

Scholarship: Department of Management and Leadership

The Ohio State University defines scholarly achievement as the “significant original or imaginative accomplishment within the framework of the academic unit.... Scholarship may be considered the discovery of new technologies, methods, and materials, the integration of knowledge leading to new understanding, and the creation of new insights and interpretations. This work is peer-reviewed or systematically evaluated by others in some manner, and disseminated. In summary, it is a substantive contribution to one’s discipline and profession in some form.” Although this description of scholarly achievement would be in certainly in the context of tenured/tenure-track faculty, this department believes that scholarly work can be pursued in many non-tenured contexts.

Emery University has concluded that clinical scholarship, by way of example, might include the following activities:

- Developing new curricula
- Organizing and supervising special projects by students, teachers, or outside agencies
- Engaging in action research on program effectiveness or other projects on business, management, and/or leadership
- Preparing publications of articles, books, manuals, or other material related to business, management, and/or leadership
- Providing briefings to business leaders or policy makers
- Conceptualizing and implementing new educational programs
- Preparing conference or symposium presentations
- Organizing and supervising research

It also has concluded that evidence of clinical scholarship might include:

- Evidence of contributions to business education (program approval, recognition by local, state, national, or international educators, funding or other support)
- Oral or written reports on innovation, practice, and policy in business, management, and/or leadership
- Publications of articles, books, manuals, reports, or teaching materials
- Invitations to organize, chair, or participate in panels, symposia, or conferences
- Invited presentations
- Development of reports or other records on activities for business, management, and/or leadership

Embedded in these clinical scholarship activities and evidence, thereof, would examples of possibly all four of Boyer's classifications of the *Scholarship of Teaching, Discovery, Integration, and Application*. Although this department would generally admit that the *Scholarship of Integration and Application* may dominate its areas of scholarship activity, as the essential characteristic of this faculty would be described as a *practitioner* faculty, there will still be some areas of the *Scholarship of Teaching* in the design and delivery of online courses.

The strength of the Department of Management and Leadership faculty is, as related above, their experiential and practitioner nature and their ability to meld theory and practice into a practical, useful, and executable definition of active learning. The constituency of this department is working adults who are looking for real-life solutions to opportunities and problems in their workplaces and expect to find them in the courses they take. The adult learner comes to these classrooms not simply to pursue a degree but also to uncover lessons learned by a faculty who have the requisite and necessary academic background, and who have proven in the business world that they can do what they teach. The adult learner is generally looking for mentorship and advisement on real-life situations as much as he/she is looking for the theory behind the subject matter. The Department of Management and Leadership faculty understand the importance of both theory and practice simply because theory without application frustrates most adult learners, and application without theory makes it impossible for their students to understand what part(s) of the theory may be in error or whether the theory needs to be totally reevaluated. In both cases, learning is short changed and the adult learner loses. If this department might pose a definition of its philosophy of learning, it might steal the late Harvard pragmatist C.I. Lewis' definition of philosophy as *the mind's own study of itself in action*. This notion of a *conceptual pragmatism* would seem very applicable. It would be hard to find a better definition of the interplay of theory and practice in this department's classrooms.

The above paragraph would seem to frame, provide a mental model, suggest a paradigm for how and why scholarship activities are envisioned and pursued in this department. The other previous paragraphs would suggest some of the areas where this frame of reference would lead this faculty to certain scholarly activities with a very adult learner-centric focus. The portfolios of the various faculty members (scholarship required at only the clinical associate rank but nevertheless evidenced at other ranks) will generally attest to this mental model.