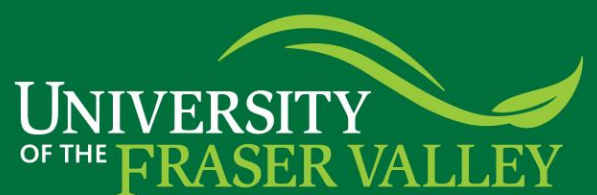


Research Advisory Council Timeline

Appendices of
Historical Documents

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The logo for the University of the Fraser Valley features a stylized green wave above the text. The text is arranged in three lines: "UNIVERSITY" in white, "OF THE" in small white letters, and "FRASER VALLEY" in large green letters.

UNIVERSITY
OF THE FRASER VALLEY

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Appendix A

Research Advisory Council Chairs

2004 - Present

Sandy	Vanderburgh	2004-2005
Sandy	Vanderburgh	2005-2006
Hamish	Telford	2006-2007
Hamish	Telford	2007-2008
Olav	Lian	2008-2009
Olav	Lian	2009-2010
Scott	Sheffield	2010-2011
Scott	Sheffield	2011-2012
Davida	Kidd	2012-2013
Davida	Kidd	2013-2014
Margaret	Coombes	2014-2015
Margaret	Coombes	2015-2016
Margaret	Coombes	2016-2017
Michelle	Riedlinger	2017-2018
Jon	Thomas	2018-2019
Jon	Thomas	2019-2020
Satwinder	Bains	2020-2021
Satwinder	Bains	2021-2022
Gillian	Hatfield	2022-2023

STATEMENT REGARDING RANK AND TENURE
from the Perspective of the Research Advisory Council
April 9, 2009

Introduction

The FSA-management joint committee on rank and tenure has stated that “UFV must continue to build credibility as a university so that our current and future faculty are recognized members of the academy. Systems of rank imply recognition of achievement within a larger community of scholars and with granting agencies. Tenure is a cornerstone of universities and essential to the protection of academic freedom.” The Research Advisory Council (RAC) strongly supports this position.

Gravestock and Greenleaf (2008) at the University of Toronto prepared a document on tenure and promotion policies in Canada, based on a study of 44 institutions. This report provides some context for what might constitute “recognition of achievement within a larger community of scholars [.]” It indicates that most institutions in Canada do not separate teaching faculty from research faculty and have a single set of tenure-track faculty ranks that include Assistant, Associate, and Full Professor. Some of the findings of Gravestock and Greenleaf are included in Appendix A, at the end of this document; these findings are included for background information and points of comparison, and are not intended as a strict model for UFV to follow.

The role of research in a teaching intensive regional university

Teaching, research and service are the cornerstones of any university. The University of the Fraser Valley needs to develop a fair and credible process for formal recognition of the scholarly and creative research being undertaken by its faculty. This process also needs to acknowledge that the capacity of such individuals, or groups of individuals, is constrained by the current classroom teaching load at UFV.

Small and mid-size teaching intensive universities, such as, for example, St. Francis Xavier University, Acadia University, or University of Lethbridge, consider research as a part of their foundational work, while maintaining teaching as a priority. These universities also maintain a conventional rank and tenure process. University of the Fraser Valley should be able to do the same.

Many academic departments at UFV have a strong tradition of encouraging and supporting undergraduate student research beyond what is typically done in the traditional classroom setting. Moreover, most faculty have a desire to continue and expand on this tradition. There is a strong track record at UFV of applying the theoretical to the practical, by facilitating the movement of students out of the classroom and into the community, the studio, the library, and the laboratory, where research takes place.

Research has a symbiotic and mutually reinforcing relationship with teaching, which makes research not only meaningful, but central, in a teaching-intensive institution such as UFV. Faculty members who conduct research give students access to the active construction of knowledge in their discipline in a way that does not occur otherwise. For this reason, faculty engagement with research constitutes one important difference between university and college teaching.

Research is defined differently in different disciplines, but generally it is the creation of knowledge based on empirical observation, participant observation, textual analysis, or creative activity, and, importantly, it is recognized as research by the broader academic community in the given discipline. In addition to these kinds of original knowledge production, the process UFV develops for assessing faculty research within the context of a teaching-intensive university will also need to consider the place and value of scholarly activities conducted by faculty that provide for the transfer of existing knowledge, such as the production of published textbooks for classroom use, writing book reviews, giving public lectures, and developing scholarly websites, to name just a few. Such activities contribute significantly to the discipline, and to the university and the regional communities it serves.

That said, the RAC maintains that scholarly “research,” for the purposes of promotion and workload determinations is that which *exceeds* the kind of information-gathering and synthesis that takes place in course design and preparation and while staying on top of the field, which is also a vital and time-consuming part of a university professor’s workload.

Rank and tenure in the current context

Now that UFV has been designated a university, it has been suggested that there may be a much greater emphasis on research than in the past. If this is indeed the case (as we strongly believe it should be in order for UFV to fulfill its mandate as a teaching “university”), research has to be incorporated into any faculty ranking system, and be a significant component of it, alongside teaching and service. Furthermore, such a process that facilitates academic advancement needs to be compatible with the ranking systems at other accredited Canadian universities.

Recommendations

Ranks and titles

Academic ranks are a necessary part of becoming a university. The university needs to move to a fully accredited and universally accepted merit-based system of ranks and titles of Assistant, Associate, and Full Professor. Ranks and titles must be recognizable to have legitimacy in the broader academic community and to allow individual faculty members to correspond effectively with granting institutions and government organizations, and to interact with colleagues external to UFV in the customary manner of academia. The establishment of standard ranks will also enhance the university’s ability to recruit and retain faculty and students.

