

**SCHOLARLY ACTIVITY IN
BRITISH COLUMBIA'S COMMUNITY COLLEGES:
SENIOR ADMINISTRATORS' PERSPECTIVES**

by

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Abstract

This study will show scholarly activity has emerged as a significant dimension in British Columbia's community colleges. The purpose of this study was to explore the emergence, history and current role of scholarly activity initiatives, policies and practice in BC's community colleges and how this dimension of the college is an indicator of organizational change and adaptation.

This qualitative, descriptive and interpretive study was informed by a naturalistic paradigm. Organizational change theory was utilized to analyze and interpret the data on how the colleges adapted to include scholarly activity. Primary data were collected through personal interviews; secondary data were obtained from the literature. The sample included all 12 community colleges in BC and senior college administrators were interviewed about their perspectives and predictions of scholarly activity. The body of literature explored definitions of and distinctions between scholarly activity and its related terms, and traced the influences and emergence of scholarly activity in BC's community colleges.

The findings indicate that: there is no common definition of scholarly activity in BC's community colleges; historical events, reports, legislation and initiatives influenced the emergence of scholarly activity; administrators' perspectives of scholarly activity are generally optimistic in that it is sustainable, supported and encouraged; and scholarly

activity is an indicator of organizational change and adaptation, evidenced by change in college initiatives, policies and practice.

Senior administrators in this study claim the primary intent of scholarly activity is to enhance teaching and learning. Trends to appoint faculty with higher credentials and expectations to conduct scholarly activity are evident. Future leadership from college administrators to define and develop scholarly activity is identified, as well as implications for colleges to be proactive about this dimension in their strategic planning.

Keywords: Community colleges British Columbia; scholarly activity; organizational change and adaptation; scholarship of teaching and learning; definitions

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Glossary

ACCC	Association of Canadian Community Colleges is the national, voluntary membership organization created in 1972 to represent colleges and institutes to government, business and industry, both in Canada and internationally.
BC	The Province of British Columbia in the country of Canada.
BCCAT	British Columbia Council on Admissions and Transfer has the mandate to facilitate admission, articulation and transfer arrangements among BC post-secondary institutions.
BC Private College	Post-secondary institutions which may or may not be designated under the Private Career Training College Institutions Agency (PCTIA of BC) and not funded in whole or part by government.
BC Community College	Post-secondary institutions funded in whole or part by the provincial government and designated under the <i>College and Institute Act</i> (Province of British Columbia, 1996b).
CAQDAS	Computer Assisted Qualitative Data Analysis Software
CASTL	Carnegie Academy for the Scholarship of Teaching and Learning is a major initiative of The Carnegie Foundation. CASTL seeks to support the development of a scholarship of teaching and learning.
CCL	Canadian Council on Learning
CFI	Canada Foundation for Innovation
CIHR	Canadian Institutes of Health Research. One of the three federal funding agencies (Tri-Council Funding).
Community College	In British Columbia, Canada, the public community college is distinguished from the university-college and the university. Although the term “community” has never been legislated as an official title, it is commonly used (Beinder, 1986, p. 1).
DQAB	British Columbia Degree Quality Assessment Board reviews and makes recommendations to the Minister of Advanced Education on applications for new degree programs and the use of the word “university”.
Faculty	Title given to instructors/teachers in the community college setting. The title varies by institution and collective agreement. Typically, in print, faculty is spelled in a lower case font (which is used throughout this dissertation). Faculty spelled in an upper case font is used to designate units in an institution, e.g., Faculty of Education.

FPSE	The Federation of Post-Secondary Educators of BC is the provincial voice for faculty and staff in BC colleges, university colleges and institutes, and in private sector institutions. FPSE member locals represent over 10,000 faculty and staff.
FTE	Full time equivalent. A unit which represents all full- and part-time students and employees, converted to a number of students carrying a full-time course load or the number of employees working full-time.
ISSOTL	International Society for the Study of Teaching and Learning serves faculty members, staff and students who care about teaching and learning as serious intellectual work. The goals of the Society are to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching, and to have teaching recognized as scholarly work.
LEEF	Leading Edge Endowment Fund. Established in 2002 by the Government of British Columbia to provide research funding and other opportunities for public, post secondary institutions.
NSERC	Natural Sciences and Engineering Research Council of Canada. One of the three federal funding agencies (Tri-Council Funding).
PCTIA	Private Career Training Institutions Agency of BC
PSEA	Post-Secondary Employers' Association of British Columbia is the employer bargaining agent for all public colleges, university-colleges and institutes in British Columbia. The PSEA is a Society created under the Public Sector Employers Act (Bill 78) and was officially incorporated in May 1994.
SAAF	Senior Academic Administrators' Forum. The SAAF is a formal and regular meeting opportunity for BC's college, university college and institute senior administrators.
SOTL	Scholarship of Teaching and Learning. "Teaching" is one of the four scholarly components defined by Boyer (1990) and later refined by Shulman (1999) to include "learning". The term SOTL is connected to the ISSOTL and the CASTL.
SSHRC	Social Sciences and Humanities Research Council. One of the three federal funding agencies (Tri-Council Funding).
Tri-Council Funding	Three federal funding agencies: <ol style="list-style-type: none"> 1. Canadian Institutes of Health Research (CIHR) 2. Natural Sciences and Engineering Research Council of Canada (NSERC) 3. Social Sciences and Humanities Research Council (SSHRC)

Chapter 1.

Introduction

The emergence of scholarly activity as an indicator of organizational change in British Columbia's (BC) community colleges is the focus of this research. It is of interest because there is little known about this specific phenomenon and due to "paucity of research on organizational behaviours" about the community colleges (Levin, 2001, p. xxi). Considered primarily as a tradition of the university, scholarly activity has now become a dimension of the college in most of BC's colleges. This may represent a significant change in these institutions as they attempt to adapt to global, federal and provincial forces and pressures.

This research addressed several goals, including presenting the definition of and distinction between the term scholarly activity and its related concepts, and providing insight into the evolution and establishment of the phenomenon in BC's community colleges. Participants in this study included senior administrators who held scholarly activity in their portfolio of responsibilities. All of the 12 community colleges in BC were included in the sample.¹

¹ At the time of this research there were 12 community colleges in BC and all are included in the sample. Prior to the completion of this dissertation one college, Capilano, was designated university status, thus leaving 11 colleges in BC.

This chapter begins with the background necessary to understanding the context of this research, followed by the problem statement. Because the definition of the term scholarly activity and its related concepts are integral to this study, there is a section on definitions and distinctions. Next, the purpose and research questions are presented. Finally, the last section considers the significance of this study and the contribution it will make to the body of knowledge about the community colleges in BC and educational leadership.

Background and Conceptual Underpinnings

During the 1960s, the first community colleges in BC opened their doors to serve communities throughout the province. The creation of these institutions was the vision of John Macdonald in his 1962 report on *Higher Education in British Columbia and a Plan for the Future*. Macdonald claimed “the two-year college would be a new kind of institution for British Columbia” (p. 51). His report was based on a province-wide consultation and extensive study, which launched the establishment of the community colleges in BC. Thirty years earlier, Wallace Knott (1932) produced a thesis on the *Junior College in British Columbia* and recommended the establishment of these institutions. Mainly concerned with the lack of post-secondary education opportunities, Knott recommended the college system as an ideal solution. Dennison and Gallagher (1986) comment that his thesis was somewhat “prophetic” and “in virtually every case, the centres he proposed in 1932 became realities” (p. 24). It is not known if Knott’s work influenced the establishment of the colleges, but his initial concern for access to post-secondary education remained an issue (Dennison & Gallagher, 1986). It was not until

after the Second World War that the need and demand for post-secondary education became urgent, and subsequently, with the publication of Macdonald's report, "an enlightened government, prompted by enthusiastic citizen demand, accepted the recommendation" (Beinder, 1983, p. 5). The outcome was the establishment of the community college system in BC.

The community colleges in BC were mandated and established as teaching-intensive institutions to provide comprehensive programming (Dennison, Tunner, Jones, & Forrester, 1975). Faculty members were not expected to conduct scholarly work (Block, 1991). Yet, some form of scholarly activity appears to have been an implicit underpinning of BC's community colleges, and may have been "long dormant" (Dennison, 1992, p. 114). Never the central mission or mandate of these institutions, some BC colleges are now making scholarly activity explicit by labelling it as such and developing initiatives and policies that provide resources and support for the practice. Since this is a relatively new dimension of the colleges, scholarly activity can be considered an indicator of organizational change and adaptation. Multiple factors have influenced the emergence and development of scholarly activity in BC's colleges, and these are explored throughout this dissertation

Underpinning this research is the recognition that forces such as globalization (Levin, 2001), and what is known as "academic capitalism" (Slaughter & Leslie, 1997, p. 8), pressured these colleges to adapt and change in order to survive through organizational change. These two forces are discussed next.

While globalization is not a primary focus of this study, it is important to acknowledge the impact it has had on higher education and its influence on and pressure for change in the community college. This study was informed by Levin's (2001) definition of globalization: "Conceptually, globalization suggests the drawing together of disparate locations and the compression of time. As a process, globalization intensifies social and political relationships and heightens economic competition" (p. x). For this study I have utilized Levin's (2001) concept of globalization "as an avenue for uncovering organizational behaviours" (p. x) and specifically the influence of external pressures on the community colleges and how they have changed and adapted. Bélanger, Mount, Madgett and Filion (2005), Knowles (1995), and Floyd, Skolnik and Walker (2005) also write on the impact of globalization and the influence on organizational change in the Canadian community colleges. Documentation of these changes and their connection to scholarly activity are presented in Chapter 2.

Linked to globalization is the notion of "academic capitalism," which Slaughter and Leslie (1997) define as "...institutional and professorial market or marketlike efforts to secure external moneys" (p. 8). Slaughter and Leslie maintain that globalization influenced higher education institutions to change and adapt "from a liberal arts core to an entrepreneurial periphery" (p. 207). One of the goals of this study was to identify to what extent a focus on scholarly activity, and specifically applied research in community colleges, were influenced by and connected to market and entrepreneurial activities. Within Canada this trend was noted: Buchbinder and Rajagopal (1993) and Dennison (2000) reported government underfunding of post-secondary education. They claim that, as a result of the underfunding, changes in these institutions began in the 1970s and

continued throughout the 1980s. With government funding cuts to education, the community college eventually sought revenues from other sources (Newson, 1993; Ramsden, 1998). Slaughter and Leslie (1997) describe this reaction as “resource dependence” (p. 114). Corkery (2002) reports that one of the new revenue sources opened to colleges was through research grants, thus, the connection to scholarly activity. Included in this argument is the notion that the colleges are aspiring to be more like the universities, and scholarly activity has been a tradition associated with the universities and not colleges (Levin, 2003a, 2003b). Furthermore, Levin (1991) suggests colleges are adopting the “higher status postsecondary” (p.5) traits of the universities. This shift can be identified as “mimetic isomorphism” (p. 69), a term borrowed from DiMaggio and Powell (1991) to describe how organizations model or imitate what they perceive to be successful.

The lens of organization theory was utilized to help understand how change occurs and to identify some of the probable influences of change. Cameron (1984) writes about organizational adaptation theory and claims change occurs as a result of external environmental factors or influences. She refers to adaptation as “a process, not an event” (p. 123). This study will show that the emergence of scholarly activity appears to be a process which is still occurring.

Problem Statement

With the establishment of the community colleges in BC, Macdonald (1962) expected these new institutions would be distinct from universities in programs, structure

and philosophy. Colleges would be closely linked to the community and faculty would be “different in kind from those at the university” (p. 51), with a focus primarily on teaching and not conducting research. While Macdonald’s original vision of “two-year colleges offering a variety of programmes” (p. 50) was adopted as the mandate and mission of community colleges, there has been a change in these institutions since their establishment. Many are beginning to incorporate traits of universities, the very institution from which they were designed to be distinct. The traits most evident are the granting of baccalaureate degrees and adoption of the terms *university*, *professor* and *undergraduate*. A less visible and more recent trend has been for some of these colleges to recognize, encourage and support a dimension of the college structure, which has been labelled *scholarly activity*. Scholarship and scholarly activity are a university tradition and have not been an explicit element of the college culture (Palmer & Vaughan, 1992). It is not clear how this trend evolved in the college community in BC, but it appears to be an indicator of organizational change and adaptation, which this study will explore. The program is little is known about the initiatives, policies and practice and there is no common definition or understanding of what constitutes scholarly activity in BC’s community colleges.

Purpose of the Study and Research Questions

It is commonly known that the community college system in BC is well established and is an essential dimension of post-secondary education, providing education and training throughout the province. Colleges employ a significant number of people in various regions across the province. To illustrate the dynamic scope of the

current college system, and the potential for scholarly activity, data on the number of institutions and the faculty working in the system have been provided. Despite their short history, the colleges have been subject to change through reorganization and provincial legislation and have adapted accordingly to their environments (see Appendix A for a Historical Overview). Fourteen colleges were established within ten years between 1965 and 1975 and by 1981 there were 15 of these public institutions. Resulting from years of reorganization and legislation, this number has fluctuated. At the time this research was conducted (2007 and 2008) there were 12 community colleges in BC. This may appear to be a small number of institutions, but collectively there are over 60 campuses throughout BC and 15,000 faculty, which is 8,200 Full Time Equivalent (Post-Secondary Employers' Association, 2005-2006). These statistics reflect the potential number of individuals affected by scholarly activity initiatives, policies and practice.

With the emergent use of the term scholarly activity in BC's community colleges, and what appear to be additional support, resources and policy development, it was timely to conduct this research and to explore this dimension of the institution. The purpose of this research was to explore the definitions, emergence, history and current role of scholarly activity initiatives, policies and practice in BC's community colleges and how these factors together can be seen as an indicator of organizational change and adaptation. Hutching and Shulman (1999) raised the question, "what is this thing we're calling the scholarship of teaching?" (p. 13). Similarly, I ask the question: *What is this thing being called scholarly activity in BC colleges?* Questions about scholarly activity developed initially from the literature and personal knowledge and subsequently were

added to as this study progressed. The research questions that guided this research design and methodology are:

1. What are the definitions of and distinctions between scholarly activity and its related terms as used in BC's community colleges?
2. What documentary record exists that traces and explains the development of scholarly activity initiatives, policies and practice in BC's colleges at both the provincial and institutional levels?
3. How do senior college administrators (a) define scholarship and scholarly activity; (b) account for the development of scholarly activity initiatives, policies and practice in the present life of their institutions, and (c) perceive the role of scholarly activity initiatives, policies and practice in future plans for their institutions?
4. How is scholarly activity an indicator of organizational change and adaptation?

Scholarly Activity and Related Terms:

Definitions

The first step in the research was to investigate and document definitions of scholarly activity and distinguish it from the terms commonly associated with it and used in higher education. These associated terms include *scholarship*, *research (applied and basic)* and *the scholarship of teaching and learning (SOTL)*. While there appears to be an understanding and acceptance of the definition of scholarship, there are multiple definitions and understandings of the term scholarly activity and its related terms, research (applied and basic) and the SOTL. Although linked, this study draws a distinction between the definitions of these terms. The importance of understanding and defining scholarly activity and its related terms is integral to this research. For the purpose of this introduction, I have provided a summary of definitions. All of these

concepts and definitions are further explored in the literature review of this dissertation. Hart (1998) recommends “placing boundaries around the meaning of a term” (p. 121) as it relates to a specific context. Therefore, the literature review presents, discusses and explores what is known about scholarly activity, from the broad perspective of higher education, narrowed to the community colleges in BC.

After a survey of the literature, and to introduce the topic, one definition of the term scholarly activity was selected with its related terms of scholarship, research (applied and basic), the SOTL, and what it means to be a scholar. These definitions are provided as a foundation on which to frame this research. Later in this dissertation, it will be evident that there are multiple definitions of scholarly activity and its related terms.

The definition of scholarly activity offered by the Ministry of Education, Skills and Training (Province of British Columbia, 1996a) is used. This definition was included in their strategic plan for the colleges and institutes in BC and it is comprehensive enough to begin to understand the notion of scholarly activity. In the BC college setting, “scholarly activity consists of such things as curricular development, developing industry partnerships, applied research, improving professional leadership and/or academic research related to the faculty member’s field of expertise” (p. 11).

Related to the term scholarly activity and often used interchangeably (correctly or not), is the term scholarship. In the literature, there appears to be a generally accepted understanding of the term scholarship. Shulman (1999) offers a succinct definition of scholarship, and claims:

...it possesses at least three attributes: it becomes public; it becomes an object of critical review and evaluation by members of one's community; and members of one's community begin to use, build upon, and develop those acts of mind and creation. (p. 15)

From Shulman's definition, a key distinction between the terms scholarship and scholarly activity is the element of peer review, which is necessary to be considered scholarship.

This criterion is not included in the definition of scholarly activity developed by the Ministry of Education, Skills and Training (Province of British Columbia, 1996a).

Even with the common use of the term research, there is debate about the definition of and distinction between applied and basic research. Vaughan (1992) offers this definition of basic research:

Research is a systematic, objective search for new knowledge or a new application of existing knowledge. It results in knowledge that is verifiable based on empirical data, consensus in the field, or rules of logic. Others must be able to replicate the results of the research by following the same procedures. Research is not simply the act of gathering information or collecting data in a vacuum; it builds upon previous scholarly efforts and involves the understanding of relationships among data. One must be able to draw conclusions, interpretations, or more powerful generalizations as a result of the research process. (p. 28)

Applied research is also difficult to define suggest Slaughter and Leslie (1997).

However, one definition that is useful as an introduction is provided by Fisher (2008):

Applied research is "an umbrella term referring to a variety of research activities related to the application of knowledge, and is often associated with terms like innovation, research and development, commercialization, and technology transfer" (p. 4).

Emerging from the terms scholarly activity, scholarship, and research (applied and basic) is the related term the SOTL. Again, there is little agreement on the definition

of this term. However, it is included in some descriptions of scholarly activity; therefore, it is necessary to provide a definition of this term. Trigwell, Martin, Benjamin, and Prosser (2000) claim that the SOTL is “simple: it is to make transparent how we have made learning possible” (p. 156). Furthermore, when considering the individual involved in these activities to be a scholar, Trigwell et al. (2000) cite Andresen and Webb (2000) and their claim that “becoming scholarly means becoming involved in more formal approaches to inquiry” (157). Finally, Andresen (2000) presents three characteristics of a scholar: “critical reflectivity as a sensibility, a habit of mind; scrutiny by peers, which is what publication permits, as a *modus operandi*; and inquiry, as a motivation or drive” (p. 141).

All of the above definitions and distinctions of the terms are included and expanded on in the literature review.

Significance of this Study

While it appears there have been significant developments and changes within the community colleges in Canada, it is evident there is an overall lack of research about some aspects of these institutions, including organizational change (Levin 2001; Floyd et al., 2005). With little evidence of research or publications on scholarly activity in BC's community colleges, this research is supported by one of Canada's eminent researchers on the college system who stated that “a detailed study of scholarly activity in the BC college system is long overdue” (J.D. Dennison, personal communication, May 26, 2007).

Furthermore, Dennison (2006) states that there is a “limited, but growing body of knowledge regarding the community college” (p. 117). The significance of this research is that it will further contribute to the body of knowledge about the community colleges in BC on a specific and little understood dimension, that of scholarly activity. It is intended that this research will benefit college leaders, administrators and faculty by providing: a common definition and language, guidance for policy and procedures, clarity of this institutional dimension and possible future implications. In addition, the knowledge gained from this study may also benefit the current BC Ministry of Advanced Education and Labour Market Development, faculty associations, the Association of Canadian Community Colleges and funding agencies.

In the next chapter, I review the literature on definitions of scholarly activity and its related terms, the key influences on the emergence of scholarly activity in BC's community colleges and present a conceptual framework. The literature review further demonstrates the complexity of the issue and the significance of the topic.

How this Dissertation Is Organized

There are five chapters in this dissertation plus references and appendices. The introduction includes background information and a brief history of the establishment of BC's community colleges, a summary of key definitions, the research issue, the purpose and research questions and the significance of this study. In Chapter 2, the literature review presents findings about scholarly activity that inform this research and indicate a need for the study. Scholarly activity and its related terms, scholar, scholarship, research

(applied and basic) and the SOTL are defined, distinguished and debated. The American college system had an impact on the emergence of scholarly activity in Canada and BC and this influence is reviewed, as well as the current state of scholarly activity in BC's community colleges. To trace the emergence of scholarly activity and identify the influences of this phenomenon, the historical highlights from 1958 to the present are reviewed. This section is divided into four sub-sections which include reports, legislation (which introduced the university college and the community college baccalaureate), strategic plans, and federal and provincial innovations, followed by the conceptual framework developed for this study and a summary of the key findings from the literature.

Chapter 3 consists of the research design and methodology section. Included is a researcher disclosure statement, which outlines my background knowledge, values, beliefs, biases and assumptions. Details about how the naturalistic paradigm informs the design and methodology are included with the research goals. The sample, pilot test and data collection methods are presented, along with the plan for data analysis and interpretation. Also addressed are the issues of trustworthiness and the steps taken to ensure credibility, transferability, dependability and confirmability. The findings, based on data collected from personal interviews conducted for this study, are presented in Chapter 4. Chapter 5 offers a discussion based on the analysis and interpretation of the data, including conclusions and recommendations for future research. All of the works cited are in the reference section and material and documents deemed necessary for the support of this dissertation are included in the appendices. Appendices include an historical overview tracing the influences on scholarly activity (Appendix A), an

interview checklist (Appendix B), request for permission to conduct research and interview employees (Appendix C), the interview questions (Appendix D), and a travelogue written during the data collection (Appendix E).

Chapter 2.

Literature Review

The topic of this study is scholarly activity in BC's community colleges. The purpose of this study was to explore the definitions, emergence, history and current role of scholarly activity initiatives, policies and practice in BC's community colleges and how these dimensions of the college combined are viewed as an indicator of organizational change and adaptation. In the introduction to this dissertation, I stated that the issue underlying this research is the notion that colleges have changed and adapted to copy some of the traits of the university. One indicator of this change is the emergence of the term scholarly activity and its subsequent practice in colleges. There is a need to investigate what scholarly activity means, how it is defined, its evolution and why it is now being recognized at an institutional level in BC's community colleges.

In this literature review, materials are presented from a variety of sources and publications that inform my arguments, as suggested by Berg (2004). Since there is a gap in research on the specific topic of scholarly activity in BC's community colleges, I have drawn on related literature, which identifies some parallel ideas about how this phenomenon might be researched. Throughout this review, I have relied on the literature about the colleges, universities and the broad category of higher education (also referred to as post-secondary education). Although there might not be a specific mention of the colleges in some of the literature, there is evidence that what is occurring in the

universities is also affecting all of the post-secondary institutions, including the colleges (Slaughter & Leslie, 1997). In support of the notion that there is some overlap between colleges and universities, Gibbons (1998) in his address to the United Nations Educational, Scientific and Cultural Organization, recognizes that non-universities have the potential to contribute to the generation of “knowledge through research” (p. 28).

In addition to the traditional and rich sources of obtaining documents for the literature review, I have been privileged to secure articles, materials and resources and to attend events through a network of colleagues and personal connections. Adding to my experience was the opportunity to travel throughout the Province of BC and visit each of the community colleges' administrative headquarters, at which time I was able to collect unique information, unavailable to most researchers. As a result of my experience and skills, I present a review of significant literature on the “scope, breadth and depth” as suggested by Hart (1998, p. 9) on the topic of scholarly activity in BC's community colleges. The literature was selected to explore my topic and the review began prior to data collection and continued throughout this research project. Canadian documents were the primary source; however, the American influence on scholarly activity development was evident, and therefore, this body of literature is included in this review.

To establish an understanding of scholarly activity and its related terms, scholarship, research (applied and basic) and the SOTL, I first provide a review of the definitions and understandings of the terms. Next, I present the American influence on the term scholarly activity and how it is currently defined in BC's community colleges. The main body of the literature review is focused on a Canadian and BC historical

perspective and identifies significant factors, events, reports, policy and legislation that have influenced organizational change and subsequently, the development and practice of scholarly activity. The next section of this literature review is presented in subsections developed for this study, and identified in the following temporal order: from 1958 to 1987; from 1988 to 1999; and 2000 to the present. Finally, I present and describe the conceptual framework for this study, developed from a summary of the review and key findings from the literature.

To appreciate the significance of this study, and to build a foundation on which to explore the concept of scholarly activity, I begin the review with definitions, distinctions and debates, about the term. Since scholarly activity is often associated with several related terms, I have also examined the definitions of and distinctions between the terms scholarship, research (applied and basic) and the SOTL. Included is a section on terms, words and labels in education and cautions about usage and definitions. This review establishes a pattern of the emergence, labelling and current usage of the term scholarly activity. While the focus of this research is on BC's community colleges, I have drawn on American literature to demonstrate how the US experience has influenced the understanding and development of scholarly activity generally in Canada, and specifically in BC.

BC's community colleges are situated at a significant time as they plan for their future (Plant, 2007). Scholarly activity has been explicitly identified in the strategic plans at some colleges and others are grappling to understand the breadth of this dimension. I also identify the apparent gaps in the literature, which are: knowledge about

the initiatives, policies and practice of scholarly activity in BC's community colleges; and understanding the emergence of scholarly activity as an indicator of organizational change.

I next present what is known about scholarly activity in BC's colleges, and present literature that identifies patterns and links to how it emerged. This section of the literature review examines a historical account of events, reports, policies and legislation that have influenced organizational change and the dimension of scholarly activity in BC's community colleges. This time frame spans from the 1958 Public Schools Act and the report *Higher Education in British Columbia and a Plan for the Future* (Macdonald, 1962) to the *Campus 2020* report (Plant, 2007). This historical account includes the establishment and development of BC's community colleges, the first and subsequent reports on higher education in BC and their relationship to scholarly activity. To further document organizational change, and BC's colleges adaptation to include scholarly activity as an institutional dimension, I have included a literature review of the following topics: the establishment of transfer agreements between public post-secondary institutions; the establishment of the university college, the influence of globalization and academic capitalism, institutional mission shift, federal and provincial funding innovations and strategies, the introduction of the community college baccalaureate, and the SOTL.

The perspectives and findings presented in this literature review are relevant to this study and were selected first, to contextualize the term scholarly activity, and second,

to explore the influences on and the connections to the emergence of scholarly activity as an indicator of organizational change and adaptation in BC's community colleges.

Scholar/ly/ship: Etymology, Definitions and Distinctions

It is not the intent of this study to produce a comprehensive volume of work on defining scholarly activity; however, the importance of defining the words and terms used in this research is essential and I have presented, examined and defined the words and terms as they are used in the context of this study (i.e., within higher education and specifically BC's community colleges). In this review, I have included the debates on and discrepancies about the terms. In Chapter 1, I presented a definition of scholarly activity as a foundation to begin to understand the term within the context of this research. This definition is further expanded in this review. In addition, I have presented definitions of and distinctions between the terms related to, and associated with, scholarly activity, viz., *scholar*, *scholarship*, *research (applied and basic)* and *the scholarship of teaching and learning*.

The importance of defining terms and explaining concepts is illustrated by Hart (1998). This task puts "boundaries" (p. 121) around words so they can be used in a specific context. In this study, the use of the words scholar, scholarly and scholarship are situated in post-secondary institutions and more specifically in the community colleges of BC. It is useful to start with the etymology to consider the ways in which we use and define words in our modern culture, society and institutions.

What are the roots of the words scholar, scholarly and scholarship? The word scholar can be dated circa 1000 CE to mean “student” or “pupil”, then in 1300 CE, “learned person” (Barnhart, 1988, p. 967). Barnhart then lists scholarship as the “status of position of a scholar” (p. 967), first identified approximately 1535 CE. “Scholarly” has no definite date of first usage, but appears to have evolved as a natural extension of scholar, “hence scholarly” (Onions, 1966, p. 797).

Turning to the modern use of the words scholar, scholarly and scholarship, *Oxford Advanced Learner's Dictionary of Current English* (Hornby, 1995) offers these definitions:

Scholar (noun): 1 a student who has been awarded money. 2 a person who has a deep knowledge of an academic subject.

Scholarly (adjective): 1 involving or connected with academic study. 2 showing the learning, care and attention typical of a scholar.

Scholarship (noun): 1 an award of money to help pay for their education. 2 the learning methods or standards of a good scholar; a distinguished work of scholarship. (p. 1049)

All of the above definitions are common in post-secondary discourse. However, in the context of this study, the definitions of scholar and scholarship in reference to students receiving money for their education are not used. While these definitions are excluded from this study, it is acknowledged that there is a distinction in the definitions.

There is still confusion about the terms, and continuing debate about the definitions. Indeed, Vaughan (1992) challenges that we are “wanting for a definition of scholarship, or even a distinction between scholarship and research” (p. 27). Likewise, Widdowson (2003) contends that colleges in the United Kingdom are struggling with the

lack of a “comprehensive or authoritative definition” (p. 1) of scholarly activity despite a mandate that requires it. Although scholarship, scholarly activity and research (applied and basic) are often used synonymously, there are distinctions. There appears to be agreement on the definition and understanding of scholarship (Boyer, 1990; Shulman, 1999; Vaughan, 1988); yet, there are various definitions and understandings of scholarly activity, and its related terms, scholarship, research (applied and basic) and the SOTL, especially within the community college context. I next discuss how scholarship and scholarly activity are distinct and how they are defined and used in the literature in a higher education setting.

Defining Scholarship

“Scholarship is not merely a term of description. It is a term of recommendation, of challenge. It demands and expects something that can and should be achieved in academic work. This is more than mere semantics” (Andresen, 2000, p. 138).

Andresen’s quote provides a challenge to define the term scholarship. He further claims that “few, if any, appear to have ever bothered to seriously explain what they meant by scholarship” (p. 138) and he is concerned the term is being overused. This review presents several authors who have contributed to the understanding and use of the term. Scholarship is defined by Musselman (1994) as “the process of observation, thinking, discussion, and eventually criticism by peers” (p.2) and by Vaughan (1988) as “the systematic pursuit of a topic, an objective, rational inquiry that involves critical analysis” (p. 27). Peer review or critique is the key distinction between the definitions of scholarship and scholarly activity, and “scholarship results in a product that is shared

with others and that is subject to the criticism of individuals qualified to judge the product” (Vaughan, 1988, p. 27). Boyer (1990) expands the definition, stating that “the work of the scholar also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students” (p. 16). Support of these notions of scholarship is offered by Hart (1998): he believes “integration” is essential and that scholarship is “about making connections between ideas, theories and experience” (p. 8). Andresen (2000) challenges that there is no blanket acceptance of what is scholarship and that it can be judged as “non-scholarly or less-than-scholarly” (p. 141). He claims “hence, what passes as scholarship will demand to be interpreted within the unique epistemological framework represented by, and integral to, its own field or discipline” (p. 142).

While perhaps there was always an implicit understanding of scholarship in the universities, it has become a focus for discussion and debate in the community college context of late. In the United States (US), Vaughan (1988) and Boyer (1990) began to examine and challenge some of the underpinnings of scholarship in the universities and broaden its definition. Their intent was to include colleges and other post-secondary institutions not traditionally recognized as producers of scholarship. Vaughan (1992) argues that scholarship in the community college is the “key to success” (p. 34) for the survival of this institution. Often viewed as a lesser institution than the university, Vaughan (1992) believes the value (comprehensive programming, access and community responsiveness) of the colleges needs to be made public. He asserts embracing scholarship will enhance the image of the community college and thus be beneficial to

faculty and students, and he calls for academic leaders to encourage and support scholarship and above all for them to provide a clear definition.

Vaughan (1988) contends the community colleges have an obligation to intentionally focus on scholarship. Notably, he makes a distinction between scholarship and scholarly activity. Though he argues for colleges to embrace scholarship he writes this goal can be accomplished through the practice of scholarly activities. While community colleges have been considered teaching intensive and not research institutions, he believes that “outstanding teaching requires constant learning and intellectual renewal” (p. 28). He rejects the “teaching versus research” (p. 26) debate, as does Boyer (1990), and argues that scholarship should be part of the colleges regardless of the teaching intensive mandate. Vaughan (1988) also maintains that this can be accomplished by recognizing and embracing scholarship at the institutional level. Concurrently, Boyer (1990) advocates for an expansion of the understanding of scholarship: he challenges the notion of scholarship to not only include research, which he refers to as “the scholarship of discovery,” but to expand it to include the “...scholarship of integration; the scholarship of application; and the scholarship of teaching” (p. 16).

Boyer and Vaughan advanced the notion that scholarship is more comprehensive than just research and not the exclusive domain of the universities. While the aforementioned contributions to and discussions of the definition and meaning of scholarship are focused on the university, this advocacy has advanced the notion to include and encourage scholarship in the community colleges and non-research intensive

universities; in other words, all of higher education. Vaughan's and Boyer's advocacy have contributed to the emergent and current focus on scholarship and scholarly activity. It is clear from the definitions that scholarship is achieved through scholarly activities. What is not clear is the definition of scholarly activity. Hart's (1998) statement that "scholarship is an activity" (p. 8) is a segue to the next section: a review of what constitutes scholarly activity and how it is defined.

Defining Scholarly Activity

Scholarly activity is a term subject to multiple definitions. One of the goals of this study is to identify the definition and evolution of the term scholarly activity and the way it has been adopted by the colleges in BC. While Sandelands and Drazin (1989) maintain "words are all we have to communicate understanding" (p. 458), there appear to be multiple understandings of the term scholarly activity. Therefore, labels and definitions of a term are critical, especially if there are varied meanings and interpretations. The fact that the term scholarly activity has emerged, intentionally or unintentionally, to label and identify a dimension of the college is noteworthy as suggested by Rice (2003). He notes it is significant how "key words" (p. 1) can influence institutions and activities, especially for the future. Furthermore, Vaughan (1988) claims that defining and embracing a term such as scholarly activity will contribute to a "culture of scholarship" (p. 28) and become part of the philosophy of the community college. With a focus primarily on teaching and not research, Levinson (2003) maintains that although "community colleges are not typically thought of as bastions of scholarly activity" (p. 575), they should be. This quote reflects a significant challenge to the

community colleges in their struggle to define, pursue, claim and defend scholarly activity in their institutions. Finally, both Boyer (1990) and Vaughan (1988) call for the recognition and acceptance of scholarly activity as a legitimate dimension of the community colleges.

Several terms are used in the literature to refer to the broad concept of scholarly activity, including “scholarly accomplishments” (Vaughan, 1992, p. 3), “scholarly inquiry” (Padovan & Whittington, 1998, p. 213), “scholarly productivity” (Hotard, Tanner, & Totaro, 2004, p. 16), and “scholarly work” (Rice, 2002, p. 11; Vaughan, 1992, p. 7). Despite the number of labels, scholarly activity seems to be the term of choice in BC’s colleges.

Definitions of scholarly activity range from narrow to broad. A narrower definition is offered by Hotard et al. (2004) and their description of scholarly productivity as publications (journal articles and textbooks) and paper presentations. Rice (2002) uses the scholarship of teaching in his definition, yet he recognizes that “there is evidence that what counts as scholarly work is expanding” (p. 16). Markin (2008) claims “grant writing counts as scholarly activity” (p. C1). Broader definitions of scholarly activity are offered by Vaughan (1992) and Day, Russell and Walton (2002). Vaughan (1992) offers a definition and includes a list of several activities, including “a book review, an annotated bibliography, a lecture, a speech, art exhibits, original essays and poems, scholarly articles, original texts, inventions and patents, and classroom research” (pp. 6-7). Another definition is offered by Day, Russell, and Walton (2002), who describe scholarly activity as “a broad range of activities that may include publication, but also

conference presentations, exhibits, performances, or consultation with interest groups within or outside” (p. 5) the institution.

In addition to listing the specific activities that define and include scholarly activity, others have described the aptitude or attributes of the individual and some of the expected outcomes. For example, Padovan and Whittington (1998) claim the common purpose is “continual learning about one’s discipline which serves to generate enthusiasm for teaching and to enrich the instruction process” (p. 215). Furthermore, Hart (1998) adds that individuals involved in scholarly activity need to have a “systematic questioning, inquiring and a scrutinizing attitude” (p. 9). He stresses that scholarly activity is a skill to “...do competent research; read, interpret and analyze arguments; synthesize ideas and make connections across disciplines; write and present ideas clearly and systematically; and use your imagination” (p. 80). Hart’s list of skills appears to be more congruent with the concept of research (which is described later in this chapter); however, all of the skills he identifies would potentially be utilized by someone involved in scholarly activity.

Scholarly Activity: Definitions in BC’s Community Colleges

The first definition of scholarly activity that can be found in the literature on BC’s community colleges is in 1996. Scholarly activity is described as a college institutional mandate and is linked to the broad concept of professional development (the maintenance and enhancement of instructors’ teaching skills). The Ministry of Education, Skills and Training (Province of British Columbia, 1996a) defines scholarly activity in its strategic

plan, *Charting a New Course*: “Scholarly activity consists of such things as curricular development, developing industry partnerships, applied research, improving professional leadership and/or academic research related to the faculty member’s field of expertise” (p. 11). Another definition of scholarly activity, not developed for the colleges, but nonetheless related, was offered by Petch (1998) in his report on the university colleges in BC. He is adamant that scholarly “activities are essential to maintaining over the long term good teaching at the post-secondary level” (p. 33). His definition of scholarly activity includes “...writing a novel, directing a play, developing new curricula for secondary schools, developing a new product or process and research” (p. 18). This definition demonstrates the breadth of activity, some of which has been adopted by the colleges, and has also contributed to the development of the term.

While the definition of the Ministry of Education, Skills and Training (Province of British Columbia, 1996a) appears to be similar to what is being adopted in some college policies, (examples are provided later in this dissertation), at the time of this research, the BC Ministry responsible for post-secondary education, Advanced Education,² has not updated or changed this definition and claims it has no definition of scholarly activity (J. MacDonald, personal communication, November 5, 2007). This “lack of policy and leadership” (p. 1) was documented by the Task Force on the Community College (Department of Education, 1974b), and also identified by Dennison and Gallagher (1986) as a “hands-off approach” (p. 25) by the provincial government.

² When personal communication occurred in 2007 it was with a Ministry of Advanced Education representative. In 2008 the Ministry changed its name to the Ministry of Advanced Education and Labour Market Development.

They claim this is an established pattern in the ministries responsible for higher education in British Columbia. Fisher, Rubenson and Della Mattia (2001) concur and observe the government takes “a passive role in the development of the colleges” (p. 8). This perspective was useful in the interpretation and analysis of the data.

However, another branch of the current Ministry of Advanced Education and Labour Market Development does have an opinion on scholarly activity. One of the criteria for new baccalaureate degrees in the colleges, university college and institutes, listed in the Degree Authorization Act, states that faculty must “have an appropriate level of scholarly output and/or research or creative activity” (2006, p. 31). Upon inquiry, this requirement was interpreted by the Ministry’s Policy and System Quality Branch that faculty “demonstrate current involvement in research and professional activity that represents an appropriate balance of research and intellectual leadership in the discipline and the field of specialization” (D. Rogers, personal communication, December 20, 2007).

Despite the lack of an official definition from the government, two of BC’s colleges offer their own definitions of scholarly activity. These definitions are posted on the Colleges’ respective web sites. Douglas College’s definition of scholarly activity is as follows:

Scholarly activity refers to the application of systematic approaches to the development of knowledge through intellectual inquiry and scholarly communication. It includes research, the dissemination of knowledge through such means as publications and presentations, and the application of new knowledge in professional practice and student learning. Scholarly activity also includes creative activities designed to further artistic endeavour. (Scholarly Activity Policy A02.10.02, 2005, Definitions ¶1)

In October 2008, the Douglas College policy was amended. This amendment included a change of the policy name *from* Scholarly Activity *to* Research and Scholarly Activity. The original definition of scholarly activity was not changed but a definition of research was added to the policy: “Original, careful, critical, disciplined inquiry directed toward the clarification and/or resolution of problems to establish facts, principles or generalizable knowledge” (Scholarly Activity Policy A02.10.02, 2005, Definitions ¶2).

