

SCHOLARLY ACTIVITY POLICY			
Effective Date	October 28, 2021	Policy Type	Academic
Responsibility	Vice President Academic and Research	Cross-Reference	1. Academic Staff Association/Board of Governors Collective Agreement 2. Campus Alberta Quality Council Handbook (June 2021 revision) 3. Program Review Policy
Approver	Board of Governors	Appendices	Appendix 1: Scholarly Activity Procedure
Review Schedule	Maximum of every 3 years.		

1. Policy Statement

- 1.1. To obtain and maintain degree-granting status, GPRC must offer leading-edge, hands-on polytechnic education that prepares students for success in their chosen industries. To support this goal, GPRC instructors may engage in the exploration of two fields of practice to maintain currency and a level of expertise: (a) the subject area in which the instructor teaches, and (b) teaching and learning.
- 1.2. The nature of scholarly activity may vary amongst instructors and across academic programs or departments.

2. Background

- 2.1. Scholarly activity, as defined within a polytechnic context, asks that the explorations of instructors, whether industry-, teaching-, or research-based, be shared with the community through appropriate forms of polytechnic peer review.
- 2.2. Polytechnic peer review is foundational to post-secondary scholarly activity. Scholarly peer review is the process of subjecting scholarly work to the scrutiny of others who are experts in that field.

3. Policy Objective

- 3.1. To ensure through ongoing scholarly activity that the academic programs offered to students at GPRC maintain credibility, quality, and portability within the Alberta Advanced Education System.

4. Scope

- 4.1. This policy applies to GPRC instructors engaged in scholarly activity as part of their instructional and professional responsibilities.

5. Definitions

- 5.1. **Expertise** Expert skill and knowledge in a particular field, and the ability to demonstrate mastery and currency of practice in a particular field.
- 5.2. **Polytechnic Peer Review** The sharing of scholarly activity with industry, teaching or research peers with the aim of sharing knowledge and/or gathering feedback on the value and validity of the scholarly activity. Examples of polytechnic peer review may include but are not limited to:
 - Presentation to and scrutiny by colleagues (e.g. departmental presentations)

- Presentation to and scrutiny by industry stakeholders (e.g. external presentations to various industry groups)
 - Presentation to and scrutiny by other experts (e.g. presentations at academic or professional conferences, peer-reviewed publications)
 - Evaluation of activity or activity outcomes by colleagues, industry stakeholders, or other experts (e.g. consulting, or participatory or collaborative projects).
 - Consultation with and incorporation of feedback or recommendations from colleagues, industry stakeholders, or other experts into scholarly activity.
- 5.3. **Scholarly Activity** Any activity that involves the intentional investigation, integration and dissemination of knowledge that is subject to polytechnic peer review. Scholarly activity intends to inform professional practice, contribute to the state of practice within a field, or impact the broader external environment. Broadly speaking, scholarly activity, in the polytechnic context, is:
- Integral to program quality
 - Framed within a polytechnic research environment, where validation by industry is as important as validation within the academic community
 - Reliant on the investigation of subject matter, industry practice translated to teaching and learning or the investigation of teaching practice
 - Reliant on polytechnic peer review, whether by teaching colleagues, industry stakeholders, or other experts/peers
 - Inclusive of institutional and individual activities

Scholarly activity may take a variety of forms as indicated in the Campus Alberta Quality Council Handbook:

- Independent or collaborative research (i.e. basic, applied, educational, policy, quantitative, qualitative, or other in nature)
- Maintaining competency in the content and methodology in one's field of expertise through professional practice, research, critical evaluation of literature, or reflective practice.
- Inquiry and reflective practice of one's teaching whereby changes or strategies for improvement are offered, evaluated, and implemented or shared through polytechnic peer review.
- Innovation in pedagogy incorporated into one's teaching and evaluated through research, reflective practice, or peer review.
- Composition, creative activity, professional exhibition or performance
- Publication
- Presentation at scholarly conference or expert groups
- Applied scholarship through problem-solving practices, innovation, product development (e.g. creating or adapting tools, handbooks, manuals, software, standards, guidelines, establishment of best practices, or other element for courses taught or professional practice.)
- Technology development, patents, technology transfer and commercialization

6. Guiding Principles

- 6.1. At GPRC, scholarly activity takes place with a strong focus on teaching, learning, and sharing knowledge through polytechnic peer review.
- 6.2. GPRC Instructors engage in good teaching practices which includes maintaining expertise in the subject matter in which the instructor is teaching and the field of practice of teaching and learning.
- 6.3. Instructors teaching in GPRC credentialed degree programs will engage in appropriate forms of scholarly activity as required by Campus Alberta Quality Council (CAQC).

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- 6.3.1. Instructors teaching in University Transfer or Collaborative Degree programs will engage in appropriate forms of scholarly activity as required by the degree granting institution.
- 6.4. GPRC will provide various mechanisms to support scholarly activity.
- 6.5. Scholarly activity is documented as part of GPRC's program review/quality assurance process.
- 6.6. To support reporting requirements of Campus Alberta Quality Council (CAQC) GPRC instructors, whose teaching assignments relate to GPRC credentialed degree programs will formally report on their scholarly activity on an annual basis.

7. Roles and Responsibilities

Stakeholder	Responsibilities
Board of Governors	<ul style="list-style-type: none">• Approve and formally support this policy.
Academic Council	<ul style="list-style-type: none">• Review and formally support this policy.
Vice-President, Academics and Research	<ul style="list-style-type: none">• Review and formally support this policy.
Dean	<ul style="list-style-type: none">• Review and formally support this policy.
Instructors	<ul style="list-style-type: none">• Review, support, and adopt this policy into their yearly activities.

8. Exceptions to the Policy

- 8.1. Exceptions to this policy may be granted by the Dean.

9. Inquiries

- 9.1. Inquiries on this policy can be directed to the Vice President Academic and Research.

10. Amendments (Revision History)

- 10.1. Created and Recommended by Academic Council: October 14, 2021
- 10.2. Approved by the Board of Governors October 28, 2021

Appendix 1 – Scholarly Activity Procedures

1. Procedures

- 1.1. Instructor scholarly activity reports as submitted during the program review processes are used on an annual basis to plan and document scholarly activity of instructors.
- 1.2. If additional time or financial resources are required to support scholarly activity, instructors can access resources through opportunities outlined in the Academic Staff Association/Board of Governors Collective Agreement:
 - Professional Development time
 - GPRC Tuition Waiver
 - Individualized Professional Enhancement
 - Professional Leave with Financial Assistance
 - Professional Leave without Financial AssistanceThrough opportunities outlined in policy:
 - Professional DevelopmentAnd through opportunities available within GPRC:
 - Annual Teaching and Learning Day
 - Centre for Teaching and Learning Activities
- 1.3. GPRC reports/tracks the scholarly activities of the instructors by department or program on an annual basis in accordance with timelines and formats provided by GPRC's Program Review processes and as required by Campus Alberta Quality Council or external accreditation bodies.