Considering "Faculty Priorities Reconsidered"

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What constitutes *scholarship* and how can academic medical centers, such as Jefferson Medical College, promote more of it? Traditionally, academic faculty have been responsible for conducting research, teaching, and service. In the 1980s, concerns were raised that universities placed excessive emphasis on research and gave insufficient recognition for teaching and other scholarly achievements. This spurred a movement among top U.S. universities in the 1990s to find ways to align the priorities of the professoriate by redefining faculty roles and restructuring reward systems to promote scholarship.

Jefferson Medical College is an active proponent of this movement, Dr. Karen Novielli, associate dean in the Office of Faculty Affairs at Jefferson, sparked an internal discussion of a new scholarship paradigm by distributing the book, *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship* by KerryAnn O'Meara and R. Eugene Rice to department chairs and members of the Appointments and Promotions Committee. The goal was to improve their understanding and ability to evaluate non-traditional forms of scholarship. As in other academic facilities, Jefferson has integrated these non-traditional forms of scholarship into new guidelines for the faculty appointment and promotion process, effective July 1, 2006, so that faculty can be rewarded for all aspects of their scholarly activities—not just research.

Faculty Priorities Reconsidered discusses the events leading up to and the response to *Scholarship Reconsidered: Priorities for the Professoriate*, the best-selling report published by the Carnegie Foundation for the Advancement of Teaching in 1990. Written by Ernest L. Boyer, the seventh president of the Foundation, the report spurred a number of universities, including Jefferson, to modify their appointment and promotion

policies so that faculty can be better rewarded for what they do best --scholarship in all its manifestations

Faculty Priorities Reconsidered continues the Boyer legacy by outlining four forms of scholarship that serve to expand upon the traditional teaching, service, and research paradigm. These include the scholarship of 1) teaching and learning, 2) engagement, 3) discovery, and 4) integration. Redefining scholarship in terms of these four dimensions inspires faculty to rethink their roles as academicians. Indeed, a major priority in *Faculty Priorities Reconsidered* is to challenge America's professoriate to be "scholars" first and foremost, and to realign reward structures to forms of scholarship that support universities' missions.

The first form, the **Scholarship of Teaching and Learning**, emphasizes an interactive rather than didactic student-instructor educational format wherein teachers continually adapt to students' varying abilities and backgrounds, and continually evaluate whether their pedagogical methods are carefully planned, continuously examined, and related directly to the subject taught. Moreover, the scholarship of teaching and learning emphasizes the development, testing, and dissemination of advances in pedagogy. For example a professor may develop a new way to teach statistics, testing its effectiveness by comparing the exam scores of students taught using the new method with the exam scores of students taught using the traditional mode. Results and lessons learned could be published in a peer-reviewed journal. Like the traditional results of research, scholarship in teaching and learning should be widely disseminated for the benefit of the field and society.

Similarly, **Scholarship of Engagement** goes beyond the traditional concept of service to emphasize genuine collaboration with the community. It incorporates what is often called the "Scholarship of Application," which aims to increase awareness, as well as practical application, or translation, of new information and methods learned through scholarly work. Scholarship of engagement includes the dissemination of new research discoveries within the community. This form of scholarship goes well beyond publication of results in peer reviewed journals; rather, it implies an active engagement with the local community, such as the patients seen at Jefferson University Hospital. Research on quality of care, ways to improve physician-patient communication, and other research findings await the budding scholar of engagement to disseminate to the local community.

Under *Faculty Priorities Reconsidered*, traditional research has evolved into the **Scholarship of Discovery**. Whereas in many realms of academia, research continues to be the main focus of the American professoriate, *Faculty Priorities Reconsidered* emphasizes the importance of rewarding scholars for teaching and learning and engagement in addition to research. At the same time, *Faculty Priorities Reconsidered* highlights the importance of multidisciplinary teams for enhancing the discovery process.

Recognizing the power of interdisciplinary teams, the **Scholarship of Integration** was added as a new dimension. Scholars of integration build connections within and between disciplines and place their own activities in multiple contexts. Rewards for integration are based on a faculty's success at creating teams and expanding and sharing knowledge across disciplines to create a comprehensive approach to research and its applications. For example efforts to improve healthcare quality could benefit from looking beyond clinician involvement to incorporate the novel, but essential, knowledge and experience of organizational psychologists, engineers, information technology specialists, economists, and business experts.

The evolving and expanding definition of scholarship promises to enableacademia to attract and reward faculty with diverse interests, backgrounds, and skills. Recognizing that Boyer's efforts began in 1990, this transition in recruitment and promotion is long overdue and welcomed by current and future faculty.

References

O'Meara K, Rice RE (ed). *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship.* San Francisco, CA. John Wiley and Sons, 2005.

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