In comparison, the definition offered by Okanagan College, while similar, includes the distinction between scholarship, research and creative activities:

Scholarly activity shall be understood to include scholarship, research and creative activities. Scholarship involves oral or written activities that reflect a thorough and critical collection of knowledge of one's profession or discipline. Research involves contributing to the expansion of knowledge and the sharing of that knowledge through appropriate professional means. Research includes application of research findings for purposes of practical application. Creative activities involve creative practice, exhibition, performance, composition, multimedia presentations and other similar activities that reflect applied practice of one's profession or discipline. (Collective Agreement Article 17.1.4.1, 2005, p. 30)

One of the goals of this research was to identify scholarly activity policies and definitions in BC's community colleges. These and other colleges' policies and definitions have been included in the findings and discussion sections of this dissertation. While not all definitions of scholarly activity include research (applied and basic), these two examples of college definitions have included it as a component. However, other definitions define research and applied research as clearly distinct from scholarly activity. Since this is a considerable distinction, I have included a section on the definitions of research (applied and basic).

Defining Research: Applied and Basic

Slaughter and Leslie (1997) point out defining the concepts of applied research and basic research “is always troublesome” (p. 115) because of the differences in understanding of the terms. The term *research*, sometimes referred to as *basic* or *traditional research*, is most often associated with the notion of scholarly activity. Yet, there appears to be a distinction between the terms research and scholarly activity. While some definitions of scholarly activity include research as a component, Day et al. (2002) challenge this understanding of the concept of scholarly activity: they assert that scholarly activity is distinct from research. Research “connotes inquiry, analysis, and publication in peer reviewed journals” (p. 5), which is not always the outcome of the current practice of scholarly activity. Vaughan (1992) agrees with the view that “research is but one form of scholarship” (p. 28). His concise definition was presented in the introductory chapter of this dissertation.

In comparison, *applied research* is a term used by the Association of Canadian Community Colleges, the federal and provincial governments, and others to define a specific category of research. Boyer (1990) refers to a historical definition of applied research as “the idea that professors could spread knowledge that would improve agriculture and manufacturing” (p. 6). Therefore, applied research was considered to be practical and useful. Slaughter and Leslie (1997) trace applied research to post World War II and offer this distinction: “University researchers worked on basic science, industry on applied” (p. 181). In 2001 when the Government of Ontario mandated colleges to include applied research, they defined it as “developing practical applications of knowledge and technology” (Fanshaw College, 2006). Furthermore, Fisher (2008)

states that there is still confusion about the term applied research and it needs “further study and clarification” (p. 4).

Some institutions recognize a distinction between research and scholarly activity while others include research as part of their definition of scholarly activity. The use of the terms scholarship, scholarly activity, research (applied and basic), and more specifically how they are being defined (or not) in BC's colleges leads to the necessity of this investigation.

The Puzzle of Words, Terms and Labels in Higher Education

The review of the terminology and definitions of and distinctions between scholarship, scholarly activity and research, raises the question of whether simply calling something scholarly activity makes the activity scholarly. The philosophy of language is beyond the scope of this research; however, it is relevant to mention the works of Ryle (1949) and Scheffler (1960) and their insights on the use of language, especially in the educational context. Ryle contends there is a distinction between “task” and “achievement” (p. 152) and cautions that tasks are not necessarily achievements. Some of the definitions of scholarly activity, presented in this section, include lists of activities which could be considered tasks and therefore, confuse achievement with accomplishment. An example from Vaughan (1992) is “giving a lecture” (p. 6). Depending on the circumstance, giving a lecture could be considered a task, but not necessarily an achievement. Therefore, this example further emphasizes the importance of the terms, their intentions, definitions and use.

Similarly, Scheffler's (1960) philosophical essay on educational definitions, and the use of metaphors and slogans, identifies some of the challenges associated with labels and terms. He calls for "the critical appraisal of educational definitions" (p. 103). Scheffler (1960) uses the example of the word "teaching" and explains that when the word is used in different contexts, it can convey different meanings. According to Scheffler, "there can be teaching without learning" (p. 46). His statement provokes thought and debate. Borrowing from his example, and rewording it to reflect the topic of this research, the statement "there can be scholarly activity without scholarship" suggests a critical and cautionary viewpoint from which to consider developing and defining the concept of scholarly activity.

While there are multiple meanings and confusion surrounding the term scholarly activity, and other terms such as applied research, Sandelands and Drazin (1989) observe that this may be the result of "problems in the use of words" (p. 474) which can lead to "gratuitous puzzlement" (p. 460). This is not a desirable outcome when an institution develops a definition or policy. Similarly, Ravitch (2007) expresses her concern about the use of educational terms and the need for clarity. She recommends that not only should terms be understood by those in the education sector, but also by the general public.

In her essay on defining the SOTL, Simmons (2008) maintains that "language and metaphor can frame our understanding" (p. 4) and that we need to be aware of the context of the discipline we are working within. Applicable to the topic of this research is the insight offered by Shulman (1999) into the usage of the word scholarship and its

meaning. He claims “certainly, all acts of intelligence are not scholarship...” (p. 15). He clarifies the distinction between naming something scholarship and it actually being considered as scholarship, which supports the philosophy of Scheffler (1960).

Furthermore, a caution is offered about the use and meanings of terms. Campbell (1971) recognizes the evolution of institutions and that “terms, once accurately used in reference to them, may lose their original meaning and should either be discarded as evolved or else redefined. At the same time new terms are needed to express clearly new concepts” (p. 6). An example of this evolution, and the changes it necessitates, can be found within the Federation of Post-Secondary Educators of BC (2007). This provincial labour organization renamed one of their committees *from* the Professional Development Committee *to* the Professional and Scholarly Development Committee. This change more accurately reflects the new institutional label and practice.

Another example of the use of words and terms is provided by an announcement in March 2008 from the Ministry of Advanced Education and Labour Market Development (Church, 2008). This announcement was made after the data for this research were collected. The Ministry designated a BC college, Capilano, to university status. The college president argues “the new designation will allow the college to expand its degree offerings and to attract more foreign students who pay higher fees” (Church, 2008, p. A.11). When asked to comment on the issue, John Dennison, UBC professor emeritus, said, “Frankly, I think it demeans the word university” (Church, 2008, p A.11). The recent assignment of the word university to five institutions in the BC post-secondary sector has no doubt sparked interest and debate. The meaning and

intent of the word university has become a controversial topic, especially in the BC post-secondary community. Similarly, Andresen (2000) questions the use of the term scholarship and observes it “may be degenerating into a ubiquitous buzzword” (p. 137). He reminds us to watch “for when and where, how and why it [the word scholarship] is used” (p. 138).

The Scholarship of Teaching and Learning (SOTL): Definitions

Another key concept associated with the emerging use of the term scholarly activity is the *scholarship of teaching and learning* (SOTL). Therefore, it is necessary to include a review of this concept. First introduced by Boyer (1990) as the scholarship of teaching, the term was later refined by Shulman (1999) to include “learning”. The scholarship of teaching and learning is the common use of this concept. Like the term scholarly activity, SOTL is often misunderstood and subject to several definitions, interpretations and critiques (Bender, 2005; Hutchings & Shulman, 1999). Classified by Boyer (1990), the scholarship of teaching has become a force across North America and other parts of the world as evidenced by a body of literature and activity, such as the formation of the Carnegie Academy of Teaching and Learning (CASTL) in 1998 and the International Society for the Scholarship of Teaching and Learning (ISSOTL) in 2004. Boyer’s quest was to challenge the narrow view of scholarship, to be inclusive; thus he offered an expanded definition. He maintains that “good teaching means that faculty, as scholars, are also learners” (p. 24) and the SOTL is paramount to higher education institutions. Later in this dissertation, I present information on the link between the

SOTL and scholarly activity in BC's community colleges. As with the other terms in this study, I have included a review of the definition of this concept.

One approach to the definition of the SOTL is offered through examples of the methodology and the goals of the activity. Huber and Hutchings (2005) observe that research on teaching and learning is practice-focused and requires self-reflection on the part of the teacher. Another example, provided by Sperling (2003), identifies the scholarship of teaching as the selection of a research design and methodology, which are appropriate to the problem, and the use of findings that are applicable to practice and the dissemination of the results. In addition, she clarifies the goal of scholarship of teaching as “ultimately about students and their learning” (p. 601).

Daly (1994) allows the SOTL to include “pedagogical scholarship, for example, research on how students learn, on the relative effectiveness of various teaching techniques, and so on” (p. 51). This has aided the definition provided by the International Society for the Scholarship of Teaching and Learning in History (n.d.): “The scholarship of teaching and learning (SoTL) is an effort to systematically increase our understanding of how students at the college level learn and what teaching strategies are most effective at promoting this learning” (§1). A similar definition is offered by Douglas Development, the professional development department at Douglas College: “The scholarship of teaching and learning (SoTL) movement recognizes that teaching is a scholarly activity in its own right” (Douglas College, n.d., §2).

Despite the focus on the SOTL, and its multiple definitions, Kreber (2003) contends that it “has remained devoid of a unified definition” (p. 93). Agreement with

this statement is offered by Trigwell et al. (2000). They conclude there is an “enormous variation in the ways scholarship of teaching is represented” (p. 156). In recognition of this dilemma, Simmons (2008) is conducting a survey on the definition of SOTL. Since the SOTL was introduced as a new concept in higher education, it could be expected that there would be confusion about the definition and meaning. Boyer’s (1990) original text devotes only a few pages to his idea of the scholarship of teaching and Bender (2005) criticizes that this concept was only “sketchily defined” (p. 42).

Through the work of Shulman (1999) and his leadership of The Carnegie Academy for the Scholarship of Teaching and Learning, the focus and intent of the SOTL has moved “Boyer’s work from idea to action” (Bender, 2005, p. 45). Finally, Simmons (2008) questions if “we should seek a tight definition of SOTL?” (p. 4). She purports “guiding principles” (p. 4) might be more useful in the understanding and practice of the SOTL.

The preceding presentation of definitions, distinctions and debate of the terms scholarship, scholarly activity, research (applied and basic), and the SOTL are provided to help situate these terms into the context of this study. This presentation emphasizes the continuing struggle and confusion about the terms and the lack of agreement on definitions, further indicating the need for this research study. The next section explores how the American experience of scholarly activity influenced this phenomenon in BC’s community colleges.

The American Influence on Scholarly Activity

What appears to be occurring in BC's community colleges regarding scholarly activity can be linked to the US. The literature on college scholarship and scholarly activity in the US is reviewed in this study, as it appears to have informed the Canadian colleges in the use of the term and subsequent practice. Through this presentation and exploration of the American literature on scholarship and scholarly activity, I have established links to what is occurring in BC.

The focus on scholarly activity in the US began about two decades before the issue started to emerge explicitly in Canada. While the US college system is different in structure from Canadian and BC colleges, it is relevant to consider some of the parallels to the current state of scholarly activity in BC. In the US, the 1987 Carnegie Classification includes four types of universities, two types of comprehensive universities and colleges, two types of liberal arts colleges, and community, junior and technical colleges (Boyer, 1990). The latter classification is most comparable to the sample of this study (BC colleges). What is important and useful about this literature is that the US focus on scholarship and scholarly activity includes a non-university perspective. This is an appropriate perspective to consider when the research focus is BC's community colleges.

In the late 1980s and through to the turn of the century, advocates for the American community colleges began challenging the universities' claim to the exclusive rights to scholarship (Boggs, 2001; Boyer 1990; Vaughan, 1988). They argued and demonstrated that scholarship and scholarly activity do, and will continue, to occur in the

community colleges. The importance of this issue was recognized in 1991 when *New Directions for Community Colleges* (Vaughan & Palmer, 1991) devoted Volume 19 to articles on scholarship in the colleges. The topics explored included examples of scholarly activity, definitions and distinctions among terms, the historical underpinnings of colleges and their relationship with scholarship, and the influence of leadership on the development and future of scholarship in the colleges. One of the authors in this volume, Block (1991), reports that the primary reason scholarship and scholarly activity have not been recognized is that the community college was established as a teaching intensive institution and not for the production of research. This also occurred when BC's community colleges were established. In the same issue, Vaughan (1991) identifies publications as an example of scholarly activity. This in itself was not revolutionary, except that he took the opportunity to expand the notion of scholarship to include materials outside of the academic realm, such as newspapers and other public documents. Even though this type of publication is not peer-reviewed, he argues that this is "legitimate" (p. 12) scholarship and should be recognized as such. Finally, Palmer (1991) calls for leadership in defining and developing scholarly activity policies and encouraging scholarship in the community colleges.

Palmer and Vaughan (1992) remind us that there is a "long overdue recognition of scholarship as a professional responsibility for all college educators" (p. v). During the 1990s the topics of scholarship and scholarly activity were the focus of attention in the US, while in the 2000s there has been less of an interest in this issue. Vaughan offers his opinion on this wavering of attention: "It is not the hot topic today" (personal communication, October 1, 2007). What appears to be occurring in the US and Canada is

more of a focus on the SOTL. I have included the SOTL in a separate section of this literature review.

Scholarly Activity in BC's Colleges

Until recently, literature on scholarly activity in Canada's colleges appears to be nonexistent. Within the early seminal works on Canadian and BC colleges by Campbell (1971), Dennison et al. (1975), and Dennison and Gallagher (1986), there is no mention of the term scholarly activity. Their documents were published within two decades after the establishment of the colleges and if scholarly activity was occurring, it was not included in their writings. Teaching, not research, was the mandate of the colleges; the lack of references to scholarly activity should be expected since this was never the intent of the colleges. However, in reference to the related term research, Dennison and Gallagher (1986) mention that "little more than a handful of college people have been in any way actively involved in scholarly research" (p. 262). In addition to not being the mandate of the colleges, Dennison and Gallagher (1986) also claim that research was not conducted because the personnel hired by the colleges were not "trained researchers" (p. 263). Likewise, Crawford (1983) reports that the BC community colleges were viewed by the superintendent of post-secondary education as "not predominantly academic institutions" (p. 12), reinforcing the belief that scholarship and scholarly activity were not an expected function of the college. Another contributing factor was the lack of funding and time release for college employees to be involved in scholarly activities (Day et al., 2002; Dennison, 1992; Fisher, 2008).

Somewhat of a visionary, Campbell (1971) critically wrote on the inadequacy of colleges conducting research on or in their own institutions, as related to teaching and learning, student life, political influence, and establishing external connections for economic reasons. Currently, the type of institutional research Campbell identified is now commonplace within the colleges. In 1971 Campbell did not specifically mention scholarly activity; however, he advocated that the colleges provide support and encouragement for faculty to conduct research-related activities, which is included in one of the current definitions of scholarly activity.

It was not until 1996 that the term scholarly activity began to emerge in the Canadian literature on the community college. Twenty-five years after Campbell's publication, scholarly activity is mentioned and described as a college institutional mandate in the strategic plan, *Charting a New Course*, by the BC Ministry of Education, Skills and Training (Province of British Columbia, 1996a). This strategic plan appears to be a shift by the Ministry responsible for higher education. There was a call for greater accountability, and professional development and scholarly activity appear to be mechanisms through which to facilitate these goals. In other words, a well trained cadre of college instructors would attract and retain more students. More details about this strategic plan are offered later in this dissertation.

It is difficult to determine when the term scholarly activity was first adopted in BC's colleges. Despite the lack of an official definition at the Ministry level, the term has emerged throughout the sector. For example, some institutions, such as Douglas College (2005) and Okanagan College (2005), have developed scholarly activity policies,

including definitions. These definitions are presented earlier in this chapter. This action reflects the intentional adoption of this term and scholarly activity practice. Further recognition that scholarly activity is occurring in these institutions can be seen through initiatives such as the Okanagan College's Grants-In-Aid Fund and the Douglas College's Scholarly Activity Fund.

Since it was not the original mandate of colleges to be involved in scholarly activity, there has been no systematic documentation of such work, especially within Canada. On a related topic, an attempt was made by the Association of Canadian Community Colleges (ACCC) to document applied research in Canadian colleges and institutes. In 2002 and 2006, the ACCC, in partnership with Industry Canada, conducted surveys to ascertain the extent of "applied research" in Canadian colleges and institutes (Fisher, 2002, 2006). A change in participation was revealed upon comparison of the two surveys. In the 2002 survey, one BC college participated as compared to four BC colleges responding in 2006. Using the definitions of scholarly activity presented in the introduction chapter (Province of British Columbia, 1996a) and based on ACCC's findings, it appears that scholarly activity has been occurring in these institutions. In an attempt to build a systematic collection and reporting of scholarly activity, Douglas College provides an example for the college community and the general public, by including on their library website, conference proceedings, books, journal articles and reports done by faculty.

While available detail on scholarly activity in BC's community colleges is lacking, there is much documented about the establishment and history of the colleges.

Elements of this selected historical literature, related to the emergence of scholarly activity, are drawn upon in this chapter to gain an understanding of the influence of key events on the emergence and current state of scholarly activity initiatives, policies and practice.

BC's Community Colleges Historical Highlights: Influences on and Links to Scholarly Activity

In the remainder of this chapter the literature is presented in subsections developed for this study, and identified as 1958 to 1987: Establishment and Development of the College System in British Columbia; 1988 to 1999: Expanding Access; and 2000: A New Millennium. Within each subsection significant factors, events, reports, policy and legislation that are linked to, and have influenced, the emergence of scholarly activity are reviewed.

1958 to 1987: Establishment and Development of the College System in BC

To document and trace the events that influenced the emergence of scholarly activity, a historical review of key and significant factors was conducted, as suggested by McDowell (2002). Provincial legislation, initiatives and reports which appear to have influenced the development of scholarly activity in BC's community colleges are presented.

The emergence of the term scholarly activity can be mapped by identifying significant events such as reports, legislation, policies and initiatives. Hart (1998) explains that exploring “the career of a phenomenon” (p. 122) will help to define the context of, and bring a focus to, the topic of this research (i.e., scholarly activity). In addition, to understand the research issue and to ground this study, it is important to be “faithful to the past” (Levin, 2001, p. x). Therefore, I have drawn on the literature to describe a selected history of BC’s community colleges, and I present the significant events that have influenced changes in these institutions, changes which in turn have directly or indirectly contributed to the emergence of scholarly activity. This is not meant to be a comprehensive history, as the establishment and development of the community colleges in BC is well-documented by Cowin (2007), Dennison (1984, 1995), Dennison and Gallagher (1986), Dennison et al. (1975), Gaber (2002), and Levin (1995). My work is from the perspective of tracing the emergence of, and links to, the term scholarly activity in BC’s community colleges.

The year 1958 marked the beginning of the community college in BC, when “the Public Schools Act was amended to allow school boards to establish 2-year colleges, in reality, Grades 13 and 14 as extensions of the secondary school curriculum” (Dennison, 2002, p.3). Following the legislation change was John Macdonald’s report *Higher Education in British Columbia and a Plan for the Future* (1962). Dennison (2002) claims this was “...the most influential resource in the future of the post-secondary system of British Columbia” (p.4) and influenced the establishment of the BC community colleges to reach under-served areas of the province. Macdonald expected that this new post-secondary institution, often referred to as a 2-year college, would be different

structurally and programmatically from universities and they would be more closely linked to their communities. Colleges were designed to offer “comprehensive” programs including “vocational, technical and academic transfer” (Dennison et al., 1975, p. 2). The role of faculty was also expected to be distinct from university professors in that their focus would primarily be on teaching rather than research. Dennison (2002) reflects that the 1962 Macdonald report “proved to be the most influential resource in the future of the post-secondary system of British Columbia” (p. 4) in that these institutions had a mandate unique from the established universities. By virtue of being established under the Public Schools Act, colleges were from the beginning not expected nor encouraged to promote scholarship or scholarly activity. Block (1991) reports a similar experience in the US in that the first leaders were more administrators than “scholars” (p. 18) and hired as teachers, not researchers.

Since at that time the college system was a new concept for BC, the universities were skeptical that this institution could provide quality education (Andres & Dawson, 1998). Macdonald (1962) expected “parallel” (p. 51) courses to the university and that faculty would have “an honours degree or a graduate degree” (p. 51), with the expectation of a focus on teaching and not on conducting research. With foresight, the Ministry struck an Academic Board in 1964 “to ensure credibility of the new colleges” (Dennison, 2000, p. 13). Furthermore, the Board consisted of appointed representatives from the established public universities and an influential chair, the “former Dean of Arts and Science at UBC” (Dennison, 2002, p. 5). Beinder (1983) concurs the Academic Board had an important role in overseeing the educational integrity of the colleges. This assurance of equivalent academic courses was the beginning of the notion of granting

transfer credit from the colleges to the universities. Although there was no specific mention of scholarly activity or professional development for faculty, it can be implied because there was some expectation to “ensure curriculum content and quality assurance issues” (Dennison, 2002, p. 7) with regard to transfer courses.

Within three years of the Macdonald report, the first community college was established in Vancouver, BC in 1965. A decade later, there was a community college serving most geographical areas of the province. At the time the first community colleges were established, the University of British Columbia and the newly established Simon Fraser University were situated in the Lower Mainland, and the University of Victoria on Vancouver Island, all in the southwest corner of the province. These were the only public universities that served the vast geography of BC. Thus, the community college was a unique and creative solution to providing access to post-secondary education (Dennison & Gallagher, 1986; Levin, 2003b). Students attending a 2-year college could enrol in a career program or complete the required courses for transfer to a university. Furthermore, the colleges “were to be community based, community oriented and community controlled” (Dennison & Gallagher, 1986, p. 26). The mission and mandate of the colleges were to increase access to further education, and provide a comprehensive range of programs, particularly the first two years of university-level studies (Dennison & Schuetze, 2004).

The establishment of university transfer programs in the colleges is significant to this study. This history provides a timeline to link college structures, similar to the university, to the emergence of scholarly activity and the notion of university status.

Teaching of university level courses required college faculty to hold advanced degrees and “it is generally established that the Master’s degree is the minimum requirement” (Dennison et al., 1975, p. 113). In a 1975 Canadian survey, Dennison et al. report 80% of college faculty held graduate degrees (63% master’s degrees and 17% doctoral degrees). Although the mandate was still teaching and not the requirement to produce scholarly activity, faculty in the “academic transfer” programs were responsible for less teaching time and were expected to be involved in “professional activities such as committee work, research, study, and discussion with colleagues...” (Dennison et al., 1975, pp. 115-116). Scholarly activity and the notion that the community college achieve university status, were not explicit concerns of these institutions. However, this stage of the colleges’ development this is the first inkling of the eventual outcome, which is discussed in future chapters of this dissertation.

Following the initial momentum of the establishment and growth of the colleges there was a downturn in the Canadian economy. Buchbinder and Rajagopal (1993) report that the 1970s was the start of “contraction and restraint” (p. 271) and the beginning of government underfunding of post-secondary education. At this time, the Province of BC decided on an initiative to address some of the issues facing the future of post-secondary education and struck a Task Force on the Community College in BC.

Towards the Learning Community Report (1974)

Established in 1973 by the British Columbia Ministry of Education, the Task Force on the Community College was asked to examine the current state of the community colleges and make recommendations that would eventually lead to a new Act.

“After a decade of policy drift and in the midst of misunderstanding and tension” (Department of Education, 1974b, p. 1), the Task Force began its consultation with the public and community of educators. Among their recommendations concerning access, facilities, transfer credit, finance and governance they also formally recognized the value of college instructors. “Everything that is demanded of colleges comes back always to the instructors” (p. 28) stated the Task Force (Department of Education, 1975). To that end, the Task Force noted, “the recruitment and professional development of college instructors need more attention than they have so far received” (1975, p. 29). While professional development is not explicitly labelled scholarly activity, it could be considered a precursor to the emergence of the term scholarly activity: later in this review, the link is established by a 1996 document produced by the Ministry of Education, Skills and Training. The Task Force viewed professional development as a means for the college and faculty to “continually strive to improve the quality of instruction and seek to ensure high standards in their educational endeavours” (Department of Education, 1974a, p. 32). They suggested that this could be accomplished through education leaves and other means. This statement contains similarities to some of the current definitions of scholarly activity (e.g., Douglas College, 2005; Okanagan College, 2005); therefore, the connection can be made to the topic of this research.

With the 1974 report *Towards a Learning Community* and recommendations from the Task Force, The Colleges and Provincial Institutes Act was legislated in 1977, removing the colleges from the governance of the Public Schools Act. With regard to faculty conducting research, the Act “is silent on this task” reports Dennison (2006, p.

121). There is no mention of scholarly activity or the professional development of faculty.

Fiscal constraint continued throughout the 1970s and 1980s and at the same time the demand for post-secondary education could not be met. Response from the provincial government was the establishment of a Provincial Access Committee to consult with stakeholders, review concerns and make recommendations about access to higher education and training.

1988 to 1999: Expanding Access

Access for All Report (1988)

After several years of fiscal restraint in Canadian higher education, the Province of BC (1988) made an attempt to address some of the concerns related to the “pause in development” (p. 9) and provide more access to post-secondary opportunities in BC. In response, the Ministry of Advanced Education and Job Training struck a Provincial Access Committee to review and make recommendations “to improve accessibility to, and student success within, the province’s system of advanced education and job training” (p. 2). BC had lagged behind other Canadian provinces with regard to granting degrees, and the province was concerned about the “need for university graduates, particularly in the professions” (Petch, 1998, p. 7).

While the function of the Access Committee was to make recommendations to improve educational opportunities for British Columbians, Levin (2003b) contends that this was not the only objective. Government expected this renewed access to higher

education would enhance “provincial economic development” (Levin, 2003b, p. 61). This notion was supported by the Committee in their belief that expanded educational access would be a good investment for the Ministry with “future economic, social and cultural benefits” (Province of British Columbia, 1988, p. 6).

Several “priority concerns” (p. iii) were identified in the *Access for all Report* (Province of British Columbia, 1988), including recommendations that the community colleges, in partnership with the established universities, collaborate to offer degrees, and that an “upper-level university college” (p. iv) be established. Both of these priorities were eventually adopted. As access to higher levels of education in BC expanded so did the influence on the emergence of scholarly activity. This influence is presented in detail in the next sections.

BC Council on Admissions and Transfer (BCCAT)

Based on a recommendation from the *Access for All Report* (Province of British Columbia, 1988), the BC Council on Admissions and Transfer (BCCAT) was created in 1989 (Dennison, 2000). One of the key functions of the Council was to continue to coordinate “transfer agreements among autonomous institutions” (Gaber, 2005). Prior to BCCAT, this coordination function was formalized in 1974 when the government established the Post-Secondary Coordinating Committee. Transfer arrangements between the colleges and universities have been occurring in BC from the inception of the college system. It is salient to consider this aspect of the post-secondary system in relation to scholarly activity. Dennison (2000) writes that the function of transfer credit agreements “...would guarantee the standards of new institutions” (p. 13). At first there

was an implicit understanding that community college faculty needed to be current in their field to maintain the standards of university curriculum. Subsequently, two reports made the notion of professional development and scholarly activity explicit: *Towards a Learning Community* (Department of Education, 1974a); and *Charting a New Course* (Province of British Columbia, 1996a). Both reports and their influence on scholarly activity are discussed in this chapter.

The University College in BC

As a result of an *Access for All Report* (Province of British Columbia, 1988) recommendation, the university college was established in 1989. This action influenced new legislation that permanently altered the college system in BC. These newly formed institutions provided a solution to the lack of access by offering degrees in partnership with the established universities. Eventually, provincial legislation revised this practice and in 1995 the *College and Institute Act* (Province of British Columbia, 1996b) was amended by an Order in Council for university colleges to “begin offering degrees in their own name” (Church, 2002, UNBC History. 1987-1994 ¶2).

The university college in BC was a new idea and had a relatively short history. With roots already firmly established as community colleges, the new university college institution became a significant dimension within the post-secondary system. According to Dennison and Schuetze (2004), university colleges were “an institutional hybrid hitherto virtually unknown in Canada” (p. 18). Furthermore, the structure and function of the university colleges was “confused at best” (Dennison, 2006, p. 116).

Despite the criticism, the university colleges shaped and altered the history of post-secondary education in BC. Petch (1998) in his report, *Degree Programs at the University Colleges: A British Columbia Success Story*, praised these institutions. He claims the university colleges had the ability to respond to the government's economic goals for an increase in the number of university graduates and the educational needs for more post-secondary access. Yet he raised the issue that university colleges faced some challenges, such as the ability to fully support scholarly activity.

Four university colleges, Fraser Valley University College, Okanagan University College, Malaspina University College and the University College of the Cariboo, were originally established from existing colleges³. It was at this time that scholarly activity became an intentional focus in these institutions. The universities expected scholarly activity from their partnering university colleges and it "became a topic of negotiation between college and university representatives" (Dennison, 1992, p. 116). The issues of negotiation included defining scholarly activity, teaching assignments to allow for scholarly activity and the titles of instructors. These actions firmly established the concept of scholarly activity in the university colleges.

Since the university colleges were closely allied with community colleges, there was some influence on the colleges regarding scholarly activity. Dennison (1992) reports an "effect upon the academic climate of the colleges" (p. 114) and he identifies this effect as faculty seeking "to improve their qualifications, others are writing papers and seeking opportunities to present at scholarly conferences" (p. 114). Dennison (1992) claims this

³ Kwantlen University College was established in 1995 after Dennison's (1992) article was published, making it the fifth and final university college in BC.

effect was influenced by the recognition and expectation of higher credentials among the university college faculty.

The university colleges can be considered a significant influence and indirect link to scholarly activity in BC's community colleges and will be discussed in the section focused on the Petch report (1998). As these university colleges developed, so did the culture of scholarship and the emergence of scholarly activity, which in turn, influenced the community colleges. This is documented by Randall (2004), and is presented later in this dissertation.

Charting a New Course Strategic Plan (1996)

Fiscal constraint and global economic forces continued to influence higher education throughout the 1990s. The Ministry of Education, Skills and Training (Province of British Columbia, 1996a) acknowledged the "significant stresses and strains on the system" (p.10), yet at the same time proclaimed that this was a time for "creating extraordinary opportunities" (p. 1). Their strategic plan, *Charting a New Course*, was influenced by the increased demand for higher education at the same time that the Federal government was reducing funding for education. In response, the provincial government acknowledged the situation and appointed a steering committee in 1995 to develop a strategic plan for the BC college, institute and agency system (which did not include the universities). *Charting a New Course* was the outcome of an ambitious plan for access, affordability, accountability and achievement of system goals.

Levin (2003b) argues at the same time the government was developing a strategic plan to meet public demand, it was using the opportunity to further its own agenda. He comments on the strategic plan as a means for the provincial government to "...exhort public postsecondary education institutions to meet the demands of international competition, including keeping pace with technological advances and training a highly skilled workforce" (p. 62). Effectively, the strategic plan created a system where the Ministry of Education, Skills and Training had more control than previously. Part of this shift in control was indicated by the first formal recognition of the term scholarly activity.

A significant element of the strategic plan, albeit minor in comparison to the entire document, is the identification and definition of scholarly activity. While developed in response to the need for a highly skilled workforce, the Ministry of Education, Skills and Training had the foresight to also acknowledge that individuals in the education system needed to be highly skilled. This was articulated as an institutional mandate: "Excellence in teaching and learning is maintained by ensuring faculty are engaged in continuing professional development, including scholarly activity" (Province of British Columbia, 1996a, p. 11). Furthermore, a definition of scholarly activity was provided by the Ministry (included in the introduction to this dissertation), thus making explicit for the first time, the implicit notion of scholarly activity in BC's community colleges.

The Petch Report (1998)

Immediately following the release of the provincial strategic plan, *Charting a New Course*, was the Petch report (1998), *Degree Programs at the University Colleges:*

A British Columbia Success Story. The Petch report was initiated by the university college presidents, and not, as with past reports, by the Ministry of Advanced Education. With a mandate to focus on the degree programs at BC's university colleges, the report advanced the notion that scholarly activity was an explicit dimension of these institutions. Even though this was given minor consideration in the report, it provided a label for, and recognition of, scholarly activity in BC's university colleges. The university colleges had first been established as community colleges and were governed under the same Act as community colleges. Petch (1998) also recognized the implicit notion of scholarly activity in the non-university post-secondary sector:

Although the *College and Institute Act* as amended in 1994 does not specify research or other scholarly activities as one of the objects of the university colleges, it is generally accepted that such activities are essential to maintaining over the long term good teaching at the post-secondary level. (p. 33)

An indication that this was a new and significant mandate expected of the university colleges, Petch (1998) reminded the institutions that "continuing efforts need to be made to integrate research and other scholarly activities into the institutional culture" (p. 4).

The emergence of the term scholarly activity in the university colleges can be viewed as an organizational change and a shift in mission and mandate. Several years later, a similar shift towards scholarly activity appears to have occurred in BC's community colleges. External influences can be connected to this shift and are explored in the next section. Dennison's observation of dormancy is a possible explanation of what has occurred in the colleges. Scholarly activity may have been an implicit

dimension of the college and is now becoming explicit. This notion was explored during the data collection and is presented in the findings and discussion section of this dissertation. Prior to the literature on mission and mandate shift, which is presented and explored in the next section, I discuss globalization and academic capitalism, how their prevalence informed the new millennium and influenced the development of scholarly activity.

2000:

A New Millennium

The community college is a different institution at the close of the twentieth century. (Levin, 2001, p. 159)

The above quote by Levin suggests a significant change, and within a short time frame since the establishment of the community colleges in BC. Evidence of change in BC was presented in the previous section and continues in this section. Economic and global pressures on colleges continued throughout the 1980s and 1990s, and by the beginning of the new century there was evidence of considerable changes within the community colleges. Scholarly activity initiatives, policies and practice were emerging and gaining momentum throughout the sector. In addition, further change occurred with the introduction of the community college baccalaureate, and the SOTL movement, all of which can be linked to the emergence of scholarly activity. The 2007 Plant report is also examined because of its implications for scholarly activity in BC's community colleges. The literature on these changes is presented in the following sections.

**Globalization and Academic Capitalism:
Influence on and Links to Scholarly Activity**

“In the 60s and 70s...institutions were reasonably well-funded” but by “the year 2000 conditions are different” (Dennison, 2000, p. 40). Government funding cuts to Canadian post-secondary institutions are also documented by Buchbinder and Rajagopal (1993), and Fisher et al. (2001). Newson (1993) characterizes this time as “contraction” after “the expansionist period of the 1950s and 1960s” (p. 286). Change, challenge and constraint were dominant themes in the community colleges during the 1980s and resulted in these institutions seeking alternate sources of funding. Global forces were influencing higher education systems to adapt and change: “Any discussion about the future structure of the BC system of post-secondary education has to recognize that the system is operating in a global environment” (p. 34) write Fisher et al. (2001). In the community college context, Levin (2001) explains globalization as “four major and distinctive domains of influence...economics, culture, information and politics” (p. 4). He claims these global forces influenced change in the community colleges and “altered their missions and structures” (p. 1). Newly introduced scholarly activity initiatives and policies are examples of this alteration (Douglas College, 2005, 2008; Okanagan College, 2005, 2007).

Slaughter and Leslie (1997) assert that “globalization accelerated the movement of faculty and universities toward the market” (p. 5), which they claim altered the purpose of and function of higher education. They reflect on the 1980s as “a turning point when faculty and universities were incorporated into the market to the point where professional work began to undercut the tacit contract between professors and society

because the market put as much emphasis on the bottom line as on client welfare” (p. 5). They refer to this as academic capitalism and define it as “...institutional and professorial market or marketlike efforts to secure external moneys” (p. 8). Furthermore they claim these market-like behaviours were adopted by the universities and faculty, especially in the areas of research “...whether these moneys were in the form of research grants and contracts, service contracts, partnership with industry and government, technology transfer or the recruitment of more and higher fee-paying students” (p. 8). Levin (2003a) supports Slaughter and Leslie’s claim and adds that in BC, “community colleges became more overtly connected to the marketplace” (p. 451). Ivany (2000) and Levin (2001) attribute this organizational change to globalization.

Julien (1989) also warned of this trend: “There is a risk that the thrust of research in Canada may become unduly influenced by market forces and the requirements of the private sector” (p. 66). Turk (2000) reports there is evidence of this occurring in Canada. Both federal and provincial governments developed innovation strategies to encourage colleges to participate in research activities, which in some cases, colleges consider to be scholarly activities. Walter (2001) credits this shift to “the desire of governments in the 1980s to align national educational policy toward economic ends to compete more effectively in post-Fordist world markets” (p. 74). Smyth and Shacklock (1998) explain their perspective on globalization as a pressure that has a “...rapidity and worldwide impact on decisions taken at a distance, on local actions or events” (p. 15). Some of these impacts can be seen as federal and provincial governments responded with innovation strategies to encourage post-secondary involvement in meeting the government’s goals of international competition. Ivany (2000) approved of this direction: he asserts that

Canadian community colleges are able to accept these challenges and they “must reshape and revitalize their roles” (p. 10). He believes that the colleges are equipped to contribute to economic development, through applied research initiatives.

Likewise, Levin (1998) reports that external forces that influence change in community colleges are a possible way of survival. In the same year, Ramsden (1998) wrote about some of the challenges facing post-secondary institutions. Issues of performance, accountability and technology have all influenced change and have resulted in “more competition for resources” and “reduced public funding” (p.3). Furthermore, he warned that “it is idle to pretend that the growing pressures placed on universities in the last few decades by governments, employers and students will abate” (p. 3). These pressures are prevailing today and the colleges in BC have adapted and will continue to adapt and change. An important message Ramsden conveys is the necessity for academic leaders to be prepared for these pressures, to be successful in implementing institutional changes. His ideas are presented in the discussion section of this dissertation.

In the next section, a review of the literature acknowledges that globalization and academic capitalism have influenced mission and mandate shift in BC's community colleges.

Mission Shift in BC's Community Colleges

In the previous section, the concepts of globalization and academic capitalism were presented. These provide perspective on organizational change and adaptation in the community colleges, including their relationship to, and influence on, the emergence

of scholarly activity. Since the original Macdonald report in 1962, there has been a dramatic and profound change in the social, economic and global forces that have continued to influence post-secondary institutions. These forces have in turn changed the look, policy and function of colleges in BC. Levin (2001) argues that they “in effect moved the colleges away from the local community social needs toward local market needs and in line with national and international agendas” (p. 1). In other words, colleges are more likely to serve a community in the *global* marketplace than they are to serve their *local* geographic area. Furthermore, “mission expansion”, “mission alteration”, (Levin 2004) and “mission creep” (Floyd et al., 2005; Mills, 2003) are some of the terms used to describe what has occurred in the community colleges. The changes have been documented and are raising concerns and debates about the structure and function of the community college. Presented further in this chapter is evidence of mission shift as well as a significant alteration to the college system: the introduction of the community college baccalaureate.

Aldersley (1995) refers to this as “upward drift—the tendency for institutions to introduce higher-level programs” in search of “institutional prestige” (p. 1). A related perspective, offered by Gamson (1998), is that institutions will adapt to imitate what they consider to be successful such as “the research culture” (p. 105). Research funding is one way to “maximize prestige” (Slaughter & Leslie, 1997, p. 114). Levin (2003b) maintains that the BC colleges have adopted some of the traits of the university, thus “raising the profile and the prestige of public colleges in British Columbia” (p. 83). Bélanger et al. (2005) also report this occurrence in Canadian colleges. This imitation is referred to as “mimetic isomorphism” by DiMaggio and Powell (1991) and fuelled by “uncertainty” (p.

69). The BC community colleges have been dealing with the uncertainty of funding by searching for additional resources, such as research funding, thus creating a shift in mission. A question central to this dissertation is how the colleges have adapted and how scholarly activity is situated in these institutions. The preceding perspectives are relevant to this study and help in the exploration of some of the possible influences on the emergence of scholarly activity.

Post-secondary institutions, both colleges and universities, are encountering, and will continue to encounter, local and global economic forces that have altered their structure, mission and mandate. Levin (2003b) writes, “organizational actions of community colleges that included alteration to mission and purpose, such as the development and implementation of baccalaureate degree programs, are consistent with the dynamics of economic globalization” (p. 62). Literature on the community college baccalaureate is delved into further in this chapter.

