

# **Reconsidering Scholarship in Non-Traditional Universities: A Conceptual Scholarship Model for Hotel Schools**

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## Research topic given to Panel 3:

*A research and scholarly culture as a means of retaining top staff and as forming part of a network of learning organizations – Good practice on encouraging scholarly outputs and exchanges become a form of currency in helping build tourism and hospitality education capacity?*

**Total word count = 47 words**

## Criterion 14: cont'd

### *Essential*

- Continuing professional skills upgrading of staff
- Significant professional and/or industry leadership
- Collaboration with international and national TH&E enterprises and industry associations
- National or international awards to the institution or its staff (e.g., export awards, tourism awards, teaching awards)
- Scholarly activities being undertaken by staff and evidenced by the number of publications and research grants received

# Challenges faced by academics when conducting research and scholarship activities

- Teaching commitments;
- Administrative commitments;
- Fear of rejection and isolation
- Lack confidence / Self doubt
- Don't know how to take off mentality
- Lack support from Dean / Senior management
- Unsure about true definition and measurement of scholarship

# Perceptions about scholarship among traditional universities

*“scholarship of teaching and learning is dominated by a preoccupation with peer review and politics of publishing....If it gets past peers, it must be scholarship. If rejected, it wasn't scholarship” (Boshier, 2009, p. 4)*

# Perceptions about scholarship among traditional universities

- At The University of Queensland (G8 University in Australia), academic staff are awarded DEST points for publications in: textbooks; and journals (A\*, A, and B rated).
- The Department of Education, Employment and Workplace Relations (DEEWR, p. 7) Australia recognizes scholarship as peer reviewed publications of:
  - 1) books (authors / co-authors);
  - 2) book chapters;
  - 3) journal articles; and
  - 4) conference proceedings.

# The practical nature of scholarship in hospitality and tourism education

- Hospitality programs “*differ widely and lack the standardization that characterizes many traditional fields of study*” (Williams, 2005, p. 71).
- Hospitality educators and academics are also faced with challenges in ensuring industry relevance and currency in their teaching and curriculum design (Gursoy and Swanger, 2005).

# Boyer's Definition of Scholarship

Boyer's definition of scholarship was to  
*“ensure that all faculty work was valued to honor the broad spectrum of work done by the professoriate”* (Boyer, 1990, p. 16).



# Boyer's four scholarship types:

- 1) scholarship of discovery – this is often referred to as traditional research by academics and viewed as the “advancement of knowledge” (p. 17);
- 2) scholarship of integration – this involves putting facts together to come to a new understanding about “making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non specialists, too” p. 18);
- 3) scholarship of application – this is about applying knowledge to solve problems and inform others through the “new intellectual understandings from the very act of application” (p. 23); and
- 4) scholarship of teaching – this is about “transforming and extending knowledge acquired through research, synthesis, practice and teaching” (p. 24).

# Other Definitions of Scholarship

- multiple scholarships of teaching to consider different kinds of academic work as scholarship (Cross and Steadman, 1996).
- synoptic capacity to draw information together, represent a subject in ways that transcend the split between intellectual substance and teaching process, capacity for scholarly inquiry into how students “make meaning” out of what the teacher says and does (Rice, 1992).
- new knowledge through the practice of teaching as a reflection-in-action and needs to be critically reflective (Schon, 1995, p. 31).

-“whatever the scholarly emphasis, the approach deserves dignity and respect, insofar as it is performed with distinction. Excellence must be the only yardstick”.

- six key areas as crucial when performing scholarship:

- 1) *clear goals*
- 2) *adequate preparation to show an understanding of existing scholarship in the field*
- 3) *use appropriate methods to meet objectives*
- 4) *must achieve significant results and outcome*
- 5) *able to effectively present and communicate the findings*
- 6) *must reflectively critique his/her own work*

Glassick et al. (1997, p. 10)

# Combining traditional research and scholarship (Goh et al., 2013)

- based on Boyer's Scholarship Model;
- based on the practical nature of hospitality curriculum;
- based on both theoretical and practical aspects of content delivery in private hotel schools.

## Elements of Boyer's Scholarship Model

Discovery / Integration / Application / Teaching

### Research Publications

- Books (Author / Co-author)
- Chapters in books
- Journal articles
- Conference proceedings papers

### Scholarly Activities

- Fieldtrips
- Industry visits
- Career expos
- Attending academic / professional conferences
- Attending guest lectures
- Meetings between hotel schools and universities
- Non academic Publications (e.g. professional magazines)
- Peer Reviewer for textbooks / journal / conference

← Peer Reviewed

Traditional  
Universities

Private Hotel Schools  
(Higher Education)

→ Non Peer Reviewed

TAFE  
(Vocational)

# How can scholarship activities be recognized as scholarship? – Fieldtrips example

<b>Elements of Boyer's Scholarship</b>	<b>Fieldtrip example</b>
<b>Discovery scholarship</b>	Conduct literature review on fieldtrip topic before designing fieldtrip program.
<b>Integration scholarship</b>	Discuss new subject knowledge formally or informally with fellow peers to refine the fieldtrip topic. Alternatively, present post fieldtrip summaries to faculty staff and industry professionals in the form of an oral presentation or circulating handouts.
<b>Application scholarship</b>	Organize a Q and A session before, during and after the fieldtrip for students to apply, reflect, and discuss key concepts related to their practical experience.
<b>Teaching scholarship</b>	Include fieldtrip topics during lectures as a case study assessment.

# How can scholarship activities be recognized as scholarship?

Elements of Boyer's Scholarship	Industry Visits example
<b>Discovery scholarship</b>	Conduct extensive review of possible industry partners before embarking on industry visits
<b>Integration scholarship</b>	Share industry visit experience through oral communication or summary handouts to faculty members
<b>Application scholarship</b>	Reflect on the post industry visit to recommend strategies to improve or solve some of the faculty's problems
<b>Teaching scholarship</b>	Share industry visit experience with students to add value to their learning outcomes. This can be achieved by examples in their lecture content or a short discussion during tutorials

# Conclusion and Implications

- The role of scholarship of teaching and learning in higher education has received limited attention with stiff resistance from most institutions.
- The conceptual scholarship model offers a framework for hospitality educators and administrators to adopt as a necessary part of scholarship for private hotel schools in Australia.
- We propose that hospitality educators bring to their teaching activities the same critical, doubting and creative attitude which they adopt in their traditional research publications.



**Thank You**

