



# Guidance Note on Scholarly Activity

## For staff and supervisors

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## What is scholarly activity in learning and teaching?

Scholarly activity has a long and established history in learning and teaching.<sup>1, 2</sup> In the context of the Higher Education Standards Framework (Threshold Standards) 2021 (HES Framework), the Tertiary Education Quality and Standards Agency (TEQSA) states that '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.

At all times, the focus is on the work involved in bringing new understandings, knowledge and evidence **to extend and value add** to routine and/or core teaching and teaching-related activity (e.g., preparation, development, delivery, moderation/analysis etc).

Scholarly activity occurs on a continuum. At one end of the scholarly activity continuum, **scholarly teaching** can involve educators:

- reflecting on student feedback, learning analytics, and other data to inform improvements,
- undertaking discussions with colleagues to get ideas on learning and teaching,
- engaging in calibration, benchmarking, or peer review activities,
- using the learning and teaching literature to inform improvements.

At the other end of the continuum, the **scholarship of learning and teaching (SOTL)** is oriented at generating knowledge that is produced in a form that allows others to access and build upon. It is often subject to peer review and critique.<sup>3</sup> SOTL commonly involves educators:

- designing and implementing learning and teaching research/evaluation projects, and
- communicating the findings and outcomes of their SOTL projects through presentations, publications, and other dissemination methods.

## Why is scholarly activity important?

At the individual level, engaging in scholarly activities helps staff broaden their knowledge. It also assists staying up to date with new advances in learning and teaching within a discipline, and in higher

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<sup>1</sup> Hutchings, P., & Shulman, L. (1999). The scholarship of teaching new elaborations, new developments. *Change*, 31(5), 11-15.

<sup>2</sup> The Tertiary Education Quality and Standards Agency (TEQSA). (2022). *Guidance Note: Scholarship*. Version 3.0.

<sup>3</sup> Tight M. (2018) Tracking the scholarship of teaching and learning, *Policy Reviews in Higher Education*, 2(1), 61-78.

education, more broadly. Scholarly activity also helps with advancing higher education practice and career development and advancement.

As a higher education provider, Charles Sturt University is required to report scholarly activity to TEQSA who require demonstration of a systematic approach to organising and practicing scholarship across the University.

Consequently, engaging in scholarly activity is a key expectation of Charles Sturt University academic staff as articulated in the current Charles Sturt University [Enterprise Agreement](#), [A Guide to Evidence in Promotion](#), and [Teaching Capabilities Framework and Self-Assessment Tool](#). The [Enterprise Agreement 2023-2025](#) sets out workload allocation for scholarly activity (see below). This further strengthens the importance of scholarly activity to individuals and the University. The EA states:

- Teaching and Research/ Creative, Charles Sturt Academic Fellow, teaching and professional, Scholarly Teaching Fellow, and Research Focused - 5% of teaching allocation dedicated to scholarly activity. Full time staff in this category have a maximum of 55% (948.75 hours) of teaching workload. This equates to approx. a maximum of 47.44 hours of scholarly activity per year for full time staff (to be reduced pro-rata for fractional staff and staff with higher duties or administrative loads)
- Teaching Focussed staff - 10% of teaching allocation dedicated to scholarly activity. Full time teaching focused staff have a maximum of 80% (1,380 hours) of teaching workload. This equates to approx. a maximum of 138hrs hours of scholarly activity per year for full time teaching focused staff (to be reduced pro-rata for fractional staff and staff with higher duties or administrative loads)

## TEQSA types of scholarly activities and associated artefacts

The Charles Sturt [Scholarly Environment Model](#) is a way of expressing the different forms of scholarly activities and the outputs that TEQSA might expect to see as evidence. The types of scholarship in this Model are outlined below and the model is outlined in Appendix 1. At the time of setting a scholarly goal within the Employee Development and Review Scheme (EDRS) system, staff need to select a *type of scholarship* as outlined in the [Scholarly Environment Model](#) and described in the table below.

1. Professional and scholarly communities
2. Peer reviewed publications

3. Non-peer reviewed publications
4. Self/Institutional scholarship
5. Advanced scholarship

The table below outlines different types of scholarly activities mapped to the [Scholarly Environment Model](#) and the artefacts/outputs associated with each. These artefacts/outputs provide the 'evidence' for scholarly activity. The list is not exhaustive nor prescriptive. There may be other activities or artefacts/outputs that are relevant and appropriate in different disciplines or contexts.