One stream

There should be one stream of title and rank.

Initial appointment

Normally, the initial appointment will be tenure-track and at the rank of Assistant Professor.

In the transition period from the old university-college system to the new university-type system, the ranks of Assistant, Associate, and Full Professor will be assigned in accordance with the principles and criteria specifically devised for this period and limited to it.

Progression from Assistant to Associate Professor

Evaluation of teaching: To be promoted to the rank of Associate Professor, an Assistant Professor has to present proof of having conducted high-quality teaching. Evidence of this will be collected in a process similar to the current IPEC and will include a teaching portfolio, student evaluations of classes, and peer observations of classes.

Evaluation of research: Whereas teaching can be effectively evaluated according to standards internal to the institution, research in academic disciplines can only be effectively evaluated in relation to national and international discipline-based discourses, based on the peer-recognized and peer-evaluated research 'products.' These would include, but are not limited to, peer-reviewed publications and events, text books, presentations at academic conferences, letters of recommendation and acknowledgement from external sources, national and international awards, external research grants, and service to the larger academic community including serving professional organizations, organizing academic conferences, and being on editorial boards of peer-reviewed journals or reference works.

Evaluation of service: Faculty are also to be evaluated on service to the university or on service in the interests of the university.

Progression from Associate to Full Professor

This should be structured similarly to the promotion from Assistant to Associate Professor with substantially more significant expectations. For example, a Full Professor should be recognized nationally for his or her academic accomplishments, with international recognition being highly desired.

Rank and Tenure Committees

Faculty who are under consideration for tenure and/or promotion of rank will be recommended by the department, and their research, teaching, and service records together with the letters of recommendation obtained from external sources will be subsequently reviewed by a Rank and Tenure Committee.

Models for UFV Rank and Tenure Committees should be explored to ensure a fair and expeditious procedure for the progression of ranks among the professoriate.

An appeals process should be established and administered by the office of the Provost.

Exemptions from the expectation to conduct research

Although in the future research is to become an expected activity for most teaching faculty at UFV, the reality of the current situation is different due to the fact that many faculty were hired by the institution before it became a university or even a university college and the necessity to conduct a research was not stipulated as a condition of their employment.

Given this, the RAC supports the implementation of a grandfather clause which provides for such colleagues that they should be granted tenure and be exempted from a requirement to conduct research if they opt not to do research. The question of ranking for this group may be more difficult to resolve, however one procedure might be to provide the chance to proceed once through a single step of promotion (from Assistant to Associate or from Associate to Full Professor) on the basis of extraordinary achievements in teaching and/or community service.

Support for research

All faculty who are interested in conducting research, even if they are not conducting research at present, must be given adequate support to do so.

Workload Issues

Research and teaching are inter-related and are mutually beneficial. However, these gains are diminished if the teaching load is too high. Research should be acknowledged as part of the workload of faculty who are engaged in research. Up until now, faculty who have conducted ongoing research programs have often done so at significant personal cost, as they have been fitting in their research in addition to a heavy teaching load. The collective agreement needs to have more flexibility than it presently does in order to acknowledge research as a significant and legitimate part of the faculty workload.

The RAC proposes a teaching load of no more than 5 sections per academic year for research-active faculty. Even if this recommended teaching load is not feasible immediately, this should certainly be a goal for the near future. The proposed reduction of the teaching load for researchers must not be achieved through an increase of the teaching load of other faculty. In fact, to allow for the scholarship involved in university-level teaching throughout the institution, it would be helpful if teaching loads decreased across the board.

The currently high teaching load at UFV means that, in the short term, expectations for tenure cannot be the same as that at institutions with lower teaching loads, a standard system of research sabbaticals and study leaves, and more infrastructural support for research. Expectations for tenure must, nevertheless, be reasonably high so as to achieve credibility.

Ranks and salary

The question of how ranks should affect the salary scale will be negotiated through a Labour-Management committee. We recommend that, following a model typically found at other Canadian universities, each rank has an associated salary range within which faculty members also advance through steps achieved by merit in addition to automatic annual salary increases due to years of service and cost of living.

Timeline

A firm timeline needs to be established to put a Rank and Tenure process in place.

RAC Approved April 9, 2009.

Appendix A

Gravestock and Greenleaf. [2008]. *Overview of tenure and promotion policies across Canada*. Toronto, ON: University of Toronto)

Means of Assessment for Tenure:

While these vary from institution to institution there are many common elements that can be identified. Generally, faculty must demonstrate “competence” in teaching and “excellence” in research as evidenced by the following measures:

Teaching

- Data from student evaluations – normally from all courses taught.
- Peer review of in-class teaching and course content.
- Publications and research about teaching and learning.
- Teaching awards.
- Contributions to program and curriculum development
- Sample teaching materials.
- Teaching dossier – Most of the materials noted above are common elements of a teaching dossier, a comprehensive collection of evidence of teaching contributions and effectiveness. This may also include a teaching philosophy statement, information on pedagogical strategies used inside and outside the classroom, sample student work, and evidence of professional development and mentorship. Some institutions specifically direct faculty to the comprehensive CAUT guidelines.

