



AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION

Scholarly Activity Policy and Procedure

Category: Academic (ACA)

1. Policy Statement

The Australian Institute of Higher Education Pty Ltd (“AIH” or “the Institute”) is committed to nurturing a culture of scholarship throughout the Institute.

Scholarship is demonstrated through a range of scholarly activity (see Section 4 below) undertaken by permanent and sessional/ casual academic staff of the Institute and is overseen by the Academic Board and supported by the Dean. The Dean is responsible for developing a framework for encouraging and facilitating scholarship with each academic member in accordance with their discipline area.

A commitment to scholarship is a joint responsibility shared by individual staff members, managers and supervisors, and the Institute. Individual staff members are encouraged to seek appropriate opportunities for scholarship both within AIH and externally.

2. Categories of Scholarly Activity

As disciplinary specialists academics are expected to keep up to date with current thinking in their specialist areas and drive their own professional development through active scholarship. The Institute commits the resources necessary to facilitate scholarship and provides a supportive framework for academics to engage in scholarly discourse both within the Institute and any external academia.

2.1 Aspects of Scholarship

Scholarship by the faculty at AIH can take four main aspects:

1. Research based investigation focused on discovery and theory development,
2. Interpretation designed to draw meaning from the work of others; such research has an integrative function and connects the results from multiple studies within a discipline or across disciplines,
3. Practical applications of knowledge to problems or opportunities confronting the professions served by AIH programs, and/ or
4. Research in any of the above three categories that reflects on the processes of teaching, learning and pastoral care that are at the core of the AIH mission.

Scholarship in categories 2, 3 and 4 will be of particular significance for AIH students in relationship to teaching and learning, and academic development. There are a number of principles that underpin the realisation of this benefit.

2.2 Excellence in teaching and learning

Excellence in teaching is an outcome of the interaction of deep knowledge in the discipline and an understanding of teaching and learning paradigms. Academics that have a deep disciplinary understanding are more likely to go beyond simple didactic instruction; they may use a variety of student-centred teaching techniques such as experiential and discovery methods. Scholarship that links the content of the units with quality teaching methodologies will assist staff to reflect critically on both unit content and teaching and learning processes.

Accordingly, scholarship in the areas of teaching and learning involves:

- Demonstrating current content knowledge and ongoing intellectual engagement in primary and allied disciplines and their theoretical underpinnings;
- Deep reading in the literature of the discipline, disseminating that knowledge through interaction with peers and deploying that knowledge in collective efforts to continuously improve teaching and learning within AIH;
- Encouraging students to become critical, creative thinkers and enhancing understanding through interaction with students;
- Continuous critical reflection on professional practice within the discipline, with the aim of compulsory professional practice;
- Being informed about the literature on teaching and learning in relevant disciplines and being committed to the ongoing development to teaching practice; and
- Focusing on the learning outcomes of students.

2.3 Scholarship output

A series of regular seminar presentations will be organised by the Dean where permanent and sessional/ casual academic staff can present the results of their scholarly activity to colleagues and where appropriate, to representatives of the AIH student body. These seminars will achieve a number of objectives. These seminars will:

- Expose all staff to the content of other disciplines taught within the faculty and allow them to make connections between the specialist disciplines, ultimately giving each staff member a holistic view of the skills and criteria that the students should develop,
- Provide mutual support and encouragement for the development of scholarly activity among all staff, and in particular to ensure that sessional/ casual staff are included in the scholarly activity of AIH,
- Provide a collegiate form of mutual accountability for the quality of scholarly activity among all academic staff,
- Provide an institutionalised commitment that will ultimately become an ongoing culture into which new staff (permanent and sessional / casual) is inducted, and
- Provide a supportive foundation of development for early career scholars, which build rigour into their work required to achieve acceptance in the refereed streams of academic conferences and publications.

Academics staff members are also encouraged to prepare items for professional publications, as well as for peer reviewed academic journals.

Scholarly activity may be conducted individually, or in collaboration with other academic members of staff. On occasion, collaboration with upper level students may be warranted.

It is expected that all academic staff, permanent and sessional/ casual staff will be engaged in scholarly activities. Whilst this may vary in quality and quantity across academic staff levels, all academic staff will be supported in a manner that reflects their individual appointment level, expertise and professional development needs.

