RESEARCH POLICY AND GUIDELINES

LYCEUM CAMPUS

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Table of contents

Contents Page No

1.0 INTRODUCTION

By virtue of the Powers vested in the Minister of Education by Section 25A of the Universities Act No 16 of 1978 Lyceum Campus (Private) Limited was granted Degree Awarding Status in December 2023. The Lyceum Campus is a Not-for-profit Non-State Private Higher Education Institution which is a teaching and research body as enunciated by Lyceum Campus Ordinance No 1.

The essential functions of higher education in supporting knowledge- driven economic growth and development as described in a World Bank report (2002) include *generating new knowledge through research*, training of high-level human resource; accessing and adapting existing stores of global knowledge for local use .and transmission of norms, values, attitudes, and ethics necessary for constructing healthy civil societies, and cohesive cultures.

In higher education teaching and research are two sides of the academics' role. The role is a combination of both imparting knowledge and contributing to the knowledge itself through research. Relationship between teaching and research is not just complementary but it is deeply interconnected. Both are crucial to the learning process and have to be effectively balanced. Research is also a crucial component of academic career progression impacting promotion, tenure, and overall career progression.

Research and development activities besides creating and disseminating new knowledge in a range of fields, promotes *innovation* and these will motivate better learning and teaching among faculties and students of our Campus. Research is the foundation of knowledge that brings new energy, builds state-of-the-art facilities, promotes publications, and becomes part of active community that shares the mission objectives of the Institution.

Taking these into considerations, *Lyceum Campus Research Policy and Guidelines is* formulated to provide a guiding framework for the governance and conduct of research as well as promote the positioning of research as a priority pursuit in the Lyceum Campus.

2.0 PURPOSE AND OBJECTIVES

The Campus's "Position Statement on Research" (Goal 3, Strategic Plan 2023-2027) emphasizes the importance of research at the Lyceum Campus. Research with integrity is a primary goal of all Campus Research.

The Purpose of this Policy and Guidelines is to:

2.1 Enhance and promote the quality and quantity of responsible research being carried out at the Lyceum Campus leading to culture of research integrity;

2.2 Set out the overarching values, associated general principles, and expectations related to the conduct, management and administration of responsible research at Lyceum Campus;

2.3 Create a vibrant atmosphere of research among faculty and researchers in the Lyceum Campus; and

2.4 Serve as an overall guiding framework within which research activities may be carried out.

Objectives

2.5 To establish, an enabling environment within the Lyceum Campus in order to foster a research culture as well as provide required support through research framework and guidelines;

2.6 To ensure high level efficient and effective support system to facilitate faculty and researchers in their research activities;

2.7 To celebrate researchers and their discoveries achievements, through incentives and awards;

2.8 Ensure publications in quality journals, indexed in Scopus /Web of Science and/or with impact factor; and

2.9 To expand upon our collaborative and interdisciplinary approach to research between departments, between campus and other institutions nationally and globally.

3.0 SCOPE

3.1 The Research Policy applies to all academic, scientific and commercial research conducted at the Lyceum Campus and to all members of the Campus community involved in the conduct, management and administration of research including:

3.2 Lyceum Campus's students and staff (temporary or permanent), undergraduate, postgraduate, internship students, fellowship students;

3.3 Students/faculty from other institutions conducting research as a part of exchange program or collaborator;

3.4 affiliates, visiting research affiliates, visiting collaborators who are subject to the Campus's policies by contract or fellowships etc.;

3.5 research conducted at contractor and any other recognized structures of the Campus; and

3.6 when the Campus's infrastructure is Campus; and Campus funds (in full or partially) and/or in which the Campus students or staff are research participants.

4.0 CUSTODIAN OF THE POLICY

4.1 The Research Committee shall be responsible for the Policy. It shall also act as Research Advisory Body to function under the President of the Lyceum Campus.

5.0 THE POLICY CONTENT

5.1 Principles and frameworks

(adapted from: HTTPs://ibguides.library.cityu.edu.hk/researchmethods)

All researchers at the Lyceum Campus should adhere to the following principles, which set out the responsibilities and values relevant to research.

5.1.1 Research ethics that are hall marks of responsible research conduct are:

a. *Honesty* in all aspects of research: Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsify or misrepresent data;
b. *Rigor* in line with prevailing disciplinary norms and standards, and in performing research and using appropriate methods in drawing interpretations and conclusions from the research; and in communicating the results;
c. *Transparency*: and open communication in declaring interests, and reporting research methodology, in the analysis and interpretation of data; in the findings; Share and communicate research methodology data and findings to other researchers and the public., accurately;
d. *Fairness* in the treatment of others: Treat fellow researchers and others involved in the research fairly and with respect; Appropriately reference and cite the work of others; Give credit including authorship where appropriate to those who have contributed to the research;
e. *Care and respect* for all research participants, the wider community, animals and the environment: Treat human participants and communities that are affected by the research with care and respect, giving appropriate consideration to the needs of minority groups or vulnerable groups; Ensure the respect underpins all decisions and actions related to the care and use of animals in research; Minimize adverse effects of the research on the environment;
f. *Integrity:* Act with sincerity, strive for consistency of thought and action;
g. *Accountability* for the development, undertaking and reporting of research: Comply with relevant legislation, policies and guidelines; Ensure good stewardship of public resources used to conduct of research; Consider the consequences and outcomes of research prior to its communication;
h. *Carefulness*: Avoid careless errors and negligence, carefully and critically examine your own work and the work of your peers, keep good record of your research activities,

i. **Openness**: Share data, results, ideas, tools, resources, Be open to criticism and new ideas;
j. *Respect for Intellectual Property*: Honor patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give credit where credit is due. Never plagiarize,
k. *Confidentiality*: Protect confidential communications such as papers, or grants submitted for publication, personnel records,
Trade or military secrets, and patient records;
l. *Responsible mentoring*: Help to educate, mentor, and advise students. Promote their welfare and help them to make their own decisions;
m. *Social responsibility*: strive to promote social good and prevent or mitigate social harms through research;
n. *Non-Discrimination*: Avoid discrimination against colleagues or students on the basis of surface, ethnicity, or other factors that are not related to their scientific competence and integrity;
o. *Animal care:* Show proper respect and care for animals when using them in research. Do not conduct unnecessary or poorly designed animal experiments;
p. *Human subjects' protection*: When conducting research on human subjects, minimize harms and risks, and maximize benefits. Respect human benefits. Respect autonomy.

5.1.2 Research must be conducted in accordance with all applicable statutory and regulatory requirements. Research conducted overseas should also comply with the statutory and regulatory requirements of the country in question, as well as Lyceum Campus policy on overseas research and safeguarding.

5.1.3 All research should undergo the appropriate ethical review. Individuals undertaking research in the Lyceum Campus's name or on its behalf should take responsibility for actively considering whether their activities fall within the scope of the Campus's ethical framework. and where this is the case, the activities should be formally considered and approved by the *Lyceum Campus's Ethics Committee* as set out in the *Lyceum Campus's Code of Good Practices for Research.*

5.1.4 Researchers must take account of equality and diversity considerations in relation to the conduct of their research, and managing and supervising staff and postgraduate researchers.

5.1.5 The Campus encourages its researchers to strive for excellence when conducting research. Researchers must aim to produce and disseminate work of the highest quality. This policy, its principles, and its standards are intended to support these goals.

5.1.6 The Campus works to create and maintain a culture that fosters and supports honesty in research. This applies to the whole range of work encompasses within the research process from the initial formulation of concepts and hypotheses, through methodological and/or experimental design, through analysis of data or ideas, to the publication of results and the acknowledgement of the contributions of others. Researchers must refrain from plagiarism, infringement of

intellectual property rights, and the fabrication of results. They must neither engage in misconduct nor conceal it. Researchers must comply with all legal and ethical requirements relevant to their field of study.

5.1.7 Researchers must ensure that the research they undertake is consistent with the terms and conditions as defined by the funding body and/or covered by agreements between the Campus and the funding body. This includes the need to ensure that the research is carried out as defined in the original proposal to the funding body unless amendments have been agreed in writing; that finance is used solely for the purpose for which it was intended unless permission for alternative use has been granted; that reports are both timely and accurate; and that conditions relating to publication and the ownership of intellectual property are met.

