A THEORETICAL REVIEW OF DEVELOPING FACULTY LEADERSHIP TO ENHANCE CLASSROOM SETTING USING THE “BOYER MODEL OF SCHOLARSHIP”

Nouran Ajabnoor, Naglaa Dawoud

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ABSTRACT

Purpose: This study aims to investigate the position of faculty leadership in promoting the four components of Boyer’s Model of Scholarship are discovery, integration, application, and instruction, and its impact on educational establishments.

Theoretical framework: The study emphasizes the significance of faculty leadership in promoting a culture of learning and advancement in educational institutions.

Design/methodology/approach: Using a content analysis method, a descriptive research approach is used to identify common themes and patterns related to faculty leadership and the four components of Boyer’s model.

Findings: The results reveal that faculty leadership is critical in promoting the four components of Boyer's model and can positively affect educational institutions' overall effectiveness. The findings also emphasize the need for professional development programs and recognition of faculty leadership to enhance educational outcomes.

Research, Practical and Social Implications: The study's findings have implications for educational leaders and policymakers, accentuating the essence of investing in faculty leadership development to boost a culture of learning and advancement in educational institutions.

Originality/value: This study contributes to the existing literature on faculty leadership and Boyer's Model of Scholarship by highlighting the critical role faculty leadership plays in promoting a culture of learning and advancement in educational institutions. It also provides practical solutions for improving faculty leadership efficacy and overall educational outcomes.

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RESUMO

Objetivo: Este estudo tem como objetivo investigar a posição da liderança do corpo docente na promoção dos quatro componentes do Modelo Boyer de Bolsa de Estudos - descoberta, integração, aplicação e instrução - e seu impacto nos estabelecimentos de ensino.

Estrutura teórica: O estudo enfatiza a importância da liderança do corpo docente na promoção de uma cultura de aprendizado e avanço nas instituições educacionais.
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**Projeto/metodologia/abordagem:** Using a method of content analysis, a descriptive research approach is used to identify common themes and patterns related to the leadership of the faculty and the four components of the Boyer model.

**Conclusões:** The results reveal that the leadership of the faculty is fundamental for promoting the four components of the Boyer model and can positively influence the general effectiveness of educational institutions. The results also highlight the need for professional development programs and recognition of faculty leadership to improve educational results.

**Implicações sociais, práticas e de pesquisa:** The results of the study have implications for educational leaders and policymakers, emphasizing the importance of investing in faculty leadership development to promote a culture of learning and advancement in educational institutions.

**Originalidade/valor:** This study contributes to the existing literature on faculty leadership and the Boyer scholarship model by highlighting the fundamental role that faculty leadership plays in fostering a culture of learning and advancement in educational institutions. It also offers practical solutions to improve the effectiveness of faculty leadership and general educational results.

**Palavras-chave:** Faculty Leadership, Boyer Model, Educational Results, Higher Education, Professional Development.

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**INTRODUCTION**

**Background**

Leadership is not limited only to the people who have high position or rank in an organization. Leaders and managers exist at every level, from the smallest department and the lowest rank to the senior and higher ranked employees who take charge of global endeavors. In this context, each faculty member in an educational setting fulfills a leadership role in one way...
or another and may eventually become a formal leader, such as a department chair or dean. These roles, being no less important than formal ones, give faculty members the opportunity to influence the direction of their institution and positively impact the classroom setting and the lives of their students. By leveraging their knowledge to model the behavior they want to see in students, faculty members can create an environment that is conducive to learning and growth. Because of their daily contact with learners, faculty members are in the best position to guide decision-making in terms of the curriculum and classroom instruction and implement changes holistically and continuously.

Faculty members represent higher education's core human resources, working directly to advance the institution's teaching and research mission. While the faculty responsibility has shifted over the years, the importance of effective leadership for knowledge advancement, teaching innovation, and shift to campus guidelines and measures remains paramount. The speed of societal change also points to the relevancy of faculty leaders' development in guiding students to achieve a better level of learning. As stewards of decision-making and leadership, faculty members must develop their knowledge and ability to lead and inspire effectively. After all, leaders are not born but made.

Academic capitalism is one of the biggest hindrances adding to the challenges of the tenure system and faculty socialization process. Per this growing trend, faculty members achieve supplementary income from outside contracts and grants. Most institutions place a greater weight on publication when making promotion and tenure decisions. Consequently, new and existing members view participation in external activities as more rewarding than campus involvement. Meanwhile, the increase in the number of part-time and non-traditional appointments also has a negative impact on faculty leadership.

