Staff Scholarly Activity Policy and Procedures

Policy ID	H005
Previous versions	3 May 2021, 27 June 2022, 25 September 2023
Current version	Approved by Board of Governors, 28 September 2026
Scheduled review date	September 2029
Threshold Standard	3.1.2; 3.2.3
Responsible person	Academic Director
Appendix A:	Full list of amendments
Appendix B	Scholarly Activities
Appendix C	Scholarly Activity Reporting Flowchart

1. INTRODUCTION

Adelaide Central School of Art (ACSA) is committed to fostering a culture of scholarship to maintain excellence in teaching and to ensure the continued quality and currency of its undergraduate courses.

ACSA is required to comply with the Higher Education Threshold Standards relating to scholarship, namely:

3.1.2 (Course Design)
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.

3.2.3 (Staffing)
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.

2. PURPOSE

The purpose of this policy is to provide a framework for:

- scholarship in the context of higher education and scholarly activities relevant to ACSA's undergraduate courses (see Appendix B);
- the scholarship requirements for staff teaching ACSA's undergraduate courses;
- organisational support for staff to meet the scholarship requirements;
- reporting on scholarly activities and the integration of scholarship in teaching and learning.

3. SCOPE

This policy applies to all academic staff employed to deliver ACSA's award courses.).

4. DEFINITIONS

Scholarship is defined in the TEQSA Guidance note (May 2022) as

'…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 activities are further defined and in Appendix B: Scholarly Activities.

5. POLICY

5.1 Scholarship requirements

5.1.1 Academic staff employed to deliver ACSA's undergraduate courses are required to:

- engage in scholarly activities that advance knowledge and practice in teaching and learning, visual art, art history, or related fields, and
- integrate advances in knowledge and practice into their teaching.
- uphold values of academic integrity in relation to their own scholarly activity, as outlined in the Academic Integrity Policy & Procedures.

5.1.2 Academic staff are expected to engage in a level of scholarship that reflects their employment position, duties, and expertise. Minimum requirements for scholarship will be determined on an individual basis as part of the Professional Development Review cycle.

5.1.3 *Appendix B: Scholarly Activities* provides a list of example scholarly activities. This is intended only as a guide, as a broad range of activities can be considered scholarly provided that they meet the criteria of advancing knowledge or professional practice (e.g. visual art, art history) and/or transmitting advances through contemporary approaches to teaching and learning.

5.2 Organisational support

5.2.1 ACSA is committed to maintaining and contributing to a scholarly environment.

While it is the professional responsibility of academic staff to be active in scholarship, ACSA also provides staff with opportunities to undertake scholarly activities through an annual Staff Scholarly Activity Plan. Annual Staff Scholarly Activity Plans will be developed in reference to the Staff Scholarly Activity Framework.

The Staff Scholarly Activity Plan will identify priority areas and specific opportunities for staff within a 12-month period, providing support for scholarship by:

a. facilitating at least one scholarly activity per year in the area of contemporary teaching, learning and assessment for all academic staff as part of the annual professional development day;

b. organising other activities and events that provide opportunities for staff scholarship, e.g. conferences, workshops, presentations;

c. providing financial support for academic staff to undertake scholarly activities through the Staff Professional Development Policy;

d. facilitating opportunities for internal and external peer review through the Peer Review of Teaching Program (commencing 2022)

5.3 Reporting

5.3.1 Academic staff are required to submit a written report and reflection of their scholarly activities within two weeks of the semester end date, as outlined in Item 6 of this policy.

5.3.2 Heads of Department (HoDs) are required to review the reports of staff members in their Departments. Academic Committee is required to manage the implementation of significant changes to teaching or curriculum that arise from scholarly activities undertaken.

5.3.3 The Academic Director (AD) and Quality Assurance Officer (QAO) are required to

submit a scholarly activity report to the Academic Board twice yearly (Semester 1 and Semester 2).

5.3.4 Staff reports also form part of the performance management cycle.

5.3.5 Academic staff are also expected to communicate learnings from scholarly activities during their Faculty meetings each semester and school-wide lecturer meetings as requested.

6. PROCEDURES

6.1 Academic staff complete the online Staff Scholarly Activity Report within two weeks of the semester end date.

6.2 Academic Director provides reports to Academic Board in accordance with the Staff Scholarly Activity Framework, normally in January and September each year.

6.3 The online Staff Scholarly Activity Report incorporates three sections:

- **Part 1: Reporting**
  Academic staff report scholarly activities undertaken within the relevant six-month period. Academic staff should refer to **Appendix B: Scholarly Activities**, which provides an overview of the various types of scholarly activities that can be considered.
- **Part 2: Reflection**
  Academic staff reflect upon the impact of scholarly activities on their teaching and/or course content, identifying how their scholarship informs their teaching practice. Proposed changes to content or delivery that result from scholarly activities should also be detailed in this section.
- **Part 3: Approval and Recommendations**
  Academic Committee members review and approve Staff Scholarly Activity Reports, and discuss proposed changes to course content or delivery with relevant staff members prior to approval

6.4 The AD and QAO provide summary Staff Scholarly Activity Reports each semester and submit these to the Academic Board.

