

AVONDALE'S TYPOLOGY OF SCHOLARSHIP

The prioritisation and systematic creation of an intellectual mission-based culture which promotes discovery, learning and teaching, applied practice and dissemination guides our institution's scholarly activities. Informed by the Higher Education Standards Framework, Avondale's model of scholarship also draws on the peer-reviewed research of Boyer (1990) and Schulman (2011).

Benchmarked policies, processes and collaborative scholarly activities foster outcomes which improve our teaching, learning and professional engagement in the core areas of Education, Health and Society and Culture, and as evidence of an ongoing commitment to advancing and disseminating new knowledge we share original research and effective practice with others.

Figure 1



Reference list

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation. Retrieved from: <http://www.hadinur.com/paper/BoyerScholarshipReconsidered.pdf>

Shulman, L. (2011). Feature essays: The scholarship of teaching and learning: A personal account and reflection. *International Journal for the Scholarship of Teaching and Learning*, 5(1). Retrieved from: <https://doi.org/10.20429/ijstol.2011.050130>