TABOR

STAFF SCHOLARSHIP POLICY

Authorised By:	Academic Board	Revision: 1.0
Last Amendment Date:	Revision Date: 12 Sep 2022	
Review Due Date:	Next Review: 12 Sep 2027	
Related Documents:	Study Assistance Policy	
Responsible Officer:	Chief Academic Officer	
Review:	Scholarship Committee	

Any person who requires assistance in understanding any aspect of this document should contact the Responsible Officer.

1. Overview

All Tabor academic staff are required to engage in scholarship to maintain professional currency in their discipline area(s) and in the teaching of these discipline area(s). The purpose of this policy is to clarify the nature of this requirement, to specify the ways in which Tabor will support and evaluate academic staff in fulfilling this requirement, and to provide guidance as to the process by which scholarship produced by academic staff will be measured and recorded. In doing so, this policy establishes a College framework for the responsible execution of high quality scholarship that complies with the Higher Education Standards Framework (Threshold Standards) 2021, especially 3.1 and 3.2 (from now on HESF).

2. Scope and Applications

This policy applies to all academic staff at Tabor.

3. Policy Principles: Defining 'Scholarship' at Tabor

3.1. Scholarship at Tabor is undertaken as an expression of and in service to our call, which is to work for good and God in the world.

3.2. 'Scholarship' means those activities concerned with gaining new or improved understanding into a field of knowledge and engaging with and keeping up to date with advances in the field (TEQSA Compliance Guide: Scholarship).

3.3. In addition to contributing to the academic's own knowledge and teaching practice, staff scholarship should have a practical orientation, contributing to the life and wellbeing of the various stakeholders (including students) and communities we serve. Essentially, engagement in scholarship is one of the gifts the College offers to the world, specifically, a contribution to creating a world worth living in.

3.4. Furthermore, staff scholarship should be linked to the courses the College offers, contributing to the design and delivery of these.

3.5. Scholarly activities should align with at least one of the four different forms of scholarship identified in Boyer's (1990) model:

3.5.1. Discovery: building new knowledge through traditional research that contributes to the stock of human knowledge and also to the intellectual climate of a higher education provider.

3.5.2. Integration: interpreting the use of knowledge across disciplines and connecting research so that it is useful beyond discipline boundaries and can be integrated into a larger body of knowledge.

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3.5.3. Application: using knowledge to aid individuals, society and the professions in solving problems and connecting scholarship with practice.

3.5.4. Teaching: a central element of scholarship involving the development of well-informed and knowledgeable teachers, leading to teaching that promotes active and critical learning in students based on advances in a discipline or in knowledge about effective teaching and learning and course design practices in a field.

3.5.5. Given the nature and mission of Tabor, scholarship will typically belong to either the "application" or "teaching" domains.

3.6. According to TEQSA's proposed "Compliance Guide: Scholarship" the following do *not* constitute examples of scholarship:

3.6.1. attendance at conferences or membership of a professional body,

3.6.2. personal or professional development activities "that constitute lower-level training", e.g., undertaking a Moodle training session,

3.6.3. Activities that are unrelated to teaching in the faculty member's discipline of expertise,

3.6.4. Routine professional / artistic practice or performances (e.g., performance of an established musical composition).

3.7. Furthermore, preaching and popular presentations should typically not be viewed as examples of scholarship; instead, they constitute community engagement.

3.8. Decisions as to whether certain activities should be identified as scholarship or not are made by Deans of Faculty, in line with the principles outlined in this policy. Deans may seek the advice of the Academic Director and / or Scholarship Committee regarding a determination.

4. **Tabor's Commitment to Support Scholarship**
4.1. Tabor is committed to supporting scholarship through workload and budget allocation, and the provision of an annual Scholarship Development Program.
4.2. All new teaching staff are required to undertake Tabor's [Academic Induction]. Permanent teaching staff are provided a workload allocation to undertake the [Contemporary Approaches to University Teaching MOOC] (or equivalent) as soon as able. New adjuncts will be offered the opportunity to undertake selected portions of the MOOC (or equivalent), as discussed with their Head of Program or Dean, and will receive remuneration for the time involved. This should amount to 2.5 hours per unit taught.
4.3. In accordance with the Academic Workload Policy, permanent teaching staff are provided an allocation of at least 10% (and up to 20%) of their workload to engage in scholarship activities. The exact amount is to be negotiated with the Dean of Faculty.
4.4. This 10% may involve engagement in discipline specific scholarship or the scholarship of teaching and learning. The Dean should work to ensure that, where possible, staff scholarship:

4.4.1. Reflects the mission and vision of Tabor,
4.4.2. Contributes to the wellbeing of the College's stakeholders / the broader Australian community,
4.4.3. Contributes to the design and delivery of Tabor's courses, and
4.4.4. Is achievable within the resources of the college.