Research

- Significant peer-reviewed research publications in a faculty member’s field. This might include books, monographs, journal articles and book chapters.
- Participation at conferences and in meetings of professional organizations.
- Receipt of research grants.
- Review and editing responsibilities (e.g. journals, textbooks, etc.)
- Non-peer reviewed publications (e.g. policy papers).
- Letters of appraisal from colleagues.

Service

- Participation in departmental/divisional/institutional committees.
- Participation in institutional governance processes.
- Academic administrative appointments.
- Community service (where relevant to academic expertise).
- Faculty association responsibilities.

Tenure and Promotion Process:

Tenure and promotion policies and processes are normally articulated in collective agreements between faculty associations/unions and the institution or its board of governors. These procedures normally begin with a review at the departmental level and subsequently reviewed at the divisional/decanal level and finally by either the board and/or the president/rector/chancellor. At every stage of the process, the policy will normally include opportunities for appeal or grievance which is usually facilitated by the faculty association or union.

The tenure process typically also includes a pre-tenure review (normally in the 3rd year of appointment) that measures the candidate's progress and promise in relation to institutional expectations for tenure. With the granting of tenure, Assistant Professors are normally promoted to the rank of Associate Professor.

After tenure, most institutions continue to conduct annual reviews of faculty; however, these are only connected to a merit-based system and do not affect rank or permanency of appointment. Rarer is the post-tenure review: a scheduled assessment of a tenured faculty member's continued commitment to teaching and scholarship that may result in the termination of a continuing appointment.

Promotion:

Processes for promotion to Full Professor vary: in some cases individual tenured faculty may put themselves forward at any time (after a specified number of years with tenure); in others, promotion is considered on a scheduled basis.

Consideration for Promotion:

The means of assessment for promotion are typically parallel to those for tenure but with modified expectations depending on the level of promotion.

- *Lecturer to Assistant Professor*

Where a lecturer appointment is conditional based on the requirement to complete a terminal degree, promotion to Assistant Professor is generally automatic and occurs upon receipt of this degree.

- *Assistant Professor to Associate Professor*

At most institutions, promotion to Associate Professor is linked to the tenure process and therefore shares its criterion expectations. When the two processes are distinct, they nonetheless are closely parallel.

- *Associate Professor to Full Professor*

The criteria and measures for promotion to full professor echo those for tenure, but normally demand evidence of stated criteria at a significantly elevated level.

Below are issues that a subcommittee of the Research Advisory Council have identified as important to the current round of collective bargaining. The subcommittee consists of Olav Lian (Geography), Sylvie Murray (History), Tony Stea (Biology), Adrienne Chan (Social Work), Vladimir Dvoracek (Economics), Scott Sheffield (History), and Noham Weinberg (Chemistry).

1. **Standard sabbaticals and study leaves** are needed so that faculty members can keep up in their fields, conduct research at a level consistent with that of colleagues at competing universities, and publish at a rate, and at a standard, which will allow them to compete effectively for federal research grants, and other external sources of funds. **Faculty should be able to apply every sixth year for a one-year sabbatical, which will occur in the seventh year.** In extraordinary cases, faculty should be able to **apply for one-semester study leaves.** Study leaves should be available between sabbaticals in cases, for example, where a faculty member is awarded a substantial external research grant or a contracted book project with a short “shelf life” which requires extraordinary time and resources.
2. The institution should make sure that the number of **Research Option releases** available to faculty **keep pace** with demand as the institution grows in order to maintain its stated commitment to research in a full-status university. Each year brings new hires that are increasingly research-oriented PhDs, and already applications are much in excess of the number of releases available. In fact, many faculty members have refrained from applying for Research Options because of the challenge of obtaining them. Ideally, there needs to be a mechanism created that would commit the University to supplement research funding as the number of faculty opting to engage in research activities (within the parameters set by the rank & tenure system) also increases. That is, if faculty members have the option to designate 30% of their assessment criteria to their research activities as is currently proposed by the Joint Committee on Rank and Tenure, sufficient funds should be available for this option to be realistic. Also, the introduction of an option to permit faculty to choose to apply for a 3 year series of releases would be helpful for those engaged in an on-going program of research.
3. **Two Research Options releases** (i.e., two course releases) per academic year should be automatically awarded to faculty members who have successfully competed for a major federal grant (e.g., standard SSHRC and NSERC operating grants, or the equivalent). This would put UFV on par with Thompson Rivers University, our closest competitor, and allow faculty members to properly fulfil the obligations of their grants. This would also encourage more faculty to apply for federal grants, which would, in turn, significantly increase the indirect funds delivered to UFV from the federal government.
4. **Research should be recognized as a unit of work.** Since the University’s mandate is to be teaching-focussed, the research that is performed at UFV is linked intimately with teaching and learning. However, faculty members are not properly compensated for the significant amount of time they spent teaching, mentoring, and supervising students’ research activities in addition to their normal classroom workload. They should be compensated for doing so, or be given appropriate release from standard classroom teaching.

