

# THE AOG - PART 8

## WITTENBORG STAFF RESEARCH GUIDELINES



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## 1 Introduction

Wittenborg promotes research through students and faculty. In line with our strategic plan, we strive to encourage and support research projects that embody and promote our core values of internationalisation, diversity and ethics. Wittenborg is committed to expanding the opportunities for staff to participate in funded research projects and become scholarly active, thereby positively impacting the quality of the organisation and education delivery. Our focus is on research projects that promote internationalisation, diversity and ethics whilst involving companies and organisations within the Apeldoorn region wherever possible, adding to our societal impact in the region.

The research at Wittenborg is primarily of an applied nature, but by means of a careful coordination and pooling of resources, it must be possible to generate new knowledge that can be published in academic journals.

### Applied Research Vs Fundamental Research

Applied Research at a University of Applied Sciences 	Fundamental Research at a Research University
<p>Acquiring New Knowledge with specific Commercial Objectives </p> <ul style="list-style-type: none"> <li>○ Products</li> <li>○ Procedures</li> <li>○ Services</li> </ul> <p>✓ Answer specific questions aimed at solving practical problems</p> <p>Applied Research creates new technologies, products and processes.</p> <p>Applied Research can lead to new fundamental questions</p>	<ul style="list-style-type: none"> <li>○ Desire to expand knowledge</li> <li>○ Curiosity driven</li> <li>○ Answer why what or how questions</li> <li>○ Increase understanding of fundamental principles</li> <li>○ Does <b>not</b> have immediate <b>commercial</b> objectives</li> <li>○ May <b>not</b> result in any solution or intervention in a practical problem.</li> </ul> <p>Fundamental Research asks questions how and why things work.</p> <p>Fundamental Research can lead to new Products &amp; Technology</p>
<p>Bachelor &amp; Master Degrees </p>	<p>Bachelor &amp; Master Degrees</p>

Wittenborg has formally adopted The Netherlands Code of Conduct for Research Integrity (AOG-Part 8a).

## 2 Wittenborg Research Development

Wittenborg is convinced that students, professionals, businesses and society can all benefit from the insights of applied research. In the schools and the research centre, the use of knowledge which evolves out of applied research is firmly supported. Increasingly, new knowledge is developed as and when practice requires.

Wittenborg has been gradually working towards the establishment of its own research centre to serve as a research-based knowledge centre for the local economy, while at the same time creating new knowledge that can enrich Wittenborg's own educational programmes. Over the last few years Wittenborg has taken various initial steps towards making research a reality, despite its small size. These first steps are leading to concrete research outputs that will be beneficial to both the local community and Wittenborg itself.

Wittenborg's research centre has adopted the vision of being a knowledge hub: a dynamic research environment where international lecturers, researchers and students meet. The knowledge hub should benefit individuals, teams and organisations, as well as the economy and society at large, in keeping with the Wittenborg motto, 'Better yourself - Better our world'. The Wittenborg research centre is a dynamic environment where international lecturers, researchers and students bring in their knowledge, experience, skills and cultural backgrounds, and gain new knowledge, skills and understanding. An environment where organisations can drop in for available knowledge or plunge in to develop new knowledge together with the researchers of Wittenborg, whether they are for-profit businesses, non-profit, or not-for profit organisations or governmental institutes. By involving all these stakeholders and combining different experiences and disciplines, we can develop creative solutions and contribute to the build-up of a valuable body of knowledge for practical use to the benefit of individuals, teams and organisations, the economy and society at large.

Wittenborg strives to promote research through students and faculty. By involving faculty and students in the centre, the research will contribute to the build-up of a valuable body of knowledge.

It is Wittenborg's vision that at a university of applied sciences education and research are intertwined. Therefore, the Knowledge Hub involves the interaction of staff and students within and associated to the institute with regard to research in the bachelor's and master's degree curricula, and the more extensive research of a post master, and PhD programme. In the research environment students, junior and senior researchers are involved in real-life research projects.

### 2.1 Students and Research

With knowledge as the key concept, Wittenborg focuses on a research-based education approach. Students from different educational and cultural backgrounds bring their experiences to the table when they join the research centre. All educational levels include elements of research. The curriculum allows students to be involved in research projects and real-life academic work. From bachelors to PhD level, the students are introduced to the following research competences:

- Literature study: to locate information, critically read and evaluate the information sources and categorise and organise the results into a new text.

