SCHOLARLY ACTIVITY PROCEDURE

Policy Code	ACA02
Policy Lead	Academic Dean
Approving Authority	Academic Board
Approval date	28 June 2024
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Relevant legislation or external requirements	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (NC:) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 3.1.2, 3.2.3, 4.2.2, 5.3.2, 5.3.4) Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Policy on Core Plus model for regulatory assessments (TEQSA) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Education Services for Overseas Students Regulations 2019 (Cth) (ESOS Regulations)
Related ASA Documents	Quality Assurance Framework Learning And Teaching Plan Scholarly Activity Procedure Scholarly Activity and Professional Development Planner Staff Professional Development Policy Staff Professional Development Procedure Student Academic Integrity Policy Student Assessment Procedure Student Assessment Review Policy Student Assessment Review Procedure Workforce and Scholarship Plan

1.   Purpose

The purpose of this Procedure is to outline the protocols associated with the *Scholarly Activity Policy*, the intent of which is to encourage, guide and underpin a culture of scholarship throughout the ASA Institute of Higher Education's **(ASA's)** landscape.

2.   Scope

This Procedure applies to all permanent and sessional/casual academic staff of ASA and their managers.

3.   Responsibilities

At ASA, a number of different activities are considered scholarly as long as they advance knowledge and practice. This list is not an exhaustive list and other activities may be approved as scholarly activities by the Academic Dean.

To assist academic staff plan and achieve their annual scholarly outputs, ASA has allocated points to each activity type.

- A full-time academic staff member must achieve a minimum of 100 points per year, this amount is pro-rated based on fractional appointments.

- Casual academic staff must achieve a points based on pro-rated annual FTE.

The main scholarly activity categories are detailed below. To count as scholarship at ASA, these activities must be relevant to the discipline of Teaching and Learning, or the academic staff member's teaching area of expertise.

3.1 Academic publications and presentations

Scholarly publications or presentations that advance knowledge or practice. These activities include:

- Recognised academic books or book chapters
- journal-articles
- case studies
- peer-reviewed conference papers
- peer-reviewed conference presentations
- panel discussants, keynote speakers or invited speakers
- media presentations and activities (e.g. interviews)

ASA may, through the CEO, subsidise these scholarly activities on application.

Low-risk research activities may be conducted in the discipline of Teaching and Learning with resources and/or in-kind support provided by ASA. The definition of research is derived from the HES 2015 Framework that is, 'academic activities of a higher education provider that contribute to new knowledge through original investigation'.

Academic staff working at ASA who wish to conduct research that is supported by ASA either through in-kind or financial support must seek approval from the Academic Board. ASA will only support research conducted by staff who are qualified, skilled and experienced, or overseen by other staff members who have these capabilities, and for research activity which is assessed as responsible and low risk with regards to safety, welfare, and ethics and is relevant to discipline areas of ASA. Staff may apply using the form in Appendix 3.

3.2 Engagement and contributions to Professional Practice Relevant to Teaching Discipline

ASA supports academic staff to be active in professional associations and industry groups associated with their area of expertise as a means of maintaining industry relevance and relationships. Engagement must involve activities which advance knowledge or practice in the industry field.

- Active membership of a Steering Committee or Board with tangible outputs that could be classified as scholarly outputs as per the definition.
- Delivery or presentations, seminars or workshops.
- Publication of industry articles, case studies or similar.

ASA strongly encourages all academic staff to be members of their relevant and academic associations and societies. These may include regional, state, national and international associations and societies. ASA may also, through the CEO, subsidise these memberships. As having a membership is not considered a scholarly output, if supported by ASA, academic staff are required to use these engagements to produce scholarly outputs.

3.3 Engagement in Curriculum Development

Academic staff may contribute to or lead curriculum development projects. This can based around ongoing continuous improvement and course review, or new course design driven by ASA's expansion requirements.

