

TITLE: SCHOLARLY ACTIVITY AT RED DEER COLLEGE

POLICY STATEMENT:

Red Deer College supports the creation and dissemination of knowledge by fostering scholarly activities in an environment of open inquiry, academic freedom, creativity, and innovation.

PURPOSE:

This policy provides the basis for support and accountability for scholarly activity on the part of the College community. It defines scholarship and specifies the place that it has in the pursuit of excellence in the teaching and learning environment of the College. This policy gives guidance to scholars, departments, and supervisors in managing and supporting scholarship at Red Deer College.

SCOPE:

This policy applies to all faculty, staff, and students of Red Deer College who engage in scholarly activity and to any individuals who are associated with the College in collaborative scholarly activity.

PRINCIPLES:

1. **Mandate.** Scholarly activity at Red Deer College conforms to the Post Secondary Learning Act of Alberta, the Red Deer College approved mandate, and the Roles and Mandates policy of the Province of Alberta (see Appendix B).
2. **Primacy of teaching and learning.** Teaching and learning and the quality of the learning experience are the core of the mission of Red Deer College. The College supports and develops scholarly activity when it complements teaching and learning.
3. **College Values.** The values of exploration, inclusiveness, excellence, integrity, community, and accountability guide the manner in which the College community engages in scholarly activity.
4. **Professional responsibility.** Faculty scholarship is a professional opportunity that is encouraged and supported whenever possible as outlined below. Other individuals may also be supported and encouraged to participate in scholarly activity (see Appendix C).
5. **Professional expectations.** The extent and type of scholarly activity expected of individuals is flexible and can vary in workload allocation, type, and support depending on the skills and interest of the individual, the needs of the academic department, and the establishment of appropriate academic credibility. Departments are encouraged to establish the norms for these expectations within their own departments.
6. **Collaboration and support.** The College and its employees are expected to create an environment that fosters scholarly work through collaboration and encouragement.
7. **Accountability.** Scholarly activity at Red Deer College is subject to the highest standards of practice and ethical conduct and accountability standards and reporting requirements.
8. **Research Ethics.** When scholarly activity includes research involving human or animal participants, safe and respectful treatment is assured through policy and practice.
9. **Resource management.** Scholarly activity is supported and developed through careful resource management. External funding is secured whenever and wherever possible.

10. Relevance. The College supports and promotes scholarly activity when it is related to College programs and the discipline expertise of the College member.
11. Student involvement. Wherever possible, students are involved in the scholarly activity of College personnel, particularly when the activity is directly related to the learning outcomes of the program in which the student is enrolled.
12. Peer Review. Scholarly activity at Red Deer College is such that it can be reviewed by peers. Normally, accountability processes for scholarly work involve some form of peer review. Peer review may include internal or external reviewers.
13. Alignment. The College only supports scholarly activity of individuals that is consistent with the goals and directions of the department and the College.
14. Policy approval. Department policy regarding definitions of scholarly activity and accountability frameworks for scholarly activity are approved by Divisional Deans and Academic Council.
15. Dissemination. Appropriate dissemination of knowledge is recognized as an important component of scholarly activity.

Definitions:

Scholarship

Scholarship deals with the discovery, integration, application and transmission of knowledge, ideas, skills or artistic efforts. It is carried out in a manner that is organized, original, creative, and innovative. Scholars have a sense of purpose, engage in reflective critique and seek avenues to share their insights with others. Scholarship demonstrates both mastery of and excellence within a particular discipline and is recognized by one's peers as contributing to the advancement of that discipline.

Scholarship of *discovery*: Includes creating new knowledge and working on the frontiers of a discipline to advance understanding of a subject. This includes knowledge gained through research.

Scholarship of *teaching*: Refers not only to the transmission of knowledge but also to the study of pedagogy and learning outcomes. It includes the conveyance of the art and science of a discipline from the expert to the novice and building bridges between the teacher's understanding and the student's learning. The scholarship of teaching also refers to the development of both the theory and application of the ways that student learning can be enhanced.

Scholarship of *integration*: Refers to the myriad new ways a faculty member brings existing and/or interdisciplinary knowledge together to understand an issue and communicate that understanding to audiences outside one's discipline. Synthesizing findings and discovering patterns and connections within a discipline and across disciplines creates an integration of knowledge and brings new meanings to original work.

Scholarship of *application*: Also referred to as **engagement**, describes ways in which faculty use their professional expertise in partnership with communities to solve problems. It explores the dynamic relationship between theory and practice. Evidence-based practice and promoting or demonstrating innovation are included.

Guidelines:

1. Scholarship is supported and encouraged throughout the College. This support may include (but is not limited to):
 - administrative support

- printing services
- research facilities (space, equipment, etc)
- internal funding sources (e.g. Professional Development funds)
- recognition programs
- workload adjustments
- Library Information Common resources and services
- Information Technology resources and services
- Applied Research and Innovation services (Research Grants Office)
- Strategic Planning and Analysis Department services
- Professional Development opportunities
- Centre for Teaching and Learning.