Archer (2000) reflects in his editorial in the *Canadian Journal of Higher Education* “that the Canadian system of higher education in general...is being restructured” (p. vii) especially with research funding being directed towards supporting Canada’s economic agenda. Aronowitz (2000) proclaims that these institutions have “abandoned” their mission of “education and learning” (p. 159). Similarly, Slaughter and Rhoades (2004) argue that these institutions are moving from a “public good knowledge/learning regime” towards an “academic capitalist knowledge/learning regime” (p. 8). Alarming, Newson (1993) warns that the “existence of the university” (p. 287) is threatened. The explanations for these statements are complex, but primarily,

chronic underfunding and corporate influence are linked to these predictions.

Government funding for higher education has been eroded at the same time that higher education institutions have been encouraged to establish connections with industry, especially in the area of research.

An example of colleges mandate shift is provided by a 2008 posting on the Association of Canadian Community Colleges (ACCC) electronic mailing list. There was an announcement regarding a survey that had been conducted with the colleges and institutes involvement in innovation projects. The wording in the announcement suggests that there has been a shift in college mandates from community needs to the needs of the federal government agenda. Brazeau-Monnet (2008) writes, "This extensive and detailed report documents how colleges and institutes in every region of the country are *supporting* [italics added] private sector innovation."

Levin (1998) questions how much the colleges can change and adapt while maintaining their original mandate and mission, and whether they will eventually "refuse to bend" (p. 3). He maintains that the community college "alters itself to adapt and survive" but questions "what, then, is not acceptable to the community college?" (p.3). In contrast, Ivany (2000) contends that Canadian colleges "have proven themselves to be highly responsive and adaptable to changes in regional and national economies" (p. 10). He therefore argues it is not necessary that the community colleges change their mission; instead, he recommends "adhering to our founding principles and revitalizing our approaches to supporting economic development" (p. 13). Levin's question is applicable to the concept of scholarly activity, and whether community colleges in BC will adapt

and embrace this dimension. Findings from the research are presented concerning colleges adapting to include scholarly activity as part of their institutional mandate.

**Federal and Provincial Innovations:
Strategies to Encourage Applied Research and Scholarly Activity**

It seems reasonable to suggest that much of the future survival of the colleges will rest with their responses to new federal challenges.

(Dennison, 1984, p. 148)

The above quote from 1984 is still relevant in this century. Community colleges continue to respond to federal and provincial challenges. Eastman (2007) observes “many institutions responded to reductions in funding, first, by cutting costs and lobbying governments to reverse cutbacks, and then—when it became clear that funding levels would not be restored—by seeking out new sources of revenue” (p. 1). Buchbinder and Rajagopal (1993) maintain that within Canada, the government saw universities “as a potential aid to the national economy” (p. 272) and by early 2000, colleges and institutes were also included in this vision with the establishment of Canada’s Innovation Strategy.

The lure of federal and provincial funding for applied research is one external influence that suggests a link to the emergence of scholarly activity in the colleges. Pfeffer (1982) refers to this as resource dependence whereby organizations are “interdependent” (p. 192) on external organizations for resources and will adapt and change accordingly. Slaughter and Leslie (1997) support Pfeffer’s theory as the foundation of their notion of academic capitalism: “Organizations deprived of critical revenue will seek new resources” (p. 113) such as “market-related research” (p. 8). As presented earlier, post-secondary institutions, including BC’s community colleges, rely

on government funding as their primary source of revenue. Like all post-secondary institutions, this funding has been eroded and other sources of revenue have been sought (Buchbinder & Rajagopal, 1993; Fisher et al., 2001; Levin, 2001; Newson, 1993). The availability of funding to conduct applied research may be a contributing reason for the emergent interest in labelling, defining and developing initiatives and policies in the colleges.

At the federal level, Canada's Innovation Strategy established goals that affected the post-secondary institutions across the nation (Corkery, 2002). This strategy had a significant impact on community colleges because until then most colleges were excluded as primary applicants for research funding. Federal funding opportunities became available from the Natural Sciences and Engineering Research Council of Canada (NSERC), Canada Foundation for Innovation (CFI), Social Sciences and Humanities Research Council (SSHRC), and more recently, in 2004, from the Canadian Council on Learning (CCL). In February 2006, the NSERC made the announcement that "faculty from *eligible* [italics added] community colleges, CEGEPs [Quebec] and institutes of technology can now apply as principal applicants for funding from the Council's Idea to Innovation (I2I) program" (¶1). Institutions must meet a set of rigorous criteria such as granting degrees and demonstrating faculty are provided the time and space to conduct research, to be granted eligibility status. Previously, college faculty could only apply as co-applicants with a university researcher. This was a significant shift in the way in which colleges could participate in research, and had a potential influence on scholarly activity. Bélanger et al. (2005) report that all levels of the

Canadian government are encouraging colleges to contribute to “the nation’s innovation agenda” (p. 27) and to become involved in applying for research grants.

Following the lead of the federal strategies to support applied research, the Province of BC established the Leading Edge Endowment Fund (LEEF BC) in 2002, and in 2006, the BC Research and Innovation Strategy to support applied research, development and innovation. One of the objectives of the BC Research and Innovation Strategy was to “strengthen collaboration between industry and academia” (Ministry of Advanced Education and Ministry Responsible for Research and Technology, 2006, p. 2). Colleges were eligible to compete for the fund and two were successful. Camosun and Selkirk colleges received funding to establish regional innovation chairs (LEEF Update 2007, 2008). The BC Ministry of Advanced Education announced in December 2007 that a Regional Innovation Chair, located at Camosun College, was awarded a \$1.25 million grant from the LEEF BC.

The next logical step for some colleges may be to aspire to apply for funding from the Social Sciences and Humanities Research Council of Canada (SSHRC). This organization considers applications from eligible scholarly associations in Canada. Eligibility criteria include that the institution can demonstrate degree-granting capabilities, research policies and practice, institutional capacity and faculty support for research. Some colleges not on the eligibility list may begin to work towards this goal by taking practical steps to meet the criteria. Fisher (2006) also recommends establishing or enhancing a culture of scholarship or “community of scholars” (p.67), which has been demonstrated to influence change.

When the opportunity for federal and provincial innovations and eligibility to apply for funding grants opened up, some colleges were influenced to respond. One urban college has included the following goal in its strategic plan: “The College will strive to achieve Natural Sciences and Engineering Research Council (NSERC) eligibility” (Douglas College Strategic Plan, 2006, p. 4). On Vancouver Island, Camosun College has a dedicated Centre for Oriented Research and Innovation, which has NSERC eligibility and supports faculty in their applications for applied research (C. Edley, personal communication, December 17, 2007).

These external strategies, as well as the establishment of the college baccalaureate degree (which is presented next), are connected to how the colleges in BC adapted to meet the new funding criteria, and influenced the development of scholarly activity in these institutions.

The Community College Baccalaureate

Levin (2001) suggests globalization influenced the demand for increased and higher credentials and, in 2002, BC legislation enacted the Degree Authorization Act to permit colleges to grant baccalaureate degrees. Thus, with the introduction of the baccalaureate degrees, scholarly activity became a faculty requirement (Ministry of Advanced Education, 2006). To offer baccalaureate degrees, colleges needed to adapt and change to meet the new criteria. The Ministry of Advanced Education (2006) reported this Act was a “significant change” (p. 1) because it provided “the opportunity for public colleges to grant applied baccalaureate degrees...” (p. 1). A direct link to scholarly activity in BC’s community colleges can be made to this change in legislation.

Levin (2004) reports, that in BC, colleges which offer baccalaureate degrees expect faculty to “include a research or scholarly function in addition to an instructional one” (p. 16). The links between the establishment and implementation of this newly introduced credential and scholarly activity in colleges are discussed in this literature review.

In BC, the introduction of the community college baccalaureate significantly changed college culture and structure. A measure of this change is provided by the number of applied degrees approved and the number under review. In the period between 2003 and 2008, the community colleges in BC developed and had approved 20 new degree programs, with eight more applications currently under review (Ministry of Advanced Education, 2008b). In addition, based on the Ministry's website, these degrees have financial implications for the institutions, in both human and fiscal resources, in completing the application and submitting to an assessment and review process (Ministry of Advanced Education, 2008a). This raises the question of financial implications for the colleges to deliver the new degree programs, once a degree is approved and implemented. One college administrator provided this perspective:

At a college, it isn't more costly to offer third and fourth year courses than to offer first and second year courses. In a college environment, the class size for upper level courses is the same as the class size for lower level courses. However, there is the additional cost of supporting faculty teaching in degree programs to be involved in scholarly activity and research. We have been able to manage this additional cost by redirecting a limited amount of base funding into a peer adjudicated scholarly activity fund and seeking grant funding for specific research activities.

(J. Lindsay, personal communication, May 26, 2009)

The college baccalaureate has created debate, concern and discussion throughout North America regarding the legitimacy of these degrees and the institutional intent of

this change. Several authors (Dennison & Schuetze, 2004; Levin, 2001; Mills, 2004; Skolnik, 2005; Sperling, 2003; Vaughan, 1992) offer their opinions on the topic of the community college baccalaureate. Their perspectives range from criticism to pragmatism to optimism. Skolnik (2005) raises the concern that colleges offering degrees “may unleash forces that will reshape the college in the image of the university” (p. 66). Evidence of this occurred in BC in 2008. One community college, Capilano, was designated as a university and given the new title of Capilano University. Though beyond the scope of this research, this raises the question of how an institution can respond to this change and meet the expectations of becoming a university. Skolnik (2005) also expresses concerns about implications for faculty, such as credentials, hiring practices and workloads. For example, if scholarly activity becomes an expectation of faculty involved in college baccalaureate degrees, it is yet to be determined what the financial and structural impact of this change would be. In the traditional university, offering higher degrees is associated with the expectation of research and scholarly activity. It is possible that this tradition could also be adopted by the community colleges. This raises the question of how college administration and faculty associations will deal with the demand for research, while still maintaining teaching obligations, especially when Ministry funding for this activity is nonexistent.

Furthermore, Mills (2004) reports that college baccalaureate degrees are a drain on resources at a time when colleges are struggling financially. If this is so, the cost of providing time for faculty to conduct scholarly activity could be challenging. However, if the goal of scholarly activity is to generate research dollars and compete in a global marketplace, then it would be expected the colleges would support and fund these

opportunities. Levin (2003b) maintains that community colleges are “consistent with the dynamics of economic globalization” if they are involved in “the development and implementation of baccalaureate degree programs” (p. 62). However, Mills (2004) is concerned that colleges granting degrees will result in “second class baccalaureates” and that advanced degrees are being fuelled by “personal and political decisions” (p. 2) of educational leaders to obtain prestigious programs. Dennison and Schuetze (2004), agree: they warn that these “new degrees will be under scrutiny” (p. 18), creating an unknown future for students and a level of uncertainty, and only time will tell the implications of this change. This uncertainty stems from the perceptions of other institutions towards these new degrees; for example, if a student applies for admission into a graduate program, will his or her college degree be recognized and accepted?

Levin (2001) takes a more pragmatic view: he believes that these changes and adaptations are for the survival of the community college. Yet, while this change may be seen as an economic solution, it may also be creating new problems. Levin (2004) proclaims that these changes are a “challenge to institutional identity”, and raises the question: “can we continue to call an institution that offers and grants baccalaureate degrees a community college?” (p. 1). Currently, these degree-granting institutions are still labelled community colleges, yet Levin (2004) cautions they have a “dual identity” (p. 19), and are becoming new institutions; it is unknown as to how they might evolve. In addition to institutional ambiguity, Mills (2004) also reports on how the introduction of the community college baccalaureate has created “identity confusion” among faculty (p. 8).

While the community college baccalaureate may be sought after by these institutions to increase credibility and status, Vaughan (1992) argues that this change is an opportunity for a renewed interest in scholarship—which he believes is a desirable and beneficial outcome.

These varied perspectives have informed one goal of this research: to examine the emerging focus on and interest in scholarly activity, and have raised a question about the influence of the introduction of baccalaureate degrees. The review of this body of literature suggests a link between scholarly activity and the baccalaureate degree.

In BC, scholarly activity represents an explicit criterion that institutions must address when submitting an application to establish a baccalaureate degree. The agency charged with accepting, screening and approving applications is the Degree Quality Assessment Board (Ministry of Advanced Education, 2006). One example of how this has changed the selection of faculty can be drawn from the job postings by the Faculty of Child, Family and Community Studies at Douglas College. On March 29, 2007, the Ministry of Advanced Education approved a Bachelor of Arts in Child and Youth Care at Douglas College. Subsequently, a job posting on December 10, 2007 was placed on the College Employee Relations website with the expectation that applicants would have “a strong commitment to innovative approaches to teaching, research and other scholarly activity.” When compared to a job posting for the same position on May 12, 2006, and prior to the degree approval, the criterion for faculty to conduct scholarly activity was not present. This demonstrates a change within the Faculty and the College.

This change also creates a new challenge for the College, to provide time and resources for faculty to conduct scholarly activity. In the literature, there are reports of barriers to faculty participation in research: there has not been the time allotted to faculty for research and scholarly activity (Fisher, 2008); and the colleges' "failure to consider participation in scholarly activities when rewarding faculty" (Vaughan, 1992, p. 5). Adapting to the challenges would be a fundamental change in the institution from "a community college where teaching, not scholarship, was our primary focus" (p. 594) warns Sperling (2003). The colleges will have to decide if they are willing to further change their mission and mandate, thus redirecting more resources to release faculty from teaching duties for scholarly activity. The colleges have some autonomy but are mandated by the *College and Institute Act* (Province of British Columbia, 1996b). Any changes would be within consideration of this Act.

The next section is focused on the SOTL. It is identified as a significant force and influence on scholarly activity within BC's colleges.

The Scholarship of Teaching and Learning (SOTL)

Within the whirlwind of mission and mandate shifts, the introduction of baccalaureate degrees and encouragement of applied research, the SOTL was slowly being introduced and embraced by some of the university colleges and community colleges in BC. This has occurred through leadership from within these institutions, and externally from the Carnegie Foundation (Randall, 2004). The link between the SOTL and scholarly activity can be traced to the establishment of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) in 1998. As the university colleges in

BC became more focused on scholarly activity, the SOTL became a viable opportunity. As recorded in a Douglas Development report, during 2003, three BC post-secondary institutions, Kwantlen University College, Malaspina University College, and Douglas College became involved in programs associated with CASTL (Douglas College, n.d.). This involvement indicated formal commitment and support from each of the institutions to the SOTL.

Hutchings (2004) writes on the SOTL and identifies evidence to claim this as a “movement” (p. 215) within the post-secondary sector. This evidence was presented in a previous section of this chapter and it was documented through the number of publications, events and organizations committed to the topic of the SOTL. One area that needs further exploration, though, is the connection between labelling as scholarly activity, activities related to the SOTL. Some research has been done in this area: Jeffs (2007) and Randall (2004) write on the apparent link between scholarly activity and the SOTL in BC. Randall (2004) states that the integral focus on the SOTL is embedded into Malaspina University-College's institutional culture. Jeffs (2007) suggests a link between scholarly activity policies and institutional adoption of the SOTL. For example, one of the colleges involved in the SOTL developed and implemented a scholarly activity policy. This suggests the possibility that the SOTL movement has influenced the development of scholarly activity initiatives, policies and practice in BC's colleges. Regardless of the influence, Huber and Hutchings (2005) note “incremental change” (p. 59) as a possible pathway to the SOTL being considered as scholarly activity. In other words, small but significant changes in mission, policy and terms can influence a change in organizations.

The SOTL has been identified as one dimension of scholarly activity and has been embraced by some BC colleges. This is explored in the findings and discussion section of this dissertation.

Beyond to 2020

“Deliberately forward-looking” (p.7) was the intent of Plant (2007) in his plan for BC’s post-secondary system. Not since the 1996 *Charting a New Course* strategic plan (Province of British Columbia, 1996a) had there been such a review. In 2006, the Ministry of Advanced Education commissioned a report to consult, review and make recommendations that would shape BC’s post-secondary institutions until 2020 and beyond. *Campus 2020* (Plant, 2007) offered an “analysis of demographic, technological and economic shifts that will require BC to re-align its post-secondary institutions to meet the needs of the future” (Ministry of Advanced Education, 2007a, p. 3). The report reflects the position taken by the Ministry: that is, to be “global leaders in knowledge, discovery, creation and application” and to “develop a strong economy” (Plant, 2007, p.4). This comment reflects the current trend in higher education, not just to “provide everyone with an opportunity to reach their full learning potential” (p.8), but also to meet the needs of the government. Also interesting to note is the name change of the Ministry, after the *Campus 2020* (Plant, 2007) report, *from* the Ministry of Advanced Education *to* the Ministry of Advanced Education and Labour Market Development.

One of the key recommendations contained in the *Campus 2020* (Plant, 2007) report focused on the issue of research and innovation funding. While not all of the details have been released, as of this writing, a goal for BC is to “be one of the top three

highest spending provinces in terms of support for basic and applied research” (Ministry of Advanced Education, 2007a, p. 8). This goal was made explicit with Recommendation 45, “that at least 95 per cent of all provincial research funding is awarded to UBC, SFU and UVic” (p. 81). Thus, this recommendation eliminates the colleges’ potential access to provincial research funding, and creates unknown future implications for scholarly activity in BC’s colleges.

Another *Campus 2020* (Plant, 2007) recommendation (37) was to “restore the primary focus of community colleges by precluding colleges from granting degrees” (p. 73). An immediate negative reaction from the colleges’ presidents prompted a response and commitment from the Advanced Education Minister that “there will be no change in policy with respect to degree-granting colleges in B.C.” (Steffenhagen, 2007, p. B2). If enacted, Recommendation 37 could have had a significant impact on the future of scholarly activity in BC’s colleges.

Another recommendation from *Campus 2020* (Plant, 2007) has already been enacted, effectively changing the post-secondary landscape in BC. A year after *Campus 2020* was released, in April 2008, provincial legislation created five new universities from existing institutions: The University of the Fraser Valley (formerly The University College of the Fraser Valley), Kwantlen Polytechnic University (formerly Kwantlen University College), Vancouver Island University (formerly Malaspina University College), Capilano University (formerly Capilano College) and The Emily Carr University of Art and Design (formerly Emily Carr Institute of Art and Design), (Ministry of Advanced Education, 2008c). These institutions were designated under the

proposed legislation and finalized with an Order in Council 2008. This legislation increased the number of universities to 11, reduced the number of community colleges to 11, and changed the history of the university college in BC when “the designation university college” was “repealed” (Ministry of Advanced Education, 2008c). This event effectively altered the future of post-secondary education in BC.

Rob Fleming, a BC education critic for the New Democratic Party, comments “at the same time the colleges are growing into universities...universities are devolving into colleges” (Woolley, 2008, p. 39). The status of these new and existing institutions is unknown, and raises questions about colleges and universities and their focus on degrees, teaching and research. Fleming states his concern about the “blurring” (p. 39) of post-secondary education institutions in BC. These changes may encourage or hinder the emerging focus of scholarly activity in BC’s colleges. Finally, it does emphasize that change can occur, relatively quickly, and illustrates the need for colleges to adapt to a new post-secondary environment.

Conceptual Framework

Bloomberg and Volpe (2008) write that the purpose of a conceptual framework is that it “posits new relationships and perspectives vis-à-vis the literature reviewed” (p. 58). The conceptual framework is also used as a guide to present the findings, interpret the data and discuss the implications. The literature in this review was selected and presented to trace the emergence of the term and practice of scholarly activity in BC’s community colleges and the relationships between the factors that influenced this

dimension. It became evident in the review that scholarly activity was an indicator of organizational change and adaptation. Since the definition and understanding of the term scholarly activity were integral to this study, this was also a significant element included in the literature review. My curiosity about *what is this thing being called scholarly activity in BC colleges?* was the motivator behind this research issue. The following is a description of the conceptual framework developed for this study, followed by a table that visually depicts the categories.

The research questions outlined in the first chapter guided this study and influenced the development of this conceptual framework. Bloomberg and Volpe (2008) contend that the conceptual framework is a culmination of the literature review and its purpose is to present “categories that emanate from the literature” (p. 58) which make connections and identify relationships. Four broad categories emerged and were developed into this framework: definitions and distinctions, inadvertent influences, administrators’ perspectives and predictions, and organizational change and adaptation. Each category is connected to the four research questions guiding this study. The four broad categories in this conceptual framework are used to organize and present the findings in the next chapter.

The first category, *definitions and distinctions*, is connected to the research question: What are the definitions of and distinctions between scholarly activity and its related terms? This category is significant to the understanding of the use of the terms in this study. The category was utilized to describe the various definitions of scholarly activity and to account for its current role in BC’s colleges. In addition, the notion of

language and the puzzle of words, terms and labels were presented. The category was used to establish a baseline for a definition and later on it is used to compare definitions within the findings.

The second category, *inadvertent influences* of scholarly activity, is based on the research question: What documentary record exists that traces and explains the development of scholarly activity initiatives, policies and practice in BC's colleges at both the provincial and institutional levels? This documentary record attempts to describe the development of scholarly activity in BC's community colleges at two levels, first, by tracing the historical events, reports, federal and provincial legislation and policy, and second, by describing the broader processes of globalization and academic capitalism that influenced the emergence of scholarly activity in the colleges. This record includes federal and provincial initiatives and legislation which in turn influenced the emergence of scholarly activity. I have used the term *inadvertent* because the emergence of scholarly activity appears to be unintentional. However, a more recent trend is the intentional influence on scholarly activity and this trend is presented in the discussion section.

The third category, *administrators' perspectives and predictions*, is based on the research question: How do senior college administrators: (a) define scholarship and scholarly activity; (b) account for the development of scholarly activity initiatives, policies and practice in the present life of their institutions; and (c) perceive the role of scholarly activity initiatives, policies and practice in future plans for their institutions? Administrators were asked for their perspectives and predictions of scholarly activity in

their institutions. Specifically, they were asked for definitions, descriptions, initiatives, policies, examples of practice, support and benefits and their predictions of the future of scholarly activity. In addition, administrators offered their impressions of how scholarly activity emerged and became established in their institutions. Included in this category are the parameters in which the administrators work in relation to scholarly activity.

These parameters included the governance of the Ministry responsible for higher education, faculty associations, collective agreements and the *College and Institute Act* (Province of British Columbia, 1996b).

The last category, *organizational change and adaptation*, informs the research question: How is scholarly activity an indicator of organizational change and adaptation? This interpretive category considers original and current college mandates, evidence of symbolic change and how the colleges have adapted to include scholarly activity as a dimension of their institutions. As this study progressed, the conceptual framework was revised and reorganized. Table 1 visually depicts the definitions and distinctions that are integral to the understanding of this research, and the relationships between the categories, inadvertent influences, administrators' perspectives and predictions of scholarly activity, and finally, scholarly activity as an indicator of organizational change and adaptation in BC's community colleges.

Table 1. Conceptual Framework

<p>Research Issue: <i>What is this thing being called scholarly activity in BC colleges?</i></p> <p>Definitions and Distinctions:</p> <p><i>Research Question 1:</i> <i>What are the definitions of and distinctions between scholarly activity and its related terms?</i></p> <ul style="list-style-type: none"> Definitions of and distinctions between scholar/ly/ship and its related terms, research, scholarship of teaching and learning (SOTL) The puzzle of words, terms and labels <p>Inadvertent Influences:</p> <p><i>Research Question 2:</i> <i>What documentary record exists that traces and explains the development of scholarly activity initiatives, practice and policies in BC colleges at both the provincial and institutional levels?</i></p> <ul style="list-style-type: none"> Globalization influencing the reduction in government funding for post-secondary education Academic capitalism and market-like behaviours in higher education (Organizational Change & Adaptation; Resource Dependence Theory) Federal and provincial initiatives (legislation, grant funding criteria) Reports, plans, provincial legislation, the university college and the community college baccalaureate The scholarship of teaching and learning (SOTL) <p>Administrators' Perspectives and Predictions:</p> <p><i>Research Question 3:</i> <i>How do senior college administrators define, account for, and perceive the future of scholarly activity initiatives, policies and practice?</i></p> <ul style="list-style-type: none"> Definitions of and distinctions between scholarly activity and its related terms <i>Initiatives & Policies:</i> Institutional identity and intentions within the parameters of the Ministry of Advanced Education, faculty associations, collective agreements and the <i>College and Institute Act</i> (Province of British Columbia, 1996b) <i>The practice</i> of scholarly activity: what, who and why Benefits of and barriers to scholarly activity Identifying influences on the emergence of scholarly activity: From implicit to explicit Future of scholarly activity: 2020 and beyond <p>Organizational Change and Adaptation:</p> <p><i>Research Question 4:</i> <i>How is scholarly activity an indicator of organizational change and adaptation?</i></p> <ul style="list-style-type: none"> <i>Intentional influences</i> on the development of scholarly activity: Administrators, policies, support and encouragement Community college mandate: then/now Colleges' adaption and adoption of the traits of universities The emergence of the term and practice of scholarly activity Scholarly activity an indicator of organizational change Symbolic evidence: policies, learning centres, coordinator
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Key Findings from the Literature

Several key findings from the literature were identified and are linked to the findings and discussion in Chapters 4 and 5. The first key finding was the evidence of numerous definitions of and distinctions between scholarly activity and its related terms, scholarship, research (applied and basic) and the SOTL. It is clear in the literature there is a distinction between scholarly activity and scholarship. The second finding was related to the importance of words, labels and language in post-secondary institutions and cautions about their usage. The third finding was related to the emergence of scholarly activity in BC's community colleges and several influences were identified. The process of globalization influenced the development of academic capitalism. The influence of these events was twofold: funding for post-secondary institutions was decreased and competition for resources was increased. Other influences were identified as the introduction of the community college baccalaureate, the establishment of the university college and the opportunity for colleges to apply for external research funding. The fourth finding was the connection between scholarly activity and the SOTL. It appears the emergence of the SOTL was concurrent with scholarly activity. Finally, it was found that leadership from senior administrators is essential to encourage and establish scholarly activity initiatives, policies and practice.

In the next sections, a comprehensive chapter on the research design and methodology is presented, followed by the findings and discussion chapters.

Chapter 3.

Research Design and Methodology

This qualitative research is descriptive, interpretive and informed by a naturalistic paradigm. Miles and Huberman (1994) note one of the elements of naturalistic inquiry is that the researcher should “explicate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations” (pp. 6-7), which ideally suits this research design. In this chapter I describe the details of the research design and methodology selected to trace the emergence of scholarly activity in BC’s community colleges, and to explore the history and current role of scholarly activity initiatives, policies and practice. The design follows the research issue, purpose and questions identified in the first chapter.

I have relied primarily on the works of Berg (2004), Bloomberg and Volpe (2008), Denzin and Lincoln (2000), Lincoln and Guba (1985), Maxwell (2005), Miles and Huberman (1994), and Richards and Morse (2007) for guidance in the design of this qualitative research study. In addition, McDowell (2002) provided direction for the historical overview of this research (Appendix A). Because of the nature of qualitative research, there were elements of the research design that emerged and were modified as the work progressed. Gall, Gall, and Borg (2003) claim this is an anticipated process of qualitative research and that changes will occur once the data collection has begun.

Ambert, Adler, Adler, and Detzner (1999) also refer to this process as “cyclical and evolutionary rather than linear” (p. 167), which was my experience during this study.

This research identifies the definitions of scholarly activity and traces the external pressures that influenced the emergence of scholarly activity in BC's community colleges. In addition, implications and further research questions that emerged from the research are presented. I have included a researcher disclosure statement, which describes my background, knowledge and values and articulates my research beliefs, biases and assumptions. This chapter describes the research paradigm and research goals, sample selection, anonymity, methodology and the steps taken to ensure trustworthiness and credibility.

Researcher Disclosure Statement

“Interpretivist knowledge inevitably reflects the values of the inquirer” (Green, 1990, p. 238), thus I provide a researcher disclosure statement. I am immersed in what Schwandt (1994) refers to as “interpretivist thinking” (p. 119). He includes in this concept how the researcher struggles with subjectivity and objectivity, understanding and interpreting meanings and language and causal connections. I describe these struggles in more detail in the next section on the reflective researcher, but first I disclose my background, knowledge and values and my personal involvement in this study. Richards and Morse (2007) leave it up to the researcher to “disclose his or her personal interest in the topic” because they believe regardless of making it public or not, “his or her

experience must be involved in the study” (p. 127). I have elected to disclose my interest and involvement in this topic.

I am a faculty member at a community college. I have observed the introduction of the term scholarly activity and its subsequent development. My college has given scholarly activity a prominent role, and thus, I have experienced this phenomenon at both a personal and institutional level.

My professional role includes working with: all disciplines and departments in the college community; faculty, staff and administrators and union representatives; external committees at the local, provincial and national level; and adult students. I provide leadership to instructors in several human service programs. I am privileged to have had the opportunity to pursue higher education and have earned an undergraduate and a graduate degree. In my current and previous employment I have been able to pursue a range of scholarly activities which include research, publications and conference presentations. Prior to my faculty appointment I had been working in the not-for-profit sector in a leadership position consisting of a portfolio of professional development, training and research responsibilities. My graduate thesis was in adult education and I bring to this research study my experience, skills and knowledge.

Background, Knowledge and Values

My interest in this research topic, scholarly activity in community colleges, began in November 2004 while I was a faculty member at Douglas College. The College President made an announcement that the first baccalaureate degree was approved and

would be offered within the year. This was the first degree ever offered by this 35-year-old institution. From its inception, Douglas College was a two year community college and four-year degrees had never been a part of the culture of the institution. Therefore, I believed that this was an indicator of a significant and profound organizational change. The following spring, 2005, another announcement was made that the College had established a scholarly activity policy and would be hiring a scholarly activity coordinator. This new policy and faculty position were made after a dialogue with the College community and Board. Since the College had documented a declining student enrolment and a budget deficit, I became curious about the funding for, and purpose of, this new endeavour. At the time of this announcement I wondered “*what’s going on here?*” which Locke, Spirduso, and Silverman (2007, p. 96) refer to as the basic question of qualitative research. At the same time I became curious about this question, I was completing the required course work in my doctorate program and searching for a research topic.

I began to look at this issue by attending some of the college events planned by the newly appointed scholarly activity coordinator. Fortuitously, an international conference on the SOTL, which is related to the topic of scholarly activity, was held in my community and I was able to participate. I then became involved in a college-wide SOTL committee and my interest and knowledge about this topic expanded. It became evident that not much was known about this dimension in BC community colleges. Thus, I began a research proposal on the exploration of scholarly activity in these post-secondary institutions. I bring to this research my knowledge about, and practice of, scholarly activity.

I value the pursuit of inquiry and seek knowledge. I question and critique statements and findings and search for the truth of claims. I consider myself a lifelong learner and my approach to research fits well with the naturalistic paradigm as described by Denzin and Lincoln (2000): "...qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring to them" (p. 3). I value the opportunity to meet and interact with the participants in their environment. The methodology applied in this naturalistic perspective is described by Lincoln and Guba (1985) as an extension of "human senses: seeing, hearing, and tacit sixth-sensing" (p. 43) which is well suited to my proclivity.

My approach to this study is curiosity and the desire to make sense of the phenomenon of scholarly activity in BC's colleges. Instinctively I am drawn to the qualitative paradigm of research and the opportunity for interpretation. I am drawn to the rich description, words, themes, humanness, language and meaning associated with the qualitative tradition. "Interpreters as storytellers tell narrative tales with beginnings, middles, and ends" (Denzin, 1994, p. 500), and this is what I have completed in this dissertation: a story of scholarly activity initiatives, policies and practice in BC's community colleges. I make my assumptions, beliefs and intuition about the issue I am investigating explicit, and I struggle with how I *fit* in this research. I am involved and immersed and, as described by Van Manen (1997), I "live" and "become this question" (p. 43). I have lived with the research question for several years. Schwandt (1994) also explains how "interpretivists wrestle with maintaining the opposition of subjectivity and objectivity, engagement and objectification" (p. 119), thus creating a tension that must be

addressed by the researcher. Being aware of this tension and the methods to address this issue are the topic of the next section.

The Reflective Researcher

The researcher is a participant, not merely an observer.
(Krefting, 1999, p. 177)

As the research process unfolded I began to feel like a participant, as described by Krefting in the above statement. Thus began my reflection as a researcher. I wondered, "How do I provide evidence about what it is that I know, and how do I, as researcher, fit into this research?" These became central questions as I was preparing for and conducting this study. Richards and Morse (2007) claim this "awareness of self during data collection is vital" (p. 56) and Ahern (1999) recommends that "qualitative researchers use reflexivity" (p. 407) throughout the process of the study.

I have hunches and assumptions about what I see, hear and learn, and attempt to interpret this information. I had a hunch that scholarly activity was an emerging issue in BC's community colleges and I make assumptions about why this was so. Guba (1981) describes this as "tacit knowledge" (p. 79) and claims that it is a valuable part in the research process. Van Manen (1997) uses a similar description for what he describes as "pre-understandings," and states that as researchers we already "know too much" (p. 46). But I continued to wonder if my interpretations were valid, first and foremost, how did my hunches and assumptions develop and did they influence this research? In this quest to understand what it is that I know, or assume I know, and how I am situated in this

research, I relied on several authors' works on the topic of reflexivity including works by Fook (1996), Johnson (1999), Schon (1998), and Van Manen (1997).

Johnson (1999) maintains reflexivity is "the key strategy" to overcome the threat of researcher bias: the more explicit I make my beliefs and assumptions and if I offer steps to address this issue, the more I can "attempt to control my biases" (p. 160). The fact that I am questioning what I think I know *is* reflective, according to Fook (1996). Understanding the issue or theme, in this case scholarly activity, is paramount, according to Johnson (1999) and Van Manen (1997). This understanding "is that insight that permits me to make sense of the text" (Van Manen, 1997, p. 90). In other words, my experience as a faculty member at a community college provides me with some of the ability to interpret this theme. Schon (1998) adds the elements of "creativity" or "intuition" (p. 182) to reflexivity. He believes we identify patterns or similar issues and we make a connection to or build on this previous experience with new issues or experiences. Thus in this case, I became aware of an emerging focus on a newly labelled dimension of the college, scholarly activity, and building on my past experiences I could identify the significance of this issue. It is at this reflective stage that I can start to understand my role as researcher in this study. In the next section, and as recommended by Van Manen (1997), I state my "beliefs, biases and assumptions" (p. 47) and then provide a means to "suspend or bracket these beliefs" (p. 47). Ahern (1999) makes several recommendations similar to Van Manen's and suggests "bracketing and reflexivity are fruit from the same tree" (p. 407).

Research Beliefs, Biases and Assumptions

I approached this study with the following beliefs, biases and assumptions about scholarly activity and BC's community colleges. As suggested by Ahern (1999), my intent is to "bracket them so their influence on the research process is minimal" (p. 407). First, I assume that some form of scholarly activity has been occurring in community colleges over the decades but it has never been recognized or labelled as such. This assumption is based on the fact that for a higher education institution, scholarly activity would be an expectation because most faculty members would be coming from an academic tradition. Furthermore, in my experience, policy development usually follows what has already been occurring. Second, I believe there will be many variations of the definition of scholarly activity but I will find some commonalities. Third, I expect to find a range of scholarly activity practice, and that this range will be connected to the level at which each institution has formalized policy and resources. Fourth, I assume there is a hidden culture/community of scholarship that will be identified, explored and defined. My strongest bias is that I favour the development of, and support the continued growth of, scholarly activity in the colleges. Finally, I assume that BC's community colleges are interested in this topic and that this is a timely study.

Maxwell (2005) warns of the researcher bias validity threat (p. 108), which I also address further in this chapter. As stated previously, I am involved in the college system in which this research is taking place. Entering this study, I expect I will be able to verify some of my assumptions; however, I will also search for and present all data. My plan is to interpret and present the findings and discuss them as accurately and faithfully as possible. Schwandt (2000) reminds us that "we are confronted with choices about how

each of us wants to live the life of a social inquirer” (p. 205). My choice is to be explicit in how I approach this research. I am connected to the topic by virtue of working in the college system and have some insights about the phenomenon because of my position, yet I believe I can be “the disinterested observer” (Schutz, 1962).

While acknowledging and stating these assumptions and biases it is also necessary to “hold them deliberately at bay,” thus “bracketing” the issue while analyzing and interpreting the data (Van Manen, 1997, p. 47). The participants in this study have trusted me with their words and I seek to interpret them respectfully and accurately. An example of how I bracketed my bias is drawn from my statement that I favour the development of, and support the continued growth of, scholarly activity in the colleges. Before and during this research I discussed the issue with several colleagues and it was evident the topic of scholarly activity was a contentious and sometimes confusing issue. I reflected on what was discussed and debated and it provided me with an opportunity to clarify my values and beliefs about scholarly activity. I was able to listen to both sides of the argument. Indeed, I became curious about the view opposing mine, and welcomed all perspectives. This experience helped during the data collection and subsequently during the analysis and interpretation as I was able to “bracket” my bias and look at both sides. In the findings and discussion section all findings, including unexpected findings, were presented and analyzed as accurately as possible.

The Naturalistic Paradigm

The naturalistic paradigm, according to Lincoln and Guba (1985), has the following assumptions: that “realities are multiple, constructed, and holistic”; that generalizations are “only time-and context-bound”; that “it is impossible to distinguish causes from effects”; and the “knower and known are interactive, inseparable” (p. 37). These assumptions are the foundation of this research design and methodology and interlock with my beliefs about this topic. My research was conducted in the college settings, and included multiple perspectives from participants immersed in their environment. This research has provided information about a phenomenon, at a certain time in the life cycle of the colleges in BC, and therefore, it cannot be generalized to other populations. While connections and relationships are identified, cause and effect cannot be claimed. Furthermore, Lincoln and Guba (1995) describe the applicability of the naturalistic approach to qualitative research as “...what there is that can be known and how one can go about knowing it” (p. 7). For the purpose of this study, the “*what*” is scholarly activity in BC’s community colleges and the proposed research methodology is designed to gain an understanding of “knowing about it.” Thus, the research design selected for this qualitative study is descriptive and embedded in a naturalistic, interpretive paradigm.

Data were collected, analyzed and interpreted and the plan for this process is outlined further in this chapter. The descriptive element of the study included: producing documentary evidence of scholarly activity initiatives, policies and practice; a historical representation that appears to have influenced the phenomenon; and definitions. The

emergence of scholarly activity initiatives, policies and practice is interpreted, and the way in which these seem to be an indicator of organizational change and adaptation is presented, including implications for future research.

The process of documenting and analyzing what is going on in these institutions regarding scholarly activity is supported by Denzin (1994) in his statement that “in the social sciences there is only interpretation...nothing speaks for itself” (p. 500). He continues that it is the task of the researcher to gather the vast amount of data and “make sense of what has been learned” (p. 500). This “making sense” in this study is done through interpretation of actions, language and meanings (Schwandt, 2000). Furthermore, Green (1990) reinforces that this position of interpretivist inquiry approach is not “concerned with judging, evaluating, or condemning” but “with describing and understanding its constitutive meaning” (p. 239). In this research design chapter, I have described a method in which to gather, describe, interpret and verify the data through a thoughtful and careful conceptualization.

Research Goals

Maxwell (2005) claims that inclusion of *personal*, *intellectual* and *practical* goals is a necessary part of a research plan to shape the design, to rationalize that it is “worth doing” and to “justify” the study (p. 15). Each of these goals is presented in this section. He also believes that “the researcher is the instrument of research” (pp. 37-38) in that the researcher and research cannot and should not be separate from one another. Therefore,

my interest, knowledge and experience are fully utilized in this study and are made explicit.

