

Scholarly Activity Policy Version 1.2

1. Purpose

This policy outlines the principles and expectations governing scholarly activity within Nexus Institute of Higher Education, with the aim of fostering a culture of research and scholarship and intellectual growth.

This policy should be read in conjunction with

- Academic Freedom Policy
- Professional Development Policy

2. Scope

The policy applies to all academic staff holding full-time, part-time or casual appointments with Nexus Institute.

3. Definitions

Scholarship. Scholarship refers to those 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.

Scholarly Activity. Scholarly activity encompasses research, creative works and contributions to the advancement of knowledge or professional practice in a field and transmitting these advances to other scholars or through effective, contemporary approaches to teaching and learning.

4. Policy statement

Nexus Institute recognises the importance of scholarly activity in the pursuit of academic excellence, research innovation and the professional development of its faculty, staff, and students.

Nexus Institute is committed to nurturing and supporting a culture of active scholarship which will inform and enhance teaching and learning throughout its academic programs. The support will include encouragement of communities of practice, targeted support for focus areas for scholarship, incentives for participation and relevant professional development.

Nexus Institute is committed to upholding academic freedom, ensuring that individuals can pursue scholarly activity without interference or censorship, and that diverse perspectives are valued.

Scholarly activity must uphold the highest ethical standards, including responsible research conduct, honest and transparent reporting and respect for intellectual property rights. In particular, use of AI tools must be documented and disclosed in accordance with accepted referencing conventions.

The Boyer Model of Scholarship¹ offers a framework for scholarship, using four discrete but interdependent themes:

- discovery – building new knowledge that contributes to the stock of human knowledge
- integration – interpreting the use of knowledge across disciplines and connecting research so that it is useful beyond discipline boundaries and can be integrated into a larger body of knowledge
- application – using knowledge to aid individuals, society and the professions in solving problems and connecting scholarship with practice
- teaching – developing well-informed and knowledgeable teachers, leading to teaching that promotes active and critical learning in students based on advances in a discipline and effective teaching and learning and course design practices in a field.

The Higher Education Standards require scholarship that informs teaching as an essential characteristic of higher education. In particular, there is an expectation that:

- Content and learning activities engage with advanced knowledge and inquiry informed by scholarship, theoretical and conceptual frameworks and emerging concepts (Standard 3.1.2)
- Teaching staff are active in scholarship that informs their teaching, and maintain knowledge of contemporary developments in their field of teaching and skills in contemporary teaching, learning and assessment principles relevant to the discipline (Standard 3.2.3)
- Learning resources are relevant and up-to-date (Standard 3.3.1).

5. Procedures

Nexus Institute is committed to supporting and promoting scholarly activity as an integral component of its educational mission.

Scholarly activity can take a variety of forms:

- Advancement of knowledge
 - Research higher degrees
 - Presentations at national and international conferences, seminars and professional development courses
 - Refereed publications on a field of knowledge and its pedagogy
 - Scholarly contributions to professional associations, industry bodies and the community
- Putting research into practice in teaching
 - Presentations at national and international conferences, seminars and professional development courses
 - Publications on teaching innovations and curriculum development based on scholarship
 - Participation in communities of practice, such as 'journal clubs', to remain abreast of developments in a field, combined with reflective practice

¹ E. L. Boyer, *Scholarship reconsidered: Priorities of the professoriate* (The Carnegie Foundation for the Advancement of Teaching, Princeton, NJ, 1990).

- Development of teaching materials and methods integrating current literature and new research findings or responding to student feedback
- Seeking feedback from students and peers, reflecting on and improving teaching practice
- Professional practice
 - Contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice)
 - Leadership roles in professional development
 - Activities of scholarly academic societies, editorial roles or peer review.

Students are encouraged to participate in scholarly activity under the guidance of academic staff. This may include research projects, co-authorship of publications, and involvement in creative endeavours.

Nexus Institute will recognise and reward scholarly achievements through promotions, awards, grants and other forms of institutional recognition. Scholarly activity will be evaluated by its quality and impact, based on criteria appropriate to the discipline. Nexus Institute will provide the necessary resources, including research facilities, funding opportunities, access to libraries and databases and support services, to enable the pursuit of scholarly activity.

Nexus Institute does not assert ownership of scholarly books, journal articles or other scholarly works except where the work is commissioned by the Institute or produced with the assistance of Institute resources. The creator grants to the Institute a perpetual royalty-free non-exclusive license to use and reproduce intellectual property for teaching and research purposes.

6. Roles and responsibilities

Academic staff are expected to engage in scholarly activity relevant to their areas of expertise. Academic staff are encouraged to seek external funding and collaborate with colleagues, both within and outside the institution, to advance their scholarly pursuits.

Academic staff are encouraged to keep an academic portfolio which captures their goals, activities, performance and career development through research, scholarship and professional education, and feedback from students and peers.

Senior staff are expected to lead scholarship projects and promote opportunities for co-authorship of publications.

The Executive Dean maintains a Research and Scholarship Register of the research and scholarship undertaken by staff and measures of its impact. Academic staff are required to report their scholarly activities for inclusion in the Research and Scholarship Register.

The CEO is responsible for ensuring appropriate resources and budget are available to support research and scholarship.

The Executive Dean manages a program of seminars and workshops to showcase scholarly activities and their impact and maintains a learning and teaching site of resources to promote engaged teaching and its scholarship.

The Executive Dean provides an annual report on research and scholarship to the Academic Board.

7. Related information

- Higher Education Standards Framework (Threshold Standards) 2021
- TEQSA guidance note: Scholarship (4 May 2022)

8. Document control

Category	Academic
HESF Standard	3.1.2, 3.2.3a
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Policy approver	Academic Board
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Change log	Version 0. Original version created on 13 October 2023.
	Version 1. Feedback from Academic Board incorporated on 29 Nov 23.
	Comment on use of AI tools and IP added in Sections 4, 5 on 14 July 24.