SCHOLARLY ACTIVITY GUIDELINE

SCHOLARLY ACTIVITY AT BCIT

BCIT recognizes the value of scholarly activity in supporting the advancement of teaching practice, the advancement of the disciplines that constitute BCIT's applied education programming, and the advancement of innovation both within BCIT and the greater teaching, academic and industry communities.

Scholarly activity at BCIT is conducted for diverse purposes including the application of knowledge to real-world problems, inquiries that relate to teaching and learning practices, the integration of multiple sources of knowledge and/or practice, and/or the discovery of new knowledge. Scholarly activity at BCIT grows the disciplines in which we teach and our applied education model. It benefits students' learning experiences while at BCIT and what they take forward as practitioners in industry.

This guideline articulates an institute-wide understanding of scholarly activity, outlines the breadth and range of scholarly activity that aligns with BCIT's mandate, and references resources available to support this activity. Recognizing the diversity of programs at BCIT, specific programs may wish to build upon this guideline and establish additional guidance for scholarly activity within their discipline, for example, to align with expectations from external bodies such as accrediting agencies or research carried out in graduate programs. In this way, the guideline is intended to provide guidance while allowing flexibility to accommodate unique needs across BCIT's breadth of educational programming.

VALUE OF SCHOLARLY ACTIVITY

Scholarly activity is broadly considered an intellectual and academic endeavour that contributes to the generation and dissemination of knowledge. Scholarly activity is integral to the quality of BCIT's educational programming, and directly supports our mission of partnering learners and industry for success through workforce development.

BCIT enjoys an excellent reputation for the quality of our educational programs. We are known for the currency and relevance of our curriculum, our applied and experiential model, as well as for our leadership in advancing the state of practice in many disciplines and across all credentials. Further, BCIT's Applied Research division, Canada Research Chairs, industry-sponsored research chairs and projects, and individual faculty and student research connect BCIT's educational model to industry's search for innovative solutions. The impactful contributions stemming from scholarly activity conducted at BCIT enhance our communities economically, socially, and culturally.

Scholarly activity benefits the whole institution in creating opportunities to pursue inquiry activities related to BCIT's mandate as a polytechnic institution. Scholarly activity and teaching are complementary activities, with both contributing to the ultimate goal of high quality learning experiences.

- **Students** benefit through gaining insights on the latest developments in their field, through opportunities to participate in activities such as research or other scholarly projects, and by developing a lifelong skill of inquiry.
- **Faculty** benefit by maintaining connections and currency within their disciplines and industry, by engaging in activities to expand practices related to their teaching and their discipline, and by contributing to the broader scholarly community.

- **Our curriculum** benefits by incorporating the outcomes of scholarly activity into our classrooms as an integral way of maintaining its currency and relevance, advancing the state of practice, and aligning with our vision of empowering people, shaping BC, and inspiring global progress.

Sharing insights and practices with peers within and beyond BCIT contributes to demonstrating our commitment to advancing practice.

DEFINITION OF SCHOLARLY ACTIVITY AT BCIT

Given the diversity of educational programming at BCIT, the specific nature of scholarly activity will vary within individual Schools and Programs. A broad range of scholarly activity is an important element of quality in advanced education.

Scholarly activity at BCIT is defined as any inquiry that involves an intentional investigation, and the reporting and sharing of that investigation and outcomes, with opportunities for peer review. In particular, scholarly activity at BCIT focuses on applied education, applied research, and the integration of theory and practice.

Scholarly activity involves the following:

- **Conducting an investigation or inquiry** involves planning, executing, analyzing and reaching conclusions.
- **Reporting and sharing the findings** of scholarly activity is an important component, to allow peers, students, and other stakeholders to benefit from the findings. This can be in the form of a report or other methods such as presentations, conference papers and peer-reviewed journals.
- In BCIT's polytechnic environment, **peer review** can be formal or informal. Informal peer review entails sharing scholarly activity with peers in industry, teaching and/or research areas. It can be as simple as soliciting feedback from colleagues. Formal peer review entails the review of scholarly documents by independent referees within the same discipline (often for publishing purposes). Review activities have the aim of both sharing knowledge and gathering feedback on the value and validity of the scholarly activity. While peer review provides broad benefits within the BCIT community and externally, it is an optional element of scholarly activity.