5.2 **Research Governance**

5.2.1 Research governance is a framework that ensures research is conducted responsibly, safely, and ethically.

5.2.2 It encompasses a broad range of laws, policies regulations, principles and standards of good practice that exists to achieve and continuously improve research quality across all spheres.

5.2.3 Through research effective governance within the Campus we are able to promote and maintain an environment which fosters and supports research of high ethical standards, mutual cooperation, professionalism and the open and honest exchange of ideas.

5.2.4 Key functions of research governance are to:

a. Ensure integrity of research
b. Safeguard participants in research
c. Provides a clear framework for researchers to work within
d. Enhance ethical and scientific quality
e. Minimize risk
f. Monitor practice and performance

5.2.5 It is the responsibility of each individual member of the Campus involved in research to adhere to the principles of good research practice.

5.2.6 The Chair of the *Lyceum Campus Research Committee* is charged with overall responsibility for research conduct in the Campus on behalf of the Council.

5.2.7 The Deans of Faculties are responsible for ensuring good research conduct in their respective faculties and their departments. In addition, all other senior faculty staff, should ensure that they create and maintain an environment that ensures good research conduct.

5.2.8 Further Senior members of the Campus will provide direction and leadership for research activities and through doing so, ensure that a research climate is created and a culture embedded where good research conduct is inherent.

5.3 General guidance on good practice in research

Through good conduct the Campus aims to maintain its own reputation, as well as public trust in research as a whole. The Campus aims to ensure that there are adequate structures to promote and promulgate good research practice. The *Lyceum Campus Code of Good Practices in Research* and this policy supports this aim and demonstrates that the Campus is committed to a culture and environment where high standards of personal and professional conduct are encouraged and expected. It is the responsibility of all researchers to be aware of their commitments and the expectations of the Campus as outlined in this section.

5.3.1 Responsibilities of the Campus

Enabling environment

In order to play the key function research, the Campus commits itself to establishing, maintaining, and protecting an enabling research environment that promotes innovation, production, domestication, and stimulating exchange of ideas within the campus community and with the outside world. This includes:

a. Appropriate physical facilities (e.g. Laboratories, automated library, offices, equipment, IT systems, performance space) and professional support for research activity;
b. An intellectual environment which allows collegial interactions between researchers and development of best practice;
c. Appropriate policies and strategies that are conducive to supporting staff such as human resources policies, research funding policy, code of good practices for research, publication strategies, research misconduct policy;
d. High quality opportunities for professional development that will support staff in meeting expected levels of research performance;
e. Providing appropriate support to "early career" or "trainee" researchers (e.g. through mentoring and peer support) to enable staff to develop/improve in their roles; mentoring less experienced researchers in the technical as well as ethical aspects of research is a significant responsibility;
f. Be cognizant of and avoid ethical issues related to research supervision, particularly of students, and "early career" or "trainee" researchers such as: the potential for abuse of power over those who are dependent upon a research supervisor for responsibility;/or other support; conflicts of commitment between the productivity of the supervisor's research and the supervisees academic progress;
g. Provide progress; examples to supervisees to further their progress; academic, technical, and/or professional development and ensure that all individuals under their supervision have received the required and appropriate responsible conduct of research and technical instruction pursuant to the expectations and requirements of the campus and any funder;
h. Provide appropriate oversight of experimental procedures including design, and data collection, validity, reporting, and data retention and ensure to the best of their ability,

that all supervisees abide by all relevant laws, rules and/or regulations as well as any campus -specific policies or contractual requirements related to the research being conducted;

i. Encourages researchers to consider good practice in research as a routine part of their work;
j. Monitors these measures for suitability and effectiveness and reviews them where necessary. The guiding principle shall at all times be continuous improvement of the environment in its totality.; and
k. Have robust mechanisms for monitoring individual performance and for identifying potential issues in a timely manner to raise their level of achievement.
l. In order to protect discoveries and inventions by Campus's researchers, the Campus shall institute appropriate mechanisms to protect intellectual property rights including *Lyceum Campus Intellectual Property Policy.*

5.3.2 Expectations of level of performance of researchers

a. The campus expects all academic staff to be research-active, regularly producing quality research outputs;
b. Research undertaken will be effectively disseminated via channels and publication routes that are appropriate to the relevant research discipline.
c. All academic staff should engage creatively, continuously, and proactively in seeking funding and making grant applications to support their research;
d. Researchers should in all aspects of the research process:
    - Demonstrate integrity and professionalism;
    - Observe fairness and equity;
    - Disclose and appropriately manage all conflicts of interest and commitment
    - Treat with respect and compassion and ensure the rights, privacy, safety and dignity of all those associated with and involved in the research process
    - Manage research data to monitor for success, transparency of the research project, meet applicable sponsor, or other requirements, and allow for validation and replication;
    - Ensure the accuracy of the scientific record and, represent their contributions to scientific work fairly and accurately;
    - Obtain all required approvals prior to the commencement of research
    - Comply with all legal, regulatory and ethical requirements for research established by regulatory bodies, funding sources, and applicable professional organizations
    - Accurately manage research funds;
    - Cooperate with all legal, regulatory and ethical Campus-established processes for research related reviews and investigatory processes as appropriate and/or

requested, including: Quality Assurance (QA) in Research; Research misconduct proceedings; and Research Committee reviews.

5.4 Research planning and design

5.4.1 All research requires effective planning. Before starting any research, researchers should seek to consider:

a. Who or what will benefit from research;
b. Intended outcome of the research;
c. Impact of the research;
d. How community or industry will be engaged to ensure the right questions or right problems may be solved;
e. Who will participate in the research;
f. What resources will be required;
g. How research is going to be funded; and
h. How results will be protected.

In short at a minimum research proposal should set out what will be done in a research project; who will be project; who the project will impact and how it will be managed. Research project leaders are responsible for the accuracy of the information provided in the proposal.

5.4.2 Research design

Research design is a roadmap for the research journey. It is a blueprint that outlines the objectives, steps to be taken, and the methods to be used.

When designing research projects, researchers must ensure that:

a. The proposed research addresses pertinent questions and is designed either to add to existing knowledge about the subject in question or to develop methods for research into it;
b. The design of the study is appropriate for the questions being asked and addresses the most important potential sources;
c. The design and conduct of the study, including how data will be gathered, analyzed and managed, are set out in detail in a pre-specified research plan or protocol;
d. All necessary skills and experience will be available to carry out the proposed research, in the proposed research team or through collaboration with specialists in relevant fields;
e. Sufficient resources will be available to carry out the proposed research and that these resources meet all relevant standards; and
f. Any issues relating to the above are resolved as far as possible prior to the start of the research

g. A well-designed research study is like a puzzle where every piece fits perfectly to reveal a clear picture. These fundamental elements ensure that you research is structured, meaningful and capable of generating credible insights.

For example, the key elements of a research design are:

- Clear research objectives

They define what you aim to achieve with your study. Clear goals keep you on track, guiding your research questions, and methods and analysis.

- Precise research questions and hypothesis

Research questions and hypotheses are the compass that points you in the right direction. They provide focus by outlining what you want to explore and predict. Well-crafted questions and hypotheses make your study purposeful and relevant.

- Appropriate methodology selection

Choosing a suitable methodology is like selecting the best tool for the job. Quantitative methods are for measurable data, while qualitative methods help you dive deep into complex human experiences. Mixed methods offer the best of both worlds.

- Effective data collection strategies

Data collection is like gathering puzzle pieces. Choose methods that align with your research goals.

- Reliable research instrument development

Research instruments are your tools for collecting data. Whether it's a questionnaire or an interview guide they need to be well-constructed, unbiased and capable of capturing the information you need.

- Research procedure design

Your research procedure is the timeline that ensures everything happens in the proper order.

- Data analysis and interpretation

  Data analysis is where you piece the puzzle together. Applying the right techniques to your data- where quantitative or qualitative-reveals patterns, relationships and insights that answer your research questions.