3.4 Peer Review

Academic staff may complete benchmarking or peer review projects that need peer contribution from an academic member in recognition of their expertise in the teaching area or the discipline of teaching and Learning, these could include:

- Peer review projects including book chapters, books, journals and conference articles.

- Editor for a journal.

- External reviewer of theses submissions from higher education and tertiary institutions.

- Other submissions from educational institutions, government-related work that pertains to their field.

3.5 Further relevant qualifications

Academic staff may complete further qualifications relevant to the discipline of Teaching and Learning, or the academic staff member's teaching area of expertise.

4. Procedure

The following procedure highlights the steps for Academic staff to implement their Scholarly Activity Planning and Activity for each calendar year.

4.1 Staff Performance Meetings and Monitoring

1. Each member of the Academic Staff will meet with the Academic Dean on a quarterly basis to determine their Scholarly Activity, and Professional Development (see *Staff Professional Development Policy and* Procedure for more details) plans for the calendar year.

2. All academic members submit to the Academic Dean an annual plan for scholarly activity.

3. These meetings will occur each July, October, January, and April and will track the progress of each staff member.

4. The Academic Dean will review and endorse plans for submission to the CEO. The plan will be assessed alongside the budgetary parameters for resourcing over and above the time fraction before advising the staff member of the level of support that will be provided.

5. The Academic Dean (or delegate) will then contribute mentorship including advice and any financial contribution that might be offered by ASA.

6. If approved, the Academic Dean (or delegate) will then monitor progress, provide mentorship, and escalate issues to the CEO.

7. The outcomes of the plan will be discussed retrospectively as part of the annual performance review cycle with each staff member.

8. Additionally, there will be one mid-year meeting in December, to finalise the academic years output, but also to assess the staff members progress relative to the years planner.

Meeting Date	Function
July	Meeting to set the annual Scholarly Activity Targets, and to identify budgetary and workload implications.
October	Quarterly progress check
December	Mid-year assessment and workload calibration

| January | Quarterly progress check |
| April | Final progress check and budget setting for the following fiscal year |

9. All meetings and activities will be stored in the Learning and Teaching Hub in the Learning Management System (LMS) for transparency and accountability.

10. The Academic Dean will provide an annual report to the Academic Board summarizing the types of scholarly activities undertaken by each academic staff member in the preceding 12 months and ASA's contribution financially and in-kind. The Academic Board will review and respond to the effectiveness of the policy and procedure based on the outputs and provide recommendations to the Board of Directors.

11. Each staff member will have a Scholarly Activity and Professional Development Planner which documents the tracking for staff and administration.

12. Each staff member will be responsible for an aggregate point total of 100 per annum. This threshold requirement will inform each individual's specific output relative the ASA Scholarly Activity expectations.

13. Each individual's output will be incorporated in to the annual Performance Appraisals, and taken in to consideration as part of the larger human Resources process.

14. The CEO will provide an annual report to the Board of Directors summarizing the scholarly activities undertaken by each academic staff member in the preceding 12 months and ASA's contribution financially and in-kind, as well as the Academic Board's response and recommendations. The Board of Directors will review the outputs, Academic Board's recommendations, ASA's contribution financially and in-kind, the annual budget and resource allocation. Feedback from the Board of Directors, generally and specifically, will form the basis of performance management and quality improvement for the faculty.

4.2 Budget Allocation and Workload

Each staff member, during their performance meetings, will be made aware of the workload allocation and budgetary implications for their annual plan. Each staff member will have a workload allocation of 20% of their non-teaching hours built into the academic annual budget each year.

ASA will accordingly allocate an amount in the annual budget, approved by the Board of Directors, to support scholarship. This is included in the professional development line item in the budget. The CEO will ensure equity of access for all academic staff when allocating resources for scholarly activity.

4.3 Types of Scholarly Activity and Points Allocation

Each staff member, as a part of the Performance Meeting schedule, will complete the *Scholarly Activity and Professional Development Planner,* indicating the general categories of their annual output, with specifics attached for each allocation. Please see Appendix 2 for the categorisations of activities, and respective points allocations.