<b>Charles Sturt <u>Scholarly Environment Model</u></b>	<b>Examples of scholarly activities</b>	<b>Examples of artefacts/outputs</b>
<b>Self/institutional scholarship</b>	Planning/designing/delivering high-quality (inclusive, effective, student-centered, and authentic) learning and teaching experiences and curriculum design aligned with institutional expectations and policy, evidence informed reflection, and scholarship of learning and teaching	Annotated bibliography, literature review, curriculum improvement plans, evidence-informed curriculum materials/resources/artefacts; AND scholarly reflection in CRO
<b>Self/institutional scholarship</b>	Engaging in university projects or pilots to improve the quality of learning and teaching beyond what is expected as part of routine/core teaching	Evidence of being an early adopter or participating in pilots e.g., Bright Space sites, Feedback Fruits pilot, Design champions AND scholarly reflection in CRO
<b>Self/institutional scholarship</b>	Leadership of review, calibration, or benchmarking activities in	Calibration or benchmarking reports; AND scholarly reflections in CRO





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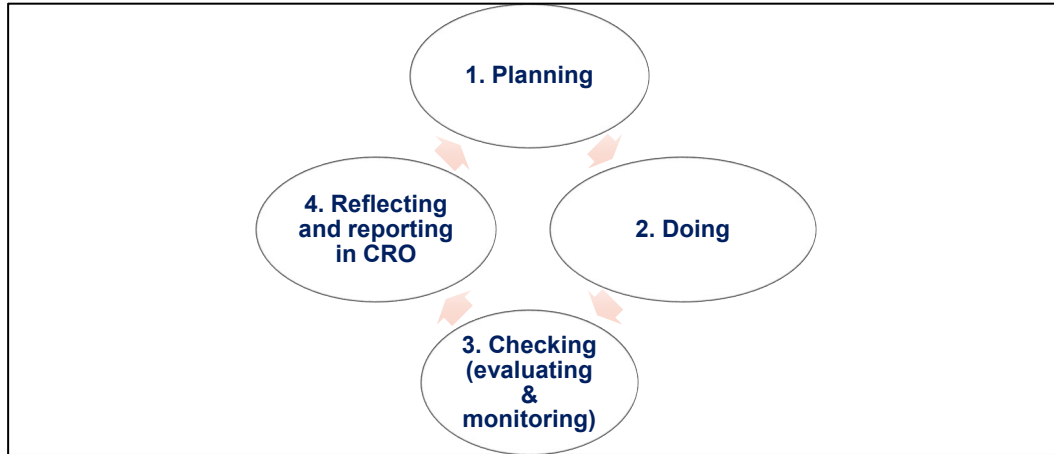
	learning and teaching (internal and external) that extend beyond routine moderation and analysis	
<b>Self/institutional scholarship</b>	Engaging in peer review and other collaborative peer-learning practices	Peer review reports; feedback from reviewees on impact; peer review self-reflections AND scholarly reflection in CRO
<b>Self/Institutional scholarship</b>	Mentoring others to build capacity in learning and teaching	Feedback from mentors on impact; mentoring self-reflection; AND scholarly reflection in CRO
<b>Professional and scholarly communities</b>	Community/industry engagement that extends beyond routine consultations/interactions for curriculum development and delivery	Consultation report; evidence of contribution to industry/community event/panel report; Professional standards/codes of practice/guidelines, AND scholarly reflection in CRO
<b>Professional and scholarly communities</b>	Participation in and/or leadership of networks and communities (e.g., member of peer review panel, committee or board, community of practice), undertaking editorial roles or reviewer roles, Engaging in mentorship roles	External feedback from others, self-reflections on impact of contribution; feedback/testimonials/references from others regarding contributions/impact
<b>Professional and scholarly communities</b>	Contributing to the field/discipline by undertaking editorial roles or journal reviewer roles	Evidence of contributions and impact as an editor or journal peer reviewer AND scholarly reflection in CRO
<b>Peer-reviewed or non-peer reviewed publications and</b>	Designing, implementing, and reporting on a scholarly project in a way that is	Peer-reviewed or non-peer reviewed artefacts such as conference presentation/symposium, blog, podcast,