The majority of today's faculty members do not expect to undertake formal leadership roles. On the other hand, members in non-traditional roles find it problematic to become invested and convoluted in campus-specific issues and organizational leadership, and understandably. For the former, the lack of exposure to leadership activities during the pre-tenure years inhibits performance later. These faculty members do not form the habits or acquire the skills needed for effective leadership and classroom setting enhancement. After a prolonged period of working autonomously on their own terms, these members find it challenging to engage in typical activities required of grassroots leaders, such as managing groups of people, creating and communicating a vision, and expanding networks.
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Class setting comprehends the physical instructional facility and maintenance of discipline in the classroom for positive teaching outcomes. The classroom environment depends on internal and external influences like teaching methods, curriculum, learning atmosphere, teachers' actions and interaction with students, and support services used to further the teaching and learning process.

Faculty members' ability to manage student behavior and their classroom organization skills are critical to achieving positive educational outcomes. These members determine how subject matter and curriculum are planned, learning activities are conducted, information is structured and presented, and student interaction is encouraged. Non-supportive faculty attitude, non-stimulating classroom environment, disruptive student behavior, and lack of pedagogical skills hinder effective teaching and students' learning.

The faculty members' ability to plan, organize, communicate, and mentor, in combination with the skills and techniques they use to promote students' attentiveness and encourage active participation in classroom activities, dictates results. This demands dedication, professionalism, job commitment, the ability to take initiative, and a willingness to adjust to the student's intellectual and socio-cultural caliber. Faculty members who want to serve as inspirational leaders in a classroom must be committed to effective teaching, scholarship, and professional development.

Although educators widely acknowledge the importance of faculty knowledge and effective classroom organization, such skills are not taught thoroughly or in an actual classroom setting with adequate supervision. The absence of supervised professional development of faculty leaders thereby reduces the effectiveness of teachers and classroom efficiency.

A systematic approach to faculty preparation and ongoing professional development is imperative to improve the classroom and behavior management ability of teachers. In this context, faculty development programs play a central role in developing a broader understanding of effective teaching. They are a key mechanism for increasing institutional support and advancing faculty skills. These programs also promote faculty motivation and satisfaction, resulting in improved academic experience for teachers and students. This outlook aligns well with the “Boyer Model of Scholarship”.
Objective of the Study

- To investigate the position of faculty leadership in promoting the four components of Boyer's Model of Scholarship and its impact on educational establishments
- To ascertain increased collaboration, interdisciplinary research, and external engagement opportunities for faculty members using Boyer’s Model

LITRETURE REVIEW

The “Boyer Model of Scholarship”

Academic scholarship in higher education in late 1980s and early 1990s, was under critical observation (Newman, 1985; Boyer, 1990; Delve et al., 1990; Bok, 1990; Rice, 2002). The public believed it was unresponsive and lacked concern for the needs of local and international communities (Hyman et al., 2001; Morrison & Wagner, 2016). Faculty divisions, in particular, were viewed as outdated as the societal issues persisted despite the intellectual and technological resources available (Hyman et al., 2001).

In response to this criticism, faculty leaders and scholars began to explore ways to make teaching and scholarship more responsive to the needs of the communities (Fitzgerald et al., 2016). In 1990, Earnest Boyer asserted the need to enlarge the discussion of scholarship definitions to redefine faculty scholarship. He proposed that knowledge is acquired through research, synthesis, practice, and teaching. This led to the development of four scholarship domains: discovery, integration, application, and teaching (Boyer, 1990).

Scholarship of Discovery

The scholarship of discovery pertains to a scholar’s commitment to new knowledge development through sound research and inquiry methods. It sharpens their research skills, increases field engagement, and improves their reputation. In addition to expanding the horizons of the scholar, the discovery adds value to the intellectual climate of the institution. The enthusiasm and skills a scholar develop through discovery are passed on to the students (“Scholarship of Discovery | University of Phoenix Research Hub”, 2017).

Scholarship of Integration

This domain of grant and scholarship connects multiple disciplines by placing segregated details within a larger body of knowledge, which covers vast research areas and
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global initiatives. It gives meaning and context to the scholarship of discovery. It also helps present data in a revealing way, making it easier for scholars to interpret information and draw actionable insights. Under this scholarship domain, the academic faculty can work collaboratively to identify crucial trends, questions, and societal problems. As a result, members gain a deeper understanding of their discipline and of others, which helps determine the next direction for academic research (University of Phoenix Research Hub, 2017).

**Scholarship of Application**

Often discussed as the scholarship of engagement, rehearsal, or service, the scholarship of application involves using discipline, knowledge and research tools to upgrade processes and solve particular problems. It signifies the academic-practitioner intersection where knowledge is applied to improve society. The scholarship application aims to help scholars address issues by relating theory to practice, improve their credibility as field experts, and create a more robust academic and social community (University of Phoenix Research Hub, 2017).

