

*CREATING A CULTURE OF INQUIRY
THROUGH THE SCHOLARSHIP OF TEACHING AND LEARNING*

We experience isolation not in the stacks but in the classroom. We close the classroom door and experience pedagogical solitude, whereas in our life as scholars we are members of active communities: communities of conversation, communities of evaluation, communities in which we gather with others in our invisible colleges to exchange our findings, our methods, and our excuses.

I now believe that the reason teaching is not more valued in the academy is because the way we treat teaching removes it from the community of scholars.

--Lee S. Shulman, "Teaching as Community Property: Putting an End to Pedagogical Solitude," 1993.

One telling measure of how differently teaching is regarded from traditional scholarship or research within the academy is what a difference it makes to have a "problem" in one versus the other. In scholarship and research, having a "problem" is at the heart of the investigative process;...But in one's teaching, a "problem" is something you don't want to have, and if you have one, you probably want to fix it.

Changing the status of the problem in teaching from terminal remediation to ongoing investigation is precisely what the movement for a scholarship of teaching is all about.

--Randy Bass, "The Scholarship of Teaching: What's the Problem?" 1999.

If the dean claims to value teaching, then of course that statement makes certain things possible. But the commitment must be more than just verbal. While colleagues can sustain and energize one's commitment to the scholarship of teaching and learning, it is the institution that can make the difference for how culture at large--academic and non-academic--values and respects this kind of intellectual work.

--Mariolina Salvatori, "Difficulty: The Great Educational Divide," in *Opening Lines: Approaches to the Scholarship of Teaching and Learning*, 2000.