

Research & Scholarship Strategy 2023-2028

1. Foreword

The University has a vision that strongly expresses the distinctiveness, value, and quality of a Regent's education. We are strongly student focused. This strategy guides how we will evolve our knowledge practices, scholarship, and research to support and help realise that vision by developing our intellectual community focused on encouraging and developing the whole of our Regent's community.

Whilst maintaining our intellectual traditions, we are unbound by narrow definitions of research and scholarship that align with, for example, UK Government policies through the Research Excellence Framework or via the research councils. Being independent of such drivers and unentitled to public research funding from such mechanisms as a non-fee capped institution, we can define ourselves through a fundamental notion of the purpose of a university – to disseminate, create, and develop knowledge – in support of our students.

2. Research and Scholarship at Regent's

What constitutes scholarly activity is broad and varied and includes the active participation of an Academic in their subject or interdisciplinary work, leading to the creation of products or outputs and new ways of understanding. Scholarship is therefore the creation of new knowledge and practices, research, methods, materials, technologies, and artefacts, that we share with our students and wider audiences. Our scholarly activity is also a key element of our continuous professional development, and it contributes positively to the quality of the student experience. Personal and professional development planning involves a continuous process of self-reflection and needs-analysis. For example, we regularly set ourselves goals to review research and scholarship in our subject area as a way of maintaining our competence and advancing our subject knowledge, or to keep up to date with our area of expertise, which we in turn share with our students in the classroom. We tend to adopt an outcomes-based approach when planning our research and scholarship activities that benefits not only our own development, but that of our students.

Note: See appendix 1 for examples of the range of scholarly knowledge practices the University recognises under this Strategy.

3. Strategic Context

Purpose: Reimagining Education.

Promise: A premium, transformative education, rich in global connections

Outcome: Globally minded graduates that bring purpose and passion to people and planet

Our Values

These values underpin our approach to the way we work:

1. We are ambitious:
 - We strive for excellence – for ourselves and for Regent's
 - We do not fear failure; we learn from it
 - We challenge ourselves and others with the goal to improve
2. We are collaborative
 - We believe we are better together
 - We create synergy when we collaborate
 - We celebrate team and collective success
3. We are curious
 - We are curious – about other people, cultures, and ideas
 - We are inclusive and welcome different perspectives
 - We encourage continuous learning and growth – in ourselves and in our students

4. Strategic Focus

To deliver on our purpose and promise, our strategic focus for 2023 to 2028 is on three, mutually reinforcing, priorities:

- Teaching excellence
- Commercial Focus
- Cultural Change

The strategic plan of Regent's University London sets out a vision for 2028 which is "... reimagining education for a different generation, in a whole new world."

In addition to ongoing performance, and to achieve Teaching Excellence, Strategic Focus 1 of the University's Strategic Plan, we are implementing a transformative and distinctive curriculum model that embodies a future-facing, entrepreneurial, cosmopolitan, and personalised learning experience. The Regent's Model embeds real-world challenges and live industry briefs, our high-value networks, a languages and culture offer, a curated selection of specialist electives to develop global leaders, and digital fluency – all co-designed with input from students, alumni, and partners.

Research, scholarship, and practice at Regent's will support the delivery of these strategic aims, particularly item 1, 'Teaching Excellence' in furtherance of the University's commitments under the Quality Code:

Staff draw on scholarship, research, and professional activity to facilitate student learning which may include conventional research (discovery of new knowledge), innovative application or integration and synthesis of existing knowledge (for example, in professional practice), or the study of learning and teaching processes and practices (pedagogic development). Teaching staff model good academic practice to students which reinforces

their understanding and appreciation of ethical research behaviours and academic integrity.

(UK Quality Code for Higher Education advice and guidance, Learning and Teaching, 7)

To focus further, the University will equally support and recognise:

- Research – discovery of new knowledge
- Scholarship – innovative application or integration and synthesis of existing knowledge including professional practice
- Pedagogical Research and scholarship – the study and original development of learning, teaching, and assessment processes and practices

At Regent's we view these activities as a holistic continuum and consequently value them all. Our academic scholars will be supported and encouraged to move between them or develop specific foci. Appendix 1 provides examples of activities that fall under these headings, but this list is not intended to be exhaustive.

