Six Steps for Success in Accomplishing Glassick’s Criteria for Scholarship
by Diane E. Beck, Pharm.D.

Introduction:
This document provides suggestions and resources for successfully accomplishing Glassick’s Criteria for Scholarship. The following references explain these criteria:


Six Steps for Success

Back Home Project

Step 1: Clear Goals

Describe the problem/issue you want to address:

Summarize a “Statement of the Problem”:
(Note: you will refine this as you do your comprehensive literature review)
Prepare a Goal/Purpose Statement:
(Write a statement that starts with.....The goal of this project/paper is....)

Clear Goals: Self-Assessment
1) Is your problem/purpose statement “FINER”:
   a) Feasible (access or participants, time, resources and research skills)
   b) Interesting (to both you are peers)
   c) Novel (has not been done; unknown)
   d) Ethical
   e) Relevant (Important & Has Generalizability)
2) Does your purpose statement have potential for leading to “Significant Results?”
   a) Will fill a gap or void in current literature
   b) Replicates another study but you plan to conduct with different participants & different learning settings.
   c) Will examine the topic more thoroughly than prior research.
   d) Give voice to learners silenced, not heard, or rejected by society.
   e) Will inform practice.
3) Does your statement of the problem:
   a) Start with a narrative “hook?”
   b) Introduce the research problem in a few sentences?
   c) Justify the problem (cite literature, experiences of you/others)
   d) Note deficiencies and gaps in what pharmacy educators know about the problem
   e) Cite the audience that the scholarly project/paper is intended for
   f) End with a purpose statement
4) Do you know what reviewers/editors look for when accepting or rejecting an article? See:

Step 2: Adequate Preparation

Perform a Comprehensive Literature Review:
Define your query; identify and expand concepts to further your query, and if needed, use inclusion or exclusion criteria to set the scope of your query. Accomplish these by filling in the table below.

<table>
<thead>
<tr>
<th>Define your Initial Search query</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewrite your purpose statement/research question:</td>
</tr>
<tr>
<td>Identify and Expand Concepts</td>
</tr>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Intervention</td>
</tr>
<tr>
<td>Comparison/Alternate Intervention</td>
</tr>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>Set the Scope of your Query</td>
</tr>
<tr>
<td>Identify any inclusion or exclusion criteria for your search if your initial “hit” is extensive:</td>
</tr>
</tbody>
</table>
Re-Define your search query until you have exhausted options.
*Make sure you document your multiple search queries – see next page
Document your Queries/Literature Search

(Keep track of the search terms you use, whether you set limits (inclusion/exclusion) and the databases used; you should include this as your methodology if writing a review article)

Adequate Preparation Self-Assessment

Is your literature review comprehensive so that you have personally established a “Conceptual Framework?”

1. Was your query defined, expanded, and the scope refined? (Make sure you document your search terms and scope and databases used)
2. Have you explored literature beyond just pharmacy education/Pubmed?
3. If you are evaluating a new approach to teaching/learning, have you established a theoretical framework (educational theory that supports the approach)? Have you explored the approach outside of pharmacy education?
4. Are there any “Best-Practices” that support your idea for improving learning?
5. Have you better defined the problem/issue by developing insight about the academy’s current understanding/what is known in all areas of education of the topic/problem?
6. Is there more than 1 conceptual framework that relates to your problem/project?
7. Does your conceptual framework either provide a new framework for pharmacy educators or build on conceptual frameworks that have been previously developed by pharmacy educators?

See:

Step 3: Appropriate Methods

If you are preparing a review article or writing a book or developing an educational resource, outline the methodology you used for your searching the literature.

If you are conducting a project, develop a methodology that balances the “ideal” with what is possible in the learning/teaching environment.

Appropriate Methods Self-Assessment

1. Have you selected the most appropriate methodology based on what is known about the subject? (e.g., inductive vs deductive vs mixed methods)
2. Are you attempting to show causation? If so, have you selected the appropriate methods?
3. If using survey methodology, seek assistance of someone with experience in survey research and understand implications of the target population, your sampling methodology, and your response rate.
4. If doing confirmatory research: Are there potential biases in your methodology in the following areas?
   a. Internal validity (study design)
   b. External validity (study design)
   c. Construct validity (instruments such as rating forms, surveys, etc)
   d. Reliability of instruments
   e. Statistical methods planned for data analysis
5. Have you had a colleague/peer with more experience in educational research review your methodology?

See:
Steps 1-6: Accomplishing all of Glassick’s Criteria for Scholarship

**Back Home Project**

Establish deadline goals for accomplishing the next steps; Share your goals with someone who can help you remain accountable for meeting the goals/deadlines.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>What is to be Accomplished</th>
<th>Notes for being successful</th>
</tr>
</thead>
</table>
| **Steps 1-3:** Develop a final draft of your problem statement (purpose, goal, etc), develop a conceptual framework (exhaustive literature review, etc), and establish your methodology *(Clear Goals, Adequate Preparation, and Appropriate methods)* | IRB: Make sure you have IRB approval before initiating any data collection.  
**Note:** This critical step requires a lot of time in accomplishing literature searches/reading. Don’t skimp on this step! | |
| **Step 4: Significant Results** | | |
| **Note:** Establish a goal for having your data collected/your paper written. It is very helpful to have sub-goals and a deadline for each step. | | |
| **Step 5: Effective Presentation** | | |
| **Note:** Seek internal peer review before you submit your work. If there is no one at your institution with educational scholarship experience, seek input from an external colleague. When and where do you want to submit your findings? It is OK to present initial results at a national meeting; but, follow thru with submitting a manuscript!  
If you plan to present at a national meeting, determine the deadline for abstracts.  
Will your manuscript be accepted or rejected? See references in “Clear Goals” self-assessment section. *(Poirier et al, AJPE 2009; Academic Medicine – Sept 2001 Issue; Drugalis et al, AJPE 2009)* | | |
| **Step 6: Reflective Critique** | | |
| **Note:** Based on insights gained from accomplishing the project/paper, what is needed next to address the problem/issue? (this can become your next project/paper)  
Based on your experiences in accomplishing the paper/project, how can you improve your abilities as a scholar? | | |

**Prepared by:** Diane E Beck, Pharm.D., Associate Dean for Curricular Affairs & Accreditation, College of Pharmacy, U of Florida; Email: beck@cop.ufl.edu