

**Proposal for the Creation of a New Faculty of Library and Student Engagement Services at
Kwantlen Polytechnic University**

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Recommendation

That a new Faculty of Library and Student Engagement Services be created that includes the Library, Learning Centre, Counselling, Disability Services, Student Life & Development, and the Centre for Academic Growth.

Executive Summary

In spring 2008, the BC government created a new type of university: the special-purpose teaching university. Kwantlen Polytechnic University is one of five such institutions. Amendments to the *University Act* outlined the mandate and governance structure of these new institutions.

Kwantlen's transition into a special-purpose teaching university changed its governance structure as required by the amended *University Act*. Academic and educational matters are now governed by a Senate with members from each Faculty¹. This has resulted in eight newly-minted Faculties at Kwantlen. The faculty members from Library, Learning Centre, Counselling, Disability Services, Student Life & Development, and the Centre for Academic Growth meet the requirements to form a ninth Faculty under the University Act, Faculty of Library and Student Engagement Services.

The 'transitional' Senate passed a resolution at its September 2008 meeting, to affirm this groups status as faculty members and, furthermore, stated that:

Senate supports, in principle, the creation of an additional Faculty [for the above group] and requests that the president bring to Senate a recommendation in this regard.

This group of faculty members formed a working group with representatives from each area with the exception being Co-op who chose to seek affiliation with existing Faculties. It met bi-weekly over a period of six months to discuss whether the formation of a new Faculty was in the best interest, not just of this group, but of Kwantlen's students and the institution as a whole.

It looked closely at the *University Act* to determine whether a Faculty comprised of these areas would meet the criteria set out in the legislation, noting that Thompson Rivers University (TRU) had already set a precedent in this regard.² It also researched and examined the organizational structure and practices of many other comparable institutions in BC, Canada, and the US, looking for trends and exemplary models.

Faculty members in each area endorsed the working group's recommendation that not only *could* such a Faculty be formed, but that it *should* be formed. What began as a desire to continue our academic and educational contribution through the new governance model has grown into a realization that a cohesive Faculty would benefit students and Kwantlen as a whole.

¹ Throughout this document, the capitalized term 'Faculty' refers an educational administrative division while lower case 'faculty' refers to faculty members.

² Although TRU is governed under separate legislation – the *Thompson Rivers University Act* rather than the *University Act* – the sections governing senate composition are identical, with the addition of Open Learning representation at TRU.

Who are we?

The Library, Learning Centre, Counselling, Disability Services, Student Life & Development and the Centre for Academic Growth are separate units, reporting to different administrators. There are over 50 faculty members in our constituent areas, making us roughly the same size as the Faculty of Trades and Technology and the Faculty of Applied Design and Communications.

Although we are distinct units, we share a fundamental academic purpose: we teach learning strategies, not simply content. We enable learners from across the institution to build the essential abilities needed for success in school, in work and in life.

We teach students, faculty and employees in all modes: individual, small group and classroom, as well as online. We all develop curricula and work with other faculty members to integrate core skill instruction into their course curricula and to assess learner outcomes.

More extensive information on our teaching functions is provided in Appendix A.

What is a Faculty?

The *Oxford English Dictionary* (OED) defines a Faculty as “one of the departments of learning at a University”. Originally referring only to Theology, Canon and Civil Law, Medicine, and Arts, the meaning of the term has broadened greatly over time. Faculties tend to consist of departments representing several disciplines³ which share some essential cognate and functional elements. An example would be a Faculty of Social Sciences with departments such as Psychology, Sociology and Criminology.

Administrative convenience often plays a role in the grouping of disciplines. The University of Guelph’s Provost noted that “recognizable disciplines exist initially because there are unities of approach, method, and accumulated context. But they are further emphasized because they form convenient units of administration and organization”⁴. The same could be said of Faculties. There is great diversity in the structure and composition of Faculties in universities. No two institutions are alike.

At first glance, the areas in our proposed Faculty may not appear to be closely related. However, a more careful look reveals that we share many elements (even vocabulary⁵) including a pragmatic⁶, process-oriented⁷ approach. Most fundamentally, we all support the development of student learning abilities in all Faculties.⁸

³ ‘Discipline’: “A branch of instruction or education; a department of learning or knowledge; a science or art in its educational aspect.” (OED, 1989)

⁴ University of Guelph Provost 10

⁵ Hook 25

⁶ “This basis in reality does not imply, however, that the work lacks intellectual rigor. In fact, the constant testing of theory against practice demands a new kind of rigor.” (Elmborg, 5)

⁷ “This belief [in the importance of process] is based on an understanding of student development and years of research that suggest that to improve student performance, instruction must engage learners in the context of their own efforts to do work that has meaning to them.” (Elmborg, 7)

⁸ “Conceptualizing the student on a holistic level, which can encompass their social, psychological and academic needs, provides librarians and student service coordinators with an ideal foundation for collaboration. ... [They all] aim to equip students with tools and resources needed to succeed in their studies and with their evolving personal, social, emotional and academic efforts.” (Love & Edwards, 21)

Some might argue, though, that our proposed Faculty would not be a ‘traditional’ Faculty. That is true, to an extent. Nor, however, are we a ‘traditional’ university. We note that Thompson Rivers University (TRU), which was repeatedly cited as the model for new special-purpose teaching universities, has a Faculty of Student Development⁹ which includes many of our areas.¹⁰ When questioned about the senate composition for the new universities during a debate in the Legislative Assembly, Minister Coell referred to the TRU model.¹¹

Legislation

The amended *University Act* (R.S.B.C. 1996, c. 468) determines what constitutes a Faculty at a special purpose, teaching institution in BC and distinguishes it from all other universities under the Act. Our proposed Faculty of Library and Student Engagement Services will meet all of the criteria. Each section of the Act is displayed here in ***bold italic*** typeface, followed by our comments.

Definitions

1 Faculty ...

(b) in the case of a special purpose, teaching university, an educational administrative division of a university constituted by the board as a faculty under section 39, or the dean and faculty members of a faculty, as the context requires;

Our Faculties are described as *educational* administrative divisions, not *academic* administrative divisions. The term ‘educational’¹² is much broader than is ‘academic’¹³. The fact that this word was deliberately changed - and was the *only* change - signals that Faculties in special purpose, teaching universities should be more broadly construed than the traditional ‘academic’ units at other universities.

Faculties

39 (1) The faculties of each university may be constituted by the board, on the recommendation of the senate.

A dean of a faculty is the chair of the faculty of which he or she is the dean.

It is within the power of the Senate to recommend and the Board to create a new Faculty. Until September 2008, the present University Librarian’s title was Dean of Learner Resources. Dual roles exist in other Canadian institutions such as Simon Fraser University and the University of Saskatchewan, where the Library or Student Services are structured under a Dean.

⁹ Also called *Division* of Student Development in some TRU documents.

¹⁰ Although TRU is governed under separate legislation – the *Thompson Rivers University Act* rather than the *University Act* – the section governing senate composition is identical, with the addition of Open Learning representation at TRU.