- Validity and reliability considerations

Validity and reliability are the quality checks of your study. Validity ensures that your measurements are accurate while reliability guarantees consistency. Addressing these ensures your findings hold true and can be trusted.

- Ethical considerations

Protecting participants' rights, ensuring their consent, and following the ethical guidelines to conduct your study with integrity.

A well-designed research study brings all these elements together harmoniously, resulting in a comprehensive, credible and impactful exploration of your chosen research topic as in Figure 1

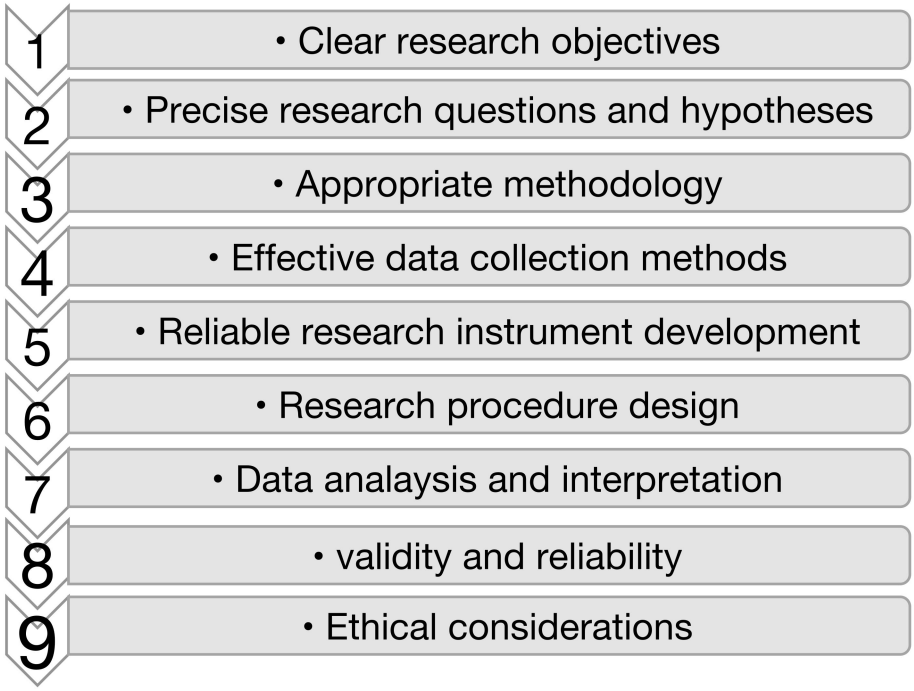


Figure 1 Key Elements of a Typical Research Design

5.4.3 Risk assessment

a. Researchers must conduct a risk assessment of the planned study to determine:
    - Whether there are any ethical issues and whether ethics review is required; campus research ethics policies and procedures would be found
    - The potential for risks to the campus, the research, or the health, safety and wellbeing of researchers and research participants; health and safety guidance may be found.
b. Where the design of a study has been approved by ethics, regulatory or peer review, researchers must ensure that any subsequent alterations to the design are subject to appropriate review to determine that they will not compromise the integrity of the research or any terms of consent previously given
c. The campus has in place systems to ensure that when there are risks that proposed research or its results may be misused for purposes that are illegal or harmful, those risks are identified and addressed.
d. Researchers must be prepared to make research designs available to peer reviewers and journal editors when submitting research reports for publication.

5.5 **Research data collection and retention**

Data integrity depends on the proper and ethical collection, documentation, organization, storage, representation, dissemination, and retention of research data. In order to maintain the integrity of data, researchers should seek to:

5.5.1 Comply with all data, body and organizational requirements for the data, storage of data, especially personal data,

5.5.2 Researchers must maintain confidentiality where undertakings have been made to third parties or to protect intellectual property rights.

5.5.3 Researchers must ensure that research data relating to publications is available for discussion with other researchers, subject to any agreements on confidentiality Researchers must ensure that data is kept intact for any legally or contractually specified period and otherwise for 3 years at least. It must be kept in a form that would enable retrieval by a third part The

5.5.4 Campus should have in place procedures, resources (including physical space) and administrative support to assist researchers in the accurate and efficient collection of data and its storage in a secure and accessible form

5.5.5 Researchers must consider how data will be gathered, analyzed and managed and how and in what form relevant data will eventually be made available to others, at an early stage of the design of the project. All research data supporting published findings must be preserved and shared using a suitable data service and made openly accessible wherever possible.

5.5.6 All theses with research components should be archived in an e -repository of the campus. The Campus e-repository of publications should be updated on a regular basis and all conference proceedings and accepted abstracts should be uploaded onto the e-repository

5.6 Internal procedures for approval

The Campus shall put in place operational mechanism of conducting research such that there is uniformity in the process. The Campus shall therefore:

5.6.1 Ensure that staff are well aware of the national research aspirations /development agenda and translate into research agenda of their respective academic disciplines;

5.6.2 Research proposals have to demonstrate that they are within the approved agenda;

5.6.3 The general framework guiding the preparations of approval of research projects addresses the following issues:

a. Initiation of research projects
b. Research proposal to include: title of the project; summary;
c. Objectives; literature review; methodology; project duration;

d. Organization and management plan; anticipated outputs; education and training components; facilities and components; facilities plan; budget; CVs of the key researchers (Annex I – sample format for research proposals)
e. Scrutiny on approval process for research proposals shall focus on quality, relevance, need, soundness, and resource requirements.
f. A sample research proposal evaluation form is included in Annex II
g. Planning and budgeting guidelines
h. Financial regulation governing financing of research
i. Procurement of equipment and consumables to be within the Campus policies and procedures, and in principle all equipment procured will remain the property of the Campus
j. Registration of research projects (a standard contract between the funding agency, the Campus and the researcher; progress reporting requirements (progress report sample included in Annex iii)
k. Formats of research reports (an example is given in Annex IV)

5.6.4 Ensure that all research proposals are subjected to the Campus approval process before being accepted for funding

5.6.5 Enter into a research contract when the project has been approved irrespective of the source of funding

5.7 Monitoring and evaluating research project progress

5.7.1 Routine monitoring processes should be built into research designs in order to check on progress against aims, objectives, and indicators and/ or check on research quality.

5.7.2 Monitoring research progress involves continuously tracking its progress, ensuring adherence to protocols, and evaluating the overall quality and impact of the research. This process helps to identify potential issues early, ensure efficient resource use, and improve the likelihood of successful completion of the project.

5.7.3. Monitoring process entails the following stages (Figure 2):

a. Defining indicators: Before starting the research project indicators need to be: defined by the researcher. Indicators are specific, measurable, and relevant aspects of research activities, outputs, and outcomes that reflect the objectives.
b. Collection of data and evidence: Once indicators are defined, data and evidence to monitor and evaluate them have to be collected. Data and evidence can come from various sources such as surveys, interviews, observations, experiments, documents, records or databases. Decision has to be made by the researcher what methods and tools he/she will use to collect, store, and manage the data and evidence, and how often and by whom they will be collected.

c. Analysis and interpretation of data and evidence: Data and evidence need to be analyzed and interpreted to assess the research project progress and quality. Analysis is the process of organizing, summarizing, and describing the data and evidence obtained, using statistical or qualitative methods. Interpretation is the process of explaining, comparing, and evaluating the data and evidence in relation to indicators, criteria, objectives, and context.
d. Reporting and communicating findings to stakeholders: Stakeholders are those who are interested in or affected by the research project such as funders, partners, beneficiaries, peers or policymakers. Reporting and communicating findings and recommendations involves presenting and explaining the results, conclusions and suggestions for improvement in a clear, concise way.
e. Reviewing and adjusting plans and strategies: Plans and strategies of the research project may need to be reviewed and adjusted. Reviewing and adjusting plans and strategies involves self- reflecting on what worked well and what did not work well in the research project and identifying what changes or adaptations are needed to improve the progress and quality. Stakeholder engagement is necessary at this stage.
f. Learn and improve: The final step is to learn and improve. Learning and improving involves applying the lessons and insights gained from monitoring and evaluation to current and future research projects through feedback sessions, workshop, publications, or networks.

