A FRAMEWORK FOR SCHOLARSHIP OF LEARNING AND TEACHING AT ICMS

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March 2019

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1. Purpose

Within the landscape of higher education, institutions are increasingly supporting more flexible interpretations of how academics can be encouraged to adopt scholarly approaches to their teaching (Jones 2013). Indeed, an expectation now exists that higher education providers ensure that scholarship forms a fundamental part of their operations (Scholarship of Higher Education Quality and Standards Framework [Threshold Standards] (2015). ICMS has supported scholarly work throughout its history but the approach has tended to be somewhat *ad hoc*. With the growing organisational maturity of the college since the 1990s, a strategic response to the management of scholarly activity is now required.

To that end, the purpose of this paper is to propose a framework for supporting and managing scholarship at ICMS and to invite discussion and feedback on its progress.

2. Scope

Scholarship is the primary means of ensuring engagement with advanced knowledge. It thus constitutes core business at ICMS, impacting the experience and success of both staff and students.

The scope of the ICMS scholarship framework can therefore be regarded as relevant to all staff and students.

3. Background

During the second half of 2018, Academic Board provided feedback on a discussion paper, *"Developing a research culture at ICMS"*, previously tabled at the ICMS Learning and Teaching Committee by the Associate Dean: Postgraduate*.*

While Academic Board and LTC were highly supportive of the ideas embedded with *Developing a research culture at ICMS,* formal and informal feedback at the time, and subsequent minuted remarks, observations, resolutions and notes (See; AB minutes for 28 September 2018; Learning and Teaching Annual Report November 2018) inform this document. External advice received by the Executive from Michael Wells on October 4 2018 and earlier, as part of the Wells Governance Review recommendations in July 2018, tended to affirm the feedback of board members.

In summary, the stakeholder feedback has been incorporated into the ICMS Scholarship framework and attendant philosophy and principles driving policies, procedures and guidelines. They can be verified primarily from the minutes of LTC and AB.
The aims of the framework are to:

- Develop a paradigmatic focus upon scholarship rather than research
- Forge a tighter alignment with the relevant TEQSA guidance note
- Provide a definition of scholarship to guide practice at ICMS
- Build the framework for scholarship around the Boyer approach (discovery, synthesis, application and teaching).
- Consider how the evidence of scholarship as required by the Higher Education Standards can be encouraged and managed
- Emphasise applied research to a greater degree
- Prioritise scholarship in the context of management and the services sector

- Develop guidelines for awarding grants for professional development in the area of scholarship and disseminating any conceptual work and/or findings in the academic and professional community
- Develop a robust framework of relevant policies and practices
- Consider how student 'research' reports, as assessments would fit into the plan (or not)
- Reconsider the role of the ethics committee in the context of a scholarship framework
- Develop recommendations to inform budgetary decision making for the 2019/20 financial year.

4. Relevant documents

Internal:

An integrated partnership approach to evaluation at ICMS Academic Board Minutes: 28 September 2018
Academic Freedom, Integrity & Free Intellectual Enquiry Policy
Developing a research culture at ICMS. A paper submitted to Academic Board on XXXX Learning and Teaching Annual Report, November 2018
Michael Wells Governance Review recommendations, July 2018.
Staff Recruitment, Induction, Professional Development & Appraisal Policy Technologies in Learning and Teaching Policy

External:

Higher Education Standards Framework (Threshold Standards) 2015-TEQSA Contextual Overview.
    Australian Government. Tertiary Education Quality and Standards Agency. Higher Education Quality and Standards Framework (Threshold Standards) (2015).
TEQSA Guidance note: Scholarship (2017). Australian Government. Tertiary Education Quality and Standards Agency.
TEQSA Guidance note: Scholarship (2018). Australian Government. Tertiary Education Quality and Standards Agency.

5. Consultation

Members of the Learning and Teaching Committee, Members of Academic Board, External expert, Michael Wells, academics and middle and senior managers.

6. Defining terms used in the scholarship framework

Action Research: 'A global family of related approaches that integrate theory and action with the goal of addressing important organisational, community and social issues together with those who experience them. It focuses on the creation of areas for collaborative learning and the design, enactment and evaluation of liberating actions through combining action & reflection in an ongoing cycle of co-generative knowledge' (Coghlan & Brydon-Miller, 2014, p.xxv).

Institution: the college, institute or school registered as the trading or business name under the legal business entity of International College of Management, Sydney Pty Ltd the trustee for the ICTHM Trust (ABN No 54 174 259 919, CRICOS Provider Code: 01484M, TEQSA Provider ID: PRV12025 & RTO No: 90851).

Long term sessional staff: are not permanent or continuing but who have been contracted for the duration of a study period on successive occasions for more than one academic year.

Scholarship: those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research' (TEQSA Guidance note: Scholarship 2018, p. 1).

7. Executive Summary

The framework for scholarship at ICMS sets out to situate the practical and operational approaches to scholarship in the institution within the broad context of firstly, regulatory guidelines on the provision of higher education in Australia and secondly, relevant, current and seminal literature available. The philosophy and principles of scholarship at ICMS are informed by these two sources of knowledge and framed in the work of Boyer from the 1990s, with respect to the concepts of discovery, integration, application, and [learning] and teaching.

The operationalisation of scholarship is addressed within the framework from the perspective of two interrelated approaches; supporting and managing scholarship. The support of scholarship at ICMS largely occurs through various forms of professional development and its management through governance processes, policies, guidelines and specified roles.

A critical aspect of these processes and functions is to ensure that a culture of scholarship at ICMS is sustainable and that the right conditions exist for its continued development *throughout* the institution. This document therefore illustrates mechanisms and staffing policies for embedding scholarship in its people management, for example at the level of recruitment and through performance management. Likewise, a sustainable approach to scholarship will also rely on a demonstrated, long term commitment to appropriate funding that ensures that the ICMS' aims and goals can be achieved. The financial management of scholarship is assured through the Learning and Teaching and Academic Operations annual Business Plans, submitted to the Board of Directors for approval. Such plans address a) the scholarly excellence awards, designed to reward outstanding achievement in scholarship by funding future scholarship in a sustainable approach and through b) the evaluation of applications for funding scholarship activity and c) securing student and staff access to contemporary, high quality resources and d) Teaching Excellence Awards that include a criterion based on scholarship. Annual budgeting and longer-term forecasts are an essential part of meeting the expectations embedded in Standard 3: Teaching (TEQSA Guidance Note: Scholarship 2018). Forecasting and financial decision making rely upon access to data about scholarly activity and outputs that are managed, monitored and analysed through SOAR, a scholarly output and activity repository.

The principles detailed in the framework serve to guide decision making throughout the institution with respect to scholarship, and essentially define its scope. They provide a purposeful context for the support and management of scholarship at ICMS, grounded as they are, in the aim to engage and inspire students, enriching their learning experience and fostering an intellectual environment of reflection, debate, synthesis and the critical analysis of advanced knowledge. A flourishing culture of scholarship at ICMS equips our graduates with well-informed confidence in pursuing their own professional advancement and contributing to local and global organisational networks, communities and society as a whole.

8. Scholarship at ICMS: Philosophy and Principles

The philosophy of scholarship at ICMS is derived from various literatures and forms the basis of principles to guide decision making on the support and management of scholarship at ICMS. These principles should be transparent and evident in policy documents, guidance notes, governance and procedures at ICMS, adding clarity to what can be a complex issue, affecting macro and micro functions of the organisation.

8.1 Framing a philosophy of scholarship at ICMS

The framing of scholarship at ICMS is broadly based upon Boyer's (1990) four discrete but interdependent themes (discovery, integration, application and teaching) and an additional theme, learning (see TEQSA Guidance note: Scholarship2018). The first of these themes, 'discovery' serves to explain ICMS' position with respect to scholarship as research.

Discovery

The scholarship of discovery, as Boyer conceived it, approximates most closely to what is generally referred to as traditional research by academics and is concerned with the construction of new knowledge or by systematically drawing on existing knowledge in novel and innovative applications (Boyer 1990; TEQSA Guidance note: Scholarship 2018, p. 1). The conceptual intermingling of scholarship and research is apparent in Boyer's approach to discovery and in his challenge of what Jones (2013) has referred to, as the traditionally privileged position of research over teaching.

However, at the present time, ICMS does not deliver higher degree by research programs. Postgraduate courses do encourage learning *about* research processes but fall short of requiring students *to conduct* accredited research studies. Thus, while scholarship is a critical issue for both TEQSA and ICMS, it is recognised that research standards are not applicable to those higher education providers like ICMS that do not undertake research or provide research training in the form of higher degrees by research (see Contextual overview of the HES framework 2015; TEQSA Guidance note: Scholarship 2018).

Early in 2019, the existing ethics committee and the role of a Director of Ethics who chaired that committee, were discontinued, following the Wells Review in July 2018 and advisement from Academic Board in the same year. Prior to 2018, at ICMS, the Director of Ethics, was charged to review student assignments in work integrated learning subjects to ensure that whilst experiential in nature and designed to link theory to practice and vice versa, they presented a low ethical risk and were largely derived from data in the public domain. Nevertheless, some adjustment to subject outlines in 2019 are planned to refine assessment instructions to ensure that they are clearly limited to research proposals or reflective practice in workplace contexts that link theory to practice in critical ways rather than constituting empirical research in its strictest sense.

ICMS nevertheless, acknowledges the contribution and value of staff publications based on empirical research. This kind of output however, arises from various forms of association with research focused universities with the relevant structures and resources to support research activity and thorough procedures for ethical clearance. In 2019, the role of the Ethics Director was revised to include the evaluation and potential approval of only negligible and low risk research proposals submitted by staff and to report to the scholarship Committee following the disbandment of the ICMS ethics committee in 2018.

