

CSUDH Department of Social Work

Definition of Scholarship

The department of social work uses the following definition of scholarship to evaluate faculty applying for promotion and tenure. The definition takes into account the full scope of academic work performed by social work faculty to acquire and disseminate knowledge that benefits society and the profession, which is congruent with the missions of the MSW program, the College of Professional Studies and the University.

The MSW faculty endorses the perspective described by Boyer (1990) as the scholarship of discovery, integration, application and teaching. CSUDH is a comprehensive university with a primary mission of teaching, therefore, faculty successfully promoted are strong teachers and excel in the classroom. Equal weight is also given to the scholarship of discovery. It is the responsibility of faculty teaching in professional graduate programs to advance knowledge in their field. Such contributions are recognized through research, evaluation of practice and policy, the development of innovative and cutting edge practice approaches and the dissemination of these within the profession. Therefore, the faculty strives to embody an approach to scholarship that is diverse, holistic and adds to the knowledge base of social work practice, intellectual growth in the profession and the preparation of competent autonomous professional social workers prepared to deliver practice in a diverse society of southern California.

As members of a practice discipline, social work faculty engage in teaching, research, and service. For tenure and promotion faculty candidates for tenure and promotion to Associate Professor need to be evaluated as at least satisfactory in all three of the following areas:

Teaching – it is expected that faculty will have carried the equivalent of a full teaching load throughout their tenure earning years. Examples of satisfactory teaching include but are not limited to: sustained high quality teaching as evidenced by PTE's, and strong teaching peer reviews, consistently high scores on student outcome measures, involvement in curriculum development, contributions to program accreditation, employment of educational technology applications, pursuit of pedagogical innovation and inquiry, and pursuit of education program grants.

Service - includes contributions to the university and profession. Examples of service to the university involve actively participating in the CSUDH community through work on committees at various levels (division, college, university); actively participating in the CSUDH service area through service to the community. Activities may include, but are not limited to: (a) unpaid consulting (b) presenting workshops or (c) serving on a community task force. Examples of service to the university include but are not limited to contributions to program and curriculum development along with contributions to the accreditation process. It is recognized that the area

of service is expansive and that tenure and promotion portfolios should seek to have a balance of activities in this area and/or reflect the developmental needs of the university, college or department.

Examples of service to the profession include but are not limited to: Leadership positions in professional international, national, regional, district, and/or local organizations by holding office, chairing committees, or serving on committees; actively participating in conferences, workshops, symposia, meetings etc. by serving on panels, or chairing sessions; organizing professional conferences, workshops, symposia, meetings etc. at the international, national, regional, district, or local levels

Scholarship and Intellectual Discovery- includes the scientific inquiry of new knowledge based on various forms of methodological inquiry, collaborative research involving colleagues, community practitioners and students; program evaluation of practice endeavors, development of funding proposals and receipt of research grants, and the development and publication of practice models. Examples of activities considered *Scholarship* includes: Significant research resulting in publications in refereed journals and reports; obtaining grants resulting in publication, technical reports, and related activities; production and publication of textbooks or textbook chapters, videotapes, computer programs. Other related activities include: production and publication of teaching and instructional materials; articles in non-refereed journals, or conference proceedings; and, evidence of related research from which no publication necessarily results. From this expansive list it should be stated all areas of production are not afforded equal weight. Scholarship is typically a process that includes generating ideas, receiving funds, presenting findings at conferences and finally publishing the work in the form of a manuscript. While each of these is an accomplishment, the publication of one's ideas after a peer review is the indicator of recognition of quality.

In all categories of scholarship there is the expectation that knowledge will be disseminated to advance the art and science of social work that benefits society. Evaluation of social work faculty's RTP portfolio for tenure and promotion is expected to be well balanced in the three areas of teaching, scholarship and service. In the professional programs at CSUDH faculty persons who have been successfully promoted to tenure and Associate Professor demonstrate a minimum satisfactory performance in all three categories. As a general guideline for satisfactory performance in the area of scholarship and intellectual discovery, tenure earning faculty should work to establish him/herself as an expert of a body of work that is cohesive and comprehensive. Social work tenure-track faculty members are evaluated by standards employed the College of Professional Studies and the university at the time they go up for review. Newly hired social work faculty were told by their chairperson and dean of the college they would be expected to produce a minimum of five (5) noteworthy scholarly products during their tenure earning years. This conversation has been consistently reinforced in faculty

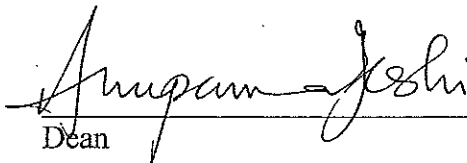
meetings, individual meetings between the chair and/or dean and tenure earning faculty and referenced in annual RTP evaluations.

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

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Dean

6.9.11

Date



Provost

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Date