5. Version Control

This Procedure has been reviewed and approved by the ASA Academic Board as at February 2024 and is reviewed every year.

The Procedure, with associated policy, 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	Chief Executive Officer	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 6 other Higher Education Providers.	14/02/2024	08/03/2024
Previous version archived. New Policy code and numbering system implemented.				
2.0		Academic Board approval	30/06/2020	
1.0		Academic Board approval	16/06/2020	

APPENDIX 1

Academic Staff Portfolio and Activity Planner (YYYY)

Please provide detailed information below to demonstrate that you meet the AQF+1 requirements for delivery, or to indicate an equivalent level of professional experience. Please use the template below to further illustrate your activity in Scholarly Activity, as well as Professional Development. We will use this information to inform our current practice, and budgeting for year-on-year Scholarly Activity and Professional Development output.

Curriculum Vitae Portfolio	
Staff Details	
Last Name	
Given Name	
Title	
Australian Residency Status	
Telephone Number	
Email Address	
Role Details	
Employment Type	
Position	
Date of Appointment	
Highest level of teaching	
Additional Details	
Qualifications (Year, Institution)	
Professional Memberships	
Awards	

Note: This section is important if your listed qualifications do not exceed the AQF+1 threshold requirements for the highest course you are currently teaching. Please ensure that your CV on file is indicative of your equivalent professional experience. Please use the section below to explain how your experience in your CV fulfills these AQF+1 requirements for teaching.

Professional Development - Professional development activities generally include being enrolled in formal courses, attendance in conferences, workshops and training sessions, publishing articles, as well as other skills specific, work-related activities. The table below lists work-related activities and their points allocations. See *Staff Professional Development Policy and Procedure* for more details. For Full-time staff, ASA requires the completion of a minimum of 100 points per annum of professional development activities.

Professional Development Activity Portfolio (Insert Year)						
Date	**Month**	**Activity**	**Relevance**	**Hours**	**Points**	**ASA Support**
			Total			

Scholarly Activity - Scholarly Activity should be linked directly to the three *Areas of Scholarship*. See the *Scholarly Activity Policy and Procedure* for more details. Please note that the below should indicate all activities from your areas of expertise, as well as your contributions to the *Scholarship of Teaching and Learning (SoTL)*. For Full-time staff, ASA requires the completion of a minimum of 100 points per annum of scholarly activity contributions.

Scholarly Activity Review (Insert Year)

Date	Month	Activity	Relevance	Hours	Points	ASA Support
			Total			

Teaching Portfolio – Please use the table below to indicate your specific, course-based teaching experience.

Year/Period	Subject Name	Credit Points	Contact Hrs	Class size	Evaluation score

Other information – Please use the space below to highlight any other information regarding your professional achievements.

Scholarly Activity Types, Examples, and Points

Activity Type	Activity	Points
	Teaching and Learning	
Contemporary methodologies and practices	Innovative curriculum design - evidenced by: a) Developing innovative curriculum to address reform issues for 21st Century skill requirements b) Changing traditional thinking of ASA current curriculum practices and provide recommendations for improvement c) Developing technology tools to enhance student learning	40
	Learning for diversity of student cohort a) Developing well-designed learning and assessment materials to suit a diverse student cohort that enables them to develop skills and be active learners and assessment of efficacy	40
	Feedback and reflection on student performance a) Research best practice on reflections of student performance and how this can be measured b) Research and provide implementation strategy on how to provide students with best practice feedback to develop their understanding of their responses and assessment of efficacy	20
	Academic integrity a) Research, recommendations and solutions for best practice academic integrity	20
	Discovery and Integration	
New knowledge across study areas	Delivery methods/collaborative learning – evidenced by: a) Researching, learning and engagement with a more collaborative learning methodology b) Developing resources for more diverse delivery methodology	60
	Assessment methods a) Review existing methods versus innovative and creative assessment methods for the real-world b) Review and develop innovative assessment methods suitable for online delivery	60
	Engagement with students – evidenced by:	40

