
The article:

- **Presents** an articulated conceptual framework and new model, entitled Scholarly Teaching in Action and Practice (STAP), to guide educators, departments, and institutions in the scholarship of teaching and learning (SoTL) via:
  - intentional development of goals, research questions, and preparation for teaching
  - rigorous and systematic teaching methods
  - analysis and synthesis of meaningful learning outcomes, both for teachers and learners
  - presentation of scholarly results
  - reflective critique
- **Contains** that knowing and learning are communal tasks, and that faculty are both scholars and learners in the practice of education, necessitating a more holistic understanding of the learning for practice needed to address 21st century public health challenges
- **Adopts** the term “promising practices”\(^1,2\) as an outcome of SoTL in recognition of the:
  - unique stances, applications, and aspirations in teaching
  - distinct learning experiences of students and trainees
  - ongoing scientific discovery and knowledge generation in this arena
- **Describes** SoTL as a search for multiple forms of evidence and fostering of dialogues and deliberations on varied interpretations and perspectives on teaching and learning in contextually rich, diverse educational environments
- **Depicts** three levels of outcomes for scholarly teaching and action:
  - knowing – one’s own teaching knowledge base and intellectual contributions to the field
  - doing – scholarly teaching, linked with improving learning outcomes for students/trainees
  - being – critical self-reflection that embodies excellence and that reflects respect for diversity and equity.

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