4.5. Full time teaching staff are provided with an additional allocation of 35 hours per year to engage in activities explicitly related to the scholarship of teaching and learning. This is provided on a pro-rata basis to permanent part time teaching staff.
4.6. Adjunct teaching staff are required to demonstrate ongoing engagement with discipline scholarship and the scholarship of teaching and learning. This can be demonstrated through engagement with the College's Annual Scholarship Development Program (see below). Adjuncts should engage with at least 3.5 hours of scholarship of teaching and learning activities per unit taught.

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4.7. Tabor will allocate funds in its annual budget to support scholarship for academic staff. Permanent teaching staff are provided with a budget allocation of 1% of their salary. Adjunct staff may apply to their Dean for funding to undertake scholarship activities.

4.8. The use of this budget allocation is overseen by the Dean of Faculty and will typically be used to enable attendance at conferences focussed on the staff member's discipline area and / or teaching in higher education.

4.9. These provisions are in addition to opportunities afforded to teaching staff through the College's Study Assistance Policy, which provides financial assistance for Tabor staff undertaking formal studies related to their work at Tabor.

4.10. In addition to providing a budget allocation for all permanent staff members, Tabor will also offer a number of teaching awards each year. These will involve a monetary reward, drawn from the Academic Director's budget.

5. Annual Scholarship Development Program

5.1 Each year the College will deliver an Annual Scholarship Development Program. This will be developed by the Academic Director, in consultation with the Deans and Scholarship Committee.

5.2 The Scholarship Development Program is a key element by which the College seeks to create and foster an institutional culture and environment of scholarship.

5.3 The Scholarship Development Program should involve activities which encourage engagement with both discipline specific scholarship and the scholarship of teaching and learning.

5.4 Participation in the Scholarship Development Program should provide all staff with opportunity to fulfil their scholarship of teaching and learning requirement, as highlighted in 4.5. While the Scholarship Development Program may go part way to fulfilling academics' discipline scholarship requirement, faculty are expected to set their own goals in this regard (as per 6. below) which will usually involve activities on top of the Program.

6. Measuring and Recording Scholarship

6.1 All permanent faculty members are expected to produce an annual Staff Scholarship Development Plan (see appendix one for the Plan template). This should outline planned scholarly activities for the following year and may include an additional workload and / or budget allocation to support the staff member's engagement in scholarship.

6.2 This should be produced and reviewed by their Dean prior to the setting of the budget for the academic year so that approved additional resource expenditure can be included.

6.3 The plan should include goal/s pertaining to the staff member's discipline scholarship and teaching and learning scholarship.

6.4 Staff engagement with scholarship can be demonstrated in a number of different ways but will typically involve the production of a substantial scholarly artefact (see 7). This represents the College's scholarship standard.

6.5 Other ways that staff can demonstrate engagement in scholarship may include:

6.5.1 Engagement in course design and / or review processes leading to changes in course content, course design or improved learning outcomes.

6.5.2 Scholarly review, original research or teaching practice that contributes to course development,

6.5.3 Engagement in the College's Annual Scholarship Development Program leading to the application for a teaching award, whether offered by Tabor or an external body

6.5.4 Active and ongoing involvement in relevant scholarly academic societies, editorial roles or peer review (incl. teaching awards assessor),

6.5.5 Teaching practice engaged in latest ideas, debates and issues (e.g., improved pedagogies, learning processes, curricula, academic policies and learning materials),

6.5.6 Synthesising and communicating advances in practice, including leadership of advanced professional development activities (e.g., presentations on current knowledge, practice, or teaching and learning in a field).

6.6 Whatever form of scholarly activity is pursued, staff must be able to show

6.6.1 clear outputs or outcomes (engagement in a scholarly activity without an output is insufficient), and

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6.6.2 that the scholarly activities have already led to, or are highly likely to lead to, "intended improvements".

6.7 These "intended improvements" might include:

6.7.1 Advances in expected learning outcomes for students and/or graduates (e.g. arising from improvements in course content, design, methods of participation/delivery, assessment or re-definitions of learning outcomes and the like).

6.7.2 Advances in the concepts and understanding of a discipline for academics and others (e.g. through seminal influential papers, scholarly reviews etc.) and/or influences on how the discipline is taught and learned (such as a new published pedagogy).

6.7.3 Advances in a creative field of endeavour (such as new insights, challenges to orthodoxy or innovative approaches to creative outputs).

6.7.4 Advances in professional practice (e.g. new ways of practice that provide better solutions to existing challenges) including innovations (e.g. implementation of new technology).

6.8 Deans are required to regularly monitor staff member's achievement of their scholarship goals via the KPIs which have been set.

