



Scholarly Activity Procedure

Policy supported	Scholarly Activity Policy
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Procedure owner	Chief Executive Officer
Responsible Officer	Academic Dean
Approving authority	Chief Executive Officer
Contact Officer	Academic Dean
Approval date	4 December 2019
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Review date	3 years
Version	2020.1
Related Documents	Staff Professional Development Policy Staff Professional Development Procedure

1. Purpose

The purpose of this Procedure is to outline the protocols associated with the **Scholarly Activity Policy**, the intent of which is to encourage, guide and underpin a culture of scholarship throughout the Australian Institute for Higher Education Pty Ltd ('the Institute').

2. Scope

This Procedure applies to all permanent and sessional/casual academic staff of the Institute and their managers.

3. Definitions

See the **AIH Glossary of Terms** for definitions.

4. Actions and Responsibilities

4.1 Scholarly activities

At the Institute, a number of different activities are considered scholarly as long as the advance knowledge and practice. This list is not an exhaustive list and other activities may be approved as scholarly activities by the Academic Dean.

The TEQSA guidance note on scholarship v2.5 (2018, p1) defines it as:

“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. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research.”

In accordance with the Higher Education Standards 3.2, all scholarly activities conducted at the Institute and in benefit of support from the Institute must inform teaching practices.

To assist academic staff plan and achieve their annual scholarly outputs, the Institute has allocated points to each activity type.

- A full-time academic staff member must achieve a minimum of 100 points per year, this amount is pro-rated based on fractional appointments.
- Casual academic staff must achieve a points based on pro-rated annual FTE.

The main scholarly activity categories are detailed below. To count as scholarship at the Institute, these activities must be relevant to the discipline of Teaching and Learning, or the academic staff member's teaching area of expertise.

Academic publications and presentations

Scholarly publications or presentations that advance knowledge or practice. These activities include:

- academic books or book chapters
- journal-articles
- case studies
- conference paper
- conference presentation
- panel discussants, keynote speakers or invited speakers.

The Institute may, through the CEO, subsidise these scholarly activities on application.

Low-risk research activities may be conducted in the discipline of Teaching and Learning with resources and/or in-kind support provided by the Institute. The definition of research is derived from the HES 2015 Framework that is, 'academic activities of a higher education provider that contribute to new knowledge through original investigation'.

Academic staff working at the Institute who wish to conduct research that is supported by the Institute either through in-kind or financial support must seek approval from the Academic Board. The Institute will only support research conducted by staff who are qualified, skilled and experienced, or overseen by other staff members who have these capabilities, and for research activity which is assessed as responsible and low risk with regards to safety, welfare, and ethics. Staff may apply using the form in Annexure 3.

Engagement and contributions to Professional Practice Relevant to Teaching Discipline

The Institute supports academic staff to be active in professional associations and industry groups associated with their area of expertise as a means of maintaining industry relevance and relationships. Engagement must involve activities which advance knowledge or practice in the industry field.

- Active membership of a Steering Committee or Board with tangible outputs that could be classified as scholarly outputs as per the definition.
- Delivery or presentations, seminars or workshops.
- Publication of industry articles, case studies or similar.

The Institute strongly encourages all academic staff to be members of their relevant and academic associations and societies. These may include regional, state, national and international associations and societies. The Institute may also, through the CEO, subsidise these memberships. As having a membership is not considered a scholarly output, if supported by the Institute, academic staff are required to use these engagements to produce scholarly outputs.

Engagement in Curriculum Development

Academic staff may contribute to or lead curriculum development projects.

Further relevant qualifications

Academic staff may complete further qualifications relevant to the discipline of Teaching and Learning, or the academic staff member's teaching area of expertise.

Peer Review

Academic staff may complete benchmarking or peer review projects that need peer contribution from an academic member in recognition of their expertise in the teaching area or the discipline of teaching and Learning, these could include:

- Peer review projects including book chapters, books, journals and conference articles.
- Editor for a journal.
- External reviewer of theses submissions from higher education and tertiary institutions.
- Other submissions from educational institutions, government-related work that pertains to their field.

4.2 Responsibilities

It is expected that all academic staff, including permanent and sessional/ casual staff, will be engaged in scholarly activities.

- Board of Directors approves the annual budget and resource allocation.
- Academic Board oversees the annual scholarly activity output and provides recommendations to the Board of Directors and assesses low risk research applications.
- The CEO approves annual scholarly activity plans presented by the Academic Dean and reports outcomes to the Academic Board and Board of Directors.
- The Academic Dean collates and endorses individual academic scholarly activity plans and monitors quarterly progress. The Academic Dean also manages the Institute's seminar series to facilitate a culture of scholarship.
- Academic staff plan and implement their own individual scholarly activity plans. Academic staff are responsible for engaging in scholarly activity to remain current in their discipline, engage in professional practice, and inform their teaching practices. Whilst this may vary in quality and quantity across academic staff levels, all academic staff will be supported in a manner that reflects their individual appointment level, expertise and professional development needs. Scholarly activity may be conducted individually, or in collaboration with other academic members of staff. Sessional academic staff will be supported to the extent of their contracted time at the Institute.