6.5 The Academic Board reviews the Staff Scholarly Activity Reports to monitor ACSA's compliance with Threshold Standards 3.1.2 and 3.2.3.

6.6 The CEO will identify targets for staff scholarship in the Strategic Plan and report against those targets to the Board of Governors on an annual basis.

6.7 Staff who are concerned about their ability to complete scholarly activity should contact the CEO. Where possible, the CEO will support staff members to engage in scholarly activities as per the approaches outlined in 5.2.1.

7. RELATED DOCUMENTS

- Staff Scholarly Activity Framework 2026-2029
- H002 Staff Professional Development Policy
- TEQSA Guidance Note: Scholarship

Appendix A: Policy Amendments

- Minor amendment: word change under 5.2.1, sentence 2: personal changed to professional. 25 May 2021.
- Policy update June 2022. Changes: Updated definition of Scholarship in Item 4 to reflect updated TEQSA Guidance note. Removal of scholarly activity sub-categories 'Advancement/Contribution' and 'Participation' in Item 5.1.3 and Appendix B. Removal of minimum requirements for academic staff in Item 5.1.3. Updated guidance for staff and example activities in Appendix B to align with updated TEQSA Guidance note.
- Policy update September 2023. Inclusion of reference to the Academic Integrity Policy & Procedures.
- • Policy update September 2026. Inclusion of reference to the Staff Scholarly Activity Framework. Replace reference to Academic Administration Manager to Quality Assurance Officer.

Appendix B: Scholarly Activities

Academic staff are expected to undertake scholarly activities that advance knowledge or professional practice (e.g. visual art, art history) and/or transmit advances through contemporary approaches to teaching and learning. For the creation of creative work to be considered a scholarly activity, academic staff must demonstrate that the activity informs teaching practice.

The table below is intended as a guide only. Many of the activities of academic staff attain a scholarly dimension through detailed reflection, ongoing study and the sharing of practice.

Scholarly Activity Type	Outputs/Artefacts
TEACHING & LEARNING	- Reports from Peer Review of Teaching - Benchmarking activities with external courses/institutions - Curriculum and assessment design, including the effect of GenAI in teaching, learning and assessment - Universal Design for Learning projects - Consultations with and contributions to community and industry which inform curricula and course content - Sharing of teaching practice through internal seminar presentations at faculty and lecturer meetings - Applications to teaching awards or fellowships - Community lectures which impact on teaching and learning
ORIGINAL RESEARCH	TEXT-BASED PUBLICATIONS: Original research published as a book, book chapter, journal articles, conference paper or equivalent.
	ORIGINAL CREATIVE WORK - MAJOR: Substantial body of work exhibited, performed, recorded or otherwise published in a significant national or international institution, festival, art fair, website, text or similar, PLUS one or more of the following: - receives national or international critical attention - permanently exhibited or acquired - curated, commissioned or funded as part of a selection process - resulting from 7-24 months practice-led research - contributing to the advancement of creative concepts, techniques or practices
	ORIGINAL CREATIVE WORK - STANDARD: Single artwork, small collection, or body of work exhibited, performed, recorded or otherwise published in a locally significant institution, gallery, or artist-run-initiative, festival, website, text, or similar PLUS one or more of the following: - receives local or national critical attention - curated, commissioned or funded as part of a selection process - resulting from 6 or more months practice-led research - contributing to the advancement of creative concepts, techniques or practices - application of artistic methodologies and practices
NON-PEER REVIEWED PUBLICATIONS	Contributions to non-peer reviewed publications, such as: - visual art magazines and websites - anthologies - textbooks - teaching resources
ADVANCED SCHOLARSHIP and QUALIFICATIONS	- higher education qualifications - research-based residencies - scholarly secondments - advanced specialised practice
SCHOLARLY LEADERSHIP Leadership of scholarly activities concerned with advancing practice or knowledge	Contributions to: - scholarly academic societies - peer review panels (for scholarly publications) - editorial roles - conferences (non-peer reviewed contributions, e.g. workshops, panel discussions) - mentoring roles which involve ongoing study or a detailed reflective component
PROFESSIONAL LEADERSHIP Leadership of professional activities concerned with advancing practice or knowledge	Contributions to professional bodies or communities of practice (e.g. NAVA, Guildhouse) in development of new standards, knowledge resources, codes of practice, or similar.
	Industry leadership positions and professional activities, such as - peer assessment panels - arts advisory committees - industry consultations

APPENDIX C: Scholarly Activity Reporting Flowchart

collated SSA reports are reviewed by academic committee and summarised SSA reports are reviewed by academic board (twice yearly) >

scholarly activity items for noting or proposed curriculum changes resulting from scholarly activities are reviewed at department faculty meetings (twice yearly) and shared at lecturer meetings>

faculty meeting discussion reported back to academic committee>

academic committee notes discussion and makes necessary recommendations to academic

board > SSA reports form part of professional development reviews (yearly)