UNIVERSITY OF THE FRASER VALLEY

FACULTY OF PROFESSIONAL STUDIES

FACULTY COUNCIL MEETING

Friday, May 13, 2011 – 10:00 AM TO NOON

Abbotsford Campus - Room A421

DRAFT AGENDA

1. **WELCOME**

2. **ADOPTION OF AGENDA**

3. **APPROVAL OF MINUTES – Meetings of March 18, 2011, and April 15, 2011**

4. **NEW BUSINESS/DISCUSSION ITEMS**

4.1 Course and Program Change Approvals
    4.1.1.DHYG 260

4.2 Models of 'Scholarship" (two documents distributed at April meeting)
4.3 Review of Committee Membership (as requested at April meeting)
4.4 Approval of Terms of Reference for Newsletter Standing Committee
4.5 Membership on Faculty Council

5. **REPORTS**

5.1   Reports from Committees
        5.1.1. Nominations and Elections Committee
        5.1.2. Field Education and Practicum Committee
        5.1.3. Retention Committee
        5.1.4. Learning Exchange Committee
        5.1.5. Faculty Newsletter Committee
        5.1.6. Terms of Reference Review Committee

6.2   Reports from Other Faculty Councils
6.3   Reports from Senate
6.4   Dean's Report

6. **INFORMATION ITEMS**

6.1   Next Faculty Council meeting: scheduled for Friday, June 10 at 10 am in Abbotsford room A421

7. **ADJOURNMENT**

Faculty of Professional Studies

Faculty Council Minutes

March 18, 2011

Chilliwack Campus Room D239

Attendees: Adrienne Chan, Andrea Hughes, Awneet Sivia, Barbara Salingre, Carol Dickson, Christine Neigel, Christine Slavik, Colleen Bell, Debbie Jobb, Don Miskiman, Elizabeth Dow, Fiona McQuarrie, George Melzer, Gerry Palmer, Ian Hunt, Keith Lownie, Lee-Ann Jackson, Les Stagg, Lisa Moy, Lucki Kang, Maggie Theron, Pamela Causton, Robert Harding, Ron Wilen, Sheila Edwards, Shirley Lister

Dean: Rosetta Khalideen

Chair: Cyrus Chaichian

Regrets: Lisa Almos, Gianini Bocsanu, Mark Breedveld, Janine Brown, Gillian Bubb, Heather Compeau, Karen Davidson, Kevin Dewolde, Sarmjit Dhillon, Renette Aubin Boisclair, Rosie Friesen, Sandra Flynn, John Hogg, Noorjahan Jaganath, Stephanie Kelly, Anne Kent, Maureen Kiner, Hannah MacDonald, Sheryl MacMath, Kate McCulloch, Maple Melder Crozier, Kim Milner, Adele Phillips, Cindy Rammage, Diane Reed, Cindy Stewart, Pieter Steyn, Barbara Stirskey, Paula Stubbings, Kathy Ramsey, Janine Roberts, Elvira Warner, Dawna Williams

1. **Welcome**

2. **Approval of Agenda**
   On a motion duly made and seconded, the agenda was approved with the addition of item 5.4 – Anti Racism Discussion (moved: Christine Slavik, seconded: Awneet Sivia). Motion carried unanimously.

3. **Approval of Minutes – February 18, 2011**
   On a motion duly made and seconded, the minutes of February18, 2011 were approved with the following changes:
   Item 6iii – correct spelling of Wendy Burton's name (moved: Les Stagg, seconded: Sandy Hill). Motion carried unanimously.

4. **Presentation**
   Colleen Bell gave a presentation on the UFV Library.