- Research Methodology: models and frameworks, methodological approaches, quantitative and qualitative research methods and data analyses.
- Research presentation and discussion: to present, discuss and defend conclusions.
- Academic writing and reviewing: writing skills, conventions in academic writing, critical review of own and others' writing).
- Academic entrepreneurship (to perform *applied* research, project management skills, collaboration with stakeholders).
- Ethics (protect the rights of research participants with informed consent, anonymity and privacy; practise Intellectual Virtues, see page **Error! Bookmark not defined.**).

The students will gradually acquire research competences that give them the ability to design, apply and disseminate research. They start with modules dedicated to research competences, try to apply them during Project weeks, and use and further improve these during the final project of their grade.

## 2.2 Lecturers and Research

In the Wittenborg knowledge hub the lecturers of Wittenborg have a special role. They bring in their knowledge, experience, skills and cultural backgrounds and gain new knowledge, skills and understanding in return. Many of the Wittenborg lecturers are, next to their appointment with Wittenborg, connected to other institutions and schools, or have their own businesses or consultancy bureaus. Thus, lecturers can offer a clear view on which areas of knowledge need reinforcing and are able to take the initiative for new applied research projects.

Many of Wittenborg's lecturers are already experienced researchers. Wittenborg engages a substantial number of PhD-qualified researchers on the teaching staff, many of whom carry out research on various topics, and Wittenborg intends to continue with this policy. These associated researchers can play a role in the PhD program as supervisors, and as such enhance the students' studies as well as their own academic papers, engaging students in their research projects or coordinating PhD and master's students' research work. By setting up a coherent research programme, contributions of individual students can further add to a broader knowledge build-up.

If not yet researchers, lecturers can be involved in real-life academic work for academic engagement, knowledge updates, and the opportunity to work interdisciplinarily and to improve their intellectual capital. They can enhance their research skills and academic credibility even more by starting PhD/DBA studies supported by Wittenborg.

Lecturers involved in research can present their current research and research papers to students in special seminars, or on academic conferences. The Knowledge Hub serves as a platform for lecturers to interact academically with international researchers, students, businesses and other stakeholders in the field of applied research.

Lecturers can add specialised new knowledge to the textbook knowledge by which they can enhance their teaching and supervision. The research leads to new knowledge in terms of research skills, fieldwork experience (direct contacts with companies) and new substantive knowledge on business and management.

- By coordinating students' research work, the design and content of their papers can be enhanced. By setting up a coherent research programme, contributions of individual students can add to a broader knowledge build-up.
- By facilitating publications (at different academic levels), Wittenborg' lecturers will be offered opportunities to enhance the quality of their research and teaching work.

### **2.3 Business and Research**

The Knowledge Hub will play a significant part in the local economy by carrying out research and consultancy for companies and other organisations in the surrounding area, whether they are for-profit, non-profit or not-for-profit businesses, organisations or governmental institutes. It is the intention of the Wittenborg Knowledge Hub to advance the theory, practice, and/or teaching of business and management in the domains of Business, Hospitality, Tourism, Sport, Health and Education, with special attention to Sustainability and Innovation. In all the knowledge activities, the key Wittenborg organisational values - Internationalisation, Diversity and Ethics - are embedded.

Wittenborg is an entrepreneurial organisation that innovates and encourages its students to achieve. They are encouraged to participate in research together with international lecturers, researchers and stakeholders from businesses and organisations in the new Wittenborg Knowledge Hub. Businesses can add their practical wisdom to the Hub and suggest areas to improve business practices, whether in innovation and growth, or turning innovative ideas into reality. Knowledge development is a joint endeavour to innovate and advance business and management.

### **2.4 Society and Research**

Wittenborg aims, within its means and wherever possible, to participate in European and wider international projects that can be useful to the immediate region of the municipality of Apeldoorn and the province of Gelderland. Wittenborg welcomes public/private partnerships with public corporations, NGOs, governments, other educational institutes and non- or not-for-profit expertise centres from around the Netherlands. The Knowledge Hub will benefit individuals, teams and organisations, as well as the economy and society at large as per the Wittenborg motto, 'Better yourself - Better our world'.

### **3 Values in Research**

Wittenborg' key values are embedded in all research activities and faculty and students are encouraged to engage in research projects that promote internationalisation, diversity and ethics.

#### **3.1 Internationalisation**

The research centre attracts researchers from different nationalities and different locations around the world. They share a personal fascination for international approaches and cooperation. As a result, the researchers can attract collaboration from international colleagues. Regardless of the chosen theme of research, the researchers often pay attention to variables, such as cross-country and cross-cultural aspects and cultural competences (e.g. sensitivity to other cultures). Next to knowledge creation for local markets, the research centre adds to the international body of knowledge. Publications in internationally available journals and conferences will contribute to the international visibility of the research output, thus adding to the enhancement of the international, global and intercultural dimensions of research and knowledge production.

