

CSUDH DIVISION OF HEALTH SCIENCE

Definition of Scholarship and Creative Activity

The Division of Health Science defines scholarship as professional endeavors that advance the art and science of the major disciplines. This definition takes into account the full scope of academic work performed by faculty to acquire and disseminate knowledge that benefits society and the discipline, in accord with the congruent missions of the, the of Health and Human Services and the University.

The DHS faculty endorses the perspective described by Boyer (1990) as the scholarship of discovery, integration, application and teaching. The DHS gives more weight to the scholarship of teaching, application, and integration because health sciences are applied disciplines and the CSUDH's mission, as a comprehensive university, focuses primarily on teaching. The faculty also supports and encourages the scholarship of discovery by faculty members who have the educational preparation, professional interest, and adequate resources to conduct meaningful, significant research. The diverse focal points of the faculty members' scholarship interact holistically to add to the knowledge base of the majors and the intellectual environment of the CSUDH academic community.

As members of practice disciplines, health science faculty engage in teaching, research, service, and professional practice. Examples of these activities include, but are not limited to:

Category	Examples
<i>Teaching</i>	Curriculum Development Educational Technology Applications Pedagogical Innovation and Inquiry Education Program Grants
<i>Application</i>	Reflective Clinical Practice Evidence-based Practice Practice Model Development Education-Community Partnerships
<i>Integration</i>	Integrative Reviews Theoretical Model Development Interdisciplinary Collaborations International Collaborations

Discovery

Scientific Inquiry of New Knowledge
Methodological Inquiry
Collaborative Research
Research Grants

In all categories of scholarship there is the expectation that knowledge will be disseminated to advance science and benefit society. In the DHS, the faculty's scholarship advances health science and enhances the welfare of students, health care consumers, and the community. Therefore, the DHS expects that scholarship will result in peer-reviewed, data-based publications (e.g., journal articles, books, chapters, monographs, abstracts); local, state, national and international presentations (e.g., keynote speeches, podium presentations, panels, posters); other publications (e.g., editorials, columns, magazine articles, book reviews); citations by others (e.g., Social Sciences Citation Index); and grant awards (e.g., federal, state, community, foundation, professional organization).

Evaluation of a faculty's scholarly activities is weighted according to the individual's education, stage of professional development, academic experience, and yearly assignments. As a general guideline, tenure-track faculty members are strongly encouraged to develop and submit one scholarly publication per year and to make at least one scholarly presentation per year.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*.
Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

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Modified to reflect the change from "Division" to "School" of Nursing, September 2004