teaching is defined differently from those

who hold teaching-research positions. As he stated it,

> We've developed guidelines for scholarship and research that really take into
>
> account what a person is doing and that's helped us dramatically. And I think it
>
> comes back to the notion that hopefully we've got people in the right places with
>
> the right definitions.

One dean explained that not only were nontraditional forms of scholarship

accepted but strongly encouraged by his institution's administration. According to Dean

C, over half of the Health Professions' faculty on his campus are heavily involved in the

scholarship of teaching and learning. He described it in this way,

> And we have a very strong center on campus for the scholarship of teaching and
>
> learning. And for instance, for the School of Health Professions, over 60% of the
>
> faculty have volunteered to do the two-year program in our center, and as part of
>
> that program, in the second year, they actually do action research on their
>
> teaching.

As a follow-up to the first interview question, the participants were asked to

explain what scholarly activities constitute scholarship at their institutions. Although the

interview participants described tenure guidelines that included nontraditional forms of

scholarship, all of the deans explained that traditional activities, such as original research

and peer-reviewed journal publications, are obvious examples of acceptable scholarship. Several of the interview participants provided examples of nontraditional activities that constitute scholarship at their institutions. For instance, Dean A spoke about faculty involvement in the scholarship of teaching at her institution, whereby faculty developed course materials, such as course packets that are used in lieu of course textbooks. Similarly, Dean C described a study conducted by nursing faculty at his institution that determined the incorporation of art in courses helps nurses learn empathy for patients. Dean E explained that a number of faculty in his college are involved in projects that look at teaching and problem-solving. He discussed, in some detail, a web-based Pharmacy program that had provided a great deal of scholarship including assessment of outcomes and comparing academic pathways for Pharmacy students. Faculty also have the opportunity to study student involvement in community engagement activities- "looking at ways, means, and outcomes." The dean further discussed the interdisciplinary projects of his faculty and inter-professional education publications resulting from those activities.

Likewise, Dean F informed the researcher of his faculty's involvement in the scholarship of application and the scholarship of teaching. He described a project whereby a Physical Education faculty member focused his scholarship around a teaching technique he used in the classroom.

Rigorous Peer Review

A second theme to emerge from the deans' responses was the importance of rigor and evidence of thorough peer-review in the evaluation of scholarly activities. In order to further answer the study's second research question, the interview participants were asked to describe how scholarship is evaluated at their institutions. Three of the

interview participants mentioned that, for tenure, faculty scholarship must be documented in some type of portfolio or Curriculum Vitae format. Additionally, the deans discussed the importance of peer-review in the evaluation of scholarship. Dean A noted that traditional forms of scholarship are often more highly valued than nontraditional activities. Likewise, Dean B asserted that the evaluation of nontraditional, like traditional forms of scholarship, must include a process of peer review in order for it to be considered scholarship. In the interview, he focused on the importance of peer-review in the evaluation of scholarship to establish rigor. At his institution, the tenure review process required faculty to clarify how peer-review was accomplished. Using a specific example, Dean B described how a Physical Therapy faculty presented on the acceptance of individuals with disabilities at a religious conference. The dean explained that although this was clearly not a traditional scientific presentation, the peer-review process was described and found to be sufficiently rigorous for scholarship.

Similarly, the closing remarks of Dean C reiterated the importance of providing faculty a uniform method of evaluation that would ensure quality scholarship among faculty. He concluded,

And again, rigor is an issue. I think, a lot of times, people don't accept the nontraditional forms because they don't see the rigor in it. And again, bad scholarship is bad scholarship- be it discovery, integration, or whatever. So, people who do the alternative forms must be able to show the rigor.

Likewise, Dean F discussed the importance of the peer-review. He explained that during his review of tenure portfolios, he frequently looks up publications to "get a sense

of the stringency" involved in the peer review. According to Dean F, peer-review is the "essential piece for all scholarly work."

Dean C described a set of criteria used at his university to evaluate faculty scholarship. He identified several key steps from the development of an action plan to the implementation of the activity to the final self-reflection following critical review of the work. Likewise, Dean F expressed how important it is that scholarship undergoes peer-review. He discussed the criteria needed to establish validity to faculty scholarship and the process of peer-review that is essential to that end. He explained that in order for him to evaluate faculty publications, he looks up publications to determine the criteria required in the peer-review and whether they are blind-reviewed.

To further understand how academic deans describe scholarship expectations and the recognition of traditional and nontraditional forms of scholarship, the interview participants were asked to describe to extent to which junior faculty engage in non-traditional forms of scholarship. In three of the institutions represented, traditional forms of scholarship are required for tenure. Dean A explained that faculty seeking tenure were required to engage in traditional scholarship. Likewise, Dean B held that his institution's administrators would support a candidate for tenure if the faculty engaged in at least some traditional forms of scholarship. Dean D also stated that in order for a tenure track candidate to be successful, demonstration of traditional scholarship is required. Two of the deans interviewed, Deans E and F, maintained that the form of scholarship required for tenure was dependent on the discipline or faculty position. Only one interviewee, Dean C, described a system whereby both traditional and nontraditional forms of scholarship are evaluated equally for the purposes of tenure.

