

## SCHOLARLY ACTIVITY POLICY

<b>Policy Code</b>	ACA02
<b>Policy Lead</b>	Academic Dean
<b>Approving Authority</b>	Academic Board
<b>Approval date</b>	28 June 2024
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<b>Version</b>	2024.2
<b>Relevant legislation or external requirements</b>	<p>Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 3.1.2, 3.2.3, 4.2.2, 5.3.2, 5.3.4)</p> <p>Australian Qualifications Framework (AQF)</p> <p>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)</p> <p>Policy on Core Plus model for regulatory assessments (TEQSA)</p> <p>Education Services for Overseas Students Act 2000 (Cth) (ESOS Act)</p> <p>Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations)</p>
<b>Related ASA Documents</b>	<p>Quality Assurance Framework</p> <p>Scholarly Activity Procedure</p> <p>Scholarly Activity and Professional Development Planner</p> <p>Staff Professional Development Policy</p> <p>Staff Professional Development Procedure</p> <p>Academic Integrity Policy</p> <p>Student Assessment Procedure</p> <p>Student Assessment Review Policy</p> <p>Student Assessment Review Procedure</p> <p>Workforce and Scholarship Plan</p>

### 1. Purpose

This Policy sets out ASA Institute of Higher Education's (**ASA's**) commitment to the development of academic scholarship. This includes the commitment to the continuous improvement of teaching and learning, from professional practice through disciplinary knowledge gained from industry that is passed onto students in the classroom. ASA has three distinct Areas of Scholarship of focus for scholarly activities;

1. Teaching and learning – this informs best practice in the classroom and is directly related to the Scholarship of Teaching and Learning (SoTL);
  - a. Instructional design focussed on curriculum and assessment design
  - b. Academic integrity and continued commitment to its integration with new technologies
  - c. Classroom engagement practices, including the continued development of blended, face to face, and online delivery.
2. Scholarship – this should be specific to ASA's lecturers discipline areas, while also taking into account the teaching context of ASA. We base output on scholarship definitions from the Boyer Framework as follows:
  - a. Peer reviewed journal articles (e.g. Original research)
  - b. Peer reviewed conference attendance and presenting (e.g. representation)
  - c. Publications (restricted to recognised publishers)

- d. Recognised media publications (print, online, programming etc.)
- 3. Leadership – staff contributions to internal industry sectors which are related to ASA’s teaching contexts. This includes contribution and guidance to industry projects, and focussed presentation at industry-based events.

## 2. Scope

This policy applies to all ASA academic and administrative staff who participate in these processes.

## 3. Principles

- a. That ASA will support scholarship through allocated scholarly activity hours and financial support for approved activities;
- b. That a commitment to scholarship is a joint responsibility shared by individual members of academic staff, the Academic Dean, and ASA;
- c. That academic staff member is encouraged to seek appropriate opportunities for scholarship internally and externally;
- d. That academics undertake scholarly activities which informs their knowledge of contemporary developments in the discipline.
- e. That ASA provides evidence of scholarship for regulatory purposes. This informs the validation and verification of ASA’s types of scholarship.
- f. There must be a clear distinction between Scholarly Activity, and other staff focussed practice, such as community engagement and professional development.
- g. All Scholarly Activity must be clearly documented and mapped for staff and regulatory purposes alike.

## 4. Definitions

Term	Definition
academic integrity	Academic integrity means: <ul style="list-style-type: none"> <li>a. acting with honesty, fairness and responsibility in learning, teaching, and research,</li> <li>b. honesty in acknowledging others’ ideas, text and data presented in one’s own work, or one’s own previous work when re-used,</li> <li>c. fairness and honesty in staff and student dealings with one another and</li> <li>d. striving for objectivity in academic decision-making, which includes: <ul style="list-style-type: none"> <li>i. not accepting inducements that may influence a decision and</li> <li>ii. declaring possible conflicts of interest so that these can be recorded, assessed, and managed.</li> </ul> </li> </ul>
academic scholarly activity	Activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field. Scholarship is based on the Boyer Framework that includes four main interrelated categories of scholarship.
Areas of Scholarship	The three areas of scholarship that provide a framework for describing scholarly achievements in applications being: <ul style="list-style-type: none"> <li>a. Teaching and learning</li> <li>b. Scholarship</li> <li>c. Leadership</li> </ul>

