Scholarship of Teaching and Learning Policy

1. Purpose

1.1 This policy identifies the focus, scope and strategies used to develop a culture of scholarship that assures the ongoing quality of teaching and learning at Western Sydney International College (WSUIC). The policy has been informed by the December 2018 TEQSA Guidance note on scholarship and benchmarking with a range of Australian and overseas higher education institutions.

1.2 The core of scholarship is the maintenance of knowledge of current developments in the discipline and transmission of that knowledge through effective approaches to teaching and learning.

1.3 WSUIC has adopted the Boyer Model of Scholarship (Boyer, E. 1990). This model is comprised of four linked dimensions which involve the scholarship of:

1.3.1 **Discovery** – building new knowledge through traditional research to contribute to the stock of human knowledge and also to the intellectual climate of WSUIC

1.3.2 **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

1.3.3 **Application** – using knowledge to aid individuals, society and the professions in solving problems and connecting scholarship with practice

1.3.4 **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.

Given its role as a pathways college into Western Sydney University (WSU) that is not engaged in research training, WSUIC gives particular focus to the scholarship of teaching and learning and its integration and application at WSUIC.

2. Scope

At WSUIC, the scholarship of learning and teaching includes its staff:

2.1 Updating their discipline knowledge in the areas they teach through participation in short courses, targeted reading, benchmarking with peers and participation in professional networks.

2.2 Researching their own practice and that of colleagues using data on student satisfaction, retention, assessment and outcomes with a view to improving teaching, learning and student support.

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2.3 Identifying and implementing improvements in teaching and learning through participation in communities of practice, peer review, workshops and conferences.

2.4 Working individually or in teams to help advance the field by publishing or disseminating the results of their own research on effective approaches to teaching, learning and student support in the particular context of a pathway college with peers and in journals, at conferences or practitioner workshops.

2.5 Using the internationally benchmarked FLIPcurric website and the WSUIC integrated Risk, Quality and Standards Framework for Teaching and Learning to ensure that course development and review is informed by internationally researched best practice.

3.   Definitions

N/A

4.   Policy Statement

4.1 WSUIC is committed to developing and supporting a community of scholars amongst its own staff and through connections to staff with Western Sydney University (WSU) and other Navitas Higher Education Providers.

4.2 WSUIC has been established to provide quality pathway education to students pursuing a WSU degree. Therefore, the framework of scholarship centres on the developing pathway requirements in a supportive, engaging and productive environment.

4.3 The WSUIC approach to scholarship involves all academic staff and is specific to the mission statement, the learning needs of the students and the staffing and discipline profiles of WSUIC. Academic freedom of inquiry is balanced with the need to keep scholarship focused on ensuring course design, content, delivery and outcomes are as relevant, engaging and productive as possible. WSUIC sees scholarship and remaining current as key inputs to improving and assuring the quality of the total student experience, student outcomes and as important factors in sustaining its competitive advantage.

4.4 A consistent and productive approach to ensuring all staff engage in scholarship that is relevant to WSUIC is outlined in the linked suite of strategies identified below. It is overseen by the WSUIC Academic Board and guided by the Academic Director, who is accountable to the Academic Board for the delivery of WSUIC's scholarship policy and its outputs and outcomes.

5. Assuring the Quality and Consistency of Scholarship at WSUIC

5.1   WSUIC academic staff are required to monitor and improve their own practice against the WSUIC Teaching and Learning Plan and to act on the feedback provided to them as part of WSUIC's tracking and improvement system for learning and teaching.

5.2   Reports from the Academic Director against the Teaching and Learning Plan and the WSUIC course performance reports are to demonstrate how scholarship has informed improvements in teaching and learning and will be reported to the Academic Board.

5.3   Academic staff will be required to develop individual plans for scholarly activity with their Course Convenor and these will be specified in each individual's annual performance development and review documentation.