Integration

If discovery seeks to find what is not yet known then the scholarship of integration focuses upon what

research findings actually mean (see Boyer 1990). Integration refers to the way that knowledge is interpreted and enriched by various perspectives brought to it and through a process of making connections within and across disciplines or indeed by educating non-specialists (Boyer 1990; Jones 2013; TEQSA Guidance note: Scholarship 2018. It may therefore involve trans-disciplinary work. Like discovery, integration is somewhat investigative but focusses on the synthesis of existing work (Boyer 1990). In the ICMS context, this can include capstone and integrative tasks where students demonstrate interdisciplinary or transdisciplinary work.

Application

Application pertains to the use of knowledge in ways that assist individuals, the professions, institutions and society in addressing problems through linkages between scholarship and practice (Boyer 1990; TEQSA Guidance note: Scholarship 2018). Application may occur when scholarship suggests ways to address social problems but in turn, social problems can also drive an agenda for scholarly investigation (Boyer 1990). Within the ICMS curriculum context, this might include learning and assessment that is experiential, calling for students to bring advanced knowledge and theories to solve or address relevant social issues. It may also apply to work integrated learning where theoretical knowledge acquired through the curriculum can be brought to finding solutions to workplace issues identified by the student and the employer.

Learning and Teaching

The scholarship of teaching was the fourth theme in Boyer's thesis. Since teaching aims to inspire and transform future scholars through an engagement with advanced knowledge rather than merely being concerned with its transmission, an effective teacher must be both well informed within his or her field, and intellectually engaged in ways conducive to stimulating active learning, critical and creative thinking and what has come to be known as lifelong learning (see Boyer 1990; Trigwell, Martin, Benjamin & Prosser 2000). Without the understanding of students, the scholarship of teachers would have no impact (Kong, Lai, & Wong, 2017). For this reason, teacher effectiveness is a priority that cannot be assumed, but based on the rigourous collection of evidence, documented, evaluated and communicated (Trigwell, Martin, Benjamin & Prosser 2000). Various features of the framework will illustrate how ICMS undertakes to do that. Referring to 'learning and teaching' in this context acknowledges that ICMS views the enrichment of learning as a focus of scholarship, consistent with the TEQSA Guidance note on scholarship (2017). Since Boyer's seminal work, nearly three decades ago, the literature has proven a rich source of enquiry with respect to the scholarship of teaching and learning (SoTL) (Bennett, Hobson, Jones, Martin-Lynch, Scutt, Strehlow & Veitch 2016). More recently, the literature appears to have focussed on the improvement of student learning (including assessment), giving rise to a consequent shift in the terminology to the Scholarship of Learning and Teaching (SoLT) involving scholarly enquiry, reflection and dissemination of any findings (see Kong, Lai & Wong 2017; Trigwell, Martin, Benjamin & Prosser 2000). While models of SoLT and SoTL vary, with little sign of a universalising conceptualisation, professional development is generally considered to play a significant part and the implications of digital technology for scholarship are now beginning to emerge (Kong, Lai & Wong 2017). As ICMS implements its *Technologies in Learning and Teaching Policy,* this literature is timely as a guiding resource.

Discovery, integration, application and learning and teaching cannot occur optimally without engaging with advanced knowledge. For this reason, the ICMS framework for scholarship addresses how to achieve that engagement, implicitly and explicitly. It is explicitly addressed in Appendix G.

8.2 Principles of scholarship

At ICMS scholarship;

- forms a significant part of the culture and purpose of the institution.
- aims for excellence in both disciplinary content and the methods inherent in learning and teaching.
- seeks to engage and inspire students and enrich their learning experience from their own point of view.
- contributes to the systematic, sustainable advancement and dissemination of knowledge for the benefit of others in the ICMS community and beyond, nationally and internationally.
- is funded and resourced appropriately to achieve the aims and goals of the institution.
- is monitored and evaluated at micro and macro levels.
- is nurtured and encouraged through various professional development initiatives so that teachers are conversant with contemporary and advanced knowledge within their discipline as well as learning and teaching.
- is rewarded where innovative projects meet specified criteria and demonstrate improved learning outcomes.
- is brought to practice in the application of learning to experiential contexts including work integrated learning
- encourages an intellectual environment that fosters reflection, debate, synthesis and the critical analysis of advanced knowledge, its implications across contexts and applications to organisational issues and problems.
- serves to explore, through evidence based and data driven approaches to guide decision making within the institution.
- involves action research given its multidirectional capacity to incorporate discipline-based research, teaching as practice and the scholarship of teaching (see Jones 2013).
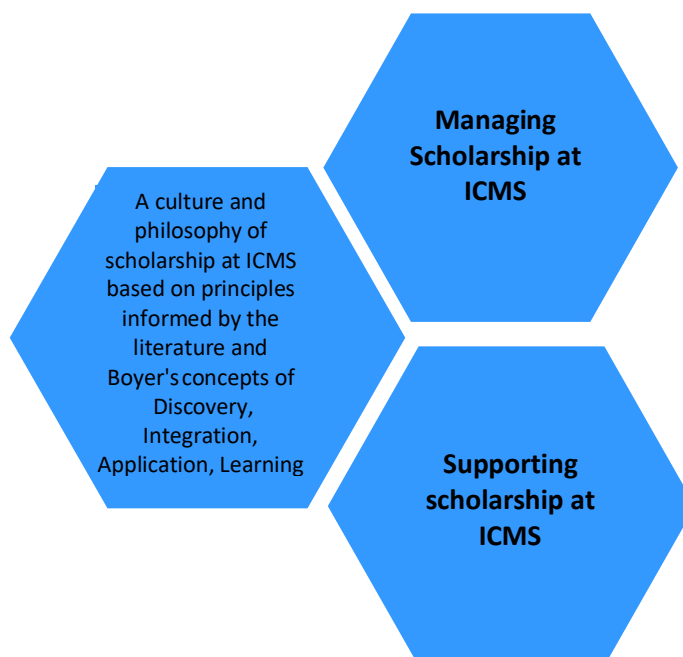
Fig. 1: Conceptualising and operationalising scholarship at ICMS

9. Supporting and Managing Scholarship at ICMS

The underpinning philosophy and principles of scholarship at ICMS inform its operationalisation through two intertwining approaches; supporting and managing scholarship. The support of scholarship primarily rests upon professional development.

9.1 Supporting scholarship through professional development

Scholarship at ICMS is supported through a range of professional development initiatives designed ultimately to enhance the quality of learning and teaching. As acknowledged in the ICMS Staff Recruitment, Induction, Professional Development & Appraisal Policy, professional development and scholarly activity overlap in many respects. Ultimately, it is the responsibility of the Executive Management Group (EMG) to monitor opportunities for staff professional development and to ensure those opportunities are being utilised efficiently and effectively. However, that responsibility needs to be assumed at all levels of the institution.

Broadly conceived, professional development may be accessed internally at ICMS or externally. Professional development includes but is not limited to, the following options (see Coldwell 2017);

a) Enrolment in taught courses resulting in a qualification or certification

b) Participating in training sessions, workshops and seminars facilitated by internal or external experts

c) Mentoring or being mentored in scholarly activities. Mentoring may entail, for example, providing feedback on; research plans, evolving drafts of peer reviewed journal and conference papers or otherwise creating teaching 'moments'. Such tasks can be undertaken as part of a scholarship portfolio demonstrating leadership, relevant to performance evaluation. In this way both gaining experience of scholarly leadership and participating in such activities, are interrelated forms of professional development. Peer observations of teaching (observing and providing feedback or being observed) are also regarded as mentoring relationships.

d) Self-study using MOOCs (Massive Open Online Courses)

e) Working individually or in teams, on an action research study to explore and address an identified issue that impacts learning.

f) Professional development, informed by perspectives embedded in SoTL and SoLT literature (see Bennett, Hobson, Jones, Martin-Lynch, Strehlow & Veitch 2016) and from within the HEA framework, may also involve, for example, the co-creation of spaces where scholarship becomes a reciprocal process amongst staff and students and where students learn how to reflect upon and critique advanced ideas, in order to solve context driven challenges.

g) Distilling and integrating knowledge into activities where individuals or teams develop their expertise in curriculum design and teaching practices such that students will be able to engage with advanced knowledge and inquiry (Higher Education Quality and Standards Framework [Threshold Standards] 2015; TEQSA guidance note on Scholarship 2018).

h) Secondment to international partner institutions with opportunities to learn from their expertise in ways that could translate to enhanced learning and teaching at ICMS.

i) Scholarly collaborations by staff on discipline-based or trans-disciplinary enquiry and/or on SoTL/SoLT related projects with a particular purpose and outcome in mind (eg; a peer reviewed paper, an initiative to improve student learning and success).

j) Attending, participating in and/or assisting in the management of a conference relevant to learning and teaching, or a discipline relevant to the ICMS curriculum.

k) Reviewing for and editing journals in areas relevant to the ICMS curriculum, student experience, and its management.

NOTE: Examples of supported professional development activities are also listed in Appendix B: Academic Professional Development Framework but are not limited to those stated. Thus, applications for support, financial or otherwise, for creative and innovative scholarly activities may be negotiated.