Of the deans interviewed in this study, four of them recognized the usefulness of a nontraditional scholarship model for allied health professions faculty. Dean A explained that in her college of Health Sciences, faculty are not basic scientists and, therefore, engage in scholarship rather than bench research. Dean C bluntly announced that his institution did not "limit" its faculty to research but rather encouraged the scholarship of application, integration, and teaching. He explained that by expanding the definition of scholarship in the School of Health Professions, faculty were involved in a wide variety of scholarly activities. Dean D also recognized the appropriateness of an expanded definition of scholarship for clinical and non-tenure track faculty. Although the institution's written standards define scholarship in broad terms, she implied that more traditional scholarship was expected of tenure track faculty. According to Dean E, faculty are provided unique opportunities to study methods, means, and outcomes of the community engagement projects in which allied health students are so heavily involved.

Supportive Leadership

During the analysis of the interview responses, the researcher recognized the emergence of a third theme - that supportive leadership is essential for the institutionalization of an expanded definition of scholarship. Three of the deans interviewed identified the importance of administrators in the shift from a traditional to a nontraditional or expanded scholarship model. Dean A described it in this way,

It's nice to have a new provost who has a little bit more experience in that and is trying to lead the promotion and tenure committee a little bit more forward thinking. She's providing some faculty a voice that says other types of research make sense so let's look into that.

Dean C explained that it was his institution's vice president that created a center for the scholarship of teaching and learning, providing faculty the encouragement and support to engage in nontraditional forms of scholarship. The administrative leaders at the institution represented by Dean F have defined scholarship in general terms, allowing individual colleges and schools to develop their own policies and procedures. According to the dean, the arrival of a new provost instigated a revision in the requirements for faculty scholarship. He stated the following,

> I think the shift with the new provost towards one of scholarship and a much
> more broadened interpretation of what scholarship- what scholarship constitutes.
> So, I think leadership is instrumental- deans may need to embrace a new form of
> scholarship.

Faculty Success

The researcher identified yet a fourth theme during the analysis of the interview data - a flexible scholarship model leads to more successful faculty members. Dean C revealed that over 60% of his School of Health Professions faculty have volunteered to complete a two-year program in the university's center of teaching and learning. As a result, the dean explained that, within the school, there are "an incredible number of people presenting- not only their solo work but also their discipline research." Similarly, Dean E articulated the successful implementation of an expanded scholarship on his campus, which he feels leads to a more successful faculty. He stated with resolve,

> I just think that our ability to get people promoted and tenured- using that model-
> is kind of the proof in the pudding, if you will. People were skeptical about this-
> and I think once we went to this process and others looked to see that we had

people doing some really good scholarship. They weren't in the laboratory or doing research but they were doing really good scholarship based on their appointment status, and they were productive and successful and they were recognized. As we look to future, we've got to be able to look for ways that make sense for everyone- it's kind of like the one shoe doesn't fit all model- it really doesn't.

Likewise, Dean F was convinced that not all faculty should be expected to engage in the same type of scholarship. He explained that with respect to faculty scholarship, he didn't believe one size fits all. According to Dean F,

> If we have narrow criteria for scholarship, then we have very narrow application
> of it and less successful faculty.

Summary

In order to gain information about how scholarship is defined, evaluated, and used to reward junior faculty, the researcher analyzed the data collected from the study's questionnaire and interviews. From the data collected from the questionnaires, the researcher can surmise that scholarship is defined fairly traditionally. Traditional scholarship, demonstrated through peer-reviewed publications and presentations, is widely accepted among member institutions of the ASAHP. At many institutions, scholarship is defined more broadly to include nontraditional activities as well, with about a third of those making use of Boyer's scholarship model. In approximately one half of the institutions included in the study, scholarship is defined at the college or department level or specifically according to the discipline.

Additionally, data from the questionnaire provides insight into how scholarship is evaluated. From the data collected, the researcher deduces that in more than half of the institutions, scholarship for tenure is evaluated using a rigid set of assessment criteria, in which publications and presentations are highly valued. The review committees in most institutions look to the quantity, rather than the quality, of scholarly works. Nearly half of the institutions have review committees that base evaluation on whether the faculty member's scholarship occurs on a consistent basis. While publications and presentations are widely accepted among ASAHP institutions, nontraditional activities, including community engagement projects and innovative teaching techniques, are also recognized in some institutions.

Finally, from the interviews, the researcher gained information from academic deans of health professions in order to better understand how they describe scholarship in traditional and nontraditional forms. All six of the interview participants described the recognition of an expanded definition of scholarship in which nontraditional activities are accepted. Additionally, all six participants discussed the use or partial use of Boyer's four domains in the definition of faculty scholarship. Of the six institutions represented, two had developed programs or centers to encourage faculty to engage in nontraditional activities, especially related to scholarship of teaching and learning. At least three deans discussed the degree to which the leadership influenced how faculty scholarship was recognized and how its members were rewarded. All of the deans reiterated that for any type of scholarship, it is the process of peer-review that is most important. In that same vein, two of the deans concluded their interviews with the premise that, in order for any scholarship to be considered acceptable, rigor must be demonstrated.