Term	Definition
Boyer Framework	The Boyer Framework is a widely accepted framework that defines scholarship as being comprised of four main categories: <ul style="list-style-type: none"> <li>a. <i>Scholarship of discovery</i> that includes original research that advances knowledge;</li> <li>b. <i>Scholarship of integration</i> that involves synthesis of information across disciplines, topics and/or time;</li> <li>c. <i>Scholarship of application</i> that involves engaging and sharing scholarship output with peers both within the Institute and in the wider community; and</li> <li>d. <i>Scholarship of teaching and learning</i> that involves the systematic study of teaching and learning processes.</li> </ul>
disciplinary knowledge	Professional development undertaken by staff as part of their membership of relevant professional bodies.
generative artificial intelligence (GenAI)	GenAI can understand instructions and produce or deliver meaningful content. It uses the data it was trained on to generate new data that has similar characteristics. Generative AI products are widely available, and they are expected to keep changing and improving quickly. Currently, the most popular generative AI tool is ChatGPT.
instructional design	The creation of learning experiences and materials resulting in the acquisition and application of knowledge and skills.
Peer Learning	The process of learning with and from each other. This is usually facilitated through teaching and learning activities such as workshops, study groups, peer-to-peer learning partnerships, and group work.
Professional Development	The acquisition of new skills through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand your knowledge in your chosen field.
Scholarship of Teaching and Learning (SoTL)	SoTL is a scholarly activity which includes advances in ways of teaching and learning in the field and advances in professional practice. Evidence of the scholarship of teaching and learning includes but is not restricted to; the creation of teaching resources including textbooks and case study books, development of innovative curriculum, presentations at teaching and learning conferences and workshops, and engagement in discipline specific and pedagogical research projects and publications.

## 5. Policy Statement

Academic scholarship is critical in maintaining a high standard of academic integrity and outstanding learning experiences and outcomes for students. At ASA, scholarship is supported by the Strategic Plan, which sets out a commitment to maintaining a high level of scholarship for staff at ASA.

ASA will offer staff opportunities for continuing professional development so they may maintain and advance their disciplinary knowledge and stay up to date with both scholarly and industry advances in their relevant fields of scholarship.

ASA will promote scholarship by providing a professional development pathway as an integral part of staff development and assessment. Staff are encouraged to maintain membership of relevant professional bodies which expose them to peer learning opportunities, offer seminars and conferences and provide forums for networking and shared experiences, all of which help to broaden intellectual inquiry and improve the student experience when new skills are brought into the classroom.

An approved annual program of continuing professional development will be required for staff to fulfil their contract of employment with ASA. Appropriate leave and contributions to cover all or

part of selected courses and other study programs will be agreed each year with the Academic Dean.

Academics who publish in conference proceedings, academic journals or other academic outlets are required to submit an assessment report of the value and quality of the conference to the Academic Dean and should present a seminar open to academic colleagues and relevant students.

It is also of paramount importance, that ASA's scholarly activity is in line with the context of technological advances. ASA places a premium on the expansion of ASA's staff capabilities as regards Generative AI, and its incorporation into ASA's business as usual from an academic delivery perspective. This prioritisation can include the aforementioned professional development in discipline specific areas, to ensure that we are giving ASA's students the most up-to-date experience from the academic, and professionally based perspectives.

## 6. Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework (2021) which specifies that:

### Standard 3.1. – Course Design [...]

2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
  - a. current knowledge and scholarship in relevant academic disciplines
  - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
  - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice. [...]

### Standard 3.2 – Staffing [...]

3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:
  - a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
  - b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
  - c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience. [...]

### Standard 4.2 – Research Training [...]

2. Students are admitted to research training only where the training can be provided in a supervisory and study environment of research activity or other creative endeavour, inquiry and scholarship, and the supervision and resources required for their project are available. [...]

### Standard 5.3 - Monitoring, Review and Improvement [...]

2. A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study. [...]

4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
  - a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
  - b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study. [...]

## 7. Version Control

This Policy has been reviewed and approved by the ASA Academic Board as at February 2024 and is reviewed every three years.

The Policy, with associated Procedure, are published and available on the ASA website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2024.2	Quality and Policy Officer	Document formatting updated to reflect change of Trading Name to ASA Institute of Higher Education.	28/06/2024 by CEO	01/07/2024
2024.1	Academic Dean	Updated policy, included HESF references, changes in regulatory compliances. Benchmarked against other Higher Education Providers.	14/02/2024	08/03/2024
Previous version archived. New Policy code and numbering system implemented.				
1.2		Academic Board approval	04/04/2018	04/04/2018