9.2 Managing and resourcing scholarly outputs and performance

In conjunction with the support provided through professional development, proactive management will also be required to ensure a sustainable approach to scholarship. Some examples of how scholarship is managed at ICMS include;

l) Success indicators for staff including long term sessional staff and the Learning and Teaching and Academic Operation team, that include the requirement for a minimum of three scholarly activities or outputs per year, to build ICMS' reputation externally and showcase the quality of our processes.

m) Scholarship awards for excellence to reward innovative work that enriches the student learning experience and enables the funding of future scholarly initiatives.

n) The appointment of a Pro-Vice Chancellor: Scholarship & Innovation and the funding of roles of Scholarship Director and Ethics Director as part of position briefs at the Program Manager/ Associate Dean level.

o) Systematic recording of scholarly outputs and activities on a continual basis, including participation in professional development, up-to-date CVs, publications and other scholarly activities such as award applications that collectively constitute a portfolio of scholarship.

p) A process for evaluating applications for the funding of scholarly activities known as Scholarly Activity Grants (SAG).

9.2.1 Examples of scholarly outputs to be recorded

The recording of scholarly outputs ensures that evaluations of scholarly activity on an individual and organisational level can reliably be made. Such evaluations guide strategic decision making with respect to learning and teaching, the curriculum, funding and career development. They also enable ICMS to assess whether its aims and goals with respect to scholarship have been reached and whether adjustments are required. The need for recording and managing scholarly outputs is informed by the TEQSA guidance note on scholarship (2017, pp. 5-6). The Executive Management Group (EMG) review institutional records of scholarly professional development in order to inform budgetary decision making as part of the annual business plan presented for approval to the Board of Directors (see Staff Recruitment, Induction, Professional Development & Appraisal Policy).
The following examples of scholarly outputs will be recorded at ICMS;

1. Editing or authoring publications in peer reviewed journals, conferences or book chapters that may involve;
   a. scholarly reviews
   b. conceptual development
   c. original and empirical research within a discipline
   d. contributing to the current state of knowledge, practice, or teaching and learning in a particular field.
2. Contributions to professional bodies or communities that advance knowledge or practice
3. Reviewing the work of others through peer review processes (eg; invitations from journals, conference organisers, the Australian Research Council).
4. Functioning as an invited expert interviewed in reputable media releases (eg; National newspapers such as *The Australian*, Major TV channels).
5. Presenting as an Invited guest speaker
6. Facilitating workshops or short courses at reputable, professional establishments and higher

education institutions on matters related to scholarship, research, learning and teaching or a discipline relevant to the ICMS curriculum.

7. Disseminating of scholarly activity for the benefit of the ICMS community and beyond
8. Attending, participating in and assisting in the management of conferences locally, nationally and internationally.
9. Undertaking higher level qualifications
10. Individual or collaborative activities in the pursuit of scholarly enquiry and/or outputs
11. Scholarly secondments or faculty exchanges with international partners that offer professional development opportunities with the potential to enrich student learning at home.
12. Publishing or otherwise disseminating scholarly activities relevant to course development.
13. Contributions to professional bodies or communities developing new standards, by advancing knowledge, resources or codes of practice.

9.2.2 The manner of recording scholarly outputs

Evidence of scholarly outputs and activities are recorded in an authorised system known as the Scholarly Output & Activity Repository (SOAR). These records are maintained appropriately to ensure accuracy and currency (see Appendix A: Developing a culture of scholarship at ICMS: A Policy for more details). The data stored on SOAR will be periodically analysed and reported to the Learning and Teaching Committee (LTC) and in turn, the Academic Board via the Scholarship of Learning and Teaching (SoLT) Committee. Accounts of notable scholarly activity and/or summaries of faculty outputs will be published in the ICMS faculty newsletter.

9.2.3 Allocating resources

Supporting and managing scholarship have financial implications. Annual budgeting and longer-term financial forecasts are an essential part of meeting the expectations embedded in Standard 3: Teaching (TEQSA Guidance note: Scholarship 2018) that ensure access for students and staff to advanced, contemporary knowledge of an appropriate quality and relevant to the ICMS curriculum. Recommendations for funding library collections, professional development, scholarship grants and awards, for example, are included in the Learning and Teaching and Academic Operations annual Business Plans, and subsequently presented to the Board of Directors for approval.

9.2.4 Recruitment, performance appraisal and career planning

Staffing policies at ICMS reference and detail how scholarship is relevant to recruitment, professional development and performance management, demonstrating a holistic approach in embedding scholarship principles and their management throughout the organisation (see TEQSA Guidance note: Scholarship 2018). A revision of recruitment, professional development and performance management policies and procedures ensuring alignment with the scholarship framework is scheduled to be incorporated into the Learning and Teaching plan for 2019 and will include implications for both continuing and long-term casual staff.

9.2.5 Ethical practice in scholarship

Ethical behaviour in conducting scholarship at ICMS is expected, supported and managed, largely through the SoLT Committee. The Committee is assisted in this responsibility in the appointment of an Ethics Director who reports to the Committee on ethics applications for scholarly work by staff and advising on ethical processes within the institution. Details of the work of the SoLT Committee and the management of ethical behaviour in scholarship are found in Appendix C of the Scholarship Framework, the SoLT Committee terms of reference and Appendix H, the ICMS Ethics Policy and Appendix I, Ethics Director Role Position.

APPENDIX A: SCHOLARSHIP OF LEARNING AND TEACHING POLICY

1. Purpose

Scholarship is the primary means of ensuring engagement with advanced knowledge. It thus constitutes core business for the Institution, affecting the experience and success of both staff and students.

The purpose of the *Scholarship of Learning and Teaching Policy* ("policy") is to ensure that the Institution supports and manages the scholarship of learning and teaching in a comprehensive, strategic, sustainable and effective manner and is compliant with legislative and regulatory requirements.

This policy is one aspect of the Institution's Scholarship of Learning and Teaching Framework.

2. Scope

All current and prospective academic staff at the Institution, including sessional staff.

3. Definitions

Scholarly activity: Scholarly activity refers to an activity that involves or facilitates scholarship.

Scholarly output: A scholarly output constitutes documented evidence of scholarship (and scholarly activity) that can be evaluated quantitatively and/or qualitatively.

Scholarship: means those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research' (TEQSA Guidance note: Scholarship 2018, p. 1).

Institution: The college, institute or school registered as the trading or business name under the legal business entity of International College of Management, Sydney Pty Ltd the trustee for The ICTHM Trust (ABN No 54 174 259 919, CRICOS Provider Code: 01484M, TEQSA Provider ID: PRV12025 & RTO No: 90851).

4. Policy statements

4.1 The Institution takes a strategic approach to scholarship through the allocation of appropriate resources for supporting, rewarding and recognising scholarship.

4.2 Creating a culture of scholarship at the Institution is core business, relevant to all staff and students and embedded in academic governance processes and functions across the Institution.

4.3 Academic management and staff have a key role in ensuring they are regularly updated on relevant and contemporary evidence-based approaches to learning and teaching in a disciplinary context as their commitment to scholarship directly impacts student learning.

4.4 The Institution provides equitable access to scholarship opportunities for all academic staff, including sessional teaching staff.

4.5 Evidence on scholarship is appropriately stored, collated and analysed for effective strategic and operational decision making.

5 Roles and responsibilities

5.1 The Deputy Vice-Chancellor (Learning and Teaching) is responsible for implementing this policy and for ensuring appropriate support and resources are provided for students and academic staff.

5.2 The Scholarship of Learning and Teaching (SoLT) Committee is responsible for the management and review of scholarship activity at the Institution.

5.3 The Scholarship Director is Chair of the SoLT Committee and is responsible for operationalising and reporting on scholarship activity across the Institution.

5.4 Academic Board monitors the effectiveness of the policy and its implementation.

5.5 Academic staff are responsible for ensuring that they are informed through regular updates to their professional practice and engage in scholarly activity, which in turn impacts course design and development and student learning outcomes.

6   Related documents

Ethics in Scholarship of Learning and Teaching Policy
Scholarship Learning and Teaching Framework
Scholarship of Learning and Teaching Procedures

7   Version control and change history

Version	Approval date	Approved by	Summary of changes
1	2 August 2019	Academic Board	New

APPENDIX B: ACADEMIC PROFESSIONAL DEVELOPMENT (PD) FRAMEWORK

This plan is informed by the Scholarship of Learning and Teaching Framework and is designed to support academics in enhancing their practice. Using the 70:20:10 model, the plan guides teaching staff in gathering the evidence they require to demonstrate their teaching practice, effectiveness and development. PD can be accessed through learning on the job, learning from peers or from formal or informal modules or courses. According to our Scholarship of Learning and Teaching Policy, PD needs to encompass contemporary learning and teaching and also how the discipline is delivered.

There are three levels to align with early career teachers who may be joining the organisation, mid-career teachers who may be building their capacity to influence their peers and academic leaders who supervise or manage others. Those wishing to progress their careers can use the next level to guide their collection of evidence. The evidence can also be used to demonstrate effectiveness in a current role. The second part of the plan is how these PD options are made available, the responsibilities for their provision and the likely timeframes.

The framework is to guide the induction and ongoing scholarly development of staff at ICMS. Whether they are new to the Institution or new to teaching, all staff need to understand our L&T principles, the unique features of the College as well as the key standards, policies and procedures they will need to succeed.