University expectations from academic staff:

Academic staff are employed by the University to deliver teaching to students of a standard that meets and exceeds the criteria established by the Quality Code as noted above and assured through the PDR process and other mechanisms, workload planning, teaching delivery evaluation mechanisms, etc... Thus, engagement with research, scholarship, practice, and enterprise must be maintained and reflected in teaching so that:

- scholarship, research, and professional activity supports student learning
- teaching staff model good academic practice to students to reinforce their understanding and appreciation of ethical research and scholarly behaviours and academic integrity

Academic Staff expectations from the University:

- the University will ensure that space is assigned within contractual hours to maintain scholarly and professional currency
- the University will provide support infrastructure for scholarship, research and enterprise with appropriate library resources, training, mentoring, and including processes for the incubation of ideas, and logistical support for event organisation

5. Regent's Graduate Attributes and the Regent's Academic

In modelling good academic practice our tutors demonstrate learning and experience supported by research, scholarship, and practice expertise to facilitate our student's achievement of our Graduate Attributes. These are in turn supported by the values, skills, and abilities we model as Regent's Academics as below.

Regent's graduates are:

Collaborative and networked

They have a global network, are great communicators and well-versed in working in teams to deliver on complex, collaborative projects

Creative and entrepreneurial

They innovate, combining intellectual curiosity, creativity, and an entrepreneurial spirit - launching start-ups, creating social enterprises, and bringing new value to established organisations

Critical and Reflective

They have strong, critical thinking skills and empathy, able to make good decisions and always looking to grow, learn and develop

Culturally and socially versatile

They have superior communication skills, are multilingual and adaptable in multicultural contexts and international settings

Digitally agile

They are fluent in digital tools and able to understand the impact of technology on every aspect of society and human endeavour

Well-informed, skilled, and fluent across disciplines

They are well-equipped to combine knowledge, theories, and arguments, and apply their cross-disciplinary skills in multifaceted, practical scenarios

Responsible and environmentally conscious

As global citizens, they recognise the importance of their own and others' wellbeing, and the need to create a better and more sustainable future for all

We cultivate and develop our academic staff to model these attributes within their professional roles.

Regent's academics are:

Collaborative and networked

The production of knowledge is by its very nature collaborative. Regent's Scholars are active and engaged with the intellectual community at Regents, but also plugged into wider academic networks, professions, and public fora to which they introduce students

Creative and entrepreneurial

Intellectual curiosity is a defining characteristic of the Regent's Academic expressed by creating and engaging with new endeavours – whether intellectual, practical, educational, or commercial – seeking to create, apply and understand knowledge by sharing innovative ideas and perspectives

Critical and Reflective

Scholars are critical and reflective by challenging themselves and others to embrace continual intellectual development through all the work that they do

Culturally and socially versatile

Knowledge only has value if it is shared, debated, and communicated effectively and sensitively. Our scholarship has a global reach and significance; we welcome and actively seek multiple perspectives, contexts, and interpretations as a

profound enrichment of knowledge, ourselves, culture, our teaching practices, and our students

Digitally agile

We actively embrace existing and innovative digital developments that enhance the creation, collaboration practices, discovery, and dissemination of knowledge

Well-informed, skilled, and fluent across disciplines

The University has shaped itself to chart an interdisciplinary future through which knowledge and ideas are understood from multiple perspectives. We welcome and seek collaborations and new combinations of knowledge

Responsible and environmentally conscious

As scholars with a global perspective, we recognise the importance of knowledge and education to positively influence the development of a sustainable future

5. Research and Scholarship goals

1. Provide an intellectually stimulating and academically sound learning experience for our students
2. Ensure that experience is underpinned by current and relevant scholarship, and that it reflects the diversity and internationalism of our students and staff
3. Enrich the culture of learning at Regent's through the quality and quantity of research, enterprise, and professional practice related to the disciplines we offer in our curriculum
4. Give equal recognition to a wide range of activities and outputs
5. Research, scholarship, enterprise, and practice are aligned to the University's mission and values, and meets all legal, professional, and ethical requirements expected of it
6. Support staff in identified disciplinary and interdisciplinary areas and specific roles to undertake research, enterprise and/or professional practice
7. Strengthen our research, scholarship, and enterprise culture by ensuring when we recruit new academic staff that they have appropriate profiles to contribute to these goals
8. Enhance our community by recruiting and supporting research students appropriate for our size and disciplines
9. Maximise the benefit and impact of research, enterprise, and professional practice achievements
10. Build research and scholarly capacity in pedagogy

6. To reach these goals we will:

- Enable all substantive academic staff to engage in scholarship as an integral part of their workload by reserving 11-12% of contracted hours specifically for research and scholarship
- Promote research, enterprise and practice that relates to the curricula we offer
- Reflect the international and cultural diversity at Regent's, its disciplines, and its stakeholders.
- Utilise high quality scholarship and enterprise to update our curriculum to maintain its currency, relevance and to maximise enthusiasm and intellectual curiosity.
- Encourage areas of strength through communities of interest, clusters, special interest groups and other formats, as well as symposia, workshops, seminar series, etc.