The data revealed that nontraditional activities are considered and may be used to evaluate junior faculty in some institutions. Each of the study participants restated the importance of faculty engaging in scholarship, whether traditional or nontraditional. In most of the universities, scholarship expectations vary according to discipline and appointment status. From the perspective of the deans, the crucial element in the evaluation of scholarship is peer-review. In order to produce scholarship that is useful and valued, a rigorous peer-review must take place.

Chapter 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The researcher conducted the study to determine how scholarship is described for junior faculty of allied health professions. There were 115 academic deans of allied health professions identified for the study from a population of 121 deans who represent ASAHP member institutions. The researcher gathered information based on the research conducted through a thorough review of the literature.

This study was conducted using a descriptive, sequential mixed methods approach to determine how scholarship for faculty in allied health professions is described for the purposes of attaining tenure. The first phase was quantitative and included a 12 item closed-ended questionnaire concerning how scholarship is defined, demonstrated, and evaluated for tenure. The researcher accessed the list of deans who represent the 121 ASAHP member institutions and 115 deans who represented institutions with one or more allied health professions programs, offered at least one Bachelor degree, and operated in the United States were selected for the study. Using the ASAHP organization's listserv, the deans representing the 115 member institutions were electronically sent a description of the study, a letter of support from one of the organization's directors, and a passive consent statement with a hyperlink to the online questionnaire. The deans were given two weeks to complete the questionnaire and were sent a reminder email after five days to encourage participation. As a result, 35 of the 115 deans completed and submitted the questionnaire, representing a 30.4% return rate.

After analyzing the responses to the questionnaires, the researcher conducted a qualitative second phase using telephone interviews in order to gain insight into how academic deans of allied health professions colleges describe scholarship expectations and recognize traditional and nontraditional forms of scholarship for tenure decisions. Of the 35 deans who participated in the questionnaire, 14 indicated willingness to participate in an interview, eight met the established selection criteria and six deans participated in the interviews for a response rate of 75%. The interviews were conducted by telephone as scheduled and, thereafter, transcribed by the researcher in preparation for analysis.

Analysis of Research Findings

In order to address the research questions, the researcher prepared and analyzed the data, and presented it according to research question. In order to address the first research question, how scholarship is defined in tenure guidelines, the researcher analyzed the statements included in items 6 and 7 of the study questionnaire. To further address the first research question and to begin to answer the second, the researcher analyzed the data collected from item 9. For the second research question, item 8 of the questionnaire was also analyzed to determine how scholarship is evaluated for the purposes of tenure. The data collected from the questionnaires were analyzed using descriptive statistics, including percentages, means and standard deviations for the responses to each statement in each item.

To address the third research question and determine how academic deans of allied health professions describe scholarship expectations for tenure, the researcher collected data from interviews that were digitally recorded. The interview guide was composed of two central, five sub-questions, and a summary question. The first central

question and follow-up questions asked the participants to describe how scholarship is defined, the activities that constitute scholarship, and how those activities are evaluated and used to reward faculty at their institutions. The second central question and sub-questions asked participants to describe the level of support for an expanded definition of scholarship among the leadership, including a description of the incentives provided to encourage faculty to engage in nontraditional forms of scholarship, and the extent to which junior faculty subsequently engage in such activities. At the end of the interviews, participants were asked to provide any additional information that might help the researcher to better understand the acceptance of nontraditional scholarship on their campuses. Each interview was transcribed and the data prepared for analysis by entering them into an Excel table. The researcher read through the interviewees' responses several times until common themes and patterns emerged.

The data obtained through this study were analyzed to answer the research question, "How is scholarship described in tenure guidelines for degree program allied health professions faculty in the ASAHP institutions?" The researcher was able to determine that the definition of scholarship is expanded to include nontraditional activities in some institutions. However, just as many deans agreed that scholarship was defined in a traditional manner in their institutions as those deans who disagreed. Although tenure review committees seldom base evaluations of scholarship on a rigid set of assessment criteria, traditional scholarship, such as the number of peer-reviewed publications and presentations, frequently impact tenure decisions. The data showed that acceptable forms of scholarship for tenure are often demonstrated through traditional activities such as original research, journal publications, presentations, and grant

proposals and funding. However, nontraditional activities, including service-learning projects, "creative works" specific to faculty expertise, innovative teaching techniques, publications describing a new theory, and presentations on disciplinary topics for nonacademic audiences, are considered accepted forms of scholarship in some institutions. Likewise, interview results showed that nontraditional forms of scholarship are considered for allied health professions faculty at the ASAHP institutions represented. However, several interview participants agreed that the appointment status of the faculty member often determines how scholarship is defined and demonstrated. Most of the institutions represented explained that there is an expectation of junior faculty to demonstrate traditional scholarship to some degree but a blend of traditional with nontraditional forms may be considered acceptable for tenure. Lastly, supportive leadership is important if tenure guidelines are to use an expanded definition of scholarship, to include nontraditional activities, is to be successfully adopted and accepted by an institution.