Sessional / casual lecturers will be supported to the extent of their contracted time at AIH. As many sessional/ casual lecturers may be working in the industry, their contribution to applied scholarship may be more applicable. Their exposure to critical trends and developments and their experience in their industry will comprise an excellent background from which scholarship can be developed. Students and professional publications can benefit from knowledge concerning relevant and cutting edge developments.

Permanent academic staff and the Dean may be able to contribute in the theoretical as well as practical scholarship aspects.

While scholarship forms an integral part academic staff activity, administrative and general staff members, particularly at senior levels, may, with the approval of their manager, undertake scholarly activities. Approval for particular projects will be given with consideration to their relevance of AIH's operational needs and the staff member's normal duties.

3. Supplementary activities

3.1 Professional practice

AIH supports academic staff to be active in professional associations and industry groups associated with their area of expertise as a means of maintaining industry relevance and relationships.

3.2 Curriculum development

Academic staff may be involved in teaching, learning and curriculum development projects.

3.3 Secondment

A member of academic staff may be seconded to another part of the Institute or to an external organisation. This may include industrial exchanges to enhance a staff member's professional development.

3.4 Research and further relevant qualifications

It is important to AIH that all scholarly and research activity is recognised. All permanent and sessional/ casual staff may be assisted in relevant research projects with resources and in-kind support. Staff are also encouraged and supported to gain further qualifications relevant to their areas of teaching expertise and full-time staff may be given time off to attend course related activity and examinations.

3.5 Membership of a Discipline Journal Editorial Board

Academic staff members are encouraged to be members of journal Editorial Boards. This demonstrates recognition of their prior contribution and leadership in the specific field through peer reviewed contributions to these journals. Staff members may also be recognised for their academic leadership through being guest editors, reviewers, track chairs, academic board members and through other leadership peer reviewing activities.

3.6 Anonymous Peer Reviewer

In line with 5.5, academic staff members are encouraged to be peer reviewers of journals and conference articles. This may also be in the form of a guest reviewer. Peer reviewing may also include being external reviewers of these submissions from higher education and tertiary institutions, submissions from other educational institutions, government related work that pertains to their field, and any other submissions that reflect the need for peer contribution from an academic member in recognition of their expertise in the area.

3.7 Membership of Academic Societies

AIH strongly encourages all academic staff to be members of their relevant professional and academic associations and societies. These may include regional, state, national and international associations and societies. AIH may also, through the Dean, subsidise these memberships. Staff members are expected to be active in their relevant academic societies, demonstrated through participation at events and scholarly contributions as relevant.

3.8 Peer Recognition

Significant contributions or ongoing participation in a relevant field of scholarship, professionalism, or research may be recognised through membership of an academic association, society or academy, or through other means, such as being a fellow of an academy. Academic staff should aspire to peer recognition of excellence in their relevant fields.

3.9 Presentation of Conference Papers

Conferences which:

- a) Comprise peer reviewed contributions
- b) Form part of accreditation requirements
- c) Constitute professional and industry bodies
- d) Undertake relevant and pertinent knowledge and development, such as not-for-profit and government organisations dealing with areas such as corporate citizenship

are all important aspects of scholarship at AIH. Academic staff members are encouraged to make presentations at these conferences. Participation includes the presentation of conference papers (peer

reviewed as relevant), being panel discussants, keynote speakers and invited speakers. AIH may, through the Dean, subsidise these scholarly and professional activities.

4. Planning for Scholarly Activity

All academic members of staff must submit to the Dean an annual plan for scholarly activity with a load that would be equivalent to the stated percentage of their time fraction for employment. This plan has to be approved by the Dean. The Dean (or his/her delegate) will then provide mentorship including advice and any financial contribution that might be offered by AIH. The outcomes of the plan will be discussed retrospectively as part of the annual performance review cycle. The relevant form for submission of the plan is attached as Schedule 1.

Sessional /casual academic staff have to plan and discuss their professional development and scholarly program with their relevant course coordinators. Funding will be allocated toward the professional development and scholarship of sessional /casual academic staff in accordance with areas described in Section 6 above. AIH is to be inclusive to provide equitable support and funding for all permanent and sessional academic staff.