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<b>presentations</b>  (this category aligns with the <b>Scholarship of learning and teaching</b> )	systematic and public facing	journal article, chapter, book, report, article for the Conversation, teaching grant application AND scholarly reflection in CRO
<b>Advanced Scholarship</b>  (this category aligns with <b>Engagement in reward and recognition opportunities</b> )	Applying for professional recognition in learning and teaching	Evidence of internal or external teaching awards, fellowships, teaching grant application
<b>Advanced scholarship</b>  (this category aligns with <b>Continuous Professional Development in learning and teaching</b> )	Undertaking <u>non-compulsory</u> learning and teaching related professional development e.g., Grad Cert, Higher Degree by Research scholarly secondment/fellowship	Tertiary qualifications related to learning and teaching; PhD; evidence of fellowship/secondment; evidence of participation in continuing professional development

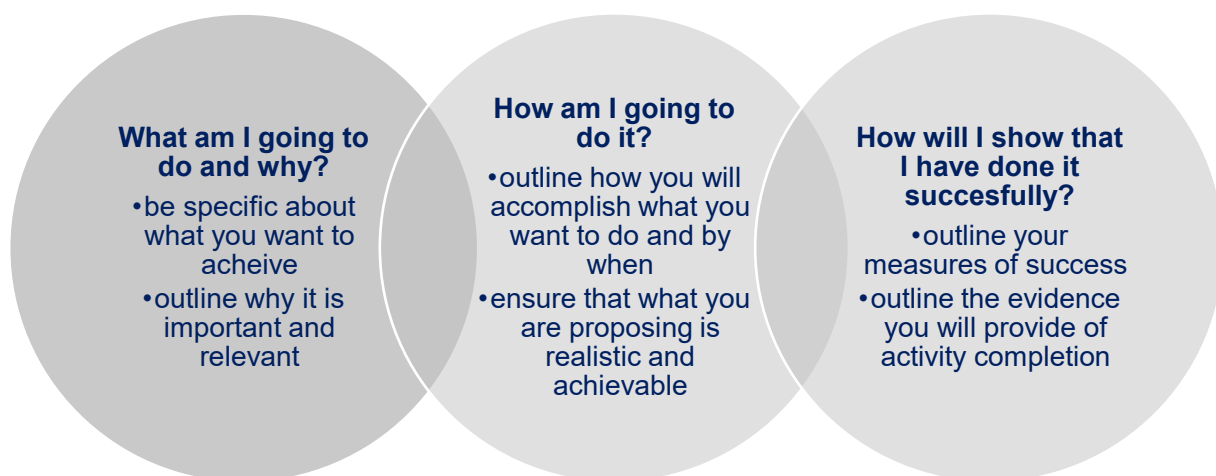
## The scholarly activity cycle

The scholarly activity cycle consists of four interconnected phases of Planning – Doing – Checking – and Reflecting and Reporting.



## Planning scholarly activity

In the planning stage, the focus is on setting scholarly goals that are SMART (Specific, Measurable, Achievable, Relevant and Timely). Staff can use the three questions below to guide their planning and goal setting and use the template outlined in Appendix 2 to help with the development of a scholarly activity plan. A key consideration for staff is how their proposed scholarly activity aligns with and supports School/Faculty/University strategic priorities or School or Faculty operational plans. The role of supervisors in this context is ensuring that the scholarly goals set by staff address the guiding question below and are strategically aligned to School/Faculty/University strategic priorities or School or Faculty operational plans.



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Three examples have been provided to highlight the diversity of scholarly activity. The examples below are not exhaustive nor prescriptive. Other activities can be included (based on staff and supervisor discussion) as relevant and appropriate to each learning and teaching discipline or context.

## **What I'm going to do and why**

Explore student engagement based on Student Experience Survey feedback that students feel disengaged in my online subject. Addressing this will help with student retention and success, and student retention is a key strategic priority for the university.

## **How I'm going to do it**

- Keep a journal documenting my observations of patterns of student engagement, and/or
- Explore learning analytics from my subject to understand patterns of engagement, and/or
- Discuss with a colleague about what they do to engage students online, and/or
- Review case studies available online on enhancing student engagement, and/or
- Attend a learning and teaching conference such as CSEdX to gather new ideas.

