

<b>Academic Services Policy</b>	
<b>Scholarship &amp; Research Policy</b>	
<b>1. Policy Statement</b>	Scholarship & Research activities are central to the quality of the institute and its student's experience. Scholarship is also a vital component of building capacity within the organization that up-skills existing faculty through activities which improve their knowledge and skills. SAE encourages and supports faculty in undertaking scholarship and research activities.
<b>2. Purpose</b>	<p>The aim of this policy is to define scholarship and research within the context of SAE Institute Pty Ltd and describe how these opportunities are identified, supported, reviewed and implemented within the teaching practice of SAE.</p> <p>The policy contextualizes a number of regulatory guidelines regarding Scholarship &amp; Research and places these within the contexts of SAE. By doing so, this policy assists faculty in understanding the pivotal role that scholarship and research plays within the organization.</p>
<b>3. Scope</b>	This policy impacts all faculty engaged in the delivery of accredited and non-accredited programs at SAE Australia and the operational managers who are responsible for ensuring that faculty are supported in undertaking sanctioned scholarship activities.
<b>4. Associated Policies and Procedures</b>	<ul style="list-style-type: none"> <li>● Content Threshold Standards Policy</li> <li>● Intellectual Property Policy</li> <li>● Staff Development Policy</li> <li>● Academic Innovation</li> <li>● Academic Honesty Policy &amp; Procedure</li> </ul>
<b>5. Associated Documents</b>	<ul style="list-style-type: none"> <li>● Australian Code for the Responsible Conduct of Research</li> <li>● Australian Copyright Act</li> <li>● Content Threshold Standards</li> <li>● Application form for Scholarship &amp; Research</li> <li>● Delegations of Authority</li> </ul>
<b>6. Policy</b>	<p><b>6.1 Our Tenets</b></p> <p>SAE's approach to scholarship and research is underpinned by the following tenets;</p> <ul style="list-style-type: none"> <li>● Creative Work is accepted as research equivalent if it supports 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 and understandings</li> <li>● We distinguish between (i) professional practice and (ii) Scholarship &amp; Research – the first being necessary to provide the maintenance of expertise and knowledge to carry out the latter.</li> <li>● When Creative Work is public, SAE uses international benchmarks by which we measure internal and external standards.</li> </ul> <p><b>6.2 Defining Scholarship &amp; Research at SAE</b></p> <p>Scholarship at SAE are activities undertaken by faculty which benefit the needs of the organization and its students. The outcome of scholarship is the distillation of new or improved knowledge, appreciation or insights into teaching &amp; curriculum and other elements of academic operations.</p> <p>SAE uses the Boyer Model of Scholarship to frame its approach to approving scholarship activities. Under the Boyer model, scholarship has four discrete but interdependent themes or elements;</p> <ul style="list-style-type: none"> <li>● <b>scholarship of discovery</b> – building new knowledge through traditional research to contribute to the stock of human knowledge and also to the intellectual climate of a higher education institution</li> </ul>

- **scholarship of integration** – interpreting the use of knowledge across disciplines; connecting research so that it is useful beyond discipline boundaries and can be integrated into a larger body of knowledge
- **scholarship of application** – using knowledge to aid individuals, society and the professions in solving problems; connecting scholarship with practice
- **scholarship of teaching** – a central element of scholarship involving well-informed and knowledgeable teachers; teaching that promotes active and critical learning in students; and recognition that teachers are also learners (Boyer, 1990:24).

Rice (in Robinson and Hougaz, 2013:16) expanded Boyer’s framework by incorporating the additional perspective of learning:

- **scholarship of learning** – “the impact of teaching on the student’s learning experience and scholarly enquiry into how students make meaning from what the teacher says and does” (Robinson & Hougaz, 2013).

Research is characterised by originality and includes creative activity and performance. It has investigation as a primary objective, the outcome of which is new knowledge, with or without a specific practical application, or new or improved materials, products, devices, processes or services (MCEETYA, 2007 p. 18)

### 6.3 Defining Appropriate SAE Scholarship Activities

In addition to the definition of scholarship above – the distillation of new or improved knowledge, appreciation or insights into a field of knowledge – it should manifest at least three key characteristics as defined by Schulman (1998). Scholarship activities should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community.

SAE requires that all faculty meet these criteria when undertaking scholarship activities as part of sanctioned scholarship activities. For further detail please consult the Content Threshold Standards Policy.