Discussion of Research Findings

The purpose of the study was to describe scholarship for allied health professions faculty for the purposes of tenure among ASAHP institutions. The following research questions steered the study:

1. How is scholarship defined in tenure guidelines?

2. How is scholarship evaluated for the purposes of tenure?

3. How do academic deans of health professions describe scholarship expectations?

Definition of scholarship. The study used questionnaire items 6, 7, and 9 to determine how scholarship is defined in tenure guidelines. In item 6, the respondents were asked to indicate the level of agreement and disagreement to a series of statements regarding how scholarship was defined. According to the literature, most higher education institutions continue to utilize research-based criteria when making faculty tenure and promotion decisions (Braxton et al., 2002; Fairweather, 2005; Rhode, 2006). However, the findings of this study indicate some ASAHP institutions do not utilize a strictly traditional definition of scholarship, but rather one that is often expanded to include nontraditional activities. Boyer's scholarship domains are utilized in many of the institutions studied, providing allied health professions faculty a host of opportunities to engage in scholarly activities related to teaching, application, integration, and discovery. However, just as many institutions reported using a traditional definition of scholarship as those who utilized an expanded definition. Although these findings seem to contradict one another, it may indicate that some institutions regard an expanded definition of scholarship as traditional. In addition, two thirds of the responding deans indicated that scholarship requirements are determined at the department or college level and half of the institutions specify scholarship requirements by discipline.

Questionnaire item 7 consisted of a series of statements about if and how scholarship requirements are described. These statements were included in an attempt to determine the accessibility, clarity, and consistency of tenure guidelines. According to the deans involved in the study, nearly three quarters of the institutions, scholarship requirements are well defined and accessible. These findings contradict the work of previous researchers (Rice et al., 2000; Smesny et al., 2007) who found scholarship

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expectations for health related disciplines to be ill defined and inflexible. The researcher

from the data that allied health professions faculty are made aware of the scholarship

required for tenure and that these requirements are determined at the department or

college level. In half of the institutions (54.3%) who participated in the study,

scholarship requirements were discipline-specific within the allied health professions,

giving faculty the ability to pursue scholarly endeavors best suited to their needs and

interests.

The statements included in item 8 looked specifically to review committee

evaluations. With regard to evaluation for tenure, more than half of the institutions'

review committees do not use a rigid set of assessment criteria. However, two-thirds of

review committees base tenure evaluations on the quantity of regional or international

presentations or the number of scholarly publications in a recognized journal.

Additionally, half of the institutions have review committees that consider the number of

blind, peer-reviewed journal publications. This finding coincides with prior research

which found that scholarship is traditionally evaluated according to the quantity of works

produced (Braskamp & Ory, 1992; Braxton & Del Favero, 2002; Centra, 1993).

However, among most institutions, the quality of publications is considered important by

review committees, while approximately half of the review committees consider whether

or not scholarship is occurring on a consistent basis to evaluate faculty for tenure.

Evaluation of scholarship for tenure. Items 8 and 9 of the study's questionnaire

presented the respondents with several statements created to determine how review

committees evaluate faculty scholarship for tenure. To further ascertain how faculty

scholarship is defined and to begin to address how scholarship is evaluated for tenure,

questionnaire item 9 sought to find out what forms of scholarship are considered

acceptable for tenure. Although not all of the institutions represented in the study require

faculty to participate in traditional scholarship activities, the researcher did find that

original research, demonstrated through peer-reviewed journal publications or

presentations, is the most acceptable form of scholarship for tenure. These findings are

comparable to those of O'Meara (2006) who found that over half of those universities

that had adopted Boyer's model of scholarship, continued to place more importance on

publication productivity than other forms of scholarship. In this study, 80% of the

institutions recognized "creative works" specific to faculty expertise, publications

describing a theory or practice model, and collaborative and interdisciplinary projects, as

acceptable forms of scholarship for tenure. Additionally, in half of the institutions

represented, innovative teaching techniques and engagement in community-based

activities are acceptable ways to demonstrate scholarship for the purposes of tenure.

However, such activities as presentations on a disciplinary topic for nonacademic

audiences and critical reviews of books were less likely to be considered acceptable ways

to demonstrate scholarship for the purposes of tenure. Moreover, nearly two thirds of the

deans surveyed indicated that service in a clinical setting was not an acceptable form of

scholarship for the purposes of tenure. This seems to indicate that the time allied health

professions faculty spend in clinical settings, which is a significantly important part of

their role as an educator, is largely devalued and goes unrewarded.

Deans' perspective of scholarship expectations. The responses to the interview

questions provided information to answer how scholarship expectations are described by

deans of allied health professions. In the interview, the researcher found that among

those institutions represented, more frequently than not, scholarship is defined in broad terms. The researcher was interested in finding out whether there was evidence of faculty participating in nontraditional activities. Nontraditional scholarship is demonstrated through teaching and learning activities, interdisciplinary and service projects and often Boyer's four domains of scholarship are incorporated into tenure guidelines of responding institutions. By far, the responding deans described an atmosphere on campus that encouraged the scholarship of teaching or the scholarship of teaching and learning. Half of the institutions had developed centers for the development of teaching and learning. These institutions provided a number of incentives to encourage faculty to engage in these scholarly activities considered nontraditional. This finding is in agreement with O'Meara (2006) who found many universities make significant organizational changes to promote and reward nontraditional forms of scholarship. From the interview responses, it was clear that administration plays a key role in whether or not nontraditional forms of scholarship are recognized. In those institutions where the leadership is supportive, nontraditional scholarship was encouraged and recognized in the evaluation of junior faculty. This finding is inconsistent with previous studies (Kennedy et al., 2003; MacKinnon, 2003; Thomas et al., 2004), which reported resistance in the acceptance of nontraditional forms of scholarship among university administrators.

