



**Leadership on the Educational Frontier: Roadmaps and Detours in the Scholarship of Teaching and Learning. Perspectives from a Carnegie Scholar. April 18, 2008**

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please turn all cell phones to silent or vibrate. Thank You!*

Leadership on the Educational Frontier:  
Roadmaps and Detours in the Scholarship  
of Teaching and Learning – Perspectives  
from a Carnegie Scholar

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## Objectives

- 1) Describe the evolution of the Carnegie Academy for the Scholarship of Teaching and Learning of the Carnegie Foundation for the Advancement of Teaching
- 2) Discuss how faculty can be empowered to pursue a scholarship of teaching and learning in both the classroom and experiential settings
- 3) State where additional sources of information may be found

## The Carnegie Foundation for the Advancement of Teaching

- Was founded by Andrew Carnegie in 1905 and chartered in 1906 by an Act of Congress
- Is an independent policy and research center whose charge is “to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education.”
- Is a major national and international center for research and policy studies about teaching
- Its mission is to address the hardest problems faced in teaching whether K-12 or higher education

## Carnegie Mission, cont.

- How to succeed in the classroom
- How to best achieve lasting student learning
- How to assess the impact of teaching on students
- Scholarship of Teaching and Learning – a major theme

[www.carnegiefoundation.org](http://www.carnegiefoundation.org)

## “Scholarship Reconsidered , Priorities of the Professoriate”

- 1990 Carnegie Publication by Ernest Boyer
- Broader definition of scholarship, beyond discovery to also include
  - integration
  - application
  - teaching

## "Scholarship of Teaching"

- Oxymoron or Bull's-Eye?
- Ten years later, the debate continues
- Closer to being on target

Draugalis, 1998

## "Scholarship Assessed, Evaluation of the Professoriate"

- 1997 Carnegie publication by Glassick, Huber, and Maeroff
- Regardless of field, standards and guidelines, or category of scholarship, commonalities discerned in the process of the scholarship
- Common sequence of unfolding stages

## Standards to Judge Scholarship

- 1) Clear goals
- 2) Adequate preparation
- 3) Appropriate methods
- 4) Significant results
- 5) Effective presentation
- 6) Reflective critique

## Demonstration of Standards

- Presentation and publication based on six standards
- Ten year retrospective provided evidence of meeting standards
- Examples of how to provide evidence of change, improvement, or consistency of efforts

Draugalis, 1999

## Course Revision Example

- Methodology in Pharmacy Research/Drug Literature Evaluation course in PharmD curriculum
- Major course revision using a Continuous Quality Improvement (CQI) process
- Three goals (increase integration; enable students to become self-learners; and decrease lecture time)
- Results reported in Draugalis and Slack, 1999

## *Academic Medicine* 2000;75:871-876.

- Special Theme Issue: Expanding the View of Scholarship
- “Scholarship in Teaching: An Imperative for the 21<sup>st</sup> Century” by Fincher, Simpson, Mennin, et al.
  - Table 1 - Application of Glassick et al.’s six criteria to evaluate scholarship in discovery (traditional research) and teaching
  - Table 2 - Criteria for scholarship, and the associated questions that must be answered about each of the four common roles of educators to provide evidence of scholarship
  - List 1 – Four “frames” illustrating key infrastructure features: structural, human resources, political, symbolic

## Similarities and Differences

- Effective Teaching
- Scholarly Teaching
- Scholarship of Teaching and Learning

Hutchings and Shulman, 1999

## Is Scholarship Getting a Bad Name?

- Inappropriate designations of scholarship
  - Merely keeping up with the field
  - Developing a clinical practice
  - Meritorious social or civic activities
  - Teaching, if it simply transmits information
  - Heavy teaching loads
  - Literature or drug reviews that are not peer-reviewed
  - Abstracts in lieu of full papers
  - Photocopy handouts of others' work
  - Presentations to non-peer audiences
  - Outstanding administrative accomplishments and job dedication
  - Just plain hard work

Lindstrom, 1996

## Good Practice Principles for Encouraging Multiple Forms of Scholarship

- 1) Prepare faculty in graduate school for the variety of roles and types of scholarship in which they will engage
- 2) Socialize new faculty to the broader institutional definition of scholarship
- 3) Present clear expectations for scholarship in P and T guidelines
- 4) Do not expect or reward the “overloaded plate.”
- 5) Assess the impact of scholarship on multiple beneficiaries and partners

## Good Practice Principles for Encouraging Multiple Forms of Scholarship, cont.

- 6) Provide useful feedback to faculty during evaluation
- 7) Support pioneers with resources – structural and financial, training and development, political, and symbolic
- 8) Encourage scholarly contributions that build on strengths
- 9) Define and emphasize scholarship in the context of institutional mission
- 10) Resist increasing research expectations (*as the sole means*) to enhance institutional prestige (*without regard to mission*)

O'Meara and Rice, 2005

## Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)

- Multi-year project, launched in 1998, jointly funded by The Carnegie Foundation for the Advancement of Teaching and The Pew Charitable Trusts
- Three components- Carnegie Scholars/ Fellows, Teaching Academy Campus Program, and partnering with selected scholarly and professional societies

[www.carnegiefoundation.org](http://www.carnegiefoundation.org)

## 2004 Survey of CASTL Scholars

- All 5 cohorts surveyed with 114/137 (83%) responding
- Explored experiences, motivations, dilemmas, and satisfactions as individuals
- Explored departmental, institutional, and disciplinary contexts – potential changes, and Impact of work

Huber and Hutchings, 2005

## The Advancement of Learning

- 2005 Carnegie Foundation book on the scholarship of teaching and learning in higher education
- Provides a sense of history, definitions, examples, methods, communities, obstacles, campus developments, epistemological issues, and support

## How might I do Scholarship of Teaching and Learning?

- Reports on particular classes/rotations
- Reflections on personal teaching experience informed by others
- Comparisons over time, students, and courses
- Formal research
- Summaries and analysis of prior studies

Nelson, 2003

## Scholarly Work on Teaching and Learning

- Wisdom-of-Practice Scholarship – The Lens of Experience
  - Personal accounts of change
  - Recommended-practices reports
  - Recommended-content reports
  - Personal narratives

Weimer, 2006

## Scholarly Work on Teaching and Learning, cont.

- Research Scholarship – The Lens of Objectivity
  - Quantitative Investigations
  - Qualitative Studies
  - Descriptive Research

Weimer, 2006

## Exploring the Methods in Depth

- A more complete description – What is it?
- A critical assessment – What are the concerns in the work that takes this approach?
- Some exemplars – What does this work look like at its best?
- Standards – How might products of this work be judged?
- Contribution – to knowledge base, what have we learned from it?

## Education Scholar

- Teaching excellence and scholarship development resources for health professions educators
- Web-based subscription
- Comprehensive online curriculum

<http://www.educationscholar.org/>

## Ethics of Inquiry

- IRB approval is required
- Exempt or expedited ruling is bestowed by IRB, not determined by researcher
- Even de-identified course data requires scrutiny

Hutchings, 2002

## Summary

- 1) Described the evolution and products of the Carnegie Academy for the Scholarship of Teaching and Learning
- 2) Defined the Scholarship of Teaching and Learning
- 3) Suggested methods and evaluation means for describing experiences and conducting inquiries

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