5. New Business
   5.1 Course and Program Change Approvals
   - On a motion duly made and seconded, that the revised course outline for SOWK 110 is approved as presented (moved: Sheila Edwards, seconded: Sheryl MacMath). Motion approved.
   - On a motion duly made and seconded, that the revised course outline for EDUC 412 is approved with the following changes:
     - Learning outcome #3: change 'discuss' to 'analyze' and 'you' to 'teachers'
     - Final learning outcome: change 'describe' to 'demonstrate'
     - Change 'spectrum describe and example' to 'spectrum describe and provide examples'
     (moved: Sandy Hill, seconded: Les Stagg). Motion approved.
   - On a motion duly made and seconded, that the revised course outline for EDUC 420 is approved with the provision that the references be formatted in APA style (moved: Sandy Hill, seconded: Adrienne Chan). Motion approved.
   - On a motion duly made and seconded, that the revised course outline for EDUC 445 is approved with the provision that the references be formatted in APA style (moved: Sandy Hill, seconded: Adrian). Motion approved.
   - On a motion duly made and seconded, that the revised course outline for EDUC 452 is approved with the provision that the calendar description be changed from 'regards to assessment' to 'related to assessment' (moved: Sandy Hill, seconded: Elizabeth Dow). Motion approved.
   - On a motion duly made and seconded, that the revised course outline for EDUC 453 is approved with the provision that the references be formatted in APA style (moved: Sandy Hill, seconded: Christine Slavik). Motion approved.
   - On a motion duly made and seconded, that the revised course outline for EDUC 454 is approved with the provision that "discuss" in learning be changed to "analyze" (moved: Sandy Hill, seconded: Robert Harding). Motion approved.
   - On a motion duly made and seconded, that the revised TEP Elementary Program Course Sequencing be approved as presented (moved: Sandy Hill, seconded: Gerry Palmer). Motion approved.

   5.2 Call for Nominations: Senate Representative for Faculty of Health Sciences
   Nominations are open for one senate seat (faculty) to represent the new Faculty of Health Sciences. Nominations are due on March 25.

   5.3 Anti-Racism Day
   - Adrienne invited all to an event on March 21 at uHouse (F125) at 4:00.

6. Reports
   6.1 Reports from Established and Ad Hoc Committees:

   i.   Nominations and Elections Committee
- Arts Faculty Council requires a faculty representative from our Faculty. Shirley Lister volunteered to represent the Faculty of Professional Studies.
- There are vacancies on the Professional Studies Faculty Council for a sessional representative and a student representative.

  ii.   Field Education and Practicum Committee
- Using Blackboard as a vehicle to work with Field Placement Supervisors.
- Criminal record check - ensure due diligence in assuring checks are completed. There needs to be standardization and education across the institution as to how this is carried out.
- Health Sciences leaving Professional Studies brings up the discussion of standardization of field placements across the institution. There are other programs outside Professional Studies who also conduct field placements.
  - The institution needs a better understanding of field placements.
  - There is also an issue of giving Field Placement Supervisors some formal status within the institution. One suggestion is to create a category similar to Adjunct Faculty for the supervisors. It was also suggested giving Supervisors access to the library; however, because of licensing arrangements with some vendors, the library can currently only grant access to registered students and to faculty/staff.

A reminder from Rosetta to bring ideas to the faculty as suggestions so motions can be brought to the Senate. Rosetta agrees more recognition of field supervisors is required. In the interest of time the chair recommended the committee bring information to the next meeting.

 iii.   Retention Committee –
- The group would like to invite Donna Alary to a future meeting to discuss the results of the National Survey of Student Engagement that UFV participated in.
- The group is preparing a submission to the newsletter.
- Another issue is international students taking first Business courses needing more support.

 iv.   Learning Exchange Committee – Two minute energizers will not to be supported by the committee due to time constraints during meetings. Rosetta suggested scheduling those presentations directly after the meeting.

  v.   Faculty Newsletter Committee – Newsletter under production. Deadline is March 31 for submissions.

 vi.   Terms of Reference Review Committee – Recommendation to strike item 7a from the TOR as it also exists under section 5. Clarification – the faculty should have input into the agenda. Rosetta requested a proposed Terms of Reference for the next meeting so that Faculty Council can

discuss and vote on the changes. Carol to send out the TOR under development utilizing 'track changes' for the next meeting.

6.2   Reports from other Faculty Councils:
   i.   Faculty of Science – Student research day is March 31. No posters have been received as yet from FPS.
   ii. Faculty of Arts – nothing to report.

6.3   Report from the Senate – Residency requirement is increased from 15% to 20%. UPAC procedure clarification should be available in 9 months.

6.4   Dean's Report
   - Many scheduled forums are coming up, please attend. Posted times are available through myUFV.
   - President of Westjet will be at the university on March 23rd. Attendance is encouraged. Thanks to Cyrus Chaichian for organizing this event.

