



RED DEER COLLEGE
**Scholarly Activity
Guidebook**

Application of the Scholarly Activity Policy
Version 1.0
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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.

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?

POSSIBLE SUPPORT FOR SCHOLARLY ACTIVITY

Scholarship is supported and encouraged throughout the College. The extent to which material and moral support are granted and provided is dependent on the extent to which the scholarly activity conforms to the Scholarly Activity. 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
- Research 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

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://advancededucation.alberta.ca/media/133783/rmpf.pdf>

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