



RESEARCH NEWS

Comments, submissions
and event listings to:
stefaniu@ms.umanitoba.ca
Phone: (204) 474-9020
Fax: (204) 261-3475

Conference looks at university teaching and research

By Frank Nolan, Research Promotion Officer

For most of the last century, university faculty members were seen as having two distinct roles: teaching and research. They were hired to teach undergraduate and graduate students, and they were also expected to conduct original research in their fields of expertise.

Over the years, teaching sometimes took a back seat as research became very highly-valued by institutions and played a major part in a faculty member's career development, including tenure decisions and promotion. Today, research is what distinguishes universities from other postsecondary institutions such as liberal arts colleges, community colleges, and technical colleges.

In recent years, however, as national competitiveness has become more dependent on knowledge and knowledge industries, a new model of faculty work has emerged that recognizes the importance of teaching and the diverse and complex roles that university professors must play in the 21st century.

This new model is the focus of a major conference being held at the University of Manitoba on April 4th and 5th. The *Scholarship of Teaching and Learning in Higher Education* conference includes presentations by internationally-recognized scholars from Canada, the United States, Israel, Germany and the U.K.

"This conference is really exploring the idea of knowledge, both in terms of knowledge production by researchers and knowledge dissemination in universities," said conference coordinator Ray Perry, psychology, director of research at the Centre for Higher Education Research and Development.

"Knowledge industries in most

countries reside within universities, and to be competitive internationally, more attention has to be given to higher education. If the product of higher education is knowledge, and a nation's competitiveness depends on knowledge, then university faculty members are the most vital resources in that industry."

The movement away from viewing faculty roles as a dichotomy between teaching and research, began, Perry said, with a report commissioned in 1985 by the Carnegie Foundation. *Scholarship Reconsidered*, written by Ernest Boyer and Eugene Rice, has become a revolutionary platform that is changing the way we look at higher education.

Eugene Rice, now senior scholar at the Association of American Colleges and Universities, will start the conference with a public lecture on April 3 titled, *From Athens to Berlin to L.A.: Faculty Scholarship in a Changing Academy*. His presentation, part of the Knight Distinguished Lecturer program, begins at 8 pm in room 343 Drake Centre.

"Boyer and Rice threw out the distinction between teaching and research, and put forward a new model based on the notion of scholarship," Perry said. "They divided scholarship into four categories: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching and learning."

In this model, the first three categories incorporate what was traditionally seen as research. The scholarship of discovery is analogous to basic research, while the scholarship of application is what was previously called applied research. The third category, the scholarship of

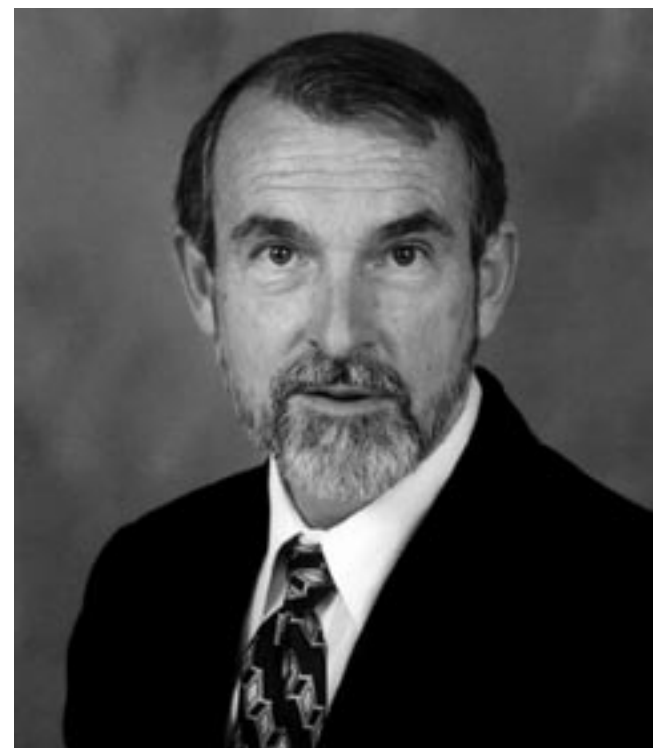
integration, includes activities like literature reviews.