On the other hand, half of the institutions did not encourage nontraditional scholarship any more than traditional forms. As a rule, the type of appointment a faculty holds determines the type of scholarship expected of him or her. Tenure-track faculty in research institutions are expected to demonstrate traditional forms of scholarship, while those who are non-tenured, are free to engage in nontraditional scholarship to some

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degree. In non-research institutions, tenure-track faculty engage in a blend of traditional and nontraditional forms of scholarship. As discussed, while nontraditional forms of scholarship are considered acceptable, there is an expectation that faculty members seeking tenure engage in traditional scholarship to some extent. This finding is in agreement with the findings of Braxton et al. (2002) who found the scholarship of discovery to be the only one of Boyer's domains to have achieved incorporation-level institutionalization.

For the purposes of tenure, junior faculty who engage in nontraditional scholarship usually combine those with traditional activities. The researcher found that in order for an expanded definition of scholarship to be accepted and nontraditional activities to be considered legitimate forms of scholarship, a clear and rigorous evaluation process is essential. As put forth by researchers (Diamond & Adam, 1995; Glassick et al., 1997), like traditional forms of scholarship, nontraditional scholarship must undergo a thorough evaluation and peer review. Academic deans of allied health professions find the process of peer-review crucial in the evaluation of scholarship in any form and agree that only through peer-review rigor be established and result in scholarship that is worthwhile and valued.

Conclusions

The incorporation of an expanded definition of scholarship in tenure guidelines, to include nontraditional activities, is used by some of the ASAHP member institutions included in this study. Clearly, the extent to which institutions accept nontraditional activities for tenure varies by institution and faculty position. How scholarship is described in tenure guidelines and how it is evaluated for tenure was measured by the survey questionnaire and reported in this study. In order to capture how academic deans of health professions programs describe scholarship expectations, interviews were conducted. The data were collected from both the quantitative and qualitative phases of the study and analyses conducted to determine how scholarship is described in tenure guidelines.

Based on the findings of the study, the researcher drew the following conclusions:

- In some institutions, tenure guidelines for allied health professions faculty recognize an expanded definition of scholarship to include nontraditional activities.

- Boyer's four domains of scholarship are often used to define scholarship in tenure guidelines.

- A rigorous process of peer-review is essential in the evaluation of scholarship in order for nontraditional forms of scholarship to be valued and accepted.

Implications

Based on a review of the available literature, a review of tenure guidelines of fourteen allied health profession colleges or schools, and the research findings, several implications can be drawn from this study. Some institutions have begun to utilize a

broader definition of scholarship, one that acknowledges nontraditional activities that are well-suited to the needs and interests of allied health professions faculty. However, in order for these nontraditional activities to be valued and rewarded, a rigorous peer-review process must be developed, one in which the goals, preparation, methods, results, dissemination, and a reflective critique are evaluated. Once this process is established and used appropriately, faculty of other disciplines and academic leaders will begin to see the value of scholarly activities considered nontraditional. With the support of the academic leadership and community at large, allied health professions are provided the opportunity to engage in nontraditional scholarship that will be respected and valued. Academic deans of allied health colleges could utilize this study's conclusions to advocate and support the revision of tenure guidelines for junior allied health faculty; thus, contributing to the success of junior faculty in the allied health professions. And as a result, allied health scholarship could lead to practice-based problem solving and the development of innovative solutions that address health disparities. In addition, such research could bring with it a number of benefits to the institution itself, including funding and prestige.

However, the researcher recognizes that there are many in academia who question the value of nontraditional forms of scholarship and, as a result, view activities not defined as traditional with skepticism. Faculty members heavily involved in the laboratory sciences and bench research, often consider other forms of scholarship as inferior. Additionally, one cannot ignore the fact that traditional recognize the value of nontraditional forms of scholarship that meet rigorous evaluation criteria, junior allied health professions' faculty are more likely to be successful in their pursuit of tenure while

participating in activities that enhance the education of the university's students and promote higher standards of patient care.

Additionally, administrators should be interested in this study's results as justification to standardize the process of evaluating scholarship. Study participants indicated the necessity of establishing rigorous assessment mechanisms in order to give less traditional scholarship activities value and worth. By developing a standardized method of evaluation to assess traditional and nontraditional scholarship activities, rigor can be established and the value of nontraditional scholarship substantiated. According to the study results, the quantity of scholarship is traditionally of greater importance than quality. Academic leaders at the departmental, college, and institutional level should reconsider whether the magnitude of scholarship should outweigh the merit of scholarship.

