

Staff Scholarship Policy

Document

Document Name	Staff Scholarship Policy
Brief Description	The purpose of this policy is to articulate the principles and processes that underpin the culture of scholarship at the Sydney Institute of Business and Technology (SIBT).
Responsibility	Academic Director
Initial Issue Date	5 June 2023
Date for Next Review:	5 June 2025

Version Control

Date/Approval	Version No.	Summary of Changes	Reviewer Name and Department/Office
05/06/2023	1	Initial Release	Academic Board

Related Documents

Name	Location
Position Descriptions	N/A
SIBT Learning and Teaching Plan	
TEQSA Guidance Note: Scholarship	Guidance Note: Scholarship Tertiary Education Quality and Standards Agency (teqsa.gov.au)



Contents

1. Purpose.....	3
2. Definitions	3
3. Application	3
4. Policy Statement.....	3
4.1 Key Principles.....	3
4.2 Approach to Scholarship	3
4.3 Scholarly Activities	4
5. Responsibility for Scholarship.....	5
5.1 Teachers	5
5.2 Academic Leaders	6
5.3 Learning and Teaching Committee	6
5.4 Academic Board	6

1. Purpose

- a) The purpose of the Staff Scholarship Policy is to guide and support a culture of scholarship within the Sydney Institute of Business and Technology (SIBT) and to ensure that academic staff engage in meaningful scholarly activity that will improve their teaching practices and enhance students' learning experiences and outcomes.

2. Definitions

Term	Meaning
Scholarship	Refers to those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field (HESF 2021).

3. Application

- a) The Staff Scholarship Policy applies to all academic staff at SIBT and to members of the management team with direct responsibility for the management of the academic affairs of the organisation.

4. Policy Statement

4.1 Key Principles

- a) The key principles informing this Policy are:
 - i. SIBT is primarily a teaching-focused institution.
 - ii. SIBT expects its academic staff to engage in scholarship that deepens their knowledge and understanding of their specific discipline area.
 - iii. Scholarly activity may be undertaken on an individual basis or in collaboration with other members of staff, a relevant professional body, or communities of practice.
 - iv. Scholarly activity is expected to inform and improve SIBT's learning and teaching environment and ensure that academic staff are up to date with current teaching and assessment practices.
 - v. SIBT may support scholarship through allocated scholarly activity hours and financial support for approved activities that are in line with the stated principles.

4.2 Approach to Scholarship

- a) Scholarship and the maintenance of a scholarly environment at SIBT is broadly informed by TEQSA's Guidance Note and the organisation's Learning and Teaching Plan.

- b) In the context of the *Higher Education Standards Framework (Threshold Standards) 2021* (HES Framework), 'scholarship' refers to those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field.
- c) Engagement in scholarship can be considered:
 - i. Across a provider (e.g., policy frameworks, resource allocation, institutional expectations, staff workforce planning), or
 - ii. At the level of individual activity (e.g., part of an individual's scholarship plan, teaching, research, or professional practice).
- d) Various aspects are relevant to higher education, but a key component is that scholarship:
 - i. Advances knowledge or professional practice in a field, or
 - ii. Transmits advances through contemporary approaches to teaching and learning, or research and training.

4.3 Scholarly Activities

- a) Scholarly activity may be conducted individually or in collaboration with other members of staff or external bodies. Academics should seek opportunities for scholarly activity both within the organisation and externally, which reflects their appointment level, duties and responsibilities, expertise, and individual needs.
- b) The Program Convenors request teaching staff to report their scholarly activity at least annually in a centralised register. It is the responsibility of each member of staff to update their annual review with a list of scholarly activities completed and an indication of how this work has impacted their teaching.
- c) The areas of scholarly activity reported include but are not limited to:
 - i. Innovative professional practice that informs teaching and learning;
 - ii. Publication and other forms of scholarly communication;
 - iii. Creation and innovation in the conduct of teaching;
 - iv. Peer reviewed scholarly output/publication/communication (e.g., literature reviews, conference presentations, journal publications);
 - v. Scholarly review, original research or teaching practice that collectively contribute to course development;
 - vi. Synthesising and communicating advances in evidence-based practice (e.g., presentations/podcasts/feature articles on current knowledge, practice, or teaching and learning in a field);
 - vii. Working as an invited expert interviewed in reputable media releases;
 - viii. Teaching practice engaging the latest ideas, debates and issues (e.g., improved pedagogies, learning processes, curricula, academic policies and learning materials);
 - ix. Contributions to relevant professional bodies or communities of practice (e.g., development of new standards, knowledge resources, codes of practice);
 - x. Active and ongoing involvement in relevant scholarly academic societies, editorial roles or peer review;
 - xi. Facilitating workshops or short courses at reputable, professional establishments and higher institutions on matters related to scholarship, research, learning and teaching or a discipline relevant to the SIBT curriculum;

