RESEARCH ADVISORY COUNCIL AGENDA
September 29, 2022 | 2:00 pm – 3:30 pm | Teams

Welcome and Introductions

1. **Items for Adoption**
1:35 **1.1** **Agenda: September 29, 2022**
1:38 **1.2** **Minutes: May 6, 2022**

2. **Business**
1:40 **2.1** **Vote for vice-chair: Mai Anh Doan - nominee**

3. **Discussion**
1:45 **3.1** **Researcher meet & greet event**
1:50 **3.2** **Terms of Reference annual review and RAC historical timeline**
2:10 **3.3** **Cyber Security – Crawford Millen**

4. **Information Items**
2:40 **4.1** **UFV Press update – Mai Anh Doan**
2:45 **4.2** **Research Centres, Labs and Institutes Showcase – event report**
2:50 **4.3** **Research Office report – Garry Fehr**
2:55 **4.4** **Human Research Ethics Board report – see attached**
3:10 **4.5** **Teaching and Learning Advisory Council report – no report**
3:15 **4.6** **Senate Research Committee report – no report**

5. **Roundtable Discussion (time permitting)**

6. **Adjournment: 3:30 pm**
   6.1 Next meeting: November 17, 2022, 1:30 pm to 3:30 pm

Please see Research Newsletters at the bottom of the [Research Office website](#) for more information on events and funding opportunities.

Present:	Edward Akuffo, Tetsuomi Anzai, Barnabe Assogba, Satwinder Bains (chair), Jerri-Lynne Cameron, Shelley Canning, Irwin Cohen, Christine Elsey, Garry Fehr, Shawn Geniole, Gillian Hatfield, Cindy Jardine, Masud Khawaja, Lucy Lee, Lenore Newman (vice-chair), Leona Oakman, Cynthia Thomson.
Recorder:	Tracy Morrison.
Regrets:	Mai Anh Doan, Paul Fontaine, Peter Geller, Sandra Gillespie, Claire Hay, Catherine Liao, Sylvie Murray, Martin Warkentin.

Welcome and Introductions –
Satwinder Bains welcomed everyone to the RAC meeting.

1. **ITEMS FOR ADOPTION**
   1.1 Agenda: 2022 MAY 06
   MOTION: THAT the agenda for the May 06, 2022 RAC meeting be approved as presented.
   Garry Fehr, Christine Elsey   CARRIED

   1.2 Minutes: 2022 MAR 11
   MOTION: THAT the minutes from the March 11, 2022 RAC meeting be approved as presented.
   Shelley Canning, Christine Elsey   CARRIED

2. **DISCUSSION**
   2.1 Centre for Global Development (CGD) – Edward Akuffo
   - The vision of the Centre is to work collaboratively and extend the practice of community development beyond the Fraser Valley region into a global context.
   - The major goal of the CGD is to promote and encourage research and programs on sustainable human and community development and to build local, national and international partnerships.
   - The main research themes of the centre are good governance, peace, justice and strong institutions; children and development; environmental sustainability; education and training; food security; gender equality; and health.
   - Current faculty associates of the centre include Satwinder Bains, Cherie Enns, Darrell Fox, Geetanjali Gill, Catherine Liao, Hayli Millar, Jeffrey Orr, Stefania Pizzirani and Jessica Price.
   - One current project is with Abbotsford Archway Community Services' food bank. The project is exploratory and looks to strengthen existing services, identify new and innovative ways to expand services to new areas, build long-term partnerships, draw on research findings to seek out larger funding opportunities, provide research experiences for students, and develop a model partnership that can be replicated not only locally, but nationally and abroad.
   - CGD is having current discussions on rebranding to fairly reflect the research expertise of their research associates, and their research/scholarly trends, as well as a name change.

   2.2 Research Centres and Institutes Conference – Garry Fehr
   - All of the research centre, lab, and institute directors met on April 8 to discuss the possibility of a conference.
   - The outcome of the meeting was to host two events:

- One will be a showcase of all the centres, labs and institutes for UFV faculty, staff, students and senior administrators. There will be poster displays for each area, and either the director, senior student or faculty associate will be on site to answer questions. This will take place the second or third week in September of 2022.
- The second event(s) will be held at a later date with lab tours if applicable, for donors and external stakeholders.

2.3 University Press Update – Martin Warkentin
- The UFV journal plans to use an instance of the Open Journal Systems (OJS) as its platform (https://pkp.sfu.ca/ojs/) offered by the BC Electronic Network.
- Martin has confirmed that BCELN expects to continue offering this OJS shared service through BC academic libraries for the foreseeable future. As long as institutions continue to be relatively self-sufficient in their management of their journals, the direct cost will likely remain at or near $0.00.
- Martin is confident we will not require much additional support based on his assessment of the platform several months ago. There is just some administrative documentation to complete and then a journal shell will be set up for UFV.