**Scholarship of Teaching and Learning**

This scholarship dominion relates to the study of teaching models and techniques to improve learning through classroom research, general pedagogical development, and teaching material knowledge. It involves transferring information from the scholar to the learner to bridge the knowledge gap amongst the educator and the student and evaluating teaching models to achieve optimal learning. The scholarship of teaching and learning provides several benefits for students’ educational experience as well as the institution and faculty development. Consequently, a reciprocal value between faculty and students emerges to improve classroom interactions (University of Phoenix Research Hub, 2017).
The Application of Boyer Model for Faculty Leadership

Although teaching talent and skills remain primary in significance for all faculties, scholarship is probable of categorized members, and instructors are supposed to undergo professional development. Since Boyer's original work on the scholarship domains, scholars have invested significant time and effort into understanding and applying his concepts of sighting, integration, application, and teaching. These domains have been elaborated to include broadly context of the value of teaching and the role of faculty associates in engaging communities with academic research (Houdyshell, Sughrue, Carothers, & Aydin, 2022).

Boyer's Model acknowledges the depth and diversity of faculty's relationship to knowledge: members discover new information, apply it to solve a practical problem, integrate important details to grow their current understanding, and transmit the knowledge to students through teaching (University of Phoenix Research Hub, 2017). Each type of scholarship in the Boyer Model emphasizes a unique skill set and expertise that all faculty leaders must possess to lead effectively in the classroom setting. The Boyer Model offers a comprehensive approach to enhancing the classroom setting, providing faculty leaders with a well-rounded understanding of how to best manage their classrooms. It plays a weighty role in the
professional improvement of individual scholars and the enhancement of pedagogical practice (Boyd, 2013).

With a conscious engagement of being a scholar inspired by the Boyer Model, faculty leaders can examine their practice through investigation, replication, and appearance. From that, they can understand their practice as an explicit set of well-informed, deliberate actions. This process includes planning, evaluating, and modifying one's teaching before applying it to the exacting standards of imposts used in research (Doyle & Herteis, 2005).

Faculty will feel more comfortable in their role as they engage widely across disciplines in their capacity to teach students and fulfill the job description of a university-based academic by creating and disseminating new knowledge. They benefit from using well-collected data to inform decisions regarding a constructive change (Poole et al., 2007).

**Integrating the Scholarship of Discovery in a Classroom Setting Model**

The aim of integrating the scholarship of discovery in a classroom setting is to observe and research academic phenomena across disciplines to create new knowledge that contributes to teaching and learning in a classroom setting. This domain of scholarship will help expand the body of knowledge of the faculty leaders and allow them to apply novel approaches and methods from other disciplines (Boyer, 1990).

Generally, research is at the core of discovery. To achieve the scholarship of discovery, faculty must have extensive knowledge of the research process and ethics and be able to effectively communicate their findings. The research framework and questions they prepare must be ecologically valid within different disciplines, even if the research aims to invalidate or abolish an existing paradigm. Some discovery methods that faculty leaders can use include surveys, action research, experiments, participant observation, and case studies. After discovering new information and models, they could share discoveries through scholarly publications (Hofmeyer et al., 2007).

The evidence of the integration of the scholarship of discovery in a classroom setting can be in the form of the following:

- Inventive accomplishments like presentations, compositions, performances, and exhibitions
- Earning a patent for inventing a new teaching process or curriculum structure
- Internally or externally funded research projects
- Research report in peer-reviewed forums, either in print, online or in person
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- Working papers
- Book chapters and books
- Peer-reviewed journal articles
- Achieving a base for imminent research

Integrating the Scholarship of Integration in a Classroom Setting Model

The aim of presenting “scholarship of integration” in a classroom setting is to identify trends and see knowledge in new ways by synthesizing, assessing, and interpreting the use of knowledge in an interdisciplinary context (Boyer, 1990).

For effective integration, faculty leaders need to be able to synthesize information from multiple sources through interdisciplinary or interpretive activities or writing and create new knowledge that can be applied in the classroom site. This is only possible when they can think innovatively to integrate knowledge from different disciplines and form new perspectives on existing ideas and theories.

The integration process reveals connections and points of convergence between disciplines to support a deeper and broader understanding. Instead of presenting isolated facts together, it helps create a coherent whole that is resistant to scrutiny and criticism from other scholars. This process involves faculty leaders taking an interpretive approach to bring insight to bear on original research and presenting the overview of findings in a resource topic (Marks, 2000).

