

# Policy on Research, Scholarship and Professional Development for Academic Staff

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<b>Approved by</b>	Stanley College Academic Board
<b>Authorised Officer</b>	Dean, Higher Education
<b>Supporting documents, procedures and forms of this policy</b>	Procedure on Research, Scholarship and Professional Development for Academic Staff Learning and Teaching Plan Research, Scholarship and Professional Development Form Staff Recruitment and Performance Policy and Procedure Academic Integrity Policy and Procedure Research and Scholarly Activities Plan Research and Research Higher Degrees Committee Terms of Reference
<b>Relevant Legislation and Regulation</b>	Higher Education Standards Framework 2021, Part A: Standard 3.2 (Staffing). Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 TEQSA Guidance Note: Scholarship National Statement on Ethical Conduct in Human Research Australian Code for the Responsible Conduct of Research AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research
<b>Audience</b>	Stanley College Academic Staff

## 1. PURPOSE

This policy provides a framework for research and scholarship, as well as the professional development of academic staff at Stanley College (the College) for full-time, part-time and sessional staff. At Stanley College, professional development for academic staff is concerned primarily with supporting and encouraging learning and teaching capabilities, and research and scholarly activity. Research and scholarship priorities are informed by the College's Strategic Plan and guided by the Research and Scholarly Activities Plan.

## 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 full-time, part-time or sessional academic 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 learning and teaching credentials, research training, 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. This definition is in line with the one used by the Australian Research Council (ARC) to frame the Excellence in Research for Australia (ERA) evaluation.
<b>Scholarly Activities</b>	<p>Aspects of scholarly activity include, those listed in the TEQSA <i>Guidance Note Scholarship</i> and include such things as:</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> </ul>

	<ul style="list-style-type: none"> <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.

## 4. POLICY PROVISIONS

### Professional Development

- 4.1 Stanley College is committed to appointing and retaining high-quality academic staff, and to supporting staff through professional development. Professional development opportunities are aligned to Stanley College’s teaching and learning objectives and managed to ensure staff are up to date with the latest professional industry standards as well as teaching and learning pedagogies. Professional development of academic staff ultimately provides an improved learning experience for students pursuing a higher education qualification at Stanley College.
- 4.2 The College provides opportunities for academic staff to enhance and assure the quality of learning and teaching, both in coursework qualifications and in research supervision of students.
- 4.3 All academic staff will undertake a minimum of professional development in learning and teaching each year in line with the College’s general policy on professional development. This is identified and incorporated in staff work plans. Subsequent contracts for part-time and sessional academic staff may be dependent upon the successful completion of the minimum professional development requirement.
- 4.4 The College provides financial support and allocated time to part-time and sessional academic staff for professional development activities in recognition of the value Stanley College places on good teaching and learning.
- 4.5 Professional development supports 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 familiarises all academic staff with this policy as part of their induction into the College.

### Research

- 4.7 Stanley College supports the research activities of staff, and students, with priority given to research priority areas set out in the College’s *Research and Scholarly Activities Plan*.
- 4.8 Stanley College promotes, fosters and maintains a research culture and environment of integrity, through meeting the guiding principles and responsibilities of the [\*Australian Code for the Responsible Conduct of Research\*](#) (the Code), the *National Statement on Ethical Conduct in Human Research* and compliance with all relevant State, national and international legislation and standards, as well as institutional policy. The College defines research in accordance with the definitions outlined by TEQSA.

- 4.9 Academic staff at the College are expected to maintain research and publishing activity as appropriate to their appointment positions.
- 4.10 The College recognises that application for and in successful cases, receipt of external research funding is a part of an academic career, staff are therefore supported in these opportunities.
- 4.11 Staff at the College are encouraged and supported to disseminate their research findings through seminars, conferences and publications.
- 4.12 Stanley College is committed to sound research governance and management practices, and the promotion of responsible research conduct. The College requires people engaged in research to maintain the highest standards of professional and responsible research conduct and integrity.
- 4.13 Researchers at the College must ensure they and their research activities adhere to the principles contained in this policy and the principles of the National Statement as well as the *Research Ethics Policy* of the College. Ethics approval for research involving human participants must be obtained prior to the commencement of a research project. Where approval is required, the researcher needs to apply to the College's Research Ethics Committee for approval.
- 4.14 Staff of the College with a research workload allocation or who are supervising post-graduate by thesis students are expected to be 'research active' in their areas of disciplinary expertise. 'Research active' means either:
  - a. an academic who within the last five years has achieved five points (pro-rata for part-time academic staff); or
  - b. an early career academic who has achieved an average of one point per year since conferral of a doctoral award.

