



**JUSTICE
INSTITUTE**
of BRITISH COLUMBIA

SCHOLARSHIP AT JUSTICE INSTITUTE OF BRITISH COLUMBIA

December 1, 2012

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Justice Institute of British Columbia
Office of Applied Research & Graduate Studies

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DEFINING SCHOLARSHIP

The Office of Applied Research & Graduate Studies leads and supports applied research activities at the Justice Institute of British Columbia (JIBC). As a pan-institute resource, the Office (OARGS), through the Centre for Applied Research (CAR), provides administration, infrastructure, research support, and research operations. The conceptions of scholarship in this document form the goal and spirit with which the CAR fulfills its roles and functions.

Research involves the development and dissemination of new knowledge (Denzin & Lincoln, 2003). Knowledge – understood as the creation and circulation of meaning – is the foundation of culture (Hall, 1997), both broadly and within a community of practice. In this sense, the Office of Applied Research & Graduate Studies facilitates the advancement and evolution of justice and public safety disciplines.

The practice of scholarship distinguishes the efforts of formal educational institutions from workplace training and every-day learning. Traditional definitions focus scholarship as a hierarchical ranking of the faculty functions of research, service, and teaching. Boyer (2004), seeking to expand and re-balance these roles, poses scholarship as a series of functions that reframes research as discovery, affirms and strengthens the role of teaching, enriches and focuses service and application as contribution to one's discipline and engagement with the broader community, and offers the concept of integration as a holistic, interdisciplinary mindset that fosters breadth as well as depth of understanding. Such a view of scholarship is expansive, integrative, and reflective of the rich roles that institutions such as the JIBC take in promoting, advancing, and seeding the disciplines and communities they serve.

Scholarship forms the foundation of practice, training, and education. Thus, the Office of Applied Research & Graduate Studies takes the concept of scholarship as the central theme of its efforts. Specifically, the work of the OARGS emerges from five functions: discovery, application, teaching, service, and integration. Scholarship fosters the development of new knowledge and new insights, influences field practice, informs policy, shapes and enriches curriculum, enhances pedagogical practices, and challenges the individual to become a full participant in her or his discipline and community.

This document provides an overview of scholarship and places it within the context of the JIBC. The pillars of scholarship are defined, and examples of scholarship in each pillar are provided. This broad view of scholarship is intentional, and provides a framework for discussion of scholarship at the Justice Institute of British Columbia.

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ROLE OF SCHOLARSHIP WITHIN THE JIBC

This view of scholarship situates the OARGS as an active partner and facilitative force in its relationships with the Justice Institute of British Columbia (JIBC) services, schools, students, and the communities they work in and with. By fostering a culture and practice of scholarship, the Office of Applied Research & Graduate Studies will meet its local goals, support JIBC Schools and Divisions, and contribute to the JIBC's Academic Plan and Strategic vision and mission. Activities that support and foster scholarship link the OARGS with the JIBC's faculty and staff, operational Divisions and Schools, along with specific institutional groups and partners. The OARGS interacts and participates in pan-institute and divisional level committees and working groups to embed and operationalize scholarship activities in the everyday work of the Institute.

PILLARS OF SCHOLARSHIP

The JIBC operationalizes scholarship through the pillars of discovery, application, teaching, service, and integration. This document articulates and explores each pillar by considering how the creation and circulation of knowledge and meaning weave through conceptions of what knowledge is, how it informs field practice and policy, how field practitioners bring new knowledge into practice, what impact new knowledge has on curriculum, how it is best learned and taught, and what implications that knowledge has for the individual practitioner.

Pillars of Scholarship

Discovery

Application

Integration

Teaching

Service



SCHOLARSHIP OF DISCOVERY

The scholarship of discovery is the foundation of professional and educational practice. The JIBC uniquely assumes the viewpoint of the first responder in seeking practical solutions to real world problems. Through research and knowledge creation, the scholarship of discovery at the JIBC promotes social change and social justice. Within the context of the JIBC, the scholarship of discovery forefronts efforts to define, describe, and advance the disciplines and practices of justice and public safety.

The scholarship of discovery includes:

- Embedding the concept and practice of scholarship in Strategic Planning, operational activities, and everyday practice
- Identification, evaluation, and inclusion of current trends, best practice, and emerging trends in justice and public safety
- Exploration of social, justice, and public safety issues and problems that require action from the community, discipline, and/or government (i.e., position statements, policy briefs, policy and procedural updates, facilitating stakeholder processes)
- Fostering student-based research, learner-created content, and other processes of inquiry as core pedagogic approaches

Evidence of the scholarship of discovery is shown through:

- Development and implementation of research goals, funding opportunities, and research proposals at the institute, division, and individual faculty member level
- Embedding language & concepts of scholarship into strategic planning, faculty/staff orientation, funding asks, initiatives and project documents
- Participation of faculty, staff, and students in the dissemination of research through publication, presentation, and participation in professional activities
- Inclusion of student-led research projects and learning activities, along with the participation of students in institutional research



SCHOLARSHIP OF APPLICATION

The scholarship of application involves the use of knowledge to solve problems for the public good (Bull, 1998). It focuses on education and service where the scholar moves towards engagement and integration of theory, as knowledge is responsibly applied to consequential problems and situations (Boyer, 1990). Hall (2001), states that the scholarship of application allows for dynamic creativity, the formulation of new public policies, allows theory and practice to renew and re-invigorate each other and allows the “academic world to climb down from its ivory tower.” The scholarship of application encourages faculty to work collaboratively with their professional colleagues to connect research in the areas of community and public safety with practice in the field environment. Applied research through the JIBC brings faculty and practice partners together to cooperatively deliver and apply research findings to practitioners. The scholarship of application fosters timely adaptation and adoption of community and public safety research as part of encouraging and support evidence informed practice.