- Develop our academic staff as researchers through training, mentoring and support attendance at appropriately selected external events via staff development funds
- Nurture an intellectual community and culture in support of the curriculum and strategic priorities via Performance and Development Review (PDR), staff awards, annual Learning, Teaching, Research and Scholarship conference, and promotion criteria
- Recognise public dissemination of research, scholarship, enterprise, and practice in public fora
- Work with partners to support and develop our staff in their capacity to supervise research students
- Offer training, development, and good practice opportunities to our research students, both at Regent's and with our university partners
- Host and promote high quality academic events at Regent's to share our work externally as well as internally, with effective logistical and welcoming conference processes
- Continue to build appropriate links between academic staff and professional services to maximise the efficient administration of research and enterprise activities
- Support staff and students to effectively communicate their successful activities to key stakeholders to maximise impact
- Educate all members of our academic community in their obligations to maintain ethical standards through our research ethics policy and to provide effective mechanisms for ethical review
- Ensure research, scholarship, enterprise, and practice directly aligns with reflective pedagogic practice and its dissemination internally and externally as part of the recognition and continuing professional development of teaching staff, using PDR, REAP (Regent's Effective Academic Practice) and the UKPS
- Work towards creating spaces for co-created research and scholarship in our UG and PG curricula
- Bring together students and academics from across disciplines, and professional service colleagues to collaborate on research and scholarly projects

7. Accountabilities

The Directors (People) supported by Associate Provosts will be accountable for the effective professional performance and development of academic staff in relation to this strategy. The Directors (Content) supported by Associate Provosts, will be accountable for the implementation of the strategy for the delivery of their programmes. Action plans are developed in association with all constituents. The successful implementation of the strategy will also require teams to prioritise their resources to operationalise the strategy. The Research Committee will approve policies where necessary to underpin the strategy and monitor progress on the delivery of the Strategy and report achievement of outcomes.

8. References

The Research and Scholarship Strategy has been informed by several policies, documents, and strategies both internal and external to the University, including:

- Regent's Academic Ethics Review Policy (2023)
- Regent's University London Strategic Plan 2023-2028
- Regent's Hallmark Pedagogy (2020)
- Regent's Learning Design Framework: RADAR (2020)
- Regent's Assessment Framework (2022)
- Regent's Course Design Process (2023)
- Regent's Module Development Process (2023)
- Regent's Code of Practice on Research Integrity (2021)
- Learning Experience Design Principles
- Inclusive Curriculum Framework (2022)
- The National Student Satisfaction Survey
- UK Quality Code for Higher Education (QAA, 2018)
- Universities UK Concordat to Support Research Integrity
- The Professional Standards Framework of Advance HE (2023)
- Teaching Excellence Framework, Regent's Provider Submission 2023
- The Equality Act 2010
- Regent's Learning, Teachings, and Assessment Strategy (2023)

Appendix 1 – Example knowledge activities recognised by the University

This list is not intended to be exhaustive and is listed alphabetically:

- Action Research
- Authored books (e.g., monographs, textbooks, creative writing, artists books)
- Applied professional/business innovation
- Chapters in books
- Co-creation with students (scholarship and enterprise through pedagogy)
- Commercial consultancy/reports and knowledge transfer
- Conference contribution (presented papers and where possible published in proceedings)
- Conference, symposia, scholarly seminar convening and organization
- Creative writing that has external and public impact
- Curatorial projects
- Database/dataset research and projects
- Development of pedagogical tools and frameworks where there is sector impact (see pedagogical research below as well)
- Devices and Products
- Design (e.g., fashion, interior, textiles, graphic, multimedia, theatre, web, etc.)
- Dictionary or encyclopaedia entries published in any media
- Digital or visual media production and creation (e.g., original films, documentaries, creative expression, or problem solving, etc.)
- Editing (journals, collections of essays, collections of creative writing, proceedings, etc.)
- Enterprise activities in any field
- Exhibitions
- Exploratory practice
- Fieldwork research
- Grant applications
- Innovation in any field that has external and public impact
- Journal articles (e.g., full research articles, review articles, critical scholarly texts, photographic essays, discussion papers, etc.)
- Music compositions
- Papers delivered by invitation at other universities, learned societies, commercial bodies, or professional societies, etc.
- Pedagogical research
- Patents
- Performances
- Physical artefacts (e.g., illustration, media installations, Jewellery, etc.)
- Practice-based research
- Professional scholarship (CPD (Continued Professional Development) etc.)
- Reports for external bodies
- Research datasets and databases
- Software (original e.g., interactive multimedia, applications, video games)
- Textbooks and other published learning materials
- Thought leadership/engagement in public fora
- Translation (published)
- Website content (e.g., expressing new knowledge, dissemination, public engagement, creative work, thought leadership)