Dissemination

The results of this study can provide key information to those involved in allied health professions education. Therefore, the ASAHP, which serves to assist and improve the education of allied health professionals, should instigate discussion among its member institutions concerning the recognition of a model of scholarship that is compatible to the roles and responsibilities of its educators. To this end, the researcher will share the pertinent findings of this research with the ASAHP and its individual members who have an interest in the findings. The researcher plans to provide the ASAHP a report of the findings through a written document. The researcher will submit a proposal to present the findings and implications of this study at the next annual meeting of the ASAHP. In addition, the researcher will submit a proposal to present the

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research findings at the annual conferences of the American Dental Educators'

Association (ADEA) and the American Dental Hygienists' Association (ADHA).

Recommendations for Further Research

Based on the literature and findings of this research, the researcher recommends

the following for further research:

- This study should be replicated in such a way as to increase the response rate. The researcher recommends the questionnaires be distributed by mail rather than electronically.

- This study should be conducted using specific disciplines in order to determine the types of scholarship best suited to their faculty.

- A study similar to this should be conducted to better understand the perspective of disciplines other than health-related disciplines on the recognition of an expanded definition of scholarship.

- A study should be conducted to determine why nontraditional scholarship is not as widely accepted as traditional forms among universities in the United States.

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Concluding Thoughts

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This study provides valuable information about how faculty scholarship is defined

and evaluated for the purposes of tenure among the allied health professions. University

faculty in health-related disciplines have unique roles and responsibilities that often

hinder junior faculty from engaging in traditional forms of scholarship required for

tenure. Unlike other academic disciplines, faculty in allied health are heavily involved in

patient care and community service on a weekly basis. As a previous tenured faculty

member in dental hygiene at a university, the researcher fully understands the roles and responsibilities of an allied health professions faculty. As a full-time faculty member and having the responsibility of educating senior students, the researcher spent a minimum of 16 hours a week working with students in patient clinics. In addition to 3-4 didactic courses, the researcher was responsible for six hours of laboratory teaching as well. The researcher has personally experienced the effects that extensive clinical and community service duties have on the production of scholarship among tenure-track faculty in the allied health programs. The researcher is also familiar with the tenure review process and has experienced the scrutiny exercised by more scientifically-based disciplines who find little value in scholarly activities considered nontraditional. Currently, as a new administrator of a dental program in an Australian university, the researcher has had the opportunity to discuss information gained from this study with colleagues at the college level. Although the institution has adopted an expanded definition of scholarship that values some forms of nontraditional scholarship, such as the scholarship of teaching and learning, the researcher is aware of the university's standing as a research institution whereby faculty and students alike are encouraged to participate in traditional research. For example, there is a concerted effort on the part of all dental faculty to integrate and apply the most current research to the clinical management of patients. From the first day of class, students are required to provide evidence for each and every decision made during patient treatment. In such an intense research focused environment, it is difficult to discuss with colleagues the value of nontraditional forms of scholarship.

However, by establishing clear and rigorous criteria by which to evaluate scholarship, nontraditional forms can be useful and valid. Health professions faculty,

intimately involved in patient care, often have the unique opportunity of using

nontraditional methods to identify problems related to the health and healthcare of

individuals and groups of people. Consequently, faculty are placed in a position to

engage in scholarly activities that may lead to innovative methods of practice or new

treatment strategies. Scholarly activities of this nature would be classified as scholarship

of engagement or scholarship of application. In the allied health professions,

nontraditional scholarship provides faculty members the opportunity to be successful

researchers while fulfilling their responsibilities as educators and clinicians. As an

academic leader, the researcher will endeavor to encourage faculty in her charge to

pursue scholarship of merit, whether traditional or nontraditional.

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Scholarship in Health Professions Questionnaire (SHPQ)

Section I: Institution & Faculty Profile

1. Which of the following best describes your university?
   □ Private
   □ Public
   □ State related (private/public)

2. Which of the following Carnegie categories best describes your university?
   □ Research University (VH or H)
   □ Doctoral/Research University (DRU)
   □ Master's Colleges and Universities
   □ Bac/A & S: Baccalaureate Colleges- Arts & Sciences
   □ Bac/Diverse: Baccalaureate Colleges- Diverse Fields
   □ Bac/Assoc: Baccalaureate/Associate's Colleges
   □ Spec: Special Focus Institution
   □ Tribal: Tribal Colleges

3. Approximate number of full-time faculty members in Allied Health Professions at your institution:
   □   Less than 50 members
   □   Between 50 and 100 members
   □   More than 100 members

4. Approximate percentage of part-time faculty members in Allied Health Professions at your institution:
   □   Less than 25%
   □   Between 25% and 50%
   □   More than 50%

5. Approximate percentage of faculty appointments in Allied Health Professions that are clinical track only at your institution:
   □   Less than 25%
   □   Between 25% and 50%
   □   More than 50%

Section II

For the purposes of this questionnaire, "traditional scholarship" will be narrowly defined as peer-reviewed publications, presentation of scientific findings, authorship of textbooks and book chapters, and grant proposals (Braxton, Luckey, & Helland, 2002). "Nontraditional scholarship" is more broadly defined to include scholarly activities that can be assessed beyond peer-reviewed articles and scholarly books (Braxton et al., 2002).