The scholarship of application includes:

- Research that brings together practitioners, faculty, and researchers in collaboration to explore “real world” problems
- Creation of reflexive and reciprocal relationships connecting community and public safety research and theory to the practice environment

- Development, evaluation, and commercialization of processes and products that improve field practice
- Establishment of processes, opportunities, and spaces for dissemination of student and faculty research

Evidence of the scholarship of application is shown through:

- Research that contributes to the operational and academic literature within justice and public safety
- Changes in field practice through dissemination of research findings in professional publications, operational guidelines, and practitioner activities
- Commercialization of justice and public safety and/or educational products, such as software, equipment, processes, and procedures
- Creation and maintenance of online journals, repositories, and web archives for the dissemination of student/faculty/staff/division projects



SCHOLARSHIP OF INTEGRATION

The scholarship of integration sets disciplinary work and the development of new knowledge in larger contexts. It advances justice and public safety practices through examination of existing knowledge within specific communities of practice and across disciplinary structures for the express purpose of creating new and unique synthesized views. The diversity of these disciplines/professions combined with an ongoing commitment to provide services to keep communities safe requires integration of knowledge across multiple, overlapping fields and contexts.

The scholarship of integration includes:

- Research that is inspired by practical, real world problems, speaks to consequential issues, and provides meaningful and useful solutions and insights
- Situating research, teaching, learning, and service within relevant communities of practice and the larger cultures that they serve
- Creation of interdisciplinary approaches to collaboration, communication and interpretation within research, education, and field practice
- Translation and integration of research into practice, policy, and education within both local and broader professional domains

The scholarship of integration is evident through:

- Interdisciplinary and inter-professional initiatives that bring together students from diverse disciplines (e.g. combined service simulation days, technology-enhanced emergency management exercises) for research, learning, and operational activities
- Uptake of research findings into operational settings, disciplinary knowledge, and general practice
- Research that is broadly disseminated within its “host” discipline and across professional boundaries



SCHOLARSHIP OF TEACHING

The scholarship of teaching is informed by and influences professional practice. The JIBC's applied learning model emphasizes comprehensive, integrative, experiential learning that fosters lifelong learning and the pursuit of expertise. Simulation and other practice-based learning activities do more than bridge theory and practice – these immersive learning environments provide transformative spaces where learners, faculty, and field practitioners interact to explore and enrich their communities of practice.

The scholarship of teaching includes:

- Research that explores and contributes to the design, development, and implementation of effective, innovative, and transformative learning environments
- Educational research that develops, extends, or evaluates the development of curriculum, implementation and evaluation of teaching and learning technologies, or program/outcomes evaluation
- Exploration of how theory and practice constitute, inform, and co-create effective communities of practice
- Processes of teaching and learning that inform the broader community through contributions to academic, professional, and operational literature and practice

The scholarship of teaching in the context of the JIBC is evident through:

- Curriculum that reflects and challenges field practice, while situating the study of the discipline within broader professional, social, and cultural considerations
- Applied, innovative, transformative learning that focuses on the application and integration of theory with practice
- Research that explores the JIBC's unique setting, pedagogy, and application to practice, including simulation, immersive learning environments, technology-supported learning, etc.
- Learning, assessment, and evaluation practices that require research methodology, incorporate best/current practice in education, and extend past the curriculum to assess changes in field practice
- Timely updates to curriculum structures, content, resources, and evaluation



SCHOLARSHIP OF SERVICE

The scholarship of service is a key pillar of professional practice in justice and public safety. Through the scholarship of service professionals extend their knowledge and expertise in the service of society beyond traditional settings. Service requires meaningful contribution to one's workplace, social, and cultural fabric. Faculty members and students at the JIBC generously give of their time and expertise by working on community boards, serving on professional bodies in discipline-specific, post-secondary, and community settings.

The scholarship of service includes:

- Application of knowledge to meaningful and consequential problems that affect the broader culture as well as the specific discipline
- Contributing to operational, professional, and educational initiatives and activities within the community of practice
- Fostering personal contribution and lifelong learning as key elements of professional practice
- Participation in disciplinary and interdisciplinary research outside the JIBC.

The scholarship of service is evident through:

- Participation in service-oriented pursuits within professional and community settings regionally, provincially, nationally, and internationally
- Serving as consultants and experts in multidisciplinary committees, initiatives, and projects
- The progression of learners through roles as practitioners, preceptors, coaches, faculty, and contributors to their disciplines
- Inclusion of service oriented activities within teaching, learning, and professional activities

SUMMARY

The JIBC, through the Applied Research Committee, endorses a broad definition of scholarship that is supported through the Office of Applied Research & Graduate Studies. This vision was first articulated at JIBC Applied Research Day 2012 and disseminated by Applied Research Committee members to each of the JIBC Schools. While the authors acknowledge the JIBC is already actively engaged in scholarship at many levels (and examples are provided), the purpose of this document was to provide a context for the promotion of scholarly activity, widely defined, within the JIBC.



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