- xii. Undertaking higher level qualifications that lead to scholarly activity, in particular higher degrees by research;
- xiii. Undertaking advanced specialised practice or scholarly secondments.
- d) SIBT seeks to engage academic staff who are working and active in industry. SIBT is committed to fostering a culture of scholarship amongst all academic staff by supporting them to undertake regular scholarly activities.
- e) Each academic staff member is entitled to participate in scholarly activities upon approval of both the Academic Director and respective Program Convenor.
- f) Success indicators for full-time teaching staff include the requirement for a minimum of one to two scholarly activities or outputs per year depending on the nature of the activity – one in the area of learning and teaching and/or one related to the relevant discipline. Scholarly activities and outputs for part-time and sessional staff will be pro-rated based on their volume of teaching and their individual needs with each member required to demonstrate how they have participated in scholarship over a 12-month period.
- g) Program Convenors conduct an annual performance review of respective teaching member and use this exercise to determine the development needs of each individual. The annual review of scholarship seeks to understand the nature of the activities undertaken by teaching staff, but more importantly, to understand the impact of these on learning and teaching.
- h) The Academic Director assesses each Program Convenor's scholarly and developmental activities in accordance with their role responsibilities.

5. Responsibility for Scholarship

- a) The Academic Director and Program Convenors ensure that all teaching staff have the appropriate qualifications and the commitment to participate effectively as members of the scholarly community of SIBT. The execution of this responsibility is overseen by the Academic Board.
- b) All teaching staff are required by their contract of employment to remain well informed about contemporary practices in their field of education and subject area.
- c) At SIBT, the commitment to scholarship is a joint responsibility where individuals are encouraged to seek opportunities for scholarly activities. SIBT may provide financial support to assist staff with such things as attending and presenting at professional conferences and involvement in relevant academic societies and undertaking further education, where applicable.

5.1 Teachers

- a) All teaching staff, full-time, part-time, and sessional, are expected to participate in scholarly activity that:
 - i. Enhances the integrity and quality of the academic programs;
 - ii. Supports the ongoing development of learning and teaching practices;
 - iii. Provides engagement with the education sector, professional bodies and industry;
 - iv. Encourages students to become critical and innovative thinkers;
 - v. Promotes a positive student experience;
 - vi. Facilitates life-long-learning;

- b) Can be shared with colleagues to enhance the scholarly environment of the organisation.

5.2 Academic Leaders

- a) In addition, all academic leaders are expected to participate in scholarly activity that:
 - i. Improves institutional practice;
 - ii. Provides information and resources to the students that are current, accurate and relevant;
 - iii. Develops and promotes ethical leadership;
 - iv. Supports the development of learning and teaching practices;
 - v. Provides engagement with the education sector, professional bodies and industry.
- b) Academic leaders are responsible for the review and assessment of the scholarly activities of each member of academic staff and monitoring the impact of these activities on the learning environment.

5.3 Learning and Teaching Committee

- a) The Learning and Teaching Committee is responsible for overseeing the development and maintenance of the scholarly community of the institution in line with the Learning and Teaching Plan.
- b) This includes the process of regularly gathering and reporting on the scholarly activities of the academic staff at each committee meeting and reporting to the Academic Board on an annual basis.

5.4 Academic Board

- a) The Academic Board is responsible for ensuring the scholarship policy and activities of the institution are being adhered to at the organisational level.
- b) This includes reviewing regular reports provided by the Academic Director and Chair of the Learning and Teaching Committee and providing feedback and guidance on the policy.