5. **Faculty who direct research centres, research laboratories, or the equivalent, and that bring in substantial, and sustained, external funds to the university** should be properly compensated for doing so. There is an increasing number of faculty at UFV that have established self-funded research programs (centres, labs, etc.) that are, in effect, small businesses. These facilities bring in external funds to the university that are not only used to acquire research equipment, support student learning, and supply research student salaries, but they also bring substantial indirect (overhead) funds to the university. Currently, most faculty who direct such facilities are doing so off the side of their desks (i.e., they are not permitted to, or they feel that it is inappropriate to, claim compensation from acquired funds), despite the fact that the time that it takes to do this properly often takes more time than does their standard classroom teaching workload. Moreover, for faculty to be able to continue to successfully compete for funds to support these research-teaching facilities, they have to maintain a national or international profile, which usually means maintaining a high publication rate in good peer-reviewed journals, or the equivalent. Faculty who direct self-funded research centres and laboratories should be placed on a pay scale that properly reflects their unusually high and challenging workload and their significant contribution to the university. One option would be to adopt, and/or modify, the pay scale currently used for Directors of administrative units.

6. The language in the current Collective Agreement regarding **allocation of Professional Development (PD) funds** (section 22.3) should be changed so that it states clearly support for research activity:

Current language reads:

In-Service Professional Development

Defined as time off at full pay for the purpose of attending conferences, workshops and other approved professional development activities which do not take the employee from regular duties for more than fifteen (15) consecutive work days at a time...

New language should read:

In-Service Professional Development

Defined as fiscal compensation for the purpose of attending conferences, workshops and for other approved professional development activities, **which can include those which support research initiatives**, which do not take the employee from regular duties for more than fifteen (15) consecutive work days at a time...

7. **Temporary researcher positions funded from Tri-Council grants, or the equivalent.** Currently, only a special category of “undergraduate research assistant” exists for these purposes. It, however, does not allow for the hiring graduate research assistants, post-doctoral fellows, etc. It is important to extend this category to a “researcher positions funded from Tri-Council grants, or the equivalent” to address this problem. Due to their inherent temporary nature, and due to their primary function as personnel in training, these positions, like the currently existing “undergraduate research assistant” position, need to be excluded from the standard salary/benefits grids covering other staff and faculty categories.

Appendix D

Why Ernest Boyer's definition of scholarship and "creativity contracts" might be a nice fit for UFV. A case presented by Sylvie Murray, April 4, 2011.

Preamble: Beyond the "teaching versus research" debate

Even though UFV has been exploring the connections between teaching and research/scholarship for quite some time,¹ these activities continue to be conceptualized as polar opposites—or at least, in a tension. This is an old debate, and one that has reached its limits. As Ernest L. Boyer of the Carnegie Foundation noted in 1990 in *Scholarship Reconsidered: Priorities of the Professoriate*, it is time “to break out of the tired old teaching versus research debate and define in more creative ways what it means to be a scholar.”² Boyer’s perspective is still relevant today and might offer an excellent starting point to advance the cause of scholarship at UFV.

Introduction

Boyer defines scholarship in terms that go beyond the narrow focus on research that has come to dominate academia in the twentieth century. He advocates returning to an earlier, and broader, definition of scholarship which includes, but is not limited to, research—in Boyer’s framework, research, or the “scholarship of discovery,” is one among four distinct and inter-related forms of scholarship. All four are essential components of the work that scholars do, individually and/or collectively, and they are “tied inseparably to each other.” In his words, “what we urgently need today is a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching.”³ Boyer’s framework is reviewed below, along with a discussion of how his model fits nicely with UFV’s values and practices.⁴ His innovative articulation of a

This position paper was written in anticipation of our returning to an active public discussion of whether to introduce a system of ranking at UFV. Valuable work was done on this topic by the Joint Committee on Rank and Tenure before it was disbanded in April 2010. In the year since the interruption of the Joint Committee’s work, very little has been done on this issue in spite of it continuing to be of critical importance to UFV and many of its faculty members. My intervention stems from a belief that a better definition of “scholarship/research” than what has been articulated so far might help in building institutional consensus around the introduction of a ranking system that would include more than teaching and service. A “better” definition, in my mind, needs to be both inclusive and rigorous, and to revolve around the particular professional identity of faculty members as scholars. I would like to thank Moira Kloster, Noham Weinberg, Chantelle Marlor, Ding Lu, and Glen Baier for taking time off their busy schedules to talk about these issues, and Greg Schlitt for offering helpful criticism of previous drafts of this document.

¹ The upcoming UFV conference, “Is there a R in Teaching? Is there a T in Research” (to be held May 3, 2011) is the most recent example of this important effort.

² Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1990), xii. For briefer overviews of his conclusions, see “Highlights of the Carnegie Report: The Scholarship of Teaching from ‘Scholarship Reconsidered: Priorities of the Professoriate’,” *College Teaching* 30, 1 (Winter 1991): 11-13 and “From *Scholarship Reconsidered* to *Scholarship Assessed*,” *Quest* 48 (1996): 129-39.

³ Boyer, *College Teaching*, 11.

⁴ I am grateful to Moira Kloster for sharing an early draft of her overview of recent practices at UFV (“Scholarly Activity at UFV: A Manifesto,” February 2011). I quote from her draft report with her permission.

system of assessment that is flexible, yet rigorous, and compatible with standard ranks, is tentatively outlined in closing.

