Academic Scholarship Policy and Procedures

Purpose

The purpose of this Policy is to delineate the strategy, approach, and procedures governing academic scholarship and endeavours at the Central Institute of Technology and Innovation (the Institute). This policy aims to cultivate a culture of sustained scholarship within the Institute, facilitating meaningful engagement in scholarly activities by academic staff. The overarching goals of the scholarship strategy are to enhance learning and teaching practices, enrich students' learning experiences and outcomes, and promote career development among academic staff members. By outlining clear guidelines and expectations, this Policy reaffirms the Institute's dedication to supporting academic staff in their scholarly pursuits, nurturing a culture of lifelong learning, and advancing the Institute's academic mission.

Scope

All academic staff members within the Institute are expected to comply with the guidelines and directives outlined in this policy document.

Related Documents

This policy should be read in conjunction with the following Institute documents:

- HRM Strategy and Plan
- Staff Performance Review and Planning Policy and Procedures
- Staff Grievances Complaints, and Appeals Policy and Procedures.

All documents referenced in this policy can be accessed via the CITI website.

Definition of Key Terms

For the purpose of this Policy, the following definitions apply:

Term	Definition
Scholarly Activities	The term 'Scholarly Activities' means activities conducted by academic staff that contribute to the creation, dissemination, and application of knowledge in their respective fields. This may include research, publication, teaching, course and unit development, learning and teaching endeavors, supervision of graduate students, professional development, and engagement with the scholarly community.
Scholarship Output	Scholarship Output means the tangible products or outcomes of scholarship activities, including publications, conference presentations, patents, prototypes, software, datasets, and other scholarly works. Scholarship Outputs serve as evidence of academic productivity and contribute to the advancement of knowledge in a particular field.
Scholarship of Learning and Teaching (SoLT)	The Scholarship of Llearning and Teaching (SoLT) refers to the systematic inquiry into learning and teaching practices in higher education with the aim of advancing understanding and improving educational outcomes. It involves the rigorous investigation, reflection, and dissemination of evidence-based practices and pedagogical innovations to enhance student learning, engagement, and success. SoTL encompasses a range of scholarly activities, including research on teaching effectiveness, assessment of student

Term	Definition
	learning outcomes, development of innovative teaching strategies, and the integration of research and teaching. It emphasizes the importance of scholarly inquiry and evidence-based decision-making in informing teaching practices and promoting excellence in higher education.
Academic Staff Member	An Academic Staff Member refers to an individual employed by the Institute who is primarily engaged in academic roles such as teaching, research, and scholarly activities. Academic staff may hold various positions within the institution, including professors, associate professors, lecturers, and sessional staff. They are responsible for contributing to the institution's academic mission through the delivery of high-quality education, the generation of new knowledge through research and scholarship, and the dissemination of knowledge to students, colleagues, and the broader community.

Policy Principles

These principles aim to create a supportive and conducive environment for academic staff to engage in rigorous academic inquiry, research, and scholarship of learning and teaching, while upholding ethical standards and promoting professional development and recognition.

1. **Promotion of Academic Inquiry:** Encouraging academic staff to engage in scholarly inquiry and research activities that contribute to the advancement of knowledge in their respective fields. Providing support and resources for conducting research, including access to funding, research infrastructure, and professional development opportunities.

2. **Integration of Teaching and Scholarship:** Fostering a culture that values the integration of teaching and scholarship by promoting the scholarship of learning and teaching (SoLT). Encouraging academic staff to explore innovative teaching practices, assess student learning outcomes, and disseminate their findings through scholarly publications, conference presentations, and other channels.

3. **Quality Assurance and Professional Development:** Ensure that academic staff have access to ongoing professional development opportunities to enhance their research and teaching skills. Offering training in research methodologies, pedagogical best practices, academic writing, and other relevant areas to support continuous improvement in scholarly activities and teaching effectiveness.

4. **Recognition and Reward for Scholarship:** Recognising and rewarding academic staff for their contributions to academic inquiry, research, and scholarship of learning and teaching. Establishing transparent and merit-based systems for evaluating scholarly achievements, such as publications, teaching awards, and participation in interdisciplinary collaborations.

5. **Ethical Conduct and Academic Integrity:** Upholding the highest standards of ethical conduct and academic integrity in all scholarly activities. Provide guidance and support to academic staff in navigating ethical considerations related to research, teaching, and academic publishing. Ensuring compliance with institutional policies, ethical guidelines, and relevant regulatory requirements to maintain trust and credibility in academic inquiry and scholarship.

Policy Statement

1.   Responsibilities

The Academic Head (Dean) is mandated to develop a comprehensive and cohesive program of scholarship and academic inquiry within the Institute. This program aims to enrich the Institute's academic offerings and contribute to the broader domain of

learning and teaching, particularly within the context of industry engagement. The Academic Head is responsible for:

1.1 Establishing annual strategic directions and focal points for scholarship and academic inquiry activities.

1.2 Defining priorities, timelines, and key delivery points for scholarly endeavours.

1.3 Ensuring the integration of individual academic plans within the overarching framework of the Institute's program.

1.4 Overseeing resource allocation and funding arrangements to support scholarly activities and academic inquiry initiatives.

1.5 Formulating strategies for engaging industry stakeholders and professionals to enhance the relevance and impact of scholarly endeavors.

1.6 Implementing evaluation and review mechanisms to assess the effectiveness and impact of the Institute's scholarship and academic inquiry program.

