

Guiding Principles for Effectively Embedding Scholarship within College Higher Education

DIMENSION	WHAT	WHY	EXAMPLE(S)
RESOURCING	<ul style="list-style-type: none"> There needs to be a commitment to support staff engaging with scholarly activity through funding mechanisms, and remitted time to be able to engage appropriately. In addition to this, consideration should be given to employing a role responsible for leading on scholarly activity, in the form of guidance and support. 	Demonstrates to staff that scholarship is important to the institution, and that they are willing to invest their time and money in staff to be able to undertake such activities.	'Objective, Roles and Responsibilities of the Scholarship Development Lead' output
COMMUNITY	<ul style="list-style-type: none"> Encourage the sharing of scholarly best practice both internally and externally. Enable collaborative working networks, ideally with validating partners and other colleges. Ensure a peer review approach to scholarly outputs, to ensure quality, and to strengthen internal networking. 	Enhances quality assurance, but primarily it enables staff to have high level discussions with their peers about their practice. Something that isn't always afforded an opportunity.	
UNDERSTANDING	<ul style="list-style-type: none"> It is vital that SMT and academic staff understand <i>what</i> scholarship actually is, in their particular context. Help staff apply scholarship to their current practice, in order to overcome any negative staff opinions associated with the term. 	Provides a shared sense of direction, for senior manager and academic staff, with which to take scholarly activity. Should make academic staff see that it is achievable to be scholarly in a college setting, and help senior managers see that it can be of value to their institution, and should be worth resourcing.	
VISION	<ul style="list-style-type: none"> A clear vision of scholarship for the institution is required, so it can become part of common practice. This can be aided by the creation of a Scholarship Policy. In order for your policy to be effective and robust, ensure that: <ul style="list-style-type: none"> Scholarship is also articulated in college strategies, appraisal, quality review docs, and contracts There are clear guidelines regarding financial support, remission, and reward for staff It is clearly linked to QAA quality code/APR/TEF/a nationally embraced framework for college HE scholarship, that is owned by a national body In order for the vision to be <i>sustainable</i>, it is important that: <ul style="list-style-type: none"> SMT are provided with strong evidence of scholarly impact There is separate funding for research and scholarly activity External (college) networking is in place 	Again, demonstrates a commitment to scholarship, which will motivate staff. However, it also provides a level of quality assurance, and strategic approach to it that all staff can buy into. Can enhance external measures i.e. TEF etc.	Policy outputs
POSITIVE SMT INVOLVEMENT	<ul style="list-style-type: none"> SMT (and governors) should clearly demonstrate desire to support and back scholarship within their institution. Avoid 'FE-ness' around scholarship – limit quantitative measurement, and overt monitoring of engagement. 	Shows staff that senior managers care about scholarship, and the scholarly activity that they do. Demonstrates a level of trust in academic staff to do a good job, which is beneficial to the student journey, without the need to imply measurement criteria to it.	
SELF-IMPROVEMENT (WITH GUIDANCE)	<ul style="list-style-type: none"> It is important to demonstrate that scholarship can lead to positive self-improvements in academic staff who engage with scholarly activity. This requires a designated, experienced, scholarship lead to provide guidance for staff, to overcome their insecurities commonly associated with scholarship in college higher education. 	Ultimately improves the professional practice of HE staff, which should impact positively on their students. It may be necessary for staff new to scholarly activity and scholarship to have guidance as to what that means to them in their context, and how they can engage with it.	