	a) Learner-centered focus through concept and evidence-based projects, peer teaching and learning projects	
	New curriculum development – evidenced by: a) Involvement with development of new course curriculum and/or new units b) Engagement with industry stakeholders to determine and review alternative product development opportunities	40
Application		
Engagement with industry and key stakeholders	Project based learning a) Work with key stakeholders to develop project-based learning delivery model to meet the needs of the industry workforce	40
	Promoting active and critical learning	20
	Engaging students to be problem solvers a) Research, learn and develop concepts to engage students in their learning and to develop problem solving skills	20
	Peer review projects including benchmarking, book chapters, books, journals and conference articles relevant to discipline area	20
	Engagement in Peer Review and Benchmarking projects for ASA	40
	Delivery of presentations, seminars or workshops	20
	Panel discussions, guest speaker, roundtable summits relevant to ASA	10
Publication		
Discipline related research and presentations	Original research on teaching & learning practices	20
	Peer-Reviewed Journal Article (including Open Access Journals), Case Study or Book Chapter relevant to discipline area	40
	Active participation in conference presentations relevant to teaching discipline	20
	Contribution to literature reviews, journal articles relevant to teaching discipline	20
Memberships		
Engagement and contribution to professional bodies	Active membership of a Steering Committee or Board with tangible outputs that could be classified as scholarly outputs as per the definition. Relevant to discipline area and necessary for curriculum (eg ACS, CPA)	20
Qualifications and Upskilling		
Further relevant qualifications	A relevant Post Graduation qualification beneficial to ASA (one unit equates to 40 points)	40
	Completion of relevant approved short course	20

APPENDIX 2

Scholarly Activity Types, Examples, and Points

Activity Type	Activity	Points
	Learning and Teaching Design	
Contemporary methodologies and practices	**Innovative curriculum design** - evidenced by: a) Developing innovative curriculum to address reform issues for 21st Century skill requirements b) Changing traditional thinking of ASA current curriculum practices and provide recommendations for improvement c) Developing technology tools to enhance student learning	40
	Learning for diversity of student cohort a) Developing well-designed learning and assessment materials to suit a diverse student cohort that enables them to develop skills and be active learners and assessment of efficacy	40
	Feedback and reflection on student performance a) Research best practice on reflections of student performance and how this can be measured b) Research and provide implementation strategy on how to provide students with best practice feedback to develop their understanding of their responses and assessment of efficacy	20
	Academic integrity a) Research, recommendations and solutions for best practice academic integrity	20
	Innovation	
New knowledge across study areas	**Delivery methods/collaborative learning** – evidenced by: a) Researching, learning and engagement with a more collaborative learning methodology b) Developing resources for more diverse delivery methodology	60
	Assessment methods a) Review existing methods versus innovative and creative assessment methods for the real-world b) Review and develop innovative assessment methods suitable for online delivery	60
	Engagement with students – evidenced by: a) Learner-centered focus through concept and evidence-based projects, peer teaching and learning projects	40
	New curriculum development – evidenced by: a) Involvement with development of new course curriculum and/or new units b) Engagement with industry stakeholders to determine and review alternative product development opportunities	40

Application		
Engagement with industry and key stakeholders	**Project based learning** a) Work with key stakeholders to develop project-based learning delivery model to meet the needs of the industry workforce	40
	Promoting active and critical learning	20
	Engaging students to be problem solvers a) Research, learn and develop concepts to engage students in their learning and to develop problem solving skills	20
	Peer review projects including benchmarking, book chapters, books, journals and conference articles relevant to discipline area	20
	Engagement in Peer Review and Benchmarking projects for ASA	40
	Delivery of presentations, seminars or workshops	20
	Panel discussions, guest speaker, roundtable summits relevant to ASA	10
Publication		
Discipline related research and presentations	**Original research** on teaching & learning practices	20
	Peer-Reviewed Journal Article (including Open Access Journals), Case Study or Book Chapter relevant to discipline area	40
	Active participation in conference presentations relevant to teaching discipline	20
	Contribution to literature reviews, journal articles relevant to teaching discipline	20
Memberships		
Engagement and contribution to professional bodies	**Active membership** of a Steering Committee or Board with tangible outputs that could be classified as scholarly outputs as per the definition. Relevant to discipline area and necessary for curriculum (eg ACS, CPA)	20
Qualifications and Upskilling		
Further relevant qualifications	A **relevant Post Graduation qualification** beneficial to ASA (one unit equates to 40 points)	40
	Completion of relevant approved short course	20