The Dean will assess within the budgetary parameters requests for resourcing over and above the time fraction and advise the staff member of the level of support that will be provided. The Dean may also approve leave of absence for academic staff to undertake scholarly activity.

5. Monitoring Scholarly Activity

The Dean will monitor the scholarly activity of all permanent and sessional/ casual academic staff to ensure an appropriate level of scholarship throughout the faculty. An annual report detailing scholarly activity undertaken by academic staff will be prepared by the Dean and presented to the Academic Board. The report will include data on the types of scholarly activity undertaken, individuals who have undertaken scholarly activity and the Institute's contribution financially and in-kind. The Academic Board will in turn include a summary of scholarly activity as part of its annual report to the Board of Directors.

Feedback and comments from the Board of Directors, generally and specifically, will form the basis of performance management and quality improvement for the faculty. The Dean will monitor and review the development of scholarship of the whole academic faculty, as well as areas for improvement based on this method of performance management cycle.

6. Allocation of a Budget to Support Scholarship

AIH will allocate an amount in the annual budget, approved by the Board of Directors, to support scholarship. This is the professional development line item. The Dean will ensure equity of access for all academic staff when allocating resources for scholarly activity. Cross reference to the *Staff Professional Development Policy* concerning budget, time and other support for professional development.

7. Further reading

Some useful references that might assist those in building a culture of scholarship include the following:

Boyer E.L. (1997) Scholarship Reconsidered: priorities of the professoriate, The Carnegie Foundation for the Advancement of Teaching NY

Glassick C.E. Taylor Humber M., Maeroff G.I. Scholarship Assessed: evaluation of the professoriate The Carnegie Foundation for the Advancement of Teaching, NY

O'Meara K. and Rice R.E. (2005) Faculty Priorities Reconsidered: rewarding multiple forms of scholarship Jossey Bass, San Francisco

8. Document Version Control and Management

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Schedule 1 – AIH Scholarship and PD Plan

AIH Higher Education Scholarship and Professional Development Plan

Each year, all academic staff are required to submit their completed scholarship and professional development activities undertaken in the previous two years as well as their proposed scholarship and professional development activities to be undertaken in the current year.

Please fill in the details below and submit to your academic supervisor. Academic supervisors of sessional and permanent academic staff are their course coordinators; the academic supervisor of a course coordinator is the Dean.

This completed form should be submitted by *end of January each year*.

Part 1: Personal Details

Personal details

Last Name	
Given Name	
Title (e.g. Dr, Prof, Ms, Mr)	
Contact Number	
Email address	

Current employment

Type of Appointment	Fixed	Expiry date (<i>if relevant</i>)	Other comments
	Continuing	Probation date (<i>if relevant</i>)	
Current work profile	___% Scholarship of Teaching	___% Scholarship	
Date of initial appointment			
Date of appointment/Promotion to Current Level			
Fraction (if on a fractional appointment (e.g. 60%))			

Part 2: Professional Development

The aim is for academic staff to have current knowledge in the topics they deliver.

Items included could be but are not limited to, further relevant academic study with a research component, engagement in activities that enhance ability to deliver current knowledge such as workshops, participation in professional development activities, seminars, training sessions recognised by professional bodies, etc.

Description	Dates	Relevant AIH unit

Part 3: Research Output

The aim is for academic staff to show that their knowledge is validated by their academic peers.

Items included could be but are not limited to, research, publications, supervising theses and presenting papers at academic or professional meetings/conferences.

Title	Dates	Type (e.g. book, journal article, conference paper, etc.)

Part 4: Professional Scholarly Activities

The aim is for academic staff to contribute to their profession.

Items included could be but are not limited to, membership of relevant academic or professional boards or committees, scholarly activities such as reviewing journal articles, serving as panel experts, seminar presentations etc.

Description	Dates

Part 5: Proposed Professional Scholarly Activities

The aim is for academic staff to continue to enhance their knowledge and skills.

Please provide a description of your proposed Scholarship and Professional Development plan for the current year and include an evaluation of how these activities will enhance your knowledge and skills.

Description	Evaluation