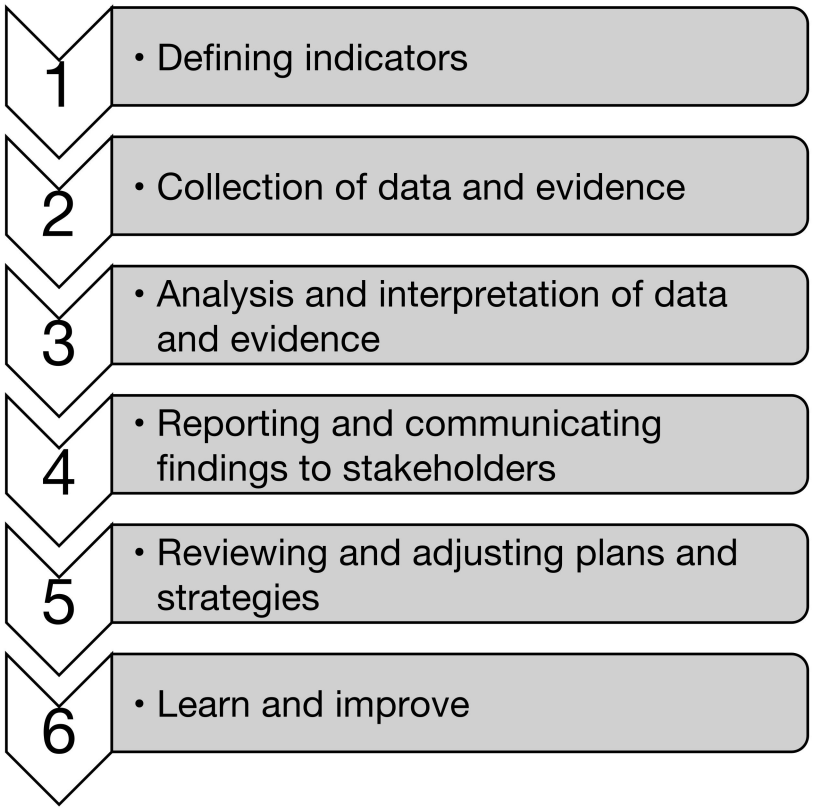


Figure 2 Steps in Monitoring Process

5.7.4 Lead researchers should carry out regular monitoring to see how outcomes and outputs are developing, and to ensure that the project is being delivered on time and within budget.

5.7.5. Monitoring should be viewed as a regular exercise to highlight any potential issues or difficulties and to ensure that research processes are robust. Clear records of monitoring exercises should be kept in case of audits

5.8 **Collaborative research**

5.8.1 The Campus recognizes research can potentially involve multiple and varied internal and external collaborators throughout the span of the research lifecycle. Collaborative research affords many opportunities to significantly expand research by sharing expertise and resources. Benefits also include Networking and mentorship opportunities, bridging social equities and foster progress and knowledge transfer.

5.8.2 Researchers should be encouraged to partake in collaborations with other individuals at the Campus as well as those at other institutions. When collaborating, internally and externally, Researchers should:

5.8.3 Ensure that all collaborative research is compliant with any applicable laws, rules, and /or regulations for all locations where collaborative research is taking place;

5.8.4 Comply with the applicable policies, guidelines, and expectations of their collaborator's institutions and ensure, to the extent possible, that their collaborators comply with applicable Campus policies and expectations;

5.8.5 Treat all collaborators, regardless of status, title, or station, with the respect and professional courtesy contemplated in this policy and guidelines;

5.8.6 Use appropriate channels to resolve conflicts as they arise;

5.8.7 Discuss and reach a consensus regarding the terms of the collaborations in advance, including but not limited to the following:

a. The duration of the collaboration;
b. Researcher and institutional roles and responsibilities with respect to the project, understanding that these may need to be reestablished from time to time as the research evolves;
c. How data will be collected, advance, and retained, including any restrictions on storage, sharing, and/or dissemination;
d. Guidelines regarding authorship of publications related to the project;
e. Guidelines for future use of the data and other information

5.9 **Dissemination of research findings**

5.9.1Disseminating research findings is the last but most important step in the research process and one of the essential soft research skills that scholars need to adequately understand.

5.9.2. Research dissemination involves sharing research findings with the relevant audience so the research's impact and utility can reach its full potential.

5.9.3. The three pillars (3Ps) of research dissemination are Purpose (objectives), People (target audience) and Process (methods to use)

5.9.4. A well-designed dissemination plan created that outlines our objectives, target audiences and key methods is crucial for maximizing impact.

5.9.5 Diverse channels include: search papers in academic Journals, conferences, websites, social media and traditional media

5.9.6 The Campus shall:

a. Encourage the incorporation of the dissemination of research results in the research proposals;
b. Coordinate and organize Campus-wide or faculty-based research

c. conferences. Such conferences or workshops could be annual or bi-annual events;

d. Require that each faculty/department conduct at least one research workshop annually, which will review research plans, progress and outputs. Key stakeholders shall also be invited to these workshops.
e. Facilitate, host and coordinate thematic regional and international conferences at reasonable intervals;
f. Provide opportunity for post-graduate students to share research findings through conferences, workshops, and seminars;
g. Support local and international-standard journals to create more avenues for disseminating research findings.

5.10 **Publication**

5.10.1 Researchers have a duty to publish and disseminate research accurately without selection that could be misleading.

5.10.2 The Campus provides training and support to guide researchers in the publication and dissemination of research and the findings of research

5.10.3 Researchers must address issues relating to publication and authorship at an early stage of the design of the research project.

5.10.4 Decisions on publication and authorship must be agreed jointly and communicated to all members of the research team.

5.10.5 Good research publication practices encompass a range of actions from ethical conduct during research to responsible communication of findings. Submitted for publication:

5.10.6 They ensure the integrity of scientific work, promote transparency, and facilitate knowledge sharing within the research community.

5.10.7 Responsibility of authors of manuscripts:

a. Authors must conform to the journal guidelines for publicity while recognizing the need for researchers to protect their own interests in the process of planning and undertaking their research, the Campus encourages all researchers to be as open as possible in making their findings and methods widely available to other researchers and to the public. This is in line with the general *Open Access Policy.*
b. Researchers should always try to publish their research in high impact outlets
c. Research publications in journals of high standards, indexed in leading databases, such as Clarivate, analytics and Scopus and PubMed should be considered.
d. Publications should include sufficient information to enable others to scientifically replicate/ validate the research
Fragmentary publication or multiple publications of highly similar research findings based on the same data set should be avoided.

e. Researchers must be aware that submitting research reports to more than one potential publisher at any given time (i.e. duplicate submission) or publishing findings in more than one publication without disclosure and appropriate acknowledgement of any previous publication (i.e. duplicate publication) is unacceptable.

5.11 Authorship

5.11.1 Authorship must be restricted to those contributors and collaborators who have made a significant intellectual or practical contribution to the work. Authorship must not be allocated to honorary or 'guest' authors.

5.11.2 Researchers must list the work of all contributors who do not meet the criteria for authorship in an acknowledgements section. All funders and sponsors of research must be clearly acknowledged.

5.11.3 All authors must conform to the journal guidelines for publication

5.11.4 Authors must ensure that all research methodologies and results presented in their manuscripts are in accordance with national and international ethics governing research

5.11.5 Authors must report only the original research findings with significant scientific merit.

5.11.6 Authorship of manuscripts should be confined only to those who have made significant contributions in terms of concept, only the only the preparation of manuscript.

5.11.7 The corresponding author must ensure that all contributing co-authors included in the author's list have approved the final version of the manuscript and have agreed to its submission for publication.

5.11.8 It is the responsibility of the corresponding author, ensure adherence to timelines and respond to any requests, queries, and recommendations of reviewers that are conveyed by the Editor-in-chief

(adapted from: htpps://site.pdn.ac.lk/cjs/best-practices-ethics.php)

5.12 Research training and capacity building

5.12.1 Training represents one of the most significant areas in research and development, and research students are a major resource.