There are several personal goals that have influenced this research. First, since the topic of this research, scholarly activity, is situated within the organization of my practice, I find it intriguing to explore, examine and determine if the same phenomenon is occurring in other institutions around the province. Second, I am relatively new to this institution so I feel I am both close enough to identify the issue and conduct the research while at the same time I have enough distance to be able to step back and interpret what might be going on. Finally, I believe the community college is an ideal venue to provide support and opportunities for scholarship and scholarly activity and it is my vision to provide some leadership in this arena.

One of the intellectual goals of this study was to interpret from the data the meaning of scholarly activity within the community colleges. Specifically, I searched to identify the intent of scholarly activity, to determine the way in which the term is perceived in the college culture and to identify the words and phrases used to describe scholarly activity. Another goal integral to this research is to describe the process through which the term scholarly activity emerged in the colleges. In addition, I have made some connections between the term scholarly activity and institutional initiatives, policies and practice and external factors influencing organizational leadership, change and adaptation.

The main practical goal for conducting this research is that there is a lack of knowledge concerning an understanding and significance of what constitutes scholarly

activity in BC's colleges. This is the first inquiry into scholarly activity in these institutions with regard to initiatives, policies and practice. Palmer and Vaughan (1992) report a connection between leadership and scholarly activity; therefore, it was imperative that administrators' perspectives were obtained. Supporting this practical goal is the following statement from UBC Professor Emeritus, John Dennison: "With virtually no research or publications on scholarly activity, a detailed study of scholarly activity in the BC college system is long overdue" (personal communication, May 26, 2007). The results of this study will provide a foundation which in turn can inform future investigations of this phenomenon.

The Sample

Creswell (1998) lists "clear boundaries" (p. 39) as an element of research design. For the purpose of this study, I have clearly defined the boundaries as the 12 public community colleges within BC. An important distinction in this sample is that it includes only the colleges in BC governed by the *College and Institute Act* (Province of British Columbia, 1996b), as opposed to the private colleges established under the Private Career Training Institutions Agency of BC (PCTIA), some whom self-identify as community colleges. At the time of this research (2007, 2008), there were 12 community colleges, three university colleges and five institutes in the Province of BC. The five institutes and three university colleges were excluded from this sample because under the *Act*, they are distinct and defined differently from the colleges in the following ways.

While under the same governance of the *College and Institute Act* (Province of British Columbia, 1996b), there are separate definitions and *objects* (a term used in reference to the mandate) of colleges, university colleges and institutes which make these institutions different from one another. Institutes and university colleges have had different histories, goals and influences so I consider these as distinct from the community college. Furthermore, the rationale for not including institutes is that they were originally established for a specific function (for example, technology, trades, fine arts and culinary arts) rather than as comprehensive institutions. Thus, the institutes and university colleges have different missions, mandates and cultures from the comprehensive community colleges and were not included in this sample. In addition, in the *Campus 2020* (Plant, 2007) report (which may or may not be implemented), there is a Recommendation (35) that university colleges become “regional universities” and if this is the case they will no longer be governed by the *College and Institute Act* (Plant, 2007, p. 68).⁴

Table 2 illustrates the sample in this research study. The 12 campuses listed are the administrative headquarters, located in Castlegar, Courtenay, Cranbrook, Dawson Creek, Kelowna, New Westminster, North Vancouver, Prince George, Terrace, Vancouver (two colleges), and Victoria. To demonstrate the differences in college size and geographical region, the number of students served by each of the colleges is indicated by the FTE 2007/2008 count (Ministry of Advanced Education, 2008d). An

⁴ Recommendation 35 was enacted with an Order in Council (2008). All remaining university colleges plus one institute and a college were designated special-purpose teaching universities, governed under the University Act.

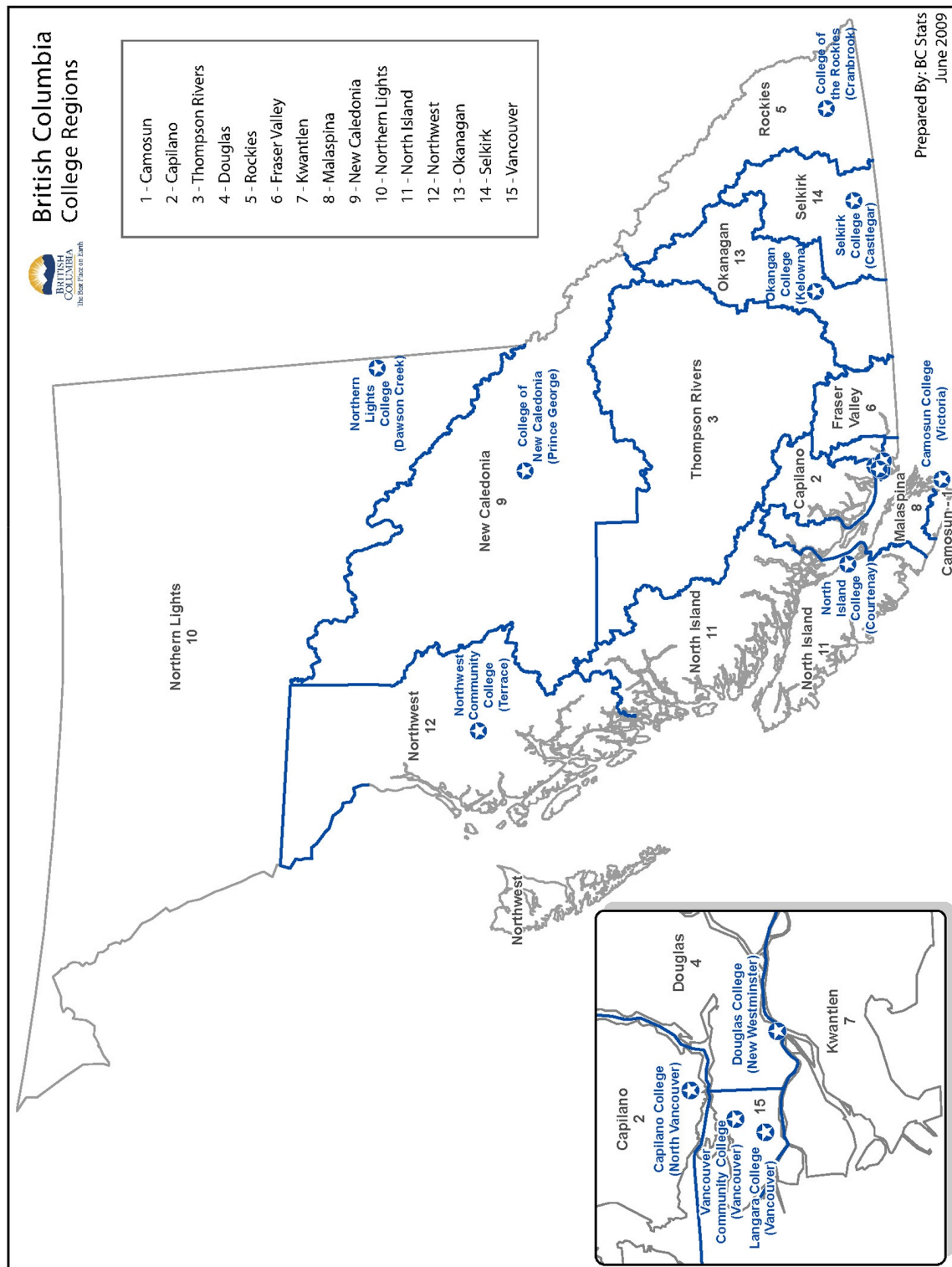
example is a comparison between the college with the lowest FTE numbers 1481 (Northern Lights, Dawson Creek), which serves a vast geographical region, to the highest number of FTEs 8122 (Douglas College, New Westminster) which serves a relatively small geographical region. These differences represent the range in sizes between urban and rural colleges and the communities they serve.

Table 2. Sample Selection of Community Colleges in BC, 2007

Administrative Headquarters	# of Campuses	FTE 2007/2008
1 Camosun College, Victoria	2	6,803
2 Capilano College, North Vancouver	3	5,450
3 College of New Caledonia, Prince George	10	3,030
4 College of the Rockies, Cranbrook	5	1,612
5 Douglas College, New Westminster	3	8,122
6 Langara College, Vancouver	1	6,916
7 North Island College, Courtenay	10	2,188
8 Northern Lights College, Dawson Creek	7	1,481
9 Northwest Community College, Terrace	7	1,674
10 Okanagan College, Kelowna	4	4,350
11 Selkirk College, Castlegar	8	2,312
12 Vancouver Community College, Vancouver	2	6,392

In total, there are over 60 campus locations in the college regions throughout the province. A map of the college regions indicates the geographical scope of the Province of BC (Figure 1, BC Stats, 2009). This map, prepared by BC Stats identifies the 12 college administrative headquarters in existence during this study (2007-2008). BC Stats continues to identify 15 college regions in BC as originally designated under the *College and Institute Act* (Province of British Columbia, 1996b).

Figure 1. BC's Community Colleges Administrative Headquarters (2007)



Note. Custom map produced by BC Stats (2009); used with permission.

Research Participants

The focus of this study is the community colleges in BC. Primary data were collected from research participants who held senior administrator positions and whose portfolio of responsibilities included scholarly activity. The organizational structure of these positions is that other administrators or faculty report directly or indirectly to them regarding scholarly activity. Generally these administrators have the authority to establish and influence scholarly activity policy and encourage initiatives and practice. In their leadership positions as senior administrators, they are in close contact with the president, board and deans/directors who also are in a position to influence college policy and strategic directions. Before I began the data collection through personal interviews, a pilot test of the interview questions was conducted.

The Pilot Test

The purpose of a pilot test is to “identify and correct flaws before the main study” (Gall et al., 2003, p. 60). In addition, Palys (2003) and Swanson and Holton (2005) expect a pilot test of the study to be included in the research design because it involves taking the prepared interview questions and testing them in a simulated environment. This provides the researcher with practice in setting up the interview, asking the questions and taking notes while getting feedback on the process of interviewing. As I conducted the pilot testing, I began to develop a reflective process about the interviews and it also became evident which questions were or were not applicable to the study.

The three pilot-test participants who volunteered were long-term college employees with background knowledge of the topic. Their contributions to the development and subsequent revisions of the questions were valuable. They contributed to the study on several levels, including providing a venue for the researcher to test the questions for clarity and timing and assisting in the formation of new questions that arose and were developed for the study. Finally, the participants were able to give feedback on their experience of the interview, including: setting up of the parameters of the interview, such as confirming the amount of time allotted and how the recording equipment would be used; obtaining written consent and informing participants of their rights; interviewing techniques such as pace and clarity of questions, researcher tone of voice, appearance and body language; and critiquing the approach to the interview (e.g., did the researcher appear trustworthy, organized and prepared?) These are all key elements in successful interviewing as identified by Fontana and Frey (1994).

The interview questions had been developed from the literature and prior to the pilot test, the dissertation committee reviewed the questions and offered comments and suggestions regarding the content and the goals of the research. Another critique of the interview questions was provided by a college institutional researcher. He offered several comments regarding the structure of the questions and his suggestions were incorporated into the pilot test. The college faculty who were recruited for the pilot interview process were informed that it was a pilot and that their data would not be included in the study but their contribution would enhance the study. The interviews were transcribed verbatim and a copy of the transcript was given to each participant to check for accuracy. When the pilot test was completed, and as expected, some of the

questions were revised or reordered for clarity, and some were added or deleted. Pilot-test participants also had the opportunity to give feedback on the questions and the interview process immediately following the interview. This process was used to formulate the final questions. As a result of a suggestion from one of the pilot-test participants, I prepared a checklist to review with each participant prior to beginning the interview. This interview checklist (see Appendix B) proved to be a practical guide to start each interview. The checklist included introducing the study and my background as a faculty member and a graduate student; reviewing the parameters of the interview, such as the amount of time allotted and setting up the audio recording equipment; informing them that there are no right or wrong answers; identifying their rights and responsibilities as a research participant and mine as a researcher; and finally, obtaining their written consent.

Data Collection, Analysis, and Interpretation

The research questions and qualitative design of this study shape the method in which to collect, or *make* data. Richards and Morse (2007) claim that data are not collected; they are actively *made*, especially when the research methods include interviewing. They believe “researchers make data in collaboration with their participants” (p. 109). In this study the primary data were made during interviews with select participants. I brought to the interviews my experience, knowledge (literature-based) and values, and in turn, I asked participants questions about their experience and knowledge. This “tremendous investment on the part of the researcher” (Richards & Morse, 2007, p. 109) is a commitment to the study and acknowledges the contribution of

the participants as their responses shape and inform the data. In addition to the data collected during interviews and documentation, I kept notes and memos during and immediately following the interview for further reflection. Additionally, secondary data was collected in the form of reports, web resources, archival material and other documents.

One of the challenges facing the qualitative researcher reports Stake (2000) is the possibility of the collection of too much data and that “more will be pursued than was volunteered...less will be reported than was learned” (p. 441). This suggests that a qualitative study may not be as efficient in data gathering and reporting, but it is necessary to have a large quantity of data to harvest quality of information. However, to overcome this potential problem of too much data, Richards and Morse (2007) suggest the ideally designed research study will be “well managed” (p. 120). Furthermore, to counter the effects of too much data and how to manage them, Miles and Huberman (1994) stress that “...conceptual frameworks and research questions are the best defence against overload” (p. 55). With reference to the conceptual framework of this study and well-defined research questions, it was my intent to maintain a balance between over-collecting and getting the right amount of data. Details related to the methods of making the data and data collection, including conducting the personal interviews, as well as an explanation of how I managed, organized, analyzed and interpreted the findings, are included in the next sections.

Personal Interviews

Personal interviews are essentially “conversations with a purpose” (Molyneaux & Lane, 1982, p. 1). The primary source of data was obtained from personal interviews conducted with senior administrators who held scholarly activity as part of their portfolio of responsibilities. Participants were selected by contacting college presidents for suggestions on who would be the appropriate person to interview or they were identified through a college organization chart. This “purposive sampling” technique, as described by Miles and Huberman (1994, p. 27) was used to recruit participants. Gillham (2000) refers to this as the “elite interview” (p. 81) whereby the characteristics of the participants generally include those with “authority” and “personal power” and who are “in a privileged position as far as knowledge is concerned” (p. 81). All 12 colleges were approached for permission to conduct research in their institutions and all granted approval (Appendix C). Simon Fraser University Request for Ethical Approval of Research was received on October 5, 2007, at which time I began scheduling and conducting the interviews.

Senior administrators were invited to participate, one from each of the 12 community colleges. Thirteen interviews were conducted because at one college the scholarly activity portfolio was shared by two senior administrators. These two senior administrator interviews were coded and analyzed as one. Upon consent, an in-person interview was scheduled at each of the 12 administrative headquarters, at the participants' convenience. Prior to the interview, the same set of advance questions was submitted to all of the interviewees. This was done at the request of several administrators, with the intent that they could be better prepared for the interview. The interviews consisted of a

set of semi-structured questions which took approximately 50 minutes to conduct and were audio-taped. An additional 10 minutes was required to set up the interview, review the checklist and obtain their consent and, as a result, most interviews were completed within an hour. The interviews were transcribed verbatim and a copy given to the participants, at which time they had the opportunity to correct, change and confirm comments. The interview questions are listed in Appendix D of this dissertation.

“Development of trust” is essential during the data collection (Richards & Morse, 2007, p. 57) and this element was considered and addressed throughout this process. In addition, Berg (2004) reminds us of the need to proceed with research ethically, especially when dealing with human subjects. The process of building trust and ensuring protection of the participants was carefully considered and planned. This process is described in the next section.

Protection of Research Participants

This research was conducted as part of the requirements for the Doctor of Education degree at Simon Fraser University (SFU). As per the SFU *Office of Research Ethics, Ethics Review of Research Involving Human Subjects Policy R 20.01* (2006), all protocols were considered to ensure that this study “meets high scholarly and ethical standards, is honest and thoughtful inquiry, involves rigorous analysis and complies with professional and disciplinary standards and methodological approaches.” Furthermore, the Policy is explicit about the researcher’s responsibility and is a reminder that this work involves “the privilege of conducting research on human subjects.” I was aware of this responsibility and ensured that there was no intent of harm or deception. I treated the

participants in this study, their workplace and their colleagues with respect, honesty and appreciation, and at all times ensured confidentiality and anonymity. The following outlines the steps taken to ensure protection of the research participants.

Having received permission from their institution to conduct research, I invited potential participants to be interviewed. This invitation occurred by telephone and/or e-mail. Interviews were conducted at their respective campuses and a date and time was scheduled at their convenience. I ensured, to the best of my ability, that the environment was private (for recording purposes), comfortable and distraction-free. At the time of the interview, I informed each participant of their rights, responsibilities and parameters of the interview (see Appendix B). Each participant was offered a consent form to read and sign (SFU Form 2: Informed Consent by Participants in a Research Study) and was given a copy of SFU Form 4: Participant's Feedback (optional), which was an opportunity for the participant to send comments to the SFU Office of Research Ethics.

Once the paperwork and a check to ensure the participant was ready to proceed were completed, I used an audio cassette to tape record the interview. During each interview I had a paper copy of the questions and I took notes which I later used to assist with accuracy during the transcription. In addition to note-taking I made memos about the questions and highlighted what appeared to be interesting remarks. During the interviews participants were able to ask for clarification of questions and I checked when necessary for clarification of answers. Prior to the start of the interview I marked the cassette tape with the interview ID, date and location. Consent was also obtained to follow up during the duration of this study, and this occurred on several occasions via

telephone, e-mail and mail. All paper, recordings and electronic files are stored in secure environments and where applicable, password protected. Names of participants and their institutions are not identified, and an ID code system was developed for each participant. Some colleges are identified but only in reference to a policy or practice that is available to the public (e.g., posted on a website). The identified colleges were not linked to any of the participant ID codes.

I found that as the interviews progressed, I started to identify possible themes, common patterns and unexpected responses. This was the early stage of data analysis and several months after the data collection I prepared a summary of preliminary findings. This summary was mailed to each participant with a request for feedback, including any changes or corrections. A month after feedback was requested, there was no response from the participants so I proceeded with the data analysis.

Data Analysis

Words are fatter than numbers and usually have multiple meanings.
(Miles & Huberman, 1994, p. 56)

Indeed, the number of words transcribed in this study was 71,000 (approximately 220 pages), and I have a collection of several “fat” data files. I struggled with the volume of words, yet was able to manage it with guidance from the conceptual framework, a coding scheme and the assistance of a qualitative software program.

As stated in the first chapter, the research questions guiding this study were used as the structure in which to describe, analyze and interpret the findings. The description

and analysis were guided by the literature findings and supported by the secondary data of documents, reports, websites and other materials. In addition, data were analyzed drawing upon adaptation theory and the symbolic action approach to examine if scholarly activity was an indicator of organizational change.

The interview questions were developed using the literature and connecting the findings from the literature to the goals of this research. This was the starting point of my data analysis. The interview questions were used as a guide to the code development and early data analysis. "Do not understand me too quickly" is advice given by Miles and Huberman (1994, p. 86), who caution against rushing with the analysis and interpretation and advise taking time with the data. However, they do recommend early (coding), sequential (ongoing during the process) and descriptive (final) analysis of the data. I utilized Miles and Huberman's chapters on data analysis, coding and interpretation for guidance in this process.

Another recommendation is provided by Dey (1993). He prompts researchers to consider the ways in which we "observe" and whether the data were "unprompted, or in response to a question" (p. 224). Being aware of the participants' response (unprompted or not) was useful in the analysis and I noted it as such when I identified unexpected findings. In this research I collected the data directly from the participants, and I am solely responsible for the tape recording and subsequent transcriptions and interpretations.

A preliminary coding scheme was explored after the pilot test and it began to take shape during and upon completion of all interviews. The coding system as described by

Richards and Morse (2007) informed this research and was utilized in the analysis. They describe coding as “linking...the data to the idea” (p. 137). The coding was then used to identify emerging themes, categories and patterns. Some themes, categories and patterns had been anticipated to occur (for example the institutional intention of scholarly activity), and others emerged unexpectedly, such as the number of nursing faculty involved in scholarly activity. A feature construct that was isolated was the description of scholarship and scholarly activity. Data on the current state of scholarly activity and the emergence of this term in the colleges is described in the findings section. From the data, I was able to describe and interpret: the intent of scholarly activity; its evolution in the institution; external factors of influence; and evidence of initiatives, policies and practice. For the final interpretation I sought evidence from the data that suggested scholarly activity was an indicator of organizational change and adaptation. At this stage I was able to identify some conclusions and recommendations for future research and discuss future implications.

During the interview process I began to formulate some ideas about the data and made notes. While I was transcribing the interviews, I began early coding as suggested by Miles and Huberman (1994). Janesick (2000) recommends allowing enough time for the analysis and looking for “key phrases and statements that speak directly to the phenomenon” and to “find points of tension and conflict and what doesn't fit” (pp. 390-391). These steps were also considered and applied in this study.

During the early stages of the data analysis, I had several opportunities to present the preliminary findings of this research. This allowed me to spend time with the data,

which in turn assisted with the understanding and interpretation of the findings and meanings. In addition, after presenting the preliminary findings, I had the opportunity to respond to questions about my research. The questions, comments and critiques provided me with alternate and rich perspectives, and I was able to reflect on my presentation, preliminary findings and analysis.

The personal interviews of individuals generated a substantial amount of data to analyze. ATLAS.ti, a qualitative software program, was used to assist with the data storage, coding and analysis. I am familiar with this program and I found it an effective tool to assist with the organization and analysis. This is one of the benefits of Computer Assisted Qualitative Data Analysis Software (CAQDAS) as described by Richards and Morse (2007), Lewins and Silver (2007) and Weitzman (2000). Richards and Morse (2007) advise that “it is a mistake to assume technology removes interpretation” (p. 108). Likewise, the developers of the ATLAS.ti software claim their program will not “perform miracles for your research—you still have to have the ideas and the gifts to do exceptional research” (p. 2). I did not rely on the software to analyze or interpret the data but to provide a means to organize, sort and code data. I found the key benefit of this technology was to manage a large amount of text and thus I used it as a tool to conduct the analysis and interpretation. Once the interviews were transcribed verbatim, the text was entered into the software program. The software was useful in organizing definitions and terms and categorizing and tracing the history of the emergent focus of scholarly activity.

The following is an example of how the ATLAS.ti software assisted with the analysis. After coding, for example, *Scholarly Activity Policy*, I produced an output document that listed all reports of “policy” into one file. I was then able to print the file and view the findings. With the printed document as a visual aid, it became apparent that some of the colleges had a policy, some did not, some were considering a policy and some colleges had a policy in development. I then created further sub-codes such as *No policy*, *Yes policy*, *Policy considered* and *Policy in development* to best describe this finding. I then printed the primary code file and the sub codes and was able to visually scan the findings and count and compare the data. The software also has a search function and I was able to quickly scan all of the transcriptions in search of a word or term, to provide accuracy and checks to my initial findings. I relied on the ATLAS.ti copy and paste function, thus ensuring accuracy in reporting the findings. In addition, an automatic function of ATLAS.ti is that each participant was assigned an identification code. These identification codes are displayed in the finding sections as *P1* to *P12*. This contributed to participants’ anonymity and accuracy of the data analysis by providing a mechanism for checking participants’ comments.

Data Interpretation

Miles and Huberman (1994) suggest ways to make meaning of the findings including “noting patterns, themes, seeing plausibility, clustering, counting, making contrasts/comparisons, noting relations between variables, and building a logical chain of evidence” (pp. 245-246). In this research, I followed their advice to present a descriptive

and interpretive account of my findings in this dissertation. In addition, I have drawn on organizational change and adaptation theory to further analyze and interpret the findings.

Dennison and Levin (1988) report how the colleges changed and adapted during the 1980s. They utilized organizational change theory to examine how external factors influenced change in Canadian colleges. Likewise, organizational change and adaptation theory (Cameron, 1984) and the symbolic action approach (Pfeffer, 1981) were drawn upon in the interpretation of the data. The suggested links between external forces and scholarly activity as an indicator of organizational change were identified. The notions of resource dependency theory, which Slaughter and Leslie (1997) refer to when institutions rely on one major source of funding, and mimetic isomorphism described by DiMaggio and Powell (1991) when institutions copy or mimic what they perceive to be successful organizational behaviour. Both of these notions were considered to interpret probable external influences on organization change. In addition, evidence of symbolic change was sought, such as language, definitions, rituals or ceremonies and the creation of physical space that indicate the adoption of scholarly activity.

Organizational change and adaptation theory (Cameron, 1984) was used in the data analysis to demonstrate and trace the probable link between external forces and the development of scholarly activity. Cameron (1984) and Pfeffer (1981) postulate organizational change occurs as a result of external factors or influences. These theories consider the process of change within an organization (the emergence of scholarly activity) in response to an external influence (globalization, academic capitalism, government initiatives and legislation). While the concept of scholarly activity is

somewhat abstract, and not as visible in the colleges, there is some concrete evidence of its institutional status. This evidence was presented in the Literature Review chapter. Two colleges were identified to have established scholarly activity definitions and policies.

Another perspective used to focus and interpret organizational adaptation is through the symbolic action approach. The symbolic action approach, as described by Pfeffer (1981), was used to identify some of the specific changes in the colleges such as language, definitions, rituals or ceremonies and the creation of physical space as they adopted the dimension of scholarly activity. This perspective also fits with the argument of the importance of selecting the words and defining scholarly activity, which is presented in the Literature Review chapter. Peters (1978) reinforces the effect of “symbolic behavior” and how “public statements” (p. 10) are indicators of administrators’ leadership and commitment to organizational change. In their paper on higher education and leadership, Eckel, Green, and Hill (2001) report that institutional transformations are associated with “new organizational structures” (pp. 8-9) such as physical space and a designated budget, which go beyond just appearance and actually produce change.

Cameron (1984) discusses the notion of successful adaptation and how both organizational diversification and specialization are involved. She claims successful adaptation is dependent on diversification. There is evidence the colleges have diversified with initiatives such as the community college baccalaureate, collaborative degrees and seeking eligibility for external funding. In contrast, Cameron (1984)

cautions that if challenges to the organization occur, such as a reduction in funding or resources, then the requirement for success is specialization. The notion of success is addressed in the discussion chapter of this dissertation.

Organizational culture was also considered in the analysis as an influence for change. In their study on higher education, Kezar and Eckel (2002) found the connection between culture and change and the need for congruence. For example, the change may be the introduction of a scholarly activity policy and it must fit with the current culture to be an influence. Duvall (1992) and Palmer and Vaughan (1992) stress the importance of college leaders who encourage, support and define scholarly activity as the main reason for the development of, and commitment to, the culture of scholarship.

Trustworthiness

The debate about trustworthiness of qualitative research as compared to quantitative research has continued over the years. There are many sound models and applicable methods that are acceptable to determine trustworthiness in qualitative research. Richards and Morse (2007) stress an important factor of qualitative research is “getting it right and knowing if it’s wrong” (p. 189). This can be accomplished through careful preparation and planning at the design phase.

I utilized these recommended methods as well as the model described by Lincoln and Guba (1985) to establish trustworthiness in qualitative research: *credibility*, *transferability*, *dependability* and *confirmability*. They suggest several techniques and steps to best ensure trustworthiness, which I have addressed in this section. The “final

step in ensuring validity” is to connect the findings to the literature (Richards & Morse, 2007, p. 200). I describe and illustrate this connection in the final chapter of this dissertation.

Credibility

Establishing confidence about the truth of the research is the “most important criterion for the assessment of qualitative research” (Krefting, 1999, p. 174). Lincoln and Guba (1985) point out that credibility or “truth value” (p. 294) is akin to internal validity where the researcher controls for certain factors. Because of the complex nature of naturalistic research and “interlocking factor patterns” (Guba, 1981, p. 84) with no opportunity for the researcher to control, the ideal way to ensure credibility is the design of the research study. Lincoln and Guba (1985) argue credibility can be accomplished by a “twofold task: first, to carry out the inquiry in such a way that the probability that the findings will be found to be credible is enhanced, and second, to demonstrate the credibility of the findings by having them approved by the constructors of the multiple realities being studied” (p. 296). They further recommend several steps including “prolonged engagement, persistent observation and triangulation” (p. 301), which help ensure credibility of the findings. I will address each of the steps taken in this research process: the first two are prolonged engagement and persistent observation.

Janesick (1994) offers a definition of validity in qualitative research in which it “has to do with the description and explanation, and whether or not a given explanation fits a given description. In other words, is the explanation credible?” (p. 216). I have referred to the work of Lincoln and Guba (1985) and Maxwell (2005) to plan for and

establish a foundation of credibility at this design stage. As previously outlined, the primary data source for this study was personal interviews and the secondary data source was from the literature. The questions guiding this research were derived and developed primarily from the literature review and my knowledge of the topic. Some of the methods recommended to ensure validity are “rich data, respondent validation, searching for discrepant evidence and negative cases, and triangulation” (Maxwell, 2005, pp. 111-112). Lincoln and Guba (1985) also suggest “peer debriefing” (p. 308) and “member checking” (p. 314) as credibility techniques. In addition, Maxwell considers “rich” data as complex and produced through the collection of “verbatim transcripts”. All of these methods were implemented in the following steps.

The time frame for the primary data collection began in October 2007 and was completed by January 31, 2008. My first introduction to participants in the sample occurred in October 2007 when I had an opportunity to attend a provincial forum of college, university college and institute senior administrators. An administrator suggested I attend the meeting. I contacted the forum chair and secured an invitation to attend. I presented a brief introduction about my study and informed them I would be inviting participants for an interview. This was a new experience and new environment which exposed me to this elite group of individuals who would be asked to be part of my research. This introduction was the first step towards “building trust” as described by Lincoln and Guba (1985, p. 303). Since I was on the meeting agenda there was some assumed importance of my presentation and an implied acknowledgement that my work was legitimate. Potential research participants had the opportunity to meet me, listen to

my presentation and anticipate an invitation for an interview. Following the meeting, several administrators indicated their interest in my study and volunteered to participate.

Respondent validation occurred after the data collection and interview transcription. A paper copy of the transcript was mailed to each participant; if they requested an electronic version it was supplied. Research participants had an opportunity to view and respond to their verbatim transcripts. Four of the participants requested changes, revisions and/or corrections to their transcripts and these were made before the data analysis. At the time of the interview participants were asked for permission to be contacted following the interview. This permitted additional questions to be asked or if there were any doubts as to the accuracy the participant was asked for clarification. This was a form of “member checking;” Lincoln and Guba (1985) suggest this process is “both informal and formal, and it occurs continuously” (p. 314). Several months later, participants were provided with a copy of the preliminary findings and asked to reply to validate the interpretation of my findings. None of the participants challenged the interpretation.

In the findings sections, several negative cases were identified and presented. The triangulation method consisted of cross-checking some of the participants' responses with published data. Richards and Morse (2007) also recommend a “rigorously maintained, dated, and documented history” (p. 198), which I have completed and this history is stored in my research files.

Prolonged engagement and persistent observation continued and subsequently, I spent time communicating with various administrators, deans and presidents to obtain

permission to conduct research. I became aware of institutional governance structures, as most colleges had organizational charts posted on their websites. Additional information was provided from employees who assisted in the process. I then spent time with each participant inviting them to be interviewed, almost without exception this process involved working with an assistant. I became aware of the subtleties of dealing with administrators at this level. This is common with the “elite interview” (Gillham, 2000, p. 81). Some had assistants on whom I relied to book appointments and provide directions to the campus, while with other administrators, I communicated directly to schedule an interview. Most of this contact was by telephone and e-mail. A summary sheet of my research was sent to each potential participant and once they consented to an interview they were then sent a series of preliminary questions. On the day of the scheduled interview I spent time on each of the 12 campuses prior to or following the interview and had a chance to visit some of the campus facilities such as the library, bookstore, cafeteria and student common areas. I have maintained contact, mainly by e-mail and telephone, with the participants to clarify questions and to ensure accuracy of the transcripts and have established a more “consultative relationship” as described by Gilliam (2000, p. 83). These preceding steps demonstrate the prolonged engagement and persistent observation during the process of this study.

Triangulation is another method of checking credibility. Miles and Huberman (1994) state that essentially, “triangulation is supposed to support a finding” (p. 266). Thurmond (2001) explored the use of various forms of triangulation and reached the conclusion that “researchers should use triangulation if it can contribute to understanding the phenomenon...” (p. 253). Triangulation consists of not just one but four categories as

described by Lincoln and Guba (1985): “sources, methods, investigators and theories” (p. 305). They suggest, depending on the approach to the study, that the researcher consider multiple sources, methods and investigators. Within the scope of this study, it was not possible to use multiple methods or investigators. While planning the design of this study, I considered how to incorporate the element of triangulation and the best approach to triangulation was to compare sources of data. This technique was done by gathering data through interviews and other means such as reports, documents, archives, websites and other materials, and the strength of this process is “the use of multiple and different sources” (Lincoln & Guba, 1985, p. 305).

My approach to ascertain multiple sources began with the literature review and continued throughout the study. During the campus visits I sought out documents and materials that I could use during the analysis stage. Indeed, Miles and Huberman (1994) claim “triangulation is a way to get to the finding in the first place” (p. 267). One example of a multiple source triangulation in this study was to make a comparison of two identical faculty job descriptions, one prior to and one after the establishment of a degree program. This method was selected to ascertain if the criteria or credentials for faculty in the degree program had changed. I compared this information to the declarations from administrators that criteria had or had not changed with the introduction of baccalaureates in their institution. In addition I was able to establish a time line of external forces (government legislation) and changes in the colleges (indicating organizational adaptation).

“Peer debriefing” as described by Lincoln and Guba (1985, p. 308), is another credibility technique. This process involves presenting the research topic, struggles and research progress to a peer. Throughout this study I have been involved in a peer debriefing relationship prior to the research proposal and throughout the process of data collection and analysis. The peer is a faculty member at my place of employment, and we have had regular meetings to discuss my work. He is familiar with the topic, the college history and research methods and has provided me with insight and critiques of my research approach. Throughout the process I have kept notes and a record of discussions, critiques, recommendation and comments. This process has been valuable in my progress and I believe it to be a fair and true peer experience.

The next technique is negative case analysis, or “exceptions” or “outliers” (Miles & Huberman, 1994, p. 269). They suggest these data will “help build a better explanation” (p. 269) and must be included in the study. It was reasonable to expect that with a dozen interviews there would be some disagreement or unexpected responses to my questions. In addition, there were some secondary sources of data, such as documents or reports, that were contradictory or discrepant with responses. Krefting (1999) uses terms such as “atypical or non-normative situations” (p. 175) to describe this data. All of the data that were considered negative, unexpected, or contradictory were recorded, reported, presented, discussed and interpreted in this study.

Transferability

Transferability is essentially the applicability of findings from one situation to another. This is possible in controlled laboratories, but Lincoln and Guba (1985) state

that transferability in qualitative research is “impossible” (p. 316) and that it is not the researcher’s role to identify transferability. However, they continue that it is the researcher’s responsibility to present enough information and details to “enable someone interested in making a transfer to reach a conclusion” (p. 316). A similar strategy to enhance transferability is “dense description,” as recommended by Krefting (1999). In the findings chapter, I provide readers with a substantive amount of text with which to make their own judgements regarding transferability.

Dependability

Replicating results is the test of reliability. In a qualitative study, the concept of dependability is comparable to the test of reliability. To address the dependability issue I present an “inquiry audit” (p. 317) as recommended by Lincoln and Guba (1985). This inquiry audit is of the *process* of how my research was conducted, including data collection, recording and the steps taken in analysis. In this section I outline the process of the primary data collection and analysis. The first step in the process was the development of a research proposal, including a detailed research design and methodology section. The proposal was reviewed and critiqued by a dissertation committee.

During the research process, I kept a written journal which was updated regularly with notations about contacts, conversations, ideas and the progress of the study. I also used e-mail and electronic files that documented different aspects of the study, such as notes from dissertation committee meetings, appointments with participants and other key contacts, travel itineraries and correspondence pertaining to the research topic.

Primary data collection occurred during interviews and cassette tapes were made during the process. Files were kept on secondary data such as reports, documents, receipts and other materials obtained through library searches (electronic and in person) and through personal contact with individuals in the college system. Finally, the process to seek permission, approval or consent on several aspects of this study was extensive. Details about this process, including plans for data collection and analysis, are included in the research methodology section of this dissertation.

Connected to the establishment of dependability is the concept of confirmability. As discussed in this section, the inquiry audit (or process) is the first of two parts of the audit. Lincoln and Guba (1985) refer to the second part as the “audit trail” (p. 319) which is used to examine the “*product* of the inquiry” (p. 318), which is addressed next.

Confirmability

Lincoln and Guba (1985) compare confirmability, the naturalistic term, to the notion of objectivity, the scientific term (p. 300). They focus on the “characteristics of the data” and “are they or are they not confirmable?” (p. 300). Part of establishing confirmability of the process has been presented in the description of the inquiry audit. The second part, the audit trail, is now discussed. The term audit (adopted from accounting practice referring to checks and balances) is used to describe the way documents can be examined to determine accuracy. In this research study, the *product* which could be subject to an audit trail consists of “raw data, data reduction and analysis products, data reconstruction, process notes, materials relating to intentions and dispositions and instrument development information” (Lincoln & Guba, 1985, pp. 319-

320). The raw data in this study, subject to an audit by another researcher, include cassette tapes of the interviews, the transcribed interviews, several drafts of the research proposal, and written notes from a research journal, including notations about contacts, conversations, ideas and the study progress. Detailed paper files of all secondary data collected from documents such as reports and archival materials are available. Records were kept on the data reduction and analysis products, including a code book developed during the research process and finalized after data collection, and field notes. The data storage and retrieval sections in the qualitative software program remain intact. Prior to input, and during the data collection process, a preliminary coding system was developed. Paper and electronic records of this activity are available to document the evolution of this process.

Data reconstruction can be verified with the completion of this dissertation. Process notes consisted of electronic e-mail files that document different aspects of the study such as appointments and travel itineraries, and correspondence pertaining to the research topic. Permission, approval and consent were a significant factor in this research and all documentation (electronic and paper) was kept, including research ethics approval from Simon Fraser University, permission from each institution to conduct research on their premises and written consent from each participant. Other materials which could be subject to an audit include several drafts of the dissertation proposal, including electronic notes and correspondence about the proposal process and memos written as part of the reflective process of the research. Also, a concept map was developed about the research study and several versions were completed by the end of the study. The plan to conduct this research included the development of semi-structured

questions for interviewing and pilot testing of the questions. All documents, including how the pilot testing was conducted and all copies of the question development and revisions were kept and are available for audit.

Summary of the Research Design and Methodology

The purpose of this qualitative study was to explore the emergence, history and current role of scholarly activity initiatives, policies and practice in BC's community colleges and how this dimension of the college is an indicator of organizational change and adaptation. In this chapter I presented details of the research design and selected methodology to conduct this study. I relied on the work of Berg (2004), Denzin and Lincoln (2000), Lincoln and Guba (1985), Maxwell (2005), Miles and Huberman (1994), and Richards and Morse (2007) for guidance in the design and strength of this qualitative research study. As was expected, some of the elements of the design and methodology were adjusted as the research progressed.

The strength of this design and methodology are identified with the details provided, including: a researcher disclosure statement on my background, knowledge, values and research beliefs; and biases and assumptions. In addition, this chapter described the research paradigm and research goals: how the sample was selected and information about how participants were protected; how data were collected, analyzed and interpreted; how the pilot test was conducted; and the steps taken to ensure credibility, transferability, dependability and confirmability.

This careful attention to detail, guided by acknowledged qualitative research practices, has enhanced the quality and trustworthiness of this research. This research will contribute to the knowledge about the phenomenon of scholarly activity and organizational change in BC's community colleges. This research design also provided a platform from which to identify implications and future research questions. In the following chapter, the findings are presented in sections developed from the research questions.

Chapter 4.