6. At my institution, the definition of scholarship is

	Strongly Disagree	Disagree	Undecided/Unsure	Agree	Strongly Agree
a traditional definition.	O	O	O	O	O
expanded to include nontraditional activities.	O	O	O	O	O
based on Boyer's scholarship domains of application, integration, teaching, and discovery.	O	O	O	O	O

7. At my institution, scholarship requirements are

	Strongly Disagree	Disagree	Undecided/Unsure	Agree	Strongly Agree
well defined and access-ible by faculty members.	O	O	O	O	O
consistent across the disciplines.	O	O	O	O	O
determined at the depart-ment or college level.	O	O	O	O	O
discipline specific within the allied health sciences.	O	O	O	O	O

8. At my institution, scholarship for the purposes of tenure is evaluated based on

	Strongly Disagree	Disagree	Undecided/Unsure	Agree	Strongly Agree
a rigid set of assessment criteria.	O	O	O	O	O
the quantity or "straight counts" of scholarly works.	O	O	O	O	O
the quantity of regional or national presentations.	O	O	O	O	O
the number of scholarly publications in a recognized journal.	O	O	O	O	O
the number of blind/ peer-reviewed journal publications.	O	O	O	O	O

	Strongly Disagree	Disagree	Undecided/Unsure	Agree	Strongly Agree
the quality of publications.	O	O	O	O	O
the caliber of conferences/ sites of presentations.	O	O	O	O	O
whether or not there is evidence of a focused research agenda.	O	O	O	O	O
whether or not scholarship is occurring on a consistent basis.	O	O	O	O	O
whether or not scholarship supports the institutional mission.	O	O	O	O	O

9. At my institution, scholarship for the purposes of tenure is demonstrated through

	Strongly Disagree	Disagree	Undecided/Unsure	Agree	Strongly Agree
original research.	O	O	O	O	O
publications in recognized journals and textbooks.	O	O	O	O	O
regional or national presentations.	O	O	O	O	O
grant proposals/funding.	O	O	O	O	O
nontraditional activities such as service-learning projects.	O	O	O	O	O
"creative works" specific to faculty member's expertise.	O	O	O	O	O
innovative teaching tech- niques.	O	O	O	O	O
engagement in community- based projects or programs.	O	O	O	O	O
service within a clinical setting.	O	O	O	O	O
innovative solutions to practice-based problems.	O	O	O	O	O
publications describing a new theory or practice model.	O	O	O	O	O

presentations on a disciplinary topic for nonacademic audiences.	O	O	O	O	O
collaborative or interdisciplinary projects.	O	O	O	O	O
critical reviews of books.	O	O	O	O	O

Demographics

10. Gender
 □ Female
 □ Male

11. Age:
 □ 30 years or younger
 □ 31 – 45 years
 □ 46 – 59 years
 □ 60 years or older

12. Number of years of service as Dean:
 □ 5 years or less
 □ 6 to 10 years
 □ 11 to 19 years
 □ 20 years or more

Section III

In order to obtain a better understanding of scholarship in the allied health professions, the researcher would like to interview a few respondents. The interview will be conducted by telephone to the respondent's convenience and will require a maximum of 20 minutes.

13. Would you be willing to participate in a brief telephone interview with the researcher?

 □ Yes, my contact information is provided below.

 □ No

Please provide your name, email address, daytime telephone number, and the best time to reach in the box below.

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┌──────────────────────────────────┐
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│                                  │
│                                  │
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Thank you for your time and responses.

Interview Questions

Central Question #1:
In what terms (verbiage used) does your institution define faculty scholarship?

Sub-questions:
1a.) At your institution, what scholarly activities constitute scholarship? (provide examples)

1b.) How are scholarship of nontraditional forms evaluated? In other words, how are these activities presented for evaluation?

1c.) How does your institution utilize scholarship to evaluate and reward faculty?

Central Question #2:
How supportive is the leadership at your institution of an expanded definition of scholarship?

Sub-questions:
2a.) What incentives, if any, does your institution provide to encourage faculty to engage in scholarship of nontraditional forms?

2b.) Describe the extent to which junior faculty engage in scholarship of nontraditional forms. Would you mind providing an example or two?

Summary Question:
Is there anything else you can think of that would help me to better understand the acceptance of scholarship of nontraditional forms on your campus?

APPENDIX C
IRB APPROVAL

<table>
<tr><td colspan="2" align="center">Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)</td></tr>
<tr><td>Phone: 912-478-0843</td><td>Veazey Hall 2021
P.O. Box 8005</td></tr>
<tr><td>Fax: 912-478-0719   IRB@GeorgiaSouthern.edu</td><td>Statesboro, GA 30460</td></tr>
</table>

To: Kimberly K. Coulton
II 4 St. Ives Way
Savannah, GA 31419

Barbara Mallory
P.O. Box 8131

CC: Charles E. Patterson
Vice President for Research and Dean of the Graduate College

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: October 18, 2010

Expiration October 18, 2011
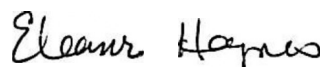**Date:**
Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered <u>H11089</u> and titled <u>"Academic Tenure:</u>
<u>Denning Scholarship in the Health Profession,"</u> it appears that (I) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notifV you that the Institutional Review Board has approved your proposed research.

This fRfl approval is in effect for one year from the date of this letter. If at the end of that time, there
have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant
adverse event, whether or not it is believed to be related to the study, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRE approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

Eleanor Haynes

Eleanor Haynes
Compliance Officer

From: **Ashley Rasmussen** <ashley@asahp.org>
Date: Fri, Oct 29, 2010 at 12:00 PM
Subject: ASAHP Member Assistance
To: Ashley Rasmussen <ashley@asahp.org>

Please see below for a message from Barry S. Eckert, Dean of Long Island University - Brooklyn, regarding a survey being carried out by Kimberly Coulton of Armstrong Atlantic University. ASAHP Institutional Members are requested to participate in this survey by going to https://www.surveymonkey.com/s/R52XGLY.

I write to introduce Kimberly Coulton, who joined the faculty of Armstrong Atlantic State University when I was Dean and who continues under Shelley Conroy's mentorship. Kimberly is nearing the end of her doctoral dissertation and is asking ASAHP Deans to complete a survey about scholarship. I think that the data collected here will be valuable to our understanding of scholarship in allied health schools and I hope that you will click on the link below and take a few minutes of your valuable time to complete the survey. Thank you.

BSE

Barry S. Eckert, Ph.D., FASAHP
Dean, School of Health Professions
Long Island University - Brooklyn
1 University Plaza
Brooklyn, NY 11201
Phone: 718.488.1506
Fax: 718.780.4561

PASSIVE CONSENT FOR SURVEY

Title of Project: Academic Tenure: Defining Scholarship in the Health Professions

Investigator Name: Kimberly K. Coulton
E-Mail: <u>Kimberly.Coulton@armstrong.edu</u>

Student Advisor: Dr. Barbara Mallory
E-Mail: <u>bmallory@georgiasouthern.edu</u>

You are being asked to participate in a study conducted through Georgia Southern University as partial fulfillment of the Doctorate of Education degree in Educational Administration. Georgia Southern University's Institutional Review Board requires investigators to provide informed consent prior to participation in this study.

The purpose of this study is to determine how member institutions of the Association of Allied Health Professions (ASAHP) define scholarship for the purposes of tenure.

There are no expected risks or discomforts from participating in this study. While you may not receive any personal benefit, it is my hope that the information gained by your contribution to the study will assist in better understanding the scholarship expectations of health professions faculty in their pursuit of tenure.

This survey will require approximately 10 minutes to complete. Should you choose to participate in an interview, your personal contact information will no longer be anonymous but will remain confidential. Your participation in the study is voluntary and anyone who agrees to participate is free to withdraw from the study at any time.

Completion and return of the survey implies that you agree to participate and your data may be used in this research. If you agree to participate in this study, please click on the link below.

For answers to questions about the rights of research participants or for privacy concerns, please contact the Office of Research Compliance at IRB@georgiasouthern.edu or (912)478-0843. This project has been reviewed and approved by Georgia Southern University's Institution Review Board under tracking number H11089.

I thank you for your time.

<u>https://www.surveymonkey.com/s/R52XGLY</u>

Passive Consent

Title of Project: Academic Tenure: Defining Scholarship in the Health Professions

Investigator Name: Kimberly K. Coulton
E-Mail: Kimberly.Coulton@armstrong.edu

Student Advisor: Dr. Barbara Mallory
E-Mail: bmallory@georgiasouthern.edu

You are being asked to participate in the second phase of a study conducted through Georgia Southern University as partial fulfillment of the Doctorate of Education degree in Educational Administration. Georgia Southern University's Institutional Review Board requires investigators to provide informed consent prior to participation in this study.

The purpose of this study is to determine how member institutions of the Association of Allied Health Professions (ASAHP) define scholarship for the purposes of tenure.

There are no expected risks or discomforts from participating in this study. While you may not receive any personal benefit, it is my hope that the information gained by your contribution to the study will assist in better understanding the scholarship expectations of health professions faculty in their pursuit of tenure. This phase of the study involves a short telephone interview that will require no more than 20 minutes of your time. Each interview will be digitally recorded.

Confidentiality of all interview participants will be maintained. Only the investigator will have access to identifying information and audio recordings. All identifying information attained for the purposes of contacting interviewees will be shredded and discarded, and audio recordings will be erased immediately following transcription.

Your participation in the interview is voluntary and anyone who agrees to participate is free to withdraw from the study at any time.

If you agree to participate in the interview, please confirm an interview appointment with the investigator via email.

For answers to questions about the rights of research participants or for privacy concerns, please contact the Office of Research Compliance at IRB@georgiasouthern.edu or (912)478-0843. This project has been reviewed and approved by Georgia Southern University's Institution Review Board under tracking number H11089.

Once again, I thank you for your time.