5.12.2 It is the responsibility of the Campus to ensure that there are adequate provisions for training and development, particularly to enable new faculty members to attain the necessary research skills for their current role, and to support their future career development. Training is the continual development of awareness and not a one-time off exercise.

5.12.3 Training does not only include formal workshops and training courses but also access to guidance and briefings as well as managerial and peer support.

5.12.4 It is the responsibility of Professors/senior academics to ensure that newly recruited academic staff are guided in their understanding of the principles of good research practice, and are encouraged through development, training and mentoring arrangements to reach their full potential as researchers.

5.12.5 The campus will provide training workshops on academic writing and publishing research

5.12.6 The Campus shall:

a. Strengthen and emphasize on research training both at undergraduate and postgraduate levels through ensuring a significant, relevant and quality research training component in the curriculum
b. Consider research training as one of the key criteria in the approval of research proposals, particularly funded projects
c. Facilitate staff in academic writing and proposal writing
d. Provide progress; examples to supervisees to further their progress; academic, technical, and/or professional development and ensure that all individuals under their supervision have received the required and appropriate responsible conduct of research and technical instruction pursuant to the expectations and requirements of the campus and any funder;
e. Provide appropriate oversight of experimental procedures including design, and data collection, validity, reporting, and data retention and ensure to the best of their ability, that all supervisees abide by all relevant laws, rules and/or regulations as well as any campus -specific policies or contractual requirements related to the research being conducted;

5.13 Research commercialization

5.13.1 Research commercialization refers to the process for turning laboratory level academic research outputs and discoveries into marketable products, services, or processes. It involves moving research beyond the laboratory into the hands of users, often through licensing, spin-off companies, or collaborative projects with industry partners and commercialization of such products. This process helps to maximize the impact and societal benefit of research. The Campus shall develop a clear strategy to link research activity to commercialization of products.

5.13.2 Stages in commercialization are outlined below and illustrated in Figure 3.

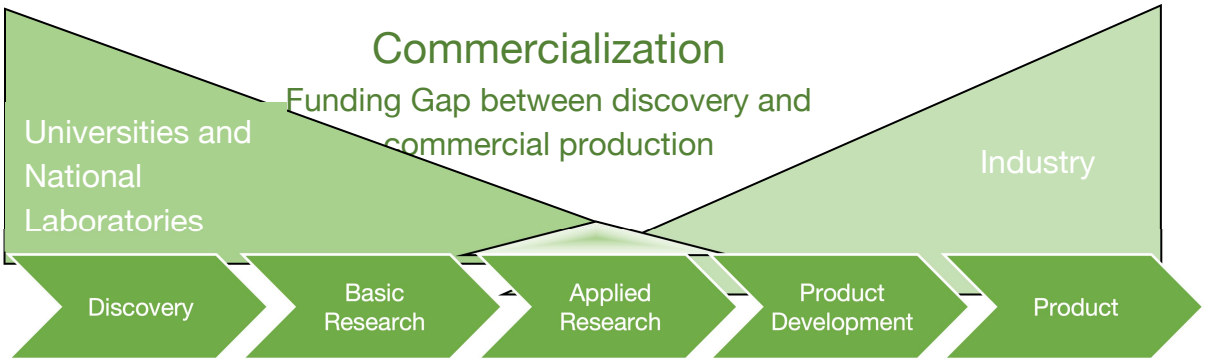
a. *Identifying promising research:* This involves evaluating research outputs for their potential commercial value and market demand.

b. *Intellectual Property (IP) protection*: Securing patents or other forms of IP which is crucial to safeguard the commercial value of research.

c. *Technology transfer:* Facilitating the transfer of technology from the university to the commercial sector often through licensing agreements or the creation of spin-off companies.

d. *Building partnerships*: Collaborating with industry partners, investors, and other stakeholders to support the commercial process.

e. *Developing a commercialization strategy*: Creating a plan that outlines the steps needed to bring a research output to market, including funding, marketing and distribute Figure 3 Stages in commercialization



Measuring success: Evaluating the impact of commercialization efforts both in terms of financial returns and broader so

Figure 3 Stages in commercialization

5.13.4 Why is commercialization important?

a. Economic impact: commercialization university research can create new jobs, stimulate economic growth and attract investment

b. Social benefits: it can lead to improved health care, technological advancements, and solutions to societal challenges

c. University funding: it can generate revenue for universities, supporting more research, education, and infrastructure

5.13.5 Factors influencing commercialization of university research outputs

a. Several factors influence the commercialization of university research. These can be broadly categorized into researcher-related factors, institutional factors and external factors.
b. These factors collectively determine how effectively research is translated into products, services, or technologies with real-world impact.
c. For successful commercialization, it is essential that universities foster an enabling environment one that supports innovation, protects intellectual property, encourages collaboration with industry, and provides the necessary resources and infrastructure.
d. In addition, the attitudes, competence, and motivation of researchers play a vital role in pushing innovations beyond the academic sphere into the commercial market. Support mechanisms such as clear regulatory policies, technology transfer offices, and adequate funding further reinforce this process.
e. The interaction of these elements forms a comprehensive ecosystem that either enables or constrains the journey from research to market.

f. Factors influencing research commercialization as follows:
    - Networking
    - Entrepreneurial culture
    - Competence of researchers
    - Motivation and attitudes of researchers
    - Regulative factors (policies of the university)
    - Funding
    - Availability of research infrastructure
    - Technology Transfer Offices
    - Suitability for commercialization
    - Protection of IPR (Intellectual Property Rights)

5.14 Research funding

5.14.1 Two most important components of any research project are idea and execution. The successful execution of the research project depends not only on the effort of the researcher but also on available infrastructure to conduct the research. Funding remains the single most critical bottleneck in research performance.

5.14.2 Funding is recognized that for sustainability and relevance, the main source of research funds ought to be the Campus's own funds. However, the Campus shall strive to solicit research funds from external sources.

5.14.3 The Lyceum Campus shall establish a Research Fund generated from internal sources and external funds, overseen by a Funding Committee chaired by the President of the Campus.

5.14.4 The Lyceum Campus Research Fund shall offer limited support on a competitive basis for research projects.

(Further details in The *Lyceum Campus Research Funding Policy*)

5.15 Research ethics:

5.15.1 Ethical considerations are foundational to the integrity and validity of scholarly work guiding researchers to conduct studies that are academically sound and morally responsible.

5.15.2 Securing ethics approval is critical for group or individual research projects at any academic level. This process ensures the research respect and protects participant's rights, dignity delay, and welfare.

5.15.2 However students and supervisors often face challenges that can delay or obstruct approvals, such as lack of understanding of ethical guidelines and inadequate preparation of ethics applications.

5.15.3 Common problems in ethics approvals include:

- Documentation and consent issues

- Privacy and security concerns
- Project clarity and methodological details
- Primary and secondary data use
- Supervisor's review and consent
- Data storage and security

5.15.4 All the research work should be subjected to approval from the ethics committee to ensure ethical standards on all aspects of research including welfare and safety of the subjects.

5.15.5 Further to the principles set out in 3.1 above ethical considerations remain relevant during the lifetime of the research.

5.15.6 Ethical considerations should be addressed from the outset and be taken into account when planning, designing, funding, conduct and dissemination of the research.

5.15.7 They should also inform any changes to the project as it develops. If circumstances change, additional ethical, review/approval should be sought as necessary from the body/bodies which originally considered the proposal.

5.15.8 Where required, ethical approval from external bodies should be obtained.

5.15.9 All necessary ethical permissions must be obtained prior to the commencement of the activity /activities to which they apply.

5.16 **Conflicts of interest:**

5.16.1 In relation to research, or research related activity, a conflict of interest can be understood as a situation in which a researcher's interest in pursuing unbiased findings is actually or potentially compromised by his/her other interests, or the interests of others involved -whether financial, institutional, academic, political, personal, or otherwise.

5.16.2 Although conflict of interest is a situation and not considered as a typical misconduct *per se* they matter because they can potentially clash with the purpose of scientific work itself. Scientific work should be as unbiased and objective as possible. Another reason of declaring conflicts of interest in research is transparency.