The evidence of the incorporation of the scholarship of integration in a classroom setting can be in the form of the following:
- Presentations of research in the classroom or at academic conferences
- Professional development workshops
- Collaborations in diverse disciplines to design and deliver a core curriculum
- Comprehensive literature reviews
- Meta-analysis (contrasting or combining the results of different studies for a deeper context)
- A textbook (or chapter) for use in multiple disciplines
- Non-academic publications that address discipline-related concerns
- Creating a mechanism for teachers to make new subject-specific language, do cross-disciplinary translations for teaching, and theorize and develop conceptual frameworks.
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**Integrating the Scholarship Application in a Classroom Setting Model**

The aim of integrating the “scholarship of application” in a classroom setting is to benefit faculty members, teachers, and society by implementing the research findings to address important and noteworthy problems on micro, meso, and macro levels (Boyer, 1990).

This process involves the application of theory in the academic field to real-world problems. For successful application of the information at their disposal, faculty leaders must be adept at applying their knowledge in a way that enhances the classroom setting and benefits their students. This can be done through carefully planned scholarly activities, which attempt to leverage one's content expertise for the betterment of the institution and society (Shapiro & Coleman, 2000). The application process seeks to add meaning to scholarly work so that it becomes helpful for society at large, comprising the local, national, and global communities (Boyer, 1990).

The evidence of the integration of the scholarship of application in a classroom setting can be in the form of the following:

- Faculty serving the students, institution, and community as a consultant.
- Faculty advising student to foster their professional growth.
- Faculty supporting or developing community activities in the academic or related field.
- Formal development and management of practical partnerships on the institution's behalf to connect students with the fields/careers of their choice.
- Development of study or student service centers
- Media contributions (magazines, radio, newspaper, etc.)

**Integrating the Scholarship of the Teaching and Learning in a Classroom Setting Model**

The aim of integrating the scholarship of the teaching and learning in a classroom setting is to improve student learning outcomes by utilizing the findings from research on education, instructional design, best pedagogy practices, and innovative classroom policies based on an analytical framework (Boyer, 1990).

Teaching is meant to convey knowledge and instill an appreciation for continuous learning in all students. This process aims to transform passive learners who only receive transferred information into active students who take responsibility for their learning progress and intellectual growth (Braz, et al., 2023). It centers on activities designed to improve student advising, develop and publish valuable teaching materials, and implement theoretical and
practical works to extend the teachers' knowledge base about an efficient pedagogical process (Alzghoul et al., 2023). For fruitful teaching, faculty leaders must possess the fundamental knowledge, abilities, characteristics, skills, and desire to educate the students and be role models for active learning (Fincher & Work, 2006).

The evidence of the integration of the scholarship of teaching and learning in a classroom setting can be in the form of the following:

- Innovative or substantively revised courses and curricula
- Pioneering teaching materials and tactics like video-based lectures
- Faculty mentoring graduate students as they conduct research.
- A new program-level assessment system
- Teachers provide and act on constructive feedback to improve teaching and learning outcomes.
- Publication of textbooks or teaching materials
- Initiatives funded by grants to support instructional activities.
- Educational research projects whose findings are presented in peer-reviewed publications or at professional conferences.

**Indicators of Scholarship Development Consistent with Boyer Model**

Commitment to excellence is fundamental for adopting the “Boyer Model of Scholarship”. Scholarship is a systematic process that involves observation, analysis, documentation, evaluation, and execution (Glassick, 2000). The Six Stages of Scholarship sought to define indicators of scholarship development with reference to the Boyer Model (Glassick et al., 1998). In light of the integration and incorporation of the “Boyer Model” in a classroom setting, the six stages are as follows:

1- **Clear Goals**: Faculty leaders must state the tenacity of the work evidently and define realistic goals that can be achieved within a certain period. They should also identify important questions that can help enhance the classroom setting (Fincher et al., 2000).

2- **Adequate Preparation**: In this stage, the faculty must demonstrate an understanding of the existing scholarship and their ability to enhance the classroom setting. Faculty leaders must be equipped with the necessary resources to ensure the project moves forward at a reasonable pace.
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3- Appropriate Methods: Faculty should demonstrate that the methods they plan to use are relevant to the goals outlined in the first stage. They should also be able to effectively apply them to the classroom setting and make modifications based on the changing circumstances.

4- Significant Results: This stage is characterized by the results achieved by faculty leaders and the extent to which their work contributed to the enhancement of the classroom setting. It also delves into the additional areas the research may have opened for future exploration.

