Academic Freedom and Scholarly Activity Policy and Procedure

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Policy Statement	
Purpose	Glencoe Institute of Higher Education ('the Institute') *Academic Freedom and Scholarly Activity Policy and Procedure* ('the Policy') outlines the Institute's commitment to providing an environment where academic freedom and scholarly activities are encouraged and supported.
Scope	This Policy applies to all the staff and students.
Definitions	For definitions, please refer to the *Dictionary of Terms.*

1. Policy Principles

The Institute upholds fundamental principles that promote an environment where staff and students are encouraged to engage in critical inquiry, research, expression of opinions, and participate in scholarly activities. The Institute also promotes and supports continued scholarship and professional development of academic staff. The Institute:

a) Aligns with Commonwealth and Western Australian legislation, including the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021)*, *Tertiary Education Quality and Standards Agency Act 2011(TEQSA Act 2011)*, *Education Services for Overseas Students Act 2000 (ESOS Act 2000)*, *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018),* and relevant Western Australian laws, to ensure lawful, safe, and accountable practices;
b) Commits to promoting intellectual enquiry and protecting academic freedom, allowing staff and students the freedom to explore and express their ideas through scholarship and teaching;
c) Will promote a commitment to excellence in scholarly activities, including research, publications, and creative works;
d) Will encourage academic staff members to conduct academic endeavours with the highest standards of integrity, honesty, and transparency;
e) Supports professional development to maintain a culture of learning and teaching that encourages academic staff to continuously improve their discipline-specific content knowledge and teaching and learning methods. Professional development activities are supported and implemented in accordance with the Institute's *Human Resource Management Policy and Procedure*;
f) Promotes mentorship and collaborative learning environments to encourage the growth and development of academic professionals;
g) Ensures the allocation of adequate resources, including funding, facilities, and time, to support scholarly and professional development activity;
h) Ensures that opportunities for scholarly and professional development activity are accessible to all academic staff, irrespective of background and/or career stage.

2. Academic Freedom

All academic staff and students have the right to academic freedom, lawful freedom of speech and freedom of expression to:

a) Engage in intellectual enquiry and debate without fear of censorship or retaliation;
b) Contribute to lawful public debate and express their opinions and beliefs in relation to their subjects of study, discipline or areas of expertise;
c) Engage in research and publish the results of research;

d) Express their ideas and opinions as well as to actively listen and receive information and opinions from others;

e) Participate in professional and representative bodies, organisations, or associations.

However, when engaging in intellectual enquiry and debate academic staff and students must:

i. Not impair the rights of others, nor harass, intimidate or ridicule others;
ii. Adhere to all Australian laws;
iii. Not contravene the Institute 's policies, procedures or regulations;
iv. Not impede the Institute in fulfilling its core responsibilities of higher education and research.

Individuals must exercise their academic freedom in a manner that:

i. Upholds respectful dialogue and avoids harassment, vilification, or discrimination;
ii. Complies with relevant Australian laws and Institute policies;
iii. Maintains a learning environment conducive to open, inclusive, and intellectually robust discussion, particularly in contexts involving sensitive cultural, social, or political content.

Individuals have the right to seek remedy in the event of an alleged breach of academic freedom, with initial determinations made by the Dean and the right of appeal to the Academic Board upheld in accordance with procedural fairness. This process aligns with *TEQSA's HESF 2021 Standard 6.1.4* to ensure that academic freedom is protected in both principle and practice;

Individual can expect that matters involving potential misconduct including harassment, legal breaches, or policy violations will be appropriately cross-referenced in the *Staff Code of Conduct* and *Student Code of Conduct*, maintaining consistency across institutional policies without compromising academic freedom.

3. Examples of Scholarly Activity

The Institute recognises scholarly activities as essential components of academic excellence and intellectual development. These activities involve engagement with the evolving landscape of advancements and the continuous evolution of knowledge within specific fields.

Examples of scholarly activities include, but are not limited to the following. These activities are undertaken by academic staff as part of their professional engagement.

a) Short courses, conferences, and seminars

Academic staff are encouraged to participate in professional development opportunities, both internal and external, including short courses, conferences, workshops, and seminars. These activities promote continuous learning, foster discipline-specific expertise, and encourage knowledge exchange across the academic community;

b) Publication

The Institute supports academic staff in producing scholarly publications, including peer-reviewed journal articles and conference papers. Presenting research findings at academic forums is also encouraged as a means of contributing to scholarly dialogue and advancing the field.

Scholarly output may also include non-peer-reviewed publications, such as professional reports, practice guides, and commissioned white papers, as well as the writing of academic textbooks and learning resources;

c) Professional practice
Engagement in professional associations and industry networks aligned with an academic's discipline is encouraged. Such participation enhances industry relevance, maintains currency in professional standards, and supports applied contributions to the advancement of the field.