Findings

In the previous chapters I introduced the topic of this study, scholarly activity in BC's community colleges, as an indicator of organizational change and adaptation, presented the research questions, reviewed the relevant literature and outlined the research design and methodology. In this chapter, I present the key findings from the primary data (personal interviews), and demonstrate how they are connected to the findings from the literature. Before I present the findings, I preface this chapter with a compilation of administrators' perspectives on what scholarly activity is in their colleges. This compilation helps focus the findings and partially answers the question: *What is this thing being called scholarly activity in BC colleges?* Taking the lead from one administrator's response, scholarly activity is "*the whole umbrella*" (P2) and includes but is not limited to:

research and creative activities, going to conferences, write[ing] and publish[ing] books, performing and developing new CDs, reviewing programs, developing new curriculum, the practice, a project, enhance[ing] programs, research, investigating the effectiveness, researching the latest techniques, public exhibitions, juried exhibitions, investigation of issues in higher education, teaching and learning, a survey, something that will contribute to original knowledge, community based research, develop[ing] new...strategies, advancing...credentials, pursuing a master's degree, finishing...PhDs. [compilation of participants' (administrators') responses]

This study explored the emergence, history and current role of scholarly activity initiatives, policies and practice in BC's community colleges and its role as an indicator of organizational change and adaptation in the colleges. Research has shown that there is little known about this phenomenon. The findings in this section are derived from personal interviews conducted with senior college administrators from each of the 12 community colleges in BC. While writing this section, I was reminded of my travels throughout the province to conduct the interviews. I provide a travelogue of my experiences during the data collection (Appendix E).

Once transcribed, the raw data consisted of 71,000 words and hundreds of pages. The process used to organize and analyze the data began with taking paper notes, transcribing interviews, coding, sorting and retrieving with qualitative software, printing reports and marking them with notes, and finally, reading, writing and reviewing sections. Tufte (1990) writes about how humans process "large quantities of data" (p. 50). He further describes part of the processes of categorizing and organizing raw data for all the stages of data analysis:

We thrive in information-thick worlds because of our marvellous and everyday capacities to select, edit, single out, structure, highlight, group, pair, merge, harmonize, synthesize, focus, organize, condense, reduce, boil down, choose, categorize, catalog, classify, refine, abstract, scan, look into, idealize, isolate, discriminate, distinguish, screen, sort, pick over, group, pigeonhole, integrate, blend, average, filter, lump, skip, smooth, chunk, inspect, approximate, cluster, aggregate, outline, summarize, itemize, review, dip into, flip through, browse, glance into, leaf through, skim, list, glean, synopsis, winnow wheat from chaff, and separate the sheep from the goats. (p. 50)

This chapter is guided by the conceptual framework that emerged during the literature review and from the research issue: *What is this thing being called scholarly*

activity in BC colleges? Linked to each of the research questions, the categories of the conceptual framework are identified as: definitions and distinctions; inadvertent influence; administrators' perspectives and predictions; and, organizational change and adaptation. Each of these categories is presented and shaped by the series of questions and sub-questions designed for the interviews (primary data) and the literature review (secondary data). The findings (expected and unexpected) are presented in this chapter and discussed in the final chapter.

Main Findings

The main findings from the primary data are: (a) there is no common definition of scholarly activity in BC's community colleges; (b) historical events, reports, legislation and initiatives influenced the emergence of scholarly activity, particularly the introduction of the community college baccalaureate and the opportunity to apply for external funding; (c) administrators' perspectives of scholarly activity are that it is beneficial, sustainable, growing, supported and encouraged; and (d) scholarly activity is an indicator of organizational change and adaptation, evidenced by change in college initiatives, policies and practice. A summary of the findings are presented, followed by a profile of the research participants and then the four main findings. In the final chapter the findings are interpreted and discussed.

A comprehensive section is offered on the manner in which BC's colleges are supporting and encouraging the practice of scholarly activity, including funding, in-kind support, education leave and policies and initiatives. Despite these opportunities which

support scholarly activity, there were several barriers identified, such as inadequate funding, lack of release time for faculty and in some cases, faculty attitudes. The intention of scholarly activity is presented, including information on economic goals and implications for faculty and students. Opinions regarding the role of the Ministry of Advanced Education in regard to scholarly activity are presented as well as administrators' critical perspectives on the recently released document, *Campus 2020* (Plant, 2007).

The current state of the practice of scholarly activity is identified and described. Examples are provided, as well as the use of the term, its relationship to the SOTL, and faculty involvement in scholarly activity. Scholarly activity is also identified and categorized as beneficial to faculty, students, the college and its community.

Administrators' perspectives of the emergence and influence on scholarly activity in the colleges are presented, including its evolution from an implicit notion to an explicit dimension. Influences on scholarly activity are identified as: a contagion effect whereby faculty encourage each other to participate; the university colleges; availability of external funding; collaborative degrees; the introduction of the baccalaureate degree; and support and encouragement from college administrators and faculty. Administrators' impressions regarding the future of scholarly activity are reported along with their final comments. Generally, growth and development are predicted for the future of scholarly activity in BC's colleges.

There were also unexpected findings such as the leadership of nursing faculty and the involvement of students in scholarly activity; the establishment of teaching and

learning centres, which support scholarly activity; faculty mentors' influence on scholarly activity; the inclusion of completing credentials in the definition; and new faculty expectations to conduct scholarly activity. These findings will be discussed in the final chapter of this dissertation. In this chapter and the next, all direct quotes from the research participants (senior administrators) are in *italics* and identified as (P1) through to (P12). The quotes are presented verbatim and edited minimally when necessary for clarification. The participant identification codes (P1 to P12) were automatically created by the qualitative software program, ATLAS.ti, used in this data analysis. These identification codes were designed to ensure accuracy and accountability of the participants' comments, and to protect their anonymity and that of their institutions.

Profile of Research Participants: College Senior Administrators

All of the research participants were senior administrators and had worked in the BC college system or higher education in various positions, including teaching. The administrators' responsibilities included overseeing 60+ campuses and centres located throughout the province, and providing leadership to approximately 15,000 faculty and instructors. The majority of administrators were male; three were female. Four of the research participants held master's degrees (one was a doctoral candidate) and eight held doctorates. While scholarly activity was part of their portfolio of responsibilities, when asked if it was explicitly named in their job description, only three administrators responded affirmatively. Other responses implied this responsibility was embedded in their work, as indicated by the responses, "*It would be [identified as] professional*

development” (P12); *“It’s worded as responsible for teaching and learning”* (P6); and *“It is not explicitly in the job description, but it is implicit”* (P9). One administrator summed it up as *“just one of those things,”* it is *“generic and so it probably falls under other duties”* (P3).

Another administrator, who had been recently appointed, made the following comment: *“We did some restructuring and it [scholarly activity] was identified”*; furthermore, *“the creation of my position, or one sixth of it, points to the institution’s seriousness about scholarly activity”* (P1). When asked to quantify the amount of time committed to administrative duties connected to scholarly activity, responses ranged from *“about a third of my job”* (P1) to *“probably about five percent of my time”* (P10). It was difficult to quantify, as it was *“being left on the edge of peoples’ desks”* (P1). The term and practice of scholarly activity has emerged as a dimension of the colleges in BC and for most institutions, *“for the last few years it [scholarly activity] has been one of the focus areas”* (P3). Since scholarly activity definitions, policies and initiatives are in development, some administrators were not sure if they would be able to contribute much to this study, as reflected in the following comment: *“I think I’ve said everything and a lot more than I actually know”* (P4). However, no matter what the stage of development of scholarly activity, all senior administrators had a great deal to say about the topic.

Definitions and Distinctions:

Defining Scholarly Activity in BC’s Colleges

The first main finding, there is no common definition of scholarly activity in BC’s community colleges, is presented with the definitions of and distinctions between its

related terms. It was evident in the literature review that there were distinctions between scholarship and scholarly activity, and numerous definitions of both terms as well as the related concepts of professional development, research and the SOTL (Boyer 1990; Day et al., 2002; Province of British Columbia, 1996a; Padovan & Whittington, 1998; Vaughan, 1988, 1992; Widdowson, 2003).

There appears to be a more common definition of scholarship, such as the criterion of peer review, while scholarly activity is presented from a multitude of understandings and definitions. The findings in this section echo the literature, in the variety of definitions provided by the administrators in this study. The following section presents the definitions of and distinctions between scholarship and scholarly activity. These definitions are from the individual administrators' perspectives, and not necessarily the institutional definitions, which are presented later.

Administrators' Definitions of Scholarship in the College Setting

We are teaching, we are learning and we are doing scholarship all the time. (P4)

When administrators were asked to define the term scholarship, as opposed to the term scholarly activity, a few commented that the term scholarship was “*a more generic term...a very general term*” (P4) that it is “*a broader category*” (P9). Four suggested there was no distinction. “*I'm not sure there is actually a distinction between the two*” (P1); “*I'm not sure that I have any kind of strict definition*” (P4); “*I think within my institution people wouldn't differentiate between scholarship and scholarly activity*” (P3); and “*One can interchange the terms and probably still come up with the same*

definition" (P6). Another administrator provided a rationale for why there are a variety of definitions: "There is an ambiguity to the understanding of what scholarship is; an ambiguity that is probably the result of no one actually having to sit down and look at it" (P9).

Other administrators offered their definitions and understandings of the term scholarship as:

Being a noun and so that it [scholarship] is something. (P7)

Creative, intellectual activity that's communicated to and validated by peers. (P12)

The actual scholarly output, scholarship: it comes in the analysis and ultimately in the enlargement of the sum total of human knowledge...There is a beginning, there's an end, there's a middle bit and a scholarly outcome. (P1)

Intentional research into educational activities and/or educational effectiveness. (P3)

Any sort of inquiry that has the element of review by peers and/or any kind of dialogue...To have ideas reviewed and discussed by peers and have some sort of conclusions drawn and then some sort of recommendations going forward. (P6)

Boyer's classification...in the college context I would emphasize the more applied aspects of those definitions, the scholarship of application, the scholarship of teaching but I wouldn't exclude the other two, the scholarship of discovery and the scholarship of integration. (P9)

Three administrators included the aptitude of the individual in their definitions: "Any time there is a more formalized reflection on anything, any time that you engage in any kind reflection or research" (P4); "Scholarship has more of a sense of quality...and attitude or approach" (P5); and "It is a form of inquiry, a way of thinking" (P8).

Another perspective offered by three administrators identified scholarship as financial aid for students: *“Through our foundation we provide scholarships...opportunities for students to come and take programs at the college”* (P2); *“Some kind of financial aid or gift towards a student based on some kind of merit”* (P10); and *“The scholarships that we provide, the scholarships that people can receive...a reward based on some kind of scale or criteria”* (P11). As noted in the literature section of this dissertation, this definition of scholarship (financial aid or awards to students) is not the focus of this study.

Administrators' Definitions of Scholarly Activity in the College Setting

There is no clear definition of scholarly activity, certainly a lot of discussion around how I have defined it. (P4)

The above quote summarizes the first main finding of this research: there is no common definition of scholarly activity in BC's community colleges. It also indicates the challenge facing administrators when asked how scholarly activity was defined in their institution. In addition, one commented on the confusion about the term: *“...Over time I think it has become quite blurred and at one time it might have been more distinct”*. (P6).

Administrators offered many definitions of scholarly activity: they defined what it was, and one defined what it was not. The following list summarizes the definitions of scholarly activity in BC's community colleges, and as one administrator emphasized, *“in the context of this college”* (P4). During the data analysis several categories of definitions of scholarly activity became evident. These categories are based on the way

in which administrators defined scholarly activity: broad; research-focused; applied and pragmatic; action-oriented; and related to teaching and learning. In their definitions half of the administrators mentioned the concept of teaching and learning and over half (7) referred directly to the term research.

Broad

The whole umbrella of scholarly activity. (P2)

A variety of types of research. (P8)

It takes many forms depending on what area you are in and how you can make it work...[scholarly activity is] broader than what people think of as research. (P6)

Research-Focused

Research and creative activities. (P6)

Something that a person can be engaged in... to investigate new information... they can do that in a very theoretical way or they can do that in a very applied way. (P8)

Any desired investigation of an area of knowledge whether it be physical or emotional or psychological. (P3)

Applied and Pragmatic

It's very applied, it's very practical. (P4)

Very applied, working with communities, community-based research, service-based. (P9)

Using the college as a laboratory to discover interesting things and better ways of doing things...with a view to improving it. (P4)

Action-Oriented

Dissemination of knowledge. (P1)

The actions around scholarship. (P7)

The practice of the scholarship. (P9)

Teaching and Learning

Teaching and learning and service...to reflect on what we do and hopefully to make it better. (P4)

Scholarship of teaching and learning. (P1)

Doing some base research in a scientific or academic nature that still has a tie to what we teach. (P6)

Something that contributes to one's depth of understanding of the fields that you are working in or teaching. (P5)

Teaching, learning and technology. (P4)

One administrator commented, "You know, scholarly activity...I [use] the word *research*" (P10). Day et al. (2002) argue that scholarly activity is distinct from research. Two administrators suggested scholarly activity and research were somewhat distinct, as reflected in the following comments:

I do see sort of a boundary between research and scholarly activity to some degree, but it is very blurred. (P6)

While scholarly activity is often confused with research and there are people who think it is just another term for research, I don't, and I think that many people at the college recognize the distinction between the two. Scholarly activity is more encompassing than research... [Research] is a form of scholarly activity but not all scholarly activity is necessarily research. (P5)

Another commented that scholarly activity was not "theoretical in any way at all...we are not trying to expand the discourse on some teaching and learning theory" (P4).

Defining Professional Development

Connected to the term scholarly activity is the concept of professional development which has been associated with colleges since their inception. In the literature it was suggested professional development was a precursor to scholarly activity (Province of British Columbia, 1996a). Administrators expressed disparate opinions about the definition of the terms professional development and scholarly activity, as indicated in the following comments: *"It's very clear, professional development and scholarly activity—I haven't seen any intersection"* (P6); and in contrast, *"For us, scholarly activity is defined as professional development"* (P7). Others commented that scholarly activity *"would be linked to professional development"* (P10), and *"professional development is as close as we get to it [scholarly activity definition]"* (P2). One administrator linked the definition of scholarly activity to the topic of this study and suggested, *"I think professional development is broader than scholarly activity, but I'm not sure that's true because scholarly activity is very broad, and in my experience not a very well-defined term, which is probably why you are doing this study"* (P12).

Influences on the Emergence of Scholarly Activity

The second main finding that historical events, reports, legislation and initiatives influenced the emergence of scholarly activity, is presented in this section. In the literature review, several events and factors were identified to have influenced the emergence of scholarly activity in BC's community colleges, including the process of globalization and academic capitalism (Ivany, 2000; Julien, 1989; Levin, 2001; Slaughter & Leslie, 1997; Walter, 2001). It was suggested that changes such as the introduction of

the community college baccalaureate (Levin, 2004; Skolnik, 2005), the establishment of the university-college system (Dennison, 1992), and the opportunity for external funding (Eastman, 2007; Pfeffer, 1982) have influenced the development of scholarly activity.

When administrators were asked to account for the emergence of scholarly activity in their institution, they identified several factors. I have categorized these factors into the following themes: a contagion effect, influence from the university colleges, collaborative degrees, the introduction of the college baccalaureate and requirements from the Degree Quality Assessment Board, the availability of external funding grants, pressure from within the institution, and other influences.

A Contagion Effect

An unexpected finding was identified as a contagion effect. Administrators indicated that some faculty were influenced to conduct scholarly activity by other faculty within their institutions, and in some part, through their colleagues at the university colleges. Four administrators suggested scholarly activity evolved in their institution in part from the exposure to scholarly activity being conducted by faculty and institutions. It appears that being exposed to the concept of scholarly activity was contagious for some and therefore, I labelled this a contagion effect. Administrators' comments are as follows:

People can see...where they are going with their various scholarly activity and it sort of inspires other scholarly activity. (P4)

There is a lot of interdepartmental mingling and a lot of interdepartmental discussion. (P5)

It [influence] would be through individuals who maybe had exposure or experiences around scholarly activity. (P7)

Influence from the University Colleges

In 1989, the first university colleges were established in BC. These newly formed institutions offered degrees in partnership with established universities. Eventually, in 1995, the *College and Institute Act* (Province of British Columbia, 1996b) was amended for university colleges to “begin offering degrees in their own name” (Church, 2002 UNBC History. 1987-1994 ¶2). Several administrators suggested that the establishment of these institutions was an influence on scholarly activity in BC's colleges.

I think scholarly activity starts to become a term used in those kinds of arenas [university colleges] which has kind of...gone off to the community colleges as well. (P11)

In the 1980s and 90s, and this is particularly true at the university colleges, they were able to attract people, and it was necessary for them to attract people with PhDs. (P1)

With the development of the university colleges I think it [scholarly activity in colleges is due] to the fact that we have university colleges. (P9)

They had PhDs and they were hired to teach in degree programs, so that brought a lot of university culture into the university colleges...so when the colleges start offering degrees you've got the same thing because the faculty at the colleges have the same sort of training and so we're offering degrees, well therefore we have to be doing research. (P12)

Collaborative Degrees

Before colleges were able to grant degrees in their own name, many of these institutions were offering degrees in collaboration with university colleges and universities. This solution was initiated to provide education opportunities to more

students. An unexpected outcome of this was the influence of collaborative degrees on the development of scholarly activity. Four administrators describe the influence of collaborative degrees on the development of scholarly activity in their colleges.

For us in our collaborative efforts with [the university]...partnerships like that—then of course the university wants to see some level of scholarship among faculty who are teaching at the third and fourth year level. (P3)

Part of the overall partnership...we are thinking more in terms of the linkages that could occur with more of a focus on scholarly activity. (P2)

We are pursuing joint degree opportunities so that influence probably from higher education has had some impact. (P7)

Another thing that has helped our cause...in terms of scholarly activity is [a project] which is a part of the University. (P11)

The Introduction of the College Baccalaureate in BC

In 2002, BC legislation enacted the Degree Authorization Act to permit colleges to grant baccalaureate degrees. At the time of this study, half of the colleges granted degrees, one did not and five were in the development stage. To offer baccalaureate degrees colleges needed to adapt to meet new criteria. All administrators made comments to suggest that the introduction of the college degree was a direct influence on scholarly activity in their institutions. One administrator summed it up with the response, “*I think it’s tied to the degrees*” (P12).

I do think it [BA degree] is one of the major drivers for the future in terms of scholarly activity, part of the maturation of the college and also the degree stuff is going to change our expectations around that...if we do a degree...there will probably be some pressure there for us to support scholarly activity. (P4)

There is a certain amount of scholarly activity expected in a couple of departments...that are offering bachelor degrees....starting to put a little

more emphasis on scholarly activity...that certainly has influenced scholarly activity. (P5)

Having baccalaureate offerings here has really pushed the envelope when it comes to being more scholarly in our work. (P3)

With the development of degrees...we as an institution became more aware that we have increasing responsibility to promote and support scholarship and scholarly activity. (P8)

As we move towards and look at the whole business around applied degrees...to do that you begin to have people who want to look at some kind of research. (P10)

We get into applied degrees...external accreditations...we ask the question...what kind of scholarly activity do you pursue, or does the department pursue, or the individuals pursue...the fact that applied degrees are being or are trying to be put on par with the baccalaureate kinds of degrees from the university system and to get equivalent kind of recognition there is a drift towards the faculty in the college system fulfilling similar roles to what there are in the university. (P11)

There was also evidence that the introduction of the college baccalaureate influenced the need for faculty to “*get their advanced credentials*” to meet the “*requirement for teaching in a degree program*” (P7). This administrator made the connection between the need for higher credentials and the emergence of scholarly activity.

Degree Quality Assessment Board (DQAB) Requirement

Before a degree can be granted by a college in BC, an extensive process is involved. The Degree Quality Assessment Board (DQAB) oversees the process and recommends whether the institution can grant a degree only after meeting specific criteria, one of which is demonstrating the ability to conduct scholarly activity. One

administrator questioned the influence of this DQAB expectation on the development of scholarly activity in the college setting.

Structurally as an institution are we set up to support and encourage scholarly activity, so do we have a policy, do we have some resources we are putting into this, do we show structurally that this is a function [at the college], and then...how is support of scholarly activity embedded within the degree program? (P8)

Availability of External Funding Grants

Until 2006, community colleges in Canada were not eligible to apply for external funding from the NSERC. When NSERC announced that colleges could apply for grants, some of these post-secondary institutions began to establish policies and practice to meet the criteria for funding eligibility (Bélanger et al., 2005; Corkery, 2002). Two of the colleges in this study, had established funding eligibility, and others were in the process of applying for eligibility (5), or were considering it (2). One college had no plans to pursue eligibility and two administrators offered no comment. Two administrators saw this change as an influence on scholarly activity in their institutions.

We are attempting to get NSERC status and after that SSHRC, so we are trying to put the structures in place...ACCC [Association of Canadian Community Colleges] and HRSC Canada [are] saying you know colleges should and could and must play a more critical role in applied research. (P3)

NSERC has changed things in the last few years to get more funding available for small institutions or colleges. (P6)

Institutional Influence: Pressure from Within

As well as external pressures that influenced the development of scholarly activity, several administrators also suggest it was influenced by faculty and administration within the institution. Their comments included:

The vice president has been motivating policy development. (P3)

There are departments that have started to put a real emphasis on scholarly activity...the nurses...pressing for more scholarly activity from within the department. (P5)

Pressure from at least the administration side. (P10)

They [faculty] want to see that legitimately recognized under policy at the college level. (P11)

Other Influences

There were some responses that did not fit the categories described in this section, so I have labelled these as other influences. First was the notion that international education influenced the evolution of scholarly activity. *"We are doing some international work...and the company asked for the college portfolio or CV...they wanted to know if people had done scholarly work in a specific area"* (P10). Finally, two administrators suggested that scholarly activity emerged as *"part of the maturation of the college"* (P4) and *"all of this is part of whatever trend there is"* (P9).

Scholarly Activity: Administrators' Perspectives and Predictions

The third main finding, administrators' perspectives of scholarly activity are that is it beneficial, sustainable, supported, encouraged and developing, is presented in this section. The findings are presented under the categories of college culture and institutional identity; institutional definitions and policies of scholarly activity; the intention of scholarly activity; initiatives that support scholarly activity; the provincial ministry responsible for post-secondary education; scholarly activity: the practice in BC's community colleges; the SOTL; who is conducting scholarly activity and why; benefits of scholarly activity; from implicit to explicit; and scholarly activity is sustainable.

After administrators offered their definitions of scholarship and scholarly activity they were asked to comment on their college culture and institutional identity, institutional definitions and intentions of scholarly activity. Despite the fact that scholarly activity has emerged and is acknowledged in the colleges, there are only two institutional definitions and policies. Institutions have various intentions of scholarly activity, including economic reasons and benefits to faculty, students and the college. The question was asked about the extent of institutional support of, or initiatives for, scholarly activity. Administrators identified support and encouragement to conduct scholarly activity, financial resources, education leave, flexible schedules and in-kind support, such as office space and use of college facilities. An unexpected outcome in this section was the finding that most colleges were developing or considering a teaching and learning centre which would support scholarly activity. In addition to the institutional

support and encouragement, barriers to conducting scholarly activity were identified. Administrators offered their opinion on the role of the Ministry responsible for advanced education and the recently released document, *Campus 2020* (Plant, 2007) and its implications for scholarly activity. Administrators provided examples of the practice of scholarly activity and the SOTL in BC's community colleges and their opinion on faculty involvement. Many benefits were attributed to scholarly activity including benefits to faculty, students and the community. Finally, administrators offered their perspectives on the progression of scholarly activity from implicit to explicit and their predictions for the future. These findings are presented next and discussed in the final chapter.

College Culture and Institutional Identity

In the literature review, scholarship and scholarly activity were identified as part of a university tradition, and historically not an explicit element of the college culture (Palmer & Vaughan, 1992). However, Vaughan (1988) claimed that defining and embracing a term such as scholarly activity will contribute to a "culture of scholarship" (p. 28) and become part of the philosophy of the community college. With the emergence of scholarly activity in BC's community colleges, one of the questions posed to administrators was to comment on the culture of scholarship in their institution.

Two administrators commented, "*There is not much of a culture around here*" (P4) and "*I can't see that it would reach a critical mass*" (P3). Also, the culture of scholarship was identified as a particular area of the college: "*The nurses, that's the department that as a whole...has its own sort of culture and have been pressing for more scholarly activity*" (P5). Another administrator claimed the college "*had a culture of*

discussion about our teaching” (P6). Several administrators reported that a culture of scholarship was “emerging” (P2, P3, P6) in their institutions. To account for this culture shift, one administrator offered the following comment: “When you hire PhDs who have been trained traditionally they come with a research agenda...so as you start to bring those people in the culture starts to change” (P12).

With a responsibility to encourage and support scholarly activity, one administrator suggested that *“the culture of the college is such today that it [scholarly activity] is sustainable” (P9). Finally, two administrators commented on the limits to building a culture of scholarship.*

A collective agreement is entirely built around the teaching process so how do you create enough space and how do you assist a culture shift...culture change takes some time and it almost has to be an individual choice. (P6)

It would vastly change the character of the institution. If the funding model changed and it allowed more people the opportunity to participate in scholarly activity then I think it would potentially have a huge change on the character and culture of the college. (P3)

Institutional Definitions and Policies of Scholarly Activity

It's an institutional commitment...[with] no institutional definition. (P6)

The above statement summarizes the current state of scholarly activity policy development and definitions in most of BC's community colleges. Scholarly activity is acknowledged and supported and the term is used, yet the colleges are grappling with the definition. Administrators described scholarly activity as *“something different” (P1)* and creating a *“struggle with the philosophical definitions” (P6)*. Only two of the 12

colleges in this study had distinct institutional definitions and policies (described in Chapter 2). During this research, one policy definition was updated and a definition of *research* was added. This update is included in this dissertation. Four institutions were considering developing a scholarly activity policy and the comments from administrators were, *"We may look at it in terms of defining... "I see this is on the horizon" (P2), "I'm sure it's been talked about" (P5); "The vice president has been motivating policy development (P3); and "They [faculty] want to see that legitimately recognized under policy at the college level" (P11). Five of the institutions do not have a definition or policy, one college's policy is in development and "is forthcoming" (P1) and one institution has a department policy, but no immediate plans to expand the policy to include college-wide scholarly activity.*

Reasons for not having a policy or definition were offered: *"It's not on the front burner" (P5), and "In some of the smaller institutions...it's never been part of our dialogue or consideration" (P2). Comments regarding incentives to develop a policy included establishing eligibility for external funding. Several administrators expressed an interest in a scholarly activity "framework" (P2, P4, P9) that would be "something for us to use" (P2). Most (9) of the research participants indicated they are waiting for the results of this study because it would be "beneficial and useful" (P11) in their planning and that "[the researcher] coming up here...and asking these questions is a bit of a push for me to get more done" (P9). Administrators want to find out "what is really going on in colleges" (P6), "what other people are saying" (P5) and what "other colleges are doing" (P12). Several administrators will consider developing a policy "after looking at some of your [this] research" (P10). In addition, two administrators commented that*

they were “*looking forward to the results [of this study] (P2, P6)...and hopefully though it can be something that the Ministry [of Advanced Education] will take a look at as well*” (P6).

The Intention of Scholarly Activity

There is only one thing that matters in the college sector, that's FTEs [full time equivalent]; that is the only key performance indicator. (P1)

The above quote by an administrator summarizes the mandate of colleges in BC. FTEs are used as an accountability and funding factor whereas scholarly activity is not. Findings in the literature review suggest that with reductions in government support, post-secondary institutions were seeking alternate sources of funding (Buchbinder & Rajagopal, 1993; Dennison, 2000; Fisher et al., 2001; Newson, 1993; Ramsden, 1998). Therefore, it was an assumption that one intention of scholarly activity would be for colleges to consider scholarly activity as an avenue for additional funding. Administrators were asked to comment on the intention of scholarly activity in their institution. Several categories became evident, including economic goals, faculty and teaching enhancement, enriching the student learning experience and building community connections.

Scholarly Activity as a Means to Economic Goals

Administrators were asked if scholarly activity was a means to economic goals. The responses were mixed and ranged from “*absolutely, without question*” (P6) to “*I think that is very rare*” (P5). For various reasons, not all administrators responded to this

question. Two administrators indicated scholarly activity was a means to economic goals in their institutions, three indicated it was a possible means and four administrators stated that scholarly activity was not. These comments suggest there is no clear support for this intention.

Two administrators offered comments that scholarly activity was a means to reach their institutional economic goals.

Absolutely without question...there is a definite economic impact with scholarly activity that goes on. (P6)

It [scholarly activity] could definitely be identified as an economic gain in terms of faculty development and raising the profile of the institution. (P7).

Two administrators suggested that scholarly activity was a possible means to achieving economic goals in their institutions: “*There is a recognition that there may be some possible economic benefits*” (P3), and “*It could be*” (P2).

Four administrators suggested that scholarly activity was not a means to meeting their institutional economic goals.

Certainly not as primary goals...that is certainly not the prime motivator here. (P3)

Not really, no. I think if anything the costs involved at the moment are greater than anything we are bringing in. (P8)

Not really, if anything it [scholarly activity] can pull us away from...FTEs. (P1)

I think that is rare, in a sense that I don't think there are very many universities that count on their scholars, their faculty to actually make them money or make money personally somehow through their scholarly activity; we don't. We certainly don't. (P5)

In addition, administrators explained whether scholarly activity did or did not meet their economic goals. They suggested economic benefits such as providing employment, compared to no economic benefit in that scholarly activity is for the pursuit of knowledge. *"Its first full year of operation [a grant for scholarly activity] allows me to keep three people working and provide a service our local clients" (P6)* and *"I think that people pursue these activities...I don't believe for the economic benefits; I think the pursuit is actually of new knowledge and new ideas" (P11)*.

Faculty and Student Experiences

Besides economic reasons for the intent of scholarly activity, other areas became evident when administrators discussed this topic. The intent of scholarly activity, in the words of one administrator, is summed up as, *"well, two-fold" (P8)*, for both faculty and students. This administrator's comment describes the findings of this section. Seven of the responses indicated the intent was faculty enhancement, and five responses indicated it was improving or enriching teaching for the benefits of the students. In addition, two administrators commented on the intent to connect with communities through scholarly activities and one administrator indicated the intent was *"to give support, to incubate, to grow applied research projects" (P9)*. Administrators' responses are grouped into the themes of faculty enhancement, the student experience, improving or enriching teaching, and community connection.

Faculty Enhancement

To keep faculty up to date in their fields...It [scholarly activity] enriches work and it makes them happy and more effective and...more reflective... keeps them current in their disciplines and their teaching methods. (P1)

To enhance individual awareness, skills and evolution of education...support our faculty who may be in the process of completing a master's degree or...doctorate. (P2)

To serve some faculty intellectual curiosity. (P3)

To enrich the professional foundation that faculty draw upon. (P5)

To support people as best as the division can in terms of professional development. (P7)

To promote the capabilities and knowledge of our faculty. (P8)

To develop themselves professionally. (P11)

The Student Experience

As part of our student centred approach. (P6)

It engages the faculty member who then goes back to her classroom and is excited and energized then that's great for the student. (P1)

To improve opportunities for our students, I believe it has to come back to our students...The tie to students and...enrich our programming. (P3)

To promote the type of instruction that we are able to provide for students. (P8)

Improving or Enriching Teaching

To promote a higher level of teaching and learning as part of a learning organization. (P6)

To enrich the professional foundation that faculty draw upon in their own teaching. (P5)

[To] become more reflective in terms of what they [faculty] teach. (P1)

[To foster] teaching as scholarship. (P7)

Community Connection

Some of our scholarship comes from the communities, to recognize community based knowledge holders. (P9)

We have defined a speakers list and expert lists that could be accessed by the community or the public if they want a speaker. (P7)

**Initiatives that Support Scholarly Activity:
Administrative, Financial, Institutional and Symbolic**

Despite the fact that only two institutions had formal policies and definitions of scholarly activity, the administrators from all institutions claimed there was encouragement of, and support and initiatives for, scholarly activity. Upon analysis, the data indicating encouragement and support fell into the categories of administrative, financial, institutional and symbolic. Two subcategories became evident within the institutional support and symbolic action category: One was teaching and learning centres as support for scholarly activity, and the second, the establishment of a scholarly activity coordinator or similar position. Some of the teaching and learning centres were already established or under development; as well some administrators were considering a scholarly activity coordinator position. An unexpected finding reported was faculty providing mentorship or encouragement to other faculty to conduct scholarly activity.

Administrative Support for Scholarly Activity

I have seen nothing but benefit to having faculty more engaged in other aspects of inquiry rather than the old teaching mill approach. (P6)

When asked if their president was supportive of scholarly activity, all but one indicated support. In the one instance of non-support, it is more accurate to state that of support. The one administrator who expressed uncertainty about the level of support made the comment, *"It's on [the president's] mind...that everybody else has done something and we haven't...so is that supportive?" (P12)*. Other comments ranged from

“very much so” (P8), “absolutely” (P1), “very supportive” (P7) to “there is probably some push internally from the president in terms of developing this as one of the new dimensions of what a college could be” (P3). Administrators commented about support and encouragement from other senior administrators and their college board. One administrator commented that “scholarly activity is mentioned in the academic plan” (P7). Additional comments that indicate administrative support include:

Our VP was a serious scholar and has always placed a good deal of emphasis on scholarly activity. (P1)

There are individuals who certainly champion scholarly activity—one of the deans. (P6)

[The president's] commitment to a pursuit of excellence and supporting people in terms of their individual aspirations. (P7)

The college board and senior management team certainly are the ones who support the budget...to fund scholarly activity. (P8)

Making it clear that as a dean you have a responsibility to try and promote as much as you can scholarly activity within your Faculty. (P8)

[There is] a new emphasis in the administrative structure that will support staff. (P9)

One administrator offered this example of administrative support: “We had a re-visioning at the executive level in the summer.” As a result of this re-visioning, the following statement was added to the strategic plan: “We will support the development of innovative scholarly approaches to teaching and learning, and...will continue to expand our capacity to conduct applied research” (P6). Even with an institutional focus on and support for scholarly activity, one administrator cautioned “We need to maintain a balance” (P8).

Financial Support for Scholarly Activity

I'm encouraged by...senior management teams...divvying up resources to make sure there are resources coming for this particular purpose. (P8)

When asked about institutional support for scholarly activity, “*there is an array of resources*” (P8) was one response which was echoed by most administrators.

Financial support for scholarly activity is typically offered by means of paid leave and funding from the college. Most of the funding is administered through professional development budgets [Common Professional Development Funds], which are part of the collective agreements bargained at a provincial level with the various faculty associations and the colleges.

Besides the established allotment of professional development funds, four colleges have added additional funding initiatives to support scholarly activity. One administrator commented the college was “*divvying up resources...for this particular purpose*” (P8). Responses showed that the amounts of these additional funds range from \$2000 to \$5000 per faculty member. Administrators made the following comments about the designated extra funds for scholarly activity: “*We have a scholarly activity fund and we have set up a peer adjudication committee...they review the applications and adjudicate who will receive the funding*” (P8), and “*We are doing quite a bit more ambitious projects now and these are funded about \$5000 a piece*” (P1).

In addition to regular paid leave, one administrator mentioned flexible options such as “*the possibility of leaves of absences, sometimes they are without pay...there are arrangements...there are options...[faculty] can build up time and take time off*” (P9).

Over half of the administrators mentioned external grants as a funding source used within their institutions. These grants allow faculty time and resources to conduct scholarly activity.

All of the administrators commented that professional development time included “two months...if they are a full-time instructor” (P12), or the “twenty days per year for professional development” (P7) in combination with the standard “non-instructional duties or non-teaching days” (P3). All of this allotted time provides opportunities for scholarly activity. One administrator provided a detailed account of facilitating a block of time for scholarly activity through professional development time and flexible arrangements.

I'm often asked, "How are we supposed to do scholarship in our workload that is built entirely around a collective agreement built on teaching?"...Under their collective agreement they get 22 days of professional development, so people can use that pretty well as they want. So if faculty wanted to take that month to do some research, they could. Also as part of the collective agreement they have 34 days of assigned duties which are typically non-instructional duties...so faculty can also arrange, say, "I have this research project that is going to take me two months so can I use my PD and my month of my assigned duties to do this?" That is an arrangement they can make with their school chair...A most reasonable school chair would say, "Yes, if I can get three days of your assigned planning meetings" which they have every year and the rest of the time flat out so there is space in the collective agreement in a faculty member's working year that can be spent on pursuing inquiry. (P3)

The same administrator suggested “anything is possible” (P3). Finally, one administrator admitted the current scholarly activity funding was not perfect, and “not everybody gets everything they want” (P4). In contrast, another was “encouraged” (P2) by the funding support offered by the college.

Institutional Support for Scholarly Activity

In addition to financial support for scholarly activity, colleges were able to offer “*in-kind support*” (P3). For example, if a faculty member is on leave to work on a scholarly activity project, the faculty member is entitled to “*having an office, supplies...and [if applicable the college will handle] the administration of their research grant*” (P3). At another college, the administrator mentioned, “*If someone needs to come in and use a lab to do their project then they would get time in the lab*” (P8).

Other examples of institutional support for scholarly activity were identified:

We have been running a number of workshops to build capacity of faculty engaging in scholarly activity...We have brought in a resource person who teaches people how to write grants...we have tried to bring faculty together and get them to share information about what they are doing with their scholarly activity. (P8)

There is infrastructure like my office...this office is dedicated to [supporting] it because it is about applied research, it is about teaching and learning. (P9)

Each year we...bring in...a visiting scholar. (P6).

A few institutions were not as dedicated to the practice of scholarly activity as indicated by this response: “*It’s around, we are aware of it, we are going to try and support it wherever we can, but right now I don’t see it as a major issue*” (P4).

Physical Spaces and Symbolic Actions

Included in institutional support is the notion of physical space, and “symbolic behavior” (p. 10), as described by Peters (1978). He argues that institutions reinforce organizational values and goals by this means, and they are indicators of administrators’ leadership. Eckel et al. (2001) support this argument and claim physical space and a designated budget go beyond appearance to actually produce change. The findings of

this research indicate that some colleges provide physical and virtual space, human resources and initiatives to support and showcase scholarly activity; these findings are presented next.

Teaching and Learning Centres

An unexpected finding of this research was the institutional commitment to developing teaching and learning centres. Administrators were not asked directly about these centres; they volunteered the details. Typically a teaching and learning centre provides resources (print and electronic), physical and/or virtual space, a coordinator, workshops, access to experts and other resources to support faculty in their teaching role. Some of these centres are already established as a physical space within the college, while others are in the development stage. Although not primarily intended to support scholarly activity, several administrators commented on the contribution of these centres to scholarly activity.

We have just established a Centre...part of the role of that Centre is to oversee the research and scholarship that does take place. (P4)

We have an Institute...that helps facilitate scholarly activity and professional development. (P7)

Several more colleges were in the development stage of creating a centre for teaching and learning. One administrator said, “*My personal plan is to put into place a teaching and learning centre...to encourage faculty to do scholarship on teaching and learning*” (P12). Typically, the titles given to these centres included such terms as *Centre for Instructional Development; Institute for Learning and Teaching; Teaching and Learning Commons; and, Centre or Institute for Leadership, Instruction and*

Learning. When asked about the location of the centre under development, one administrator commented, *"I would love a physical space or even a virtual space"* (P1). Another administrator indicated they were launching *"our own scholarship of teaching and learning website in the College, and it will have a modest beginning"* (P3). The intent of such centres is to provide *"various support for that which ties into scholarly activity"* (P1).

Scholarly Activity Coordinator

When asked if their college had established a scholarly activity coordinator position, one administrator responded affirmatively. Another commented that their college had appointed a related position, a *"research coordinator who is providing some leadership and some coordination on some of the external funding connections"* (P11). Another administrator commented, *"That is something we are looking to establish"* (P1). Five of the institutions were considering establishing a coordinator position: *"We would love to have one"* (P3), and *"I can see it happening somewhere in the future"* (P4). The following comment captures the state of coordinating scholarly activity in the colleges and the need for such a position.