### 6.4 Scholarship & Research in Practice at SAE

Faculty engaged with the delivery of Higher Education programs are expected to undertake scholarship activities which inform;

- disciplinary content knowledge
- knowledge of effective pedagogical practices
- knowledge of discipline specific pedagogical practices (Schulman, 1998)

SAE has a number of mechanisms to support Scholarship & Research for faculty members.

#### 6.4.1 Financial and In-Kind Support

SAE provides financial and other forms of support for Scholarship and Research activities and will actively encourage staff to take advantage of this, especially where it is complementary to SAE’s strategic priorities. Applications for Scholarship and Research support must be made on the Scholarship and Research form. Financial and in-kind support are reviewed by the Scholarship & Research Committee via a transparent process that follows guidelines communicated to all staff. The Scholarship and Research Committee then endorses an application to the Dean for financial approval, in line with the Institute’s financial delegations of authority.

#### 6.4.2 Clive Pascoe Fellowships

SAE will support faculty in undertaking further study by providing financial and time support to high performing members of faculty. At its discretion, the Dean may choose to support specific members of faculty in further study by awarding a limited amount of Clive Pascoe Fellowships to eligible faculty members. Faculty who are awarded Clive

Pascoe Fellowships will be expected to abide by any terms and conditions stipulated in the Memorandum of Understanding (MoU).

#### **6.4.3 Innovative Projects**

For high performing, and appropriately qualified faculty, the Dean may grant time support to undertake a range of scholarly and creative research works which bring value to the organization and align with its strategic plans. Innovative projects are designed to explore new ideas and concepts which would not be otherwise be investigated.

#### **6.4.4 Scholarship and Research Training**

SAE provides training for faculty to facilitate ongoing engagement with new developments of contemporary pedagogical practices and advanced knowledge of discipline-specific pedagogical practices. Faculty are expected to attend and engage with these development opportunities at the direction of the Dean. In addition, SAE supplies ongoing support for the acquisition of advanced skills, techniques and knowledge in the conduct of research – and associated principles of best practice – via formal internal training programs that utilise the expertise of research-active senior academics.

#### **6.4.5 Project Development Allocations**

Faculty who possess appropriate skills and expertise are involved in the continuous improvement and development of curriculum and other projects at SAE. Faculty chosen to undertake project development allocations are supervised by senior academics to ensure that both parties are able to learn and acquire new skills and in the process either advance knowledge or professional practice in a field or contemporary pedagogy.

#### **6.4.6 Secondments**

SAE may offer a range of secondment opportunities to eligible staff and faculty members in order to build capacity within the organization. Secondments resulting in research and scholarship activities will be informed by clear direction from management in the form of project briefs and will lead to published results upon completion.

#### **6.4.7 Higher Degree Research (HDR) Student Supervision**

Suitability qualified faculty may be supported to supervise HDR students as adjunct supervisors. Faculty members wishing to have support from SAE to undertake HDR supervision should approach the Dean for approval. In addition, internal supervisors of Master of Creative Industries students are expected to be research active. This expectation is reflected in annualised workforce planning and other support mechanisms – see above – to allow continuous engagement with strategically relevant research.

### **6.5 Scholarship & Strategic Need**

Scholarship activities at SAE are identified by strategic need stemming from the organization's Strategic Plan and associated Learning, Teaching and Curriculum Plan. SAE pursues its research engagement and impact agenda under the lens of social cohesion; our research starts with the needs of industry and community with a focus on making a positive contribution to how disengaged students from non-traditional university backgrounds approach creative media. It's about opening up creative and artistic practice to students from lower socio-economic backgrounds and shifting it to an inclusive outlook whose cultural capital does not erect barriers to participation. Faculty pursuing scholarship at the frontiers of their discipline are well-placed to inspire a spirit of curiosity, discovery and critical inquiry in their students. These students, in turn, will turn into ambassadors for their disciplines and SAE as well as creators of new knowledge.

All applications to undertake scholarship activities listed in 6.4 will be assessed against these plans to ensure that the scholarship activity meets its strategic needs.