The scholarship of discovery is what we would typically call “research.” As described by Boyer, it refers to “a commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead.”⁵ It corresponds to the definition of research adopted by the RAC in April 2009: “it is the creation of knowledge based on empirical observation, participant observation, textual analysis, or creative activity, and, importantly, it is recognized as research by the broader academic community in the given discipline.”⁶ The results of investigative scholarship are typically distributed through peer-reviewed publications, but not exclusively. Discovery may also entail work that employs methodologies other than quantitative or qualitative forms. As noted by Kloster, some of the scholarship done at U(C)FV in recent years include “the production of new theatre, art, music, fashion, writing, or any other output where the end result of the intellectual inquiry is a transformational experience for participants.” The creation of new knowledge can take different forms and employ a variety of methodologies; it should always, however, include the following components: a) intellectual curiosity, to identify new directions for inquiry; b) appropriate methodology and initiative, to pursue this inquiry with credible results; c) distribution of the end product in a credible and publicly accessible form.⁷

The scholarship of integration refers to “making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too. . . [It consists of] serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research.” This type of scholarship is often, but not necessarily, inter-disciplinary, and it is essentially interpretive and integrative.⁸ The RAC also includes this type of work in its definition of research when it states that UFV will “also need to consider . . . activities . . . that provide for the transfer of existing knowledge, such as the production of published textbooks for classroom use, writing book reviews, giving public lectures, and developing scholarly websites, to name just a few.”⁹ In Boyer’s perspective, this work does not merely represent “transfer” of knowledge, but it is, in itself, constitutive of new knowledge (a synthesis is more than the sum of its parts). One should also take care to distinguish between activities that have a significant integrative component from those that are mostly of a summative nature (a book review, for instance, can merely summarize, while a review essay, might offer synthesis; only the latter would be recognized as scholarship of integration.) Work of synthesis can be shared through peer-reviewed publications but also more broadly (as noted in the RAC statement quoted above). Kloster notes that works of this type have led to the “development of new perspectives in the trades or professions” at UFV; it is also undertaken by faculty in the academic disciplines.

⁵ Boyer, *Scholarship Reconsidered*, 17.

⁶ “Statement Regarding Rank and Tenure from the Perspective of the Research Advisory Council,” April 9, 2009, p. 2.

⁷ I borrow these three components from Kloster.

⁸ Boyer, *Scholarship Reconsidered*, 18-21.

⁹ RAC, “Statement,” 2009, p. 2.

The scholarship of application focuses on engagement with social problems and the world outside of academia. It recognizes that “higher education must serve the interests of the larger community.”¹⁰ Research that falls under this type can be characterized as “practical,” or especially concerned with bridging theory and practice. Here too one must be careful not to conflate scholarship that is particularly designed to serve the community (or, more precisely, other parties outside of academia: governmental agencies, corporations, or the non-profit sector) with forms of service that entail no scholarly work (faculty’s participation on community organization’s boards, for instance). As stated by Boyer, “a sharp distinction must be drawn between *citizenship* activities and projects that relate to scholarship itself . . . To be considered *scholarship*, service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is serious, demanding work, requiring the rigor—and the accountability—traditionally associated with research activities.” Boyer further notes the dynamic interaction between “discovery” and “application”; the latter, he insists, does not always flow from the former, but “new intellectual understandings can arise out of the very act of application.” Scholarly service thus “both applies and contributes to human knowledge.”

By virtue of UFV’s explicit goal to “be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley,”¹¹ this type of scholarship is particularly important in our institution, and as such it has received thoughtful attention in Kloster’s inventory. In her report she articulates clearly how to deal with the question of compensation and clients’ claims to the scholarship produced. Her discussion in relation to what she calls “community research” (“defined as projects or sustained networking which bring academic expertise to meet a perceived community need”) is worth quoting at length: “The researcher(s) might be compensated for the work by the client or group which requests the research. However, community research is distinguished from private consulting in two ways. First, the line of inquiry must connect to the researcher’s personal intellectual curiosity and must lead to further intellectual development, not be a project designed by the community, requiring only the researcher’s existing skills and knowledge. Second, because UFV is a public institution and academic knowledge is typically shared, the end product of this research must become public knowledge rather than remaining proprietary to the client—for example, through a published report or publicly accessible workshops.” One could add that the question of compensation is not unique to this type of scholarship since published scholars also typically receive royalties of varying amounts, depending on the work’s distribution.

The scholarship of teaching. This last category is of special interest at UFV given our mandate to provide an undergraduate education of the highest quality to our students. Yet, we must acknowledge that *teaching* (the basic, routine activities which consume so much of our time, semester after semester), *teaching as a scholarly enterprise* (the critically important and challenging process by which we reflect on our teaching and

¹⁰ Boyer, *Scholarship Reconsidered*, 21-23. The emphasis is Boyer’s.

¹¹ “Changing Lives, Building Community,” UFV Strategic Plan Submission to UFV Board, approved April 8, 2010 (Resolution #045/10). http://www.ufv.ca/president/UFV_Strategic_Directions.htm

strive to improve it), and the *scholarship of teaching and learning* (a subset of the scholarship of discovery) are different things.¹²

Teaching, as a core component of our workload, is currently calculated by the number of sections taught each year. Yet we know that to be satisfactory to both teachers and students teaching requires a great deal of work that, at times, exceeds what can be measured through a section-based formula. Hence the need to recognize the dynamic intellectual work involved in successful teaching.

Teaching as a scholarly enterprise encompasses a variety of activities. At its most basic level it includes the regular updating of course material to reflect recent developments in the field. It may also entail changes to, and updating of, delivery methods, such as adapting a face-to-face course to an on-line or hybrid format, adding Powerpoint presentations, or thinking of new ways to involve students in discussion. At their best, good teachers are self-critical learners, and they engage, at least periodically, in *reflective teaching practice*. This may include the collective sharing of “best practices” (among department members, for instance), taking advantage of the workshops and resources offered by the UFV Teaching and Learning Centre, or simply reading on one’s own pedagogical literature with a view to improving one’s practice. Developments outside of the classroom ranging from the proliferation of individual electronic devices to our students’ greater involvement in the labour force directly affect the learning environment and constantly challenge us to think of new ways to remain effective as teachers.