The reason I say it's on a wish list is there are a number of activities that we are undertaking that somebody is doing it off the side of their desk and we keep saying we need to do something to support these activities somehow (P3).

Two administrators indicated a coordinator position was not likely in their institution. *"There isn't one and that's even less on the front burner...it has never been put forward as a priority as a proposal, at budget time"* (P5), and *"I can't imagine a position that is just that right now"* (P9). Finally, one institution was under pressure to

establish a coordinator's position because *"we get requests from the faculty and they point at everybody else who has one and we don't"* (P12).

Celebrating Scholarly Activity

Administrators were asked if their institution showcased or celebrated scholarly activity. Five administrators responded that their institutions did, *"in a variety of ways"* (P6), such as announcements in newsletters and events. Others commented that *"because of our distance and location...[we] bring people together"* (P2), one institution holds an *"employee recognition program"* (P10), another showcases scholarly activity *"through a series of workshops"* (P9), and one sponsors an annual *"celebration"* (P8) of scholarly activity. Several commented that it was a part of the college infrastructure but was *"not as much as they should be"* (P11), and that celebrating scholarly activity was *"kind of minimalist"* (P3). Another administrator commented that scholarly activity was showcased *"informally...within particular departments people will get together and there will be seminars and things that faculty will engage in"* (P4). This also appears to be an area of development for some institutions as evidenced by the comment, *"We are at the starting end of that curve"* (P1).

Faculty Mentors

In addition to institutional support, another source of encouragement for scholarly activity was identified as faculty who mentored other faculty or offered *"peer support"* (P4). This finding was unexpected because it had not appeared as a factor in the literature review. When asked about institutional support and encouragement of scholarly activity, several administrators made reference to faculty, such as:

There are a handful of faculty who have always been engaged and I think model very good standards for other colleagues. (P1)

I think the community of people who are doing that [research] is getting bigger and they encourage each other...faculty...who enjoy being involved in scholarly activity themselves and therefore encourage the college to be more supportive of it. (P5)

It [scholarly activity] has an indirect or spin-off to other schools and departments where they are seeing faculty really enjoying other aspects of the work, being recognized for it. (P3)

Barriers to Scholarly Activity

Although administrators identified encouragement and support for scholarly activity within their institutions, they also offered several comments related to the barriers to scholarly activity. These comments have been grouped into the categories of faculty factors, faculty apprehension, financial barriers and institutional infrastructure. Financial and institutional barriers appear to be the biggest challenge to administrators. It was unexpected to find that some faculty are apprehensive about scholarly activity.

Faculty Factors

It's difficult for faculty to engage in scholarly activity unless there are those opportunities provided—so it requires resources. (P7)

There is no pressure to do research and it is a little bit harder for faculty to see the rewards of going the extra step. (P12)

That's a bit of a shift for people though too, because [of] the faculty culture. (P3)

Faculty Apprehension

Maybe the people who are opposed to it will retire in the next couple of years, but we will see. (P1)

Some people within the institution are afraid of it; they are afraid we will turn into a little university. (P3)

The older ones [faculty] were a bit more jaded I think. (P9)

Financial Barriers

The big problem is the funding. (P12)

We have no money to do this. (P4)

The challenge we have as a small institution is the funding. (P10)

Institutional Infrastructure

How can we do scholarship on a small campus where we don't have research labs, we don't have TAs, we don't have research assistants, and we may not be eligible for Tri Council funding [CIHR, NSERC, SSHRC]. (P1)

The main issue right now is that we have no mandate to do this. (P4)

A collective agreement is entirely built around the teaching process so how do you create enough space and how do you assist a cultural shift...We're run on committees and it's really tough to find the volunteerism for people to come out...we're down to two people and now we have to rebuild the committee and then we have all this work that is piled up. (P3)

In part that's not intentional or unintentional...we're just a little busy. (P6)

There is really no incentive here for people to do it [scholarly activity]...it is not very well supported. (P12)

The Ministry of Advanced Education's Role in Scholarly Activity

We are a college and remain a college and we need to maintain a balance. (P8)

It was reported in the literature review that the only definition of scholarly activity provided by the ministry responsible for colleges, institutes and agencies was from the Ministry of Education, Skills and Training in their strategic plan, *Charting a New Course* (Province of British Columbia, 1996a). Subsequently, at the time of this study, the BC Ministry responsible for post-secondary education, Advanced Education, has not updated or changed this definition and claims it has no definition of scholarly activity. None of the administrators in this study commented on this lack of an official definition except one. This administrator did not think the Ministry of Advanced Education needed to provide a definition of scholarly activity, and stated, *"I think we as institutions are defining for ourselves what is suitable"* (P8). Several administrators in this study had more to say about the role of the Ministry in relationship to scholarly activity.

At the time this research was conducted, the provincial government department responsible for post-secondary education in BC was the Ministry of Advanced Education (AVED). Subsequently, the Ministry has changed its name to the Ministry of Advanced Education and Labour Market Development. Responses to the question regarding the role of the Ministry of Advanced Education in relation to scholarly activity were varied. One administrator indicated that the Ministry was aware of scholarly activity but hesitant to acknowledge it, as demonstrated in the following comment:

Okay, this is what is going on, and it's probably not a bad thing; in fact it's a good thing and therefore let's not be scared of it. But there is certainly some of the old feelings out there, "Oh wait a minute, no don't let that happen, don't let them [the colleges] out of the box." (P6)

Since the Ministry of Advanced Education governs policies and funding in BC's community colleges, the administrators in this study were asked for their views on the role of the Ministry in regard to scholarly activity. The responses were mixed. Some administrators felt "*on the whole, AVED is benign*" (P1) on the issue, a few reported encouragement and support for scholarly activity, but most did not. One commented the Ministry was connected to scholarly activity "*only by accident*" (P4). This administrator continued to explain that the college had received project funding from the Ministry and it included some research, something that was "*bigger than the proposal*" and not expected by the Ministry, but it was funded anyway. Two administrators praised the efforts of a Ministry initiative which has since been closed, the Centre for Curriculum, Transfer and Technology (C2T2). "*There was a certain amount of scholarly activity stuff that I think they did [C2T2] that would be quite legitimately described as scholarly activity that they supported. But that seems to have all disappeared*" (P5), and "*It [C2T2] was a huge benefit, the resources that were available to us*" (P2).

I have categorized other responses to the perceived role of the Ministry of Advanced Education in regard to scholarly activity as neutral; contradictory; not supportive; and supportive.

Neutral

They really don't have a lot to say about it, they haven't discouraged us...for the colleges it's down to us. If they wanted to reward scholarly activity...that would be interesting. (P1)

What has the Ministry really done? My answer would be nothing that I can see. (P5)

If it [scholarly activity] is something we are doing and it helps our communities and it helps our programming, that's nice, but it doesn't seem to be a big focus for them. (P3)

I don't believe that they are recognizing it [scholarly activity] explicitly...If they recognize it then they don't say it...they don't say it in policy, they don't say it anyway. (P11)

Contradictory

There are words of encouragement, but there are no resources following it. (P3)

Not Supportive

They would like us to get busy on our work and fill the seats that we have been funded for; that is their top priority by far. (P4)

There is the perception that while universities do research, university colleges can engage in applied research, and colleges no...AVED does not fund, giving us dollars to do that. (P6)

So we had a little bit of budget in our research line...to support a research agenda of the institution...which the Ministry would obviously freak out at. (P6)

In the college setting, not knowledgably no. (P9)

Supportive

They were supportive of providing some funding. (P2)

...Having Moura Quayle as Deputy Minister of course, the understanding is far superior than it ever has been in terms of what this [scholarly activity] is all about...and [she is] trying to figure out what are these colleges doing. (P6)

I guess they have acknowledged it [scholarly activity] many ways through these professional development funds...it is acknowledged and appreciated...here it is probably a lot more subtle. (P7)

They did support a workshop we had here...and that was aimed at the scholarship of teaching and learning. (P9)

One administrator summed up the role of the Ministry of Advanced Education with this comment: *"As far as AVED is concerned, all we do is teach"* (P12).

Campus 2020

In April 2007, the report *Campus 2020* (Plant, 2007) was released. This document, commissioned by the Ministry of Advanced Education, had the mandate to consult, review and make recommendations that would shape BC's post-secondary institutions until 2020 and beyond. Administrators were not asked specifically about the *Campus 2020* report but most administrators (8) commented on this report in regard to scholarly activity. Their general responses were critical of the Report as expressed in the following comments.

All you've got to do is read Campus 2020 to know there are still very traditional views out there—what a university does and what colleges do—and Commissioner Plant came back with this thing that colleges should be getting out of this [research] now. (P3)

Another administrator made the link between teaching and scholarly activity:

There were some indications that all education...within the various types of institutions in the public system certainly have to be providing the highest level of quality of teaching and instruction, and I guess we take from that—we feel that you can't be providing quality education without having some connection to scholarly activity—the two are hand in hand. (P8)

Finally, this comment was made about what was missing from the *Campus 2020* (Plant, 2007) report: *"a clear vision of the system and what colleges are and how they operate—and it didn't"* (P12). This administrator concluded, *"The big problem is the*

funding, right? Even if the Ministry of Advanced Education said "Okay, this [scholarly activity] important" I'm still not sure they [Ministry] would get it through finance"

(P12).

Scholarly Activity: The Practice in BC's Community Colleges

When asked what types of scholarly activity were occurring in their institutions, the administrators gave many examples. One suggested that *"sometimes we don't know it and sometimes we could actually do a better job of identifying it as scholarship and making more of it"* (P4). The examples fell into the general categories of participating in conferences and presentations; creating artistic works including writing and publishing; developing courses and programs; researching and investigating; and studying and completing credentials. One practice of scholarly activity identified by the administrators, but not in the literature, was the notion of completing credentials. To illustrate the variety and scope of scholarly activity that is occurring in BC's colleges, I have included a comprehensive list of examples from the interview data.

Participating in Conferences

Go to a conference and enhance their expertise...Speaking engagements.
(P2)

Present at conferences...delivered papers. (P1, P4, P9, P11, P12)

Attend conferences. (P3, P4, P5, P6, P12)

Creating Artistic Works Including Writing and Publishing

Get articles published. (P3)

The scholarly activity in music is to play, not to talk about it. (P4)

Write and publish books. (P6)

Performing arts—developing new CDs, musical scripts. (P8)

The art form and teaching the students the discipline of that art form and the practice of cooking. (P9)

Public exhibitions, juried exhibitions. (P12)

Developing Courses and Programs

Develop new curriculum, new teaching pedagogy or methodology, to develop a book or text, to writing or publishing. (P6)

Program reviews and course reviews. (P4)

A project on flexible learning and trades training. (P4)

Work in the latest automotive shops...and stay current... they are out there researching the latest techniques and tools that are going on in the automotive sector. (P6)

Our faculty to go to other countries, other places, to do scholarly activity and to learn. (P3)

Researching and Investigating

A survey of fear of crime and then developing a comparative study with a community in Western Europe. (P1)

The nursing faculty and students...a project right now on the use of PDA (personal digital assistants)...it's action research. (P1)

Wildlife research...where we worked with the locals who were interested in raising and selling the reindeer meat and bison. (P2)

Two or three years ago we acquired SAM, one of these simulated patients—computer operated patients; and so some of the nursing faculty

are investigating the effectiveness of that simulation as opposed to clinical placements for nursing students. (P3)

Trials...in the dental program, to do some investigations...more kinds of traditional scientific research, but scholarly activity in the context of teaching and learning. (P4)

What is generally considered academic research — doing something that will contribute to original knowledge, the world body of important knowledge, scholarly knowledge in a particular field, perhaps to some extent all scholarly activity makes some kind of contribution. (P5)

Mountain biology...engaged in looking at species at risk. (P6)

Research focus in a particular area...fetal alcohol spectrum disorder, for example, it could be something to do with rural practice. (P7)

People in our nursing field—they are often doing applied studies, community-based research. (P8)

Working on their own research projects. (P9)

Business faculty...students work with local companies to develop new marketing strategies, new innovations to figure out how that company can get a product to market and so on. (P6)

Faculty Members Studying and Completing Credentials

As mentioned earlier, the finding that faculty members studying and completing credentials was included in the definition of scholarly activity was unexpected, and was not found in the definitions presented in the literature review. Half (6) of the participants mentioned credential completion and another three administrators included studying as an example of scholarly activity.

Getting their theses completed. (P6)

Pursuing a higher degree. (P11)

Pursuing a master's degree. (P7)

Graduate work that our own faculty do in terms of advancing their credentials. (P3)

There have been a number of them [faculty] who have completed their doctorates. (P6)

Finishing their PhDs. (P9)

Instructional skills workshops. (P2)

Studying parts of the field or aspects of the field that they may never have an opportunity to teach specifically but which will give them a better understanding or broader understanding or greater depth of understanding of their field as a whole. (P5)

A faculty member in our creative writing program [went to] a summer institute on creative writing on travel writing. (P1)

Using the Term Scholarly Activity

Administrators were asked the question, “Does your institution use the term scholarly activity?” Responses ranged from “*It’s not a familiar term used in the institution*” (P7) to “*yes, [the term] research is hardly ever used here*” (P1). One third of the colleges did not widely use the term. Administrators from these institutions made the following comments about usage:

It depends who is talking. (P3)

Scholarly activity is not a term I would hear a lot around here...only in a very generic way. (P4)

Scholarly activity would probably not be a widely held notion at the college. (P7)

I doubt there is anybody here who is not familiar with the concept because it’s out there but we just don’t use it here. (P12)

Several administrators recollected that scholarly activity was first used as a term “probably in the last two or three years” (P11) or “relatively recently” (P5) and one commented it was a new term at the college. In addition, one administrator commented that the term scholarly activity was used within the college, but at the same time, there was no specific definition.

The majority of administrators embraced the term scholarly activity and many indicated their institutions had developed, or were in the process of developing, scholarly activity policy. In contrast, one research participant questioned “if scholarly activity is different from scholarship I don't know why we need the term” (P12). The following text provides a counter-argument for the use of the term scholarly activity in BC's community colleges. This administrator commented that scholarly activity “seems to be a compromise term.”

Because I'm quite happy with scholarship—I think there is a clear definition of that that can be inclusive of everything from research to creative work. Professional development is a term that has been around for a long time that can almost capture everything else. I guess that's my biggest comment, why do we need a term scholarly activity?

I think it is tied to the degrees; I actually think they are copying a mistake made in the university colleges. There is a danger to it because of the things that people are doing can be seen as less than because it's got this funny name attached to it...I think what [another institution] has got now is this huge list: there is research, there is scholarly activity, there is curriculum development, there is professional development, but they don't have scholarship. They use research to define research per se, and creative activities are lumped under scholarly activity, and I think that's wrong because I think that makes the creative work second-class.

I've looked around a bit at what the universities do, and say you are in the Fine Arts Faculty rather than Psychology. In Psychology, you do your research, you know what that is, you publish in peer-reviewed journals—that's your research and that's what your tenure is based on. If you're in the Fine Arts department, you produce art; that's your scholarship, it goes

to juried presentations and it's evaluated in different but comparable ways, and those are both legitimate forms of scholarship on which tenure is based. Then you take that system to the university college and we say "No, research is just research and if you're sure you may be a fine painter and showing all over the world, that's not research and so what will we call that? Well, we'll call that scholarly activity?" You know instead of calling it all scholarship, scholarship in this discipline is like this, scholarship in this discipline is like this; it's simpler and it doesn't create this first class, second class. That's where [another college] started with that big lump [everything from research to a conference workshop] and then people thought they were doing more than that and created a new category for themselves. (P12)

The Scholarship of Teaching and Learning (SOTL)

The link between scholarly activity and the SOTL was established in the literature review. One of the questions asked of administrators was, "Is the SOTL a dimension in your college and, more specifically, has your institution adopted Boyer's schema?" The majority of administrators acknowledged that the SOTL was a focus of the institution to some degree. One administrator commented "*Not specifically*" (P10), while another administrator was "*trying to push them [the college] in that direction*" because "*what better way to get people energized about their teaching*" (P12). Administrators made the following comments on their institutional commitment and involvement in the SOTL:

A significant part of the work around this is what people have started referring to as the scholarship of education or the scholarship of teaching. (P3)

In terms of scholarship of teaching and learning, it immediately makes me think of scholarly activity in the context of us—here in the college system. (P4)

When I think of scholarly activity, I think of more focus on classroom objectives or as tied to teaching and learning. (P6)

The focus is on the scholarship of teaching and learning so as an institution we have taken an active role and see that as something that is

very connected to the thrust of scholarly activity that we want to develop here. (P8)

Boyer's Schema: The Scholarship of Teaching

The term scholarship of teaching was first identified by Boyer (1990) and then later refined by Shulman (1999) to include "learning." Thus, the scholarship of teaching and learning is the common use of this concept. In the literature review, definitions of the scholarship of teaching and learning (SOTL) were offered and the link to scholarly activity was identified. When administrators were asked if they specifically used Boyer's schema in their institution, only one indicated an affirmative response: "*We have gone with a broad description of scholarly activity...we have based it on the Boyer model*" (P8). Another administrator commented, "*No, nothing like that*" (P4) and at another college, the Boyer model was only used in one department, "*in the nursing program we follow the Boyer model*" (P6). While most of the administrators were aware of the Boyer model, one was not, and commented, "*I'm not familiar with Boyer's scheme*" (P5). Other responses from administrators I have categorized as uncertainty about using Boyer's schema.

Probably, I suspect so, a couple of years ago people started bandying Boyer around. (P1)

Not explicitly but a lot of people are aware of it [Boyer's schema]. (P3)

The faculty on the PD committee are familiar with Boyer's work but I don't know if that is generally true or not. (P12)

One administrator made the following comment about considering the Boyer Model:

No, this is something that I am bringing in my own thinking. To be honest with you, you coming up here and questioning and asking these questions is a bit of a push for me to get more done on this side of it. The Boyer's scheme I think is a useful way of thinking about it [scholarly activity].
(P9)

Finally, one administrator gave this reason for not supporting the Boyer Model:

I have my doubts about Boyer...they [college faculty] have always been doing that [the SOTL] and in most cases doing it quite well, so I'm reluctant to embrace something which we already do well and full in the knowledge that it will just end up ghettoizing a little more what we do.
(P1)

Who is Conducting Scholarly Activity?

Members of faculty associations and instructors are the primary group conducting scholarly activity. However, one administrator included college administration staff in this group: “*A facilities manager who worked on a master's degree...related to the new buildings that we're doing*” (P10). When asked to describe the current state of scholarly activity, administrators identified who was conducting scholarly activity in their institutions. Common responses were faculty and/or instructors from arts and sciences, business faculty, culinary arts, health, humanities and social sciences and trades.

Furthermore, eight administrators identified nursing as having “*led the way*” (P4) and “*they really have gotten well-organized in terms of scholarly inquiry*” (P3). Some of the reasons offered for nursing faculty being so involved with scholarly activity were as follows. “*It's a cultural thing within nursing...the nurses take it really seriously*” (P5), and because “*we have delivered third and fourth year courses...there is an expectation*

around some form of scholarship” (P1). This administrator commented further, “Some of the most dynamic scholarship in our institution is in nursing, health sciences.”

Eight of the research participants also mentioned that faculty who are conducting scholarly activity are including students in their projects. One administrator provided two detailed examples involving students in scholarly activity were given. The first example is a preliminary local study, followed by an example of an international comparative study.

We see scholarly activity as part of the larger learning experience as far as undergraduate research goes. One of the research projects we've had at this campus in the last year or so involved a lot of undergraduate surveying in...a community that is nearby. It was a survey on fear of crime. Students were going door-to-door sitting down with the locals and this was a tremendous success. It was terrible weather, schlepping around the neighbourhood, being asked in for a cup of tea, you know—sit down make yourself comfortable, sure I'll answer your questionnaire—and finding it was much more challenging than they had anticipated.

And then developing a comparative study with a community in Western Europe. So that involved three, maybe four faculty members and about two, three dozen students and it was a great exercise. It was of such a size that it affected a lot of people in the institution, it had enough profile in the community that it was celebrated generally, people were saying this is exciting, this is great, this something that we have been waiting to see a little bit more of. But that was one of the first projects of its kind here. Some of them have presented at two conferences thus far. (P1)

Another administrator offered this example of students involved in a scholarly activity project:

In our university credit courses we have people who are developing course materials that are based on their own research which causes them to work with communities and there is the...field school who works with the local Nation and takes students into the field to learn about territory-based knowledge. It's a learning environment for our students and

develops capacity in the communities and results in research product so it's all scholarship of different types. (P9)

An administrator commented that by including students in scholarly activity projects it “*provides opportunities for learning*” and students were “*involved in real projects for our clients...in technology innovation*” (P3).

A response about the state of scholarly activity in one college was “*I would guess that the majority of faculty aren't heavily involved in a great deal of scholarly activity. But, an increasing minority are and maybe it will become a majority*” (P5). Finally, another commented about faculty who are not involved in scholarly activity.

Other people would probably do more if they got just a little bit more support, more time to do it, more kinds of help in figuring out if they wanted to do research for instance, figuring out how to go about it if they haven't done it ever, or if they haven't done it recently. (P12)

Why Are Faculty Involved in Scholarly Activity?

While the majority of administrators agreed there are no requirements for conducting scholarly activity, nor consequences for not participating (it is not part of promotion), many faculty continue to engage in scholarly activities. When asked to account for this, one administrator observed, “*There is a lot of passion involved in scholarly activity—passion about knowledge in the field one is involved in,*” and “*it's just intrinsic motivation*” (P5). The following comments are based on administrators' observations of faculty engagement in scholarly activity. These observations are identified in two categories: first, personal motivation and second, personal fulfilment.

Personal Motivation

A personal choice...they just want to. (P3)

Genuine interest, a belief that scholarship can improve what goes on in the classroom...it's very affirming for the faculty members. (P1)

Personal satisfaction...I think they would enjoy it more, I think they get more out of it. (P4)

Just for the love of it...a bit of the bug. (P5)

Exemplifying learning, there is commitment. (P7)

It is because that's what they do. (P9)

[Faculty] want to pursue it—that's what makes their professional careers interesting. (P11)

Padovan and Whittington (1998) write that the common purpose of scholarly activity is “continual learning about one’s discipline which serves to generate enthusiasm for teaching and to enrich the instruction process” (p. 215). Their claim supports the administrators’ perspectives on faculty participation in scholarly activity. Personal motivation was also identified as a means for mobility within the college, such as to “enhance their careers” (P4) or “use it as a stepping stone to a university position” (P9). One administrator offered this opinion:

They [faculty] have their own personal ambitions, maybe they would like to get ahead in the college at some point; you are probably not going to get into admin[istration] unless you have demonstrated at some point that you're interested in something broader than just what it is you do in the classroom. (P4)

Personal Fulfillment

In this category, personal fulfillment, administrators’ offer their observations of faculty who had been involved in scholarly activity.

If it is faculty-driven, that's what faculty want to be happy in their work. (P12)

They are happy, they are much more fulfilled...one [faculty] went to two conferences in Europe this year and delivered papers...and came back absolutely fulfilled, it was like a second career opened up...[another] went and she's on a tremendous roll, it's like she's got her second wind. It is something different, it puts them on a different playing field. (P1)

Benefits of Scholarly Activity

Basically no one loses. (P12)

The above administrator's comment reflects the general trend of this section. When asked to comment on the benefits of scholarly activity, the majority of administrators claimed the benefits were for faculty and students. Almost half of the administrators made comments that scholarly activity also benefited their college and the community. These comments are grouped into the following categories: benefits to faculty, benefits to students, benefits to the college and benefits to the community.

Benefits to Faculty

The majority of administrators (9) made comments such as, *"The principle benefit is to the person who does scholarly activity" (P5)*. Several examples were offered that demonstrate a belief in this benefit, including: faculty have *"more interest" (P4)*, it contributes to *"enriching their foundation" (P5)*, it *"makes the working experience for faculty richer, it keeps them not just current but engaged" (P3)* and *"nothing excites a good faculty member like learning" (P12)*. An example of the benefits of scholarly activity to faculty is provided by one administrator: *"It certainly produces a much more vitalized faculty member. I think they cannot only teach but also are constantly*

expanding their awareness and understanding through their scholarly activity work”

(P8). Finally, one administrator concluded noting a pragmatic benefit of faculty engagement in scholarly activity: *“It just preserves their jobs and it allows them to do their scholarship”* (P9).

Benefits to Students

Scholarly activity was categorized as a *“secondary benefit to the students”* (P5). Eight administrators concurred that scholarly activity benefited students, by providing enrichment for students. One administrator commented that scholarly activity contributes to making *“the learning experience richer”* for students because the students are *“involved in real projects”* (P3) and further commented:

It benefits the students from two points; one is because they see the results of the research coming back into the classroom...but also because in some cases the students may actually participate in some way in the research itself, so it provides opportunities for learning the students wouldn't otherwise have.

In addition, one administrator commented that scholarly activity *“energizes the classroom and the students' benefit not from just getting the most current knowledge but for getting someone in the class who is excited about learning and stays excited about learning”* (P12).

Benefits to the College

The main benefit scholarly activity contributed to the college was identified by administrators as increasing the *“profile of the institution”* (P7) and that *“the institution gets a good reputation”* (P12). Other areas were acknowledged, such as scholarly

activity providing benefits “to the programming” by keeping the “curriculum more relevant and current.” (P3). One administrator suggested the institutional benefit of scholarly activity is that “it enriches the college’s experience and it enriches our opportunities in extensive ways...from our opportunities for communication and reaching greater understanding, and being more informed and being more collegial in terms of how we work together” (P7).

Benefits to the Community

As well as contributing benefits to the college, almost half of the administrators commented on the benefits of scholarly activity to the community. “I think it has a spin-off in terms of community, in terms of society generally” (P7). Scholarly activity has a “bigger impact on and relevance to our communities and constituents” (P3). The following example demonstrates this benefit.

[Scholarly activity] can benefit the community, particularly if you are doing local, applied projects. The more students who are attracted to the institution, the community benefits from the spin-off of economic benefits and basking in reflected glory, it’s easy to see benefits all the way around. (P12)

Scholarly Activity: Implicit to Explicit

As identified in the literature review, Dennison (1992) wrote that there was some indication scholarly activity may have been implicit in the colleges or “long dormant” (p. 114). This notion was considered in the data analysis; nine of the research participants made comments that scholarly activity had been “going on for a long time” (P3) but had not been recognized as such, and it was time for it to become more “formalized” (P3).

The following comments identify a pattern that suggests the emergence of scholarly activity from implicit to explicit.

From Implicit...

First of all, without it actually being called scholarly activity there are people who want to pursue this kind of activity and have actually done so for many, many years. (P11)

There is quite a lot of scholarly activity going on. (P4)

A lot of it [scholarly activity] had been out there before, but it just hadn't been framed in that kind of way. (P1)

Within the institution there is scholarly activity going on, I think from the time I have been involved at the college [17 years]. (P2)

There has been some scholarly activity going on for a long time that people have just done out of their own interest in an ad hoc informal way. (P3)

If you ask the university transfer side of the house they would say absolutely, it has always been implicit, no question...scholarly activity has always been here and probably always will be...the implicit part is yes, they have always engaged in scholarly activity. (P6)

We are a large urban college; we always had many faculty who have been involved with scholarly activity. (P8)

...To Explicit

Some of the things that have been happening informally for a long time are becoming more formalized. (P3)

They [the college] are now going to recognize it and trying to support it and grow it in a more formal explicit way. (P9)

Finally, the comment, “*They [faculty] want to see that [scholarly activity] legitimately recognized under policy at the college level*” (P11), summarizes the findings.

Administrators identified that scholarly activity has been an implicit dimension of the colleges in BC but has recently become more explicit.

Impressions about the Future of Scholarly Activity in BC's Community Colleges

When asked about the future of scholarly activity in BC's community colleges, one administrator made the comment, "*Oh, now there is a big question*" (P3). Since the explicit concept of scholarly activity is a relatively new dimension of the colleges in BC, and in light of the recent *Campus 2020* (Plant, 2007) report on higher education, it was prudent to ask the administrators their views on the future of scholarly activity.

Administrators commented on several issues, predicting changes and identifying trends in the institutions. Administrators predict that scholarly activity will be a sustainable dimension of the college, yet it will not be the primary focus of these institutions. They also expect an increase in demand for more funding and release time to support this endeavour and this demand for additional resources could be a challenge for the colleges. Administrators provided comments on how the future of scholarly activity could affect culture change, its potential for growth to ensure definition and policy development. An unexpected finding was that administrators identified a trend: new faculty expectations to be involved in scholarly activity. All of these findings are presented in the following section.

Scholarly Activity is Sustainable

Generally, administrators felt that scholarly activity was "*sustainable and critical*" (P7) and that it was "*embedded*" (P3, P8, P11) in the college structure. One

administrator commented, “*There will always be some capacity and ability for colleges to conduct scholarly activity...but it will not be the significant part of the activity of the institution*” (P3). Another said, *It will not supersede other areas of focus that we have here at the college*” (P8). These comments were echoed by several administrators.

Others made the following comments on the future sustainability of scholarly activity in BC's colleges:

I think it [scholarly activity] is changing, absolutely yes. (P3)

I can see scholarly activity becoming more important rather than less important. (P1)

I think it will gradually grow. (P5)

People [faculty] will leverage what they already do to make it more scholarly. (P4)

There is some rhetoric, there is the political will...we are just talking years to really effect a significant change...an interesting piece is what is going on nationally as well in colleges across Canada and the shifts and changes. (P6)

More Funding and Release Time

Administrators predicted that scholarly activity will be sustainable and that there will be funding and release time for scholarly activity. Several acknowledged that they expected the demand would increase for more release time and funding resources.

As every institution in the province becomes a degree-granting institution, then the onus will be on every institution to provide some element of scholarly activity and to support it...we'll all probably wind up investing more in scholarly activity over the next few years. (P1)

For more faculty to become involved then I think we have to change the structure that's available to support it, basically meaning provide more resources for people. (P3)

We are going to have a high turnover of employees and so scholarly activity and increasing opportunities for scholarly activity is going to be extremely important. (P7)

To engage...in more depth in scholarly activity it would require section releases. (P6)

I think pursuing external funding...will start to set it in a new direction, a new path. (P11)

Organizational Change and Adaptation: Culture, Growth and Development

The fourth main finding, scholarly activity is an indicator of organizational change and adaptation, is presented in this section. Within the discussion of future trends, administrators commented on the impact of scholarly activity and predicted future changes in their colleges. One administrator does not expect scholarly activity to have much of an impact on the college: *"I can't see that it would reach a critical mass that would vastly change the character of the institution"* (P3). In contrast, another commented, *"We have actually had a Chair approved at the college...so that will actually bring a lot of focus and attention as well to research and scholarly activity within the college"* (P11). This administrator also predicted the necessity of establishing and supporting the growth of scholarly activity because *"it's going to be a recruitment, a retention kind of an issue."* Administrators predicted other types of changes, which I have categorized as change in organizational culture, growth of scholarly activity, and definition and policy development.

Change in Organizational Culture

Earlier in this chapter, administrators commented on the current state of scholarly activity and how this affected the culture of scholarship in their institutions. In this section, administrators predict that if scholarly activity becomes more embedded in the college structure it could have implications for the institutional culture. This finding supports the works of Fisher (2006) and Vaughan (1992) and is echoed by an administrator who made the following comment: *“If the funding model changed and it allowed more people the opportunity to participate in scholarly activity, then I think it would potentially have a huge change on the character and culture of the college” (P3).*

Growth of Scholarly Activity

The majority of administrators commented that scholarly activity would increase and become more of an institutional focus in their colleges, as suggested by the following comments:

In essence it is going to be basically brought above the surface; it's going to be talked about a lot...there is a drift towards the faculty in the college system fulfilling similar roles to what there are in the university. (P11)

I think it [scholarly activity] will always be a part of what we do; because we've not done a lot of it in the past in a very structured way, it's likely going to grow...we're going to have to get more and more involved and try and support it more than we have to date. I don't see it as being something that will become such a large focus of the institution as you would at a research university. (P8)

My sense is at least this college is moving towards greater emphasis on those two, [the scholarship of] discovery and integration...I hope to...develop the applied research more [by]...recognition, providing infrastructure to support people, the tri-council eligibility...talking about scholarship and what it is and trying to define that in a more complete way, both more explicitly and also different aspects of that it has and seeing how that can fit into the policies of the institution. (P9)

If colleges are going to continue to offer degrees...there is going to be pressure...to encourage people to document what they are doing. I think it is a realm where the college should have a big presence in the publications on scholarship and teaching and learning because we have the history so we should be leaders there. (P12)

I think professionalization of some of these areas is going to lead to more credentials and more expectations around some form of scholarship. (P4)

Definition and Policy Development

As mentioned, at the time of this research, there are only two formal scholarly activity definitions and policies in BC's community colleges. Several administrators expect that definitions and policies will develop further in the future.

It's going to be defined, I think, in a multitude of ways that scholarly activity can be. (P11)

Making the conversation [about scholarly activity] more explicit...resulting in some policies. (P9)

I think the definition will be sharpened. (P12)

Finally, one administrator offered this viewpoint on scholarly activity: *"I expect it's going to be a nice fit; it may not be the smoothest run but at least people, I think, are looking in the same direction"* (P9); and another cautioned *"I think it will be a while before there is a real firm policy and practice on scholarly activity"* (P5).

New Faculty: Their Expectations

In the literature, Dennison et al. (1975) reported the master's degree was "generally established" (p. 113) to teach university-level courses. However, with the

introduction of the college baccalaureate, this requirement changed and faculty teaching in degree programs were required to hold doctorates.

One of the unexpected findings of this research, while discussing the state of scholarly activity in their institutions, was the administrators' opinions of new faculty. Administrators suggested they hold different views of scholarly activity than long-term faculty do. Almost half of the administrators suggested that scholarly activity is an expectation held by newer faculty and that this could be a recruitment and retention issue. *"If you don't provide the opportunities to your faculty, then you likely aren't going to retain higher qualified faculty"* (P8). The primary reason for this change is the colleges are *"hiring people with PhDs"* (P5), and the *"academics coming in, they like to be involved in scholarly activity"* (P8). Other administrators made the following comments regarding new faculty and their reasons for scholarly activity expectations.

There are people [faculty] who have been involved in research and have the bug, a bit of the bug, because they are teaching here...in many cases [they] made a choice that they prefer teaching to the research part. But quite a number of them are continuing to be involved in research in their own fields...and I think the community of people who are doing that is getting bigger. (P5)

Just the fact that we are looking for people [faculty] at the doctorate level means we have individuals coming who would like to engage in scholarly activity. They know they are coming to a teaching intensive institution; that is why they are here: they love teaching and learning and at the same time they also have a value and respect for scholarly activity and they know the importance of it and therefore an expectation that they are allowed to and they can delve into scholarly activity in a big way. (P6)

One administrator suggested that in the future, new faculty will pressure colleges to support scholarly activity and “*that is the shift we will see*” (P8) and furthermore explained:

What seems to be changing with the new population of younger people coming in...with a different philosophy of life in that one must maintain balance in life and they aren't going to maybe take on this workaholic view of the world that the previous generation bought into. So if scholarly activity is important to them, which I think it is, very important to them, they are going to put maybe more demands on the institution to say, well okay, you give me some time to do it because I need to do it as part of my job but it's got to be done within reasonable work hours.

Administrators' Final Comments

During the conversations on scholarly activity, several administrators volunteered comments about the value and contribution colleges make to the community, their institutions and the accomplishments of faculty and staff. I have categorized these comments as champions of the community college.

Champions of the Community College

There is some wonderful stuff that happens here. We are number one amongst the urban colleges in many dimensions of our teaching and learning and there is a reason for that—faculty do amazing things. (P4)

I think there is quite a lot of passion involved in scholarly activity, passion about knowledge in the field that one is involved in. (P5)

Frank Beinder [a pioneer in the community college system], I think he would be pretty happy with the approach we are taking...throughout the 40 years we have been around we have tried to do this the best we can. (P3)

I would say in general people are for the most part very comfortable with being a college and some absolutely love being a college; they think it is

fantastic, they love the fit, the feel, the excitement, the enthusiasm, the energy level that you find in here...it [scholarly activity] is funded in different ways, it's done in different ways, but it is vibrant, alive, a lot of things going on and has tremendous potential. (P6)

We are valued in the community and we are an integral part of the community. (P10)

The final comment is a reminder that this research is focused on the community colleges in BC, and although changes are evident, the original mandate of these institutions was articulated as, “*we are a college and remain a college and we need to maintain a balance*” (P8).

Summary of the Findings

In this chapter I first provided a profile of the senior administrators who participated in this research, then presented definitions of scholarly activity. Next I presented participants' views and perspectives of the influences on the emergence of scholarly activity, institutional identity, intentions and initiatives. The practice of scholarly activity was identified, as well as administrators' predictions for its future.

One of the key findings was that there is no common definition of scholarly activity. There are a number of, and variations on, definitions of and distinctions between scholarship and scholarly activity, which was also identified in the literature. Emerging from the definition of scholarly activity were some common elements, which I have identified as: broad; research-focused; applied and pragmatic; action-oriented; and teaching and learning. A distinction between scholarly activity and research was also made and this will be discussed in the next section.

In regard to emergence of scholarly activity in the colleges, several factors that influenced this development were identified, such as a contagion effect; influence from the university colleges; the availability of external funding grants; collaborative degrees; the introduction of the college baccalaureate; and pressure from within the institution. Some of these factors are supported by the literature while others are not. Finally, predictions on the future of scholarly activity in BC's colleges and their final comments on the topic were presented.

The findings revealed the extent of institutional involvement in and commitment to scholarly activity, including providing support of and encouragement for scholarly activity. Despite the support, administrators also identified several barriers to scholarly activity. They also took the opportunity to critique the provincial ministry responsible for post-secondary education and the recently commissioned report on higher education, *Campus 2020* (Plant, 2007), in respect to the Ministry's involvement in scholarly activity.

The findings demonstrate the extent of scholarly activity practice in BC's community colleges. Examples were provided as to the type of activity, as well as who was conducting scholarly activity and perspectives as to why faculty were involved. Administrators also identify the benefits of scholarly activity to students, faculty, the college and the community.

Several unexpected findings were presented, and included the following: nursing faculty were most often identified as providing leadership in scholarly activity; many students participated in scholarly activity projects; several colleges were developing or considering a teaching and learning centre which would support scholarly activity;

faculty were credited with influencing and mentoring other faculty to be involved in scholarly activity; faculty completing credentials such as a master's or a doctorate degree was included in the definition of scholarly activity; and new faculty expectations to conduct scholarly activity. Finally, it was unexpected to find that while scholarly activity is discussed, informally defined and practiced in most institutions, there is no official Ministry mandate, and only a few colleges have institutional definitions and scholarly activity policies. All of these findings, expected and unexpected, including my conclusions and recommendations, are discussed in the next chapter.

Chapter 5.

Discussion

In this chapter I discuss the findings from the literature and personal interviews and present the connections, relationships, analyses and interpretations based on the research questions and conceptual framework developed for this study. Bloomberg and Volpe (2008) remind us that “in qualitative research, the emphasis is on understanding” (p. 134), and it is my goal to discuss what I understand about this research on scholarly activity in BC’s community colleges. I relied on Bloomberg and Volpe’s (2008) model for the final data analysis. They outline the following approach: “If I find this...then I think this means...therefore I conclude, or what I now know to be true is...and thus I recommend that...” (p. 167).

This research is both descriptive and interpretive. The descriptive elements of this study are evident in the presentation of definitions and the current state of scholarly activity initiatives, policies and practice. The interpretive component of this work is presented in explanations for and rationale of the findings on scholarly activity as an indicator of organizational change. As presented in the conceptual framework I have divided this chapter into sections: definitions of the term scholarly activity; inadvertent influences on scholarly activity; administrators’ perspectives and predictions; and scholarly activity as an indicator of organizational change and adaptation in BC’s

community colleges. I complete this chapter with conclusions drawn from the discussion, followed by recommendations for and the identification of further research.

