

SCHOLARLY ACTIVITY

This document is the parent policy for any College procedures. Questions regarding this policy are to be directed to the identified Policy Owner.

Category:	A. Academic
Policy Number:	A19
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Effective Date:	May 24, 2023
Policy Owner:	Vice President, Academic

Objective:	<p>This policy provides the basis for support and accountability for scholarly activity on the part of the College community. In alignment with the Campus Alberta Quality Council (CAQC) expectation for the use of the Boyer model of scholarship, this policy defines scholarly activity and specifies the place that it has in the pursuit of excellence in the teaching and learning environment of the College. This policy gives guidance to scholars and administrators in managing and supporting scholarships at Olds College of Agriculture & Technology (the "College").</p>
Policy:	<p>The College supports the creation and dissemination of knowledge by fostering scholarly activities in an environment of open inquiry, academic freedom, creativity, and innovation.</p> <p>This policy applies to all members of the College who engage in scholarly activity on behalf of the College.</p> <p>Principles:</p> <ol style="list-style-type: none"> 1. The College defines scholarly activity as activity that involves the intentional investigation, integration, and dissemination of knowledge that is peer reviewed. The College supports the assertion of the Boyer Model that states scholarly outcomes distinct from publication must be public, must be amenable to critical appraisal, and must be in a form that enables its use by other members of the scholarly community. 2. Broadly speaking, scholarly activity in the College context is: <ul style="list-style-type: none"> ○ Integral to program quality ○ Subject to the highest standards of practice, ethical conduct, accountability standards, and reporting requirements ○ Framed within an applied research environment, where validation by industry is as important as validation within the academic community ○ Reliant on the investigations of subject matter, industry practice translated to teaching and learning, and/or the investigation of teaching practice ○ Reliant on various forms of peer review, whether by industry, stakeholder,

- teaching, or research peer
- Inclusive of institutional and individual activities and associated indicators
 - Flexible in the extent and type of scholarly activity, varying in workload allocation, type, and support depending on the skills and interests of the individual, the needs of the College, or the establishment of appropriate academic credibility or currency
3. Scholarly activity may take a variety of forms, as indicated in the Campus Alberta Quality Council Handbook, including but not limited to:
- Independent or collaborative research across the full spectrum of research (basic, applied, educational, policy, quantitative, qualitative, etc.)
 - Scholarship of teaching and learning which is disseminated in some form, such as through presentation or publication
 - Knowledge translation and reformulation for new applications
 - Composition, creative activity, and performance.
 - Publication
 - Presentation at scholarly conferences or expert groups
 - Applied scholarship through problem solving practices, innovation, product development (tools, handbooks, manuals, software, etc.)
 - Technology development, patents, technology transfer and commercialization
 - Developing standards, guidelines, and best practices

Definitions:

Scholarly Activity: Any activity that involves the intentional investigation, integration, and dissemination of knowledge that is subject to peer review. Scholarly activity intends to inform professional practice, contribute to the state of practice within a field, and/or impact the broader external environment.

Scholarship: Deals with the discovery, integration, application and transmission of knowledge, ideas, skills or artistic efforts. It is carried out in a manner that is organized, original, creative, and innovative. Scholars have a sense of purpose, engage in reflective critique and seek avenues to share their insights with others. Scholarship demonstrates both mastery of and excellence within a particular discipline and is recognized by one's peers as contributing to the advancement of that discipline. The Boyer model, as supported by and referenced in the Campus Alberta Quality Council handbook, includes the following spectrum of four types of scholarship:

- a) **Scholarship of discovery:** Includes creating new knowledge and working on the frontiers of a discipline to advance understanding of a subject. This includes knowledge gained through research.
- b) **Scholarship of teaching:** Refers not only to the transmission of knowledge but also to the study of pedagogy and learning outcomes. It includes the conveyance of the art and science of a discipline from the expert to the novice and building bridges between the instructor's understanding and the student's learning. The scholarship of teaching also refers to the development of both the theory and application of the ways that student learning can be enhanced.
- c) **Scholarship of integration:** Refers to the myriad new ways a faculty member brings existing and/or interdisciplinary knowledge together to understand an issue and communicate that understanding to audiences outside one's discipline. Synthesizing findings and discovering patterns and connections within a discipline and across disciplines creates an integration of knowledge and brings new meanings to original work.

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

In addition to the Boyer taxonomy of scholarship (discovery, teaching, integration, and application), the College adopts a fifth scholarship, scholarship of currency, relevant to the College context:

e) **Scholarship of currency:** Refers to the integration of direct and applicable skills and knowledge that add immediate value to the industries we serve; knowledge transfer that results in practice change by industry; contribution to development of standards, guidelines, and manuals for industry; and pedagogical improvement related directly to the skills and knowledge to remain current as an educator and a subject matter expert in an industry.

Peer Review: The sharing of scholarly activity with industry, stakeholders, teaching, or research peers with the aim of sharing knowledge and/or gathering feedback on the value and validity of the scholarly activity.

Expertise: Expert skill, knowledge and attitude in a particular field, and the ability to demonstrate mastery and currency of practice in a particular field.

Related Information:

G02 Code of Conduct Policy
 I07 Student Code of Conduct Policy
 D10 Freedom of Expression Policy
 H03 Research Involving Animals Policy
 H04 Research Involving Humans Policy
 H05 Responsible Conduct of Research Policy
 A02 Academic Integrity Policy
 D08 Social Media Policy
 B10 Use of Copyrighted Material Policy
[Olds College Research Data Management Strategy](#)
[Campus Alberta Quality Council Handbook](#)

Related Procedures:

A19 Scholarly Activity Procedure

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3 years

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