

A115 Scholarly Activity and Professional Development Policy

Policy Category	Academic	
Responsible Officer	Academic Dean	
Review Date	March 2026	
Related documents	Governance Charter Professional Development Policy	
Version	Authorised by	Approval Date
2.0	Academic Board	00/00/2024

1. Context

This Policy supports Australian Institute of Higher Education’s Higher Education (AIBI HE/the ‘Institute’)’s commitment to ongoing engagement in scholarly activity by academic staff.

Scholarly activity ensures that academics are abreast of current developments in their discipline area, aware of the most recent learning and teaching practices, up-to-date with the latest advances in professional practice, and build capacity for emerging and future educational needs. The outcome of scholarly activity is characterised by an enriched, relevant and dynamic student experience, with improved graduate outcomes regarding work-readiness and further study.

2. Definitions

Pedagogy: the discipline that deals with the theory and practice of teaching and how these influence student learning.

Scholarly activity: academic activity which contributes to the reservoir of shared knowledge within a specific discipline area.

Scholarship: those activities concerned with gaining new or improved understanding, appreciation, and insight into a discipline or field of education, and engaging with and keeping up to date with advanced in the field. This includes advances in ways of learning and teaching in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research.

3. Scope

This Policy applies to all academic staff at AIBI HE.

4. Policy principles

The key principles informing this Policy are:

- importance of scholarly activities for offering students a quality and current course of study, resulting in work ready graduates or graduates who are prepared for further study; and
- joint responsibility of the academic and AIBI HE for engagement in scholarly activities.

5. Policy details

5.1. Categories of scholarship activity:

Scholarship in higher education includes four different categories:

- The scholarship of discovery - original research that advances knowledge;
- The scholarship of integration - synthesis of information across disciplines, across topics within a discipline, or across time;
- The scholarship of practice - involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers; and
- The scholarship of learning and teaching - the systematic study of learning and teaching processes. It differs from scholarly teaching in that it requires public sharing and the opportunity for application and evaluation by others.

5.2. Types of scholarly activity

Scholarship is a sub-set of professional development and encompasses a broad range of activities which can include, but is not necessarily limited to:

- presenting discipline-based topics and/or pedagogically-based topics at staff meetings, forums, conferences, workshops, or attending such events;
- integration of new discipline or pedagogical approaches into the curriculum;
- engaging in original research in a discipline or on learning and teaching practices, or sharing research findings;
- mentoring of less experienced teaching staff;
- taking on higher levels of academic leadership and responsibility;
- engagement with other higher education providers regarding discipline-based or pedagogically-based topics;
- benchmarking with internal and external colleagues regarding curriculum design and student outcomes;
- involvement in learning and teaching planning, projects, committees and reviews;
- contributions to scholarly publications such as journals and conference papers;
- contributions to a professional body, industry groups, or community of practice in advancing knowledge and practice;
- involvement in relevant activities of academic societies, editorial roles or peer review;
- undertaking higher level qualifications that lead to scholarly outputs, especially higher degree research courses; and
- undertaking advanced discipline-based practice.

5.3. Support for scholarship

AIBI HE may support staff in undertaking scholarship in several ways, including:

- an annual allocation of financial resources to support scholarly activity, including attendance at conferences, seminars, or subsidising the cost of undertaking higher level qualifications;
- reduced or revised workload allocation to enable scholarly activity;
- secondment to a more senior academic position;
- mentoring of less experienced academic staff; and
- release to engage in industry or professional activities.

5.4. Responsibilities of academic staff

AIBI HE expects that scholarship will be a standard part of the responsibilities of academic staff. Scholarly activities will be discussed as part of each academic staff member's performance and development plan.

Staff who undertake scholarly activity are expected to share associated findings or outcomes with other academic staff and incorporate learnings within the curriculum.

It is an expectation of staff in positions of academic leadership will:

- have advanced knowledge of pedagogy and contemporary developments in the discipline or field, informed by ongoing scholarship; and
- use this knowledge to improve student outcomes by leading discussions with academic staff, mentoring staff, and in activities associated with course review and course development.

AIBI HE management is responsible for recognising and rewarding scholarly achievements.

5.5. Planning and monitoring scholarly activity

The Academic Dean(s) will develop an annual Scholarly Activity Plan.

- At the beginning of each calendar year academic staff must submit to the Academic Dean(s) a Staff Development Plan where they outline their scholarly activity goals and provide information on any support required.
- The Scholarly Activity Plan will be developed by the Academic Dean(s) and provided to the first Teaching and Learning Committee meeting of the calendar year for discussion.
- The Scholarly Activity Plan will be provided at the first Academic Board meeting of the year for approval.

The Academic Dean(s) will monitor the scholarly activity of all staff within the Scholarly Activity Plan.

- At the completion of the calendar year academic staff will provide evidence of their completed scholarly activity which will be reviewed against the Scholarly Activity Plan.
- The Academic Dean(s) will provide a report to the Academic Board outlining the scholarly activity undertaken at AIBI HE and will include data on types of activity

undertaken, individual scholarly activity, and AIBI HE's financial contribution as measured against the budget.

6. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the *Staff Complaints and Appeals Policy*, which can be accessed from the AIBI HE website.

7. References

Higher Education Standards Framework (Threshold Standards) 2021 - Part A, Standards 3.1, 3.2; Part B, 1.1.3, 1.1.4, 2.3d

The Boyer Model of Scholarship (Boyer, 1990)

8. Acknowledgements

In developing this policy, AIBI HE acknowledges:

- TEQSA's Glossary of Terms
- *TEQSA Guidance Note: Scholarship*

Document History:

Version	Date	Author	Reason	Sections
0.1	19/9/2017	Lincoln Aleck	Feedback from AB members, 14 Sept 2017 (via circulation)	All
0.2	29/5/18	Stephen Andrews	Revised in response to Academic Board feedback 23/4/18, and approved Policy Development and Review Framework	All
0.3	20/06/18	Julien Marechal	Inclusion of recognition of scholarly achievements as requested by the Executive Management Committee at its 19 June 2018 meeting	5.4
1.0	29/06/18	Julien Marechal	Amended as requested by the Academic Board when approved at its 25/06/18 meeting	2, 5.4
1.1	10/05/2022	Chaido Kiourkou	Amended to reflect new corporate name Australian Institute of Business Intelligence; abbreviated to the Institute and new logo	All
2.0	22/03/24	Amon Broughton	Review and update as part of the External Course Review process.	5.5