

**A'Sharqiyah University Policy
Research-Informed Teaching**

Policy name	Research-Informed Teaching		
Policy number	RS0009		
Contact Person	[Deputy Vice Chancellor for Academic Affairs and Research]		
Approval Authority	Board of Trustees		
Date first approved	[17 July 2018]	Last substantive review	[]
Policy Review Cycle	Every two years	Next review	[2020/21]

1. Definitions

Terms / Abbreviations	Definition
[Research-teaching nexus	[The relationship between research and teaching
[Research-informed Teaching	[Teaching that takes its facts and conclusions from the research findings of the academic instructor who conducted the research (this form of teaching is also referred to sometimes as research-led teaching). Moreover, research-informed teaching is also about fostering a research culture in which students are encouraged to think about how knowledge is developed and how they can be engaged in its development (Department for Curriculum and Quality Enhancement, 2012).
[Scholarly activity	[A demonstration of academic excellence in learning, service, creative artistry, judgement (assessment and evaluation) management/administration and public dissemination (Federation of Post-Secondary Educators, 2009)

2. Purpose

[The purpose of this policy is to ensure the existence of a research-teaching nexus by embedding faculty research into ASU's curricula in order to establish a research-informed learning and teaching environment.]

3. Scope

[ASU is teaching-led and aspires to be a research-informed higher academic institution. As such, while ASU places great value on the importance of providing quality teaching, it believes this teaching needs also to be underpinned by faculty research and scholarly activity and an educational culture that values scholarly enquiry and knowledge acquisition and creation among staff and students.]

4. Policy Statement

[ASU believes that faculty engaged in research and scholarly activity will need to use these skills in order to:

- Enhance their teaching material by their own research findings;
- Engage students in joint research activities through project assignments, research funding activities and joint publication;
- Produce instructional material published by recognized book publishers;
- Develop courses and programs whose importance is recognized by faculty research and scholarly activity.]

5. Key Stakeholders

[Faculty, students and University]

6. Procedures and Guidance

[Faculty (especially those of assistant professor ranking and above) will be required - in their annual performance appraisals – to demonstrate the extent to which their teaching is informed by their research through the provision of examples such as:

- Evidence of using published material (e.g., books, journals) or unpublished papers as part of a course's main or supporting student reading material.
- Evidence of engaging students in research to encourage scholarly enquiry and knowledge acquisition and dissemination in the classroom.
- Evidence of using their research and scholarly activity to share knowledge and achievement through university seminars.]

7. References

- [Federation of Post-Secondary Educators (2009). White Paper on Scholarly Activity, https://fpse.ca/sites/default/files/uploads/pdfs/Scholarly_Activity_White_Paper_090430.pdf
- [Stappenbelt, B (2015). The effectiveness of the teaching–research nexus in facilitating student learning, Journal of the Higher Education Academy, Volume 8, 2013 - Issue 1, 564,en.pdf
- [Department for Curriculum and Quality Enhancement (2012). Brief Note. 5. <http://www.port.ac.uk/departments/services/dcqe/developingyouracademicpractice/downloads/filetodownload,114>

8. Revision History

Version	Author/Reviewer	Revision(s) made and justification	Date