Boyer’s discussion of teaching offers a good articulation of the kind of reflective teaching practice that, in my view, belongs to this second category. The teacher as critical practitioner must “be well informed, and steeped in the knowledge of their fields”; s/he must employ pedagogical procedures that are “carefully planned, continuously examined, and relate directly to the subject taught”; s/he must “stimulate active, not passive, learning and encourage students to be critical, creative thinkers” and life-long learners. Summing up, he notes that “good teaching means that faculty, as scholars, are also learners . . . [they] themselves will be pushed in creative new directions” by the dynamic interaction that takes place in the classroom.”¹³

Reflective teaching practice has been recognized at UFV, and some of the examples that Kloster cites in her inventory might be of this nature. But it is sometimes conflated with the *scholarship of teaching and learning* (STL) from which, in my view, it is distinct. Kloster describes, for instance, the scholarship of teaching and learning as “a subset of traditional research whose subject matter is specifically related to the educational experience, *especially where this involves the researcher’s own instructional duties and experience*. The results of this research may be distributed through peer-reviewed

¹² I agree with the RAC’s emphasis that teaching as scholarship should be distinguishable from teaching and “*exceeds* the kind of information-gathering and synthesis that takes place in course design and preparation” (“Statement, 2009, p. 2, the emphasis is original). However, I find the characterization of teaching as “information-gathering and synthesis” too narrow; “course design and preparation” is more inclusive of the kind of critical self-assessment of pedagogical strategies and challenges that I think is central to successful teaching and learning .

¹³ Boyer, *College Teaching*, 11.

publications but are *typically* transferred directly to teaching plans, curriculum design, and program planning—for example, improvement in design of on-line learning, or application of mathematics education theory to math courses.”¹⁴ Some of the illustrations included in the latter part of this passage might or might not fit under the rubric of STL “as a subset of traditional research.” One way to clarify the distinction between the two might be to focus on the *end product*: the results of reflective teaching could be defined as a modified individual practice informed by self-assessment and scholarship; the results of the scholarship of teaching and learning could be identified as the formulation of new insights about, or understanding of, the subject (teaching and learning) and its practice, and shared with a broad community of teachers and scholars. UFV needs to support both, through distinct mechanism, but we should guard against conflating them.¹⁵

There is one area of supported activity at UFV that lies outside of Boyer’s “professoriate”-centered framework, and that is **student research**. Kloster included in her inventory funded projects “which go beyond existing credit courses to develop students’ expertise as researchers, by either or both of the following: i) enabling students to develop their own ability to generate a new line of inquiry and to design and carryout their own research with faculty support; ii. Engage them as active participants in a faculty-designed research project.” Whether these projects are supported through the work-study program and/or other sources set aside to support faculty’s scholarship might be worth clarifying. Regardless, undergraduate students’ engagement in the work of scholarship is of immense importance to this institution’s mission and should be actively cultivated.

Thus far this document has presented a broad framework that recognizes the diversity of the scholarship valued and practiced at UFV. It is my hope that it might lead to greater institutional clarity about what we include and what does not fit in our operating definition of scholarship.

Some thoughts about assessing scholarship: Assuming that the broad definition of scholarship outlined above is well received at UFV, and assuming that a general consensus emerges about incorporating it as an integral part of faculty workload, another part of Boyer’s model might be worth considering. This is leading us into a contractual and administrative minefield, thus the following remarks are offered as highly tentative suggestions, meant to broaden our discussions about how scholarship could be further recognized at UFV without falling in some of the pitfalls experienced at other institutions.

¹⁴ Kloster, p. 2. The emphasis is mine. The Teaching and Learning Centre at UFV supports both teaching and scholarship on teaching. <http://www.ufv.ca/tlc.htm>

¹⁵ I am grateful to Noham Weinberg for challenging me to clarify my thinking about this important issue. The document that he and his colleagues in Chemistry have prepared, which details the activities that would and would not be considered scholarship in their field, provides a useful template for how we might continue to clarify the meaning of scholarship at UFV. I recognize, of course, that more formal definitions of the STL have been offered by practitioners of this well-developed field; this is a rough, and lay, definition.

One of the virtues of Boyer's thinking about scholarship, beyond its breadth, is his focus on *the scholar*, rather than simply the activities in which he or she engages. If we think of *the scholar as a creative being*, we have to acknowledge the *flexibility* required for that creativity to flourish. And somehow, we should seek ways to institutionalize a flexible celebration, and assessment, of creativity. A tall order? Perhaps, but it is well worth exploring.

Boyer argues for a dynamic and flexible model by which we assess scholarship and allow for "career paths that provide for flexibility and change." Should a scholar devote his/her entire career to only one form of scholarship? Most likely not. Movement between periods of discovery, integration, application, and scholarly investigation of teaching—not necessarily in this order—should be encouraged.¹⁶

He also suggests that rather than relying on the academic model of peer-review for adjudicating progression through ranks, a scholar's work could be monitored in ways that ensure maximum flexibility and continued engagement in scholarship (past the stage of full professorship, for instance), while remaining rigorous and transparent.