APPENDIX 3

Low Risk Research Ethics Application

Purpose:

ASA Institute of Higher Education (**ASA**) requires anyone conducting research involving human participants to obtain ethics approval.

When a low-risk ethics review is required:

The National Statement on Ethical Conduct in Human Research (2018) describes 'low risk research' as research in which the only foreseeable risk is one of discomfort. Research in which the risk for participants is more serious than discomfort is not low risk.

Instructions:

Please send an electronic copy of this signed application and all attachments by email to the Academic Dean.

1. Title of proposed research

2. Expected commencement date:	Expected completion date:

3. Researchers:	
3.a Principal Researcher	
First Name:	
Surname:	
Position:	
Discipline:	
Email:	
Describe what this researcher will do, in the context of this project.	
Describe the relevant experience this researcher has, specific to this project.	
3.b Co- Researcher/s	
First Name:	
Surname:	

Position:	
Discipline:	
Email:	
Describe what this researcher will do, in the context of this project.	
Describe the relevant experience this researcher has, specific to this project.	

3.c   Student/s

First Name:	
Surname:	
SID:	
Program: ☐ Bachelor of Accounting ☐ Bachelor of Business (Technology Management)	
Email:	
Describe what this researcher will do, in the context of this project.	
Describe the relevant experience this researcher has, specific to this project.	

4. Purpose

What is the main purpose of this research project? *You may tick more than one box if relevant.*

☐ For teaching (indicate a relevant unit) _____

☐ For publication (indicate a relevant unit) _____

☐ Others (please specify) _____

5. Brief outline of the research proposal (250 - 300 words approx.)

Please include your research rationale, objective, questions, significance, sampling and sample, research methodology, and how and where the collected data will be stored in this section.

Research rationale

Research objective and questions

Research significance

Research methodology (include the description of the recruitment protocol processes used for gaining consent)

Ethical considerations

Dissemination of research and data storage

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6. Letter of invitation

☐ I have attached a letter of invitation to this application.

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7. Consent form

☐ I have attached a consent form to this application.

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8. Questionnaires/interview questions/others (please specify)

☐ I have attached the questionnaires that will be used in the proposed research to this application.

☐ I have attached the interview questions that will be used in the proposed research to this application.

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9. Funding

Is this research being funded?

☐ Yes _____

☐ No   ☐ Do you seek financial support from ASA? ☐ Yes $_____   ☐ No

Please list all costs involved if you seek funding from ASA.

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10. Declarations

☐ I have read and understood the *National Statement on Ethical Conduct in Human Research 2007* and the *Australian Code of Conduct for Responsible Research 2007 (updated 2018)*. I accept that I, as Principal Researcher, am responsible for ensuring that the project proposed in this form is conducted fully within the conditions stated in the National Statement and any other conditions specified by the HREC.

Name of principal researcher:
Signature: **Date**:

Other researchers:

☐ I acknowledge my involvement in the project, and I accept the role of the above researcher as principal researcher of this project.
Name:
Signature: **Date:**
Name:
Signature: **Date:**
Name:
Signature: **Date:**

11.   Approvals

☐ The Academic Dean has assessed this application and relevant attachments.

Name:
Signature: **Date:**

☐ Approved by ASA's Academic Board.

Name:
Signature: **Date:**

☐ **Not** Approved by ASA's Academic Board.

Name:
Signature: **Date:**