

Criteria for Scholarship

Department of Psychology, CSUDH
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In developing its criteria for scholarship, the psychology department first will give its views on the general nature of scholarship. We define scholarship as the active commitment to learning and exploring ideas over and above that necessary to maintain one's general competence as a teacher. Scholars are individuals who are actively interested in the exploration and creation of knowledge and use their scholarship to enhance their teaching.

With this general definition in mind the department distinguishes between the processes of scholarship and the products of scholarship. The processes of scholarship include exploring new material, thinking about and discussing ideas, writing, engaging in research, and engaging in other learning activities. Specific examples of the processes of scholarship include, but are not limited to: attending workshops, seminars, and conferences; systematic library research; writing manuscripts; organizing a research team; sponsoring undergraduate or graduate research; conducting research; having scholarly discussions with colleagues; and participating in organizations which promote scholarly thought.

The products of scholarship include, but are not limited to: the publications of books and articles in professional journals, presentation of addresses and talks, paper and other presentations at professional conferences, presentation or publication of undergraduate or graduate research sponsored by the faculty member, the development of an innovative new course for the university curriculum, development and production of innovative training programs or intervention techniques, and the attainment of a research grant.

In general the psychology department values both evidence of engagement in the processes of scholarship and the products of scholarship in assessing the scholarly activities of its members. Clearly defined products of scholarship, such as published books and articles, are *ipso facto* evidence of an engagement in the processes of scholarship. When there is no such clear product it is incumbent on the faculty member to provide demonstrable evidence of his or her engagement in the processes of scholarship. Such evidence can be provided, for instance, by stating a scholarly goal or set of goals, and then by documenting the scholarly activities that the faculty member has engaged in pursuit of that goal. For instance, a goal might be stated as, "intensively explore psychoanalysis, with a view towards providing new insights into the area." The processes may include extensive reading over and above that necessary for course preparation, the attending of workshops, participation in study and discussion groups, and so on. Such scholarly activity may result in any of a variety of scholarly products. This may include "traditional" products such as journal submissions, book publications, or conference presentation, and "nontraditional" products such as web publishing. Other scholarly products may include substantial changes or enrichment in how a course is taught, unpublished manuscripts, or development and implementation of an innovative training program.

Finally the psychology department believes that being an active, involved scholar is an important part of being a University professor. However, if the University wishes its faculty to be scholarly it must be willing to provide support for that activity. Presently the University requires faculty to shoulder an onerous burden of teaching, advising, committee participation, and other University service, which leaves little time for sustained, large-scale scholarly endeavors. Furthermore, the University offers little in the way of support services that would enable research to be conducted or published. Scholarship activities should be evaluated within the context of these constraints.