This could be done, he argues, through *individualized* and *periodic reviewing/renewal* of "creativity contracts—an arrangement by which faculty members define their professional [especially, scholarly] goals for a three- to five-year period, possibly shifting from one principal scholarly focus to another."¹⁷ These contracts would be negotiated between a faculty and his/her Dean, for instance, and while individualized, they would always include the following assessment criteria or standards:

- Clear goals
- Well-defined plans
- Effective use of resources (by "resources" Boyer refers in this context to methodologies, not financial support)
- Good communications
- Significant results
- Thoughtful critique.

Specific disciplines, via departments or units in the institution (and following review by Faculties and Senate), would provide information to the Dean on what represents acceptable types of scholarly activities in their fields (within an agreed-upon broad framework); but the actual assessment of whether an individual has met the terms of their creativity contract, or whether the terms are reasonable, wouldn't have to be done by one's peers, which many find troublesome (for a number of reasons that is beyond the scope of this paper to examine).

This method could work to assess the individual's scholarship for the purpose of ranking, as long as we have generally agreed-upon definitions of what each rank entails. For instance, in the Report of the Joint Committee on Rank and Tenure issued

¹⁶ Boyer, *College Teaching*, 12.

¹⁷ *Ibid.*

on November 18, 2009, the following criteria for promotion, or appointment, at the respective levels were articulated:

- Assistant Professor: “Demonstrated potential for productive scholarship, creative or professional work.”
- Associate Professor: “Evidence of consistent accomplishment in the discipline supported by internal and external recognition.”
- Professor: “Evidence of a strong record of sustained scholarly activity as supported by the dissemination of their work to learned societies and in the public realm and by internal and external recognition.”

We could quibble with and slightly modify some of these criteria, but they constitute an excellent—and standard—way of measuring one’s scholarship for the purpose of ranking and promotion. Once promoted to the highest level of Professor, a faculty member would continue to articulate his/her scholarly goals, and have his/her success in meeting them reviewed as described above.

What incentive, might one ask, would a Professor have to continue to engage in creativity contracts? Good question! To the extent that a system of ranking and promotion could be implemented without affecting one’s security of employment (job security would remain separate from ranking and promotion) or salary (some would argue that it should be tied to scholarship; I would object that doing so is logistically and contractually too complex and disruptive to envision now or in the near future), we might have to resort to an honour system, or we might just write it into the contract as an expectation for all faculty.

Of course, we know that “the Devil is in the details” and that these (and related) issues will have to be sorted out for scholarship to be integrated into our institution in any meaningful way. It is not my purpose—nor do I have the authority—to do so. The case for considering seriously Boyer’s model—both his definition of scholarship and his thoughts on assessment—is presented here in the spirit of offering a constructive and inclusive way of thinking about scholarship. The work that scholars do needs to be more formally recognized at UFV. I hope that our institutional discussions on this difficult but important topic will lead to a refreshed and invigorated practice of scholarship at UFV.

Appendix E

The Future of Research at UFV

DRAFT May 2011

Prepared by Scott Sheffield and Adrienne Chan for the Senate Research Committee

The role of research / scholarship in a primarily undergraduate university

Since achieving full university status as a “special purpose teaching University,” much discussion has ensued within UFV about the place of research in such an institution. In this paper, we argue that there is a fundamental relationship between teaching and research within academic work at a university, and that this relationship must be acknowledged and maintained. This relationship is substantiated in the UFV Strategic plan whereby it is noted that the university will offer programs that: “use the best pedagogical practices, informed by a commitment to current research and scholarship” and “engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience, research, problem-solving, and creative work.” (UFV Strategic Plan, 2009-2010)

The Research Advisory Council has dedicated intensive effort to exploring this relationship, and it is worth citing from some of their reports at length. For instance, in 2008 RAC produced a document entitled, “The Importance of Research at U(C)FV,” in which it was argued that the connection between research and learning is well known: a practicing researcher brings invaluable hands-on experience and knowledge to teaching that is immediately recognized and appreciated by students. Moreover, being intimately familiar with current issues and developments in the discipline, a practicing researcher does not have to rely solely on secondary material for teaching; their ability to enrich course curricula with examples drawn from their own research experience stimulates student learning and makes the process more exciting and emotional. This is especially important in upper level courses, where an instructor should be able to demonstrate to the students, using his or her experience in research, the processes by which important questions in his field are identified, how new knowledge is acquired, interpreted, disseminated, and tested. Through the instructor’s experience as a researcher, students will see a discipline as a continuously changing body of knowledge based on and requiring critical thinking rather than a static entity that appears to change only marginally when a new edition of a textbook is published.

More succinctly and explicitly, the relationship was explained in the RAC statement on Rank and Tenure in April 2009, as a, “symbiotic and mutually reinforcing relationship with teaching, which makes research not only meaningful, but central, in a teaching-intensive institution such as UFV. Faculty members who conduct research give students access to the active construction of knowledge in their discipline in a way that does not occur otherwise. For this reason, faculty engagement with research constitutes one important difference between university and college teaching.” (See page 2 of Rank and Tenure document, April 2009).

The University of the Fraser Valley has set itself the ambitious and laudable goal of providing the best undergraduate education in Canada (UFV Strategic Plan Submission to UFV Board, Approved: April 8, 2010). Within this goal, it is stated: “use the best pedagogical practices, informed by a commitment to current research and scholarship”. Given the centrality of research and scholarship in high quality university teaching, any such claim will ring hollow without ensuring that UFV undergraduates have access to active scholars in their classrooms and would be able to participate in research and scholarship. The Strategic Plan goes on to say that programs will: “engage students actively in their education through a high level of interaction with faculty members and opportunities for practical experience, research, problem-solving, and creative work”. Therefore, students can and should have the opportunities to develop their own research as well as work on research in support of their faculty.