The extent to which these services are granted and provided is dependent on the extent to which the scholarly activity conforms to the Principles stated earlier in this policy.

2. The precise nature of scholarly activity and the accountability framework for that activity vary across the College and depend on:
 - a. The nature of the disciplines within a department,
 - b. The credentials offered by that department,
 - c. The academic preparation and expertise of the department members,
 - d. External expectations for scholarship relative to academic credibility, and
 - e. Expectations of funders of scholarly activity including research grant agencies and contractors for innovation projects.
3. Departments should develop consensus regarding the specific definitions of scholarly activity that are encouraged and supported and the accountability processes that will be applied within the principles and guidelines provided in this policy. Department norms related to scholarship provide guidelines for those seeking continuous appointment, for recruiting new faculty members, and for continuing professional development.
4. All scholarly work that involves research conforms to the following policies:
 - a. Applied Research and Promotion of Innovation at Red Deer College Policy
 - b. Academic Freedom Policy
 - c. Conflicts of Interest and Mandatory Disclosure Policy
 - d. Contracts for Research Policy
 - e. Ethical Conduct for Research Involving Human Participants Policy
 - f. Integrity in Research and Scholarship Policy
 - g. Intellectual Property Policy
 - h. Research Involving Animals Policy
 - i. Research Grant Management - External Funding Source Standard Practice
5. The College provides an annual public report of the scholarly activity of its members.
6. The products of scholarly activity are normally disseminated to the public, peers, or specific discipline groups depending on the nature of the work and the accountability requirements specified.
7. In assessing scholarly work, the following criteria are considered: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique (see Appendix A).
8. Where possible, when departments and decision makers are required to make decisions based on comparative merit, they should endeavour to make quality criteria clear.
9. Proposals for College or external support for scholarly work require the approval of the scholar's department, chair, and dean.

Procedure:

Research and Scholarship Committee

1. The College maintains the Research and Scholarship Committee with the following mandate. The Committee:
 - a. Advises constituents and decision-makers throughout the college on matters pertaining to research and scholarship.
 - b. Monitors the overall research and scholarly activity of the College to ensure alignment with the provisions of this policy and to recommend action when alignment is not demonstrated.
 - c. Recommends changes to this policy in order to improve the encouragement and support of scholarly activity in the College.
 - d. Promotes a culture of research and scholarship in the College.
 - e. Recommends methods for collecting information and reporting of scholarly activity at the College.
 - f. Provides advice to departments and individuals regarding issues that arise related to definitions and accountability when requested.
 - g. Structures internal review committees for applications to external research funding agencies.
2. The Committee consists of the following membership:
 - a. At least 5 faculty members as elected by their peers representing a broad spectrum of scholarship and research interests.
 - b. One faculty member from the Faculty Professional Development Committee.
 - c. One faculty member from the Faculty Performance Committee.
 - d. The Director of Applied Research and Innovation.
 - e. One representative from Deans' Council.
 - f. One student appointed by the Students' Association.
3. The Committee advises the Director of Applied Research and Innovation, the Executive Director of Strategic Planning and Analysis, and the Vice President Academic on any matter pertaining to scholarly activity and research.
4. The Committee submits an annual report to the Vice President Academic, Deans' Council, and Academic Council.
5. The Committee publishes an annual report of the scholarly activity of the College.

Policy

1. Department Councils discuss and propose policy and procedures regarding scholarly activity and research in their departments. This includes definitions, support, resource allocation, and accountability frameworks.
2. The Research and Scholarship Committee will review these departmental policies and procedures making recommendations for changes and/or approval.
3. Policy and definition proposals are submitted to the Dean of the division and to Academic Council for approval.
4. Recommendations for support and resource allocation are submitted to the Dean for approval.

Accountability

1. Accountability for scholarly activity, including research, is specified in accordance with the evaluation policies of Red Deer College and managed through the administrative governance processes of the College.

RESPONSIBILITY: This policy is the responsibility of the Vice President Academic.

CONSULTATION FOR REVIEW: Research and Scholarship Committee, Director of Applied Research and Innovation, Executive Director of Strategic Planning and Analysis.

POLICY REVIEW DATE: March 2013

EFFECTIVE DATE: January 14, 2009

REVISED DATE: January 14, 2009

RELATED POLICIES:

- Applied Research and Promotion of Innovation at Red Deer College
- Academic Freedom
- Conflicts of Interest and Mandatory Disclosure
- Contracts for Research
- Ethical Conduct for Research Involving Human Participants
- Integrity in Research and Scholarship
- Intellectual Property
- Research Grant Management - External Funding Source Standard Practice
- Research Involving Animals

CONNECTION TO BOARD POLICIES:

All RDC policies support relevant Board of Governors operational policies.