5.16.3 When addressing a conflict of interest, researchers must decide whether it is of a type and severity that poses a risk of fatally compromising the validity or integrity of the research in which case they must not proceed with the research, or whether it can be adequately addressed through declarations and/or special safeguards relating to the conduct and reporting of the research

5.16.4 The Campus has a clearly written and accessible policy for addressing conflicts of interest, including guidance for researchers on how to severity that address conflicts of interest

5.16.5 The Campus complies with interest, the requirements of its policy for addressing conflicts of interest, as well as any external requirements relating to conflicts of interest, such as those of funding bodies. Senior staff must be aware of potential or actual conflicts of interests at the campus level and disclose them when they arise so that they can be addressed.

5.16.6 Conflicts sources can significantly influence various stages of the research process from study design, to data analysis, and publication.

5.16.7 Importance of effective conflicts of interest management include:

a. Safeguarding research integrity and credibility
b. Preserving public trust in the research community
c. Ensuring reliable research outcomes
d. Protecting institutional and researcher reputation
e. Meeting legal and ethical standards

5.17 Health and safety

5.17.1 In planning and conducting research, researchers should be aware of and comply with the Campus's Health, Safety and Welfare Policy Statement and associated management procedures and legal requirements.

5.17.2 Research leaders have a responsibility for those under their supervision and should ensure that all members of the research team understand safety procedures, receive the necessary training and have access to appropriate equipment.

5.17.3 Where relevant risk assessments should be carried out in relation to the researchers themselves and for those participating in the project or affected by its conduct.

5.17.4 Where appropriate issues concerning possible adverse environmental impacts of the research should be taken into account.

5.18 Peer review

5.18.1 Peer review process is a critical component of scientific research and publishing designed to validate and improve manuscripts before their public release. Peer review serves as a quality control mechanism ensuring that only robust, accurate, and meaningful scientific work is published.

5.18.2 The Campus recognizes that peer review is an important part of good practice in the publication and dissemination of research and research findings; the assessment of applications for research grants; and in the ethics review of research projects.

5.18.3 For those undertaking peer review effective peer review rests on principles including: disclosure of conflicts of interest; Objectivity, integrity and impartiality; Scientific expertise of the reviewer; Constructive critique; Timeliness and Objectivity, integrity protection and IPR.

5.18.4 The Campus encourages researchers to act as peer reviewers for, journals and other publications, and supports those who do so., grant applications and ethics review of research proposals

5.18.5 Researchers must maintain confidentiality and not retain or copy any material under review without the express permission of the organization which requested the review. They must not make use of research designs or research findings from a paper under review without the express permission of the authors.

5.18.6 If reviewers become aware of plagiarism, falsification or any other possible misconduct they should inform the organization which requested the review.

5.18.7 Internal quality assurance teams can conduct audits to confirm adherence to ethical standards, research protocols and data management procedures.

5.19 Research involving human participants or personal data

5.19.1 Researchers must make sure that any research involving human participants, human material or personal data complies with all legal, an ethical requirements and other applicable guidelines.

5.19.2 The dignity, rights, safety, and wellbeing of participants must be the primary consideration in any research study.

5.19.3 Researchers must ensure the confidentiality and security of personal data relating to human participants in research and human material involved in research projects.

5.19.4 Researchers must submit research projects involving human participants, human material or personal data for review by all relevant ethics committees and abide by the outcome of those reviews. They must also ensure that such research projects have been approved by all applicable bodies, ethical, regulatory or otherwise

5.19.5 Researchers must inform research participants that data gathered during the course of research may be disseminated not only in a report but also in different forms for publications and meetings, albeit not in an identifiable form, unless previously agreed to and subject to limitations imposed by legislation

5.20 Quality assurance and quality Improvement in research

5.20.1 Quality Assurance (QA) and Quality Improvement (QI) I in research compliance are critical components in maintaining the integrity and credibility of scientific research. In an era where research findings can significantly impact policy, healthcare, and societal progress, ensuring the highest standards of quality compliance is essential.

5.20.2 Quality assurance in research means it is a systematic process that ensures research activities meet specified requirements and standards. We implement a set of planned actions to provide confidence that our research processes and outcomes are of the high quality

5.20.3 Quality assurance compliance in the research context means adhering to relevant laws, regulations, guidelines, institutional policies, work instructions, checklists, templates and forms. These documents serve as our foundation for consistent quality practices throughout the research process.

5.20.4 The role of QA compliance in regulatory adherence is significant. It ensures our research activities comply with applicable regulations and guidelines, reducing the risk of legal and ethical violations. QA in research involves strategies and policies for maintaining data integrity, quality and reliability at every stage of the project., which is essential for meeting regulatory requirements.

5.20.5 To maintain high standards and ensure regulatory adherence Strategies for effective QA processes in research:

- Establish clear quality objectives and standard
- Develop and maintain a quality management plan
- Implement effective documentation and record keeping
- Conduct regular audits and assessments
- Foster a culture of quality and compliance
- Implement strategies for continuous improvement

By implementing these best practices, we ensure consistent, high quality research outcomes and maintain regulatory compliance.

5.20.6 QA compliance is vital in advancing research integrity. By incorporating principles of integrity. By ethical standards throughout the research process

Quality improvement in research

5.20.7 While QA focuses on meeting standards, quality improvement (QI) is about exceeding them. It is a proactive ongoing process consisting of systematic and continuous actions that lead to improvement. QI is not one-and-done deal. It is a cycle of improvement that never stops. We identify areas for enhancement, make changes, measure results, and then start all over again. This iterative approach keeps our research agile and adaptive.

5.20.8 In research Quality improvement focus on 3 key areas:

a. System: streamlining overall research infrastructure
b. processes: refining methodologies and procedures
c. outcomes: boosting the quality and impact of our findings

5.20.9 Quality improvement continuously enhances the research processes and outcomes. It complements quality assurance efforts to create a comprehensive quality management system. By embracing QI, we are fostering a culture of continuous improvement, paving the way for more impactful and efficient scientific discoveries.

(source: https://www.infonetica.net/articles/Quality-Assurance-Compliance)

5.21 Rewarding excellence in research

5.21.1 Research excellence awards are specific awards to recognize outstanding research achievements in higher education institutions.

5.21.2 The Campus will routinely review research performance using indicators.

5.21.3 Recognizing that research results and impacts are broad and diverse metrics and indicators that best represent the merit of the comprehensive research activity are established to measure performance.

5.21.4 Such indicators include:

a. Research output such as journal articles and books, conference papers, patents and other intellectual property data sets,
b. Indicators of research use, including its influence on policy practice, and community
c. Measurable research quality metrics such as practice, /international reputation
d. Number of faculty actively participating in research
e. Number of postdoctoral fellow sand graduate students active in research
f. Institution research ranking performance
g. External research revenues/grants
h. Research intensity (research revenue generated per faculty member as well as research output per faculty member)
i. Number of research grant proposals, as well as the number of different faculty members submitting research grant proposals
j. Success rates of funding submissions

5.22 Sharing of research resources

5.22.1 The Campus demand that Faculties and Departments have transparent and objective criteria for making research opportunities known to members of staff and for allocating such opportunities

5.22.2 The Campus encourage sharing of research project resources in order to utilize fully the research resources available

5.22.3 The Campus encourage and coordinate sharing of information and information sources of academic value. Such resources shall include books, journals, electronic information and electronic databases

5.22.4 The Campus set up mechanisms/procedures for utilizing and sharing resources and facilities across departments and faculties

5.23 Complaints

5.23.1 Concerns or complaints about the workplace behavior or researcher conduct should be managed in line with the *Code of Conduct of Academic Staff of Lyceum Campus. /Staff Complaints Policy*

5.23.2 Concerns or complaints about ethics or biosafety should be managed in line with the relevant policy.

5.23.3 Concerns or complaints about research integrity including potential breaches of this policy should be managed in line with the guidelines for Research Misconduct.

5.24 Policy breaches

5.24.1 Responsible conduct of research. A failure to meet the principles and responsibilities set out in the policy is a breach of the policy.