¹¹ BC Legislative Assembly, *Hansard* para. 1650-1700

¹² ‘Educational’: “Of or pertaining to education; concerned with education.” (OED, 1989)

¹³ ‘Academic’: “Of or belonging to an academy or institution for higher learning; hence, collegiate, scholarly.” (OED, 1989)

Powers and duties of faculty

40 A faculty has the following powers and duties:

(a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;

Our constituent groups already have well-established guidelines which govern the conduct of meetings, including the matter of quorum. We would develop guidelines for the creation and operation of a Faculty Council, just as all Kwantlen departments are in the process of doing.

(b) to provide for student representation in the meetings and proceedings of the faculty

Students do not currently attend meetings in our areas. This is a new requirement of all Kwantlen faculties under the new legislation. We certainly would accommodate this change.

(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;

As noted under 40(a), our constituent groups have a well-established structure and rules for the management of their resources and services. Each group elects a Chair (with a 3-year term, per Kwantlen's guidelines) and meets regularly. They are involved in developing their area's annual educational plan and budget, and are each responsible for managing expenditures in clearly defined areas. Constituent groups are directly involved in the development of their group's strategic plan and its implementation.

(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;

As described above, and more fully in Appendix A, faculty members in all our areas are involved in determining courses of instruction. Some instruction takes the form of credit courses enrolled through Banner, but we note that this is not required in the Act, which says 'courses of instruction', not '*credit* courses of instruction'. In addition, instructors generate curricula for courses offered through our Continuing Education and Professional Studies programs for credit at accredited external organizations. One great benefit of creating this new Faculty would be to enable these faculty members to develop more credit courses.

(e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty, and to prevent lecturing or teaching so prohibited;

All faculty members hold a minimum of a Master's degree in their areas of specialty, as required in the institution's selection criteria and collective agreement. Some also hold a Provincial Instructor's Diploma, ensuring an understanding of curriculum design and assessment, as well as teaching and learning styles. Faculty members participate in the selection process for new faculty.

(f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;

Given the variety of teaching and learning in our areas, a range of assessment tools, including examinations, is used. Please refer to Appendix A for details.

(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

This is done, as needed.

(h) generally, to deal with all matters assigned to it by the board of the senate

This was the case with the former Education Council and Governing Board, and would continue. Faculty members in our areas were very active participants and frequently assumed leadership roles in the former Education Council, and we continue to contribute to numerous other Kwantlen committees and initiatives. Our participation rate is extremely high with roughly 50% of our faculty members active on Kwantlen institutional and Senate committees. Please see Appendix B for a list of the services provided by our members.

As outlined then, our proposed new Faculty would meet all of the *University Act*'s criteria for a Faculty at a special purpose, teaching university like Kwantlen.

The Changing Landscape of Higher Education

The landscape of higher education is changing in many parts of the world, not just in BC. Institutional mandates increasingly overlap and competition for new students is fierce.¹⁴ Technology continues to transform all aspects of the learning experience, particularly the manner in which “students now acquire, organize and disseminate information”¹⁵. Most fundamentally, colleges and universities are no longer judged on what they teach, but on what students learn.¹⁶

The change from an instructional paradigm to a learning paradigm is transforming higher education.¹⁷ Colleges and universities are beginning to take a more holistic view of student success. One national organization has stated that “the concepts of ‘learning,’ ‘personal development,’ and ‘student development’ are inextricably intertwined and inseparable.”¹⁸ Many institutions have articulated a range of desired learning outcomes, including those which are not specifically “academic”.¹⁹ Kwantlen’s Essential Skills are a good example.²⁰ Indeed Kwantlen’s

¹⁴ James; University of Guelph Provost

¹⁵ Bennett, in Schmidt and Kaufman, 243

¹⁶ Mortimer & O'Brien Sathre, 2007. The BC Ministry of Advanced Education saw the increasing need for accountability for student outcomes over a decade ago and, in its report, *Charting a New Course*, envisioned institutions adopting a learning-focused paradigm.

¹⁷ Buckley

¹⁸ American College Personnel Association

¹⁹ “Colleges are beginning to articulate the non-academic-specific ... qualities that the university expects every student to possess upon graduation, including communication skills, a sense of self, motivation, and a sense of responsibility.” Other institutions have called them ‘abilities’ or ‘principles of undergraduate learning’. (Bresciani para. 3)

²⁰ “Kwantlen wants the graduates of all its programs to be successful in their chosen careers, in serving their communities, and in their further academic work – in all aspects of their lives. Since 1995, Kwantlen has required that all of its programs offer students opportunities to learn and practice the Essential Skills which are necessary for their

own draft mission statement, released June 1st, 2009, identifies Kwantlen as a “*desirable destination for learners... that facilitates personal and professional development.*”²¹

Bresciani notes that:

“While the process that envisioned these qualities and their assessment varies across each institution, the purpose behind them is similar. These institutions want to demonstrate that they are paying attention to instruction that transcends the classroom experience — education that encompasses the whole collegiate experience — and thus articulate institutional learning competencies for all students.”²²

Rigidly traditional forms of instructional delivery and institutional organization may impede such holistic student success. Indeed, the University of Guelph’s Provost has observed that:

“Because the organizational focus of the system is the individual course, the curriculum is chopped up into semester-sized chunks, each often thematically isolated from other chunks. While the semester course system does foster coherence of topic and subject within a course, and helps to provide useful boundaries around the course content, it also tends to sever, or at least fails to encourage, connections at a higher level, between disciplines or streams, and across complementary lines of thought.... The formalization of semester courses into quantifiable credit units only further cements the notion (or at least implication) that learning is something that happens in discrete units, probably only when triggered by the elapsing of scheduled course meeting times. ... But a more integrated approach to instruction would allow for the kind of exploratory, hypothetical, experimental seeking of connections that produces a more effective and more engaging learning experience.”²³

Ted James’ extensive report on the role of educational support services in BC colleges and university-colleges observed that:

“As the demands of learners widen and competition to serve them intensifies ... [postsecondary institutions] will need to re-examine many aspects of how they presently plan and deliver their learning support services to meet changing needs and changing service delivery options. Along the way, the distinction between instruction and service may blur considerably into a single joint enterprise supporting learners.”²⁴

He advised that postsecondary leaders should “avoid accepting current practices as sufficient for the future and should initiate ways to promote and reward transformational change ... to effect a more deliberate and proactive move to identifying learner success as the goal.”²⁵ He went on to recommend that “colleges explore ways to serve their learners’ needs in a more holistic manner by:

- a. Organizationally integrating service and instructional functions into a single enterprise with common objectives, rather than operating as separate entities with different value.
- b. Operationally finding ways to offer joint programming and delivery of learning and learner services.”²⁶

success.” The following 12 essential skills are used to evaluate student learning outcomes for each course: Creative thinking and problem solving skills; Oral skills; Writing skills; Interpersonal skills; Teamwork and leadership skills; Personal management and entrepreneurial skills; Reading and information skills; Visual literacy; Mathematical skills; Intercultural skills; Technological skills; Citizenship and global perspective.