Like all extraordinary experiences, it will be different from what you expected, and you will be astonished when it happens. You can tell your study. You have arrived at a solution—a beautiful, elegant solution—that is supported with data, connects with the literature, and makes sense in the research context. (Richards & Morse, 2007, p. 19)

The above quote by Richards and Morse (2007) has inspired my work throughout the process of this dissertation, from refining my proposal, revising drafts, collecting data, analyzing and presenting the findings to writing this final chapter. This study developed differently from what I expected and there were several surprises along the way. My initial question about the issue, *What is this thing being called scholarly activity in BC colleges?*, was a starting point for this research, albeit a broad question. During the process my research purpose, goals and questions became more focused and concise. I strived to present a study that would contribute to understanding the emergence, history and current role of scholarly activity initiatives, policies and practice in BC's community colleges, and the ways in which scholarly activity is an indicator of organizational change and adaptation.

Definitions and Distinctions: Scholarly Activity and Related Terms

This section is a discussion of the findings from the first research question: What are the definitions of and distinctions between scholarly activity and its related terms? Since the understanding of the term scholarly activity is integral to this study, I conducted a literature review to determine the ways in which scholarly activity and its related terms,

scholarship, research (applied and basic) and the SOTL were defined and distinguished. In this section, I discuss the findings from the primary data (administrators' perspectives) and findings from the secondary data (the literature). The findings from the literature represent a broad perspective of the definitions, distinctions, use and evolution of the term scholarly activity. Administrators' definitions of scholarly activity in their institutions, narrows the discussion to BC's community colleges.

For the purpose of this research, I selected a definition of scholarship and of scholarly activity that were presented in the Literature Review chapter. These definitions seem to fulfil the need to start with something tangible. In my travels and conversations about this research, the first question asked of me was "what is scholarly activity?" This was the very question I had set out to ask. Secondly, most administrators associated scholarly activity with the term research. However, it was found in the literature that scholarly activity is broader than research. It is my intent to review these definitions as a starting point for further discussion and debate.

Scholarship, as defined by Shulman (1999):

possesses at least three attributes: it becomes public; it becomes an object of critical review and evaluation by members of one's community; and members of one's community begin to use, build upon, and develop those acts of mind and creation. (p. 15)

Scholarly activity is defined by the Ministry of Education, Skills and Training (Province of British Columbia, 1996a) as "...such things as curricular development, developing industry partnerships, applied research, improving professional leadership and/or academic research related to the faculty member's field of expertise" (p. 11).

The primary finding in this section is that there are multiple definitions of scholarly activity and its related terms and that there is no common definition of scholarly activity in use in BC's community colleges. This is likely due to other more pressing issues and concerns facing higher education. In BC's community colleges, the use of the term scholarly activity is relatively recent; therefore, it could be expected that it is not well defined. Since there were only two colleges in this study that had formal definitions of scholarly activity, most of the administrators expressed interest in a substantive definition.

Faced with this reality, there is a call for refining these definitions and coming to a consensus on their meaning (Vaughan, 1992; Widdowson, 2003). It also appears some of the confusion stems from the lack of discussion of, and debate about, the term scholarship: "Few, if any, appear to have ever bothered to seriously explain what they meant by scholarship" (Andresen, 2000, p. 138). Even the definition of the term research (applied and basic), which Slaughter and Leslie (1997) consider problematic, needs clarification. Defining and understanding these terms is significant especially with the emphasis on applied research in the colleges. The SOTL also has multiple definitions and causes confusion. Bender (2005) and Kreber (2003) are critical of the definition of the SOTL. Trigwell et al. (2000) conclude there is an "enormous variation in the ways scholarship of teaching is represented" (p. 156). Since this is an emerging focus in BC's community colleges, a definition and understanding of the SOTL is paramount.

Professional development is a defined and established dimension within the colleges. It is yet to be determined how scholarly activity will be situated within

professional development: it could be subsumed into scholarly activity, or stay as a parallel dimension. Or in the case of one college “*scholarly activity is defined as professional development (P7)*. The development of definitions and policies will determine this outcome. These findings suggest there is work to be done to define and distinguish scholarly activity and its related terms, scholarship, research (applied and basic) and the SOTL.

In the literature, Sandelands and Drazin (1989), Scheffler (1960) and others offer cautions about words, labels, terms and definitions in educational settings. Their advice has practical applications for college leaders as they develop, define, revise and critically analyze how the terms scholarship and scholarly activity are used in their institutions. It is also salient to note the challenge of Day et al. (2002) concerning the understanding of the concept of scholarly activity: they assert that scholarly activity is distinct from research and should be defined as such. Whether scholarly activity is or is not distinct from research bears further examination. Further in this chapter, the administrators’ definitions of scholarly activity are discussed, including the finding that there is no common definition of scholarly activity.

Inadvertent Influences on Scholarly Activity

This section is a discussion on the findings from the second research question: What documentary record exists that traces and explains the development of scholarly activity initiatives, policies and practice in BC’s colleges at both the provincial and institutional levels? This section, inadvertent influence, was labelled as explained in the

conceptual framework, because the emergence of scholarly activity appears to be unintentional. This finding is in contrast to the intentional influence on scholarly activity that is now occurring in some of BC's community colleges. Intentional influences on scholarly activity are discussed further in this chapter.

In the literature review, the development of the emergence of the term and practice of scholarly activity in BC's community colleges was traced. This provided a context in which to situate the current state of scholarly activity in BC's colleges. Several events and factors were identified that appear to have influenced the inadvertent emergence of scholarly activity. These included the process of globalization and the notion of academic capitalism, the introduction of the community college baccalaureate, the establishment of the university college system and resulting expectations of new faculty, and the opportunity for colleges to apply for external funding grants. Organizational change theory suggests that the practice of scholarly activity would provide economic benefits to the colleges. While there was good evidence to suggest economic benefits may have been the primary driver of organizational change, it appears there are more influences on the emergence and adoption of scholarly activity initiatives, policies and practice. This is discussed further in this chapter.

Noteworthy is the finding from the literature that at the time of this research, there is no definition of scholarly activity offered by the Ministry of Advanced Education in regard to college governance. The definition of scholarly activity was made explicit in *Charting a New Course* strategic plan (Province of British Columbia, 1996a), and nothing further has been added to the definition. This finding suggests that there has

been no obvious influence on scholarly activity from the various ministries responsible for higher education.

The process of globalization appears to have influenced academic capitalism which in turn became an indirect influence on the emergence of scholarly activity. The literature suggests that governments reacted to global pressures by reducing funding to post-secondary institutions in Canada. Thus, colleges had to change and adapt to obtain alternate resources to survive. One of the resources was presented in the form of external funding grants for applied research. Most colleges in this sample have or are seeking eligibility to apply for these grants, and, therefore, encouraging and supporting scholarly activity in their institutions. This action suggests that the colleges expect external funding will provide them additional revenues and economic benefits.

Two American processes were identified as influencing scholarly activity, first, the SOTL, and second, the focus on scholarship and scholarly activity in US community colleges. The SOTL has been embraced by some colleges in BC and is emerging in others. In the US in the late 1980s and early 1990s, there were several advocates of scholarly activity in the community colleges (Vaughan, 1988; Boyer 1990; Palmer & Vaughan, 1992). They called for recognition, definition, support and encouragement of scholarship and scholarly activity. This advocacy appears to have influenced “upward drift” into Canada, a term used by Aldersley (1995, p. 1), and scholarly activity is now a focus in BC's community colleges.

As the history unfolded, institutional change became evident and Dennison (1992) commented that scholarly activity may have been implicit, suggesting perhaps it was a

matter of time before this dimension of the college became explicit. Or, as one administrator suggested, it was “*part of the maturation of the college*” (P4). Skolnik (2004) supports this explanation of maturation as normal organizational development. With the introduction of the community college baccalaureate and the evidence that faculty needed advanced credentials to teach at higher levels, the notion of maturing could also be considered a probable explanation for the emergence of scholarly activity.

Administrators’ Perspectives and Predictions: A Cup Half Full

This section discusses the primary focus of this study—administrators’ perspectives of and predictions about scholarly activity. The third research question, “How do senior college administrators (a) define scholarship and scholarly activity; (b) account for the development of scholarly activity initiatives, policies and practice in the present life of their institutions; and (c) perceive the role of scholarly activity initiatives, policies and practice in future plans for their institutions?”, is discussed in this section. Overall, I determine the administrators’ perspectives of scholarly activity are that the cup is half full and furthermore, the cup is filling. The notion to reference the common expressions half full and half empty emerged while writing the discussion section. Dunegan (1993) reports the use of the term half full implies an optimistic perspective, while the term half empty suggests a pessimistic view. The use of the phrase half full fits with the administrators’ perspectives, which were overall, optimistic. McKenzie and Nelson (2003) suggest using such an expression is a way towards “framing” (p. 596) perceptions and ideas. Furthermore, they expand on the expression to state that the cup

was “previously empty” (p. 596), which is also an appropriate view for this research. Scholarly activity is a relatively new term and the cup is filling with emerging initiatives, policy and practice. I found portraying administrators’ perspectives of scholarly activity as half full was a useful mechanism to explicitly frame their comments.

In this section, I identified the findings (administrators’ perspectives) within the following categories: definitions and distinctions of scholarly activity and its related terms; the emergence of scholarly activity; inadvertent influences which are now intentional; initiatives, policies and the practice of scholarly activity: who, what and why; tensions and intentions; the role of the Ministry responsible for higher education; and predictions of future scholarly activity.

The following considers administrators’ views on the definition of scholarship, scholarly activity and a related term, professional development. It is important to point out that these perspectives are offered from the context of the community colleges in BC. These definitions and distinctions are most likely exclusive to BC’s community colleges; other higher education institutions may reject or accept these findings. It appears the colleges are using these definitions and distinctions to fit their needs and reflect their individual practices.

Challenging questions were raised by one of the administrators in this study. This administrator asked, “*Why do we need a term scholarly activity?*” and “*Do all of the other colleges have a definition of scholarly activity?*” (P12). Although I did not attempt to research the issue of whether we need a term such as scholarly activity, this question is nonetheless a consideration worth future research. The administrator’s third question

“...*Where did the term come from?*”, mirrored the goals of this research. The short answer to the second question is that the majority of colleges do not have an institutional definition of scholarly activity, and to the third question, scholarly activity appears to have emerged over time from multiple influences.

One of the paradoxes identified in this research is the evidence that scholarly activity is discussed, practiced, supported and acknowledged in the colleges, yet, it is “*an institutional commitment...[with] no institutional definition*” (P6). This administrator’s comment reflects the current state of scholarly activity in BC’s community colleges: it is implicit and needs to be made explicit with definitions and policies. This notion is addressed in the conclusion of this chapter.

On Definitions of Scholarship and Scholarly Activity

As presented in the Introduction chapter, the key distinction between the terms scholarship and scholarly activity appears to be the element of peer review. Critique and peer review are expected for work to be considered scholarship. A few administrators’ definitions of scholarship are in agreement with the definition offered by Shulman (1999). However, there are several outliers worth noting. Four administrators suggested there was no distinction between scholarship and scholarly activity and that the terms were interchangeable. While these two terms are sometimes used interchangeably, based on the literature and findings it would be more accurate to distinguish these terms. In addition, three administrators identified scholarship as a financial award. Indeed, this is another definition in reference to a financial award; however, in the context of this

research it is not considered in the definition of scholarship. This demonstrates a lack of consensus among administrators, perhaps from a lack of discussion about the terms.

There are two reasons why it is likely these outlier definitions were offered. First, it is well-documented that BC's community colleges were developed to be teaching intensive institutions. Sperling (2003) reminds us of the community college mandate "...where teaching, not scholarship, was our primary focus" (p. 594). Likewise, Crawford (1983) reports that the BC community colleges were viewed as "not predominantly academic institutions" (p. 12) and therefore, scholarship was not expected. Crawford's observation would likely cause disagreement within the college community, especially among the faculty who have been involved in scholarly activities. The second reason is based on an administrator's comment that "*there is an ambiguity to the understanding what scholarship is, an ambiguity that is probably the result of no one actually having to sit down and look at it.*" (P9). It now appears, with the emerging practice and use of the term scholarly activity, administrators will be, or should be, discussing scholarship and what it means in their institutions. Shulman's (1999) definition of scholarship (presented previously) provides a starting point for discussion towards a definition.

Similar to their multiple views on scholarship, administrators' definitions of scholarly activity are numerous and varied. To assist in clarifying the definitions and concepts of scholarly activity, I categorized administrators' responses into five: categories as broad; research-focused; applied and pragmatic; action-oriented; and related to teaching and learning. Using each of these categories would be useful to begin a discussion about and develop a definition of scholarly activity.

Opinions on scholarly activity in regard to research and professional development were also expressed. Only one administrator made the distinction between scholarly activity and research. This fits with the definition of scholarly activity provided by Day et al. (2002). They raised the issue that scholarly activity is distinct from research and should not be included in the definition. The two colleges with official definitions of, and policy on, scholarly activity include research in their policies. However, in both policies, research is defined as distinct from other activities.

Two unexpected findings regarding the definition of scholarly activity were identified. One administrator questioned why scholarly activity was even used as a term. This administrator connected the use of the term to the university college and their struggle to incorporate a culture of scholarship into their institutions. The administrator recognized a parallel situation occurring in the colleges and was concerned that the term scholarly activity *“can be seen as less than because it's got this funny name attached to it”* (P12). The administrator concluded the term is a compromise term to appease faculty and administrators. While this view was disparate from the majority of participants, it supports the literature on the importance of language and terms used in education and further cautions administrators as they develop and define scholarly activity (Ravitch, 2007; Sandelands & Drazin, 1989; Scheffler, 1960).

The second unexpected finding was contained in the definition of scholarly activity. Half of the administrators included credential completion as an example of scholarly activity. This finding is not supported in the literature and may be unique to BC. It appears the colleges in BC have the autonomy to define scholarly activity to fit

their needs. These institutions are working within a governance structure that has no official definition of scholarly activity. In addition, the colleges appear to have a long history of autonomy, as indicated in the report, *Towards the Learning Community* (Department of Education, 1974a): “Community colleges in British Columbia have developed relatively independently from each other, so there is no consistency among them in terms of programmes offered and functions performed within the community” (p. 12). The colleges’ independence and autonomy seem like reasonable explanations of the development of scholarly activity. However, I believe it is time for the colleges to unite on this issue. It would serve the colleges well to collaborate on a common definition of scholarly activity and establish an understanding of the practice.

On Definitions of Related Terms

Connected to the term scholarly activity is the concept of professional development. Professional development has been a term associated with colleges since their inception, and is formally recognized by the government and collective agreements. Disparate opinions were expressed on the definitions of the terms professional development and scholarly activity. The definition of scholarly activity is dependent on which viewpoint of professional development is taken. Also connected to the notion of professional development is the contractual agreement between the Ministry, the employer and faculty. Professional development is defined in the contractual agreement, whereas, scholarly activity is not.

While numerous definitions of scholarly activity were presented, it is apparent that defining scholarly activity and establishing policies are in development and need

further exploration and discussion. Since most of the colleges are developing or revising a definition of scholarly activity, one consideration to be taken into account is whether the term research should be included in the definition or excluded as a distinct concept. It also appears that the term professional development is generally accepted as a component of the definition of scholarly activity. All of these terms need to be considered in the development of a definition of scholarly activity.

On the Emergence of Scholarly Activity

When administrators were asked to account for the emergence of scholarly activity in their institutions, they identified several factors, which are reported in the literature. They also provided some new perspectives of the emergence of scholarly activity. The factors linked to the literature were: the influence from university colleges; influence from the introduction of the college baccalaureate; and the availability of external funding grants. The new perspectives identified by the administrators include: the factors of a contagion effect; collaborative degrees; and pressure from within the institution.

As was revealed in the literature, the possibility of applying for external funding grants was linked to the emergence of scholarly activity. Funding agencies opened this opportunity to include colleges. Subsequently, some of the colleges began to establish policies and practices to meet the criteria for funding eligibility. The established link is the idea that the intention to engage in scholarly activity could be a potential source of revenue. It appears that this is the primary reason for colleges to apply for eligibility for external funding. However, some administrators suggested that gaining NSERC and

SSHRC eligibility was also a recruitment strategy and would increase its reputation.

From this perspective, it is also probable that scholarly activity could result in increased interest in the institution and in turn, generate more revenue.

While most administrators made comments that supported the literature findings, an unexpected finding I have categorized is the contagion effect. The practice of scholarly activity appears to be infectious: *"It sort of inspires other scholarly activity"* (P4). Administrators indicated that some faculty were influenced by other faculty within their institutions, and in some part, through their colleagues at the university colleges. Based on the lack of knowledge of the state of scholarly activity in BC's community colleges, a contagion effect seems to be a plausible explanation for the emergence of scholarly activity. Another explanation is offered by DiMaggio and Powell (1991). They explain that "mimetic processes" (p. 69) occur when organizations "model themselves after similar organizations in their field that they perceive to be more legitimate or successful" (p. 70). In this study it can be interpreted that the colleges are copying other colleges that they consider more successful in scholarly activities.

Another key influence on the emergence of scholarly activity identified is the emergence of the university college. The university colleges were first established in BC in 1989. These institutions were formed from existing community colleges and have maintained an alignment with each other through collaborative programs and activities (e.g., the CASTL project). In his report on the university colleges in BC, Petch (1998) offered a definition of scholarly activity which became an expectation of these new institutions. Furthermore, he noted "...integrating scholarly activities fully into the

university college culture remains a challenge” (p.4). A decade after his statement, it appears that the term and practice of scholarly activity have trickled down to the community colleges and is also challenging. A connection between the colleges, university colleges and universities is the offering of collaborative degrees. Several administrators commented that the offering of collaborative degrees influenced the development of scholarly activity in the colleges. They suggested that scholarly activity was an expectation from the university college or university with which they are in partnership.

Perhaps the single most influential factor as identified by administrators was the introduction of the college baccalaureate in BC. The main reason for this influence was the change in expectations that faculty teaching in degree programs would have to hold doctorates and would need to conduct “scholarly output and/or research or creative activity” (Ministry of Advanced Education, 2006, p. 31). This is one criterion set by the BC Degree Quality Assessment Board for colleges to grant degrees. At the time of this research, this is a new criterion and only applies to specific faculty and programs.

Colleges have always attracted faculty who hold graduate degrees, to teach university transfer courses (Dennison et al., 1975). However, with the introduction of the college baccalaureate it is an explicit requirement that colleges hire faculty with doctorates. Administrators acknowledged that new faculty with higher credentials expect to be able conduct scholarly activity as part of their work. This is a significant change from Macdonald's (1962) vision that faculty would be “different in kind from those at the university” (p. 51), and the claim made by Dennison and Gallagher (1986) that research

was not conducted because the personnel hired by the colleges were not “trained researchers” (p. 263). Labour market information was consulted to verify that new college faculty being hired had doctorates, a shift in required qualifications. The BC Post-Secondary Employers' Association (PSEA) was asked for labour market information on this topic. The response was that they do not have current labour market information on BC colleges to support the claim of hiring faculty with doctorates who teach in baccalaureate programs. This information is not available because of the lack of data available to PSEA. PSEA has started to collect labour market information but it will be sometime before any trends can be established, (R. Vinluan, personal communication, July 14, 2009). Further investigation into this issue is warranted and is recommended later in this chapter.

With this new expectation that faculty teaching in degree programs should conduct scholarly activity, it became evident that the onus was on the colleges to support scholarly activity. This indicates the degree to which colleges have become *intentional influences* on scholarly activity, by providing support and encouragement and developing policies and initiatives. This action could create a two-tier system in the colleges: Faculty who are expected to conduct scholarly activity and those who are not, potentially creating tension. A similar event did occur when the university colleges were established. Dennison (1992) writes about this event and the care taken not to create a two-tier system during faculty and management negotiations. This historical perspective could be useful as the community colleges move forward with scholarly activity practice.

In summary, the college baccalaureate was influential in the following ways. First, it established an explicit focus on scholarly activity; second, it created a need for faculty with higher credentials; and third, it prompted colleges to offer support and encouragement of scholarly activity, which is discussed next. Since the introduction of the community college baccalaureate is relatively new in BC, the impact of its function on the future is unknown. It was reported in the literature that Levin (2004) and Mills (2004) raised questions and concerns about this action for both faculty and the institution. The implications for this issue include the need for further research on the topic of the community college baccalaureate, within Canada and BC.

Intentional Influences

I identified intentional influences as policy, initiatives and resources (human and financial) that have been established to support and encourage scholarly activity in BC's colleges. The two institutions that have developed scholarly activity definitions and policies are examples of intentional influences on scholarly activity. It was evident in the findings that many colleges were considering scholarly activity definitions and that this was in the development stage at others in their strategic planning. This indicates the intentionality of the colleges.

The initiatives sponsored by the two colleges that have developed policy include designated scholarly activity funding. Most of the colleges support scholarly activity with in-kind support, such as office space, photocopying and the like. The majority of administrators also identified professional development time and funding as a means of supporting opportunities for scholarly activity. Both of the preceding examples indicate

intentional influence on scholarly activities. One of the institutions has a designated scholarly activity coordinator, which appears to be a goal of many of the college administrators. A curious finding was from the comment offered by one administrator who felt pressure to establish a coordinator's position because "*we get requests from the faculty and they point at everybody else who has one and we don't*" (P12). This perception is the exact opposite of the findings in this study. This is a clear indicator that this research on the current state of scholarly activity is needed.

Another development that can be considered an intentional influence on scholarly activity is the establishment of teaching and learning centres. This was an unexpected finding. Most colleges were developing or considering developing a teaching and learning centre which would support scholarly activity and potentially the SOTL. The purpose of these centres is to disseminate information and resources. I speculate they have and are being established for the following reasons. First, the coordination and collaboration of professional development in BC's post-secondary institutions have become more formalized. For example, the Universities, Colleges & Institutes Professional Development Committee is established in BC and this committee may have influenced the recognition and establishment of learning centres within their institutions. Second, there is a significant body of knowledge on teaching and learning that supports the teaching intensive mandate of colleges. Dissemination of this knowledge is essential and the teaching and learning centres are a means to accomplish this goal. Finally, technology has probably advanced these centres by providing an accessible mechanism to establish networks and provide resources, thus becoming an anchor for teaching and learning centres (both physical and virtual).

Initiatives, Policies and the Practice of Scholarly Activity in BC's Community Colleges: What, Who and Why

Based on the number of examples and the faculty involved, scholarly activity is a significant dimension of most of BC's community colleges. In the findings section, I categorized the examples of scholarly activity as participating in conferences and presentations; creating artistic works including writing and publishing; developing courses and programs; researching and investigating; and studying and completing credentials. Some of these activities, such as developing courses and programs, are more commonly referred to as professional development. Since the emergence of the term scholarly activity, it appears that many professional development activities are now regarded as scholarly activity. This further emphasizes the need to clarify and define scholarly activity and its related terms.

Based on the definitions found in the literature, it would be fair to say that the examples provided by administrators should be considered as scholarly activity. However, there was one category identified by administrators which was not represented in the literature. This category is the studying and completion of credentials, such as a master's degrees and doctorates. Including these examples in the definition of scholarly activity could be unique to BC's community colleges.

It was expected that faculty members and instructors would be the primary group conducting scholarly activity in BC's community colleges, and this finding was confirmed. According to the administrators, not all faculty are involved in scholarly activity for various reasons. One administrator suggested that if there was additional support and encouragement, more faculty might be involved. However, scholarly activity

is not the exclusive domain of faculty: one administrator reported a non-faculty employee had been involved in scholarly activity and several more (eight) reported student involvement. Involving students in scholarly activity projects was supported by administrators and appears to be a win-win opportunity for teaching and learning. The finding that students were involved in scholarly activity was unexpected, as was the finding that the majority of administrators reported nursing faculty as leaders in this area. To account for the nursing faculty involvement, it was suggested the culture of nursing was a factor and that it was related to faculty teaching in “*third and fourth year courses*” (PI). It is a curious finding that the nursing faculty are so involved in scholarly activity; the administrators’ suggestions that it is part of the culture of nursing and related to teaching in degree programs seem like reasonable explanations, although many college faculty teach in other third and fourth year programs as well. An exploration of these unexpected findings would be a worthwhile future research project.

While it was reported that scholarly activity is not a requirement for retention or promotion in the colleges, many faculty are involved in such activity. To account for this, administrators offered their opinions as to why faculty conducted scholarly activity. Their reasons included personal motivation and personal fulfilment. This finding connects to Padovan and Whittington’s (1998) claim that the learning generated by scholarly activity “...serves to generate enthusiasm for teaching and to enrich the instruction process” (p. 215). It appears that scholarly activity in BC’s community colleges is driven by faculty and conducting it could be an intrinsic characteristic of teachers. Beyond the scope of this study, it would be worth investigating the characteristics and motivation of faculty who conduct scholarly activity.

In addition, it became evident that scholarly activity was not only beneficial to faculty, but also to students, the college and the community as well. Based on the examples given by administrators this finding supports that scholarly activity produces many benefits. The majority of administrators suggested that the primary benefit of scholarly activity is for faculty, and that it can benefit the entire college community. Faculty and students work and learn together by participating in scholarly activity projects. Institutional support and encouragement of scholarly activity can address some of the faculty recruitment and retention issues. Programs and curriculum can be enhanced through scholarly activity, and therefore, creating goodwill that increases college profile. Administration and board members can promote this dimension of the college to further their success with recruitment, external funding grants and raising the profile of their institution.

There is much written about the SOTL and its connection to scholarly activity. While it appears to be an intentional focus in some colleges, others are not as committed. The recognition of the SOTL appears to be emerging concurrently with scholarly activity and is generally embraced by the colleges. Administrators' responses to using Boyer's schema to categorize the SOTL were mixed. Most colleges were using it or considering it, yet one was critical of Boyer's schema. It is difficult to interpret this finding, other than to say within the colleges there is room for all views and the freedom to direct scholarly activity and the SOTL to the needs of the institution. Overall, there does appear to be interest in the leadership of the SOTL and it is on administrators' agendas, some more current and others more future-oriented.

Tensions and Intentions

In addition to the institutional support, encouragement and benefits, administrators identified barriers to conducting scholarly activity, thus creating tension. Janesick (2000) recommends looking for these “points of tension” (p. 391) in research studies. These identified barriers support some of the findings from the literature mainly that scholarly activity has not been the focus of the colleges, and therefore, funding and time dedicated to this pursuit have been absent (Dennison & Gallagher, 1986; Fisher, 2008; Sperling, 2003; Vaughan, 1992). Administrators admitted the current scholarly activity funding was not perfect and that it needs more support. It appears that financial resources and release time are the primary barriers to conducting scholarly activity. However, the findings also indicated that there was apprehension and reluctance among some faculty to conduct scholarly activity. Despite these tensions it is apparent in the findings that faculty are conducting scholarly activity and administrators are supportive of furthering the practice. These findings indicate that the concept of scholarly activity is still emerging and not fully understood. If colleges pursue this dimension of the institution, the development of institutional infrastructure is needed. Included in this infrastructure would be definitions, policies and initiatives to support and encourage the practice of scholarly activity.

“It’s an institutional commitment...[with] no institutional definition” (P6). This quote by one administrator appears to reflect the current state of scholarly activity in BC’s community colleges and also reflects a certain amount of tension. First, all of the administrators invited to participate in this research identified scholarly activity as a part of their portfolio of responsibilities. This was a stipulation of being included in the study.

However, only three administrators indicated that scholarly activity was explicitly named in their job descriptions. The responsibility for scholarly activity was implicit in their work and by nature of their position. Second, most agreed that the term scholarly activity was used or was emerging within the colleges, but at the same time there were only two institutional definitions and policies. The majority of colleges did not have an institutional scholarly activity definition or policy, most were considering it, and a few were at the development stage. Finally, the Ministry responsible for higher education does not support, define or mandate scholarly activity in BC's community colleges. The exception to this is the Degree Quality Assessment Board, which identifies *scholarly output* as a criterion in the degree approval process. However, this criterion is specific only to degree programs and is not a college system-wide mandate. All of these findings support the notion that scholarly activity has emerged and is occurring in the colleges. There appears to be an institutional commitment to scholarly activity, yet no official mandate in the *College and Institute Act* (Province of British Columbia, 1996b) that governs these colleges.

There are several ways to interpret these findings. First, the term scholarly activity was identified by administrators as a relatively new term used in the colleges. It appears to have been adopted by most colleges but in some institutions it is still emerging. Without an official mandate, it would seem reasonable that an extra task such as developing scholarly activity would not be given priority. Second, it was identified in the literature that throughout the history of the colleges in BC, they have maintained a certain amount of institutional independence. The practice and adoption of the term of scholarly activity appears to be an indicator of this independence.

Administrators discussed the intention of scholarly activity in their institutions. It was expected that the emergence of scholarly activity was linked to economic forces, such as academic capitalism, as described by Slaughter and Leslie (1997). However, administrators were clear that the primary intent of scholarly activity was towards enhancing teaching and learning and not so much for economic reasons. It is probable that the focus on teaching and learning will become more recognized and an intentional dimension within BC's community colleges. I make my final comments on this in the conclusion section of this dissertation. Enhancing teaching and learning primarily benefits the faculty and students, yet appears to have a secondary economic benefit by generating goodwill, increasing profile and ultimately generating more students which increases FTEs.

The Role of the Ministry Responsible for Higher Education

Since the current Ministry of Advanced Education and Labour Market Development is the primary source of funding for BC's community colleges, it was salient to ask administrators' their perspectives of the role of the government. Administrators commented about the role of the Ministry of Advanced Education (the Ministry's name at the time of this study) and were critical of the recently released report *Campus 2020* (Plant, 2007).

In the literature it was found there was little support or encouragement for scholarly activity in the BC community colleges from former and current government ministries responsible for post-secondary education. Furthermore, it was reported that the colleges were often left unattended by the Ministry (Department of Education, 1974b;

Dennison & Gallagher, 1986; Fisher et al., 2001). This lack of attention, or “hands-off approach” (Dennison & Gallagher, 1986, p. 25), probably contributed to the emergence and growth of scholarly activity, without the sanction of the Ministry responsible for higher education. Colleges changed and adapted as they saw necessary, and to their ability.

Administrators commented that it appears the Ministry is aware of scholarly activity occurring, yet is hesitant to formalize it. This finding suggests the Ministry would prefer to keep the status quo and not acknowledge or encourage scholarly activity. It is not known if the Ministry might be favourable to the concept of scholarly activity and this would be worth further exploration. In addition, the comment “*As far as AVED is concerned, all we do is teach*” (P12) indicates the perspectives of administrators that, in the Ministry’s view, the colleges have not changed, whereas the colleges in practice have changed. It is likely that the primary reason the Ministry does not acknowledge this change is that there are mandate and financial implications. For example, the mandate of the colleges would have to change dramatically if college faculty were supported in a greater capacity to pursue scholarly activities. This in turn would create financial implications for the Ministry.

A significant report on higher education in BC was commissioned and released in April 2007. *Campus 2020* (Plant, 2007) was published during this research project and several months before the data collection began. It was evident that the administrators in this study were cognizant of *Campus 2020*’s (Plant, 2007) findings and recommendations, which included a recommendation (#37) that the ability of colleges to

grant degrees be removed.⁵ Generally administrators' responses were critical of the report. One administrator's comment further supports the Ministry's notion that colleges' mission and mandate would remain status quo: "*There are still very traditional views out there—what a university does and what colleges do*" (P3). Another administrator pointed out that the Ministry expects the "*highest level of quality of teaching and instruction*", yet "*we feel that you can't be providing quality education without having some connection to scholarly activity—the two are hand in hand*" (P8). It does appear there is tension between what the colleges are experiencing with the emergence and growth of scholarly activity and what the Ministry will acknowledge and support.

Predictions about the Future of Scholarly Activity

It is a risky business to predict the future. This is as true for higher learning as for any other human activity. While some trends are discernible, other attempts at foresight are merely guesswork. We can say for certain that change is inevitable; we cannot say when or what change will occur. But we do have a choice. We can simply wait for what comes, and react to it; or we can take action to imagine the future we want, and try to shape it. (Plant, 2007, p. 9)

The above quote from Plant's (2007) *Campus 2020* report seems fitting to introduce this section. As discussed, there have been changes in BC's community colleges and change will continue as these institutions evolve (Skolnik, 2004). It appears that most administrators are looking to the future and that they are planning on scholarly activity as a growing dimension of their institutions. As one administrator commented,

⁵ The Ministry of Advanced Education rejected Recommendation 37 and stated, "There will be no change in policy with respect to degree-granting colleges in B.C." (Steffenhagen, 2007, p. B2).

"It [scholarly activity], is vibrant, alive, a lot of things going on and has tremendous potential" (P6). This quote is the quintessential example of a cup half full perspective. Growth in potential is based on administrators' decisions and actions to be proactive to support, encourage and discover scholarly activity in the college structure.

When asked about the future of scholarly activity in BC's community colleges, one administrator made the comment, *"Oh, now there is a big question"* (P3). It is a big question because there are many unknown variables. First, there is the future of BC's community colleges: will they remain colleges or be designated universities by the provincial government? This possibility became reality when Capilano College was designated a university with an Order in Council 2008. Second, how will colleges define scholarly activity and develop policies and initiatives? Third, several administrators predict that as new faculty are being hired with higher credentials, they will bring with them the expectation to conduct scholarly activity; how will colleges adapt to this change? Fourth, if further support for scholarly activity is expected, what level of funding will be required and how will time release be designated? Finally, will and should the current Ministry of Advanced Education and Labour Market Development officially set policy and direction for scholarly activity within the colleges? As one administrator suggested, *"Anything is possible"* (P3) and only time will tell the outcome.

Scholarly Activity is Sustainable

The majority of administrators commented that scholarly activity was a sustainable dimension, to varying degrees, in their institutions. They suggested scholarly activity would grow and change. In contrast, some administrators shared the belief that it

would not become a major focus of colleges. Based on these perspectives it is likely, at least in the near future, that scholarly activity in some of the colleges might not be a primary strategic direction. However, there is also evidence it will continue to emerge. It appears that the granting of baccalaureate degrees and the decision by some colleges to seek eligibility for external funding, such as NSERC and SSHRC, will continue to influence the growth of scholarly activity.

Previously in this discussion, two of the barriers to scholarly activity were identified as funding and release time for faculty; these findings were also found in the literature (Fisher, 2008). Administrators described various initiatives, funding and release time scenarios for conducting scholarly activity that were already in place, yet not adequate. To enhance the scholarly activity agenda, they made suggestions about changing the college structure to include release time and additional financial resources. Despite the limitations to fully support scholarly activity, administrators remain optimistic that it is sustainable. This is discussed further in the conclusion.

The solution to addressing the demand for additional funding and release time appears to be beyond the current structure of the colleges, and would likely involve increased funding support from government. While administrators appear optimistic, especially in regard to the May 2009 announcement from the Ministry of Advanced Education and Labour Market Development that college and university funding has increased since 2001, it is unlikely in the current recession that there will be additional funding. In July 2009 funding cuts to post-secondary education were reported (Hansen, p. A.4), thus making additional funding for scholarly activity unlikely. The Ministry of

Advanced Education and Labour Market Development confirmed the funding cuts but could not provide any additional details (L. Tees, personal communication, August 20, 2009). The colleges' quest for external research funding is also at a disadvantage. The ACCC reported that no colleges and institutions were successful in their application for the Leading Edge Fund and the New Initiatives Fund (Brazeau-Monnet, 2009). Despite this reality, the ACCC pledges to continue to advocate for future funding on behalf of the colleges.

Finally, if scholarly activity is to be sustained through release time and funding, some administrators are concerned that it would change the culture and structure of the college. This is an issue administrators will need to address if the intent is for scholarly activity to become more of a focus at their institutions.

Scholarly Activity: An Indicator of Organizational Change and Adaptation

The discussion in this section addresses the final research question: How is scholarly activity an indicator of organizational change and adaptation? The previous discussion on definitions, influences on scholarly activity and administrators' perspectives builds on the premise that scholarly activity has emerged in BC's community colleges and is an indicator of organizational change and adaptation. The literature suggests colleges have adapted and changed in many ways. I have selected the word indicator to specifically identify one element of change, the emergence of scholarly activity in the community colleges.

Overall, the findings suggest the emergence of scholarly activity is a change in the colleges as they have adapted to external pressures to grow and survive. Several reasons were suggested, both in the literature and by the participants in this study, for the emergence of scholarly activity in BC's community colleges. Pressure on the colleges appears to be the primary reason for change. The colleges adapted to environmental pressures by seeking alternate funding sources, thereby hoping to increase the prestige of their institutions. An underlying factor was the notion that colleges were aspiring to be more like universities. This notion is also discussed in this section. The original mission and mandate of BC's community colleges were to provide comprehensive programs that served their communities (Dennison & Gallagher, 1986). Yet, fundamental shifts occurred which moved the system away from one driven by the community to one dominated by financial issues (Province of British Columbia, 1996a). This section focuses on how scholarly activity is an indicator of organizational change and adaptation. As described in Chapter 3, organizational change and adaptation theory (Cameron, 1984) and the symbolic action approach (Pfeffer, 1981) were drawn upon in the interpretation of the data.

Evidence was presented that suggested the colleges were changing to mimic universities and adapting to external pressures to survive (Bélanger et al., 2005; Gamson, 1998; Levin, 2003b). Newson (1993) recognized that after the initial establishment and growth of colleges, they soon entered a "contraction" (p.286) period. Funding resources to the colleges were reduced and alternate sources had to be found (Buchbinder & Rajagopal, 1993; Fisher et al., 2001). One avenue was to grant baccalaureate degrees and another was to seek external funding through grants. Both were considered, one as

revenue-generating, and the other to build college prestige to attract and retain more students. This shift occurred in BC in the early 2000s when legislation permitted colleges to grant baccalaureate degrees and initiatives were established to encourage colleges to apply for research grants. Until that time, both of these activities had been the exclusive domain of the university. It appears colleges are selectively mimicking aspects of the university, while still remaining colleges. It also seems logical that the colleges would aspire to become more like institutions that hold higher status and adopt some traits that could contribute to their success. This organizational shift is identified by DiMaggio and Powell (1991), Aldersley (1995), Gamson (1998) and Levin (2003b) also report a similar pattern. This finding connects to an argument by Mills (2004), that advanced degrees are being fuelled by educational leaders to obtain prestigious programs.

Previously it was discussed that as a result of government funding reductions, the colleges have changed and adapted to find other opportunities to generate resources. This finding fits with the resource dependence theory as described by Slaughter and Leslie (1997). This theory predicts that institutions will seek alternate sources of funding when the primary funder reduces or restricts funds. It appears the tension created by funding reductions indirectly influenced the emergence of scholarly activity and colleges reacted to external pressures to change and adapt. Levin (2001) supports this notion that change is for the survival of the community college. Furthermore, it can be questioned if the adaptation of colleges to include scholarly activity is successful or not. Cameron suggests “successful adaptation requires becoming more diversified” (p. 125). I will offer my opinion on the notion of successful adaptation in the conclusion of this dissertation.

At the time of this study, half of the colleges granted degrees, two did not and four were in the development stage. With regard to external grants, two of the colleges in this study have obtained eligibility to apply for NSERC funding and six others are at the application stage. These findings indicate that most of the colleges are interested in, and supportive of, establishing degrees and conducting applied research in their institutions. This will no doubt further the scholarly activity agenda in the colleges and demonstrates a fundamental change. In 1986, Dennison and Gallagher observed that only a few college faculty were involved in scholarly activity or research. This practice has changed in the colleges but is still not well-documented. This discussion suggests that a future study on the college faculty is indicated.

With these changes, the term scholarly activity began to be incorporated in BC's colleges. It can also be considered that this term was borrowed from the university system and adapted to fit the needs of the community colleges. This adaptation can be viewed as a "proactive or anticipatory" (p. 123) change within the organization (Cameron, 1984). In other words, these institutions are intentionally adapting to survive in a changing environment. Change was evident when the colleges began to intentionally influence scholarly activity through initiatives and policies. During the course of this study, one of the colleges in this sample was granted university status. Not only did the college aspire to be more like a university, it became one. Although beyond the scope of this study, I have identified this as a topic for future research. There are many questions raised by this action, and it would be worthy to investigate.