	<p><b>6.6 Scholarship &amp; Promotion</b> Evidence of scholarship will be considered when evaluating faculty for promotion, particularly to senior academic roles.</p> <p><b>6.7 Review of Scholarship &amp; Research Activities</b> The review of scholarship activities will be performed at an individual and institutional level. Individual members of faculty will have their scholarship activities assessed against performance plans and the outcomes of teacher observations. Various data sources will be used to ascertain the effectiveness of a faculty members scholarship activities</p> <p>Scholarship review at the institutional level will be embedded as systematic reviews in the Learning and Teaching Plan with the outcomes being tabled for consideration in the proceedings of the Academic Board. The Academic Board may inform the direction and focus of SAE scholarship activities to meet the needs of learners.</p> <p><b>6.8 Ethical Conduct of Research</b> Research &amp; Scholarship undertaken at SAE will abide by all policies and legislation and in accordance with the general principles of responsible research as outlined in the Australian Code for the Responsible Conduct of Research. Specifically; A strong research culture will demonstrate:</p> <ul style="list-style-type: none"> <li>● honesty and integrity</li> <li>● respect for human research participants, animals and the environment</li> <li>● good stewardship of public resources used to conduct research</li> <li>● appropriate acknowledgment of the role of others in research</li> <li>● responsible communication of research results.</li> </ul> <p>Further to this, all research and scholarship activities will respect the rights of copyright holders</p> <p><b>6.9 Ownership &amp; Management of Intellectual Property</b> Ownership of intellectual property is governed by the SAE Intellectual Property Policy located on the public website. All intellectual property generated by staff, faculty and students is to be made available internally to all relevant stakeholders, in accordance with the Content Threshold Standards.</p> <p><b>6.10 Requirements for Publication &amp; Authorship</b> All research and scholarship activities undertaken at SAE need to acknowledge the contribution of the organization in facilitating these activities.</p> <p><b>6.11 Misconduct in Research</b> Research misconduct includes fabrication, falsification, plagiarism or deception in proposing, carrying out or reporting the results of research, and failure to declare or manage a serious conflict of interest. It includes avoidable failure to follow research proposals as approved by a research ethics committee, particularly where this failure may result in unreasonable risk or harm to humans, animals or the environment. It also includes the wilful concealment or facilitation of research misconduct by others. (Australian code for the responsible conduct of research, 2007) Further, “research misconduct does not include honest differences in judgment in management of the research project, and may not include honest errors that are minor or unintentional.” (ibid)</p> <p>The process that SAE applies to dealing with allegations of research misconduct are further described in the Academic Honesty Policy and Procedure.</p>
<p><b>7. Records</b></p>	<p>23<sup>rd</sup> of November 2015. Policy created by L. McMillan and updated. DRAFT for discussion.</p> <p>27<sup>th</sup> of November 2015. Policy endorsed by the Academic Board.</p>

	<p>10th of June 2016. Minor Review of Policy performed by L. McMillan Dean, SAE Southern. Approved Academic Board.</p> <p>13th of September 2018. Minor Review of Policy performed by the Scholarship &amp; Research Committee. Approved Academic Board 21 Sept 2018.</p>
<p><b>8. References</b></p>	<p>Australian Government. (2007). <i>Ethical guidelines on the use of assisted reproductive technology in clinical practice and research : 2004 (as revised in 2007 to take into account the changes in legislation)</i>. Canberra: National Health and Medical Research Council.</p> <p>(MCEETYA) Ministerial Council of Education, Employment, Training and Youth Affairs (2007). National Protocols for Australian higher education 2007. Retrieved from <a href="http://www.innovation.gov.au/HigherEducation/StudentSupport/NationalProtocolsForHigherEducationApprovalProcesses/Pages/default.aspx">http://www.innovation.gov.au/HigherEducation/StudentSupport/NationalProtocolsForHigherEducationApprovalProcesses/Pages/default.aspx</a></p> <p>National Health and Medical Research Council. (2007). <i>Australian code for the responsible conduct of research</i>. Canberra.</p> <p>Robinson, W. and Hougaz, L. (2013 June) <i>A culture of scholarship: Opportunities and challenges for the non-university Higher Education sector</i>. ACPET Journal for Private Higher Education, (2)1.</p> <p>Shulman, L. 1998. <i>Teacher portfolios: A theoretical activity</i>. In N. Lyons (Ed.), <i>With portfolio in hand: Validating the new teacher professionalism</i> (pp. 23-37). New York: Teachers College Press.</p> <p>TEQSA (2015). <i>Scholarship of Teaching &amp; Learning</i>. TEQSA Guidance notes. Retrieved from <a href="http://www.teqsa.gov.au/sites/default/files/ScholarshipGN_0.pdf">http://www.teqsa.gov.au/sites/default/files/ScholarshipGN_0.pdf</a></p>