2.4 Research Data Management Plan – Garry Fehr
- The plan is required to be in place by March of 2023.
- The plan will have an impact on research, not just tri-council funded research.
- Some journals are asking to have data publicly available, which will impact a lot of researchers and faculty.
- The working group putting together the Research Data Management Plan is a joint effort between the Research Office, ITS and the Library.
- Each researcher in the future will need a data management plan.
- UFV will be offering workshops, manuals and guides, and a place to store the data with a late fall/early winter rollout.
- The Research Office can assist in putting together data management plans for the fall if required by the funding agency.
- Data Management Plans are important to ensure compliancy with agencies and journals, and to ensure that data is protected and consistent.
- UFV is purchasing a license for Dataverse for storing and sharing data long term.
- Not all data can be shared, and there will be templates and guidelines to assist with this.
- Please see the library website for open sources and related information to assist you: https://libguides.ufv.ca/c.php?g=320278&p=2141422.

3. BUSINESS
3.1 RAC new chair and vice-chair for fall – Garry Fehr
- A new chair and vice-chair are needed for fall semester on a two year term.
- MOTION: THAT Gillian Hatfield be the Chair of RAC for fall 2022.
- All in favour   CARRIED
- A vice-chair is still needed and will be discussed at the September meeting.

4. INFORMATION ITEMS

4.1 Resources – Accessibility and eliminating systemic ableism - CIHR

4.2 Special support for major grant holder applicants – Jerri-Lynne Cameron
- The Research Office is rolling out more formal support for major Tri-Council grants applicants.
- This program will require that applicants work with the Research Office, submitting at least three drafts leading up to the application deadline, and in exchange, if they are not funded, they will receive a funded Research Assistant (equivalent to a workstudy) in the subsequent year to support their research while they revise their proposal for resubmission.
- Any Type B faculty who would like to apply for an eligible tri-council grant can take part in this program.

4.3 Research Office Report – Garry Fehr
- Student Research Day took place on March 31, with 50 poster entries, 16 students presented microlectures, and 11 award recipients. The event was the first back in person research event since 2019, and it was a very successful day with lots of incredible research on display.
- There were six awarded NSERC Undergraduate Student Research Awards with five working in summer semester, and one in fall semester.
- There are several grants available for students:
  - Student-led research grant – up to $1500.
  - Student presentation grant – from $500 to $1500 depending on location of presentation.
- The Research Office is available to assist students applying for Canada Graduate Scholarships, please have them contact us at REGS@ufv.ca for more information.
- The **Undergraduate Research Excellence Awards** are being held on May 31 to honour our excellent student researchers and their supervisors. Please see our website for more information.

4.4 **Human Research Ethics Board (HREB) Report – no report**

4.5 **Teaching and Learning Advisory Council Report – no report**

4.6 **Senate Research Committee Report – no report**

5. **Roundtable Discussion (time permitting)**

6. **Adjournment – 2:45 pm**

   5.1 Next meeting: September 22, 1:30 pm to 3:30 pm

Please see Research Newsletters at the bottom of the [Research Office website](#) for more information on events and funding opportunities.

Research Advisory Council
Terms of Reference

1. **Mandate**

    The Research Advisory Council (RAC) provides an interdisciplinary forum for discussion of ideas, issues related to research. RAC advocates for research activity within the context of a teaching university. RAC provides an opportunity for research-oriented faculty members at UFV to come together to discuss topics related to research, to support research-based initiatives, and to stimulate discussion and profile research activity at UFV. RAC will provide advice and support to the AVP of Research, Engagement, & Graduate Studies and other UFV decision-making bodies such as the Senate Research Committee.

    The RAC shall:
    1. Initiate and plan activities and events related to research, to inspire and facilitate institution wide discussion. These activities and events may take place within RAC meetings themselves.
    2. Provide a forum where new research, scholarly initiatives, good research practice, and new ideas can be discussed and reviewed in an inter-disciplinary context.
    3. Provide a space in which research-minded faculty can network and have a collective voice.
    4. Support the visibility of research by profiling and disseminating information about research activities and good research practice.
    5. Support and advocate for student research opportunities.
    6. Act as a resource for faculty regarding the scholarship of teaching and learning.
    7. Act as a resource to new faculty to support them in the development of their research and scholarly activity.
    8. Consult with and advise program areas on matters related to research and the integration of research and teaching.
    9. Establish committees, as required, to address and/or advise on emerging issues as they relate to research, creative, and scholarly activities.
    10. Consider and review UFV's strategic, strategic research, and education plans, policies and practices to assess the implications for research and the integration of research and teaching. These may be requested by the AVP of Research, Engagement & Graduate Studies, Senate Research Committee (SRC), or other UFV bodies. Advice may be sought on the content, interpretation, and implementation of plans and policies.
    11. Provide liaison to related groups such as the Teaching and Learning Advisory Council (TLAC) and others.

