

ACADEMIC SCHOLARSHIP POLICY

Section 1 - Purpose and Scope

(1) This Policy provides the foundation for the College's commitment to academic scholarship across its teaching and research activities.

Scope

(2) This Policy applies to all academic staff including permanent academic staff and academic staff appointed on contract.

Section 2 - Definitions

(3) In this Policy:

- a. **HES Framework** refers to the Higher Education Standards Framework (Threshold Standards) 2021.
- b. **Scholarship** refers to the meaning set out in clause 4.

Section 3 - Policy Statement

(4) For the purpose of this Policy and its obligations under the HES Framework, the College refers to the following meaning of 'scholarship':

as "those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research."

Source: [TEQSA Guidance Note: Scholarship](#) Version 2.5 (12 December 2018)

(5) As an approved Institute of Higher Education, the College is committed to ensuring that all its teaching (and where relevant, research) activities are informed by scholarship.

(6) The College explicitly adopts the Boyer framework of scholarship (Discovery, Integration, Application and Teaching) and the expansion of the scholarship of Teaching to take into account what is known about Learning and the impact of teaching on student learning (Rice, as cited in the TEQSA Guidance Note: *Scholarship*.)

(7) The table below sets out the four main types of scholarship (based on the Boyer framework) as they relate to activity for the College's academic staff.

a.	The Scholarship of Teaching & Learning	<p>This involves activities with intellectual merit that contribute to teaching and learning, or the understanding of teaching and learning.</p> <p>These could include creating original instructional materials, developing original curricula, incorporating new knowledge or new technology into existing courses, collection and analysis of benchmarking information relating to specific student cohorts or overall performance indicators, evaluating the effectiveness of pedagogical procedures (including peer review) and examining ethical and/or societal issues in the course context in an original manner.</p>
b.	The Scholarship of Application	<p>Relates to contributions with intellectual merit outside the teaching role (including consultancies) that demonstrate the ability either to enrich knowledge and skills or to apply knowledge and skills in a particular situation. Evidence of achievement would normally include productive consultancies with outside groups resulting in innovative practical outcomes, acceptance by the profession of resources or techniques developed, or active participation in associations or industry bodies such as office bearer, consultant or presenter.</p>
c.	The Scholarship of Integration	<p>Concerns original contributions that make connections between disciplines, create new contexts for viewing knowledge, or establish new models.</p> <p>Beyond simply collecting or cataloguing information and knowledge from various disciplines, contributions must reflect original insight, put apparently unrelated facts into perspective, or place specialised knowledge into a larger context.</p>
d.	The Scholarship of Discovery	<p>Is the pursuit of original knowledge and creativity. This type of scholarship includes not only traditional research but also original and creative work in software development and in the literary, visual and performing arts. Evidence of achievement normally would include a higher academic degree, satisfactory progress toward a higher degree, leading or participating in research projects involving research grants, publication of original</p>

		contributions to knowledge in refereed journals or books, refereed conference papers, creative or artistic works. The latter may include exhibitions, performances, compositions, recordings, designs or software of an innovative nature and recognised international standard. Staff involved in this type of scholarship would usually be considered 'research active'.
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Section 4 - Procedures

(8) Academic Scholarship Procedures.

Section 5 – Guideline

(9) Nil.

Related documents

This Policy should be read in conjunction with but not limited to:

- a. Academic Scholarship Procedures
- b. Staff Development Framework

Legislation:

- a. Higher Education Standards Framework (Threshold Standards) 2021
- b. Tertiary Education Quality and Standards Agency Act 2011
- c. TEQSA Guidance Note *Scholarship (Version 2.5 12 December 2018)*
<https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship>
 [accessed 6 June 2021]

Document Administration

Policy Name	Academic Scholarship Policy
Policy Owner	Dean
Approval Authority	Academic Board
Approval Date	22 November 2021
Effective Date	As at Approval Date
Next Review #	Three years from the Approval Date
Amendment history	
Version 1:	Document developed and implemented

Unless otherwise indicated, this Policy will still apply beyond the Review date