2.   Scholarship Activities

Scholarship and academic inquiry encompass various activities, which are dynamically configured to align with the developmental priorities of individual staff members and the academic program objectives of the Institute. These activities include:

2.1 Academic inquiry and research associated with the scholarship of learning and teaching.

2.2 Research on best practices and emerging trends within the professional discipline.

2.3 Professional skills acquisition through short courses.

2.4 Participation in academic and industry conferences, seminars, and workshops.

2.5 Engagement with Learning and Teaching committees, Course Development Committees, and Course Advisory Committees.

2.6 Involvement in Institute academic community of practice activities.

2.7 Opportunities to conduct or facilitate academic and industry extension programs for students, such as workshops and seminars.

2.8 For sessional staff, structured engagement within the aforementioned activities.

2.9 The Institute's Scholarship and Academic Inquiry Program undergoes annual approval by the Academic Board and receives endorsement from the Board of Directors.

2.10 The Dean is responsible for ensuring the integration of the staff scholarship regime to align with the overall Institute strategy and academic inquiry focal areas, while also addressing the individual development needs of staff members effectively. This process is facilitated through close consultation with staff members.

3. Scholarship Outputs

This policy serves as a guiding framework for promoting a culture of scholarly excellence, integrity, and innovation that advances the mission and reputation of the institution.

3.1 Scholarship outputs encompass a wide range of scholarly products and contributions, including but not limited to research publications, creative works, conference presentations, patents, technical reports, and other forms of scholarly dissemination.

3.2 The Institute recognises the importance of maintaining high standards of quality, rigour, and academic integrity in scholarship outputs, ensuring that

academic staff contribute to the advancement of knowledge and adhere to disciplinary norms and best practices.

3.3   The Institute recognises the diversity of scholarly activities and outputs across different disciplines, methodologies, and modes of inquiry, embracing a broad definition of scholarship that encompasses both traditional and emerging forms of scholarly expression.

3.4   The Institute encourages the timely dissemination and broad dissemination of scholarship outputs to maximise their impact and reach within the academic community and beyond. This includes open access publishing, public engagement activities, and knowledge translation efforts to promote the uptake and utilisation of scholarly findings.

3.5   The Institute has established mechanisms for recognising and rewarding scholarly outputs, including criteria for professional development support to incentivise and celebrate scholarly achievement.

3.6   The Institute emphasises the importance of ethical conduct in scholarship outputs, including adherence to ethical guidelines and protocols, transparent reporting of findings, and responsible dissemination practices that respect the rights and dignity of research participants and stakeholders.

3.7   The Institute has established processes for evaluating and assessing the quality, impact, and significance of scholarship outputs, including peer review, citation analysis, and other metrics of scholarly influence and visibility, to inform decision-making and support continuous improvement in scholarly practice.

4.   Scholarship Support

4.1   Academic workload distributions reflect dedicated resourcing of 20% of a continuing academic staff member's paid hours for scholarship and academic inquiry.

4.2   Professional Development scholarships are available annually to academic staff to a maximum value of $3,000.00 each. The scholarships must be fully utilised for the approved activity only within the period specified and by the end of each year of the award.

4.3   For academic sessional staff who have taught for a period of more than three consecutive trimesters, Professional Development scholarships are available annually to a maximum value of $3,000.00 each. The scholarships must be fully utilised for the approved activity only within the period specified and by the end of each year of the award. Sessional staff will not be paid a salary while undertaking the scholarship activity.

4.4   Applications are open to academic staff (part-time, full-time, and sessional) who can demonstrate how the scholarship activity will benefit their career and professional development and the Institute overall.

4.5   The activity should be discussed with the Dean and must be clearly outlined in the applicant's annual Performance and Planning Review.

4.6   The scholarship activity must be relevant to the applicant's role and duties of employment at the Institute.

4.7   Any costs in excess of the $3,000 scholarship are the responsibility of the staff member and will not be met by the Institute

4.8   The timing of the scholarship or professional development activity cannot impact upon teaching commitments unless agreed upon by the Dean.

4.9   The Professional Development Scholarship is not convertible to cash equivalent by the academic staff member, emphasising that it's intended use is for professional growth and academic enrichment.

5.   Scholarship Planning

The Institute is committed to fostering the professional development of its academic staff through a systematic approach to scholarship planning. This policy outlines the

framework for developing and implementing individual staff members' scholarship plans to align with the Institute's strategic objectives and support their academic growth.

5.1   Each academic staff member's scholarship plan is developed annually by the Dean. This process commences upon the staff member's entry into the Institute and is revisited during their six-month performance review to ensure ongoing alignment with professional development goals.

5.2   The scholarship plan integrates with the broader Institute-level strategic plan and aligns with the individual's academic development priorities and broader professional development objectives identified through performance management and review processes.

5.3   The scholarship plan includes clear and measurable outcomes, evaluation criteria, and timeframes to guide the staff member's scholarly activities effectively.

5.4   The plan details agreed-upon activities and resource support, including workload considerations, assistance, and funding provisions, to facilitate the staff member's engagement in scholarly endeavours.

5.5   For sessional lecturers, access to the Professional Development Scholarship is tailored on an individual basis, considering performance, availability, and existing commitments. This may involve ongoing involvement during their contract period or allocation of specific sessions for professional development activities.

6.   Review

Individual scholarship plans undergo formal review annually and are configured in coordination with workload negotiations on a teaching trimester basis. Progress in academic scholarship is formally discussed with the supervisor on an annual basis, as well as on an ongoing basis as part of performance management and staff development arrangements.

7.   Appeals

The academic scholarship policy and associated outcomes fall within the appeal provisions for HR-related matters as set out in the Staff Grievances Complaints, and Appeals Policy and Procedures.

Related Legislation

This policy should be read in conjunction with the following related documents:

- [Higher Education Standards Framework (Threshold Standards) 2021](#)
- [Education Services for Overseas Students Act 2000](#)
- [Australian Qualifications Framework](#)

Change and Version Control

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