BCIT bases its understanding of scholarly activity on Boyer's classification of scholarship[1] , which is widely used in post-secondary education and recognizes many forms of scholarly activity. Scholarly activity intends to inform professional practice, contribute to the state of practice within a field, and/or impact the broader external environment.

[1] Boyer, E. (1990). Scholarship reconsidered: Priorities of the professoriate. The Carnegie Foundation for the Advancement of Teaching. Boyer's classification includes the scholarship of discovery, scholarship of integration, scholarship of application, and the scholarship of teaching and learning.

Scholarly activity can take the form of:

- Application

  Applying existing knowledge to address real-world problems, such as developing new policies or practices to address social or environmental issues, or new technologies, products or services to solve an industry problem. Focuses on how knowledge can be applied to consequential problems.

- Discovery

  Conducting original research in a specific field or area of study, such as performing experiments or analyzing data to generate new insights and knowledge. Focuses on what is known and what is yet to be found.

- Integration

  Bringing together knowledge and insights from different disciplines to establish a more comprehensive or innovative understanding of a particular issue or problem (interdisciplinary, multidisciplinary). This may also involve integrating knowledge within a discipline across time. Focuses on creating understanding across disciplines.

- Teaching and Learning

  Engaging in pedagogical activities to create meaningful and immersive learning experiences for students, including designing and delivering lectures, creating course materials, mentoring and advising students, and assessing their learning. Focuses on how systematic, evidence-based inquiry can improve the teaching and learning experience.

Examples of scholarly activity are provided further in this document, and it can be the case that a form of scholarly activity can relate to one or more categories (i.e. the categories are not mutually exclusive). This model is intended to be helpful in demonstrating the range of scholarly activity that is valued at BCIT without acting as a constraint.

GUIDING PRINCIPLES

The following guiding principles situate scholarly activity broadly in the BCIT context and are meant to assist programs and individuals to pursue scholarly activity.

- BCIT is a teaching-focused institution that provides applied education and integration with industry.
- BCIT encourages faculty, staff and students to engage in scholarly activity that aligns with the Institute's mandate and focuses on advancing the state of practice.
- The Institute recognizes that BCIT undergraduate and graduate degrees and accredited programs may have specific requirements for scholarly activity that may be beyond those articulated in this guideline.
- Scholarly activity takes place in diverse contexts, with diverse scopes, purposes/goals, audiences, and outcomes, and follows standards of ethical practice.

- Scholarly activity results in an output and leads to an outcome. Measurable and observable outcomes as defined in individual inquiries can be attributed to individual, departmental and/or institutional performance.
    - Scholarly activity may be reported for professional development purposes.
    - A department may maintain a portfolio of scholarly activity performed within the department for the purposes of accreditation and program reviews.
    - The results of scholarly activity may be submitted to BCIT Institutional Repository at the Library.
    - The results of scholarly activity may be publicly disseminated via many forms, which include, but are not limited to publishing in books and journals, presenting at conferences to academic groups, agencies, or industry experts, shared with departmental members to improve practice, and having a new or improved product, technology or process become an industry standard.
- Effective scholarly activity:
    - Provides the opportunity to engage in creative and exploratory pursuits aligned with the Institute's mandate.
    - Fosters instructional excellence and leads to enhanced student learning experiences.
    - Is inclusive of a range of activities representing the diversity of BCIT's educational programming.
    - Provides students opportunities to engage in applied, experiential learning or other scholarly pursuits. Students may be involved in various ways:
        - leading their own scholarly activity project.
        - learners of scholarship practices within their program.
        - beneficiaries of faculty/institute research that is incorporated into learning.
        - team members or participants in faculty/institution-led scholarly activity.
    - Involves exploring and assessing innovations, new possibilities, and emerging models in teaching and learning to inform an evidence-based practice.
    - Allows BCIT faculty to continually develop expertise in their field and stay abreast of advances in their discipline.
    - Contributes to program relevance and quality by having findings integrated into the curriculum.
    - Contributes to the economic, social, and cultural well-being of BCIT and our broader community.
    - Cultivates and builds a culture of inquiry, reflective practice, and learning across the Institute.
    - Aligns with national and international norms and expectations within public post-secondary for undergraduate and graduate programs to ensure that these programs are informed by scholarly activities of various kinds.
    - Is done in alignment with all relevant policies governing these matters.