7   Next Meeting – Friday, April 15, 2011 in room A421 on the Abbotsford Campus.

8   On a motion duly made and seconded, that the meeting be adjourned at 12:05 (Motion: Gerry Palmer, seconded: Christine Slavik). Motion carried.

FACULTY OF PROFESSIONAL STUDIES

FACULTY COUNCIL MEETING

Friday, April 15, 2011 – 10:00 AM TO NOON

Abbotsford Campus Room A421

DRAFT
MINUTES

Attendees: Pamela Causton, Maggie Theron, Barbara Stirskey, Les Stagg, Crystal Heywood, Gerry Palmer, Kathie Ramsay, Barbara Salingre, Sandy Hill, Awneet Sivia, Samarjit Dhillon, Diane Reed, Don Miskiman, Colleen Bell, Heather Compeau, Gillian Bubb, Keith Lownie, John Hogg, Gianina Bocsanu, Georgina Marsom, Christina Neigel, Cindy Rammage, Christine Slavik, Ian Hunt, Adrienne Chan, Lisa Moy, Gwen Point, Shirley Lister, Mark Breedveld

Associate Dean: Fiona McQuarrie

Meeting Chair: Gerry Palmer

Regrets: Lisa Almos, Renette Aubin Boisclair, Cyrus Chaichan, Dianne Common, Karen Davidson, Kevin Dewolde, Elizabeth Dow, Sheila Edwards, Rosie Friesen, Robert Harding, Lee-Ann Jackson, Debbie Jobb, Sheryl MacMath, Kim Milnes, Adele Phillips, Janine Roberts, Shelley Steidle, Pieter Steyn, Paula Stubbings, Marlene Upton, Dawna Williams, Maureen Kiner, Rosetta Khalideen

Guest: Craig Toews, UFV Capital Planning

1. **Welcome –** Meeting called to order at 10:10

2. **Approval of Agenda**
    Fiona requested two additions to the agenda under Information Items: Research, and Extended Library Hours.
    On a motion duly made and seconded, the agenda was approved as amended (moved: Les Stagg, seconded: Christina Neigel). Motion carried unanimously.

3. **Approval of Minutes – March 18, 2011**
    With apologies, last meeting's minutes have not yet been distributed. When available they will be distributed, and be on the agenda of the next meeting.

4. **Guest: Craig Toews**. Craig gave an overview of UFV Capital Planning and answered questions.

5. **New Business**
    5.1 **Course and Program Change Approvals**
        5.1.1 **TEP Secondary Program**
            Awneet gave an overview of the TEP secondary program proposal.
            - The TEP Secondary program proposal was unanimously approved as circulated. (moved: Maple Melder-Crozier, seconded: Christine Slavik).
            - New Courses – The following course outlines were unanimously approved as circulated. (moved: Adrienne Chan, seconded: Sandy Hill).
                - EDUC 441
                - EDUC 413

- o EDUC 431
- o EDUC 432
- o EDUC 434A
- o EDUC 434B
- o EDUC 435
- o EDUC 436
- o EDUC 437A
- o EDUC 437B
- o EDUC 440
- o EDUC 499
- Revised Courses –The revised course outlines for the following courses were unanimously approved. (moved: Sandy Hill, seconded: Les Stagg).
  - o EDUC 450
  - o EDUC 446
  - o EDUC 447
  - o EDUC 448
  - o EDUC 410
  - o EDUC 445
  - o EDUC 442
  - o EDUC 444
  - o EDUC 495
  - o EDUC 452
  - o EDUC 454
  - o EDUC 460
  - o EDUC 490
  - o EDUC 492

5.1.2 Certificate in Adult Teaching and Learning (CATL)

- Ian Hunt reviewed the proposal. The CATL Proposal was unanimously approved as circulated. (moved: Georgina Marsom, seconded: Gwen Point).
- The changes to the official course outline for ADED 340 were unanimously approved as circulated. (moved: Les Stagg, seconded: Christine Slavik).
-

5.2   Review of Committee Membership

The Terms of Reference for the council's standing committees state that members' terms are for two years. As each standing committee was created two years ago, the terms of most of the committee members will be ending soon. Fiona requested that each committee review its membership and come to the May meeting with notifications of any vacancies or requests for members to be reappointed.