"In the past, some researchers would disparage any kind of review of the literature, because it was a secondary analysis, and you weren't in your wet laboratory," Perry said. "In this framework, it gets a more substantive valuing, making this kind of activity just as important as other forms of research."

The fourth category, the scholarship of teaching and learning, elevates the teaching role of university faculty members to the same level as research activities. Under this model, teaching excellence would be valued and rewarded as much as research excellence, something, Perry said, that doesn't always happen today.

"We can't continue to think about university teaching as simply going into a classroom, opening up the same old lecture notes, and delivering a monologue to 100 students," he said.

"You have to constantly ask questions about learning and motivation, and it requires a much more sophisticated, committed pursuit of that component of



Conference coordinator Ray Perry, psychology, is director of research at the Centre for Higher Education Research and Development.

scholarship. The problem, of course, is that it demands more time and energy, so unless the institution is willing to recognize all four domains as unique ways in which a person can be excellent, it won't be embraced totally."

For more information about the *Scholarship of Teaching and Learning in Higher Education* conference, please visit the conference Web site at: www.umanitoba.ca/faculties/arts/psychology/teaching_learning_conference

Researcher recognized by oncology association

By Frank Nolan, Research Promotion Officer

University of Manitoba nursing professor Lesley Degner has been named as the Oncology Nursing Society's 2006 Distinguished Researcher in recognition of her outstanding contributions to the science and practice of oncology nursing.

"The recognition of my research contributions by my American colleagues means a great deal to me," Degner said. "I hope that the profile afforded by this award will stimulate clinicians and researchers to further consider the roles that people with cancer want to assume in making decisions about various aspects of their care and treatment."

"Being named as the Oncology Nursing Society's 2006 Distinguished Researcher is a great honour for Dr. Degner, and a very well-deserved one," said Joanne Keselman, vice-president (research) at the University of Manitoba. "She has dedicated her career to advancing

the field of oncology nursing, and we are delighted that such an outstanding researcher and educator is a member of our university community."

Degner is an internationally recognized scholar and a leading researcher in the area of patient involvement in medical decision making. She was instrumental in establishing the Cancer Nursing Research Group at the St. Boniface General Hospital Research Centre, and she initiated the development of a joint PhD program in cancer control that brings together the Faculties of Nursing and Medicine to provide doctoral training in oncology nursing. During her career at the University of Manitoba, Degner has supervised more than 50 graduate and post graduate students.

In addition to this most recent honour, Degner's research and scholarly achievements have earned her numerous awards, including: The Rockefeller

Foundation Scholar-in-Residence Award in Bellagio, Italy; The Canadian Association of Nurses in Oncology Award for Excellence in Research; a Canadian Health Services Research Foundation/Canadian Institutes of Health Research Chair in Nursing Research; and the 2005 Dr. John M. Bowman Memorial Winnipeg Rh Institute Foundation Award.

Degner received her bachelor of nursing degree from the University of Manitoba in 1969. She completed her master's degree at the University of Washington in 1972, and received her doctoral degree from the University of Michigan in 1985. She joined the University of Manitoba as a faculty member in 1973.

Headquartered in Pittsburgh, Pennsylvania, the Oncology Nursing Society (ONS) is the largest professional oncology association in the world. It includes more than 33,000 oncology



Lesley Degner, Faculty of Nursing.

nurses and other healthcare professionals dedicated to excellence in patient care, education, research and administration in oncology nursing.

Bringing Research TO LIFE

Research News is published by
the Office of the
Vice-President (Research)
www.umanitoba.ca/research