Domain	Element	Emerging	Enhancing	Leading
Learning, Design, Teaching and Assessment (all evidence would relate to this domain)	Teaching practice	Evidence of: Good practice in teaching (recognising student diversity or diverse perspectives, research-teaching links, interdisciplinary teaching) such as a reflective piece Complying with policies in practice, as demonstrated by reflection. Assessment tasks, rubrics, or feedback to students and an explanation of their effectiveness Collaborating with a mentor as part of the induction process	Evidence of: evaluating courses and subjects, with feedback incorporated into continuous improvement collaborative subject design or review; co-ordination of subjects participation in e.g. subject or course redevelopment implementation of innovations that support or enhance student learning observing others' teaching as part of formal or informal peer review.	Evidence of: co-ordination of courses. involvement in Learning and Teaching policy development or governance, e.g. serving on committees observing others teaching as part of formal peer review invitations to present at L&T seminars or conferences
	Teaching effectiveness	Evidence of: Evaluative reports on teaching, based on survey or other data	Evidence of: evaluative reports on teaching, based on survey and other data Development or use of formative tools for	Evidence of: Teaching awards / recognition Enhancements implemented due to your leadership

		Informal feedback from students (e.g., letters or emails from students)\n\nTeaching awards\n\nPeer review of your teaching; statement from colleague/observer/ supervisor\n\nReflective description of teaching methods used in classroom (e.g., collaborative enquiry, problem-based learning, case studies, student presentations)\n\nReflective description of types of learning that took place in a course, e.g., knowledge, concepts, abilities, performance, skills, new perspectives\n\nReflection on the use of relevant L&T literature to evaluate teaching methods	checking student learning and satisfaction, analyses of student results that reflect the use of particular teaching practices\n\nEvidence that student feedback has been collected, summarised, and analysed systematically over time and used to overcome issues in student learning\n\nInformal feedback from students (e.g., letters or emails from students, including alumni)\n\nImprovements in student results, student retention, or course completion rates\n\nRelevant student achievements, both within and beyond the course\n\nImpact of new courses, or of changes implemented (such as increased enrolments or graduate employment, or numbers of visiting alumni)	Improvements in student results, student retention, or course completion rates, due to your leadership\n\nImpact of new courses, or of changes implemented (such as increased enrolments, completion or graduate employment)
	Teaching Development	Participation in professional development:\nFaculty day\nAIM\nSeminar/webinar attendance\n\nBeing mentored by more senior teaching staff\n\nDescription of how the L&T literature has influenced your practice	Participation in professional development:\nBeing an L & T champion\n\nParticipation in professional development vignettes, seminars or workshops and explanation of how you implemented your learning into your teaching practice	Participation in professional development:\nCompletion of a formal teaching qualification (such as a Graduate Certificate or a Masters in Higher Education)\n\nContributions to the scholarship of Learning and Teaching such as journal articles and conference papers

			Acting as a mentor to other teaching staff Contributions to the scholarship of Learning and Teaching such as journal articles and conference papers Invitations to teach elsewhere, present professional development seminars/workshops, or give keynote at L&T conference Organisation of, or contribution to, professional training, orientation, or development sessions for sessional or other teaching staff	Contributing to a professional journal on teaching in your discipline Invitations to teach elsewhere, present professional development seminars/workshops, or give keynote at L&T conference Organisation of, or contribution to, professional training, orientation, or development sessions for sessional or other teaching staff
Technology & Innovation in Learning and Teaching	*Teaching Practice*	Demonstrated use of online/blended learning tools	Effective use of new technologies to create new learning activities or to enhance existing ones	involvement in TiLT policy development or governance
	Teaching Effectiveness	Reflection on the use of relevant TiLT literature to evaluate teaching methods	Reflection on the use of Moodle data to inform improvements to curriculum, assessment of delivery	Technology-based enhancements implemented due to your leadership
	Teaching Development	Description of how the TiLT literature has influenced your practice	Action research projects to design and implement innovations Contributions to the TiLT discipline such as journal articles and conference papers	Invitations to facilitate TiLT professional development seminars/workshops, or give keynote at L&T conference

APPENDIX C: THE ==SCHOLARSHIP OF LEARNING AND TEACHING (SoLT) COMMITTEE== TERMS OF REFERENCE

1. Definition of terms

Flying minute: When a motion is distributed to members out of meeting time for voting.

*Scholarship***:**

> 'scholarship means those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research' (TEQSA Guidance note: Scholarship 2018, p. 1).

Institution

> the college, institute or school registered as the trading or business name under the legal business entity of International College of Management, Sydney Pty Ltd the trustee for The ICTHM Trust (ABN No 54 174 259 919, CRICOS Provider Code: 01484M, TEQSA Provider ID: PRV12025 & RTO No: 90851).

2. Role

The SoLT Committee advises and reports to Academic Board via the Learning and Teaching Committee (LTC) on the management and support of scholarship at ICMS. It monitors the alignment of the scholarship policy and principles with others at ICMS and works to ensure that assurance processes for scholarship within the institution meet the requirements of the Higher Education Standards Framework (HESF).

3. Functions

It is the responsibility of the SoLT Committee to;

a) oversee the management and analysis of data on scholarly activity and outputs at ICMS
b) report on scholarly activity, initiatives and outputs to Academic Board and the LTC as required.
c) assess applications for scholarship awards against criteria and make recommendations to the LTC for approval and reporting to Academic Board.
d) manage the scholarship budget as advised by the LTC, and its Chair.
e) assess and approve (or not) applications for financial or in-kind support for scholarly activity in consultation with the Chair, LTC who is tasked to report this information to Academic Board.
f) advise and report on the allocation of funds for supporting and managing scholarship to the LTC and Academic Board.
g) commission scholarly initiatives designed to innovate or address areas of concern in the context of learning and teaching through action research or other appropriate methodologies in consultation with the Chair, LTC.
h) provide advice to Academic Board on the equitable allocation of scholarship funding via the Chair, LTC.
i) work to ensure that assurance processes with respect to scholarship, meet the requirements of the HESF in collaboration with the Quality Assurance and Accreditation Director.

j) evaluate the impact of scholarly initiatives at ICMS over time and in annual reports.
k) oversee ethical processes and practices in the context of scholarship at ICMS and the performance of the Ethics Director to that end.

4. Composition

The protocols for membership of the SoLT Committee are as follows;

a) Where a member is unable to attend, a representative or an alternate may be nominated with the approval of the Chair and is considered a voting member in an absent member's stead.
b) Membership is determined by virtue of employment in particular staff positions with the exception of two scholarship champions.
c) Non-members such as ICMS staff or independent external experts may be invited by the Chair to meetings of the Committee where their expertise brings necessary insights to a particular task.
d) The membership of scholarship champions extends for two years however a champion may be reappointed following a period of two years of non-membership.
e) Should the Chair prove unavoidably absent, he/she may nominate an alternate.

5. Working methods
a) Members may table papers relevant to the functions of the Committee in consultation with the Chair.
b) Members may meet using technology such as teleconference / videoconference
c) On the advice of the Chair, the secretary may circulate a motion between meetings to all members for voting as a *flying minute.* The Committee must confirm any motions on which a vote was taken at its next meeting.

6. Quorum

A quorum will consist of one half of members and in the case of a tied vote, the Chair will have a casting vote.

7. Frequency of meetings

a) Meetings of the SoLT Committee will be held 4 times a year.
b) The Chair may convene a special meeting at any time with appropriate notice

8. Review of the terms of reference

The terms of reference will be reviewed by the SoLT Committee every two years to ensure that they are appropriate with respect to the effective management of scholarship at ICMS.

9. Membership

The membership of the SoLT Committee is as follows:

Position	Category of membership
Director of Scholarship of Learning and Teaching	Chair
DVC (Teaching and Learning) or designee	Ex-Officio
Dean (Academic Operations)	Ex-Officio
Associate Dean Postgraduate	Ex-Officio
Associate Dean Undergraduate nominated by the DVC (Learning and Teaching)	Ex-Officio
Director: Quality Assurance and Accreditation (QAA)	Ex-Officio
Head of English Language and Foundation Programs	Ex-Officio
Ethics Director	Ex-Officio
An academic scholarship champion appointed by the Director of SoLT in consultation with the Chair, LTC	Member
A non-academic scholarship champion appointed by the PVC: Scholarship & Innovation in consultation with the Chair, LTC	Member

10. Accountability

The Scholarship Director reports on scholarly outputs and activities and any costs incurred (following consultation with the Finance Manager) at each meeting. He/She also provides updates on qualitative and quantitative aspects of the awards process.

The Ethics Director is expected to report on issues related to scholarly ethics and on the status of staff ethics applications to conduct negligible or low risk scholarly research.

11. Secretariat
a) The secretary of the SoLT Committee is nominated by the DVC Learning & Teaching.
b) Papers will normally be available at least 7 days in advance of a meeting.
c) Unconfirmed draft minutes will normally be available to members for approval within 14 days of a meeting.
d) Meeting papers will be circulated by the secretary using password protected share point or similar technology.

APPENDIX D: SCHOLARSHIP DIRECTOR ROLE

A portfolio of the Program Manager role.

Role

The scholarship director is expected to:

solicit and ensure the maintenance of accurate, up to date records of staff scholarly outputs

encourage and maintain records of planned and delivered scholarly PD initiatives at the institutional level

chair the SoLT Committee

analyse data in relation to scholarship at ICMS and to report findings to the SoLT Committee

promote scholarship at ICMS by supporting and mentoring individuals and small scholarly concentrations and advising on policies, expectations and criteria in applications for scholarship awards or other forms of support.

advise and assist staff in developing individual scholarship portfolios

initiate, organise, participate in and facilitate or co-facilitate, professional development of staff with respect to scholarship

advise and facilitate staff and managers on ICMS' expectations of scholarship with respect to performance management

generate reports of staff scholarship outputs and activities, as required by the DVC (Learning and Teaching) or the Academic Dean

identify areas for scholarly innovation or improvement in scholarship at ICMS

edit and manage an online space for staff on scholarly matters within the ICMS community, working closely with the marketing department where achievements may suggest a broader audience. The online space should;

- function as a repository of policies and guidelines with respect to scholarship
- share postings about scholarly initiatives and innovations undertaken by staff
- disseminate reports authored by recipients of financial support for scholarship activities such as conference attendance
- publish articles about recipients (or by) recipients of scholarly awards, detailing their work and how they met criteria for the award.
- publish articles and reviews of high-quality scholarship literature available online through the ICMS library.
- publish interviews or articles about outstanding scholarly outputs achieved by ICMS staff

Qualifications and experience

Essential
A PhD/professional doctorate
A portfolio of scholarly publications

Desirable

A postgraduate qualification in higher education / teaching / education Experience of learning and teaching leadership roles in higher education Experience in data analysis (qualitative and/or quantitative)

Additional skills and attributes
An excellent communicator
Well organized, Proactive, Advanced skills in technology and software relevant to the role.