## **How I'll show I've done it successfully**

- Reflections on Student Experience Survey data in QUASAR system, and/or
- Annotated list of case studies, and/or
- Report on analysis of learning analytics, and/or
- Reflections on attending CSEdX conference, and/or
- Engagement improvement plan for subject

## **What I'm going to do and why**

Explore opportunities to embed authentic assessment into my second-year health subject based on feedback received during the course review and accreditation process. Authentic assessment supports learning and engagement, helps prepare students for the world of work, and enhances academic integrity.

## **How I'm going to do it**

- Analyse the subject outlines in other subjects within my school to identify examples of authentic assessments, and/or





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- Undertake a mini review of papers on work integrated learning in my discipline, and/or
- Present the findings of my review and subject outline analysis at my teaching team meeting, and/or
- Draft an authentic assessment task and get feedback from a colleague, and/or
- Implement the assessment task and gather student feedback, and/or
- Engage with the Charles Sturt University Teaching Academy professional development activities on scholarship of learning and teaching, and/or
- Develop proposal/application for a scholarly grant/project.

## How I'll show I've done it successfully

- A report and presentation on the findings of literature review and subject outline analysis, and/or
- Authentic assessment artefact and marking rubric, and/or
- An implementation and evaluation report on how the assessment task was implemented and the outcomes of it, and/or
- A tip-sheet or guidance document, and/or
- Scholarly teaching and learning project/grant outline/proposal.

## What I'm going to do and why

Integrating work integrated learning (WIL) into my third-year business subject based on student feedback about their lack of job preparation. Employability is a core element of the Charles Sturt Education Strategy Vision.

## How I'm going to do it

- Access a list of industry partners who support WIL placements in my School, and/or
- Select and contact several industry partners and discuss the contemporary nature of their work, and/or
- Map subject content with the current practices undertaken in industry, and/or
- Design two new learning activities that replicate industry practice, and/or
- Participate in the Charles Sturt University Work Integrated Learning (WIL) community of

practice, and/or

- Trial the learning activities, and/or
- Invite feedback from students and selected industry partner, and/or
- Refine and adapt the learning activities as needed.

### How I'll show I've done it

- A brief report on the areas covered in the industry partner discussions, and/or
- Curriculum mapping document, and/or
- Learning activity artefact, and/or
- Implementation and evaluation report, and/or
- Showcase my approach at learning and teaching forum.

## Doing the scholarly activity and checking how it is going/went

As with any activity, staff need to carefully plan their approach to ensure that what they have proposed is realistic and achievable. In the doing/implementation phase, staff need to be self-reflecting and engaging with other data/analytics/feedback to gauge whether they may need to adjust their approach. It is important to document the approach and any changes to the approach as this constitutes the audit trail for scholarly activity. The process of monitoring and reflection post-activity must also have a focus on the outcomes. For example, how has the scholarly activity contributed to improvements in student learning outcomes and/or advancing understandings, insights and/or professional practice in one's local setting or more broadly in a field/discipline?

## Reporting scholarly activity

At Charles Sturt University, staff are required to:

1. submit a scholarly artefact/output (see pages 4-6) into the Charles Sturt Research Outputs Repository (CRO), and
2. complete a scholarly reflection in CRO (at the completion of each EDRS cycle) and link that to a scholarly artefact/output in CRO.

Information about how to add scholarly artefacts into CRO can be found in the:

- Scholarly Activity Library Guide: <https://libguides.csu.edu.au/c.php?g=893368&p=6757705>
- Division of Learning and Teaching video resources: <https://www.csu.edu.au/division/learning->

[teaching/professional-learning/scholarly-activities/collecting-and-reporting](https://www.csu.edu.au/teaching/professional-learning/scholarly-activities/collecting-and-reporting)

A quality scholarly reflection will cover the following three points:

1. The nature of the scholarly activity (the 'what') - what was done, what did it look like, what was my role in it?
2. The importance and impact of the scholarly activity (the 'why' and the 'so what') – why is the scholarly activity important and impactful in relation to improving student learning, developing one's own teaching practice, or influencing the teaching practices of others?
3. The implications of engaging in the scholarly activity (the 'now what') – what will I do next as a result of this scholarly activity; how will I continue to evaluate, monitor, adapt, and refine my scholarly engagement in order to further improve student learning, develop my own teaching practice, or influence the teaching practices of others?