The symbolic action approach was described by Pfeffer (1981) as looking at an issue through organizational language, definitions, rituals or ceremonies and the creation of physical space. In the literature review, it was established that the selection and use of language and terms are significant and meaningful (Ravitch, 2007; Ryle, 1949; Sandelands & Drazin, 1989; Scheffler, 1960). Campbell (1971) recognizes the evolution of terms as a normal process and recommends revisions or new terms for clarity. This may have occurred with the term scholarly activity. While professional development is still a relevant and established term in the colleges, the term scholarly activity seems to be linked to it, yet is still confused. While there are multiple definitions of the term, it is evident that scholarly activity is a relatively new label that has emerged in BC's colleges.

Further symbolic evidence includes the fact that colleges formally recognize or celebrate scholarly activity. Several institutions were in the beginning or development phase of recognition. Five administrators provided examples of how this is done in their institutions, including one college's annual event to showcase teaching and learning and scholarly activity. This is an example of an explicit and intentional use of the term scholarly activity, which Peters (1978) suggests is an indicator of administrators' leadership and commitment to organizational change, and furthermore provides an example of an intentional influence.

Special funds have been established to support scholarly activity and learning and teaching centres are, or are being, established. These examples of symbolic evidence indicate the colleges are providing support and encouragement of scholarly activity. These behaviours further establish scholarly activity as a significant dimension of the

colleges. Eckel et al. (2001) report that physical space and a designated budget actually produce change. Furthermore, Vaughan (1992) suggests these scholarly activity initiatives are embedding this dimension in the colleges' culture.

The finding that physical and virtual space for the learning centres has or is being developed by colleges was unexpected; this appears to be a growth area for the colleges. Administrators reported that these centres contribute to the support of scholarly activity and there is commitment to their development. I suggest in the future these centres will be able to provide a foundation for scholarly activity and the SOTL. Finally, a significant symbolic behaviour was the establishment of a scholarly activity coordinator. Only one college has this position in its structure, yet it is desired by others. It is not a surprise that one of the colleges with an official definition and scholarly activity policy has established the coordinator position. The appointment of a scholarly activity coordinator would alleviate some of the demands and workload of the administrators and further establish the importance of this dimension within the college. Even though establishing coordinator positions has financial implications, it would further the movement towards the intentionality of scholarly activity.

Perceptions of Paradoxes

As the data analysis progressed an interesting theme of *paradoxes* emerged. Because it is distinct, yet connected to, the previous categories in this discussion, I decided to include the discussion of these paradoxes in a separate section. Cameron and

Quinn (1988) suggest “paradox embraces clashing ideas” (p. 2). Using this definition in the analysis of the findings, the following paradoxes are identified:

1. “*It’s an institutional commitment...[with] no institutional definition*” (P4). This administrator identified a paradox that appears to be true. Only two of the 12 colleges had official scholarly activity definitions and policies. A mandate for scholarly activity is not included in the *College and Institute Act* (Province of British Columbia, 1996b), yet colleges are supporting and encouraging this activity;
2. In most colleges, professional development was defined as distinct from scholarly activity, yet most scholarly activity is supported by professional development funds. This paradox demonstrates how the language or policy is not congruent with the practice;
3. All of the college senior administrators in this study have scholarly activity as part of their portfolio of responsibilities; yet only one-quarter (3) of them had this explicitly named in their job descriptions. This suggests that responsibility for scholarly activity is implicit within the senior administrator position;
4. The colleges are adopting university-like attributes, yet remain colleges and appear to want to stay colleges. In contrast, Mount and Bélanger (2001) claim “universities are becoming more like colleges....” (p. 142)

Cameron and Quinn (1988) further point out that paradox is useful in the study of organizations and “is associated with creative insights” (p. 4). Indeed, the discovery of these paradoxes was a creative endeavour during the data analysis and interpretation. As they emerged I gained a sense of renewed energy for the process and insight into the findings. Any of these paradoxes could be explored further, in addition to the topics already recommended for further research.

Conclusions and Recommendations

I have organized the conclusions based on the findings and according to the conceptual framework used in the discussion section: definitions and distinctions of scholarly activity: discussion and debate; influences: inadvertent to intentional; a cup half full: administrators' perspectives and predictions; and organizational change and adaptation. Following these conclusions are my recommendations and final comments on this study. I have drawn these conclusions based on the findings and my analysis and interpretation of the data. With this information I was able to make recommendations and identify suggestions for future research.

Definitions of Scholarly Activity: Discussion and Debate

Based on the findings from the literature and administrators' perspectives, I offer the following conclusion: There is no common definition of scholarly activity agreed upon in BC's community colleges. While I expected to find clarity of this term and present a substantive definition of scholarly activity, this was not the case. What I found was a multitude of definitions of and distinctions between scholarly activity and its related terms. There was confusion about the terms scholarly activity, scholarship, research (applied and basic) and the SOTL. What I was able to accomplish is an offering of definitions to start a discussion, and the beginnings of a framework to guide the development and practice of scholarly activity. I found a desire amongst the majority of administrators for a common definition of scholarly activity. I can also conclude that the definitions used in BC's community colleges are unique to BC's colleges. While the

concept of scholarly activity may have been borrowed from the university, BC's colleges have made it different and distinct from the universities; it appears to be broader and more comprehensive. It also appears that some elements of professional development are considered as scholarly activity, and this too needs clarifying. It was also curious to find the distinction, and sometimes, disagreement, between the definitions of research (applied and basic) and scholarly activity; this needs further exploration.

If BC's colleges continue to develop, support and encourage the practice of scholarly activity it is paramount that a definition be developed and policies established. A starting place to begin this dialogue is at the BC Senior Academic Administrators' Forum (SAAF). The SAAF is a formal meeting opportunity for BC's college senior administrators. It is expected this dialogue would also include consultations with the Ministry responsible for higher education, faculty associations, FPSE and PSEA.

A vision for this dissertation is that it will encourage and support the leadership required to bring together colleges, boards, administrators and faculty to collaborate on a definition and understanding of the term and practice of scholarly activity in BC's community colleges. It is also the intent of this research to provide a foundation to begin this process. I concur with the findings from the literature that the use of words, terms and labels are significant within institutions and need to be carefully selected. The Ministry, college boards, administrators and faculty need to be intentional about the use, definition of and distinction between scholarly activity and its related terms. It appears that some of the terms identified in this research cause confusion and are misunderstood. The literature offers cautions about the use of language and terms in education and this

advice should be taken. Even if administrators are tasked with other pressing issues, the topics of scholarly activity and scholarship are wanting in definitions and policies and it is time for leadership and intentional discussion. As with all definitions and policy development, it is expected there will be critique, discussion and debate. However, it is time to develop a common definition which will ultimately support policy development and the practice of scholarly activity.

**Influences:
Inadvertent to Intentional**

One of the questions addressed in this study was to trace the emergence of the concept of scholarly activity in BC's community colleges. Within the literature I was able to identify links to how the term, and eventually the practice, emerged. This was a subjective task, but nonetheless a substantial amount of thought was given to identifying the relationships between events, reports, legislation and initiatives and how they influenced the development of scholarly activity. I used the term inadvertent because it appears scholarly activity, per se, was not intentionally planned in the colleges. This notion also fits with organizational change and adaptation theories, used to interpret some of the findings. These theories explain that organizational change and adaptation occur more so from external pressures than intentional planning. Administrators responded to external pressures by adopting scholarly activity as a dimension of their colleges. By providing support, encouragement and initiatives for scholarly activity the colleges have become intentional influences. Some of the colleges are advanced in their initiatives, policies and practice while others are in the developmental phase. Being intentional

requires responsibility from administrators and their institutions to formally recognize, support and label scholarly activity.

History tells us that colleges are dependent on the government, yet somewhat independent. Mandated within the *College and Institute Act* (Province of British Columbia, 1996b), the colleges appear to have some flexibility and have adopted scholarly activity without official recognition. There appears to be little, or no direct influence from past or present Ministries on the emergence of scholarly activity. It would be prudent for the current Ministry of Advanced Education and Labour Market Development to acknowledge scholarly activity is occurring in the colleges and recognize this as a valuable contribution and a dimension of these institutions.

Administrators Perspectives and Predictions: A Cup Half Full

The findings and discussion on administrators' perspectives of scholarly activity were based on the primary data for this study. The questions posed to administrators included their definitions of scholarly activity; their perspectives of the development of scholarly activity initiatives, policies and practice in their institutions; and their predictions on the future of scholarly activity. I have used the metaphor of a cup half full to illustrate the overall conclusion for this study. Most administrators' perspectives were optimistic that the practice of scholarly activity was a sustainable, beneficial dimension of the college, and they encouraged and supported the expected growth and development.

Generally, the administrators' perspectives of the emergence of scholarly activity in their colleges mirrored the findings from the literature. The major finding from this

section was the influence of the community college baccalaureate on the emergence of scholarly activity. A secondary finding was the acknowledgement that the provincial and federal initiatives for external funding grants contributed to the development of scholarly activity. It was curious that while it was expected that the primary reason for scholarly activity was economic, most administrators denied this suggestion. Some administrators reported economic benefits were the intent of scholarly activity, but overall, this premise was not supported. Administrators reported teaching and learning as the primary intention of scholarly activity.

An unexpected finding reported by administrators was the notion that new faculty being hired possessed higher credentials (at the doctorate level) and had the expectation to conduct scholarly activity. They also suggested that in the future, the opportunity to conduct scholarly activity will be considered a recruitment and retention issue. Therefore, administrators suggested that the colleges would need to be better prepared to support this activity; at the same time they identified barriers such as a lack of financial resources and release time. The administrators' optimism about the sustainability of scholarly activity is clear, but in contrast, there is no plan to address the identified barriers of funding and release time. This issue will need to be addressed.

If a plan was developed and resources made available, I suggest the fundamental structure of the college could change from teaching intensive to a hybrid of teaching and scholarly activity. This is not like the university, but perhaps a model unique to BC colleges; indeed, it could be similar to the structure of the new special purpose teaching universities. A move in this direction would have major implications for colleges, faculty

associations and the Ministry. Issues such as bargaining of collective agreements and obtaining the additional funds to support scholarly activity would have to be addressed. However, much can be learned from the history of the university colleges in BC.

The SOTL has been emerging in the colleges perhaps simultaneously with scholarly activity. It is difficult to say if one influenced the other but it appears likely that this occurred. Most administrators identified teaching and learning in their definitions of scholarly activity in BC's community colleges and evidence suggests there is local, national and international support for this movement. Therefore, I conclude that the SOTL will move forward and become a significant focus of the community colleges. The SOTL appears to be a good fit within the colleges and can be linked to the colleges' mandate within the *College and Institute Act* (Province of British Columbia, 1996b). The *Act* designates teaching and learning as the primary function of the colleges.

It was established that the Ministry responsible for higher education in BC does not have a definition of scholarly activity, nor is this an official mandate of the colleges. It appears the Ministry is aware of the practice of scholarly activity, yet is unresponsive to the issue. In some ways, the status quo is working for the colleges, yet if the desire is to move the scholarly activity agenda forward, this needs to be acknowledged and supported at the provincial level, which could have major resource implications for government. Senior administrators need to agree (in collaboration with their boards, education council and faculty associations) whether scholarly activity should be part of the official mandate of the colleges and work with the Ministry on this issue.

Organizational Change and Adaptation

In this section, the issue addressed was how scholarly activity is an indicator of organizational change and adaptation. Several examples were drawn from the literature and interview findings to suggest BC's community colleges have changed and adapted since their inception. The emergence of scholarly activity initiatives, policies and practice is an indicator of organizational change and adaptation. While only two colleges have an institutional definition of and policy on scholarly activity, there is evidence of initiatives and practice and potential for further growth and development in all colleges.

One premise of this study is that the colleges have adopted some traits of the university, and this was evident in the findings; yet most administrators were dedicated to fulfilling the mission and mandates of the college. Although the colleges are mimicking some traits of the university, I do not believe, in most cases, it is their intention to become one. Some colleges may aspire to become universities but only time will tell. The need to mimic a higher status institution such as the university is somewhat expected and perhaps the colleges' in their efforts to strive for greatness are laudable. I conclude the colleges are adopting elements of the university to suit their and their community's needs, to grow and survive in this century.

With regard to organizational change there appears to be some adjustment by the colleges as they adopt and develop the practice of scholarly activity. One of the questions identified in the discussion was if this was successful adaptation. Cameron (1984) suggests success is dependent on diversification. There is evidence the colleges have diversified with initiatives such as the community college baccalaureate,

collaborative degrees and seeking eligibility for external funding. In contrast, Cameron (1984) cautions that if further changes occur that challenge the organization, such as a reduction in funding or resources, then the requirement for success is specialization. It appears the colleges have diversified and at the same time “have attained considerable expertise through specialization” (Skolnik, 2004, p. 54). Currently, there are only 11 community colleges in BC and they are specialized as comprehensive post-secondary organizations and have survived many changes, especially fluctuating funding and resources. However it remains to be seen if the adaption to adopt scholarly activity as part of the institutional dimension will be considered successful.

While scholarly activity is emerging and being recognized, the colleges are governed by the *College and Institute Act* (Province of British Columbia, 1996b) and are obliged to maintain their mission and mandates as directed. The colleges appear to have some autonomy with regard to their strategic direction, but at the same time, are confined within the *Act*. It was documented earlier how the mission and mandates of colleges have shifted since their inception, including the emergence of scholarly activity in these institutions. This change in organizational structure demonstrates that scholarly activity has moved from being implicit within the colleges to explicit. Therefore, I can conclude this is an expected organizational change.

“We are a college and remain a college” (P8) are important words to consider in this study. I agree with this administrator’s comment. The colleges have a unique niche in post-secondary education and contribute far more than the community may realize. BC’s community colleges are a dynamic and viable institution and they have adapted and

changed and probably will continue to adapt and change due to external pressures. The focus on teaching and learning, plus serving the community, must be the primary mandate of the college, yet there is room for including scholarly activity.

Recommendations for Educational Leadership in BC's Community Colleges

This dissertation cannot be complete until I address explicitly the issue of educational leadership. I had the opportunity to interview an elite group of senior administrators in BC's community colleges. I am grateful for their generosity, encouragement and support of this research. Their participation in this study has contributed to the body of knowledge on BC's community colleges and the understanding of the topic of scholarly activity.

Overall, the findings indicate that the concept of scholarly activity is still emerging and not fully understood, yet it appears to provide benefits to faculty, students and the institutions. If colleges continue to pursue this dimension of the institution, the development and revision of institutional infrastructure is needed. Included in this infrastructure would be definitions, initiatives and policies to support and encourage the practice of scholarly activity.

A vision for this research is that it will encourage and support the leadership required to bring together colleges, boards, administrators and faculty to collaborate on a definition and understanding of the term and practice of scholarly activity in BC's community colleges, and its related terms scholarship, research (applied and basic) and the SOTL. To assist in clarifying the definitions and concepts of scholarly activity, in the

Findings chapter, I categorized administrators' responses into five categories. Combined, each of these categories could be considered in developing a definition of scholarly activity. Using these five categories provides a starting point for discussion and planning. The definitions of scholarly activity and distinctions between related terms, reviewed in this dissertation, will also be a valuable guide.

The opportunity for faculty to teach at higher levels in degree programs created potential tension. Administrators reported new faculty being hired with advanced credentials and an expectation to conduct scholarly activity. If these predictions are accurate, college administrators will need to review scholarly activity in their strategic planning, including funding and release time for scholarly activity. The PSEA has begun to collect labour market information about the demand for faculty with higher credentials but it will take time to establish a database. This labour market information will be useful for the colleges in their planning for scholarly activity.

There are some established supports for scholarly activity such as educational leave and professional development, and some administrators are creative in securing additional funding for scholarly activity. Most of the administrators are optimistic that scholarly activity is sustainable. Somewhat of a contradiction, they also reported barriers to scholarly activity. The reality is that there is not enough institutional structure or established funding to fully support scholarly activity. To sustain this endeavour, a systemic funding plan to support scholarly activity is needed, both at the college level and the Ministry level, and will require ongoing negotiation and planning.

As this study progressed a question about administrators' decision-making processes became evident. Most administrators had embraced the concept of scholarly activity. Scholarly activity seemed to be assumed into the senior administrators' portfolio of responsibilities, and it would be useful to understand how this occurred. Inadvertent influences on scholarly activity were identified, and now the senior administrators have become intentional influences on scholarly activity. Almost every administrator in this study indicated support from the college president for scholarly activity. I suspect the president may have influenced the emergence of scholarly activity and it would be worthwhile to investigate further.

Tension was a theme identified in regard to the current practice of scholarly activity. In *Learning to Lead in Higher Education*, Ramsden (1998) reminds us that "leadership is about change" and finding "balance" (p. 8) with the tension. As a faculty member and an educational leader, I support Ramsden's comment that "first and foremost, academic leadership must provide the means, assistance and resources which enable academic and support staff to perform well" (p. 8). I also recognize that the role of faculty is proactive in the collaborative efforts of scholarly activity, teaching, learning and leading.

In the discussion section I categorized some administrators as champions of the community college. These administrators praised their faculty and institutions and their history of providing comprehensive programs. It is appropriate at this stage to encourage college leaders to make the value of the college more public, as suggested by Vaughan (1992). I agree with his suggestion that the promotion and focus on scholarship and

scholarly activity are one means to do so. The colleges specialize in what they do best: teach and provide access to post-secondary education. They serve their communities and regions and indeed, the world, through exchange programs and global educational partnerships. I agree with Vaughan's (1988) statement that "outstanding teaching requires constant learning and intellectual renewal" (p. 28). One of the means of intellectual renewal is through scholarly activity.

This study has informed and will hopefully encourage and shape the discussion about, an understanding of, and strategic planning for, future scholarly activity in BC's community colleges.

Recommendations for Further Research

During the process of data analysis and discussion, several questions regarding the topic of scholarly activity in BC's community colleges emerged. Research on any of these questions would provide a greater understanding of how the dimension of scholarly activity fits within BC's community colleges. These questions are beyond the scope of this study; therefore, I make the following recommendations for further research on the topic of scholarly activity in BC's community colleges.

1. After pilot testing the interview questions developed for senior administrators, it became evident that a perspective from college faculty on scholarly activity was needed.
2. I was invited to present my preliminary findings and early data analysis at several conferences and, as a result of the discussion that followed, I realized that the definition of scholarly activity and its related terms could in itself be a research topic.

3. In addition to definitions, a study on the meaning of scholarly activity from a philosophical perspective would add to the understanding of this phenomenon. One of the questions to be addressed might be whether calling something scholarly activity makes it scholarly activity.
4. This study was limited to the public community colleges in BC. A research study on the comparison of the current state of scholarly activity in the community colleges and their counterparts in Canada, the United States, the United Kingdom and Australia would be useful to identify trends, similarities and discrepancies.
5. This research touched upon the topic of senior administrators and their influence on the practice of scholarly activity in their institutions. Further exploration of administrators' decision-making processes related to scholarly activity would contribute to the body of knowledge on educational leadership.
6. An unexpected finding of this research identified nursing faculty as the key initiators and participants in scholarly activity in BC's community colleges. An exploration of this unexpected finding to determine why this has occurred would be a worthwhile future research project.
7. Administrators reported that new college faculty being hired have higher credentials and bring to the colleges an expectation that they will conduct scholarly activity. A study would support or refute this claim and also identify future implications for strategic and succession planning.
8. Based on the concerns raised in the literature, there is a need for further research on the impact of the community college baccalaureate, within Canada and BC, building on the existing body of knowledge in this area.
9. During the process of this study, one college was designated a university. A case study of this college's quest to become a university and an exploration of whether other colleges want university status would be relevant.
10. The colleges are adopting university-like attributes, yet remain colleges and appear to want to stay colleges. In contrast, Mount and Bélanger (2001) claim "universities are becoming more like colleges..." (p. 142). An exploration of this phenomenon would be a valuable study.

Final Thoughts and Reflections

I am privileged and grateful to offer my final thoughts and reflections at the end of this dissertation. Like the administrators' perspectives in this study, my cup is half full. I expect it will continue to be more than half full with curiosities, challenges and opportunities in the future. I believe the practice of scholarly activity will continue to emerge in BC's community colleges, and it will become a viable dimension through the intentional process of further developing a definition, initiatives and policies.

My travels throughout BC to visit the community colleges, and all the people I met along the way reaffirm my belief in the importance of the community college system. In some cases these institutions and their faculty are *Honored but Invisible*, borrowing a title of the book by Grubb (1999). The diligent work of the college is sometimes unspectacular in nature, but its mission and mandate to provide educational opportunities throughout the province is unwavering. With over 60 campuses, thousands of employees and comprehensive programming, these dynamic institutions will continue to contribute to the communities in BC. The fact that the colleges have changed and adapted because of their attributes connects to Dennison's (1984) commentary that the community colleges' "survival will depend upon society's view of them as imaginative, innovative educational institutions truly sensitive to the realities of Canada" (p. 147). Dennison's comments are apropos in that the colleges have survived, and will continue to thrive, because of their imagination and innovation.

Recent changes in the post secondary system were noted in this study. Several recommendations from the *Campus 2020* report (Plant, 2007) have been implemented

including the establishment of five new universities from existing institutions, one of which was a college. The community colleges are now situated in a new educational environment, thus creating an opportunity to reflect on and reaffirm their mission and mandate.

My final thoughts on the conclusion of this dissertation are reflected in the words from the poem *Little Gidding* by T.S. Eliot. I believe his poem aptly describes starting and finishing a dissertation. His poem is profound and meaningful at the end of this process. "What we call the beginning is often the end, and to make an end is to make a beginning" (1942, pp. 14-15). At the beginning of this dissertation I was filled with anticipation and uncertainty, yet with the never-failing belief that I could accomplish this research study. It has ended with a sense that it is not really over, and I have a renewed curiosity about the community colleges in BC. This ending is really the beginning of my work and further interests to pursue. To do T.S. Eliot justice, I have included an excerpt of his poem.

*What we call the beginning is often the end
And to make an end is to make a beginning.
The end is where we start from. And every phrase
And sentence that is right (where every word is at home,
Taking its place to support the others,
The word neither diffident nor ostentatious,
An easy commerce of the old and the new,
The common word exact without vulgarity,
The formal word precise but not pedantic,
The complete consort dancing together)
Every phrase and every sentence is an end and a beginning...*

(Eliot, 1942, pp. 14-15)

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Appendices

Appendix A.

Historical Overview of BC's Community Colleges and Tracing the Influences on Scholarly Activity

Year(s)	Influences on Scholarly Activity
1958	Public Schools Act amended to offer Grade 13 Dennison (2002) claims this was the beginning of the community college history in British Columbia.
1962	<i>Macdonald Report</i> Recommend that 2-year community colleges be established in BC. His vision for this post-secondary institution that it would be "different in kind from those at the university" (p. 51) with a focus primarily on teaching and not research.
1963	Public Schools Act Amended to establish colleges under school board control (Dunae, n.d.).
1964	The ministry struck an Academic Board in 1964 "to ensure credibility of the new colleges" and "a policy of credit transfer" (Dennison, 2000, p. 13).
1965	First Community College Established Vancouver City College was the first of and subsequently 15 public community colleges (Dennison 2002).
1974	The Post-Secondary Articulation Coordinating Committee is formed, charged with the "role of overseeing transfer and articulation in BC" (Gaber, 2005).
1974	<i>Towards a Learning Community</i> . Report of the Task Force on the Community College in British Columbia. "To recommend changes in legislation leading to the creation of a community college act" (Working Paper, 1974 p. iii). Acknowledges importance of faculty and the need for professional development" (Report of the Survey 1975, p. 29).
1977	Colleges and Provincial Institutes Act With regard to faculty conducting research the Act "is silent on this task" (Dennison, 2006, p. 121).
1977	Academic Council established "which assumed responsibility for managing the articulation committees and the transfer process" (Dennison, 2002, p. 6). (Abolished in 1983). Articulation committee remained intact.

Year(s)	Influences on Scholarly Activity
1981	Kwantlen College. Last community college established in British Columbia.
1988	<i>Access for All Report</i> : Written by the Provincial Access Committee in response to the low number of degrees in BC being compared in Canada (Dennison, 2006). There is no mention of scholarly activity in the Report.
1988	Vaughan advocates for recognition, support and encouragement of scholarship and scholarly activity in US colleges.
1989	First university colleges established (Cariboo, Okanagan & Malaspina) followed by Fraser Valley in 1991 and Kwantlen in 1995. (Church, 2002).
1989	BC Council on Admissions and Transfer (BCCAT) created as a result of a recommendation in the <i>Access for All Report</i> (Gaber, 2005).
1990	Boyer's Scholarship of Teaching published. <i>Scholarship Reconsidered: Priorities of the Professoriate</i> .
1994-1995	The <i>College and Institute Act</i> (note: change from the <i>Colleges and Institutes Act</i>). Amended (Bill 22) for university colleges to "begin offering degrees in their own name". "Nothing is said about research" (Church, 2002, UNBC History. 1987-1994 ¶2).
1996	<i>Charting a New Course Report</i> BC Ministry of Education, Skills and Training (Province of British Columbia, 1996a) offers a definition of scholarly activity.
1998	Petch Report (1998). <i>Degree Programs at the University Colleges: A British Columbia Success Story</i> , includes a definition of scholarly activity.
1998	Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) launched.
2002	Canada's Innovation Strategy Designed to fund research and innovation (Corkery, 2002). Colleges are eligible to apply for funding.
2003	Degree Authorization Act "Colleges are given authority to grant applied baccalaureate degrees" (Gaber, 2005).

Year(s)	Influences on Scholarly Activity
2004	International Society for the Scholarship of Teaching and Learning (ISSOTL) founded.
2006	Natural Sciences and Engineering Research Council of Canada (NSERC) Announces a change in policy whereby colleges could apply for funding, whereas previously, colleges would only be considered as co-applicants when working with a university.
2006	BC Research and Innovation Strategy Supporting research infrastructure at universities, university colleges, colleges and institutes through the BC Knowledge Development Fund (Ministry of Advanced Education and Ministry Responsible for Research and Technology, p. 5).
2007	Ministry of Advanced Education - No Definition of Scholarly Activity The Ministry has not updated or changed the definition from the 1996 <i>Charting a New Course</i> (Province of British Columbia, 1996a) and claim they have no definition of scholarly activity (J. MacDonald, personal communication, November 5, 2007).
2007	<i>Campus 2020</i> Report Recommendation #25: to develop a provincial accreditation process (Plant, 2007, p. 55). Scholarly activity may be identified as part of the accreditation process.
2008	University Act amended to allow the Province to create new universities. April 29 2008. Remaining university colleges, one provincial institute and one college designated as “regional” university.
2008	<i>Campus 2020</i> Report Recommendations to the Ministry of Advanced Education under review.

Appendix B.

Interview Checklist

Cheryl Jeffs, Doctor of Education Graduate Student, Principal Investigator
Simon Fraser University, Faculty of Education, Vancouver BC

Scholarly Activity in BC's Community Colleges Study

Script

I'm Cheryl Jeffs, a SFU doctoral student. I'm conducting research on the topic of *scholarly activity* in BC's community colleges. You have received some advance questions in preparation for this interview. Thank you for agreeing to participate in my research study. I expect our interview to take approx 50 minutes to one hour. You are being asked to participate in this study because scholarly is part of your portfolio of responsibilities.

Checklist

- This research has been approved by SFU Ethics Research Office.
- I have obtained permission from your institution to conduct this research.
- My approach to this research is curiosity and to seek knowledge. There is no deception, nor intent of harm.
- There are no right or wrong answers.
- You might not even have an answer or you might not wish to answer a question.
- Your identity will remain anonymous as well as your institution, unless you request otherwise.
- This interview will be tape recorded and transcribed verbatim. You will be given a copy of the transcript and the opportunity to clarify, change or edit your comments.
- All recordings and files will be kept in a secure location during the research and will be destroyed after all of the final reports are written.
- You may withdraw from this study at anytime.
- To consent to this interview please sign Form 2 SFU Informed Consent by Participants in a Research Study. A copy of the Form 2 will be provided to you if requested.
- A copy of Form 4 Participant's Feedback (Optional) is given to each participant to provide feedback about the interview to the Research Ethics Office.

Appendix C.

Request Permission to Conduct Research and Interview Employees

Each college (N=12) was contacted to identify the contract person who could grant permission to conduct research in their institution. Once a name and e-mail address was obtained, the following document was sent. Permission to conduct research was granted from all of the colleges.

July 2007

<Name, Title, College>

<E-mail>

Dear <Name>:

I am requesting permission to conduct research at <Name of College>. I am a Simon Fraser University Doctor of Education student and this study is part of the requirements for the degree. I expect to interview one senior administrator who has scholarly activity as part of their portfolio of responsibilities. Once you have granted permission I will begin inviting participants for a 50 minute interview in Fall 2007.

To grant permission your response and reply to this E-mail will be acceptable.

There is no obligation to participate in this study and all institutions and participants are assured confidentiality and anonymity in accordance with SFU Research Ethics Review Policy R20.01. The following is a brief summary of my research study. I would be pleased to discuss further or answer any questions you might have.

Research Topic

Scholarly Activity in British Columbia's Community Colleges

Background

While scholarly activity has been an implicit underpinning of BC's community colleges there appears to be a renewed interest to foster this dimension and make it explicit. Some colleges are now making scholarly activity explicit by labelling it as such and through policy, resources and support. There is little known about scholarly activity within BC's colleges as it has not been systematically documented, there is no common definition, and there appears to be variation in policy and dedicated resources.

Research Purpose

With the emergent use of the term *scholarly activity* in BC's community colleges, and what appears to be additional support, resources and the development of policy, it is the intent of this research to find out "what is going on" in these institutions. The goals of this research are to explore definitions of scholarly activity, identify the intentions, describe the types of activities, document the transition from implicit to explicit expectations, and within this context offer an interpretive perspective.

Research Design

This is a descriptive, interpretive qualitative study on the community colleges in BC. The questions guiding this research are: 1) What are the definitions of and distinctions between scholarly activity and its related terms as used in BC's community colleges? 2) What documentary record exists that traces and explains the development of scholarly activity initiatives, policies and practice in BC's colleges at both the provincial and institutional levels? 3) How do senior college administrators (a) define scholarship and scholarly activity; (b) account for the development of scholarly activity initiatives, policies and practice in the present life of their institutions, and (c) perceive the role of scholarly activity initiatives, policies and practice in future plans for their institutions? and 4) How is scholarly activity an indicator of organizational change and adaptation? The data will be collected by interviews with senior administrators who have scholarly activity as part of their portfolio of responsibilities. The sample will include all public community colleges in BC (N=12).

Significance of this Research

This research will contribute knowledge about the community colleges in British Columbia on a topic that has not before been explored. Several people within the college system are encouraging this research topic as there is little known about scholarly activity. This research will benefit college leaders, administrators, board members and faculty.

I would be pleased to answer any questions or concerns and Geoff Madoc-Jones, Co-investigator and my dissertation supervisor is also available to contact.

To grant permission to conduct research at <College> your response and reply to this E-mail will be acceptable.

Sincerely,

Cheryl Jeffs, Principal Investigator
Scholarly Activity in British Columbia's Community Colleges Study
Doctor of Education Student
Simon Fraser University
Faculty of Education

Geoff Madoc-Jones, Co-Investigator
Assistant Professor/Dissertation Supervisor
Simon Fraser University
Faculty of Education

Appendix D.

Interview Questions

The interview questions were pilot tested, committee reviewed and subsequently revised. Nine questions were developed with a series of sub-questions.

How do you define the term scholarship, as opposed to the term scholarly activity?

How does your institution define scholarly activity?

Is there another term or label used at your institution instead of scholarly activity?

Please describe an example of scholarly activity.

Please describe how scholarly activities are celebrated and/or showcased in your institution?

Does your institution use Boyer's schema (scholarship of teaching)?

Please describe the current state of scholarly activity in your institution

Do you have a scholarly activity policy and designated resources and support? If not, is this a consideration or under development?

Do you have a scholarly activity coordinator? If not, is this a consideration or under development?

Please comment on why you think scholarly activity is now being recognized?

From your perspective is scholarly activity a significant change in your organization?

Is scholarly activity named in your job description. Has it always been a part of your job or has it been included (when)?

Does your institution make a connection between scholarly activity and the scholarship of teaching and learning?

Please describe how scholarly activity has evolved in your institution.

Could you give a timeline when scholarly activity was first used as a term?

Several key events have occurred in the last few decades, such as the establishment of university-colleges, the Degree Authorization Act giving colleges the authority to grant baccalaureate degrees. Please comment on these events. Are there other significant events that may have contributed to the evolution of scholarly activity? (e.g., NSERC, SSHRC)

Please comment if there were internal influences on how scholarly activity evolved in your institution, such as College administration, board, faculty.

Is your president supportive of scholarly activity?

Please describe what the intention of scholarly activity is in your institution.

Please comment on scholarly activity as a means to meet economic goals.

Please comment on how scholarly activity benefits faculty, your institution, students, the community.

Please comment on the role of the Ministry of Advanced Education in relation to scholarly activity.

Please comment on what you think will be the future implications of scholarly activity in your college.

Is scholarly activity a criterion for selecting new faculty? Is this a new criterion?

Is scholarly activity a requirement for promotion or retention at your college? If not, why do you think faculty engage in scholarly activity?

Do you think your college will eventually be offering faculty workload that is split between teaching and scholarly activity?

Is scholarly activity in your colleges sustainable?

Do you have any other comments about scholarly activity in your institution or within the province, or any additional comments about this study?

Appendix E.

Travelogue

Remember, life is not measured by the number of breaths we take, but by the moments that take our breath away (Anonymous)

Indeed, at times during my travels throughout BC, there were moments when I witnessed such spectacular sights that the above quote reflects part of this research experience “that took my breath away.” There is nothing like flying over the snow-capped mountains at daybreak, or watching the northern winter sunset turn the landscape a shade of blue/grey. These are experiences I will always remember.

To appreciate the scope of this study, I have included a synopsis of how the primary data were collected during my travels throughout the Province of BC. McGillivray (2005) provides a geographical scope of BC: “Encompassing nearly 950,000 square kilometers,” BC is “varied from both a human and a physical perspective” (p. 4). He puts the province into perspective by indicating that, “many nation-states are significantly smaller, and few have such a variety of landscapes” (p. 4).

Beautiful British Columbia

A river runs through it, a mountain behind it, an ocean beside it, a lake in front of it, a valley near it, a desert not far from it, a forest surrounding it: these are the settings of the locations of BC's 12 community colleges. BC's community colleges are located in the vast geographical area of the most western province of Canada. Located in

communities throughout BC, this post-secondary system is a dynamic entity. Diverse in programs yet similar in structure, these institutions are a salient socio-economic dimension of the community. BC's community colleges provide comprehensive education and training, and are a gateway to higher and advanced educational opportunities.

When I embarked on this journey to travel the province to interview research participants, I was inspired by Wallace Knott (1932) and his thesis *The Junior College in British Columbia*. His words stayed with me: "the province is well supplied with transportation facilities" (p. 32). He was referring to the railways, Canadian Pacific, the Esquimalt and Nanaimo, the Pacific Great Eastern and the British Columbia Electric Railway. Water transportation was possible by the Canadian National System with ships that connected the Mainland to Vancouver Island and the Queen Charlotte Islands. His thesis explored the geographical, social, political, educational and economic landscape of BC. His vision included a recommendation that junior colleges be established in Prince Rupert, Fernie, Kelowna, Kamloops, Chilliwack, Nanaimo and Nelson and that they "should be an integral part of the educational system" (p. 101). I am sure he never imagined that 75 years later it would be possible to travel so easily around the province to visit colleges in several of the cities he recommended. He wrote his thesis before commercial airliner service was available and our vast highway system established. It was possible for me to fly to Fort St. John, drive to Dawson Creek and fly back to Vancouver all in one day.

As I began the process of data collection, I realized how profound travelling around the province was. I had the opportunity to travel to all of the college regions in the East and West Kootenays, Interior, Central, North West, Vancouver Island and the Mainland of British Columbia. I went to each college headquarters and personally interviewed the participants in this study. This activity began in October 2007 and was completed in January 2008 and allowed me to visit the campus headquarters and experience their environment. During the process I flew, drove, rented cars, rode on public transportation (buses, skytrain and seabus), and took taxis to my destinations. I crossed over all of the major river systems in BC including the Fraser, Columbia, Skeena and Peace Rivers. I drove over the Kootenay Pass, sailed over the Burrard Inlet and Strait of Georgia, flew over the Coastal Mountain Range and drove around the Mile Zero landmark of the Alaska Highway. In total, I travelled approximately 9000 kilometers.

Due to a generous educational leave and research funding from Douglas College, and personal resources, I was able to accomplish this task. The fall and winter in BC can pose harsh weather conditions. I was fortunate to have many blue-sky days, albeit sub-zero temperatures, breathtaking sunrises and calming sunsets. I walked around campuses in every possible weather condition: the sun shining, howling wind, drizzling rain, freezing temperatures, and snow or ice or mud on the ground. Some campuses are located in settings with spectacular views and magnificent trees, others less so. All have their own character representing different needs and the environment of their community, from city to rural campuses. Campuses consisted of old and new structures, historical buildings (including parts of a decommissioned Royal Canadian Air Force base), some are high-school like, institutional and functional, while others are modern with glass,

steel and concrete, and in some settings the West Coast influence was evident with cedar and large timbers as part of the structures. The energy, costs, planning and preparation for travel to conduct these interviews was time-consuming but worth the experience and provided a richer dimension to the data. I was privileged to see first-hand where this thing being called *scholarly activity* was occurring in BC's community colleges.

The People

As I write this travelogue, I am reminded of the people I met during my travels as I collected the data. The people I met assisted, directed, encouraged, supported, humoured and inspired me. Each and every one has contributed to the process of this dissertation. The administrators who participated in this study were paramount to the success of this dissertation. Each one was generous with their time and encouragement and they were most accommodating. It truly was a privileged experience. Their feedback and questions to me about my research challenged me further in my thinking and processing of the data. College faculty and staff willingly provided assistance when I was setting up interviews and making arrangements to visit the campuses. While on campus I was offered refreshments, given tours, provided with workspace when needed and a kind librarian arranged internet access. I was welcomed on each of the campuses by complete strangers who provided me with directions and information when I was trying to find an office or building. I truly believe the community colleges in BC are remarkable places because of the people who work in them. Our students are fortunate to be part of this caring and dynamic community.

The bookstore was my first stop at each campus. I needed more than my paper notes, audio tapes and memories of the people and places so I decided I would collect a

coffee cup from each college. I remembered a quote from Molyneaux and Lane (1982) that essentially personal interviews are “conversations with a purpose” (p.1). In our culture it is customary to share a cup of coffee during a conversation, thus the coffee cup turned out to be the perfect item to remind me of the people I met and the places I visited. I had a great deal of pleasure picking out each coffee cup: it had to be the perfect one! When I told the bookstore clerks of my mission they were more than helpful and also curious about what I was doing. I now have a collection of coffee cups from each campus. I have used these cups in presentations and as an image to portray an element of this research. The coffee cups were also the inspiration for using the phrase *a cup half full* to illustrate the administrators’ perspectives of scholarly activity.

Even with the best planning there were bumps along the way. I was disappointed not to have been able to travel to all of the colleges in 2007 and I had to wait to complete the data collection in 2008. With patience, persistence and resiliency I completed the data collection. I will be forever grateful to the people who encouraged and supported me through the bumpy spots. Completing this dissertation was a solo act, yet I relied on a multitude of people involved in this study and some of them are recognized in the acknowledgments section of this dissertation. The work of data collection was an extraordinary experience as I met people, travelled new roads, reconnected with colleagues and had opportunities to present my preliminary findings. Thanks to all the people along the way this truly was an extraordinary journey.