²¹ Kwantlen Polytechnic University, *Draft Mission and Mandate* 1

²² Bresciani, para. 4

²³ University of Guelph Provost 9

²⁴ James 8

²⁵ James 76

²⁶ James 125

The Benefits of Creating a Faculty of Library and Student Engagement Services

“Universities began to acknowledge their responsibility not only for the development of scholars, but also for the development of information literate and independent thinkers. Conceptualizing the student on a holistic level, which can encompass their social, psychological and academic needs, provides librarians and student service coordinators with an ideal foundation for collaboration.”²⁷

Faculty members in our areas have collaborated with each other and with other faculty on many learning initiatives, including building writing and information literacy skills into course curricula. Research indicates that this type of cross-disciplinary collaboration improves student engagement²⁸ and success²⁹ and increases student retention.³⁰ Unfortunately, these have tended to be one-time projects, lacking an overarching plan as well as resources. Short-term partnerships are not an effective means of creating fundamental change with lasting impact.

Across North America, university libraries are joining with other instructional and service areas to provide convenient access to a range of academic support. Frequent partners in these Learning Commons include learning centres, writing centres, math centres, and instructional support services, to name just a few. The relocation of the Learning Centre to the expanded Surrey campus library (and the plan to do the same at Langley) improves the potential for collaboration between our areas. However, mere physical proximity will not create the types of close collaboration and integration that improve student engagement and success.³¹

“In order for true collaboration to occur, there must be a formal framework of clearly delineated roles, tasks, expectations, and outcomes. Anything short of this model is deemed merely networking or cooperation.”³²

As a Faculty, with departments representing each of our unique areas, a Faculty Council and regular divisional meetings, we could more efficiently and effectively work together on sustained and coordinated planning and assessment of our learning programs. This would certainly help to address President Atkinson’s concern about the duplication and lack of coordination of academic support programs.³³

²⁷ Love & Edwards 21

²⁸ “Pascarella and Terenzini (2004) found that the quantity and quality of student engagement positively affects learning outcomes: ‘Other things being equal, the more the student is psychologically engaged in activities that reinforce and extend the formal academic experience (for example, library experiences, writing experiences, science effort, course learning), the more he or she will learn.’ (Usher & Porter p. 149)

²⁹ The greatest measurable success for the acquisition of critical thinking skill has been achieved through cross-disciplinary partnering of faculty with expertise in content areas with those having specialized knowledge of the learning process. These partnerships serve to enhance the teaching of the essential skills of learning, writing, research, and the use of technology. (Schmidt & Kaufman). Usher & Porter note that “there is a strong body of research showing a positive link between “progressive” pedagogical techniques and an array of learning outcomes. Various forms of “active” or “collaborative” learning, usually built around small groups and regular peer and instructor feedback, are correlated with superior outcomes in learning, cognitive skills, academic performance, and student satisfaction.” (57)

³⁰ Such collaborations facilitate the success (and retention) of international students. “These kinds of collaborations frequently lead to new initiatives and the development of more sophisticated and effective services for students.” (Love & Edwards 22)

³¹ Kuh 1. Specifically related to our areas, Hook noted that “when writing professionals and teaching librarians explore the concept of research and writing as intertwined and acknowledge that perhaps both processes require similar (and substantial) attention, they can open up avenues of conversation, sharing their practices in order to move beyond the artificial boundaries (budgets, departments, etc.) they have maintained for too long and which have nothing to do with engaging students in critical thinking.” (30)

³² Giglio and Strickland 141

³³ May 2009 *President’s Newsletter*

Being a Faculty would enable a wide range of beneficial collaborations from tutor training to faculty development³⁴ and would improve our ability to develop programs designed to supplement, integrate, and embed successful learning strategies throughout the curriculum. It would also enrich our understanding of each others' expertise and stimulate pedagogical development and innovation.³⁵

As faculty members, we teach, provide service, and conduct research. As with most of the faculty at Kwantlen, the nature and proportions of each are different from those of faculty at traditional universities. Our scholarship largely takes the form of practice, or what Boyer has called the scholarship of application. Kwantlen recognizes and indeed encourages this form of scholarship. Nevertheless, it is not well understood by many faculty.³⁶ As a Faculty, our scholarly role would receive greater acknowledgment.

Since each Faculty elects two faculty members to Senate, we would be able to contribute our essential, cross-disciplinary and cross-institutional perspective to the conversation on Kwantlen's most fundamental mission - helping students to learn and succeed and become well-informed and active members of society – in the broadest and most important institutional forum. It is not sufficient for us to participate in selected Senate sub-committees, valuable though this is. This exclusion “reflects a view that we have a separate purpose ... one that is more peripheral and secondary to the main instructional enterprise.... Behind this view are sometimes latent attitudes about the intrinsically lower value of services to the institutional mission.”³⁷

In order for Kwantlen to succeed in holistically educating students, it needs all of the relevant faculty voices involved in the conversation at the main table.

Models

Libraries are often designated as Faculties (or the equivalent) which are administered by a Dean (or equivalent) at postsecondary institutions.³⁸ One often finds student-centred areas such as learning centres, counselling and so on, similarly designated. Increasingly, these areas are coming together.

Examples of faculty members from the library, counselling, disability services, academic growth, and student development areas formally organizing can be found locally, nationally and internationally. In fact, the Learning Commons concept is becoming the ‘norm’ at many

³⁴ Elmborg 30

³⁵ Leadley and Rosenberg 63

³⁶ Fox and Fritz on the Boyer model of research by librarians; The Council of Writing Program Administrators; Singh-Corcoran and Miller 215

³⁷ James 70; Warner and Seamans describe that as a result of their participation on Senate “An unexpected benefit has been a subtle shift in the way the librarians are viewed by their peers.” Cited by Hernas and Karas 142.

³⁸ “The library occupies a formal position analogous to other units on campus. In the two- or four-year colleges, this usually means that the library is essentially the equivalent of a department. In the university, the library is more often the equivalent of the college.” (Budd 129) “In academic terms, the librarians make up what at Windsor is called an Academic Administrative Unit equivalent to a non-departmentalised faculty, with the University Librarian equivalent to a dean.” (Zimmerman 3). Note the similarity to the *University Act's* definition of a Faculty at a special-purpose teaching university in BC which is ‘an educational administrative division’. Similar descriptions were used at institutions such as the University of Saskatchewan and the University of Florida.

universities. Kwantlen would not be trendsetters by streamlining access to services for students under one administrative model, but they would be keeping up with the times. A few examples are below.

Locally:

- University of British Columbia:
 - BC Chapman Learning Commons coordinates services from librarians, writing experts, counsellors including writing centres, math clinics and other specialized services made to improve student success. The Centre for Teaching and Academic Growth (TAG) also shares services and is physically located in the Ike Barber Learning Commons.

http://www.ikebarberlearningcentre.ubc.ca/library_services.html
- Simon Fraser University:
 - SFU's Student Learning Commons, under the direction of one of three Associate University Librarian's combines services from the library, information technology, writing centres, peer tutoring and counselling.
- Thompson Rivers University
 - As noted earlier, the Faculty of Student Development includes counselling, writing centres, coop and university prep, amongst other services for students.