Seminar Series

The Academic Dean (or delegate) is responsible for organising a series of regular seminar presentations where permanent and sessional/ casual academic staff can present the results of their scholarly activity to colleagues and where appropriate, to representatives of the student body of the Institute. These seminars will achieve a number of objectives:

- Expose all staff to the content of other disciplines taught within the faculty and allow them to make connections between the specialist disciplines, ultimately giving each staff member a holistic view of the skills and criteria that the students should develop;
- Provide mutual support and encouragement for the development of scholarly activity among all staff, and in particular to ensure that sessional/ casual staff are included in the scholarly activity of the Institute;
- Provide a collegiate form of mutual accountability for the quality of scholarly activity among all academic staff;
- Provide an institutionalised commitment that will ultimately become an ongoing culture into which new

staff (permanent and sessional/casual) are inducted; and

- Provide a supportive foundation of development for early career scholars, which build rigor into their work required to achieve acceptance in the refereed streams of academic conferences and publications.

4.3 Process and monitoring

The process for academic staff to develop and implement the scholarly activity plans is as follows:

1. All academic members submit to the Academic Dean an annual plan for scholarly activity. The relevant form is attached as **Annexure 1**. The amount of activities need to sum to 100 points annually, pro-rated for fractional appointments, shown in **Annexure 2**.
2. The Academic Dean will review and endorse plans for submission to the CEO. The plan will be assessed alongside the budgetary parameters for resourcing over and above the time fraction before advising the staff member of the level of support that will be provided.
3. The Academic Dean (or delegate) will then contribute mentorship including advice and any financial contribution that might be offered by the Institute.
4. If approved, the Academic Dean (or delegate) will then monitor progress, provide mentorship, and escalate issues to the CEO.
5. The outcomes of the plan will be discussed retrospectively as part of the annual performance review cycle with each staff member.
6. The Academic Dean will provide an annual report to the Academic Board summarizing the types of scholarly activities undertaken by each academic staff member in the preceding 12 months and the Institute's contribution financially and in-kind. The Academic Board will review and respond to the effectiveness of the policy and procedure based on the outputs and provide recommendations to the Board of Directors.
7. The CEO will provide an annual report to the Board of Directors summarizing the scholarly activities undertaken by each academic staff member in the preceding 12 months and the Institute's contribution financially and in-kind, as well as the Academic Board's response and recommendations. The Board of Directors will review the outputs, Academic Board's recommendations, the Institute's contribution financially and in-kind, the annual budget and resource allocation. Feedback from the Board of Directors, generally and specifically, will form the basis of performance management and quality improvement for the faculty.

4.4 Allocation of a Budget to Support Scholarship

The Institute will allocate an amount in the annual budget, approved by the Board of Directors, to support scholarship. This is included in the professional development line item in the budget. The CEO will ensure equity of access for all academic staff when allocating resources for scholarly activity.

5. Version Control

This Procedure has been endorsed by the Australia Institute of Higher Education CEO as at February 2012 and is reviewed every 3 years. The Procedure is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2016-2	Registrar	Updated template.	6 July 2016	6 August 2016

2017-1	Ms. McCoy	Amalgamated Section 4.2 and 4.3; clarified process	22 February 2017	6 March 2017
2019-1	Principal	Policy owner, responsible and contact officer, all sections have been updated to reflect changes in the scholarly guidance note from TEQSA 2018.v2, Annexure 1 was updated, and 2 and 3 was added.	4 December 2019	5 December 2019
2020-1	CEO	Updated titles and responsibilities from Principal to CEO and Academic Dean.	8 February 2020	8 February 2020



Annexure 1: Scholarly Activity Plan is submitted in addition to the

AIH Scholarly Activity and Professional Development Plan **<insert year>**

In alignment with the Scholarly Activity and Professional Development Policy and Procedure ¹, please complete this form and return to the Academic Dean for review by 17th January <insert year>.

Staff Details	
FTE	
Employment Type	
Position	
Name	
Faculty	
Academic Qualifications in order of AQF level	
Teaching and Learning Qualifications	

Checklist	
Updated CV attached (check the box)	<input type="checkbox"/>
Table 1 completed (check the box)	<input type="checkbox"/>
Table 2 completed (check the box)	<input type="checkbox"/>
Table 3 completed (check the box)	<input type="checkbox"/>
Table 4 completed (check the box)	<input type="checkbox"/>

¹ AIH Website, "Policies and Procedures", 2019, see: <https://aih.nsw.edu.au/about-us/policies-procedures-2/>



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Table 1 – Professional Development Activity Review <insert year>

Year	Date	Month	Activity	Relevance to role	Hours required for activity	Total cost of activity	Total cost supported by AIH
					Total hr:	Total \$	

Table 2 – Professional Development Activity Plan <insert year>

Year	Date	Month	Activity	Relevance to role	Hours required for activity	Total cost of activity	Total cost supported by AIH
					Total hr:	Total \$	

