

Perspectives on the scholarship of teaching

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Educators were catapulted forward in their thinking about scholarship in 1990 when Boyer¹ proposed a broader definition. Research, the discovery of new knowledge, is the traditionally recognised form of scholarship. Boyer conceptualised research as representing only a single form and identified the areas of application, integration and teaching also as scholarship. Any type of scholarship advances or transforms knowledge in a discipline through the application of the scholar's intellect in an informed, disciplined and creative manner. Scholarship is demonstrated by a peer-reviewed, publicly disseminated product. Fifteen years on, we propose that teaching itself is not scholarship, but teaching can include the scholarship of application, integration and research.

The scholarship of teaching builds on the process of scholarly teaching

Boyer's visionary contributions have resulted in the recognition of excellent teaching and acceptance of a broader definition of scholarship in many medical schools. However, he did not define the difference between excellent teaching and the scholarship of teaching or the relationship of the scholarship of teaching to other forms of scholarship. Boyer envisioned the scholarship of teaching as a unique form of scholarship, distinct from the scholarship of discovery, integration or applica-

tion. Subsequent authors have attempted to clarify what the scholarship of teaching means.²⁻⁵ As the definition of scholarship of teaching has become more refined, distinctions along the continuum of teaching, scholarly teaching and scholarship of teaching have emerged.

The common elements of all forms of scholarship are peer review and public dissemination

Teaching is the design and implementation of activities to promote learning.⁶ It includes direct teaching in classroom or clinical settings, as well as course design, development of instructional materials, interaction with students, and formative and summative assessment. The product of teaching is reflected in student learning. Teaching is the beginning of a continuum that leads to scholarly teaching and potentially to scholarship related to teaching and students' learning. All teachers should strive to become excellent teachers, but even then they may not be scholarly teachers.

Recognising and rewarding excellent teaching and scholarship of teaching are essential if institutions are to fulfil their education mission optimally

Scholarly teaching is an extension of teaching and links teaching with learning.⁷ Scholarly teachers consult the relevant educational literature in addition to the content literature, apply an intervention designed to enhance learning, observe the outcomes, analyse the results, obtain peer review, and use

the results to improve their teaching. The product of scholarly teaching is also reflected in student learning. Even excellent teaching may not be scholarly and scholarly teaching may not be excellent.

Scholarship of teaching has the potential for advancing the field, not just individual students' learning

The scholarship of teaching builds on the process of scholarly teaching.⁴ It is demonstrated by a tangible or electronic product, presented in a form that can be reviewed by peers for quality, and publicly disseminated for others to learn from and build upon. Scholarship of teaching extends beyond the classroom and students' learning. The peer-reviewed and public product has the potential for advancing the field, not just individual students' learning.

Scholarship related to teaching and learning could involve one or more of Boyer's forms of scholarship (Fig. 1). We propose that scholarship of teaching is not a fourth, distinct form of scholarship, but, rather, may involve discovery, integration or application.

Scholarship of discovery, traditional research, results in the creation of new knowledge. The development of a new system for evaluating students and the assessment of its validity and reliability is an example of educational research that discovers new knowledge.

Scholarship of integration makes connections within and across disciplines, placing the discipline in a

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doi: 10.1111/j.1365-2929.2006.02404.x

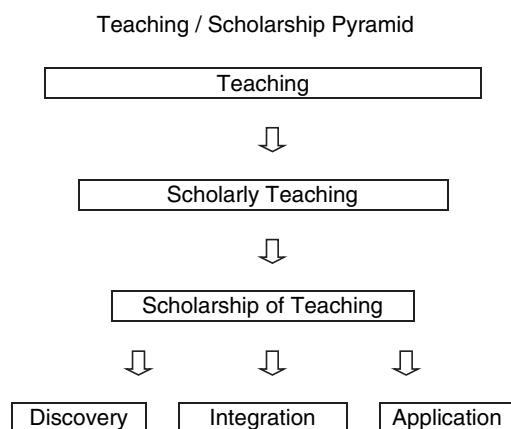


Figure 1 The pyramid of teaching and scholarship.

larger context. For example, it can require working across disciplines to create an interdisciplinary faculty development system to increase the reliability of student evaluations. Peer review and public dissemination of a product that documents the system and outcomes would illustrate scholarship of integration.

Application is the translation of knowledge to solve problems and answer questions such as: how efficacious is an intervention? Or, how effective are standardised patients for teaching students how to deliver bad news?

Teaching and scholarly teaching are activities that foster learning, but they are not scholarship. The products that are related to the preparation, delivery and assessment of teaching and learning may illustrate scholarship of teaching if they are peer-reviewed and publicly disseminated. Products related to other forms of educational contribution, such as educational administration or assessment, may also illustrate scholarship of teaching. The products may be publications, but they may also be syllabi, assessment tools, teaching cases, web-based instructional materials, or the results of administrative activities, such as curricular change. The common elements of all forms of

scholarship are peer review and public dissemination. Venues for making public enduring educational products include MedEd-PORTAL, HEAL and MERLOT. When these criteria are met, scholarship has been performed and should be valued in the academic reward system in the same way that scholarship of discovery has traditionally been rewarded.

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Institutional reward systems, including promotion and tenure, reward activities the institution values. Recognising and rewarding faculty staff for teaching and scholarly teaching provides evidence that an institution values quality teaching and students' learning. Faculty staff are likely to work harder to foster learning more effectively if their efforts are valued by their institution's reward system. Engaging in scholarship related to teaching has the potential for even greater impact on education because the scholarship may help move the field forward, not just promote learning. Therefore, scholarship of teaching should be valued and rewarded in the same way scholar-

ship related to clinical care, basic science or epidemiology is valued and rewarded.

Some schools have adapted their promotion and tenure guidelines to recognise and reward the scholarship of teaching. Many schools also value and reward excellent teaching. Faculty should be sure to document their teaching activities and evidence of quality and impact on learners. Those who engage in scholarship related to teaching should document their work by tangible or electronic products that are reviewed by peers and publicly disseminated. Faculty at schools that do not yet reward the scholarship of teaching should work with the appropriate committees and administrators to help broaden the promotion and tenure guidelines to include the scholarship of teaching as a legitimate form of scholarship. Recognising and rewarding excellent teaching and scholarship of teaching are essential if institutions are to fulfil their education mission optimally.

ACKNOWLEDGEMENTS

We would like to acknowledge Georges Bordage MD and Janet P Hafler EdD for constructive comments on an earlier draft of this paper.

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