

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).
Responsible Officer	Academic Director
Delegated Approver	Academic Board
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Version Control

Date/Approval	Version No.	Summary of Changes	Reviewer Name and Department/Office
5/5/25	2	Format changes for consistency with Policy suite, added Review clause, added related Policy. Strengthened and provided clarity on scholarly activity requirements and reporting.	Academic Board

Related Documents

Name	Location
Recruitment, Appointment, and Induction Policy	SIBT Website
Position Descriptions	SIBT SharePoint
SIBT Learning and Teaching Plan	SIBT SharePoint
TEQSA Guidance Note: Scholarship	Guidance Note: Scholarship (teqsa.gov.au)

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1. Purpose

- a) The purpose of this 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	<p>Activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field (HESF 2021). A key component is that scholarship:</p> <ul style="list-style-type: none"> • advances knowledge or professional practice in a field, or • transmits advances through contemporary approaches to teaching and learning, or research and training.

3. Application

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

4. Policy Statement

- 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 scholarships that deepen their knowledge and understanding of their specific discipline area and transmit advances through contemporary approaches to teaching and learning, or research and training.
 - iii. Scholarly activity is expected to inform and improve SIBT's learning and teaching environment and ensure that academic staff are up to date with advancing knowledge in their field and current teaching and assessment practices.
 - iv. SIBT may support scholarship through allocated scholarly activity hours and financial support for approved activities that are in line with the stated principles.

5. 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) 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).
- c) 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.

6. Scholarly Activities

- a) Scholarly activities which entail any financial support by SIBT and / or changes to the teacher's teaching timetable require the approval of both the Academic Director and respective Program Convenor.
- b) Success indicators for teaching staff include the requirement for a minimum of 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.
- c) 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. 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.
- d) Program Convenors request teaching staff to report their scholarly activity at the end of each teaching session via the [Scholarship Register Form](#), which documents scholarly activities completed in a centralised Scholarship Register at the end of each teaching session via the Scholarship Register Form, which documents scholarly activities completed in a centralised Scholarship Register.'
- e) It is the responsibility of each member of staff to document all scholarly activities completed and an indication of how this work has impacted their teaching via the [Scholarship Register Form](#).
- f) 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.
- g) 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.
- h) The Academic Director assesses each Program Convenor's scholarly and developmental activities in accordance with their role responsibilities.

7. Roles and Responsibilities

- a) The Academic Director and Program Convenors ensure that all teaching staff have the appropriate qualifications and encourage commitment to participate effectively as members of the scholarly community of SIBT
- 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 and with approval as required.

7.1 Teachers

- a) All teaching staff, full-time, part-time, and sessional, are expected to participate in scholarly activity that:
 - i. Keeps discipline knowledge up to date
 - ii. Enhances the integrity and quality of the academic programs;
 - iii. Supports the ongoing development of learning and teaching practices;
 - iv. Provides engagement with the education sector, professional bodies and industry;
- b) Can be shared with colleagues to enhance the scholarly environment of the organisation.

7.2 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, authentic, and relevant;
 - iii. Develops and promotes ethical leadership;
 - iv. Supports the development of learning and teaching practices; and
 - 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.
- c) Program Convenors conduct an annual performance review of respective teaching members and use this exercise to determine the development needs of each individual and documented in a Staff Scholarship Plan to ensure the staff member maintains scholarship currency.
- d) 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.

7.3 Learning and Teaching Committee

- a) The Learning and Teaching Committee is responsible for overseeing the development and maintenance of the scholarly community of SIBT in line with the Learning and Teaching Plan.
- b) This includes the process of regularly gathering and reporting on the scholarly activities under a standing agenda item at each committee meeting.

7.4 Academic Board

- a) The Academic Board is responsible for promoting a culture of scholarship and intellectual enquiry, oversight of staff, scholarship policy and its effectiveness, monitoring scholarship.
- b) This includes reporting to the Board of Directors on scholarship activities.

8. Review

- a) This Policy is reviewed by the Responsible Officer and the Quality and Compliance Manager every three (3) years or following any changes to the Higher Education environment or regulatory compliance requirements, legislation, regulation, and guidelines.
- b) This review process aims to ensure alignment to appropriate strategic direction and continued relevance to SIBT's current and planned operations.