EXAMPLES OF SCHOLARLY ACTIVITY

Using our model of scholarly activity, the following are some examples demonstrating the spectrum of possibilities across the different categories. Each may involve asking thought provoking questions, challenging conventional ideas, investigating and experimenting with new models and techniques, and seeking solutions to complex problems

Application Focus:	Integration Focus:
▪ Developing innovative learning experiences for students (e.g. simulation) ▪ Serving as internal or external evaluator on program accreditations, program reviews, etc. ▪ Providing expertise as consultants to others (e.g. government agencies, community groups, industry) ▪ Assuming leadership roles in professional organizations ▪ Program champion for curriculum review, program review ▪ Developing standards, guidelines, best practices, new processes for practice-based problems ▪ Technology development, patents, developing/ testing prototypes, technology transfer/ commercialization ▪ Assessing new industry practices, materials and processes, for example within skilled trades ▪ Entrepreneurial endeavours, including discoveries from prototyping, sharing of focus group data and market evaluation results ▪ Contributing to the solution of complex industry-based problems ▪ Conducting a study for a local organization	▪ Sharing practices and knowledge (peer mentoring, learning from conference attendance, participation in communities of practice) ▪ Translating and reformulating knowledge for new applications ▪ Taking a leave to engage in practice ▪ International exchanges/visits related to practice ▪ Create educational materials for team teaching ▪ Writing a textbook applicable across multiple disciplines ▪ Collaborating with colleagues to design/deliver an interdisciplinary course ▪ Collaborating with peers to develop inclusive, accessible and sustainable learning resources (e.g. OpenEd Resources/Open Textbooks) ▪ Providing expertise to local media ▪ Providing expertise via a lecture to peers or non-expert audiences ▪ Synthesizing, interpreting and disseminating new knowledge to others, such as policy makers, decision-makers, and the public

Discovery Focus:	Teaching Focus:
▪ Presenting papers or panels at scholarly conferences ▪ Data analysis and reporting ▪ Conducting a literature review ▪ Organizing, presenting at professional development activities such as conferences, workshops ▪ Conducting/collaborating/participating in research studies ▪ Serving on review panels for peer-reviewed journals ▪ Writing, publishing in journals ▪ Writing a book or book chapter ▪ Writing a report on research findings for a granting agency ▪ Serving on graduate thesis committee	▪ Developing and testing educational materials (e.g. online learning materials, case studies) ▪ Developing or revising educational curriculum, courses, programs ▪ Reflective practice and inquiry (e.g. action research, scholarship of teaching and learning [SOTL]) ▪ Examining and piloting the effectiveness of different pedagogies such as active learning or problem-based learning ▪ Advising student research projects ▪ Presenting to peers on new instructional techniques ▪ Visits to other post-secondary institutions to learn/share practices

DOING SCHOLARLY ACTIVITY AT BCIT

A. PLANNING FOR SCHOLARLY ACTIVITY

The Institute will consider and support scholarly activity as it is able within the constraints of funding, and in accordance with Institute strategic priorities, collective agreements, legislative and accreditation requirements. The leadership within a department plays a key role in enacting the principles and guidelines in this document.

Some aspects of scholarly activity (for example, professional development and curricular enhancements) are an expected element of our teaching mandate for faculty members. Other forms of scholarly activity (for example, applied research) may require release time from regular duties or may be incorporated into regular duties.

Release time may be achieved:

- through the assignment of duties by way of departmental workloading processes, and/or
- self-funded via grants and funds that enable the coverage of duties through backfill as necessary.

Those returning from release time after completing scholarly activity return to their regular duties.

BCIT Funding sources:

Funding opportunities may be either school-based or available at the Institute-level. You may contact your manager, the chair of your School Research Committee, or the Education Grants Office as they are a source of information regarding funding opportunities. Potential funds available via Collective Agreement and Employee-category provisions are:

Institute-wide available funds:

- Institute Research Funds
- International Mobility Fund
- Instructional Development Grants
- Learning and Teaching Innovation Grant
- Open Education Resource Grants

GEU Faculty:

- Instructional Development Grants
- Provincial Instructor Diploma Program
- BCGEU Faculty Career and Skills Development and 0.6% Upgrading Fund
- .6 Fund (Letter of Understanding #7) [PDF]

GEU Support:

- BCIT Support Staff PD Fund

Faculty and Staff Association Collective Agreement:

- 8.6 Month Free of Teaching
- 10.2 Instructional Skills Development
  - Instructional Development Grants
- 10.3 Professional Development Expenses Fund, Program Administered
  - Article 10.3 Expense Fund Guidelines [PDF]
- 10.5 Professional Development Leave
  - Article 10.5 leaves and funding
  - Article10.5 leaves and funding (non-teaching)
- 10.6 Development Leave, Short-Term
  - Article 10.6 leaves [PDF]
- 10.7 Professional Development Leave Without Pay

Faculty and Staff Association Collective Agreement:

- 10.8 Exchange Leave/Secondment: Article 10.8 leaves [PDF]
- 10.11 Professional Development Fund for Part-time Studies Instructors/Lecturers, Lab Assistants/ Demonstrators, Curriculum Writers and Administration
    - Flexible Learning (Part-Time Studies) PD Fund

Management PD Fund:

- Management PD Fund

Additional Funding Sources:

- Applied Research Liaison Office (ARLO) – for example, NSERC, MiTACS, SSHRC, CFI, CRC funding opportunities
- BCIT Education Grants Office (requires log-in)

B. RESOURCES FOR CONDUCTING SCHOLARLY ACTIVITY

Institutional Services:

- School and Institute Research Committees
- Research Handbook
- Research Ethics Board
- Academic Planning and Quality Assurance (for accreditation & progr am reviews)
- Applied Research Liaison Office (ARLO)
- Respect, Diversity, & Inclusion (RDI) Office (for equity, diversity and inclusion)
- Library:
    - Research Librarian
    - Digital Scholarship LibGuide
    - Scholarship of Teaching and Learning LibGuide
    - Student Workshops on scholarly inquiry methods
- Learning and Teaching Centre (for Teaching Practice, Curriculum Reviews...)

Related BCIT Policies:

- Academic Freedom
- Faculty Qualifications
- Intellectual Property

- Research Ethics for Human Participants (and procedure)
- Integrity in Research
- Educational Technology Policy (and procedures)
- Authored Books

Associated Documents:

- BCIT Education Plan
- BCIT Strategic Plan
- Applied Research Strategic Plan
- BCIT Learning and Teaching Framework
- Collective Agreements

C. RESOURCES FOR SHARING SCHOLARLY ACTIVITY

- Library: BCIT Institutional Repository
- BCIT PD Day
- Departmental meetings
- Lunch and Learns (e.g. Food for Thought series)
- Technical seminars and workshops (e.g. School of Energy Technical Seminar Series)
- Scholarly activity/research day (school-wide or pan-institutional)
- The Loop
- Journals and other publications, including open access journals, blogs, and other open publishing opportunities
- Professional development fund – reporting of funded activities

D. IDEAS FOR REVIEWING SCHOLARLY ACTIVITY

- School Research Committees
- School Quality Committees
- Program Advisory Committees
- Departmental committees or meetings
- Sharing among colleagues
- Presenting at technical seminars
- Formal peer review as part of submission to a journal