

# Academic Staff Scholarship and Professional Development Policy



## Purpose/objective

Engagement in scholarly activity and professional development are core components of academic staff employment at the Australasian Academy of Higher Education (AAHE). The purpose of this Academic Staff Scholarship and Professional Development Policy and Procedure is to specify the responsibilities of AAHE academic staff regarding scholarship and to ensure that academic staff are supported in their scholarship and broader career aspirations.

## Scope

This Policy applies to all academic staff at the Australasian Academy of Higher Education.

## Definitions

<b>Academic staff</b>	Staff employed by AAHE in continuing, fixed term or casual academic positions.
<b>Scholarship</b>	Boyer <sup>1</sup> proposed four general views of scholarship: <i>discovery</i> , <i>integration</i> , <i>application</i> , and <i>teaching</i> . <i>Discovery</i> refers to original or basic research that advances knowledge. <i>Integration</i> involves synthesising information across disciplines or topics. As the term suggests, <i>application</i> scholarship involves the implementation of disciplinary expertise. <i>Teaching</i> scholarship involves the systematic study of effective teaching and learning and course design practices that promote active and critical learning in students
<b>Professional development</b>	Professional development is broader in scope than scholarship. It refers to any activity that assists staff to maintain, improve and broaden their knowledge, expertise and competence as employees, and to develop the personal and professional qualities required to achieve their career aspirations. Examples could include such activities as short courses in management, governance or supervision.

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<sup>1</sup> Boyer, E. L. (1990), *Scholarship reconsidered: Priorities of the professoriate*, Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching,

## Policy

- 1 AAHE is committed to and supports free intellectual enquiry in all of its academic endeavours. It promotes teaching and learning practices that engage with advanced knowledge and enquiry and it ensures that its academic staff are active in scholarship that informs their teaching.
- 2 Depending on the terms of their employment, AAHE academic staff may or may not be involved in *discovery* scholarship<sup>2</sup> but all academic staff are required to engage in *integration, application* and *teaching* scholarship and to negotiate an Annual Staff Development Plan with the Dean.
- 3 The Annual Staff Development Plan needs to demonstrate that the academic staff member will be:
  - actively involved in the development of the latest ideas, debates and issues relating to the subject being taught and how this knowledge will be used to shape teaching practice
  - informed by current ideas for teaching their unit, such as improved pedagogies, learning processes, curricula, academic policies and learning materials
  - engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices
  - engaged in communication, discussion or debate with other scholars in relevant fields of study
  - stimulating students and fostering their learning in a variety of ways, to engage with current ideas in the discipline area, and
  - exploring, testing, practising and communicating understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge).
- 4 As part of the annual Staff Development Plan, academic staff may negotiate professional development activities that advance their career aspirations beyond scholarship.
- 5 The principles that underpin professional development at AAHE comprise:
  - a) The principle of merit relative to opportunity to determine equity of access to professional development programs, resources and support.
  - b) The principle that responsibility for professional development is shared between employees, supervisors and managers for professional development relevant to their roles and responsibilities.
  - c) The principle that training and development should meet the core requirements of AAHE's obligations and policies.
  - d) The principle that performance planning and career development are the primary means of ensuring alignment between individual and corporate plans and priorities.
  - e) The principle that employee participation, learning outcomes and the relevance of development programs should be reviewed on an ongoing basis.
- 6 AAHE's annual budget will provide resources for professional development, including support for attendance at internal or external professional development courses and conferences, support for ongoing accredited education, study and exam leave, and study visits, all of which are subject to performance review and negotiation between the staff member and their supervisor.

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<sup>2</sup> Boyer, E.L. (1990) *ibid*

- 7 AAHE academic staff engaged in research student supervision must be active in *discovery* research that is publishable in peer reviewed outlets.

## Procedure

1. AAHE will provide an organisational induction program for all new employees to ensure access to:
  - a) information on AAHE's:
    - Vision, Mission and Strategic Plan
    - Governance, statutory and policy framework
    - Teaching and Learning Plan
    - Student Support Framework
    - Organisational structure
    - Code of Conduct, and
    - Conditions of employment.
  - b) support, development and training in the capabilities required for carrying out the duties related to the position.
2. Subject to any prevailing budgetary constraints, AAHE will make available sufficient additional funds each year to enable academic staff to engage in scholarly and professional development activities.
3. These activities will be negotiated with the Dean as part of each academic staff member's annual performance review and staff development plan.
4. In preparation for their annual performance and staff development meeting, academic staff must complete the following Academic Staff Development Plan proposal and submit to the Dean prior to the meeting.

## Related documents and relevant legislation

[Higher Education Standards Framework \(Threshold Standards\) 2021](#)

TEQSA [Guidance Note on Scholarship](#)

Recruitment and Appointment Policy and Procedure

Performance Management Policy

[Education Services for Overseas Students Act 2000 \(legislation.gov.au\)](#)

[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)

## Document information

**Document owner:** Academic Board

Version	Approved by	Approved on	Implementation date	Changes made
1	Academic Board	19 October 2021	1 October 2023	

**ACADEMIC STAFF DEVELOPMENT PLAN**

***PART A: SCHOLARSHIP***

**In the space provided, list your proposed scholarly activities for the year ahead:**

**Now briefly indicate how your proposed activities will advance the following objectives of AAHE's Academic Staff Scholarship Policy:**

Involve you in the development of the latest ideas, debates and issues relating to the subject(s) you teach.

Inform your teaching (such as improved pedagogies, learning processes, curricula, and learning materials, etc.)

Engage you in evaluating and reflecting on teaching practice and student learning so as to consider different perspectives on teaching practices.

Engage you in communication, discussion or debate with other scholars in your field.

Stimulate your students to engage with new ideas in the discipline.

Assist you to explore, test, practise and/or communicate your understanding of what teaching practices are most effective in your discipline.

***Part B: Professional Development***

**In the space below, list any additional professional development activity or activities you propose for the year ahead.**

<b>Activity/ies</b>	<b>Rationale</b>