## Approving scholarly activity

Heads of School or their delegates are responsible for quality assuring and approving scholarly reflections in CRO (prior to the completion of each EDRS cycle). As outlined above, scholarly reflections need to cover three interrelated elements and be linked to a scholarly artefact.

All Heads of School and Associate Heads also have access to the Scholarly Reflections Dashboard in CRO for their School, available at: <https://researchoutput.csu.edu.au/admin/workspace.xhtml>

See Appendix 3 for guidance on how to approve scholarly reflections in CRO.

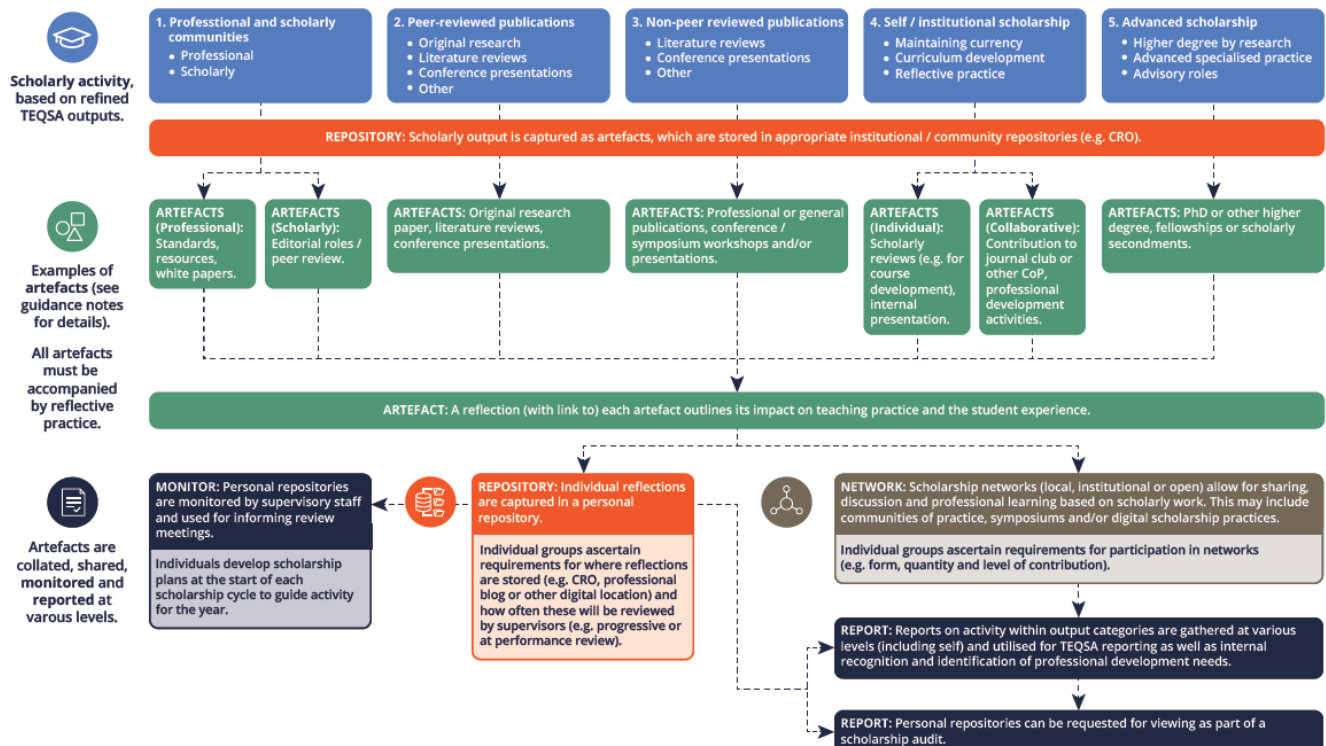
## Resources

- Division of Learning and Teaching:
  - Scholarly Activities: <https://www.csu.edu.au/division/learning-teaching/professional-learning/scholarly-activities>
  - How to report scholarly activity in CRO: <https://www.csu.edu.au/division/learning-teaching/professional-learning/scholarly-activities/collecting-and-reporting>
- Scholarly Activity Library Guide: <https://libguides.csu.edu.au/c.php?g=893368&p=6757705>
- Library Guide on Scholarship of Teaching & Learning: <https://libguides.csu.edu.au/c.php?g=931940&p=6736507>



