

Chiropractic Excellence in Education

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Bart Green and Celia Plattner Maguire

This session focused on what excellence looks like in education research and scholarship and practical ways programs can define, measure, and improve scholarship excellence over time.

Below are notes that expand upon the presentation slides.

Ernest Boyer's five domains of scholarship remain highly influential. However, many education scholars now use newer or expanded frameworks that address issues such as impact, community engagement, equity, knowledge mobilization, and interdisciplinary work.

Together they represent a shift from "What type of scholarship is this?" to "Who is involved, what impact does it have, and how does it improve learning and practice?"

Evolution of Frameworks on Scholarship

Era	Dominant Focus
Traditional research model (pre-Boyer)	Discovery of new knowledge
Boyer (1990s)	Multiple forms of scholarship
Glassick (1990s)	Quality and evaluation of scholarship
SoTL (2000s)	Teaching as scholarly inquiry
Engaged Scholarship (2000s–present)	Community partnership and co-creation
Knowledge Mobilization & RPPs (2010s–present)	Research use and implementation
Equity-Centered & Impact Frameworks (2020s–present)	Social impact, inclusion, and measurable change

Some of the most important additional frameworks include:

1. Glassick, Huber, and Maeroff's Assessment Framework

Rather than replacing Boyer, this framework operationalizes scholarship through six quality standards:

- Clear goals
- Adequate preparation

- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

Many institutions use Glassick's criteria to evaluate educational scholarship more consistently.

Glassick, C. E. (2000). Reconsidering Scholarship. *Journal of Public Health Management and Practice*, 6(1), 4–9. <http://www.jstor.org/stable/44968025>

Simon S, Fornari A, Townsend J. Reconsidering the Paradigm of Scholarship: A Broader View - Boyer and Glassick's Models

https://medicine.hofstra.edu/pdf/faculty/faculty_dev_edres_paradigmofscholarship.pdf

2. Engaged Scholarship Models

Since the late 1990s and continuing today, scholars have increasingly emphasized engaged scholarship, where knowledge is co-created with communities, practitioners, schools, policymakers, and stakeholders rather than produced solely within universities.

This approach extends Boyer by placing partnership, reciprocity, and societal impact at the center of scholarship.

https://www.academia.edu/48777316/Models_of_Engaged_Scholarship_An_Interdisciplinary_Discussion

<https://www.luc.edu/celts/engagedteachingscholarship/thescholarshipofengagement/>

Also see:

Dostilio, L. D. (Ed.). (2017). *The Community Engagement Professional in Higher Education*.

runing, S. D., McGrew, S., & Cooper, M. (2022). Community-engaged scholarship and reciprocal partnerships in higher education. *Journal of Higher Education Outreach and Engagement*.

Examples include:

- Community-Based Participatory Research (CBPR)
- Public scholarship
- Participatory action research
- Design-based implementation research

3. Knowledge Mobilization / Knowledge Exchange Frameworks

The central question shifts from "Was scholarship produced?" to "How was knowledge used and by whom?" These works frame scholarship around research use and societal impact rather than the production of knowledge alone.

Cooper, A. (2023). Knowledge mobilization in education: Connecting research, policy and practice. Educational Research for Policy and Practice.

Ward, V. (2021). Why, whose, what and how? A framework for knowledge mobilisers. Evidence & Policy.

Particularly popular in education research in Canada, the UK, and Australia, these frameworks focus on:

- Moving research into practice
- Research-practice partnerships
- Evidence-informed decision making
- Co-production of knowledge

4. Research-Practice Partnership (RPP) Models

A major development in education research over the last decade.

This model challenges the traditional researcher-to-practitioner pipeline and instead treats practitioners as knowledge producers.

RPPs view scholarship as:

- Long-term collaboration between researchers and practitioners
- Joint problem definition
- Continuous improvement
- Practical impact in schools and systems

Penuel, W. R., Farrell, C. C., Allen, A.-R., Toyama, Y., & Coburn, C. E. (2020). From designing research to designing research-practice partnerships. Educational Researcher, 49(3), 180-188.

Farrell, C. C., Penuel, W. R., Daniel, J., Steup, L., & Coburn, C. E. (2021). Research-practice partnerships in education: The state of the field. Educational Researcher, 50(7), 475-484.

5. Scholarship of Teaching and Learning (SoTL) and Educational Scholarship Frameworks

SoTL has evolved beyond Boyer's original conception.

Contemporary SoTL frameworks emphasize:

- Student partnership
- Evidence-based teaching
- Reflective inquiry
- Public dissemination
- Impact on learning

Rather than treating them as the same activity, some educational developers now distinguish:

- Excellent teaching
- Scholarly teaching
- SoTL research

A fantastic overview is this one (and it is not actually a long read, IMHO):

Prof Hannah Cobb. Introducing Scholarship: The long read

<https://documents.manchester.ac.uk/display.aspx?DocID=72418>

Felten, P., Abbot, S., Kirkwood, A., Long, A., Lubicz-Nawrocka, T., Mercer-Mapstone, L., & Verwoord, R. (2023). Reimagining student partnerships in the scholarship of teaching and learning. *Teaching & Learning Inquiry*.