Relevant activities may include serving on academic or industry review panels, participating in accreditation or curriculum advisory bodies, or contributing expertise to professional consultations;

d) Innovation
Academic staff are encouraged to pursue innovations in teaching, research, and professional practice. Innovative activities may include the development of new methodologies, creative works, or applied research that informs professional or pedagogical improvement;

e) Curriculum development
Participation in curriculum design and renewal projects is recognised as scholarly activity. These efforts contribute to the quality of teaching and learning and ensure alignment with disciplinary and regulatory expectations;

f) Higher Degree Research (HDR) supervision and examination
Academic staff engaged in the supervision or examination of HDR students are contributing to the academic research culture of the Institute. This activity is recognised as a core scholarly responsibility and supports sector-wide expectations for academic leadership in research training;

g) Journal and conference reviewing
Providing peer review for academic journals, conference abstracts, or editorial boards is considered a valuable scholarly contribution. It enhances academic rigour, builds disciplinary engagement, and supports knowledge quality assurance across the sector.

The accountability for scholarly activity rests with academic staff, in accordance with *HESF 2021*. While academic freedom applies to both staff and students, undergraduate students are not typically required to undertake scholarly output as defined by TEQSA regulatory standards. Allegations of scholarly misconduct are managed under the appropriate governance instruments: the *Staff Code of Conduct* for academic staff, and the *Student Code of Conduct* for students. This ensures consistent application of disciplinary procedures and upholds the academic integrity of the Institute.

4. Responsibilities

a) The Academic Board is responsible for:

i. Approving the annual scholarship and professional development plan;
ii. Reviewing progress against the annual scholarship and professional development plan on a biannual basis;

iii. Recommending the annual budget for scholarly and professional development activities;
iv. Monitoring and reviewing compliance with the Institute's academic freedom and freedom of expression principles to ensure alignment with H*ESF 2021 Standard 6.1*. Following budget finalisation, the Dean oversees disbursements in line with the approved plan.

b) The Teaching & Learning Committee is responsible for:
i. Recommending the annual scholarship and professional development plan to the Academic Board;
ii. Reviewing progress and making recommendations for remediation and improvement.

c) The Dean is responsible for:
i. Developing and implementing a strategic plan for scholarly activities to enhance the academic culture;
ii. Actively encouraging and facilitating scholarly participation among academic staff, promoting engagement in conferences, publications, and knowledge advancement;
iii. Collaborating with academic staff to establish individual annual plans for scholarly and professional development, aligning with institutional goals and individual aspirations;
iv. Overseeing the execution of scholarly activities, ensuring alignment of those activities with individual plans and conducting reviews to assess the impact and quality of academic contributions.

5. Procedure

In establishing a comprehensive framework for scholarly and professional development activities, the following procedural guidelines ensure strategic alignment, effective planning, and transparent oversight within the academic landscape of the Institute.

a) Planning
i. The Institute will ensure that academic scholarly and professional development activities are consistent with the annual scholarship and professional development plan;
ii. The Dean is responsible for developing and monitoring the annual plan, aligning it with individual staff members and the Institute needs and as per the Institute's *Strategic Plan, Workforce Plan,* and *Teaching and Learning Plan*;
iii. Include a proposed budget for professional development and scholarly activities in the annual plan, to be reviewed and prioritised by the Teaching & Learning Committee;
iv. The Teaching & Learning Committee assesses existing resources supporting the plan and recommends amendments to the Academic Board as needed. Changes to the annual scholarship and professional development plan, including rescheduling of activities with no financial implication, must be approved by the Dean and submitted for noting by the Academic Board;
v. Significant changes requiring a budget increase must receive approval from the Academic Board.

b) Communication

i. The Dean or nominee issues a biannual reminder to all academic staff about the importance of, and criteria for, engaging in scholarship and professional development, emphasising its role in academic quality;
ii. Where new academic staff members commence employment with the Institute, the requirement for engagement in scholarship and professional development is included during academic staff induction session, in alignment with the Institute's *Human Resource Management Policy and Procedure*;
iii. The Dean communicates information on available opportunities for scholarship and professional development to staff;
iv. The Dean or the nominee organises events on topics relevant to the scholarship of learning and teaching.

c) Professional development activities

Academic staff are expected to undertake professional development activities in addition to scholarly activities including but not limited to:

i. Development through expanded responsibilities or by assignment to particular projects of the Institute;
ii. Staying updated through professional engagement and publications;
iii. Completion of formally accredited studies;
iv. Joining internal or external groups or committees;
v. Attending online internal or external training or workshops.

Refer to the Appendix II - Professional Development Module - Template for details on mandatory ESOS training for staff who interact directly with international students.

d) Monitoring

i. The Dean distributes the approved individual scholarly and professional development plans to the respective academic staff;
ii. Academic staff are required to maintain a portfolio, recording the completion and output of scholarly activities and professional development activities for review by the Discipline Coordinator;
iii. The Dean monitors the academic staff members' performance against the annual scholarship and professional development plan;
iv. The Dean keeps a record of scholarly activities and professional development activities completed by academic staff for review by the Teaching & Learning Committee. The record is maintained in accordance with the *Records Management Policy and Procedure*.