## Appendix 1 – Scholarly Environment Model

### Scholarly Environment Model (SEM)







## Appendix 2 – Scholarly activity planning template

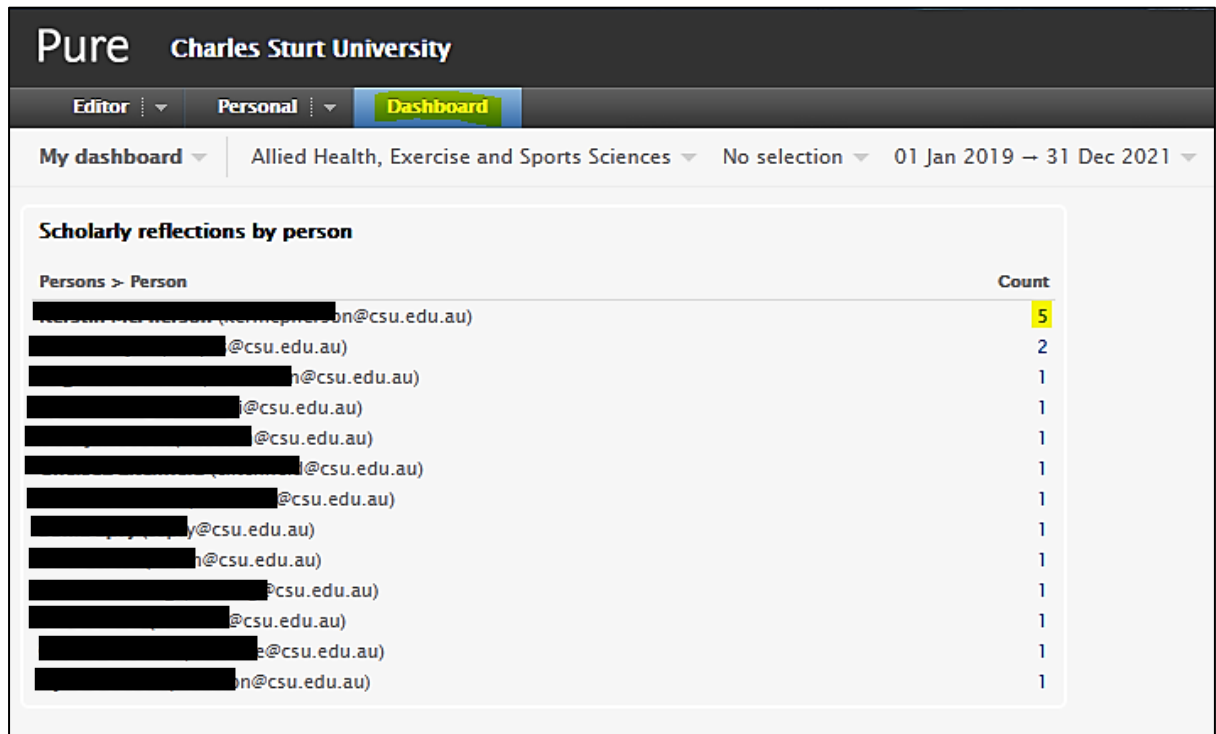
Guiding question	
What am I going to do and why?	
How will I do it?	
How will I evidence that I have done it?	

## Appendix 3 – Approving scholarly reflections in CRO

## Scholarly reflections in CRO

To view the scholarly reflections that have been added to CRO for your school, first log into CRO at:  
<https://researchoutput.csu.edu.au/admin/workspace.xhtml>

