

# Policy on Scholarly Activity and Professional Development for Academic Staff

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<b>Approved by</b>	Stanley College Academic Board
<b>Authorised Officer</b>	Vice-President, Higher Education
<b>Supporting documents, procedures and forms of this policy</b>	Procedure on Scholarly Activity and Professional Development for Academic Staff Learning and Teaching Plan Scholarship and Professional Development Form Staff Recruitment and Performance Policy and Procedure Academic Integrity Policy and Procedure Scholarly Activity Plan
<b>Relevant Legislation and Regulation</b>	<a href="#">Higher Education Standards Framework 2015, Part A: Standard 3.2 (Staffing)</a> <a href="#">Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</a> <a href="#">TEQSA Guidance Note: Scholarship</a> <a href="#">National Statement on Ethical Conduct in Human Research</a> <a href="#">Australian Code for the Responsible Conduct of Research</a>
<b>Audience</b>	Stanley College Academic Staff

## 1. PURPOSE

- 1.1 This policy provides a framework for the professional development of academic staff at Stanley College (both permanent and sessional staff). At Stanley College, professional development for academic staff is concerned primarily with supporting and encouraging learning and teaching capabilities, and scholarly activity.

## 2. SCOPE

- 2.1 This policy applies to all academic staff of higher education at Stanley College.

### 3. DEFINITIONS

<b>Academic staff</b>	All staff employed on a permanent or sessional academic and teaching-focused contract.
<b>Professional Development</b>	Learning activities for the purpose of developing, maintaining and enhancing the value and relevance of professional credentials. At Stanley College these include both learning and teaching credentials and discipline-specific credentials.
<b>Research</b>	The creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies, inventions and understandings. This could include synthesis and analysis of previous research to the extent that it is new and creative.
<b>Scholarly Activities</b>	<p>Aspects of scholarly activity include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Scholarly publication/communication such as literature reviews and conference presentations;</li> <li>• Scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development;</li> <li>• Original research in a discipline or on teaching and learning practices;</li> <li>• Leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or teaching and learning in a field, contributions to professional journals);</li> <li>• Contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice);</li> <li>• Involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e., those concerned with advances in practice or knowledge);</li> <li>• Individual or collaborative activities, e.g., 'journal clubs', to remain abreast of developments in a field, combined with reflective practice.</li> </ul>
<b>Scholarship</b>	Those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field.
<b>Scholarship of Teaching and Learning (SoTL)</b>	The Scholarship of Teaching and Learning (SoTL) for Stanley College refers to the systematic inquiry, critique, research and development in teaching, learning and the broader educational context which advances and publicly provides educational benefit to students, staff and the higher education sector.
<b>Sessional staff</b>	Staff employed on a sessional basis 36 hours or more per semester.

## 4. POLICY PROVISIONS

### Principles

- 4.1 Stanley College is committed to appointing and retaining high-quality academic staff, and to supporting that staff through professional development. Professional development opportunities will be aligned to Stanley College's teaching and learning objectives and managed to ensure that staff are up-to-date with the latest professional industry standards as well as teaching and learning andragogies. The professional development of academic staff ultimately provides an improved learning experience for students pursuing a higher education qualification at Stanley College.
- 4.2 Stanley College will provide opportunities for academic staff to enhance and assure the quality of learning and teaching.
- 4.3 All academic staff will undertake a minimum of seven hours of professional development in learning and teaching each year. This will be identified and incorporated in staff work plans. Subsequent contracts for sessional academic staff may be dependent upon the successful completion of the minimum professional development requirement.
- 4.4 Stanley College will provide financial support and allocated time to sessional academic staff for professional development activities in recognition of the value that Stanley College places on good teaching and learning.
- 4.5 Professional development will support Stanley College's objective of developing and maintaining a culture of learning and teaching that encourages academic staff to continuously improve their discipline-specific content knowledge and teaching and learning methods.
- 4.6 Stanley College will familiarize all academic staff with this policy as part of their induction into the College.

### Scholarly Activities and Scholarship

- 4.7 Stanley College encourages academic staff to be research active to maintain the currency of knowledge and inform teaching practices and approaches. Stanley College will adopt the principles of the *National Statement on Ethical Conduct in Human Research* and the *Australian Code for the Responsible Conduct of Research* in meeting ethical and integrity requirements in research and scholarship by academic staff members. This policy facilitates and encourages internal and external partnerships and industry collaborations.
- 4.8 The following are examples of scholarly activities according to *TEQSA Guidance Note: Scholarship*:
  - a. Scholarly publication/communication such as literature reviews and conference presentations;
  - b. Scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development;
  - c. Original research in a discipline or on teaching and learning practices;
  - d. Leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or SoTL in a field, contributions to professional journals);