#### **3.2 Diversity**

The pillar of diversity involves a three-way approach. The researchers form a varied group from different cultures, with different places of residence, language, gender, religion and socio-economic background. Secondly, diversity in research design and evaluation of research projects: the researchers look through an equity lens at research topics. Thirdly, diversity in research methodology: the applied research methods used, are adapted to the practical possibilities in the field and may imply quantitative and qualitative research with a cross-sectional or longitudinal design. Depending on the research goals and target groups, the research may be directed to the micro level of individuals, but also in the context in which these individuals operate: the meso level (teams or organisations) and macro level (society or countries).

#### **3.3 Ethics**

Wittenborg officially adopts the Netherlands Code of Conduct for research integrity 2018. Researchers practice the so-called 'Intellectual Virtues' during their research and consultancy work. Intellectual courage, autonomy, honesty and love of knowledge motivate them to search for the 'truth'. Conscientiousness, firmness and caution help them to persevere during research, while practical wisdom helps to judge what is required from situation to situation and to balance between research goals and societal revenues. Finally, intellectual generosity and charity encourages researchers to share their knowledge and respectfully invite other stakeholders to join the Knowledge Hub in the spirit of "Better yourself - Better our world".

## 4 Tools for Ethics in Research

This segment contains the relevant research ethics and consent forms both for staff applicants for research at Wittenborg and must be read alongside:

- BERA Ethical Guidelines for Educational Research. See: [www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1](http://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1)
- Code of Ethics for Research in the Social and Behavioural Sciences Involving Human Participants (As accepted by the Deans of Social Sciences in the Netherlands, 23 May 2018). See: [www.nethics.nl/.cm4all/iproc.php/Gedragcode/CODE%20OF%20ETHICS%20FOR%20RESEARCH%20IN%20THE%20SOCIAL%20AND%20BEHAVIOURAL%20SCIENCES%20v2%20230518.pdf?cdp=a](http://www.nethics.nl/.cm4all/iproc.php/Gedragcode/CODE%20OF%20ETHICS%20FOR%20RESEARCH%20IN%20THE%20SOCIAL%20AND%20BEHAVIOURAL%20SCIENCES%20v2%20230518.pdf?cdp=a)
- Netherlands Code of Conduct for Research Integrity (2018). See: [www.nwo.nl/en/documents/nwo/policy/netherlands-code-of-conduct-for-research-integrity](http://www.nwo.nl/en/documents/nwo/policy/netherlands-code-of-conduct-for-research-integrity)

### 4.1 How to use the Consent Forms

If you have answered 'YES' to any of the questions in Section A, please complete Section B and C. Based on the information of sections A, B and C the so-called 'Consent form' is created. Checklist D provides an overview for accompanying documents to be submitted to the Research Centre.

### 4.2 Section A: Ethical Risk Assessment Checklist

Please, tick YES or NO for each question. If you have answered YES to any of questions 1 to 15, please provide a brief outline of how these risks will be addressed in the relevant part of the box in Section B or give details of any existing protocols within the Wittenborg School that already cover these specific issues.

#	Question	Yes/No
1	Will participants be likely to undergo vigorous physical activity, prolonged or repetitive testing, or to experience physical harm, more than minimal pain or discomfort or exposure to dangerous situations/environments as part of the research?	Yes/No
2	Does the study involve any physiological or psychological interventions with the potential to be invasive, intrusive or harmful (e.g. administration of drugs or other substances; taking samples of blood, saliva, urine etc; use of equipment to monitor bodily performance; manual handling of participants; techniques such as hypnotherapy)?	Yes/No
3	Will the study involve participants who could be considered vulnerable (for example due to age, psychological or medical condition, social inequality), or where possible coercion or feelings of obligation to participate may exist (e.g. when recruiting one's own students or colleagues)?	Yes/No

4	Will the study involve the discussion of sensitive topics (for example, painful reflections or traumas, religious or other beliefs, sexual behaviour, experience of violence, abuse or bullying, illness, illegal or political behaviour, people's gender or ethnic status, detailed financial matters, issues relating to body image)?	Yes/No
5	Could participants experience psychological or emotional stress, anxiety, humiliation or other negative consequences, beyond what would be expected to be encountered in normal life?	Yes/No
6	Will it be necessary for participants to take part in the study without their knowledge at the time (e.g. covert observation or recording of people in non- public places), or involve deception or conduct of the research without participants' full and informed consent?	Yes/No
7	Will the research require the co-operation or permission of an individual or gatekeeper in order to gain access to participants (e.g. a teacher at a school, a manager of sheltered housing, the organiser of a self-help group, etc.)?	Yes/No
8	Will the research involve access to records of a confidential or personal nature, or documents of a sensitive political, moral, medical or religious nature?	Yes/No
9	Will the research involve collecting visual information of a personal nature, such as taking photographs or making video recordings of participants?	Yes/No
10	Will the research involve accessing participants or data of a personal nature via an online environment or internet setting (e.g. chat rooms, social media, instant messaging, etc.)?	Yes/No
11	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	Yes/No
12	Does the research have the potential for causing significant negative impact on the environment (including animal or plant populations, or rare or protected species, habitats or sites)?	Yes/No
13	Might the research raise specific ethical issues regarding cultural/political sensitivities (e.g. local customs or gatekeepers, political sensitivities)?	Yes/No

14	Might the research involve the disclosure of confidential information beyond the initial consent given?	Yes/No
15	Are there any other ethical issues that are not covered in the questions above?	Yes/No

### **4.3 Section B: Addressing Potential Risk**

To be completed only if one or more questions in section A above have been answered as 'YES'.

If you have answered 'YES' to any of the questions in Section A above, please, provide an outline of how the potential risks will be addressed against the question number. Please outline potential risks and how they will be addressed.

Question in section A	Outline potential risks and how they will be addressed	Yes/No
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12		
13		
14		
15		

Some Wittenborg Schools may carry out research that involves types of risk on a routine basis (e.g. manual handling of participants or working with specific hazardous substances, involving children as participants in a school setting, taking photographs or videos of participants), and may already have specific protocols that cover procedures and guidelines for dealing with these risks. If activities to be undertaken in the proposed project are covered by such a protocol, please, provide details in a separate section “Additional Details:...”

#### **4.4 Section C: Checklist Ethical Issues Relating to Research Participants**

Please use the checklist below to confirm that ethical issues regarding research participants have been identified and addressed appropriately.

#	Statements	Yes	N/A
1	Participants will be fully informed regarding the purpose of the study and their participation in it		
2	It will be made clear to participants that their participation is voluntary, and they may withdraw from the study at any time without giving a reason		
3	Consent will be obtained from participants for taking part in the study		
4	Recruitment materials (including posters, leaflets and emails), information sheets, consent forms, questionnaires or letters provide sufficient and accurate information, and have been clearly written and presented in a format suitable for the target audience		
5	Where the research is likely to involve participants, who might not understand English, arrangements will be made for translation of materials and/or provision of interpreters as appropriate		
6	Appropriate arrangements have been made to consider anonymity, confidentiality and privacy of participants		

7	Appropriate arrangements have been made for the collection, handling and storage of electronic and/or physical data		
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#### 4.5 Section D: Checklist for Accompanying Documents

Please add these documents to this document (do not upload these as separate files).

Please ensure you have attached copies of any of the following documents where relevant:

- Information sheet.
- Consent form.
- Advertising or recruitment materials.
- Sample questionnaires or interview questions.
- Risk assessment forms. Note: See sections A, B, C.
- Letters of support from external organisations involved in the research.
- List of references.

Please submit this form in accordance with the instructions at the beginning of this document. Please return this form and accompanying documentation to Wittenborg's Research Centre.

#### 4.6 Consent Form

The research project to reflect the scope of the participation for which consent is being sought:

<...add title...>

	Please initial or tick box
I agree to take part in this research which is to answer: <...add text...>	
The researcher has explained to my satisfaction the purpose, principles and procedures of the study and the possible risks involved.	
I have read the information sheet and I understand the principles, procedures and possible risks involved.	

<p>I am aware that I will be required to participate in &lt;...add description...&gt;, that are part of the research project. As well as, to answer questions by means of &lt;...add research methods...&gt;. The researcher will make use of &lt;...add additional research methods, and/or technologies...&gt;, of which I am aware.</p>	
<p>I understand how the data collected will be used, and that any confidential information will normally be seen only by the researchers and will not be revealed to anyone else.</p>	
<p>I understand that I am free to withdraw from the study at any time without giving a reason and without incurring consequences from doing so.</p>	
<p>I agree that should I withdraw from the study, the data collected up to that point may be used by the researcher for the purposes described in the information sheet. Where there is a possibility that data may be reused or shared, in accordance with Wittenborg University of Applied Sciences Data Protection Policy (ref. GDPR).</p>	
<p>I agree that data collected may subsequently be archived and used by other bona fide researchers.</p>	

Name (please, print) .....

Signed .....

Date .....

## **5 Reporting violations of Academic Integrity**

Reporting of violations of academic integrity and possible disciplinary measures are outlined in the complaints procedure (AOG-Part 16).