

Research, Scholarly Activity, and Scholarship	
Policy: Research, Scholarly Activity, and Scholarship	
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PURPOSE

To provide a college-wide framework for assessing scholarship and scholarly activity/research at Red Deer College (RDC) that is aligned with the definitions and descriptions set forth in the Research, Scholarly Activity, and Scholarship Policy. While the policy and procedure recognize that the assessment of scholarship and scholarly activity/research may be undertaken for a variety of reasons, both internal and external to RDC, and that the emphasis of elements in this framework may vary within individual Schools or Departments, such assessment must fit within the parameters described in this procedure.

PROCEDURE

1. When assessing scholarship or scholarly activity/research, the activity must be evaluated first by determining if it fits within the definitions specified in the Research, Scholarly Activity, and Scholarship Policy and second if it meets a minimum standard specified within the criteria below.
2. Metrics for determining minimum standards will be established by individual Schools or Departments in consultation with the Research and Scholarship Committee.
3. The following is based on Glassick, Huber, and Maeroff, (1997) *Scholarship assessed: Evaluation of the professoriate* (p. 36). These measures can be applied to all four domains of scholarship, as described by the Boyer Model and as defined in the Research, Scholarly Activity, and Scholarship Policy. The criteria are not meant to be exclusive of other standards that may be applied in individual Schools or Departments. In some cases, additional criteria may be applied to fulfill the requirements of quality assurance agencies, external accreditation bodies, granting agencies or contractors.

a. Clear Goals

- Does the scholar state the basic purposes of their work clearly?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify important questions in the field?

b. Adequate Preparation

- Does the scholar show an understanding of existing scholarship in the field?
- Does the scholar bring the necessary skills to their work?
- Does the scholar bring together the resources necessary to move the project forward?

c. Appropriate Methods

- Does the scholar use methods appropriate to the goals?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

d. Significant Results

- Does the scholar achieve the goals?
- Does the scholar's work add to the field?
- Does the scholar use appropriate forums for communicating work to its intended audiences?
- Does the scholar present their message with clarity and integrity?

e. Reflective Critique

- Does the scholar critically evaluate their own work?
- Does the scholar bring an appropriate breadth of evidence to their critique?
- Does the scholar use evaluation to improve the quality of future work?