



# Promotion and Tenure: Application of Scholarship of Teaching and Learning, and Scholarship of Engagement Criteria to Health Professions Education

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Received 5 July 2016; received in revised form 1 February 2017; accepted 3 February 2017

## Abstract

**Q3 Purpose:** This paper strives to provide clarity to two of the newer categories of scholarship as defined by Boyer and Shulman: 1) scholarship of teaching and learning, and 2) scholarship of engagement. Additionally, the paper will discuss the application of scholarship to promotion and tenure in health professional education. Lastly, potential barriers and challenges will be discussed with the introduction of possible models to assist faculty in career promotion efforts.

**Method:** A literature review was performed to retrieve articles and publicly accessible data related to faculty promotion and tenure in health professional education. The articles chosen focused on the scholarship of teaching and learning, and the scholarship of engagement.

**Results:** The results show a paucity of research focused on scholarship attainment within health professional education. Further, there are discrepancies among health professions and between academic institutions on scholarship criteria.

**Discussion:** More research on the application of the scholarship of discovery, the scholarship of integration, and the scholarship of application is needed in health professions education to further guide faculty and administrators. Investigation into the discrepancy in rank within tenured faculty in education is an area that would bring insight into current challenges and barriers, allowing educational researchers the ability to research and develop effective strategies.

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**Keywords:** Promotion; Tenure; Scholarship; Faculty development; Health profession

## 1. Introduction

In most health professions, the scope of practice has drastically changed over the past decade; however, the amount of change related to faculty promotion and

evaluation has yet to fully meet similar efforts in K-12 education systems. Because of the diversity of health professional educational institutions, there is subsequent diversity in the faculty ranks and criteria for promotion and tenure. The journey of all faculty includes promotion to higher ranks and the possibility of tenure which is important to many faculty and demonstrated through the expression of academic freedom.<sup>1</sup>

Within promotion and tenure guidelines, there are three basic criteria that faculty must meet or exceed:

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Peer review under responsibility of AMEEMR: the Association for Medical Education in the Eastern Mediterranean Region

<http://dx.doi.org/10.1016/j.hpe.2017.02.002>

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1 teaching, service, and scholarship. Out of all the  
 2 measures used in promotion and tenure criteria, the  
 3 value and diversity within scholarship has been the  
 4 hardest to evaluate. The criteria of scholarship has  
 5 changed over the past twenty years through Boyer's  
 6 works, but little has been explored on how these  
 7 changes affect today's health professional faculty. The  
 8 impact of Boyer's new paradigm on scholarship can be  
 9 seen across many professions and has provided a better  
 10 understanding and recognition for different forms of  
 11 scholarly works in academia. Some faculty members  
 12 feel that scholarship of teaching and learning, and  
 13 scholarship of engagement is an abstract criterion when  
 14 evaluating faculty for promotion, especially clinical  
 15 faculty.<sup>2</sup>

16 Before we can enter into a discussion of the  
 17 application of scholarship to promotion and tenure  
 18 guidelines, we must first define scholarship and limit  
 19 our scope to current needs in health professions  
 20 education. Many of the definitions refer to types of  
 21 scholarship while others are defined by institutional  
 22 policy. From an academic perspective, both historical  
 23 and traditional scholarship is specifically defined as the  
 24 work of the professoriate, which encompasses several  
 25 aspects of overlapping functions of the faculty.<sup>3</sup>

26 In 1990, scholarship was defined using four  
 27 domains: discovery, integration, application and teach-  
 28 ing.<sup>3</sup> A few years later, Boyer expanded the definition  
 29 of scholarship to include engagement and highlighted  
 30 the institution's role in the community to work towards  
 31 solving the nation's problems.<sup>4</sup> Each category includes  
 32 the creation, discovery, advancement, and transforma-  
 33 tion of knowledge along with measured outcomes  
 34 through peer review.<sup>5</sup>

35 In the early 2000s, Shulman introduced the concept  
 36 of scholarship of teaching and learning, which is more  
 37 widely used over Boyer's term of scholarship of  
 38 teaching and represents the new term for scholarship  
 39 of teaching used today.<sup>6</sup> In health professions educa-  
 40 tion institutions, the three tenants of scholarship are  
 41 most often expressed in the mission statement as shown  
 42 in medical schools, pharmacy schools, and optometry  
 43 schools.<sup>7–9</sup>

44 This paper strives to provide clarity to two of the  
 45 newer categories of scholarship as defined by Boyer  
 46 and Shulman: 1) scholarship of teaching and learning,  
 47 and 2) scholarship of engagement. Additionally, the  
 48 paper will discuss the application of scholarship to  
 49 promotion and tenure in health professional education.  
 50 Lastly, potential barriers and challenges will be dis-  
 51 cussed with the introduction of possible models to  
 assist faculty in career promotion efforts.

## 2. Methods

52 Pubmed along with profession specific searches were  
 53 conducted in 2016 to retrieve articles and publicly  
 54 accessible data related to faculty promotion and tenure  
 55 in health professional education. While no specific  
 56 keywords were utilized due to the small number of  
 57 articles, articles that referred to the scholarship of  
 58 teaching and learning, and the scholarship of engage-  
 59 ment were primarily chosen. Journal articles and data  
 60 sources were retrieved from diverse fields of profes-  
 61 sions including optometry, pharmacy, nursing, and  
 62 medicine. Included articles described the past, present  
 63 or projected state of faculty promotion and tenure in  
 64 health professional education. Key themes were  
 65 recorded and discussed.  
 66

## 3. Results

### 3.1. Scholarship of teaching and learning

67 In 1990, a dynamic endeavor of careful pedagogical  
 68 procedures where faculty scholars transmit and extend  
 69 knowledge by “keeping the flame of scholarship alive”  
 70 was defined as the scholarship of teaching.<sup>3</sup> Scholar-  
 71 ship of teaching and learning includes not only all of  
 72 the concepts within Boyer's scholarship of teaching, but  
 73 it also invites the student and faculty learner into the  
 74 conversation of teaching. Scholarship of teaching and  
 75 learning expands the teaching community to include  
 76 educational research, policy research, and those outside  
 77 the educational institution who are involved in research  
 78 and exchange for the betterment of society.<sup>10</sup>

79 Scholarship of teaching encompasses educating  
 80 future scholars, transmitting knowledge, developing  
 81 active learning techniques, and developing critical  
 82 thinking skills mechanisms.<sup>4,11</sup> Teaching through stu-  
 83 dent engagement and student learning is a fundamental  
 84 expectation of all faculty members across higher  
 85 education.<sup>11</sup> When teaching encompasses classroom  
 86 assessment and evidence gathering, current ideas about  
 87 teaching, and peer collaboration and review, then  
 88 teaching should be defined as scholarship as it demon-  
 89 strates dissemination of information in scholarly  
 90 venues.<sup>12</sup>

91 To attain scholarship of teaching and learning, all  
 92 faculty members should possess a base (content exper-  
 93 tise, clinical skills, research techniques) and a meta  
 94 (psychometrics, conflict management, communication  
 95 styles, instructional design, instructional delivery,  
 96 financial development, policy analysis, and graphic  
 97 design) professional skill set.<sup>13</sup> Academic health  
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