

Glassick's Criteria

The criteria below includes the Glassick criteria for scholarship and provides examples of what may be included within each criterion.

Clear goals – The proposal explicitly states the basic purposes for the work and defines specific, measurable and achievable objectives

- Does the scholar identify important questions in the field?
- Is the problem statement feasible, novel, ethical and relevant?

Adequate preparation – The educator shows an understanding of existing scholarship relevant to their work

- Does the work build on existing scholarship including “Best Practices” or other conceptual frameworks? Explore literature beyond the scope of medical education
- Does the scholar bring the necessary skills to his or her work?
- Does the scholar bring together the resources necessary to move the project forward?

Appropriate methods – The proposal describes methods appropriate for the stated goals and applies them appropriately to the context.

- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

Significant results or outcomes or significance to educational practice – The proposal delineates the outcomes achieved and has demonstrated that the outcomes (significant or not) add to what is already known about the topic. If this is work in progress, the proposal describes an appropriate evaluation strategy and/or short-term or process outcomes

- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the field?
- Does the scholar open additional areas for further exploration?
- Is evidence presented that the assessment has constructive impact on learners, include any desired results and overall effectiveness of the intervention?

Effective presentation – The proposal is well written.

1. Does the scholar use a suitable style and effective organization to present his or her work?
2. Does the scholar present his or her message with clarity and integrity?
3. Is evidence communicated systematically?
4. Are outcomes or other aspects of measurement discussed?

Reflective critique – Does the proposal include a thoughtful assessment of the work's limitations and uses the resulting perceptions to outline the next steps/future directions of their work?

- Does the scholar critically evaluate his or her own work?
- Does the scholar bring an appropriate breadth of evidence to his or her critique?
- Does the scholar use evaluation to improve the quality of future work?
- Describe what was learned, what differences it makes and what the next steps are?

Adapted from:

Beck, D. E. (2010). Six Steps for Success in Accomplishing Glassick's Criteria for Scholarship.

Fincher, R., Simpson, D., Stewart, R., et al. (2000). Scholarship in Teaching: An Imperative for the 21st Century. *Academic Medicine*, 75(9), 887-894.

Simpson D, Meurer L, Braza D, (2012) Meeting the Scholarly Project Requirement – Application of Scholarship Criteria beyond Research, *G Grad Med Educ*, March; 4(1):111-112
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Glassick C, Taylor-Huber, M., Maeroff, G., Boyer, E. (1997). *Scholarship assessed: evaluation of the professoriate*, 22-36. San Francisco: Jossey-Bass.