6. Reporting and Improvement

a) The Teaching & Learning Committee provides regular report summaries to the Academic Board, including recommendations for re-prioritisation or reallocation of funding;
b) The Teaching & Learning Committee provides an annual report to the Academic Board, on performance against the annual scholarship and professional development plan including recommendations for improvement to scholarship and professional development processes;

c) The Academic Board reviews the effectiveness of scholarship and professional development planning and associated strategies in informing teaching and learning at the Institute on an annual basis.

7. Appeals

Academic staff and students have the right to appeal against the decisions made under the *Academic Freedom and Scholarly Activity Policy and Procedure* if they believe the decision is inconsistent with this Policy or there was an administrative error. Appeals will be addressed in accordance with the Institute's *Student Grievance Management Policy and Procedure* for students and the *Human Resources Management Policy and Procedure* for staff.

8. Review and Evaluation

This Policy will be reviewed at least every two years, or earlier if required due to changes in legislation, regulatory requirements, technological developments within professional and industry sectors, or institutional priorities, to ensure its ongoing relevance, accuracy, and effectiveness.

Appendix 1: Scholarly Activity and Professional Development Plan

Part 1: Personal Details	
Last Name	
Given Name/s	
Title (Dr, Prof, Assoc Prof, Ms, Mr)	
Contact Number/s	
Email Address/es	

Part 2: Professional Development

The Institute requires academic staff to have current knowledge in their discipline.

To demonstrate fulfilment of this requirement staff may undertake further relevant academic study with a research component, engagement in activities that enhance the ability to deliver current knowledge such as workshops, participation in professional development activities, seminars, training sessions by professional bodies, etc.

Description/s	Date/s	Relevant Course/ Subject

Part 3: Professional Scholarly Activities

The Institute requires all academic staff to contribute to their professional discipline.

Demonstration of this requirement includes but is not limited to, membership of relevant academic or professional bodies or committees and scholarly activities such as reviewing journal articles, seminar presentations, and other forms of active engagement within their respective fields.

Description/s	Date/s

Part 4: Proposed Scholarly Activities

The Institute requires all academic staff to continue to enhance their knowledge and skills. Please provide a description of your proposed scholarship and professional development plan for the current year and include an evaluation of how these activities will enhance your knowledge and skills.

Description/s	Evaluation

Academic Staff must also include requested funding or resources for scholarly activity and professional development. Please select one or more:

☐ Special leave
☐ Reduced workload
☐ Involvement of academic and non-academic staff
☐ Other, please specify:

Appendix II - Professional Development Module - Template

The Institute recognises the significance of professional development in fostering lifelong learning and a successful learning environment. The Institute is committed to fostering an environment where continuous learning and growth are encouraged and supported. Through various professional development initiatives, the Institute encourages academic staff to excel in their roles and make a meaningful impact on teaching and learning activities.

As part of the Institute's dedication to the professional growth of academic staff, the Institute conducts an Academic Staff Induction Session each semester for new as well as existing staff members. This Session serves as gateway to understanding the Institute's culture, values, and expectations. The Academic Staff Induction Session provides staff with foundational knowledge necessary for successful teaching and learning. In addition to the Academic Staff Induction Session, the Institute is committed to ensuring compliance with the Education Services for Overseas Students (ESOS) framework.

ESOS staff training is a mandatory training for all academic staff dealing with international students. This module is designed to provide academic staff at higher education institutes with a comprehensive understanding of the Education Services for Overseas Students (ESOS) framework in Australia. Participants will learn about the key requirements, responsibilities, and best practices for ensuring compliance. The module will be delivered by subject matter experts familiar with ESOS compliance and the specific requirements for academic staff.

This module serves as an essential foundation for academic staff at higher education institutions to understand their responsibilities and role in ensuring ESOS compliance, contributing to a welcoming and supportive environment for international students in Australia.

By the end of this module, participants should be able to:

- Define the ESOS framework and its importance for international students;
- Explain the roles and responsibilities of higher education institutions in ensuring ESOS compliance;
- Identify key ESOS regulations and requirements;
- Describe best practices for maintaining ESOS compliance within academic roles, in reference to the ESOS training module.

Version Control

Version	Date of Approval	Approved By	Related Documents
1.2	15 April 2026	Academic Board	Human Resource Management Policy and Procedure Intellectual Property Policy and Procedure Research Ethics Policy and Procedure Records Management Policy and Procedure Student Grievance Management Policy and Procedure Staff Code of Conduct Teaching and Learning Plan Strategic Plan Workforce Plan
Benchmarking Institutions			The University of Adelaide The University of Notre Dame Australia Stanley International College Pty Ltd
Policy Owner			Dean
Legislations			Higher Education Standards Framework (Threshold Standards) 2021 (Cth) (HESF 2021) Tertiary Education Quality and Standards Agency Act 2011 (Cth) (TEQSA Act) Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) (National Code) Privacy Act 1988 (Cth) National Statement on Ethical Conduct in Human Research (2023) Privacy and Responsible Information Sharing Act 2024 (WA)
Higher Education Standards Framework (Threshold Standards) 2021 (Cth)			Standard 3.1; Standard 3.2; Standard 4.1; Standard 4.2; Standard 6.1.