APPENDIX A CRITERIA FOR ASSESSMENT OF SCHOLARLY ACTIVITY

When considering scholarly activity for the purposes of workload assignment, support, or accountability reporting, the activity must be assessed first by determining if it fits within the definitions specified within in this policy, and second if it meets a minimum standard specified within the criteria below. Department policies and processes must reflect the degree to which these criteria apply within their disciplines and within their activities.

The following is an excerpt from Glassick, Huber, and Maeroff, (1997). *Scholarship assessed: Evaluation of the professoriate* (p. 36). San Francisco: Jossey-Bass Inc. It summarizes the standards that can be applied to all the domains of scholarly work. The criteria are not meant to be exclusive of other criteria that may be applied in individual departments or individual scholarly activity. In some cases, additional external criteria may be applied to fulfill the requirements of granting agencies or contractors.

Clear Goals

Does the scholar state the basic purposes of his or her work clearly?
Does the scholar define objectives that are realistic and achievable?
Does the scholar identify important questions in the field?

Adequate Preparation

Does the scholar show an understanding of existing scholarship in the field?
Does the scholar bring the necessary skills to his or her work?
Does the scholar bring together the resources necessary to move the project forward?

Appropriate Methods

Does the scholar use methods appropriate to the goals?
Does the scholar apply effectively the methods selected?
Does the scholar modify procedures in response to changing circumstances?

Significant Results

Does the scholar achieve the goals?
Does the scholar's work add consequentially to the field?
Does the scholar use appropriate forums for communicating work to its intended audiences?
Does the scholar present his or her message with clarity and integrity?

Reflective Critique

Does the scholar critically evaluate his or her own work?
Does the scholar bring an appropriate breadth of evidence to his or her critique?
Does the scholar use evaluation to improve the quality of future work?

APPENDIX B

ALBERTA ADVANCED EDUCATION AND TECHNOLOGY ROLES AND MANDATES POLICY STATEMENT DEFINITIONS

Pure research – involves the generation of new knowledge, must pass peer review, generally includes the involvement of graduate students, and may or may not have immediate application.

Applied research – is conducted to discover new knowledge with a more identifiable and immediate practical application. This form of research tends to be more focused on the identification of practical solutions or applications. In general, applied research lends itself more readily to third-party support, including financing from the private sector, granting councils, and communities.

Scholarly activity – is developmental research that is conducted in support of faculty professional development. It is supplemental to the instructional function and geared to faculty enhancement and maintenance of their knowledge base to support instruction. It is aligned with degree programs offered, and may or may not involve peer review, but does not require the support of graduate students. It may or may not involve the support of external research funding. Where appropriate, scholarly activity may be conducted in collaboration with Comprehensive Academic and Research Institutions.

- While research takes many forms, there are key differences between pure and applied research. Applied research is more focused on the identification of solutions to specific or targeted problem areas, whereas pure research is more exploratory. Often, applied research lends itself more readily to third-party engagement and/or funding. While pure research is conducted by the Comprehensive Academic and Research Institutions, it is also understood that there is a need for faculty within other institutions providing degree program opportunities to engage in scholarly research activity that is supplemental to the instructional mandate.

Alberta Advanced Education and Technology. (2007). *Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System* (pp. 10-11). Retrieved from <http://eae.alberta.ca/media/133783/rmpf.pdf>

APPENDIX C INVENTORY OF SCHOLARSHIP

The following inventory provides examples of scholarship that are anticipated by the definitions in this policy. Departments and/or curriculum groups will define inventory for their discipline. The inventory must be considered in the context of the definitions within this policy and the criteria for assessment in Appendix A. In many cases, the significance of the scholarly work must be considered when ascertaining whether or not the activity is sufficient to warrant its consideration as acceptable scholarly work.

This inventory is adapted from: Braxton, J. M., Luckey, W., & Helland, P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains*. ASHE-ERIC Higher Education Report 29 (2). (pp. 141-146).

The Scholarship of Application

Scholarly Activities

Institutional Service/Academic Citizenship

- Service on a departmental program review committee
- Service on a departmental curriculum committee
- Service on a college-wide curriculum committee
- Self-study conducted for one's department
- Service on a committee engaged in institutional preparation for accreditation review
- Study conducted to help solve a departmental problem
- Study conducted to help formulate departmental policy
- Study conducted to help formulate institutional policy

Service to the Lay Public

- Introduction of some result of scholarship in a consultation
- Provision of expert witness or testimony
- Engagement in consulting off campus
- Producing a prototype under contract to a business or industry