Table 3 – Scholarly Activity Review <insert year>

Year	Date	Month	Activity Type	Activity	Relevance to units taught at AIH	Explain how this Informs Teaching	Explain how this Informs Practice	Hours required for activity	Total cost to AIH	Activity Points	Harvard Reference (if relevant)
				Journal article etc.							
								Total hr:	Total \$	Total points:	

Table 4 – Scholarly Activity Plan <insert year>

Year	Date	Month	Activity Type	Activity	Relevance to units taught at AIH	Explain how this Informs Teaching	Explain how this Informs Practice	Hours required for activity	Total cost to AIH	Activity Points	Harvard Reference (if relevant)
				Journal article etc.							
								Total hr:	Total \$	Total points:	



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Annexure 2: The Institute's points allocation for scholarly activities

The following points system will be reviewed regularly and can be adjusted depending on the scope of each activity. These should be referred to as a guide with the aim of supporting academic staff to plan their annual activities.

Individual scholarly activity plans will be reviewed annually by the Academic Dean, and approved by the CEO in-line with the annual budget and workforce plan.

Activity Type	Activity	Points
Academic publications and presentations	Panel discussants, keynote speakers or invited speakers	10
	Conference paper or presentation (proceeding)	60
	Peer-Reviewed Journal Article (including Open Access Journals)	80
	Peer Reviewed Case Study or Book chapter	60
	Peer-Reviewed Academic books	100
Engagement and contributions to Professional Practice	Active membership of a Steering Committee or Board with tangible outputs that could be classified as scholarly outputs as per the definition	20
	Delivery of presentations, seminars or workshops	20
	Publication of industry articles, case study or similar	20
Engagement in Curriculum Development	Unit development	40
Further relevant qualifications	Completion of a relevant short course	20
	A relevant Post Graduate qualification (one unit equates to 40 points)	40
Peer Review	Peer review projects including book chapters, books, journals and conference articles	40
	Editor for a journal	40
	External reviewer of theses submissions from higher education and tertiary institutions	40
	Other submissions from educational institutions, government-related work that pertains to their field	On application



Annexure 3: Low Risk Research Application



Low Risk Research Ethics Application

Purpose:

Australian Institute of Higher Education ('AIH') requires anyone conducting research involving human participants to obtain ethics approval.

When a low-risk ethics review is required:

The National Statement on Ethical Conduct in Human Research (2018) describes 'low risk research' as research in which the only foreseeable risk is one of discomfort. Research in which the risk for participants is more serious than discomfort is not low risk.²

Instructions:

Please send an electronic copy of this signed application and all attachments by email to the Academic Dean, g.henderson@aih.nsw.edu.au.

1. Title of proposed research

2. Expected commencement date:	Expected completion date:

3. Researchers:	
a. Principal researcher	
First Name: _____	Surname: _____
Position: _____	Discipline: _____
Email: _____	
b. Co-researcher(s)	
Name: _____	Surname: _____
Position: _____	Discipline: _____
Email: _____	
c. Student(s)	
Name: _____	Surname: _____

² <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018#block-views-block-file-attachments-content-block-1>



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SID: _____

Program:

- Bachelor of Accounting
 Bachelor of Business
 Bachelor of Business Information Systems

Email: _____

4. Purpose

What is the main purpose of this research project? *You may tick more than one box if relevant.*

- For teaching (indicate a relevant unit) _____
 For publication (indicate a relevant unit) _____
 Others (please specify) _____

5. Brief outline of the research proposal (250 - 300 words approx.)

Please include your research rationale, objective, questions, significance, sampling and sample, research methodology, and how and where the collected data will be stored in this section.

Research rationale

Research objective and questions

Research significance

Research methodology



Ethical considerations

Dissemination of research and data storage

6. Letter of invitation

7. Consent form

I have attached a consent form to this application.

8. Questionnaires/interview questions/others (please specify)

I have attached the questionnaires that will be used in the proposed research to this application.

I have attached the interview questions that will be used in the proposed research to this application.

9. Funding

Is this research being funded?

Yes _____

No Do you seek financial support from AIH? Yes \$ _____ No

Please list all costs involved if you seek funding from AIH.

-
-
-



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10. Declarations

I have read and understood the *National Statement on Ethical Conduct in Human Research 2007* and the *Australian Code of Conduct for Responsible Research 2007 (updated 2018)*. I accept that I, as Principal Researcher, am responsible for ensuring that the project proposed in this form is conducted fully within the conditions stated in the National Statement and any other conditions specified by the HREC.

Name of principal researcher: _____

Signature: _____ **Date:** _____

Other researchers:

I acknowledge my involvement in the project, and I accept the role of the above researcher as principal researcher of this project.

Name: _____

Signature: _____ **Date:** _____

Name: _____

Signature: _____ **Date:** _____

Name: _____

Signature: _____ **Date:** _____

11. Approvals

Academic Dean has assessed this application and relevant attachments.

Name: _____

Signature: _____ **Date:** _____

Approved by AIH's Academic Board.

Name: _____

Signature: _____ **Date:** _____

Comments (if any):

Not Approved by AIH's Academic Board.

Name: _____

Signature: _____ **Date:** _____

Comments: