

SCHOLARLY ACTIVITY POLICY AND PROCEDURE

1. Overview

Higher Education Leadership Institute (“the Institute”) promotes high quality learning and teaching through a systematic focus on scholarship that informs and enhances staff’s teaching and student learning.

is committed to nurturing a culture of scholarship throughout the academic staff of the Institute.

As stated in the *Academic Freedom, Integrity and Free Intellectual Enquiry Policy [QAF005]* the Institute expects its academic staff to exhibit a strong commitment to scholarship and the professional expectations of their academic disciplines and improved industry practice. The pursuit of knowledge through intellectual inquiry is highly valued as a mark of institutional excellence. Furthermore, the *Criteria for Higher Education Providers B1.1.4*¹ requires every higher education provider’s academic staff to be active in scholarship that informs their teaching.

Scholarship is demonstrated through a range of scholarly activity undertaken by the Institute’s academic staff and is overseen by the Academic Board and supported by the Dean.

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

2. Context

It is a normal part of the duties of academic staff of higher education providers to undertake scholarly activity that extends the boundaries of knowledge and understanding in their disciplines and practice as educators or extends their own scholarship. It is also a normal expectation that academic staff will use the information and understandings that they achieve through this scholarly activity to prepare papers for publication in quality peer-reviewed journals, books, magazines and conferences where their ideas and findings can be discussed and critiqued by other experts in their fields, or to assist other practitioners in their discipline and profession to continue to develop their own professionalism.

While research, the ‘extension of the boundaries of knowledge’, and professional dialogue are a normal part of the work of academic staff in a higher education institution, the Institute is primarily a teaching institution. Therefore, scholarship will normally be focussed on improving the teaching and learning environment and the Institute’s courses.

Scholarly activity may be done individually or collaboratively with other members of staff or with senior students, or members of other higher education providers.

While scholarship is an integral part of the duties of academic staff, some professional staff members, particularly at senior levels, may, with the approval of their manager, undertake scholarly activities. Approval for particular projects will be given in consideration of their relevance to the Institute’s operational needs and the staff member’s normal duties.

¹ Higher Education Standards Framework (Threshold Standards) 2015, Department of Education and Training, 7 October 2015
<<https://www.comlaw.gov.au/Details/F2015L01639>>

3. Facets of scholarly activity

Scholarly activity may take various forms and the following examples of scholarship that may be supported by the Institute are illustrative and not intended to be exhaustive:

3.1 Professional practice

The Institute supports all staff to be active in professional associations and industry groups associated with their area of expertise as a means of maintaining industry/professional currency. Subscribing to professional publications is also an adjunct to maintaining professional currency.

3.2 Professional enquiry

The Institute encourages staff to be an integral part of their community of practice through questioning current thinking and through social commentary relating to professional issues, including through social media.

3.3 Workshops and seminars

The Institute provides in-house academic training sessions and workshops to all full-time, part-time and sessional academic staff and encourages and supports attendance at short courses and seminars.

3.4 Conferences

The Institute supports attendance of its staff at targeted conferences and normally requires conference participants to present peer-reviewed papers or participate in panels at the conferences that they attend.

3.5 Publication

The Institute supports the preparation of papers for peer review and publication in recognised journals or books, or through targeted conferences where ideas and findings can be discussed and critiqued.

3.6 Curriculum development

HELL strongly encourages staff to be involved in developing, implementing and delivering learning and teaching improvements and curriculum development projects to enhance the quality of student learning and engagement

3.7 Interaction with other higher education providers

A member of academic staff may participate in activities with another higher education provider such as assessment moderation, benchmarking or participation on an academic board or course advisory committee.

3.8 Higher relevant qualifications

Staff are encouraged and supported to gain higher qualifications relevant to their areas of teaching expertise. Academic staff may be given time off from other duties to attend course related activity and examinations.

3.9 Research activities

Academic staff may be assisted in relevant research projects with resources and in-kind support.

4. Allocation of a budget to support scholarship

The Institute will allocate an amount in the annual budget to support scholarship. As a benchmark, this amount will normally be no less than 5% of total salaries of academic staff. The Dean will ensure equity of access for all staff when allocating resources for scholarly activity.

5. Appointment of Adjunct Research Fellows

To support the scholarly profile of the Institute the Academic Board (upon the recommendation of the Dean) may appoint Adjunct Research Fellows to undertake particular scholarly activities, preferably in collaboration with Institute academic staff. While Adjunct Research Fellows are unpaid, they may receive support through the scholarly activity budget, for example to attend conferences on behalf of HELI at which they are presenting.

6. Planning for scholarly activity

The Dean will normally include scholarly activity as an agenda item for all academic staff meetings. Opportunities for scholarly activity will be discussed and academic staff can share aspects of their current scholarly activity with colleagues. These discussions will provide mutual support and encouragement for the development of scholarly activity among all staff, provide a collegiate form of mutual accountability for the quality of scholarly activity, and nurture a commitment to scholarly activity that will ultimately become part of the ongoing culture of the Institute into which new staff are inducted.

The Dean will contact all academic staff members in the final quarter of the academic year to liaise with them about their proposed scholarly activity during the following academic year commensurate with their teaching load, and in the case of permanent staff, at least equivalent to the stated percentage of their time fraction for employment. The staff member must demonstrate how their proposed scholarly activity advances the Institute and in particular teaching and learning.

The Dean will provide mentorship and advice to academic staff regarding their proposed scholarly activities including an indication of any financial contribution that might be offered by the Institute.

7. Monitoring scholarly activity

The Dean will monitor the scholarly activity of all academic staff to ensure an appropriate level of scholarship is maintained throughout the Institute. Each member of academic staff is required to undertake a self-assessment at the end of each academic year and complete the required form [HR070].

Based on these individual self-assessments the Dean will prepare an annual report detailing scholarly activity undertaken by staff during each calendar year. 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 measured against the allocated budget. The report will be presented to the Academic Board at its first meeting of the following academic year.

The Academic Board will in turn include a summary of scholarly activity as part of its annual report to the Board of Directors.

9. Related documentation

- FRM001 Scholarly Activity Outcomes / Plan
- HR070 Academic Staff Professional Development and Scholarly Activity Self-Assessment Form

10. Version history

Version	Approved by	Approval Date	Details
1.0	Academic Board	20 February 2016	Document creation and initial approval
1.1	Academic Board	20 July 2016	Minor grammatical changes Addition of adjunct appointments
1.2	Academic Board	28 February 2018	Minor change to better reflect new standards
2.0	Academic Board	4 March 2020	Scheduled review
3.0	Academic Board	20 May 2022	Scheduled review

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