2. **Membership**

    Voting Members:
    - Two faculty members who are researchers, delegated by each faculty: Arts (two from Social Sciences and two from Humanities), Access and Continuing Education, Applied and Technical Studies, Health Sciences, Science, and Professional Studies

- University Librarian or designate
- Chair or Vice-Chair of the UFV Human Research Ethics Board
- Directors/leaders of each UFV research institute, centre, or lab
- Research Chairs

Non-Voting Members:
Other faculty members are welcome to attend
Provost and Vice-President, Academic
AVP of Research, Engagement & Graduate Studies
Dean, College of Arts
Dean, Professional Studies
Dean, Science
Dean, Health Sciences
Dean, Access and Continuing Education
Dean, Applied and Technical Studies
Director of Research Services & Industry Engagement
AVP, Teaching & Learning, or designate

3. **Chair**
Every second year at its regular May meeting, the RAC will elect a Chair and a Vice-Chair from its membership. The selection of the Chair and Vice-Chair may be deferred at the request of RAC to September. In the event of an election, voting may occur by ballot.

The Chair (or designate) is a member of the Senate Research Committee ex-officio. The Chair is responsible for liaison with the Research Office. In their absence, the Vice-Chair will provide liaison or attend meetings.

4. **Regular Meetings**
The Council shall hold meetings in September, November, January, March and May each year. The Council may also meet at the call of the Chair, or at the request of the AVP of Research, Engagement, & Graduate Studies, or the Chair of the Senate Research Committee. In the event that a vote must be taken on specific recommendations made to the AVP or other UFV decision-making body, a quorum shall be 50% plus 1 of voting members.

All meetings of the Council are open to all UFV faculty, staff and students wishing to attend.

5. **Proceedings**
A summary record of the proceedings and recommendations of the Council will be produced and circulated by the Research Office Assistant in Research, Engagement & Graduate Studies.

Research Advisory Council Timeline of Key Events & Discussions 2004–2019

2004

UCFV establishes Research Advisory Council (RAC) to advise the AVP Research

- Drafts RAC Terms of Reference
- Introduces discussion of **student research excellence awards** and **Student Research Day**
- Sandy Vanderburgh and Adrienne Chan spearhead development of document on **Active Research Faculty Designation (ARFD)**

2005

- Introduces discussion of **research releases, sabbaticals, and the duration of sabbaticals**
- Continues developing **Undergraduate Research Excellence Awards**
- Continues discussing ARFD document

2006

- Senior administration indicates support in principle of ARFD; no documentation is on record

2007

- UCFV releases Campus 2020 report; RAC asks for document to state **"research is integral"** rather than merely saying the university is "supportive" of research
- Continues discussing research releases

Typical RAC activities

- Identifying funding opportunities
- Identifying supports for student research
- Reviewing research-related policies and strategies
- Discussing and providing information on grants, student research assistants, research ethics, Research Chairs, and Research Centres
- Round-table on research activities of faculty and Research Centres
- Reporting on research being conducted

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2008
- UCFV is granted university status and becomes UFV; RAC encourages discussion of what this new university status means for research
- Introduces discussion of **Rank and Tenure**

2009
- Develops **"Statement Regarding Rank and Tenure" (Appendix B)** to discuss with Faculty-Staff Association
- Launches Speakers Corner event, which later becomes **Faculty Microlecture Series**
- Establishes Faculty Research Award funded by the Provost, which later becomes **Research Excellence Award**
- Subcommittee develops **Research Lecture series**
- Subcommittee writes "RAC Statement on Research"

2010
- UFV establishes new **Senate Research Committee (SRC)**, prompting discussion of implications for RAC – *What will the two roles be and how will they differ?*
- Subcommittee submits recommendations for UFV's **current round of collective bargaining (Appendix C)**
- Assists in bringing **NVIVO and SPSS software** to Kipp Lab
- Reminds faculty of the role of **Department Research Ethics Committees (DRECs)**

2011
- Hosts first annual **Student Microlectures**
- Circulates document by Sylvie Murray: "**Why Ernest Boyer's definition of scholarship and 'creativity contracts' might be a nice fit for UFV**" **(Appendix D)**
- Scott Sheffield and Adrienne Chan prepare "**The Future of Research at UFV**" **(Appendix E)** for the SRC
- Research Office organizes **Publications and Research Catalogue**
- SRC and RAC establish mutual reporting
- FSA representative attends RAC meetings for ongoing discussions of Rank and Tenure
- Revises RAC Terms of Reference (approved)