5.3   Faculty Newsletter Committee

The committee is an ad hoc committee that should become a standing committee, as it meets regularly and has a formal mandate,
The motion that the Newsletter Committee become a Standing Committee of the Professional Studies Faculty Council was approved unanimously. (moved: Ian Hunt, seconded: Heather Compeau). The committee will bring a draft 'Terms of Reference' document to the May meeting.

6.   Reports

6.1.   Reports from Established and Ad Hoc Committees:

6.1.1. Nominations and Elections Committee - No report

6.1.2. Field Education and Practicum Committee

Christina Neigel discussed the issue of Risk Management regarding field placements. There is no global approach for risk management; procedures need to be put in place.

Leslie Hunter (UFV Associate Director of Emergency Planning and Risk Management) has requested that she become a member of the committee. Representatives from

several other programs outside Professional Studies that have field placements in their programs have asked to join the committee as well. The committee terms of reference allow the Dean to appoint members to standing committees as necessary. These requests will be directed to Rosetta.

6.1.3 Retention Committee - No report

6.1.4 Learning Exchange Committee - No report

6.1.5 Faculty Newsletter Committee

This issue will have 12 pages. Thanks to everyone for submitting information. The draft layout is being circulated and the printed newsletter will be distributed in May.

6.1.6 Terms of Reference Review Committee

The committee circulated a draft of the Faculty Council with suggested changes. They announced that they did not intend to discuss the changes today but that they would bring a revised version to the May meeting for approval. Feedback and comments on the suggested changes are welcome.

6.2 Reports from other Faculty Councils:

6.2.1 Faculty of Science – Maple Melder Crozier (Professional Studies rep to Sciences Faculty Council) will be on sabbatical next year.

6.2.2 Faculty of Access & Open Studies – working on their Terms of Reference.

6.2.3 Trades - Trades is curious about Professional Studies Faculty Council standing committees as they are considering some subcommittees for their own Faculty Council.

6.3 Report from the Senate – The academic priorities committee has met twice and is in the process of determining what its role and mandate will be.

6.4 Dean's Report

- New faculty: welcome to Crystal Heywood from Health Sciences
- Convocation dates are out, please plan to attend. Professional Studies convocation is the afternoon of June 10 (Thursday). Faculty should RSVP their attendance to Auriel Heron (Marketing), especially if they need a gown for the ceremony.
- The next President's Leadership Lecture will be on April 26, Dr. Sylvain Charlebois (Guelph) will speak on "Where is the global food system headed?".

7 Information Items

7.1 Proposed Changes to Library Borrowing Policy – changes were reviewed by Shirley Lister for consideration.

7.2 Next Faculty Council Meeting: Friday, May 13 at 10am in Abbotsford room A421.

7.3 Research at UFV – Two handouts were distributed. One was a discussion paper by Sylvie Murray (history) on a way of defining research, based on Ernest Boyer's types of scholarship. The second was a grid created by Noham Weinberg (chemistry) demonstrating how standards for evaluating research could be articulated for a specific academic discipline. This grid is similar to the format used by TRU to determine standards for achieving different classifications in their rank and tenure system. Both of these documents were endorsed by the Research Advisory Committee and the committee has requested that they be discussed at Faculty Councils. Members were asked to be prepared for a discussion based on these documents at the May meeting.

7.4 Extended Library Hours – Campus library will be opened all 4 days, over the Easter weekend, with no reference assistance available (Abbotsford library only).

8 A motion to adjourn the meeting at 12:05 pm was carried (moved: Don Miskiman, seconded: Les Stagg).

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

DHYG 260	Dental Hygiene	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Clinical Theory and Practice IV	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course continues from DHYG 162. The dental hygiene process of care is studied for child clients and is applied on selected clients and through case study. Additional skills are practiced and students demonstrate competence in selected procedures with instructor guidance. Case study presentation is introduced. Administration of local anesthetic is applied in a clinical setting. This clinical course utilizes the Human Needs Model to guide the dental hygiene process of care.

