

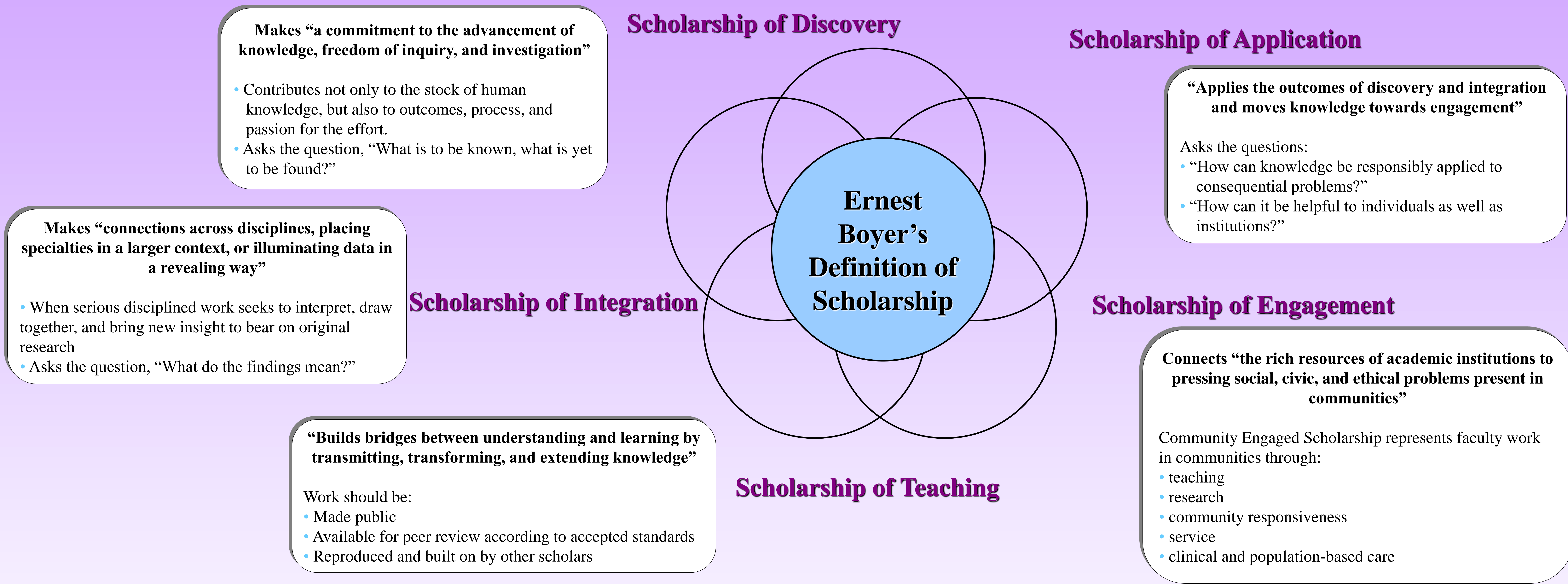
# Reconsidering the Paradigm of Scholarship

## A Broader View: Boyer and Glassick's Models

**Q:** Is it possible to define the work of faculty in ways that reflect more realistically the full range of academic and civic mandates?

**A:** The work of a scholar means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively.

### DEFINING SCHOLARSHIP



### Glassick's Criteria – Assessing the Quality of Scholarship

<b>Clear Goals</b>	<ul style="list-style-type: none"> <li>• Does the scholar state the basic purpose of his or her work clearly?</li> <li>• Does the scholar define objectives that are realistic and achievable?</li> <li>• Does the scholar identify important questions in the field?</li> </ul>
<b>Adequate Preparation</b>	<ul style="list-style-type: none"> <li>• Does the scholar show an understanding of existing scholarship in the field?</li> <li>• Does the scholar bring the necessary skills to his or her work?</li> <li>• Does the scholar bring together the resources necessary to move the project forward?</li> </ul>
<b>Appropriate Methods</b>	<ul style="list-style-type: none"> <li>• Does the scholar use methods appropriate to the goals?</li> <li>• Does the scholar apply effectively the methods selected?</li> <li>• Does the scholar modify procedures in response to changing circumstances?</li> </ul>

<b>Significant Results</b>	<ul style="list-style-type: none"> <li>• Does the scholar achieve the goals?</li> <li>• Does the scholar's work add consequently to the field?</li> <li>• Does the scholar's work open additional areas for further exploration?</li> </ul>
<b>Effective Presentation</b>	<ul style="list-style-type: none"> <li>• Does the scholar use a suitable style and effective organization to present his or her work?</li> <li>• Does the scholar use appropriate forums for communicating the work to its intended audiences?</li> <li>• Does the scholar present his or her message with clarity and integrity?</li> </ul>
<b>Reflective Critique</b>	<ul style="list-style-type: none"> <li>• Does the scholar critically evaluate his or her own work?</li> <li>• Does the scholar bring an appropriate breadth of evidence to his or her critique?</li> <li>• Does the scholar use evaluation to improve the quality of future work?</li> </ul>

References  
 • Boyer, EL. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of teaching, 1990.  
 • Boyer, EL. The scholarship of Engagement. Journal of Public Service & Outreach.1996;1(1):11-20.  
 • Glassick, CE. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Teaching of Scholarship. Academic Medicine. 2000;75(9):877-880.