APPENDIX E: GUIDELINES FOR SCHOLARLY EXCELLENCE AWARDS

1. Purpose

This document is to guide a transparent application process for scholarly excellence awards. The ultimate purpose of the award process is to;

- a) encourage learning and teaching excellence
- b) facilitate a culture of scholarship
- c) enrich the student experience intellectually, socially and culturally.
- d) enhance opportunities for student and staff access to advanced knowledge

2. Scope

These guidelines are relevant to all staff responsible for the student experience and their engagement at various stages of the student lifecycle, academically, socially and culturally, on the basis that engagement in one of these contexts enhances engagement in others (Burdett & Crossman 2012).

3. Definitions

Scholarly excellence award: A scholarly excellence award is a public acknowledgement of significant scholarly achievement by one person or a team of staff at ICMS, based on the evaluation of evidence against stated criteria presented to the SoLT Committee.

4. Information on the principles, process and responsibilities associated with the scholarly excellence award

Information to guide prospective applicants of scholarly excellence awards is structured to address underpinning principles and matters of process.

Principles and assumptions underpinning the scholarly excellence award

4.1.1   Applications must broadly respond to the stated purpose of the award. That is, they address the following four areas a) an opportunity for improvement and/or innovation in a learning and teaching context b) facilitate a culture of scholarship, c) enrich the student experience and d) enhance opportunities for student and staff access to advanced knowledge. Applicants may be able to demonstrate a greater focus upon one or more of these areas but all of them should be addressed on some level.

4.1.2   Submissions should also aim to highlight linkages to the learning and teaching principles outlined in the learning and teaching policy (eg; career focus, global, connected, empowering) and scholarship principles outlined in the scholarship framework.

4.1.3   The scholarship awards process is designed to be sustainable and iterative. When an award is received from one successful scholarship initiative outlined in an award application, funds are released to be used for the purpose of building on the original initiative to design another scholarly activity. A budget for subsequent scholarly activities must therefore be included in the application.

4.1.4   All information provided in support of an application must be verifiable and rooted in an evidence-based approach.

4.1.4   Academic integrity is expected in applications for an award as it is in all scholarly work. Applications that fail to acknowledge the work of others or do so inadequately or improperly, will be returned to the applicant(s) for revision, prior to the due date for the application, by the Scholarship Director. Should an application be submitted on the due date that does not conform to academic integrity expectations at ICMS as defined by the

Academic Integrity Policy, it will not be considered by the SoLT Committee.

4.1.5   The recipient(s) of an award for scholarly excellence may use the award as an indicator of success in scholarship as part of the performance management process.

4.2 The basis of an award application is a description of a scholarly initiative, project or intervention that broadly Structuring your project description in the scholarly award application fulfils the purpose of the award.

ICMS supports staff who undertake scholarly projects as a means of addressing;

- an observed issue or problem that appears to be impeding optimum student learning or
- an innovative change of practice that reflects advanced knowledge of learning and teaching with the intention of enriching the student learning experience.

Staff are encouraged to adopt an action research approach. However, other appropriate methodologies (eg; grounded theory, ethnography, discourse analysis, qualitative, quantitative and mixed methods) can be brought to explore the learning context, depending upon the issue under investigation. Since, applicants are afforded a high degree of flexibility with respect to the selection of a methodology, the headings embedded in the application (4.1-5) to guide and structure the description of a project are nevertheless designed to be relatively flexible and generic. However, applicants may structure their accounts in alternative ways provided they reflect the process undertaken in a systematic manner.

By way of example, an action research approach might be structured as follows with corresponding headings;

I.   formulate the problem (who, what, where, when and why?)
II.   review the literature/advanced knowledge
III.   devise a strategy/methodology/methods to examine relevant aspects of the context
IV.   collect and analyse data
V.   present and discuss findings
VI.   formulate conclusions and recommendations
VII.   use findings as a basis for designing an appropriate intervention to address the problem
VIII.   analyse the impact of the intervention on the context and in relation to the identified problem or issue.

The scholarly excellence award application form also requires a statement of intentions about the next steps in scholarship that build on the original project described in the application. The statement about next steps in the scholarly process should be tied tightly to the budget for future or planned scholarship. The budget will assist the SoLT Committee to make an assessment about any funding that will be attached to any award.

4.3 Matters of Process

4.3.1   In order to submit an application, the individual or team must first be nominated by two colleagues, at any level in the organisation who have read and provided feedback on a draft application. Neither the Scholarship Director nor members of the SoLT Committee may nominate an application. Those who nominate may also include the nominating process as evidence of scholarly activity and log their role with SOAR.

4.3.2   Scholarship excellence awards are attached to funds allocated in the annual budget. However, the total amount of funding for scholarly awards will be no less than $10,000 per year

and reviewed by the SoLT Committee with any recommended adjustments being made to the DVC: L&T annually, for the purposes of planning the L&T and Academic Operations budget. Any recommendations by the SoLT Committee must be reported by the Chair, Learning and Teaching Committee (LTC) to Academic Board.

4.3.3 Given that the funding of awards is finite, the process of evaluation is inevitably competitive. The SoLT Committee may award the entire sum to one applicant or make multiple, awards of lesser amounts depending upon the merit of each application and the budget requirements outlined in each application for future scholarly activity.

4.3.4 The recipient(s) of an award will receive support (in the form of cash and/or resources). The award may be used to fund the dissemination of the project in local, national or international contexts and/or to enable subsequent projects that build on the activity detailed in the application in some way. Finally, award funds can be used to implement a scholarly activity unrelated to the one detailed in the application. Information about how any award funds are to be allocated by the applicants should be provided in the section on, 'Next steps in your scholarship', on the application form.

4.3.5 The use of award funds as expenditure, will be subject to the requirements and scrutiny of the finance department for auditing purposes. Evidence of approved expenditure in the form of receipts is required. It is the responsibility of line managers to assess payment applications for scholarship award funds and approve them before they are submitted to the finance department.

4.3.6 An application for recognition of scholarly excellence may result in;

- an award
- a commendation

Award and commendation recipients will receive certificates to document their success. Unsuccessful applications will receive constructive feedback and a certificate of participation.

4.3.7 It is the responsibility of the SoLT Committee to make recommendations to the LTC on whether an award for scholarly excellence, or a commendation, or the need to further develop the application, is appropriate. Feedback provided by the Committee should be collated by both the secretary of the SoLT Committee and the Scholarship Director and communicated concisely, accurately and constructively to applicants. Whatever the outcome, the feedback should assist and encourage applicants to make further applications in the next round of awards.

4.3.8 Members of the Committee will maintain confidentiality with respect to the evaluation of applications until the name(s) of the successful recipients have been made public following the approval of the LTC and communicated to Academic Board members.

4.3.9 The Scholarship Director provides advice and assistance in explaining the application process and requirements to prospective applicants and members of the SoLT Committee. To that end, the Scholarship Director holds information sessions and workshops and makes available any relevant resources to potential applicants.

4.3.10 The Scholarship Director is also responsible for communicating verbal and written feedback once the outcome has been approved but prior to the information being made public.

4.3.11 Applicants may take the opportunity to provide feedback on their own experience of the award process and make recommendations with respect to its improvement. Applicant feedback must be submitted to the Scholarship Director who will keep the information on record and include it in reports to the SoLT Committee.

4.3.12 All applications and feedback will be recorded in the Scholarly Outputs and Activity Repository or in the online Portal where appropriate by the Scholarship Director and analysed over time with a view to informing an evaluation process.

4.3.13 Awards and commendations are presented and celebrated in a timely fashion, on an appropriate occasion during the academic year when colleagues are able to attend an event, acknowledging the contribution of their colleagues.

4.3.14 Applications must be submitted online **at least** three weeks before the Committee meets. The submission due date will be announced each year, six months beforehand, with organisational reminders circulated at three months, one month and at two weeks before the submission date.

5. Responsibilities of award recipients

5.1 Award recipients must be prepared to:

a) become mentors or nominators of other applicants in later award cycles
b) be co-opted onto the SoLT Committee for the purpose of evaluating future applications
c) participate in the facilitation of workshops about the award process delivered for the benefit of prospective applicants of subsequent award cycles.
d) share their applications as illustrative tools in assisting future applicants (though applications may be de-identified on request).
e) disseminate their scholarly work as detailed in the application for the award.

APPENDIX E1: APPLICATION FOR SCHOLARLY EXCELLENCE AWARD

1. Applicant details

1.1 Name and position of sole applicant or the name of the corresponding **applicant** in team applications

1.2 Please provide the names of any other team members and give details of their positions at ICMS

2. Title

Provide a title to encapsulate the key contribution to scholarship highlighted in the application:

3. A description of your contribution

3.1 The Abstract

Please write a summary of your scholarly initiative in no more than 250 words to assist readers to navigate the more detailed account that follows in the application.