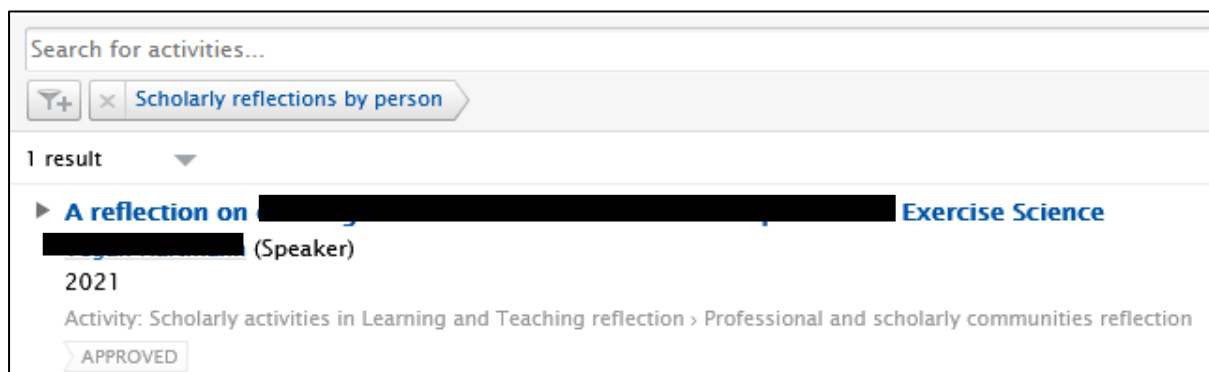
Go to the “Dashboard” tab and you will see a list of staff in your school who have entered reflections:



The screenshot shows the 'Pure' interface for Charles Sturt University. The top navigation bar includes 'Editor', 'Personal', and 'Dashboard' (highlighted). Below this, the 'My dashboard' section shows filters for 'Allied Health, Exercise and Sports Sciences', 'No selection', and a date range of '01 Jan 2019 → 31 Dec 2021'. The main content area is titled 'Scholarly reflections by person' and displays a table with two columns: 'Persons > Person' and 'Count'.

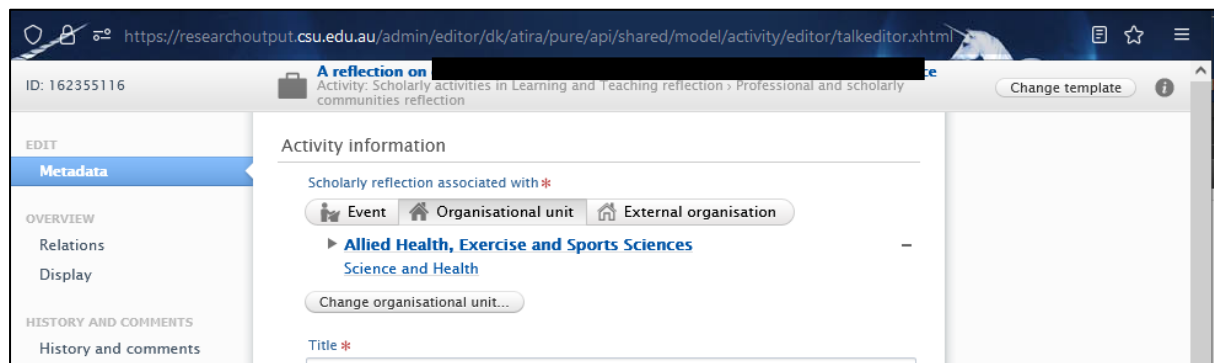
Persons > Person	Count
[Redacted]@csu.edu.au	5
[Redacted]@csu.edu.au	2
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1
[Redacted]@csu.edu.au	1

Click on the number next to their name and you will be taken to a list containing their reflection(s) – some staff may have entered multiple, as you can see one in the above list has 5 but most at this stage will just have 1:



The screenshot shows a search interface with a search bar containing 'Search for activities...'. Below the search bar, there are filters for 'Scholarly reflections by person'. The results section shows '1 result' and a single entry titled 'A reflection on [Redacted] Exercise Science'. The entry is attributed to '[Redacted] (Speaker)' and dated '2021'. The activity is described as 'Scholarly activities in Learning and Teaching reflection > Professional and scholarly communities reflection' and is marked as 'APPROVED'.