5.24.2 A breach of the policy occurs on a spectrum from minor breaches to those that are more serious. A serious breach of the policy that is carried out with intent or recklessness or negligence may be referred to as research misconduct.

5.24.3 Breaches of this policy or its associated procedures will be managed in line with the *Code of Conduct for academic staff and the Code of Best Practices for Research.*

5.25 Research misconduct

5.25.1 Research misconduct refers to serious deviations from accepted practices undermining the research record and damaging the credibility of research and the institution.

5.25.2 The Lyceum Campus takes very seriously any breach of the standards of research integrity and is committed to using transparent, robust and fair processes to deal with allegations of research misconduct, and to taking appropriate and reasonable action when such allegations are upheld.

5.25.3 Each member of the Campus community has a responsibility to foster an environment which promotes intellectual honesty and integrity, and which does not tolerate misconduct in any aspect of research or scholarly endeavor.

5.25.4 Reporting concerns as a result of reasonable and honest suspicion is a service to the Campus and to the wider academic community.

5.25.5 The Campus has specifically identified research misconduct as a disciplinary offence under general disciplinary procedures as they apply to staff and students, and will act accordingly in respect of such misconduct under those procedures.

5.25.6 Research misconduct, which is misconduct arising in the course of research or its reporting, includes but need not be limited to:

a. Fabrication
b. Falsification
c. Misrepresentation of data and/or interests and/or involvement
d. Plagiarism, and
e. Failures to follow accepted procedures or to exercise due care in carrying out responsibilities for avoiding unreasonable risk or harm to:
    - Humans
    - Animals used in research and
    - The environment,

5.25.7 Research misconduct also includes any activity in research and/or scholarship and in its dissemination which brings the name of the campus into disrepute.

5.25.8 Research misconduct is unacceptable and any member of the Campus who suspects that such misconduct has taken place must report it. In the first instance suspicions should be reported, to the Campus Registrar who will advise on the appropriate procedures in the circumstances of the particular case.

5.25.9 The Registrar will report to Academic Syndicate and Council on all cases of alleged misconduct.

6.0 QUALITIES OF GOOD RESEARCH

(Source: htpps://Research.com)

6.1 Good quality research is crucial because it provides reliable evidence that is robust, ethical, stands up to scrutiny, can be used to inform policy making solve real-world problems and advance scientific understanding. It adheres to principles of professionalism, transparency, accountability and auditability.

Some Qualities of Good Academic Research are listed below as example.:

6.2 *Good research is anchored on a sound research question;* it is one of the most important characteristics. A good research question details exactly what a researcher wants to learn and defines a study's scope. By formulating a good research question, researchers can ensure that that stay on track during the course of their study

6.3 *Good research follows a systematic, appropriate research methodology.* It refers to the systematic procedures or techniques a researcher uses to ensure that his/her study achieves valid

reliable results. Choosing an appropriate research methodology helps ensure that researchers can collect relevant data and use the right data analysis techniques.

6.4 *Good research acknowledges previous research on the topic* as one of the criteria of a good research, exploring previous research can also ensure that one is not duplicating existing word. Most academic research projects feature a literature review.

6.5 *Good research uses relevant, empirical data and proper data analysis methods*. Empirical data is data that has been collected by researchers themselves through observation, experience, or experimentation. The type of data collected largely determines the right data analysis method to use.

6.6 *Good research is representative and generalizable*. Criteria of good research include being representative. In research representativeness refers to a sample's ability to represent a larger group. By using proper methods to create a representative sample, researchers can ensure that their findings can be generalized to the larger population represented.

6.7 *Good research is guided by logic*. The logical processes of induction and deduction can prove to be valuable in the research process. Logical reasoning can make research more meaningful.

6.8 *Good research has external validity*. Good research has external validity and reliability if the results or findings ca n be applied to the real world.

6.9 *Good research is replicable, reproducible, and transparent*. Replicability, reproducibility and transparency are some of the important characteristics of research. The replicability of a research study is important because this allows other researchers to test the study's findings thus improving the trustworthiness of a research findings among readers. Research is reproducible if researchers achieve consistent results using the same data and analysis methods It must also be transparent or available to other researchers.

6.10 *Good research acknowledges its limitations and provides suggestions for future research*. Researchers must acknowledge their study's limitations and potential flaws and present these along with the study's findings and conclusions.

6.11 *Good research is ethical*. Good research is carried out according to research ethics. Research ethics (section 5 of this policy) provide academic research standards for conducting research.

7.0 RESEARCH POLICY IMPLEMENTATION

The primary responsibility for ensuring integrity of research lies with individual researchers and institutions. This Policy sets out principles and responsibilities that both researchers and institutions are expected to follow when conducting research. Critical to this endeavor are the

moral leadership and espoused values of the institution and the shared values and expectations of honesty and integrity that characterize an institution's leadership and culture.

7.1 Research policy implementation structure

In this section of the policy, issues to be implemented are listed under four policy areas: R*esearch infrastructure*, *Central administration,* Research *funding*, and *Human resource management*. The functional organs of the Campus that will implement these policies are the, Faculties, Departments, Divisions, Units, Directorates and Central administration through the office of the President.

7.1.1 Research Infrastructure

a. Website/Internet
b. ICT (computers, 7.1.1 Research software)
c. Library
d. Laboratories and equipment
e. Animal and green houses
f. Vehicles

7.1.2 Central Administration

a. Research Policy and Guidelines and other affiliated policies (Plagiarism policy, Research Misconduct Policy,)
b. Collaboration and linkages
c. Legal assistance
d. Research productivity measurement
e. Dissemination (website, publications,)
f. Coordination and management of multidisciplinary projects
g. Research networking

7.1.3 Research Funding

a. Research funding management and accounting
b. Research Grants management
c. Research Funding Policy

7.1.4 Human Resource Management

a. Staff establishment
b. Recruitment and selection
c. Training development
d. Incentives
e. Promotion requirements
f. Staff appraisal

8.0 ROLES AND RESPONSIBILITIES OF THE FUNCTIONAL ORGANS AND RESEARCHERS

8.1 Responsibilities of individual researchers

8.1.1 Researchers will uphold the principles of responsible research conduct in all aspects of their research.

8.1.2 Maintaining the highest standards of integrity in their work at all times

8.1.3 Supporting a culture of responsible research conduct at their institution and in their field of practice;

8.1.4 Taking a proactive approach to their own training and development, to ensure that their needs are identified and addressed both in relation to their own research and also any roles they undertake in managing research,

8.1.5 Providing guidance and mentorship on responsible research conduct to other researchers or research trainees under their supervision and, where appropriate, monitor their conduct;

8.1.6 Complying with the relevant laws, regulations, disciplinary standards, ethics guidelines, and institutional policies related to responsible research conduct. Ensure that appropriate approvals are obtained prior to the commencement of research, and that conditions of any approvals are adhered to during the course of research;

8.1.7 Adapting methods appropriate to the aims of the research and ensure that conclusions are justified by the results;

8.1.8 Retaining clear, accurate, secure, and complete records of all research including research data and primary materials. Where possible and appropriate allow access and reference to these by interested parties;

8.1.9 Disseminating research findings responsibly, accurately and broadly. Where necessary take action to correct the record in a timely manner;

8.1.10 Disclosing and manage actual, potential, or perceived conflicts of interest;

8.1.11 Ensuring that authors of research outputs are all those, and only those, who have made a significant intellectual or scholarly contribution to the research and its output, and that they agree to be listed as an author;

8.1.12 Citing and acknowledge other relevant work appropriately and accurately;

8.1.13 Report suspected breaches of the policy to the relevant authorities

8.2 Responsibilities of the Campus:

8.2.1 Bringing this research policy and any other associated policies to the attention of all those involved in research, in particular the induction provision for new staff and students

8.2.2 Ensuring that there are adequate provisions made for training and development to enable staff and students undertaking research to attain the skills necessary for their role.

8.2.3 Ensuring providing support for those in key leadership roles within the governance structure for research, including committee members, ensuring that they have access to the necessary knowledge and skills training in order to perform their role effectively.