Your summary should;

- provide a rationale for your study by explaining the problem or issue you identified and any evidence to support your observation.
- highlight the contribution of key scholarly works to date, relevant to the problem identified.
- indicate the methodology you used to explore the issue, and methods to collect data and analyse them.
- provide brief details of your findings, conclusions and any recommendations
- make linkages to the purpose of the awards, learning and teaching principles and scholarship principles.

3.2 The Rationale

Explain the learning and teaching issue or problem your project or initiative seeks to address. The context may be a course or subject for which you are responsible at ICMS, or it may be an aspect of the enrolment process or engaging students socially.

State what evidence (grades? SETUs? attrition rates?) led you to become aware that a problem existed and any unwanted consequences arising from the issue that needed to be addressed.

Highlight any linkages to the principles in the learning and teaching policy.

3.3 Advanced knowledge informing the issue

Explore sources of advanced knowledge such as relevant and seminal scholarship in the field or legislative and regulatory developments. What does this literature add to your understanding of various aspects of the context and the issue or problem under investigation? What potential approaches do these sources suggest about how you should proceed?

3.4 Methodology & Methods

Explain the methodology you brought to investigating the issue (eg; action research, grounded theory, ethnography, case study) and why the approach seemed appropriate. What tools did you use to collect data? (eg; interviews, document analysis, observations). What techniques did you adopt to analyse the data collected? (eg; constant comparative analysis, t-tests, thematic analysis).

3.5 Findings and Discussion

Outline and critically discuss your findings, bringing any relevant evidence to support them. You may incorporate your discussion into the findings section or first present the findings and then the discussion.

3.6 Conclusions and Recommendations

Highlight your main conclusions and include any relevant limitations of the study. Recommend any changes you would make to practice as a result of the study.

4 Next steps in your scholarship (750 words).

On the basis of the scholarly initiative described in your application, please indicate;

    a) how you wish to build upon it by planning future projects (if appropriate) or interventions with respect to practice and further cycles of analysis.

    b) how you wish to disseminate what you discovered and to whom (state your audience).

    c) any relevant professional development you would like to undertake in the future to assist you in building on your initial project, implementing a change in practice or preparing for another scholarly output.

5 The budget for planned scholarship

Successful applicants may be awarded **up to** $10,000 that can be used to fund the next steps of their scholarship as detailed in the previous section of this application. Please provide a detailed budget for your plans. Your budget must be based on verifiable evidence and quotations.

6 Nomination details

List the names, job titles and contact numbers of 2 nominators who have read the application and provided feedback. Attach their signed and dated reports/feedback to your draft application. Describe any revisions you made to the application in consequence of the feedback provided in 250 words or less.

7 Signatures of applicant(s) and date of submission

Print the names of all applicants next to their signatures and add the date of the submission.

………………………………………   ……………………………………..   …………………………………..   Name
                          Signature   Date

………………………………….   ……………………………….. ………………………………………. Name
                          Signature   Date

…………………………………… ……………………………………. …………………………………………
Name   Signature   Date

1. Purpose

This document is to guide a transparent application process for teaching excellence awards. The ultimate purpose of the award process is to;

    a) recognize contribution of academic staff to teaching effectiveness at IVCMS
    b) encourage learning and teaching excellence
    c) facilitate the principles of scholarship of learning and teaching

2. Scope

These guidelines are relevant to all staff who are currently employed and involve in teaching, curriculum development, the student experience and engagement.

3. Definitions

Teaching excellence award: A teaching excellence award is a public acknowledgement of significant teaching achievement by one person at ICMS, based on the evaluation of evidence against stated criteria presented to the SoLT Committee.

4. Assessment criteria

Staff must address **at least ONE of the following four assessment criteria** (AC) to demonstrate their teaching excellence in the field of teaching.

AC1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.

This criterion may refer to student development via stimulating curiosity and independence in learning; participating in effective guidance and advice for students; assisting students who may be facing challenges (linguistic, cultural, socio-economic, etc.) and to participate and achieve success in their subjects or courses; encouraging student engagement in class through enthusiasm shown for learning and teaching; inspiring and motivating students through effective communication, presentation and interpersonal skills; enhancing teaching practices informed by industry trends and developing and/or integrating assessment strategies to enhance student learning.

AC2. Development of curricula, resources and services that reflect expertise of the field.

This criterion may consist of developing and presenting coherent and creative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study and industry connection in the design of curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.

AC3. Evaluation practices that bring about improvements and creativity in teaching and learning.

This may include showing advanced skills in evaluation and reflective practice; using a variety of evaluation strategies to bring about change; adapting evaluation methods to different contexts and diverse student needs and learning styles; contributing professional expertise to the field of evaluation in order to improve program design and delivery; and the dissemination and embedding of good practice identified through evaluation.

AC4. Innovation, and leadership informed by scholarship that has influenced and enhanced learning and teaching and/or the student experience.

This may include participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession; providing innovative solutions in learning and teaching contexts, including technology enhanced environments, for different class sizes and/or to meet the needs of a diverse student cohort; and influencing the overall academic, social and cultural experience of higher education.

5. Support for staff's participation

Staff should receive support from their line manager and one colleague to comment on your contribution to ICMS learning and teaching against the stated criteria and the scholarship principles at ICMS.

6. Evidence to demonstrate teaching excellence

Staff should provide qualitative and quantitative evidence on their teaching excellence as follows:

Essential evidence (qualitative and quantitative data):

- Student evaluation (SETU in numbers) for subjects that the you have taught from at least two study periods (including students' comments) along with an account of how you responded to the feedback (e.g. with changes).
- Confirmation that 90% of students were retained after the census date (after Week 3) until the end of each study period. You must provide information for at least two study periods.
- Confirmation that 90% of students remaining after census date in the same two study periods attempted all assessment tasks.

Other evidence:

- Any scholarly activities (publications, conferences, seminars, external events, collaboration with industry professionals in the process of developing curricula, etc...) that have assisted you to bring about improvement in ICMS learning and teaching. These activities should be recorded on scholarly activities in your profile on the portal.
- Any other relevant evidence that strengthens your statement regarding chosen criteria.

7. Application submission
Staff will need to submit their application online via an appropriate system as advised by the SoLT committee.

APPENDIX F1: APPLICATION FOR TEACHING EXCELLENCE AWARD

Full name:	Title (Dr/Mr/Ms/Mrs)
Position (eg. Lecturer, coordinator, etc…)	
Employment start at ICMS (Month/year)	

Please address **at least ONE of the following four assessment criteria** (AC) in 350 – 500 words for each criterion, providing evidence to support any claims (qualitative and quantitative data where appropriate.)
AC1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.
AC2. Development of curricula, resources or services that reflect a command of the field.
AC3. Assessment practices that bring about improvements in teaching and learning.
AC4. Innovation and leadership informed by scholarship that has influenced and enhanced learning and teaching and/or the student experience
Referee 1: Provide the full name and position of your line manager, and attach his/her letter of support
Referee 2: Provide the full name and position of another staff member, and attach his/her letter of support
Evidence: Attach relevant evidence

APPENDIX G: GUIDELINES FOR A SCHOLARLY ACTIVITY GRANT (SAG).

1. Criteria for the assessment and approval of applications

1.1 The approval of applications for scholarly activity grants normally depends upon meeting the following criteria:

a) The applicant must submit evidence of scholarly output within the last two years of employment at ICMS that has been submitted to the Scholarly Output and Activity Repository (SOAR).
b) The proposed scholarly activity must be detailed in the application with an explanation of how it serves to further the interests of the ICMS community with respect to scholarship and student access to advanced knowledge. Any links to the principles highlighted in the learning and teaching policy (career focussed, global, connected and empowering) constitute an example of how the activity benefits the ICMS community.
c) The applicant should explain how the scholarly activity is expected to contribute to future outputs as part of a systematic, stair-casing and sustainable approach to scholarly achievement
d) A detailed budget of expected and verifiable costs must be included in the application
e) The application must be approved by the appropriate line manager prior to submission before seeking final approval from the Scholarship of Learning and Teaching (SoLT) Committee.

1.2 While an application is based on evidence of fulfilling stated criteria, it is nevertheless considered holistically, appreciating that some criteria may be met more closely than others.

1.3 Some exceptional funding may be provided to individuals where no evidence of previous scholarly output is available. This may occur with newly qualified and appointed staff or those who have moved from professional practice to an academic role, for example. Scholarly activity or projects may be commissioned by the SoLT Committee, the Learning and Teaching (LTC) Committee or the DVC Learning & Teaching. It is possible not all members of a team commissioned will lay claim to a track record of scholarly experience or it may be that an individual has been commissioned, precisely because it is in the interests of the staff member or students to encourage scholarly activity as a form of professional development through action research projects with a view to improving student learning or launching a learning intervention.

Whatever the circumstances of the exceptional application, the relevant line manager must provide a brief account of the rationale supporting an application to the SoLT Committee, where the applicant has submitted no evidence of scholarly outputs within the previous two years).

1.4 Published scholarly outputs by staff that state their ICMS affiliation or co-affiliation will be prioritised in seeking funding to support future scholarly activity in an iterative manner.

1.5 In making a team application, it is possible to include members who are external to ICMS where their advanced knowledge and/or expertise professionally or academically benefits ICMS, its staff and students. However, the composition of the membership should be predominantly drawn from ICMS employees and the team leader must also be employed by ICMS.

2. Funding
2.1 Cases where funds will not be released

a) Funding cannot be used for the payment of additional staff to teach classes assigned to a member of staff.
b) Funds will not be released if the finance officer has been unable to reconcile receipts against the approved budget.
c) Payments will not be made in cases where the budget allocated to the scholarly activity has been exceeded.