PREREQUISITES: DHYG 162
COREQUISITES: DHYG 210, DHYG 225, DHYG 228, DHYG 230, DHYG 250, DHYG 290
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 252
STRUCTURE OF HOURS:

Lectures:	**60**	Hrs
Seminar:	**12**	Hrs
Laboratory:	180	Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **16**
Expected frequency of course offerings: annually
(every semester, annually, every other year, etc.)

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐	X
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐	X
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐	X

Course designer(s): **Shauna Warner, Leta Zaleski**		
Department Head: **Diane Reed**	Date approved:	**April 29, 2011**
Supporting area consultation (Pre-UPAC)	Date of meeting:	
Curriculum Committee chair: **Stephanie Kelly**	Date approved:	
Dean/Associate VP: **Rosetta Khalideen**	Date approved:	
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Function as a professional dental hygienist.
2. Manage the dental hygiene practice environment ensuring safe and efficient delivery of care.
3. Use clear and accurate written, oral and visual communication with peers, clients, staff, faculty and select members of the health care team.
4. Work effectively as a member of the dental team (peers, staff, faculty and select members of the healthcare team) to provide oral health care.
5. Use psychomotor skills in a safe, atraumatic and effective manner in the provision of dental hygiene care.
6. Integrate theoretical knowledge and critical thinking skills in the provision of dental hygiene care.
7. Provide dental hygiene care by incorporating assessment, diagnosis, planning, implementation and evaluation into practice.
8. Integrate health promotion strategies into the dental hygiene process of care.

METHODS: (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Seminar, demonstrations, clinical experiences, case study, integration seminars/exercises.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

[X] Examination(s)   [ ] Portfolio assessment   [ ] Interview(s)

[ ] Other (specify):

[ ] PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Darby, M..L., & Walsh, M. (2009). Dental hygiene theory and practice (3rd ed), Philadelphia: Elsevier

Basset, K., DiMarco, A., Naughton, D. (2010) Local anesthesia for dental professionals (1st ed.) Prentice Hall

Malamed, S.F. (2004) Local Anesthesia Administration DVD, St. Louis: C.V. Mosby

Nield-Gehrig, J. (2007) Fundamentals of periodontal instrumentation (6th ed), St. Louis: Lippincott, Williams & Wilkins

Weinberg, M. (2007) Comprehensive Periodontics for the Dental Hygienist (3rd ed), Toronto: Prentice Hall

Wilkins, E .(2008) Clinical practice of the dental hygienist (10th ed) St. Louis, Lippincott, Williams & Wilkins

UFV Dental Hygiene Clinic Manual

SUPPLIES / MATERIALS:

Continuing use of supplies from DHYG 162

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

There are two components to student assessment: didactic and clinical evaluation. The student must receive a passing grade in both components. The final grade for this course will be assigned, based on the following:

Clinical Progress Reflections	10%
Integration Exercises	15%
Case Study on Selected Client	20%

Midterm Exam	25%
Final Comprehensive Exam	30%

UFV letter grading system will be used. A passing grade in the didactic component is 70% (B-)

Clinical Evaluation:

Evaluation in the clinical component is competency based, using performance criteria guidelines. Students will be evaluated and receive feedback on their performance in each clinical session. There are three levels at which the student may be performing:

A Standards Met
B Acceptable but improvable
C Standards not met

A passing grade in the clinical components is B (Acceptable but improvable)

Both a grade of at least 70% in the didactic component and an A or B standard in the clinical component are required to pass this course. **The final grade for this course will appear on the student's transcript as Credit (CR) or No Credit (NCR)**

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

This course expands upon concepts already covered, introduces new concepts and focuses on continuing integration of knowledge, skills and attitudes from DHYG 160, DHYG 161 and DHYG 162 to deliver optimal dental hygiene care.

Main Themes/ Critical Elements which are expanded upon are:

1. Personal and professional standards; responsibilities as a team member
2. Personal and professional grooming
3. Accident and injury prevention
4. Operation and maintenance of dental office equipment
5. Importance and performance of infection control procedures
6. Operator and client positioning; Principles of body mechanics; operator and client comfort
7. Armamentarium assembly and organization
8. Emergency care; emergency kit, operation of oxygen equipment
9. Instrumentation principles, including instrument sharpening
10. Inventory control
11. Appointment scheduling
12. Accounts receivable
13. Continuing care/maintenance systems
14. Dental records: legal, accuracy and confidentiality issues
15. Teamwork
16. Goal setting; basic strategies to implement goals; evaluating effectiveness of strategies
17. Concepts of self, peer and instructor evaluation
18. Problem solving /critical thinking
19. The Human Needs Model to guide the dental hygiene process of care
20. The dental hygiene process of care
21. Client health and dental history
22. Vital signs
23. General client appearance/head and neck assessment
24. Intraoral soft tissue assessment
25. Periodontal assessment
26. Gingival assessment
27. Deposit assessment
28. Dental assessment
29. Occlusal assessment
30. Dental radiographs
31. Impressions
32. Study models
33. Dental Imaging
34. Risk Assessment
35. Dental hygiene diagnosis

36. Dental hygiene care planning
37. Debridement
38. Polishing
39. Fluorides: Caries management
40. Dental prostheses
41. Desensitizing
42. Self care as it relates to oral health/health promotion

New Main Themes/Critical Elements introduced in this course are:

1. Diagnostic testing
2. Periodontal dressings
3. Suture removal
4. Temporary restorations.
5. Pain management
6. Oral Irrigation
7. Sealants
8. Tobacco use assessment and cessation
9. Nutrition counselling/health promotion
10. Prevention and emergency management of dental trauma.

Scholarly activity	Product	Who can assess the quality?	Indicators of success	Related professional activities that do not constitute scholarship
Pure and applied research. Experiments and/or calculations aimed at producing new compounds and systems or studying their properties and transformations. Literature analysis to support those activities. Work on scholarly products (next column). Supervision of students performing original research.	Peer-reviewed papers, monographs, book chapters, patents, theses, conference presentations.	Peers with similar narrow expertise.	Quality of journals, citation index, awards, grants, invitations to present, invitations to adjudicate. Student awards and scholarships.	Routine chemical analysis. Reading literature for self-education. Supervision of students learning research methods or techniques by reproducing known results and thus not contributing to the field. Supervision of students performing clerical duties.
Chemical education. Educational experiments and/or reflective analysis aimed at understanding and improving the educational process. Development of novel programs, cutting-edge courses, and innovative methods of delivery. Development of novel elements (such as introduction of new experiments or substantial improvement of old experiments) for new or existing courses. Literature analysis to support those activities. Work on scholarly products (next column).	Peer-reviewed papers, monographs, book chapters, textbooks, theses, conference presentations. Novel programs, courses, or their essential new elements; innovative methods of delivery.	Peers in a broader definition of the discipline or across disciplines.	Awards, invitations to present.	Routine course and program development. Adaptation of education methods and development of courses and programs new to the university but already existing elsewhere. Implementation with no or marginal modifications of experiments published in the literature or used elsewhere. Production of course material through a compilation of the existing components. Reading literature for self-education.

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

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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.

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[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 research'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

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[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

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[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.

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[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

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[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.

University of the Fraser Valley
Terms of Reference for the Newsletter Standing Committee
Faculty of Professional Studies

1. Mandate

The Newsletter Standing Committee for the Faculty of Professional Studies of the University of the Fraser Valley shall:
   a. Be responsible for the production of the faculty newsletter, including soliciting contributions, writing articles, determining design and layout, and arranging for production and distribution.
   b. Be responsible for producing a newsletter at least three times per calendar year.

2. Membership

Members of the Newsletter Committee will be faculty members from the Faculty of Professional Studies.

The initial membership will be ratified by the Professional Studies Faculty Council. Additional members can be appointed by Faculty Council upon the committee's request.

The minimum number of committee members is four. Whenever possible, each committee member will represent a different academic area of the Faculty.

Each committee member's term will be 2 years, calculated from the date of appointment.

3. Committee Business

Committee business will be carried out at regularly scheduled committee meetings and at other times as needed to fulfill the committee's mandate.

The committee will meet at least three times a year.

4. Chair, Agenda, and Minutes

Members of the Newsletter Committee will select a Chair for the committee. The Chair is responsible for scheduling meetings, locating appropriate meeting space, creating an agenda, and completing and circulating the minutes. The Chair will also coordinate the production of the newsletter.

5. Review of Terms of Reference

The terms of reference for the Newsletter Committee are to be reviewed every two years, calculated from the date that the current terms of reference are ratified.