5.4   Staff workload is to be arranged so that staff have appropriate time to devote to scholarship.

5.5   Academic staff may request funds to cover the costs of conference attendance, the hosting of external academics and key industry players that can bring specific, scholarly expertise to WSUIC. Academic teaching and scholarship are included as part of the promotion criteria of WSUIC.

5.6   Academic staff will be encouraged to become members of and contribute to professional and academic associations relevant to their respective disciplines.

5.7   Academic staff engaging with industry or their profession will be expected to provide internal workshops for other staff members to ensure that the knowledge acquired is taken up at WSUIC.

5.8   When relevant, the Course Convenors and the Academic Director will be encouraged to participate as an external reviewer at other higher education institutions and to report back the implications for WSUIC.

5.9   The Academic Director and Course Convenors are to participate in key national bodies like the Higher Education Private Providers Quality Network to identify good practice and establish benchmarking relationships with successful colleges.

5.10   When relevant, staff will be encouraged to undertake targeted workshops or higher degrees relevant to their academic discipline and/or teaching.

5.11   WSUIC will keep a full record of scholarly activities undertaken by its staff.

6. Quality and Compliance

6.1 This policy is reviewed periodically (at a minimum every two years) to ensure regulatory compliance, operational currency, the identification of continuous improvement opportunities and risk identification and mitigation. This review is reflected in WSUIC's Quality Management Framework and Risk Management Framework.

6.2 This policy will be available on the WSUIC website for students and the WSUIC SharePoint site for staff access.

6.3 Emails will be issued to all staff to inform and update them on any changes to the policy and/or procedures and guidelines.

6.4 New staff will receive policy information during the induction process where it relates to their position.

7. Related Forms and Documents

- WSUIC integrated Risk, Quality and Standards Framework for Learning and Teaching
- Teaching and Learning Plan
- Register of Professional Development and Scholarly Activity
- Application for Staff Development
- Bowen, H., & Schuster, J. (1986). American professors: A national resource imperilled. New York: Oxford University Press.
- Boyer E. (1990) *Scholarship reconsidered: Priorities of the professoriate. https://depts.washington.edu/gs630/Spring/Boyer.pdf accessed 28 Sept 2016*
- Daly C., and Dee J., Greener Pastures: Faculty Turnover Intent in Urban Public Universities, the Journal of Higher Education, Vol. 77, No. 5 (Sep. - Oct., 2006), pp. 776-803.
- Scott, G (2017): *FLIPCurric,* Australian Government, Canberra.

8. Related Policies, Procedures, Guidelines and Legislation

- POL 22 WSUIC Human Resource Management Policy
- POL 23 WSUIC Staff Professional Development Policy
- POL 21 WSUIC Staff Code of Conduct
- POL 12 WSUIC Equal Opportunity and Diversity Policy
- POL 24 WSUIC Staff Wellness, Health and Safety Policy
- WSUIC Workforce Plan 2017-2020
- Higher Education Standards Framework (HESF) 2021 Standard 5 Institutional Quality Assurance; TEQSA Guidance Note on Scholarship

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Approval and Amendment History

Approval Authority:	Western Sydney University International College Academic Board
Policy Owners:	Academic Director/Academic Leadership Team
Approval Date:	3 May 2019
Date for Next Review:	4 April 2025

Amendments

Revision Date	Version	Summary of changes
1/11/2016	1.0	New Policy Developed
14/8/2017	1.1	Replacement of Western Sydney University International College with WSUIC and Western Sydney University with WSU. Addition of Clauses 4.2 and 4.3 Addition of reference to WSUIC Workforce Plan and TEQSA Guidance Note
03/05/2019	1.2	Minor formatting changes Nature of Scholarship sections 1.1 and 1.2 renamed to Purpose; section 1.3 renamed to scope Section 5 references incorporated with related forms and documents Added reference to HESF Standard 5
06/07/2021	1.2	No amendments
04/04/2021	1.3	Minor grammatical changes Update to legislation dates