Nationally:

- University of Saskatchewan:
 - Library System operates as a College with professionals reporting to the Dean of the University of Saskatchewan Library. The newly-renovated University Learning Centre in the Murray Library Building offers a coordinated menu of services from librarians, counsellors, writing experts and peer tutors.

<http://www.usask.ca/learningcommons/>
- University of Guelph:
 - Guelph's Learning Commons, located in the library, seamlessly offers student services including information literacy workshops led by librarians, learning, studying & time management workshops led by counsellors, supported learning groups facilitated by peer tutors and graduate students, ESL and writing workshops led by writing experts. Instructional and professional services for faculty are coordinated through the same portal.

http://www.lib.uoguelph.ca/assistance/learning_services/

Internationally:

- University of Florida:
 - Over the past ten years, the University of Florida has gone through a similar transition to bicameral governance as Kwantlen is doing now. In 2005, a Senate committee reviewed the university's library services to assess whether they met current challenges and opportunities, and had appropriate representation on Senate. The libraries subsequently formed a Faculty, governed by a Library Faculty Assembly (equivalent to a Faculty Council) with four seats on Senate. From their final report, "the committee came away with a renewed appreciation for the value of the library in an academic setting".
http://www.aa.ufl.edu/search_committees/futureofthelibrary/

Transition to Senate

Senate, rather than Education Council, is the senior governing body for academic and educational decision making. In order to make well-informed decisions, the Senate requires input from across the university. The Working Group on Senate Governance recognized the importance of having a range of faculty members on Senate when it was developing a framework for this new body, and stated in its report that:

"Many of us will find it difficult to accept that there is a better judge of our curricular matters than the academic staff who work at the institutions. This is especially so at an institution like Kwantlen where the range and depth of the curriculum demands an assembly of experts, each of whom can offer discipline based insights into the decision making process."³⁹

The amended *University Act* allows for two faculty members to be elected to Senate from each Faculty⁴⁰. However, the requirement that eligible faculty members belong to a Faculty results in the exclusion of over fifty "other faculty" who are not members of one of the eight newly-minted Faculties at Kwantlen. These include faculty in the Library, Learning Centre, Counselling, Disability Services, Student Life & Development, and the Centre for Academic Growth who provide both direct instruction and academic and educational support to students, faculty and employees from across the institution. Previously, under the *College and Institute Act*, this group was represented on Kwantlen University College's Education Council, and was able to provide its unique, cross-institutional perspective on academic issues.

Although we participate in every Senate standing committee, we feel it is crucial to reinstate our direct service on Senate through a new Faculty.

³⁹ Working Group on Senate Governance 2

⁴⁰ Throughout this document, the capitalized term 'Faculty' refers an educational administrative division while lower case 'faculty' refers to faculty members.

Conclusion

To become a true ‘Learning College’, learning must come “first in every policy, program and practice in higher education. Not research, not politics, but learning. ... The time-bound, place-bound, efficiency-bound and role-bound institution is not sufficient to the tasks facing us in the 21st century.”⁴¹

“Service divisions and instructional divisions need to become more integrated rather than planning and operating as separate silos. ... The whole institution needs to focus on collectively meeting learner needs by forging linkages and reducing fragmentation of services.”⁴²

We recommend that Kwantlen Polytechnic University create a new Faculty of Library and Student Engagement Services as authorized under the *University Act*. This is a pivotal time of change for our institution. Kwantlen can seize this opportunity to distinguish itself as a learning-focused, special-purpose teaching university by acknowledging and supporting the interdisciplinary work of faculty members in these areas who have the potential to create educational experiences that make a profound difference in student achievement and retention.

The creation of this new Faculty of Library and Student Engagement Services would make Kwantlen’s commitment to student learning explicit. It would also acknowledge and support the scholarly activity of faculty members in these areas. Senate representatives from this new Faculty would provide an essential perspective on the academic matters of the institution as it transforms into a special purpose teaching university.

Traditional conceptions of what constitutes a Faculty will impede Kwantlen’s ability to respond to changing student needs. The BC government deliberately differentiated the newly-created special-purpose teaching universities from traditional universities. We do not share the same mandate, nor structure. Indeed, the very definition of a Faculty was purposefully changed from an ‘academic administrative division’ to a more broadly conceived ‘*educational* administrative division’ under the amended *University Act*. Our proposed Faculty of Library and Student Engagement Services would clearly fit within this broader scope. Though perhaps not traditionally academic, we are indeed educational.

It is within the power of the Senate to interpret the definition of a Faculty “as the context requires.” Indeed, as the Working Group on Senate Governance asserted, “although the legislation specifies the composition of the Senate, it is important to interpret those specifications in the Kwantlen context and arrive at a picture of the Senate that is right for Kwantlen today.”⁴³

⁴¹ O’Banion1997,cited in James 71. The term ‘Learning College’ encompasses all undergraduate educational institutions.

⁴² James 9

⁴³ Working Group on Senate Governance 2

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Appendix A: Instructional Activities In Each Area

"Counsellors and librarians are often referred to as 'non-instructional faculty', which is a misnomer, because both counsellors and librarians have significant instructional responsibilities... The administration often lacks an appreciation or understanding of the important instructional and educational role of librarians and counsellors and its positive impact on teaching and learning at the institution and in student success." (FPSE, 4)

A detailed listing of instructional activities follows, as well as a chart summarizing instructional activities.

The Centre for Academic Growth Faculty

Courses of Instruction

The Centre provides a range of courses, sessions, and interactive workshops all focused on supporting faculty members to provide excellence in teaching for learning. Courses, such as Cooperative Learning and Instructional Skills Workshops which are transferable for credit to other institutions, and our Teaching for Learning program are offered. Through a partnership with Robert Adamoski, AVP, and the Office of Research and Scholarship, The Centre organizes the ongoing Sharing of Research and Scholarly Activities events at Kwantlen. They also coordinate the Kwantlen team for the Carnegie Foundation CASTL Leadership Cluster (2005-2009) on Building SOTL Communities with the University of Ohio, University of Glasgow, Queen's University, Ryerson University, Dartmouth College, and Southeast Missouri State University. This includes the three times a year publishing of Transformative Dialogues: teaching and learning eJournal, which affords an international venue for peer reviewed publication.

Some of the academic instruction done by The Centre faculty includes:

Teaching for Learning Program

The Faculty Teaching for Learning program consolidates, into a 70 hour program, a series of linked sessions that offer theory, research, and applied activities in a number of aspects of teaching for learning. This Program benefits individual instructors and supports the development of Faculty Learning Communities at Kwantlen. These learning opportunities are available to all faculty members and teaching associates at Kwantlen. In the development of this program, we looked at how other institutions and Centres support faculty in their focus on sustainable teaching practices. The ability to sustain good teaching practice and good student learning over time is a result of using principles of SoTL and scholarly practices. This outward analysis to produce an inward focus has allowed us to create a Kwantlen based program that is supported by research into teaching and learning.