6.9 Deans are to produce an annual report each year which summarises faculty engagement in scholarship and achievement of KPIs. This will be tabled at the AB to ensure institutional monitoring.

6.10 At the end of the year, teaching staff are responsible for ensuring that their scholarly activities are recorded in the College's database.

6.11 An annual Tabor Scholarship Report will be produced by the Academic Director and reviewed by the Scholarship Committee and Academic Board.

7. Substantial Scholarly Artefact

7. 1 The production of a substantial scholarly artefact is the primary means by which teaching staff are able to provide evidence for their scholarship activities.

7.2 Such artefacts might relate to the academic's discipline field or teaching practice (or both at the same time).

7.3 Tabor's fifth academic target is: "Academic staff producing a significant scholarly artefact (e.g., a peer-reviewed publication, conference presentation, etc.) every year."

7.4 It is recognised that the completion of some significant scholarly artefacts will extend beyond a single year timeframe (e.g., the production of a book or higher degree by research). In this case, the staff member must be able to demonstrate appropriate annual progress to their Dean.

7.5 For a piece of work to constitute a significant scholarly artefact, it must:

7.5.1 advance knowledge, professional practice, or approaches to teaching and learning the academic's teaching field,1

7.5.2 involve scholarly contribution (e.g., a written paper or chapter, recording or other evidence of presentation, etc.), not just participation,

7.5.3 include clear evidence of engagement with contemporary scholarship / research,

7.5.4 have a primary intended audience of students, practitioners / professionals, or academics, instead of the general public (note: this counts out public lectures),

7.5.5 require a considerable investment of time, usually representing an equivalent of at least one week of full-time work.

7.6 Actual examples of a significant scholarly artefact, therefore, might include (but are not limited to):

7.6.1 traditional academic, peer-reviewed publication (book, chapter in an edited volume, journal article, chapter in conference proceedings, etc.),

7.6.2 conference presentation,

7.6.3 enrolment in a postgraduate degree,

7.6.4 application for a teaching award,

7.6.5 significant contributions to relevant professional bodies or communities of practice, e.g., the development of new standards, knowledge resources, lectures, codes of practice,

7.6.6 collaborative research endeavours with other universities / higher education institutions or other faculties within Tabor.

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8. Creative Works

8.1 Lecturers responsible for the College's creative arts programs (e.g., music and creative writing) must also demonstrate engagement in scholarship, which informs their teaching practice.

8.2 In addition to the forms of scholarship highlighted above, lecturers who teach in the College's creative arts programs may also demonstrate engagement in scholarship through practice-led research / scholarship.

8.3 This will typically take the form of the production of a creative artefact and accompanying exegesis. The exegesis will involve a scholarly commentary, which contextualises the artefact within the field, clarifies its scholarly / theoretical basis, and provides the foundation for communicating relevant insights to students.

8.4 Tabor encourages some form of peer review of the exegesis for creative works, where possible.

8.5 Performance or production of creative works alone may not constitute scholarship without evidence that these activities would constitute or could lead to advances that others could learn from.

9. Definitions

9.1. Definitions

See also Global Definitions

10. Communication / Training

10.1. This policy statement will be available to all staff, volunteers, students and persons seeking to enrol as students at Tabor. The policy will be made available on the Tabor website (http://tabor.edu.au/).

10.2. All staff will be expected to comply with this policy and associated procedures in relation to all aspects of Tabor's operations.

10.3. Staff with designated special responsibilities will be given appropriate training, guidelines and professional development opportunities in relation to their roles and responsibilities.

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APPENDIX ONE – TEMPLATE FOR STAFF SCHOLARSHIP DEVELOPMENT PLAN

Name:	Position:	
Discipline scholarship goal/s for [year], including explanation of how this contributes to their teaching / course leadership responsibilities		
N.B. Where possible, scholarship goal/s should involve the production of a substantial scholarly artefact as per the College's Staff Scholarship Policy.		
KPI / activities to achieve goal/s	**To be completed by…**	
1.		
2.		
3.		
Required resourcing ($ / time allocation)		

Teaching and learning scholarship goal/s for [year]		
KPI / activities to achieve goal/s	**To be completed by…**	
1.		
2.		
3.		
Required resourcing ($ / time allocation)		

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Name	Brief description of scholarly output / outcome	Alignment with Boyer typology (i.e., Discovery, Integration, Application, and / or Teaching)	Impact / improvement arising from scholarly output	Is this a significant scholarly artefact?
Dr Aaron Chalmers	"Preaching the Minor Prophets" from *Preaching Today* (https://www.preachingtoday.com/exegesis/jonah/preaching-minor-prophets.html)	Application	This article should lead to advances in professional practice, helping Christian ministers better preach from this section of the Scriptures.	Yes

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