8.2.4 Safeguarding the health, safety, wellbeing and rights of staff and students, in accordance with the Campus's policy/ordinance;

8.2.5 Fostering leadership through the Campus Research Committee to build a strong research culture, appropriate research strategies, and support internal investment in research activities;

8.2.6 Providing for the safe and secure storage, management and access for future use of research artifacts, data samples, and records; and

8.2.7 The Campus shall establish a Research Fund overseen by a Funding Committee. It shall offer limited support on a competitive basis for research projects.

8.2.8 Regularly reviewing research policies to ensure adequate support for research integrity.

8.3 Responsibilities of Campus Research Committee

8.3.1 Championing and promoting research excellence and integrity;

8.3.2. Ensuring that Campus policy and procedures relating to research integrity are fit for purpose.

8.3.3 The committee has ownership of campus policies with a specific research application, including this Policy and the Code for good practices in research.

8.3.4 Campus research Committee and the Ethics Committee are jointly responsible for ensuring that it is fit for purpose.

8.3.5 Monitoring research integrity within the campus. This takes the form of an annual report to the research committee summarizing recent developments in support of research integrity and reporting any allegations and/or cases of research misconduct.

8.4 Responsibilities of the Faculties

8.4.1 Developing and implementing its own research plans, in compliance with all statutory, ethical, and contractual obligations. On their project activities to the Academic Syndicate and Council;

8.4.2 Annually submitting reports to Academic Syndicate

8.4.3 Have responsibility to seek funding for and support of the research activities of their staff and research students

8.4.4 Ensuring that details of staff research outputs, such as publications, articles, conference papers and awards are regularly shared with relevant stakeholders

8.4.5 Monitoring and evaluating the research performance of individual staff members as part of the staff evaluation process

8.4.6 Ensuring that new academic staff are familiar with the *Lyceum Campus Research Policy and Lyceum Campus Code of Best Practices in Research*

8.4.7. Facilitating participation of staff in institutional research activities and events such as research conferences and seminars

8.4.8 Encouraging staff participation in external research activities

8.4.9 Encouraging and identifying excellence in research by students and staff

8.5 Responsibilities of Heads of Departments/Divisions

8.5.1 Ensuring that before research projects are undertaken, the necessary facilities, equipment, staff, and support structures are in place, in consultation with the project lead;

8.5.2 Overseeing health and safety arrangements within the department;

8.5.3 Handling personal issues relating to research integrity, such as disputes over authorship

8.5.4 Acting as a first point of contact in handling conflicts of interest and/or other issues

8.5.5 Ensure that all new academic staff are fully familiar with the fact that research will form an integral part of their requirements as an academic, and that they should also become familiar with the Lyceum *Campus Research Policy* and the *Lyceum Campus Code of Practice for Best Practices in Research* through the orientation process

8.6 Departmental Research Committees

8.6.1 Promoting awareness across the department of the Campus policies which underpin research integrity.

8.6.2 Implementation of the code of practice on best practices of research

8.6.3 Promotion of training opportunities, particularly to those entering fields of research new to them, or who are in need of updating their skills and knowledge.

8.7 Campus Ethics Committee

8.7.1 Campus Ethics Committee is responsible for ethical scrutiny and signoff of research proposals,

8.7.2 Facilitate discipline-specific training and guidance for staff and students within the departments

8.7.3 Should maintain proposals, easily accessible records of their decision making on behalf of the campus.

9.0 IMPROVEMENT AND REVISION OF THE RESEARCH POLICY

9.1 A robust and viable feedback mechanism accessible to all stakeholders shall be formulated. This will monitor implementation, and highlight the challenges and gaps, enabling a gap analysis. The feedback mechanism can include regular updates, a standardized reporting system and periodic reviews at key stages.

9.2 The policy operational guidelines shall be reviewed on a regular/continuous basis to accommodate changes in the operating environment.

9.3 The policy shall be reviewed after every five years.

10.0 DEFINITIONS

In this Policy, unless the context otherwise requires:

Terms	Definition
Academic standards	The level of achievement a student has to reach to gain an academic award
Action Plan	Description of specific activities related to short- and long-term strategic objectives including outcomes and outputs with detailed roadmap, planned milestones, details of resource commitments and time lines.
Appeal mechanism	Documented procedure for dealing with challenges toa rule or decision, or for reviewing an instructional judgement or decision made on behalf of the institution. This also includes the institution. This and ethical practices of the committees or authority establishes for the purpose.
Benchmarking	Technique in which an institution measures its performance against the best of the other institutions achieved the ‘bench mark’ levels and using that information to improve its own performance according to the standard/good practice of others.

Collaboration	The process by which people/organizations work together to accomplish a common mission
Community engagement	A working relationship between an institution and one or more community groups to help both to understand and act on the need and issues that the community experiences.
Compliance	Adhering to relevant laws, regulations, institutional policies, guidelines
Continuous quality improvement	A philosophy and attitude for analyzing capabilities a process and improving them on a continual basis to achieve the stated objectives and stakeholder satisfaction
Counselling	The provision of academic, personal and emotional support and guidance to learners
Culture of the institution	academic, personal and behaviors inherent in an institution and reflected in the functioning of the institution and its staff. The top management of the institutor defines and creates necessary environment for the institutional culture.
Evaluation	A periodic assessment of the institutor impact and/or sustainability of an activity or intervention
Goal	A result, milestone or checkpoint in the future which will indicate significant progress towards achieving the institutional mission. A goal should be specific, measurable, critical for success and benchmarked.
Governance	Managing an organization based on predetermined mission. A leadership and managing ad coordinating the use of physical and human resources, procedures and processes in a transparent and efficient manner to successfully achieve the vision of the organization.
Induction	Is the process by which learners are helped to understand the requirements, learning skills,

	mode of operation etc. of a course or Programme.
Innovation	Using new knowledge and understanding to experiment with new possibilities in order to implement new concepts that create new value.
Institutional research	Programme of quantitative and qualitative data about an institution's Programme offerings and learning outcomes to inform institutional decision-making and planning.
Intellectual Property Rights (IPR)	Temporary grants of monopoly intended to give economic incentives for innovative creative activity. IPR exist in the form of patents, copyrights and trademarks.
Peer Assessment	A method of assessment that is based on the consensus opinion of a peer group of learners on the respective contributions made to the work of the group by each individual.
Performance indicators	Criteria used by educational institutions in self-evaluation and by external evaluators when judging the quality of educational provision.
Policy	A statement of principles or intentions which serve as continuing guidelines for management in accomplishing objectives.
Research	Rigorous intellectual activity which involves systematic investigation to generate new knowledge.
Validation	Process of confirming the appropriateness of something determination of the effectiveness of instructional materials or system by the use of appropriate summative evaluation techniques.

11.0 RELATED DOCUMENTS

a. Lyceum Campus By-laws on Examination procedure Offences and Punishments ((AC 06)
b. Lyceum Campus Regulation for Library Committee (AC 08)

c. Lyceum Campus Policy and Procedure on Conflicts of Interest of staff of Faculty of Medicine (AC 15)
d. Lyceum Campus Examination Disciplinary Committee (AC 20)
e. Lyceum Campus By-laws on Student Conduct and Discipline (GV 11)
f. Lyceum Campus Staff Development Policy (HR)
g. Lyceum Campus Code of Conduct for Academic Staff (HR 04)
h. Lyceum Campus Code of Good Practices for Research (RS 01)
i. Lyceum Campus Regulation on Research Committee (RS 02)
j. Lyceum Campus Student Charter/Code of Conduct (SA 01)
k. Lyceum Campus Student Support and Welfare Policy (SA 02)
l. Lyceum Campus Policy and Procedure for Student Complaints (SA 06)

Policies yet to be formulated

a. Plagiarism Policy and guidelines
b. Research Misconduct Policy
c. Research Funding Policy
d. Ethics Committee
e. Intellectual Property Rights Policy
f. Departmental Research Committee
g. Ethics Policy
h. Campus Risk Management Policy

12.0 REFERENCES