Unpublished Scholarly Outcomes

- Development of an innovative technology
- Production of a prototype for testing
- Seminars conducted for laypersons on current disciplinary topics
- Development of a new process for dealing with a problem of practice
- Study conducted for a local organization
- Study conducted for a local nonacademic professional association
- Study conducted for a local government agency
- Study conducted to help solve a community problem
- Study conducted to help solve a [municipal] or [provincial] problem

Publications

- An article that outlines a new research problem identified through the application of the knowledge and skill of one's academic discipline to a practical problem
- An article that describes new knowledge obtained through the application of the knowledge and skill of one's academic discipline to a practical problem.
- An article that applies new disciplinary knowledge to a practical problem

- An article that proposes an approach to the bridging of theory and practice
- An article reporting findings of research designed to solve a practical problem

The Scholarship of Discovery

Unpublished Scholarly Outcomes

- A paper presented that describes a new theory developed by the author
- A paper presented that reports the findings of research designed to gain new knowledge
- A report on research findings to a granting agency
- Public presentation of a creative work (including performing or visual arts, or an unpublished literary work)

Publications

This list includes only publications associated with the traditional scholar. Such publications best serve the academic system necessary for the dissemination of outcomes of engagement in the scholarship of discovery. For example:

- A book chapter describing a new theory developed by the author
- A refereed journal article reporting findings of research designed to gain new knowledge
- A book reporting findings of research designed to gain new knowledge
- A refereed journal article describing a new theory developed by the author
- An original creative work (such as a musical composition, literary work, script)

The Scholarship of Integration

Unpublished Scholarly Outcomes

- A talk on a current disciplinary topic given on a local radio station
- A talk on a current disciplinary topic given on a local television station
- A talk on a current disciplinary topic given for a local service organization
- A talk on a current disciplinary topic given for a local business organization
- A talk on a current disciplinary topic given for a local nonacademic professional association
- A talk on a current disciplinary topic given for a group of college alumni
- A lecture on a current disciplinary topic given for a local high school class
- A lecture on a current disciplinary topic given for a high school assembly
- A lecture on a current disciplinary topic given at a local community college
- Original performance of a published work (performing arts)
- A public demonstration of a prototype

Publications

- A review of literature on a disciplinary topic
- A review of literature on an interdisciplinary topic
- A review essay of two or more books on similar topics
- An article on the application of a research method borrowed from an academic discipline outside one's own
- A book chapter on the application of a research method borrowed from an academic discipline outside one's own
- An article on the application of a theory borrowed from an academic discipline outside one's own

- A book chapter on the application of a theory borrowed from an academic discipline outside one's own
- A critical book review published in an academic or professional journal
- A critical book review published in a newsletter of a professional association
- An article addressing current disciplinary topics published in the popular press
- A book addressing a disciplinary/interdisciplinary topic published by the popular press
- An article that crosses subject matter areas
- A book that crosses subject matter areas
- A critical book review published in the popular press
- A book published reporting research findings to lay readers
- A textbook published
- An edited book published
- An article on a current disciplinary topic published in a local newspaper
- An article on a current disciplinary topic published in a college or university publication
- An article on a current disciplinary topic published in a national magazine of the popular press

The Scholarship of Teaching

Scholarly Activities

- Direction of student research projects
- Preparation of a new syllabus for a course
- Development of examination questions requiring higher-order thinking skills
- Development of a set of lectures, learning activities, or class plans for a new course
- Maintenance of a journal of day-to-day teaching activities
- Study problems or questions emerging from one's own teaching
- Construction of an annotated bibliography for course reference
- A lecture on topics from current scholarly books not covered in course readings
- Development of a new course
- Development of a new set of lectures for an existing course
- Introduction of some result of one's scholarship in teaching

Unpublished Scholarly Outcomes

General Pedagogical Development and Improvement

- Presentation about new instructional techniques to colleagues
- Development of a collection of resource materials for one's subject area
- Construction of a novel examination or testing practice

Classroom Research

- Experimentation with new teaching methods or activities
- Development of methods to make ungraded assessments of students' learning of course content
- Trying a new instructional practice and altering it until it is successful

Pedagogical Content Knowledge

- Development of examples, materials, class exercises, or assignments that help students to learn difficult course concepts
- Creation of an approach or strategy for dealing with class management problems faced in teaching a particular type of course
- Creation of an approach or strategy to help students to think critically about course concepts

Publications

General Pedagogical Development and Improvement

- Publication listing resource materials for a course
- Publication on the use of a new instructional method

Classroom Research

- Publication reporting a new teaching approach developed by the author
- Publication of a method to make ungraded assessments of students' learning of course content
- Publication on the use of a new instructional practice and the alterations made to make it successful

Pedagogical Content Knowledge

- Publication on examples, materials, class exercises, or assignments that help students to learn difficult course concepts
- Publication on an approach or strategy for dealing with class management problems faced in teaching a particular type of course
- Publication on an approach or strategy to help students to think critically about course concepts