



Research and Scholarship Policy

1. Purpose

King's Own Institute (KOI) is committed to nurturing and supporting a culture of active research & scholarship which will inform and enhance teaching and learning throughout its academic programs.

This commitment is identified in KOI's Strategic Plan, Research and Scholarship Plan, and the Learning and Teaching Plan with an emphasis on scholarly teaching and real-world practice and promoted by innovative teaching approaches and a first-class learning environment, as well as grants and other support for scholarship and research initiatives.

2. Scope

KOI expects its academic staff to be active in research and scholarship relevant to their teaching and to draw on it in ways that enhance students' educational experiences, outcomes and job-preparedness.

This policy applies to all academic staff holding full-time, part-time and casual appointments with KOI.

3. Research and Scholarship in higher education

Research can be defined as "the creation of new knowledge and/or the use of existing knowledge in a new and creative way by a higher education provider so as to generate new concepts, methodologies, inventions and understandings". It includes leading to and/or dissemination new knowledge or advances in creative or professional practice in a field, planned and purposive intellectual inquiries, and generating outputs that are subject to external and independent inquiry.¹

Scholarship means "those activities concerned with gaining new or improved understanding, appreciation and insights relating to 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 informed by original research.²

Engagement in scholarship encompasses contributions to the advancement of knowledge or professional practice in a field and transmitting these advances through effective, contemporary approaches to teaching and learning.

The Boyer Model of Scholarship³ offers a framework for scholarship, using four discrete yet 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.

From the Higher Education Standards³, scholarship that informs teaching is an essential characteristic of higher education providers, as is engagement with advanced knowledge and inquiry.⁴ In particular, there is an

¹ Guidance Note: Research and Research Training (TEQSA, September 2022)

² Guidance Note: Scholarship (TEQSA, 4 May 2022)

³ E. L. Boyer, *Scholarship reconsidered: Priorities of the professoriate* (The Carnegie Foundation for the Advancement of Teaching, Princeton, NJ, 1990).

⁴ Higher Education Standards Framework (Threshold Standards 2021) (Commonwealth of Australia, 2021)



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).

4. Culture of research and scholarship

The importance of research and scholarship is emphasised in policies and practices such as:

- KOI's graduate attributes emphasise current knowledge, critical thinking and creative problem-solving
- Course design is focused on learning outcomes aligned with assessment
- The Assessment and Assessment Appeals Policy promotes student engagement through assessment which develops higher order learning skills of analysis, synthesis, evaluation, critical thinking and ethical practice
- The Course Development and Review Policy requires examination of the currency of course content and its engagement with advanced knowledge and enquiry
- The Staff Review and Development Policy recognises and encourages scholarship in professional development
- Resource allocations to support scholarship include support for journal access, scholarly library collections and databases, conference attendance and pursuit of higher qualifications
- Activities to support academic staff scholarship include research groups and seminars.

The Academic Board has established a Research and Scholarship Committee chaired by a person (internal or external) approved by the Academic Board. The Chairperson will report to the Academic Board on matters relating to research and scholarship.

Academic staff are encouraged to keep an academic portfolio which captures their goals, activities, performance and career development in relation to their discipline through continuing professional education, feedback from students and peers and the performance of students.

KOI fosters scholarship through awards for outstanding teaching (e.g., President's Award for Excellence in Teaching) and funding for scholarly development and conference participation, as well as the allocation of resources to the library.

The Scholarly Activity Register maintained by the Vice-President (Academic) is a central repository of all scholarly and research activities conducted by KOI academic staff. From 2022, fulltime teaching staff (including 0.6 and 0.8 staff) and HOPS (both full-time and casual) are entitled to apply for Publication Support Incentives, however publications published before 2022 will not be considered.

5. Evidence of research and scholarship

Research activity can be demonstrated:

- Appropriately classified Research outputs (e.g., Australian Business Deans Council (ABDC) Rating OR SCIMAGO Rating or Other Equivalent Rating), including peer-reviewed research outputs (e.g., conference papers, book chapters, books, and journal papers published by reputable publishers)
- Research projects (including cross-institutional and transnational research collaborative projects) supported by internal and external grants
- Supervision of Higher Degree Research students.

Scholarly activity is demonstrated over a number of dimensions.



- Subject knowledge, pedagogy and intellectual engagement
 - Academic staff undertake higher level qualifications that lead to scholarly outputs, in particular, higher degrees by research
 - Academic staff attend and present at internal, national and international conferences, seminars and professional development courses
 - Academic staff present and publish research and scholarly articles on their subject and its pedagogy
 - Academic staff contribute to discussion groups
 - Academic staff contribute to relevant professional associations, industry bodies and the community
- Putting research into practice in teaching
 - Academic staff attend internal, national and international conferences and seminars
 - Academic staff present and publish articles on teaching innovations and curriculum development linked based on scholarship
 - Academic staff share research experiences with colleagues
 - Academic staff engage in collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field, combined with reflective practice
 - Academic staff participate in a community of practice and engage in peer review of teaching
 - Teaching materials demonstrate integration of current literature and new research findings
 - The KOI Teaching Showcase features presentations where staff share their successes
- Professional practice
 - Academic staff contribute to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice)
 - Academic staff take leadership roles in professional development (through, for example, presentations on the current state of knowledge, practice or teaching and learning in a field and contributions to professional journals)
 - Academic staff are involved in advances in practice or knowledge through activities of scholarly academic societies, editorial roles or peer review
 - Academic staff undertake advanced specialised practice or scholarly secondments
- Critical and creative thinking
 - Academic staff actively engage with students in learning activities through challenging questions and scenarios
 - Academic staff provide timely feedback to students
 - Student feedback on teaching is sought and used to improve teaching practice
- Student-centred focus on learning outcomes



- Academic staff seek feedback from students and peers, reflect on and improve teaching practice
- Assessment and assessment outcomes are moderated and reviewed
- Scholarly learning environment
 - Academic staff have access to extensive library holdings of monographs and journals
- Recruitment of qualified and experienced academic staff
- Participation by adjunct staff and guest lecturers
- Resources and budget allocation to support scholarly development across all dimensions of scholarship.

6. Roles and Responsibilities

Research and Scholarship is a part of the responsibilities of academic staff for continuing professional development. Academic staff are required to develop a scholarship and research plan and an academic portfolio. The portfolio is updated at least annually and includes comments on aspirations and achievements in scholarship and its application to teaching and learning. Research ethics and intellectual property issues associated with research and scholarship are covered in KOI's Human Research Ethics Policy and Intellectual Property Policy.

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

The Vice-President (Academic) maintains a Research and Scholarship Register of the research and scholarship undertaken by staff.

The Vice-President (Academic), manages a program of seminars, workshops and learning and teaching showcases and maintains a learning and teaching site of resources to promote engaged teaching and its scholarship.

The Vice-President (Academic) manages a program of annual performance reviews where scholarly development is a prominent feature and academic portfolios are reviewed.

The Academic Board reviews the program of scholarly activities each year, including

- the annual program of internal seminars and workshops
- research publications, other research and scholarly output and professional development activities
- student feedback on teaching, its analysis and recommendations for improvements
- the budget provisions for professional development to support scholarship.

The Academic Board may determine priorities for scholarly development and make recommendations about support for academic scholarship, initiatives for new programs and resources.

7. Related Policies

- Academic Partnership Policy
- Human Research Policy
- Human Research Ethics Form
- Intellectual Property Policy
- Staff Review and Development Policy
- Staff Review and Development Procedure



Document Control

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*******END OF POLICY*******