Note: Information about scholarship activity grants may be communicated in a variety of forms and expressed in different ways depending upon the medium. However, information about SAG in whatever form, must be consistent with the guidelines in Appendix F1 and those embedded in the SAG form. Any recommended material changes must be made to the SoLT Committee.

APPENDIX G1: APPLICATION FOR SCHOLARLY ACTIVITY GRANT

Name:		Title:	
Role:			

Describe the scholarly activity for which funding is sought (eg; the presentation of a peer reviewed paper at a conference) in 50 words or less.
Explain how ICMS will benefit from the activity and how it will advance scholarship in 150 words or less. Highlight any linkages with learning and teaching and or scholarship principles at ICMS.
Explain how the activity will assist you to develop further scholarly activity and / or outputs in 50 words or less.
Provide evidence of scholarly outputs achieved in the last 2 years. Acceptable evidence may include a reference and pdf of a published paper, a doi, or some other html link to online evidence.
Have these outputs been logged in SOAR? Circle   Yes   No *Note that no output can be considered unless it has been logged in SOAR.
Provide a budget of all potential expenses associated with the scholarly activity and the total amount for which funding is sought.

Print name of applicant: Signature of applicant: Date:
FOR COMPLETION BY THE LINE MANAGER Please indicate your support for the funding of the scholarly activity and if the applicant has submitted no evidence of previous scholarly outputs, please provide a rationale for your approval in 25 words or less.   Please circle as appropriate: I do / do not support the application for funding. Print name: Signature: Date:
FOR COMPLETION BY THE CHAIR OF THE SOLT COMMITTEE Please indicate whether the SoTL Committee supports the funding of the scholarly activity and if the applicant has submitted no evidence of previous scholarly outputs, please provide a rationale for your approval in 25 words or less.   Please circle as appropriate: I do / do not support the application for funding. Print name: Signature: Date:

APPENDIX H: SCHOLARSHIP AND ENGAGEMENT WITH ADVANCED KNOWLEDGE

Scholarship and engagement with advanced knowledge are intertwining and co-dependent activities. For scholarship to flourish in higher education, both students and staff must engage with advanced knowledge, yet by the same token, it is only through engagement with advanced knowledge that scholarship can truly occur. Achieving that engagement rests upon a variety of processes, practices and initiatives at the individual and institutional level that are embedded within policy and managed and evaluated through appropriate governance. Broadly, engagement with advanced knowledge at ICMS is addressed through the support and management of scholarship.

The following table provides a concise means of establishing 1. Strategy: How, or the means by which, advanced knowledge is developed and obtained 2. Guiding documents: Documents providing details that inform the strategy 3. Evidence: Where data about scholarly activities or outcomes can be found in order to form the basis of an analysis of the effectiveness of the strategy 4.
Responsibility: Key positions and committees responsible for overseeing, monitoring, managing, evaluating and reporting on the activity.

Table 1: A concise guide to ICMS strategies for supporting and managing engagement with advanced knowledge

	Strategy	Guiding documents	Evidence	Responsibility
Supporting scholarship & engagement with advanced knowledge	Varied forms of supported professional development	Academic Professional Development Framework ICMS Scholarship framework Guidelines for making an application for funding scholarly activity and professional development criteria	Scholarly Output & Activity Repository (SOAR) Staff Portfolios Records of Planned PD at institutional level.	DVC: Teaching & Learning PVC: Scholarship & Innovation Scholarship Director **Committees:** SoLT Committee Learning & Teaching Committee (LTC) Academic Board
Managing scholarship & engagement with advanced knowledge	Systematic recording & analysis of scholarly outputs & activity	ICMS Scholarship framework	Scholarly Output & Activity Repository (SOAR)	**Positions:** Individual staff members Scholarship Director PVC: Scholarship & Innovation **Committees** SoLT Committee LTC Academic Board

Recruitment & on-boarding *Ensuring appropriate level of in-field qualifications and scholarly output Communicating scholarly expectations & opportunities*	Staff Recruitment, Induction, Professional Development & Appraisal Policy	Position statements CVs Interview notes Referee remarks HR Reports	**Positions:** Relevant line manager Associate Deans & Program Managers HR Manager **Committees:** Executive Board SoLT Committee Learning & Teaching Committee Academic Board
Performance management & promotion *Evidence of scholarly achievement within the discipline and in learning and teaching*	Staff Recruitment, Induction, Professional Development & Appraisal Policy Scholarship framework	PEAR document Peer review reports Observation reports SETS SOAR	**Positions:** Line Manager HR Manager Staff member Scholarship Director **Committees:** SoLT Committee Learning & Teaching Committee Academic Board
Rewarding excellence in scholarship	Guidelines for scholarly excellence awards Application for scholarly excellence awards	Award applications Committee minutes SOAR	**Positions:** Scholarship Director PVC: Scholarship & Innovation DVC: Teaching & Learning **Committees:** SoLT Committee Learning & Teaching Committee Academic Board
Ensuring access to advanced knowledge in the curriculum by bringing to its development, the appropriate expertise and associated resources.	Scholarship framework Technologies in learning and teaching policy	Internal and external reviews of the curriculum Library reports on the expansion and improvement of the ICMS collection to LTC	**Positions** PVC: Learning & Teaching ICMS in-field academics Program Managers Associate Deans External advisers Library Manager **Committees:** Learning & Teaching Committee CDAC Academic Board
Ensuring access to advanced knowledge via library catalogue	Policy document on developing a culture of scholarship Appendix A of the Scholarship Framework	Minutes of the SoLT Committee, the LTC and Academic Board.	LTC SoLT Committee Academic Board In-field qualified academic & non-academic staff to advise PMs and ADs of appropriate resources and access to them.

APPENDIX I: ICMS ETHICS POLICY

1. RATIONALE

The ICMS ethics policy is intended to guide ethical practice in scholarly activity at ICMS and constitutes one aspect of the institution's Scholarship at ICMS Framework. As a higher education provider, ICMS does not deliver research degrees but nevertheless aims for excellence in scholarship, enabling access to advanced knowledge for the benefit of students and staff in the context of learning and teaching. To that end, as a teaching only institution, that supports scholarship, ICMS does provide advice and guidance on ethical practice and has processes in place to approve negligible to low risk scholarly proposals. The purpose of this document is to detail roles, responsibilities and processes, compliant with legislative and regulatory requirements.

2. SCOPE

This policy is relevant to individuals or groups of scholars and staff members conducting discovery scholarship projects, more widely understood as human research (Boyer 1990). Members of committees tasked with decision making and discussion with respect to discovery scholarship involving human participants at ICMS such as the SoLT Committee, the Learning and Teaching Committee and Academic Board, are also required to become familiar with its contents as well as the National Statement on Ethical Conduct in Human Research (2007/2018 update).

3. ASSOCIATED DOCUMENTS

The ICMS Ethics Policy is informed by:

The National Statement on Ethical Conduct in Human Research (ESCPHR) (2007-updated 2018).

file:///C:/Users/jcrossman/Downloads/national-statement-2018-updated.pdf

The Australian Code for the Responsible Conduct of Research

https://nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018

4. DEFINITIONS

NOTE: The following definitions are informed by the Australian Code for the Responsible Conduct of Research (2018) and the National Statement on Ethical Conduct in Human Research (ESCPHR) (2007-updated 2018).

Human Research: research conducted about or with people, their data or tissue.

Integrity: Honesty and probity as qualities of character and behavior

Beneficence: Doing good and avoiding harm to others

Respect: an acknowledgment of the value of each person

Justice: Concern for equity and fairness amongst humans

Inconvenience: A minor negative research effect, less serious than discomfort

Risk: The potential to cause harm to others from a mild to a significant level.

Research: An aspect of scholarship that involves a systematic process of gathering data and analysing them in order to provide insights into particular issues or explain areas where there appear to be gaps in what is currently known.

Negligible and low risk: Where the only foreseeable risk is negligible, causing minor or low levels of inconvenience and where the worst-case scenario would only involve mild discomfort for participants.

Institution

the college, institute or school registered as the trading or business name under the legal business entity of International College of Management, Sydney Pty Ltd the trustee for The ICTHM Trust (ABN No 54 174 259 919, CRICOS Provider Code: 01484M, TEQSA Provider ID: PRV12025 & RTO No: 90851).

5. POLICY STATEMENT

5.1 It is the responsibility of each individual scholar to ensure that his or her scholarly research and/or teaching projects comply with the ICMS Ethics Policy as well as the National Statement on Ethical Conduct in Human Research (ESCPHR) (2007-Updated in 2018), to be referred to hereafter in this policy as 'the national statement'.

5.2 The national statement makes clear that educational institutions must be satisfied that any human research conducted meets relevant standards and that scholars are adequately experienced and qualified or supervised by those who are. ICMS employs a PhD level Ethics Director who reports to the SoLT Committee and is responsible for ascertaining that any discovery scholarship projects meet standards and are led by those with the requisite qualifications and experience.

5.3 ICMS approaches to scholarly research are underpinned by the principles/values explicated in the national statement, being: respect, merit, integrity, justice and beneficence. It is the responsibility of each staff member to consider these values in planning their scholarly work and to discuss any ethical concerns with the Ethics Director.

5.4 Students at ICMS learn *about* research methodologies and methods as part of their coursework but are not required to conduct human research.

    5.4.1 In those subjects where they are required to learn about scholarly research, students must be given access to advanced knowledge about ethical principles and practices.

    5.4.2 The accreditation of any new courses that may involve research to be undertaken by students must give rise to a major review by ICMS of its ethical policies, processes and practices.