- e. Contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice);
  - f. Involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e. those concerned with advances in practice or knowledge); and
  - g. Individual or collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field, combined with reflective practice.
- 4.9 Stanley College is primarily a teaching institution. Scholarly activity is focused on quality learning and teaching to ensure a nexus between research and teaching. Although a proportion of Stanley College academic staff may engage with theoretical and applied research in their disciplines, all academic staff members will conduct scholarly activities to continuously improve learning and teaching.
- 4.10 Academic staff have the right to:
- a. Undertake scholarly activities that lead to the creation of new knowledge;
  - b. Participate in determining the treatment of intellectual and practical issues in the subjects they teach, to provide a balanced presentation that enhances student learning; and
  - c. Freely disseminate the results of their scholarly activities, without undue interference from any other party provided that the activities are conducted in accordance with the Stanley College code of conduct.
- 4.11 Scholarly activity may be done by an individual alone or could be done in collaboration with other academic staff members within or outside the institution or with senior students.
- 4.12 Scholarly activity is an integral part of the duties of academic staff; some general staff members, particularly at senior levels, with the approval of their manager, may also undertake scholarly activities. Approval for particular projects will be given in consideration of their relevance to operational needs and the staff member's normal duties.
- 4.13 In addition, the vision and mission of Stanley College highlight the practical nature of the courses. Therefore, the majority of scholarly activities undertaken by Stanley College academic staff are designed to keep academics up-to-date in their discipline knowledge, with a sound understanding of professional practice while also maintaining familiarity with the most relevant learning and teaching principles.

#### **Funding of Scholarly Activity**

- 4.14 Stanley College will allocate an amount in its annual budget to support scholarly activity and professional development for all academic staff. Funding shall include facilitating attendance and approved staff absences. The Vice-President, Higher Education (VP-HE) will ensure funding for scholarly activity and professional development is used in an equitable manner.
- 4.15 Scholarly activity funding may be available for, but is not limited to:
- a. Membership fees for relevant professional associations;
  - b. Workshops at Stanley College delivered by internal and external experts; and
  - c. Attendance by academic staff at relevant external academic conferences or professional seminars (including funding towards travel, accommodation, registration fee and conference meals).

### **Planning for Scholarly Activities**

- 4.16 Scholarly activities of academic staff are discussed at academic staff meetings to help academics identify opportunities for scholarly activities, and share the outcomes of these activities.
- 4.17 The VP-HE discusses the individual scholarly activity plan with each academic staff member at the beginning of each calendar year.
- 4.18 The VP-HE provides mentorship and advice to academic staff regarding their proposed scholarly activities including an indication of any financial contribution that might be offered by Stanley College. The plan is agreed upon and progress will be tracked and discussed in the staff member's annual performance review.

### **Monitoring Scholarly Activities**

- 4.19 Scholarly activities are monitored by the VP-HE to ensure an appropriate level of activity is maintained by all academic staff.
- 4.20 The VP-HE prepares an annual report for the Academic Board on the types of scholarly activities undertaken.
- 4.21 The Academic Board presents an annual summary of scholarly activities to the Board of Directors.

### **Responsibilities**

- 4.22 The Scholarly Activities Committee, chaired by the VP-HE, is the coordinator for all scholarly activities and liaises with the President and academic staff.
- 4.23 The President approves and monitors the annual budget. The President is responsible for:
  - a. Liaising with supervisors and monitoring overall staff development needs;
  - b. Disseminating staff development opportunities; and
  - c. Preparing annual reports to the Academic Board and Board of Directors on staff development and scholarly activities.
- 4.24 **The VP-HE will:**
  - a. Be responsible for implementation of this policy together with the HR Manager;
  - b. Will be responsible for monitoring, supporting, and approving professional development activities for academic staff;
  - c. Encourage staff to undertake scholarly activities and monitor those activities;
  - d. Encourage staff to share new knowledge with colleagues, students and the public;
  - e. Enable scholarly activities by encouraging collaboration, monitoring staff workloads and ensuring staff can be released to undertake activities;
  - f. Promote academic freedom and intellectual inquiry and recognise excellence in learning and teaching; and
  - g. Disseminate information to promote scholarly activity, including research opportunities and opportunities to develop scholarly papers and publications.

4.25 Lecturers will:

- a. Identify and discuss their own individual needs with their supervisor, and participate in performance reviews;
- b. Undertake professional development activities and meet minimum required hours to improve teaching and learning and discipline specific knowledge;
- c. Undertake further study where relevant to upgrade their qualifications;
- d. Maintain their own portfolio of professional development activities, teaching and learning reflections and improvement;
- e. Be involved in scholarly activities;
- f. Demonstrate that the scholarly activity is relevant to the discipline especially align with the Strategic Goals of Stanley College; and
- g. Complete the Scholarly Activity Record Form at the end of each scholarly activity.

4.26 The HR Manager will be responsible for:

- a. Storing completed professional development forms in staff employee files; and
- b. Monitoring and tracking completed professional development hours for each academic staff member.

**Payment of Wages on Approved Scholarly Activities**

4.27 Lecturers and other employees may be entitled to receive their usual salary or may claim for 'hours worked' for scholarly activities.

4.28 Full-time staff will be entitled to receive their salary when the approved scholarly activity is during their ordinary working hours and is approved as part of the *Scholarly Activity and Professional Development Form*.

4.29 Sessional Staff may be entitled to receive their hourly rate for approved scholarly activities as per the *Scholarly Activity and Professional Development Form*. Requests will be reviewed on a case by case basis.

**Promotions**

4.30 Stanley College will implement a scheme for promotions and salary reviews after the first year of delivering courses. The scheme shall be established in consultation with staff and shall be in line with industry practices. The Board of Directors shall review the scheme and make recommendations.