Fanghanel, J., Pritchard, J., Potter, J., & Wisker, G. (2022). Defining and theorising higher education scholarship. *Studies in Higher Education*.

6. Equity-Centered Scholarship Models

A newer trend, especially since 2020, is evaluating scholarship through an equity lens. For example, recent work in educational and medical education scholarship argues for adding health equity, antiracism, inclusion, and social justice as explicit dimensions of scholarly evaluation rather than assuming they are secondary outcomes. While social justice may be new to education research and scholarship, it has been a central piece of public health since the beginning of that field.

<https://academic.oup.com/academicmedicine/article/99/5/487/8343997>

Bockrath, R., Osman, C., Trainor, J., Wang, H. C., Phatak, U. P., Richards, D. G., Keeley, M., & Chung, E. K. (2024). Education scholarship assessment reconsidered: Expansion of Glassick's criteria to incorporate health equity. *Academic Medicine*, 99(5), 487-492.

<https://doi.org/10.1097/ACM.0000000000005654>. This article explicitly argues that Boyer and Glassick remain foundational but are insufficient without an explicit equity dimension.

<https://academic.oup.com/academicmedicine/article/99/5/487/8343997>

7. Impact-Oriented Scholarship Frameworks

Recent frameworks increasingly organize scholarship around real-world impact rather than academic categories.

One recent example is the “Applied Scholarship Framework”, which reframes scholarly work into domains such as:

- Inquiry
- Translation
- Implementation
- Learning and improvement

with a focus on societal impact and evidence use.

Upshaw, V. M., Ahsan, K. Z., Sowah, D. N., Ramaswamy, R., & Tang, W. (2026). An applied scholarship framework for population health impact: Adapting the Boyer model for public health faculty. *Frontiers in Public Health*, 14. This proposes four domains (Inquiry, Translation, Implementation, Learning and Improvement) as an impact-oriented alternative to Boyer's categories. <https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2026.1860100/full>)

Comparison of Major Frameworks Commonly Discussed as Extensions or Alternatives to Boyer's Model in Higher Education and Education Research

Framework	Core Question	View of Knowledge	Key Outputs	Main Strength	Common Critique
Boyer's Scholarship Model (1990)	What forms can scholarship take?	Knowledge is created, integrated, applied, and taught.	Research publications, syntheses, applied work, teaching innovations.	Legitimated teaching and application as scholarly work.	Categories can be broad and difficult to assess consistently.
Glassick's Standards of Scholarship (1996)	What makes scholarship rigorous?	Scholarship is defined by quality standards rather than activity type.	Any scholarly product meeting six standards.	Provides evaluation criteria applicable across disciplines.	Focuses on assessment rather than societal impact.
Scholarship of Teaching and Learning (SoTL)	How can teaching and learning be systematically investigated?	Teaching becomes a site of inquiry and evidence generation.	Classroom research, pedagogical studies, curriculum innovations, student-learning evidence.	Directly links scholarship to student learning improvement.	Can be viewed as localized and less influential beyond education contexts.
Engaged Scholarship	How can universities work with communities to create knowledge?	Knowledge is co-created with external stakeholders.	Community partnerships, collaborative research, public-facing outputs.	Emphasizes social relevance and reciprocal partnerships.	Impact can be difficult to measure using traditional academic metrics.

Framework	Core Question	View of Knowledge	Key Outputs	Main Strength	Common Critique
Research-Practice Partnerships (RPPs)	How can researchers and practitioners solve problems together?	Knowledge emerges through long-term collaboration between researchers and practitioners.	Improvement cycles, policy recommendations, actionable findings, implementation tools.	Strong bridge between research and educational practice.	Time-intensive and dependent on sustained relationships.
Knowledge Mobilization / Knowledge Exchange	How can research be used effectively?	Value lies not only in producing knowledge but in moving it into practice.	Policy briefs, practitioner resources, implementation strategies, dissemination networks.	Focuses on research uptake and real-world influence.	Risks privileging utility over theory development.
Equity-Centered Scholarship	Who benefits from scholarship, and who may be excluded?	Knowledge production should explicitly address equity, inclusion, and justice.	Equity-focused research, inclusive design, antiracist scholarship, impact assessments.	Makes social justice and inclusion explicit evaluation criteria.	Assessment standards are still evolving.
Impact-Oriented / Applied Scholarship Frameworks	What measurable difference does scholarship make?	Scholarship includes inquiry, translation, implementation, and continuous improvement.	Evidence of implementation, community impact, organizational change, practice improvement.	Better aligns research with societal outcomes.	Impact may take years to emerge and can be difficult to attribute.