RAC articulated in 2008: Participation in active research conducted by its faculty is a rare opportunity that a teaching-intensive university like UFV can offer to its undergraduate students. **Involvement in research as an undergraduate provides a surprising advantage for UFV as at most larger research intensive universities this opportunity is, for the most part, reserved for graduate students.** The shortage and often paucity of graduate students in a teaching intensive university allows its senior undergraduate students to get directly involved in, and to learn from, the research activities of faculty. This innovative and powerful mechanism of learning gives undergraduate students an edge in the job market upon graduation; gives them an advantage when applying to graduate school; and gives them the opportunity to apply for scholarships and awards from the federal funding agencies (e.g., NSERC and SSHRC).” (reference RAC doc, Feb 2008)

UFV must also examine the ways in which it can support its two existing graduate programs, as well as support those currently under development. Graduate level work engages students in a fundamental relationship between research, scholarship and learning. This work is only made possible with the supervision and mentorship of active scholars, something external assessment bodies will consider before extending accreditation to future graduate programs. If UFV is to achieve its stated educational goals, enhancing student opportunities to participate and conduct in research and learn from active scholars is perhaps the most promising avenue. However, other highly-regarded undergraduate universities in Canada, such as Mount Allison or Acadia, already stake their claim to teaching excellence on a rich research climate. If UFV is to compete, it will need to assess the present status of research/scholarship in the institution and consider ways to build its capacity going forward.

There are additional reasons for augmenting the University’s support for research. In recent years, hiring trends in most departments have brought a growing proportion of research active scholars with PhDs (or other terminal degrees) complete or nearly so. The result has been a steady growth in the pool of researchers among UFV faculty, growth that seems destined only to continue. The University’s limited resources for support of research and scholarship have not grown apace and get stretched thinner with each passing year. In the past, UFV was fortunate in having a number of faculty succeed in national grant competitions. These grants drew significant funds to the institution from NSERC, SSHRC and other agencies, and enabled high-level research to be undertaken with substantial student engagement. Unfortunately, Tri-Council policy and structural changes in the last two years have concentrated more resources in the hands

of fewer researchers. Focusing on such 'star' researchers favours large research intensive institutions with lighter teaching loads than teaching intensive institutions, and UFV has seen a resulting drop in faculty success rates obtaining such grants. For both these reasons, it is fitting for UFV to reassess its support for research /scholarship, and find ways to sustain and grow its capacity. We will also have to determine the appropriate balance between supporting as many faculty as viable, and supporting those capable of winning competitive external grants.

The success of a university hinges on the quality of its faculty. Recruitment of good faculty crucially depends on the teaching and research opportunities that a university can offer. Indeed, unless adequate opportunities are made available, UFV may find it difficult to retain its best young faculty as they will be drawn to better opportunities elsewhere. In a market that competes for highly qualified faculty, a high teaching load without reasonable research opportunities will deter prospective candidates from joining UFV. Moreover, research in universities rarely is done in isolation, so to attract the best faculty a critical mass of energetic research-active faculty needs to exist. (RAC doc, 2008)

Structural Issues

Structural aspects, such as funding policies, have tended to privilege universities, particularly in larger, Tier 1 research universities. This comes at the expense of undergraduate teaching in the academy across North American universities in recent decade. Some authors (Savkar & Lokere, 2010) have raised these issues as an important warning: there has been a negative impact on undergraduate education. To obtain the maximum value in the reciprocal relationship between teaching and scholarly endeavor, there needs to be a balance between the two. UFV's particular historical evolution from community college to teaching-intensive university has left it with the opposite challenge faced in major research institutions. Here the demands of teaching leave little time for conducting research, thereby diminishing the potential benefits for our students and our teaching and pedagogical development.

Some of the broader systemic structures interweave with the Collective Agreement and will require examination and involvement of different agencies (such as the AUCC, the Ministry of Advanced Education, and UFV's FSA) to understand the nexus of the issues and to seek solutions.

The reality of fiscal constraints is acknowledged and this will impinge on any decisions regarding the following:

- 1) Recognition of research and scholarship as a part of faculty workloads This is important symbolically as an indication of the value research/scholarship holds at UFV. More importantly, many of our researchers presently struggle to maintain a research program around the edges of a full-time job as instructors and members of the UFV community. This requires them to make difficult choices to carry on their research -- frequently at significant personal/family cost, or at the risk of their productivity and their competitiveness.
- 2) More frequent, flexible and functional sabbatical leave -as per RAC document (2007)
- 3) Credible rank and tenure system -currently unresolved within UFV.

4) Explore support for faculty directing substantial research centres and laboratories.

The following finite or mechanical issues have also been highlighted in recent years as aspects of internal administration that should be revisited:

- 1) Rethinking the institutional support mechanisms for faculty, including:
 - a) course release for research
 - b) course release for scholarly activity
 - c) potentially Professional Development funds
- 2) Reconsidering the institutional support mechanisms for students:
 - a) allocation of student work study positions to include work as Research Assistants
 - b) expansion of Research Assistant positions offered by the Research Office

References

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<http://i.zdnet.com/blogs/time-to-decide-nature-education-report-1.pdf>