2012
- Provost establishes **Task Force on Research and Scholarship**, and funding mechanisms
- Discusses **Intellectual Property Policy** as it relates to students, as well as ways to **promote student research**
- **Centres and Institutes** send annual reports to the SRC
- Research Office organizes first "**How to Get Published" event** for faculty

2013
- Revised **Strategic Research Plan (2010-2015)** is approved
- Revised RAC Terms of Reference, including a **Vice-Chair position**, is approved
- RAC representatives participate in Provost's Task Force meetings

2014
- Discusses revisions to the **Centres and Institutes Policy**
- Revises the **Research Option** application and hosts workshops on updated process
- Appoints a **RAC representative** to the Teaching and Learning Advisory Council
- Circulates **Open Access Policy** and **Digital Scholarship** information
- Discusses completed work of Provost's Task Force

2015
- By request, provides input on **UFV's Strategic Research Plan for 2015-2020** and **VISION 2025 plan**
- Revised Terms of Reference, including change for Vice-Chair position, is approved
- Requests input and discussion on **Policy on Ethical and Legal Conflicts for Researcher Confidentiality**
- Research lecture subcommittee agrees to put lectures on hold, but continues with microlectures

2016
- Discusses several projects: **"Blue Skies" Project**, **Research Capture Project** (to identify student projects in a comprehensive list), and possible faculty survey

2017
- By request of the President's Executive Management (PEM), the AVP forms a subcommittee to establish principles and ranking for the **creation, renovation, and allocation of research space**
- Prepares and sends memo of recommendations to the Provost
- Discusses proposed revisions to Terms of Reference *(i.e., RAC is not just a reporting mechanism, but should provide educational purpose, take on research issues, and facilitate discussion)*

2018
- Presentation and discussion of community-based research
- Discusses revision of the **Ed Plan**

2019
- Discusses **policies under review** (Intellectual Property, Research Ethics), and best practices for working with **student research assistants**
- Subcommittee organizes new event, **Researcher Meet-and-Greet**
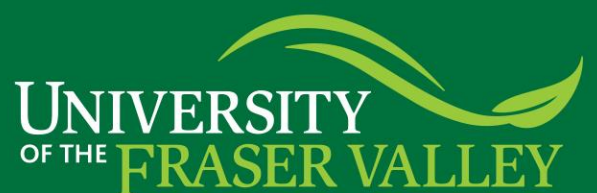
Appendices

Research Advisory Council Timeline

Appendices of
Historical Documents

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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

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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.

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

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Savkar, V. & Lokere, J. (2010). Time to decide. Cambridge MA: Nature Education Position Paper
http://i.zdnet.com/blogs/time-to-decide-nature-education-report-1.pdf

1) Gift cards and honorariums update – specific questions can be directed to Deanna Stelting in Financial Services.
   a. If gift cards are given to research participants, the contact information and confirmation of receipt of the gift card will need to be given to finance if the money is held at UFV (or other Canadian institutions). We are asking researchers to add a minor statement to their consent forms to let participants know that their contact information will be held securely with finance for audit purposes. If it is an e-gift card, a copy of the email confirmation sent to the recipient is enough. If it is a physical gift card, a name and signature is collected by the researcher and that information will be requested by finance when claiming the expense.
   b. If an honorarium is given, regardless of the amount, the SIN (Indigenous participants excluded) will need to be collected for finance to be able to process the honorarium and participants need to be told that the information is collected and securely stored for that purpose. Participants may take part in many different studies over the year at UFV and their total could reach over $500; finance cannot track down everyone without a SIN at year end which is when they would be alerted to someone's total honorarium amounts.

2) Research Ethics BC and Harmonized ethics applications
   - UFV is now a member of the Research Ethics British Columbia (REBC) network and part of the province-wide, harmonized system for research ethics reviews of studies conducted in multiple geographic areas involving the resources, people, patients or data from more than one BC research institution. See the list of affiliated institutions.
   - If you, or research team members you are working with for a study, are conducting research under the auspices of UFV as well as another REBC network institution, a harmonized application is required and should be submitted via PREP.
   - If you are unsure if your application requires harmonized review, please contact Yvette. See https://www.ufv.ca/research-ethics/guidance-notes/harmonized-review/ for more information on registering with the PREP system and examples of when an application should be harmonized.

3) The HREB currently has a high volume of submissions so please expect delays and plan accordingly.