This program contains three areas of contiguous, interactive learning experiences - Curriculum, Learners, and Institutional - designed to provide opportunities for faculty to develop and enhance their facility in teaching for learning. Personal and professional development are integral elements of the life-long learning that Kwantlen supports for students, community, and employees. Sessions are intended to provide a solid base for personal academic growth in the Scholarship of Teaching and Learning. Faculty who choose to undertake professional

development studies in education demonstrate a commitment to enhanced student learning and professional skills development.

Current information available at: <http://kwantlen.ca/academicgrowth/T4L.html>

One of the elements of this program, the Instructional Skills Workshop, is articulated with IDP 3102 of the BC Provincial Instructor Diploma. <http://instructordiploma.com>

Peer Mentoring Alliances

Alliances are one way that we encourage and support faculty to connect and have those collegial conversations. One key activity of Kwantlen's Peer Mentoring program has been Reading Circles. Other activities include: Peer Observation of Classroom Teaching groups, Curriculum Development Groups, Moodle Groups, and others. The key elements to these semester long groups is collegial and scholarly interaction and dialogue.

Leadership Development, Levels I and II

This 70 hour program integrates a variety of modularized, self-study materials, with highly interactive fact-face sessions that give participants the ability to build their leadership capacity in a number of areas. Topics include: Personal Professional Development, Health and Wellbeing, Communicating at Work, Approaching Problems, Conflicts at Work, Working in Teams, Developing Your Leadership Skills, Leading Self & Others, Using a Strength-based Approach, Designing the Future, Coaching and Motivation, Labour Relations Issues, Performance Management, Managing Transitions & Organizational Change.

Other Sessions

- Seminars including: Managing Time, Communicating in Difficult Situations, Cooperative Learning, Assessments for the Real World, Multiple Modalities for Teaching and Learning, Managing Classrooms, Creative Use of Instructional Media, Using Moodle to Creating Online Learning Environments, and many more sessions that can be tailored to employee learning needs.
- Facilitations for Project Planning have also been done for a number of departments across the institution.
- Coordinate Prior Learning Assessment Activities at Kwantlen working with departments and faculty members in various areas.

Individual Learning

- Examples include: Assessment of individual strengths, weaknesses and work styles as a work leader; Supervision of learning/development plan as a learning leader; Development or teaching portfolios; Peer Observation and Feedback processes.

Creating Learning Environments

- The analysis and development of environments that are conducive to learning and development of participants. “
- The Centre for Academic Growth has traditionally worked collaboratively with a number of divisions and departments to offer sessions to students on topics such as: working in teams, effective feedback, conflict management, creating inclusion, project management, learning styles, multiple intelligences, and other topics as requested.

Curriculum Development Projects

- Ongoing Curriculum and Instructional Development Projects including: Public Safety Communication Diploma program, Horticulture moving to Online Project.

Scholarly Activities

- Providing opportunities and encouragement to faculty to share research activities, including coordinating lunch sessions in partnership with Kwantlen’s Office of Research and Scholarship.
- Support research projects initiated by faculty members. Examples include: Changing the Change Course (Nursing, 2007 - present), Impact of the Bug Garden Project (Horticulture, 2008).
- Co-Chaired (with Christine Kurbis of LIDC-SFU) the annual conference of the Society for Teaching and Learning in Higher Education (STLHE) Educational Developer's Caucus at SFU Harbour Centre and Kwantlen University College Richmond, February 21 - 23, 2008.
- Chaired and coordinated Symposium, Forging our Own Path: dialogues on teaching and learning. August 23, 2007, Kwantlen University College, Surrey Campus with 73 participants.
- Research Assistant and member of research and development team for Inclusive Teaching project through LIDC at SFU (2004).

Professional Conference Presentations

- Federation of Post Secondary Educators (FPSE) Professional Development Conference, March, 2009, Vancouver – member of a faculty panel on the Range of Scholarly Activity. A co-author of a White Paper on the same topic.
- Educational Developers Caucus (EDC) National Conference – Oshawa, Ontario – February 21, 2009.
 - 1) Getting a Handle on Managing Transitions
 - 2) Educational Developers in Second Life
 - 3) Moving from Going Meta to Going Public with Scholarship

- International Society for the Scholarship of Teaching and Learning – Edmonton, Alberta
1) October 16, 2008 – moderated a 1 hour International Panel (with Dr. Mick Healey, Dr. Keith Trigwell, Dr. Balbir Gurm). Toward a common definition and purpose of the scholarship and scholarly activity.
2) October 17, 2008 - 30 minute Paper Presentation - From Going 'Meta' to Going Public: Multiplying the Dialogue and Maximizing the Impact.
- Society for Teaching and Learning in Higher Education National Conference – Windsor, Ontario – June 20, 2008. 50 minute session on Innovative ways to encourage dialogue and deepen connections.
- Educational Developers Caucus (EDC) National Conference – Richmond, BC – February 22, 2008. 50 minute session on Narrative and Multiple Intelligences for deep learning.
- International Society for the Scholarship of Teaching and Learning - Sydney, Australia
1) July 3, 2007- 30 minute Presentation - Changing the Change Course (with Dr. Balbir Gurm and 2 students).
2) July 4, 2007- 1 hour Presentation - International Faculty Learning Communities across the Hemispheres
- Forging our Own Path Symposium - Kwantlen University College - August 23, 2007 - 50 minute Interactive session - Narrative and Multiple Intelligences to Improve Engagement and Learning with Dr. Allen Stevens.
- International Society for the Scholarship of Teaching and Learning – Washington, DC – November 10, 2006 – Poster presentation – Peer Mentoring Alliances: Transformational Leadership & Scholarship from the Inside Out with Dr. Balbir Gurm.
- Imaginative Education Conference – Vancouver, BC – July 12, 2006 – 8 Imaginative Ways to Motivate Students – 60 minute interactive session.
- Canadian Summit on the Integration of Research and Teaching, University of Alberta, Edmonton, Alberta USA – May 6, 2006 – Inclusive Teaching – 30 minute interactive session.
- Innovations for Teaching Symposium – Surrey/Richmond, BC – May 2, 3, 2005 –Living the Laptop Lifestyle – 2 / 30 minute interactive sessions.
- International Society for the Scholarship of Teaching and Learning – Vancouver, BC – October 15 – 17, 2005 – Poster presentation – Uncovering the Evidence of Scholarly Commitment, Community and Collaboration with Balbir Gurm, EdD, Kwantlen; Panel presentation – Valuing the Scholarship of Teaching and Learning in Higher Education (With Harry Hubball, PhD, UBC, & Russell Day, PhD, SFU) – 60 minute interactive session.
- Professional and Organizational Development Network – Portland, OR, USA – October 26, 2005 – Inclusive Teaching – 45 minute interactive session.
- Association of Public Communication Officials – Vancouver, BC – October 2, 2005 – Organizational Change workshop – all day workshop for industry professionals.

Publications

- Transformative Dialogues: Teaching and Learning Journal - Co-editor (with Dr. Balbir Gurm) and Technical Editor - published electronically since May 2007. ISSN 1918-0853. [http:// kwantlen.ca/ TD](http://kwantlen.ca/TD)

Scholarly Publications Reviewing

- POD Network annual publication To Improve the Academy (2006 – present)
Educational Developers Caucus (EDC) Conference (2007 – present)
Society for Teaching and Learning in Higher Education (STLHE) Conference proposals (2007 – present)
Professional and Organizational Development (POD) Network Conference.(2006 – 2008)
- A member of the Society for Teaching and Learning in Higher Education (STLHE) Green Guides review board (2006 – present).

Scholarly Projects with other Institutions

- Coordinate the Kwantlen team for the Carnegie Foundation CASTL Leadership Cluster on Building SOTL Communities with the University of Ohio, University of Glasgow, Queen's University, Ryerson University, Dartmouth College, and Southeast Missouri State University. This three year project was applied for in 2006 and began in November 2006. Kwantlen hosted the final cluster meeting to share and write up our activities April 30 - May 1, 2009.
- Outreach to other institutions with which Kwantlen has MOUs, such as: The Dalian Institute of Light Industry (ACCC project, China & Vancouver, 2003-2005), Universidad Arturo Prat (three sites in Chile and Vancouver area, 2006-2008).

Counselling Faculty

Courses of instruction

Modes of instruction:

1) Classroom related

- study skills (ranging from 1 to 3 hours for each seminar), career explorations (4 sessions, 3 hours each), essential skills, personal development, interpersonal relationship skills, conflict management skills

2) Individual learning (about 75% of our work)

- the counselling intervention involves goal-setting with the student, pre-assessment (to determine strengths and limitations and how closely the student comes to reaching goals already), activities to reach desired/stated goal(s) and evaluation to determine outcomes
- the teaching Counsellors do is comparable to the teaching of faculty in the Career Choices and Life Success : “self-awareness, self-acceptable, self-confidence and personal power” with the outcome that the student “makes the connection between self-

knowledge and career and life success” (from KPU web site, CCLS page, course description for CCLS 0100 Self-Knowledge: Basis for Success)

- Counsellors do specific interventions with students at academic risk (on Academic Warning or Academic Probation) to identify challenges and strengths and build coping skills

Practicum supervision

- Counsellors supervisor students in Masters degrees from UBC and other institutions

Lecturing and Teaching as Core Activities

- Our programming is focused on the developmental needs of post secondary students to maximize their potential to benefit from the academic environment and experience
- We promote student learning and development that is purposeful and holistic
- We teach one on one and in groups to achieve outcomes in the areas of problem-solving, decision-making, critical thinking, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviours, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, and achievement of personal and educational goals
- We teach in programs (e.g., Interior Design, Applied Science, Nursing, Business) and in partnership (with Student Life and Development and the Learning Centre in initiatives such as New Student Orientation and Academic Boost Campus) on topics such as tackling procrastination, managing stress, working in teams, coping with anxiety during presentations, temperament and type
- We teach essential skills (multi-day course) in several trades programs including Building Construction, Drafting, Metal Fabrication, Millwrights, Automotive, Auto Parts, Ferrier, Powerline Technician
- We co-teach with faculty on special topics, e.g., in Level 2 ELST classes on topics such as giving and receiving feedback

Examinations

- We administer and interpret standardized instruments such as the Strong Interest Inventory and the Myers Briggs Personality Indicator for personal awareness and career choice
- We administer the Thomas Kilmann survey when working with students individually or in groups for the purpose of education regarding interpersonal conflict styles

- We use standardized psychological screening tools such as the Beck Depression Inventory to determine level of depression as well as to measure baseline functioning and subsequent recovery; we adapt numerous tools (on anxiety, for example) for our uses with students
- We develop and mark (via closed book examinations) students' achievement in essential skills in the trades' areas, including building construction, drafting, metal fabrication, millwrights, automotive, auto parts, ferrier, and powerline technician.

Learning Specialist Faculty

Courses of instruction

Individual Learning: (Learning Specialist faculty, about 85% of work)

- Teaching could be compared with APPD faculty teaching; like, APPD faculty, LS teach students to assess individual vocational goals to enhance employability, adaptive and modified curricular and assessment methods
- Teaching could be compared with UNIV 1100 as individual instruction is provided to students in the area of learning strategies (effective studying, proper organizational skills, time management, learning strategies) and coping techniques in a post-secondary learning environment (e.g. test anxiety, attention difficulties)
- Assessing the current educational habits of referred students and designing appropriate academic interventions based on a students' learning profile. This process can involve designing educational plans, developing timelines, and setting realistic academic goals.
- Teach students how to use adaptive technology and software to effectively access course material and to compensate for disabilities through the use of technology to learn and complete course work.
- Analyze the essential learning outcomes and instruct faculty appropriate adapted learning environments to achieve the course outcomes;
- Assess learning outcomes and method of instruction across disciplines to determine adaptive technology requirements to meet outcomes for students with disabilities; teach instructors and students in individual mode on use of various types of adaptive software to accomplish learning outcomes
- Design teaching method and teach on use of alternative or adaptive media for students with disabilities to achieve essential learning outcomes for Faculty using multi-media instruction
- Conduct research to inform educational policy processes for the University around of students with disabilities.
- Learning Specialists can supervise Masters Practicum students from UBC and other institutions

Lecturing and Teaching as Core Activities

- Teach classes within programs (ie; nursing - about how to cope with classmates who are mentally ill; psychology – learning disabilities, assessment and strategies, how to identify learning disabilities.)
- Teach compensatory learning strategies on an individual basis
- Teach students with disabilities how to understand their psycho-educational/learning disability assessment results in order to accurately accommodate their learning profile. This involves teaching introductory statistics such as the bell curve, standard scores and percentile rankings, as well as teaching central concepts in learning disability designation (what is IQ, cognitive- achievement discrepancies, learning disabilities versus learning difficulties).
- Teach faculty instructional strategies across disciplines for teaching students with different types of learning disabilities, brain injuries, sensory impairments and other complex disabilities.
- Teach faculty effective classroom behavioral management techniques for students with learning, developmental, and mental health disabilities.
- Curriculum design in the areas of employability skills for students with disabilities
- Teach classes at UBC graduate program in school psychology on learning disabilities documentation
- Routinely teach instructors and students in adaptive learning technologies
- Teach learning strategies appropriate for student learning, success and retention for a variety of disabilities
- Recommend learning methods and environments across disciplines and teach faculty efficacy of use for students with disabilities
- Scholarly research , writing and publishing in peer reviewed journals
- Supervise graduate students and interns in practicum and clinic year
- Assess learning outcomes and method of instruction across disciplines to determine adaptive technology requirements to meet outcomes for students with disabilities; teach instructors and students in individual mode on use of various types of adaptive software to accomplish learning outcomes
- Development of individual education plans for students based on assessment outcomes

Examinations/Assessments

- Administer, score, and interpret current psychometric instruments for the purposes of screening students with suspected or diagnosed learning disabilities and referring accordingly. Standardized and non-standardized test battery can include cognitive assessments such as the Woodcock-Johnson Tests of Cognitive Ability and Wechsler Adult Intelligence Scale; Academic Achievement Assessments such as the Woodcock-Johnson Tests of Achievement, Nelson-Denny Test of Reading Ability and Test of Written Language; and Behavioral Assessments for attentional deficits such as the Brown ADD Scales and Wender Utah Rating Scale.
- Conduct clinical interviews with students using a standard learning disability screening tool and interview process. This requires the examination of students' current academic skills and academic attitudes, analysis of past educational history, gathering developmental and medical history information, and an examination of implemented interventions.
- Routinely conduct individual standardized Essential Learning Outcome assessments to determine appropriate adaptations of curriculum and mode of instruction/learning across disciplines for students with disabilities
- Routinely evaluate individual assessment of disability related to course outcomes and grading and recommend adapted authentic and alternative assessment methods for faculty in relationship to particular disabilities in students
- Routinely analyze instructor assessment tools for performance and theory based assessment, and recommend valid and reliable adaptations to access knowledge and abilities of students with complex disabilities.
- Summarize, synthesize and interpret assessment results related to programs of instruction, cross disciplines
- Research and conduct assessments in relation to current learning style theories (Myers Briggs, KOLB and others ie: Multiple Intelligence Inventories, Thinking Styles Inventories, Learning Styles Inventories) and teach students how to apply results to achieve outcomes

Library Faculty

Courses of Instruction

Modes of instruction:

- 1) Classroom: Librarians co-teach with instructors from other Faculties in a variety of courses and programs.
 - Credit Course Teaching: Librarians form part of the team delivering the UNIV 1100 courses where they teach Information literacy and research skills involving assignments and grading. Plans are underway for a similar delivery involvement within the UNIV 4100 course stream.
 - Librarians partner with instructors during regular class time through their Research and Web Instruction program. In the 08/09 Academic year, Librarians taught 329 classes in the Library where over 7,800 students participated. Each class has an assignment coordinated with the instructor which is graded by the Librarian and in many cases forms a portion of the student's mark with the associated credit course.
 - In-class presentations

Kwantlen Librarians have been guest lecturers within credit courses in their specific areas of expertise. Examples of topics covered are information literacy, research skills, business statistics, legal research, academic research, citation styles or data gathering methods to name a few.
 - Several of our Librarians lecture at the School of Library, Archival and Information Science at UBC. Kwantlen Librarians regularly deliver workshops at annual conferences such as the BC Library Association Conference and the Canadian Library Association Conference.
- 2) Individual Learning
 - Library Information Desks

Librarians run an Information Desk at each one of the Campus Libraries. In the 08/09 Academic year, Librarians answered 28,285 student questions system wide with 3,330 of them being of the complex research nature. This is in direct support of courses being taught at Kwantlen, as well as research support for Faculty.
 - Online Reference Services

Kwantlen Librarians participate in a provincial initiative to provide reference services via an online chat service called AskAway that has been highly successful. AskAway provides post-secondary students, including Kwantlen's, with real-time online help with their research for term papers, assignments and other academic projects. Kwantlen students are the 5th heaviest users per FTE in BC. Faculty members also use the service. AskAway has won awards, received ongoing support by government, and caught the eye of academics nationwide.

- Workshop Series

Librarians consistently participate in the Kwantlen PD sessions where they provide sessions for researchers and instructors on topics such as library resources for online instruction or data services.

- Tutorials and online instruction modules

Kwantlen Librarians, through a BC Campus grant shared with SFU and UBC, developed online self paced modules for research strategies including modules on information literacy, plagiarism and citing resources. The modules are made available through Sol*r for any BC institution to access. Other instruction on our web site includes citations style guides, information literacy, and help with research. This directly supports the Kwantlen's identified E-Skill in Reading and Information Skills.

- Practicum Supervision

Librarians supervise practicum students enrolled in the Master of Library and Information Science degree from UBC.

Lecturing and Teaching as Core Activities

- Our Library has acknowledged in its own strategic vision that “the Library support Kwantlen Polytechnic University, its program and initiatives, by providing streamlined access to a wealth of relevant information resources. We teach students and others to find, evaluate, and use these resources”.
- The Library further endorses future plans to integrate information literacy skills into courses of instruction.
- With only a few exceptions, at any time that the library is open, Librarians are available for one on one or group instruction to teach essential skills in research and information literacy to students.
- Plans are in place to provide term paper research clinics for students beginning Fall 2009. Here, students can make appointments with a Librarian to further explore their research topics, find suitable resources, and get a healthy start on their project.

Examinations/Assessments

- Librarians develop and mark students' achievements in research skills through our assignments accompanying in-class Library Research and Web Instruction sessions. Often these grades form a portion of the students' final mark in the sponsoring course.
- Librarians co-teach in the UNIV 1100 credit course where our module on Information Literacy is graded and part of the student's final grade.
- The Library is exploring an information literacy assessment tool for incoming and current students to help measure their needs, identify appropriate teaching methods and resources accordingly, and establish a baseline against which development can be compared.

Student Life & Development Faculty

Courses of Instruction

- Group seminars include topics such as personal leadership, team leadership, community leadership, marketing student leadership and volunteer experience, work/life balance for students, new student orientation leadership, extracurricular involvement—value and opportunities, and others.
- individual learning in areas such as assessment of individual strengths, weaknesses and style as a student leader; Supervision of learning/development plan as a student leader.

Lecturing and Teaching (Credit Course teaching)

- Faculty in Student Life & Development have historically taught part-time via cross-appointment in PSYC and UNIV Departments.

Research

- “Institutional pride: Do students need it for optimal academic achievement and development?”
- “Assessing the impact of Orientation programming” (Minor Research Grant)
- “First year mathematics success and retention” (Minor Research Grant)

Professional Conference Presentations

- *Institutional pride: Do students need it for optimal academic achievement and development?* Paper to be presented at the Annual Conference of the Canadian Association of College & University Student Services (CACUSS), Waterloo, June 2009.
- *Celebrating the END of the First Year.* Presentation at the 28th Annual Conference on the First Year Experience, Orlando FL, February 2009
- *“Taking care of yourself as a leader: Students and work/life balance.”* SFU Student Leadership Summit, Burnaby BC, January 2009.
- *“Orientation: Recruitment and retention practices.”* BC Orientation Directors Fall Conference, Abbotsford, BC, December 2008.
- *“Meaningful student involvement: why students do and do not get involved in campus life.”* Presentation at the Canadian Conference on Student Leadership, Calgary, November 2008.

“SPARK: A partnership between post-secondary, secondary schools and the community for students at risk.” Presentation at the Annual Conference of the Canadian Association of College & University Student Services (CACUSS), Saskatoon, SK, June 2007.

“First year math students: Using study skills and motivation to predict academic success.” Poster presented at the Annual Conference on Students in Transition, Costa Mesa, CA, November 2005

Collaboration or Integration of Programming with other Faculty and Departments/Faculties

SLD in primary role:

- Orientation programming
- Student Leadership Conference
- Student Leadership Dialogues
- Celebration of Excellence
- K2U Student E-Zine
- Website for new student transition and leadership development
- Research projects related to student transition
- Peer Mentoring Program (launching in 2009-2010)

SLD in secondary role:

- Sponsorship for academically linked clubs/societies
- Academic Boost Camp (secondary role)

Constituent Groups Credentials	Individual Teaching and Assessment Highlights	Small Group Teaching and Assessment Highlights	Classroom Teaching and Assessment Highlights	Online Teaching and Assessment Highlights
<p>Library</p> <p>24 Professional Librarians + University Librarian – All have Master’s Degrees Library Schools accredited by the American Library Association.</p> <p>Several Librarians have Provincial Instructor’s Diplomas.</p> <p>1 PhD Student</p>	<p>Information Desks at each campus library serve:</p> <ol style="list-style-type: none"> 1. Students, Faculty, Staff 2. Alumni 3. Community Borrowers [including local high school students] 4. The general public <p>Informal individual assessment</p>	<p>Students working collaboratively on group projects regularly consult with librarians about their research needs, and librarians teach library research skills to these student groups.</p> <p>Informal individual assessment</p>	<p>Librarians teach library research skills to classes of students, either in the library teaching labs or in classrooms.</p> <p>Librarians create and mark assignments, which make up part of the student’s course grade.</p> <p>Some librarians co-teach with instructors from other Faculties, as well as UNIV 1100 for credit.</p> <p>Some librarians teach PD sessions to faculty and staff.</p>	<p>Librarians offer ASK AWAY</p> <p>Live Chat Reference Service to students and faculty at Kwantlen, as well as to other post-secondary institutions in BC.</p> <p>Kwantlen Library has a separate email reference service for Kwantlen faculty, staff and students.</p> <p>Informal individual assessment of online services</p>
<p>Counselling</p> <p>14 Counsellors – All Master’s Degrees</p> <p>3 PhD</p>	<p>Assessment and facilitation of individual student’s personal development and study skills</p>	<p>Conduct student seminars on study skills and personal development</p>	<p>Co-teach and examine essential student skills with various faculty and specific programs [Nursing, Trades, ELST] and teach on specific topics</p>	
<p>Learning Centre</p> <p>3 Faculty</p> <p>1 PhD candidate</p>	<p>Provides extensive tutoring and tutor-training programs.</p>	<p>Conducts both drop-in and scheduled workshops for small groups on many subjects.</p>	<p>“Writing Across the Curriculum” components developed and taught in many classes. Have developed curricula and assessment tools for several courses.</p>	
<p>Disability Services</p> <p>3 Faculty -Master’s Degrees</p> <p>2 Faculty Contract List</p> <p>1 PhD Candidate</p>	<p>Individual student and faculty</p> <p>Instruction in compensatory learning strategies, adaptive learning technologies and assessment outcomes.</p> <p>Conduct clinical interviews of students.</p>	<p>Teach faculty across disciplines how to teach students with different learning and complex disabilities.</p> <p>Analyze instructor assessment tools and recommend adaptations of curriculum delivery for teaching outcomes for a variety of disabilities</p>	<p>Assess essential learning outcomes of courses and design adaptive instruction methods for faculty teaching learning disabled and other students with complex technical/multi-media learning requirements in all learning programs.</p>	<p>Routinely screen students with standardized learning disability assessments to develop appropriate learning assessment and accommodations for courses; adapt material for student access to accomplish essential learning outcomes in an on-line environment, including multi-mode teaching and multi- media access.</p> <p>Analyze curriculum</p>
<p>Student Life & Development</p> <p>1 Faculty – Master’s Degree</p>	<p>Assessment /supervision of individual student leaders</p> <p>Peer mentoring</p>	<p>Leadership seminars for new and continuing students</p> <p>Participation in Academic Boost Camps</p>	<p>Credit course teaching and evaluation: UNIV 1100;</p> <p>Cross-appointment in Psychology Department</p>	<p>Contributes to student E-Zines, websites for new student transitions</p>
<p>Centre for Academic Growth</p> <p>1 Faculty</p> <p>1 PhD Candidate</p>	<p>Creation of individual teaching portfolios</p> <p>Assessment of individual strengths weaknesses and work styles of teaching faculty</p>	<p>Semester-long peer-mentoring alliances [classroom teaching, curriculum development, moodle, etc]</p> <p>Extensive employee learning needs seminars</p>	<p>Transferrable credit courses include Cooperative Learning and Instructional Skills Workshops and Teaching for Learning for Faculty with 70 hours of instruction</p>	<p>Interactive workshops; publishing an international, tri-annual teaching and learning e-journal, Moodle, Horticulture, and online learning environments</p>

Appendix B:

Current Service Contribution of Faculty Members in the Proposed New Faculty

Centre for Academic Growth

- Senate Standing Committee on Policy Articulation
- Professional Development Chairs Committee
- Professional Development Advisory Committee
- EdTech Committee (Proposed Senate Standing Committee)
- E-Learning/Moodle Steering Committee

Counselling

- Senate Standing Committee on the Curriculum
- Senate Standing Committee on Policy Articulation
- Senate Standing Committee on Program Review
- Risk Assessment Committee
- Trauma Response Team
- Cultural Diversity and Inclusion Committee

Disability Services

- Senate Standing Committee on Tributes
- Adaptive Ed Tech Committee
- Physical Accessibility Committee

Learning Centres

- E-Learning/Moodle Steering Committee

Library

- Senate (extension of Education Council position ends in December 2009)
- Senate Governance Committee
- Senate Nominations Committee
- Senate Standing Committee on the Curriculum
 - Sub Committee on Course Curriculum
- Senate Standing Committee on the Library
- Senate Standing Committee on Program Review
- Senate Standing Committee on the University Budget - 1 Librarian

- Cloverdale Operations
- EdTech Committee (Proposed Senate Standing Committee)
- E-Learning/Moodle Steering Committee
- Kwantlen Open House Planning Committee (2009)
- Faculty & Staff Research & Scholarship Steering Committee
- Minor Research and Scholarship Grants Panel
- National Institute – Anthropology
- Langley Planning Committee
- Learning Centre Advisory Committee

Student Development & Success

- Learning Communities (LCOM) Advisory Committee (2009)
- President's Outstanding Graduate Awards Selection Committee (2009)
- Kwantlen Open House Planning Committee (2009)
- Kwantlen Entrance Awards Scholarship Selection Committee (2008 and 2009)
- Chair, Kwantlen Student Leadership Conference (2008 and 2010)