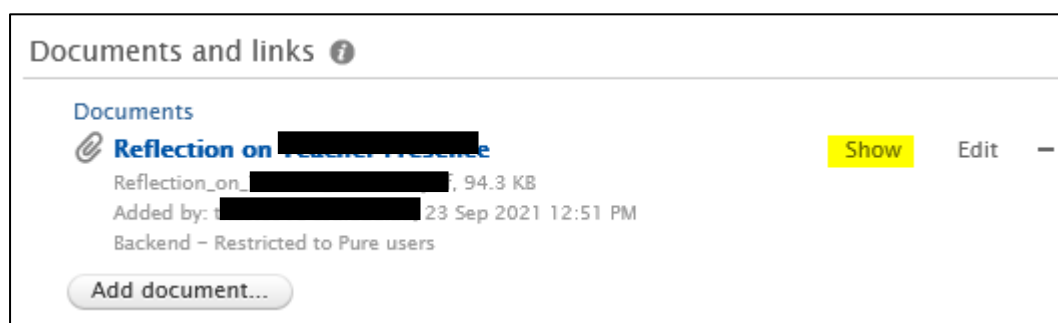
Click on the title of the reflection you wish to open and a new window will appear, containing the reflection information:



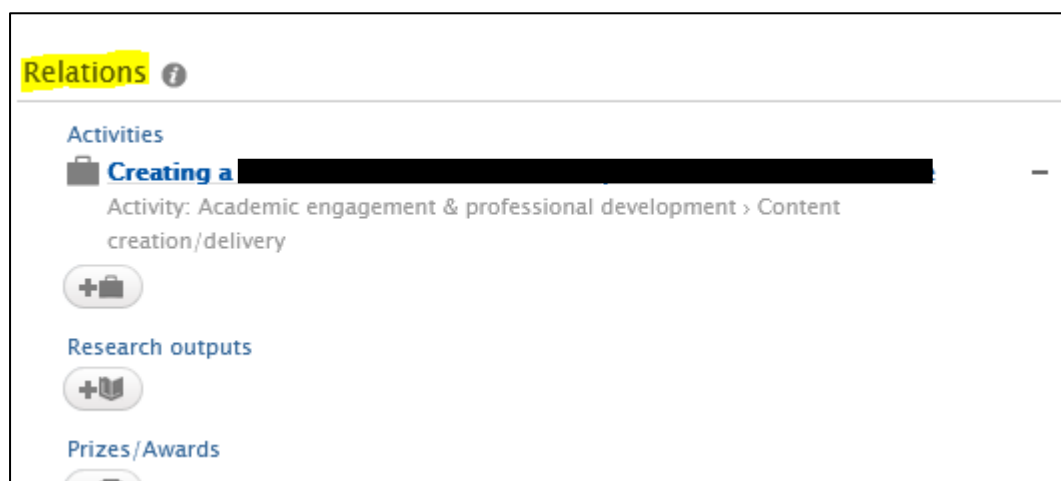
You can then view the reflection, either in the Description box, if it has been written here:



Or under Documents and links, by clicking on the "Show" button:



You can view the associated artefact (if one has been created and linked correctly) under Relations, by clicking on the title and then the "Open" text, which will open the associated record:



Once you have reviewed the reflection and the associated artefact, you can add a keyword to indicate whether it is Approved, or requires Follow-up:

**Keywords** ⓘ

KEYWORDS

ASJC SCOPUS SUBJECT AREAS

*There are no associations*

[Add ASJC Scopus subject areas...](#)

SUPERVISOR APPROVAL - SOTL REFLECTION ⓘ

*There are no associations*

[Add Supervisor Approval - SOTL reflection...](#)

Select either “Approved” or “Follow-up required” as appropriate:

**Add Supervisor Approval - SOTL reflection**

- **Approved**
- Follow up required

The selected keyword will appear as below:

**SUPERVISOR APPROVAL - SOTL REFLECTION** ⓘ

**Approved**

[Add Supervisor Approval - SOTL reflection...](#)

You can then save the record using the big blue “Save” at the bottom of the window:

Status: **Approved** ▼ [Save](#)

Note that the Status at the bottom next to the Save button is a Research Services workflow field and you do not need to change it. Reflections that have had the “Approved” keyword applied will drop out of the dashboard list, enabling you to view only reflections that have not yet been reviewed, or require follow-up.



If you add a follow-up keyword and the staff member has then addressed your feedback/corrected their reflection record, you can remove the “Follow up required” keyword by clicking on the minus button, and then follow the same process as above to add the “Approved” keyword:



If you are having any issues with this process you can send an email to [cro@csu.edu.au](mailto:cro@csu.edu.au) and a member of the team will assist you.