5- Effective Presentation: In this stage, faculty leaders must present their findings suitably. Appropriate forums should be used to clearly communicate the results to the audience.

6- Reflective Critique: This stage involves the critical evaluation of the faculty's work. Members should bring adequate evidence to their critique and perform assessments to improve the quality of future work.

The Six Stages of Scholarship have broad applicability to scholarship in diverse disciplines. The importance of these "standards" is that a work of scholarship must go through these stages to be acknowledged and praised (Glassick, 2000).

DISCUSSION

This paper highlights the importance of using the “Boyer Model of Scholarship” to advance pedagogical invention and leadership in educational institutions. The “Boyer Model of Scholarship” provides a logical background for classroom training, which can help faculty members to develop their leadership abilities. The study argues that the application of this model can assist in improving the quality of learning environments and the overall efficiency of the institution.

The “Boyer Model of Scholarship” encompasses four divergent types of scholarship, containing the scholarship as mentioned “discovery, integration, application, and teaching”. The scholarship of discovery encompasses conducting research studies to produce knowledge and meaning that contributes to the field. The scholarship of integration involves connecting separate fields of study to disintegrate barriers and enhance intellectual capabilities. The scholarship of application involves solving practical challenges and improving the quality of professional practice. Lastly, the scholarship of teaching focuses on transmitting knowledge from one generation to the next.
The “Boyer Model of Scholarship” is advantageous for institutions because it endorses a student-centered learning approach that emphasizes incessant improvement. It also stimulates and inspires faculty affiliates to engage in research activities that can provide insights into best practices in teaching and learning. This model is momentous because it considers teaching as a significant form of scholarship that can influence the development of the students.

The study recognizes that some educational institutions have approved and adopted the “Boyer Model of Scholarship” and also have applied it to advance learning environments for their students. Though the study also notes the integration of this model with the leadership of teaching staff may not always be apparent. There needs to be a commitment from the faculty members to embrace the application of the “Boyer Model of Scholarship” to develop and improve their teaching abilities and leadership skills.

For institutions to ensure that faculty members are committed to the "Boyer Model of Scholarship," they must adopt realistic performance requirements. One such set of prerequisites is referred to as the "Six Stages of Scholarship," and it is designed to demonstrate an institution's commitment to advancing scholarly endeavors. Identifying difficulties, investigating the issue, analyzing the core problem, synthesizing the problem, evaluating the problem, and translating the problem into practice in universities are the six essential backgrounds included in the Six Stages of Scholarship.

Faculty members that are committed to the Six Stages of Scholarship, have demonstrated critical thinking skills, and have been trained in their fields of specialization are essential. Universities can rest assured that faculty members are dedicated to the "Boyer Model of Scholarship" and will work tirelessly to enhance the quality of classroom experiences when these rules are strictly enforced.

In determination, this paper emphasizes the significance of utilizing the “Boyer Model of Scholarship” to enhance pedagogical innovation and leadership in educational institutions. It delivers an analytical framework for classroom instruction, which can help faculty members to develop their leadership abilities. This model is essential because it considers teaching a vital form of scholarship that can impact the development of the students. Moreover, it encourages faculty members to engage in research activities that can provide insights into best practices in teaching and learning. However, the application of the “Boyer Model of Scholarship” must be embraced by faculty members to help enhance their teaching abilities and leadership skills. Establishing realistic performance requirements, such as the Six Stages of Scholarship, will help institutions demonstrate their commitment to promoting scholarship in their organizations.
In conclusion, implementing Boyer's Model of Scholarship will lead to increased collaboration, interdisciplinary research, and external engagement opportunities for faculty members. Moreover, faculty members who exhibit leadership behaviors in accordance with Boyer's Model of Scholarship will have a positive impact on their departmental and institutional effectiveness.

LIMITATION

One unique challenge when exploiting the "Boyer Model of Scholarship" is the probability of conflict and resistance from faculty members who might not be able to fully appreciate the welfare of executing an innovative pedagogical approach. Also, it has been found that implementing this model may require substantial resources, time, and effort to train faculty members and integrate the model into the curriculum. Another limitation is that the model may not be suitable for all educational institutions and may necessitate adaptation depending on the context and culture of the establishment.

FURTHER SCOPE OF THE RESEARCH

Since the study focused Theoretical Review of Developing Faculty Leadership to Enhance Classroom Setting Using the “Boyer Model of Scholarship” through intense literature review and various reports and studies will undoubtedly lead to increased collaboration, interdisciplinary research, and external engagement opportunities for faculty members. Due to time constraints and other academic tasks, the study leaves a further scope of the study for researchers where they could expand the study by primary data using a Likert scale questionnaire.

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