Points are awarded as follows:

- a. peer reviewed research monograph (five points);
- b. peer-reviewed journal article, (2 points)
- c. published conference paper or book chapter (one point)
- d. editing a peer-review collection of essays in a book or journal (two points);
- e. publication of a major work of translation (one point);
- f. completion and performance or public exhibition of a major original composition such as a musical score or art exhibition (one point);
- g. research or professional industry grant (one point per \$10,000 to a maximum of 2 points);
- h. supervised to completion a Higher Degree by Research candidate as a principal, co-supervisor, or associate supervisor (one point per candidate to a maximum of 2 points);
- i. peer assessment (PhD examination, peer review of scholarly articles or book manuscripts, assessment of an external competitive grant application, publication of a book review in a peer-reviewed journal) (0.25 points; maximum of one point for book reviews)
- j. peer reviewed conference presentation (0.5 point); and
- k. other research activity not defined above and recognised by the Research and Research Higher Degrees Committee (one point).

### Scholarly Activities and Scholarship

- 4.15 Stanley College academic staff are required to be scholarly active in order to maintain the currency of knowledge and inform teaching practices and approaches. Stanley College has adopted 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.
- 4.16 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).
  - g. Individual or collaborative activities, to remain abreast of developments in a field, combined with reflective practice.
- 4.17 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 must conduct scholarly activities to continuously improve learning and teaching.
- 4.18 In addition, the vision and mission of Stanley College highlights the practical nature of the courses. The majority of scholarly activities undertaken by Stanley College academic staff is designed to keep academics up to date in their discipline knowledge with a sound understanding of professional practices while also maintaining familiarity with the most relevant learning and teaching principles.

### Academic Independence

- 4.19 Academic staff have the right to:
- a. undertake research and 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 research and scholarly activities, without undue interference from any other party provided that the activities are conducted in accordance with the Stanley College code of conduct.

- 4.20 Research and 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.

### **Funding**

- 4.21 Stanley College allocates an amount in its annual budget to support research and scholarly activity and professional development for all academic staff. Funding shall include facilitating attendance and approved staff absences. The Dean of Higher Education (the Dean) ensures funding for research, scholarship, and professional development is used in an equitable manner.
- 4.22 Research and 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**

- 4.23 Research and 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.
- 4.24 The Dean discusses individual research and scholarly activity plans with each academic staff member annually.
- 4.25 The Dean provides mentorship and advice to academic staff regarding their proposed activities including an indication of any financial contribution that might be offered by Stanley College. The plan is agreed upon and progress is tracked and discussed in the staff member's annual performance review.

### **Monitoring**

- 4.26 Research and scholarly activities are monitored by the Dean to ensure an appropriate level of activity is maintained by all academic staff.
- 4.27 The Dean prepares an annual report for the Academic Board on the types of research and scholarly activities undertaken.

### **Responsibilities**

- 4.28 The Research and Research Higher Degrees Committee is the coordinator for all research, scholarly, and professional development activities and liaises with the President, Dean and academic staff.
- 4.29 The President approves and monitors the annual budget. The President is responsible for:
- a. liaising with supervisors and monitoring overall staff development needs; and
  - b. disseminating staff development opportunities.
- 4.30 **The Dean will:**
- a. be responsible for implementation of this policy together with the People & Culture Manager;
  - b. be responsible for monitoring, supporting, and approving professional development activities for academic staff;

- c. encourage staff to undertake research and scholarly activities and monitor those activities;
- d. encourage staff to share new knowledge with colleagues, students and the public;
- e. enable research and scholarly activities by encouraging collaboration, monitoring staff workloads and ensuring staff can be released to undertake activities;
- f. promote academic freedom and intellectual inquiry;
- g. disseminate information to promote research and scholarly activity;
- h. prepare reports to the Academic Board on staff development, research and scholarly activities; and
- i. have responsibility for the research and scholarly activities budget.

**4.31 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 research and/or scholarly activities;
- f. demonstrate that the research and scholarly activity is relevant to the discipline and aligns with the Strategic Goals of Stanley College; and
- g. annually complete the Research and Scholarly Activity Record Form.

**4.32 The People & Culture 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.

**Promotions**

- 4.33** Stanley College implements a scheme for promotions and salary reviews. 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.