



<b>Research, Scholarly Activity, and Scholarship Policy</b>	
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<b>Recommended by:</b> Academic Council	
<b>Associated Documents</b> <a href="#">Research, Scholarly Activity, and Scholarship Procedure</a>	

## PURPOSE

This policy, which forms part of Red Deer Polytechnic's (RDP) scholarship plan, establishes college-wide definitions of scholarship and scholarly activity/research based on the work of Robert M. Diamond and Ernest Boyer's four-domain model.

The policy recognizes that the diversity of Trades, Professional, Academic, and Creative Arts programming at RDP necessitates that the precise nature of scholarship and scholarly activity/research will vary within individual Schools or Departments but that both must fit within the definitions described in this policy. The framework for assessing scholarship and scholarly activity/research is found in the Research, Scholarly Activity, and Scholarship Procedure.

## SCOPE

This policy governs all research, scholarly activity, and scholarship undertaken by members of the Polytechnic community, including but not limited to all faculty, staff, students, visitors, volunteers, third-party contractors and guests, either alone or in collaboration with other post-secondary institutions, the business, industry, and not-for-profit sectors, and/or local communities. RDC faculty who instruct in areas that are subject to oversight by quality assurance agencies or external accreditation bodies may carry an expectation of producing scholarship to the degree permitted by their role and within the norms of their disciplines.

## POLICY

1. Through the supports detailed in the Support for Research, Scholarly Activity, Scholarship Policy, RDP encourages the creation and dissemination of knowledge by supporting scholarship and scholarly activity/research in an environment of open inquiry, academic freedom, creativity, and innovation.

2. RDP requires that all scholarly activity/research be carried out in a responsible manner that adheres to the standards established in the Integrity in Research, Scholarly Activity, and Scholarship Policy.
3. Scholarly activity/research involving human participants, or live animals, must be vetted and certified by the appropriate Research Ethics Board.

## RELATED POLICIES

[Academic Freedom](#)

[Employee Code of Conduct](#)

[Research Involving Humans](#)

[Freedom of Expression](#)

[Integrity in Research, Scholarly Activity, and Scholarship](#)

[Intellectual Property](#)

[Research and Teaching Involving Animals](#)

[Student Intellectual Property](#)

[Support for Research, Scholarly Activity, and Scholarship Policy](#)

## DEFINITIONS

**Scholarship** is at the core of postsecondary education and RDP views all faculty members as both instructors and scholars. To qualify as scholarship, the scholarly activity/research will require a high level of expertise, achieve clear goals with adequate preparation, and use methodology that is consistent with the norms of individual disciplines. The results of the activity must be disseminated, open to peer review in terms consistent within the scholar's discipline and make a contribution to a field of knowledge. Dissemination, in a disciplinary appropriate manner, is understood to be the defining element of Scholarship and the distinguishing characteristic between it and Scholarly Activity/Research.

**Scholarly Activity / Research:** Scholarly Activity is a comprehensive term that is understood to be an intellectual, creative, or investigative process that may or may not lead to the production of disseminated scholarship, as defined above. Research is a type of scholarly activity that seeks to establish facts, principles, or increase knowledge. While all scholarship is the result of scholarly activity/research, not all scholarly activity/research will produce scholarship.

**Scholarship of Discovery:** the creation of original knowledge that expands both the depth and the breadth of a discipline by working on the frontiers of that discipline to advance understanding of a particular subject. Scholars engaged in Discovery ask, "What is known, what is yet to be found?"

**Scholarship of Integration:** is related to the Scholarship of Discovery. Integration gives meaning, insight, and perspective to facts by using disciplinary methods to interpret the significance of those facts. It involves the communication of this understanding within a particular discipline and, ideally, across disciplines to create an integration of knowledge by situating specialized information into a larger context. Scholars engaged in Integration ask, "What do the findings [of Discovery] mean?"

**Scholarship of Application/Engagement:** recognizes the public usefulness of discipline-specific knowledge and explores the dynamic relationship between theory and practice. It describes ways in which scholars use their expertise to explore and address practical problems with the goal of offering solutions. This scholarship may occur in collaboration with community or industry partners. Scholars engaged in Application/Engagement ask, “How can knowledge be responsibly applied to consequential problems?”

**Scholarship of Teaching:** has as its focus the study of pedagogy and student learning. This scholarship may also refer to the development of both the theory and application of the ways that student learning can be enriched. It diverges from the practice of Scholarly Teaching in that it requires dissemination and the potential for application and evaluation by peers. This scholarship is most recognizable as the Scholarship of Teaching and Learning (SoTL). Scholars engaged in SOTL ask, how can a “systematic, and evidence-based study of student learning” lead to improved “student learning and enhanced educational quality.” (Society in Teaching and Learning in Higher Education <https://www.stlhe.ca/sotl/what-is-sotl/>)