5.5 Consistent with the requirements of the national statement, scholars must keep an auditable record of any research undertaken even when exempted from ethical review by the ICMS Ethics Director.

5.6 Any scholarly research undertaken by a staff member must involve the preparation of a proposal that addresses ethical strategies and procedures. The proposal must be submitted to the Ethics Director for scrutiny and will receive approval, feedback to inform further development required for approval or to rationalise a rejection of approval.

5.7 As the national statement directs, institutions may establish their own ethical review processes for scholarly research or use those of another institution. In cases where a scholar is working independently or with team members not employed by ICMS, a research proposal addressing ethical approaches may also be submitted to the HERC of a university institution with which the researcher or team members are associated. The submission of ethics proposals to external university institutions is also required by ICMS where the human research conducted is likely to involve risks beyond a negligible or very low level. In such cases, the Ethics Director must receive a copy of any

documentation and feedback received by the relevant university research committee to be satisfied that the proposal has received rigorous and robust scrutiny.

6. THE ETHICS DIRECTOR

6.1 Further to the Australian Code for the Responsible Conduct of Research, the Ethics Director at ICMS is employed to;

- provide advice to scholars on ethical matters
- evaluate the ethical risks involved in scholarship proposals by staff
- approve only those proposals at negligible or low risk
- keep records of scholarly work undertaken in teams involving institutions other than ICMS
- ensure that scholarship at ICMS conforms to legislative and regulatory requirements
- ensure appropriate storage arrangements for research data as detailed in the national statements
- report and advise on matters of ethics to the SoLT Committee

6.2 A detailed role description of the Ethics Director is to be found in Appendix I of the scholarship framework and must be read in conjunction with this ethics policy. The SoLT Committee may recommend any revisions and necessary refinements of the role to the Learning and Teaching Committee (LTC) for approval.

6.3 The Ethics Director reports to the SoLT Committee at each meeting on the number and nature of scholarly projects involving people.

6.4. The Ethics Director must immediately report to the Chair of the SoLT Committee any significant concerns about the ethical conduct of ICMS staff when engaged in scholarship or where a potential risk of breaching legislative and regulatory codes exists.

6.5 The Ethics Director at ICMS is expected to demonstrate a high level of expertise and current, advanced knowledge of ethical practice in the context of scholarship and a detailed understanding of legislative and regulatory requirements for institutions and individuals engaged in research.

6.6 The assessment of ethics applications by staff is the responsibility of the Ethics Director. The Ethics Director may only approve applications deemed at a low or negligible level of risk. Assessments of research proposals at higher levels cannot be approved by the institution.

6.7 Reports submitted by the Ethics Director must address processes of ethical review and identify any need for improvement in order for ICMS to meet its responsibilities under the national statement.

6.8 It is also the responsibility of the Ethics Director to advise the SoLT Committee on matters related to ethics and to recommend any amendments, revisions or improvements to the process of conducting ethical, scholarly research at the institution.

6.9 Details of all proposals submitted to the Ethics Director should be recorded and maintained.

6.10 It is the responsibility of the Ethics Director to ensure that scholarly research undertaken at ICMS is appropriately monitored at all stages of its development, including final reports, published and unpublished scholarly outcomes or other forms of dissemination to ensure, ethical practices are maintained throughout the process, not simply at the proposal stage.

6.11 Complaints about ethical issues by participants, external organisations, students or staff should be addressed initially to the Ethics Director. Where students have been participants in scholarship or their data have been used as part of a scholarship activity, complaints may be referred to the Ethics

Director and if unresolved may be addressed, as academic issues are, via the ICMS complaints and appeals policy and procedures.

7. ASSURANCE OF LEGAL PROTECTION

7.1 ICMS must provide an assurance of legal protection to all those involved in the ethical review of research, for liabilities that may arise in the course of the bona fide conduct of their duties as advised by the national statement (p. 84 5.1.9). Such protection should be afforded specifically to the Ethics Director, members of the SoLT Committee and its Chair.

8. THE SCHOLARSHIP COMMITTEE

8.1 The SoLT Committee monitors ethical practices and processes as part of its responsibilities in the support and management of scholarship at ICMS.

8.2 The Committee receives regular reports from the Ethics Director but does not function as a Higher Education Research Committee (HREC) with responsibilities, for example, of assessing research applications that present more than low or negligible levels of ethical risk.

8.3 The Ethics Director is a member of the Committee to ensure that ethical issues with respect to scholarly practice are raised, discussed and addressed on a continual basis.

8.4 The Committee submits an annual ethics report via the Chair, LTC to Academic Board.

8.5 The SoLT Committee is responsible for ensuring that ICMS;

   a) is compliant with government and regulatory ethics requirements and has the resources and expertise necessary to do so.
   b) staff scholarly outputs, have been conducted and scrutinised from the perspective of ethical compliance either through internal assessments by the Ethics Director or where staff have worked with colleagues in research teams and submitted an ethics proposal to external university ethics committees for rigorous scrutiny.
   c) has an effective and ongoing process in place for reviewing and evaluating staff scholarly work and ensuring such scholarship remains at the level of negligible or low risk with the ultimate aim of protecting any participants.

APPENDIX J: ETHICS DIRECTOR ROLE POSITION

The Ethics Director, ICMS is a part time role, normally undertaken at the level of Program Manager or above.

1. Qualifications & Experience

Required:

- AQF Level 10 qualification (doctoral level)
- A track record of publication using qualitative and/or quantitative research methodologies
- Demonstrable experience as an ethics advisor at higher education/university institution(s)
- A knowledge of legislative and regulatory requirements with respect to ethics in higher education institutions and in the university sector

Desirable:

- Scholarly works addressing ethical issues
- Qualifications and/or teaching experience in business and management disciplines

2. Reporting

The Ethics Director reports to the SoLT Committee and its Chair, PVC: Scholarship & Innovation

3. Duties

Further to the Australian Code for the Responsible Conduct of Research, the Ethics Director at ICMS is employed to;

- provide advice to scholars on ethical matters
- evaluate the ethical risks involved in staff scholarship
- approve only those proposals considered to be negligible or low risk (Assessments of research proposals at higher levels cannot be approved by the institution)
- Keep and maintain records of scholarly work, particularly with respect to ethics plans
- keep records of the ethical practices of scholarly work undertaken in teams involving institutions other than ICMS and any attendant external ethics reports
- ensure that scholarship at ICMS conforms to legislative and regulatory requirements
- monitor scholarship undertaken at ICMS at all stages of its development (including final reports, published and unpublished scholarly outcomes or other forms of dissemination) so that ethical practices are maintained throughout the process, not simply at the proposal stage.
- address and, if necessary, refer any complaints about ethical practices in staff scholarship at ICMS through the institution's grievance procedures.
- The Ethics Director must immediately report any significant concerns about the ethical conduct of ICMS staff engaged in scholarship or where a potential risk of breaching legislative and regulatory codes exists, to the Chair of the SoLT Committee.

4. Responsibilities to the SoLT Committee
- The Ethics Director is a member of the Committee to ensure that ethical issues with respect to scholarly practice are raised, discussed and addressed on a continual basis.
- It is the responsibility of the Ethics Director to advise the Committee in matters related to ethics and to recommend any amendments, revisions or improvements to the process of conducting ethical, scholarly research at the institution particularly as necessary to meet its

responsibilities under the national statement.

- The Ethics Director assists the SoLT Committee in preparing and tabling an annual ethics report to Academic Board that should include data, discussion or any recommendations particularly with respect to;

    o compliance with government and regulatory ethical requirements and the capacity of ICMS to maintain the resources and expertise necessary to do so.
    o ethical practices of staff scholarship from a quantitative and qualitative perspective, including partnerships with external scholarship teams and higher education research committees (HRECs)
    o risk evaluations of proposals
    o any revisions and necessary refinements of the role of the Ethics Director

Assurance of legal protection

ICMS must provide an assurance of legal protection to all those involved in the ethical review of research, for liabilities that may arise in the course of the bona fide conduct of their duties as advised by the national statement (p. 84, 5.1.9). Such protection should be afforded specifically to the Ethics Director, members of the SoLT Committee and its Chair.

APPENDIX K: GUIDELINES FOR DEVELOPING, MAINTAINING AND USING STAFF SCHOLARLY PORTFOLIOS

1. Governing policy

These guidelines are related to the implementation of the ICMS Scholarship Framework and more specifically, the ICMS Policy document on scholarship.

2. Scope

The guidelines apply to all staff.

3. The rationale for maintaining a scholarly portfolio

Higher education Institutions recognise and reward good teaching. The scholarly teaching portfolio, as a developmental tool, enables professional insights so that a positive impact on learning and teaching is made possible through conscious and systematic planning (Pelger & Larsson 2018). The ultimate purpose of a teaching portfolio is to;

    a. enhance a practitioner's (the professional who maintains the portfolio) scholarship of learning and teaching (see Tofade, Abate & Fu, 2014)

    b. enrich the student learning experience and

    c. contribute to a culture of scholarship at ICMS.

To this end, from 2019, all staff who are involved in contributing to the student experience in ways that impact on learning, will be required to maintain an individual scholarship portfolio, stored in the Scholarship Outputs and Activity Repository (SOAR).

4. Defining scholarly portfolios in the ICMS context

In the ICMS context, scholarly portfolios are single repositories for collections of documents about activities and outputs illustrating how a staff member has;

    I. met performance indicators with respect to scholarship, and

    II. critically reflected upon the value of these activities and outputs, personally, professionally, for students and for ICMS as an institution.

Three broad kinds of documents can be uploaded to SOAR and form the basis of a scholarship portfolio. They are documents about;

    I. scholarly activities

    II. scholarly outputs

    III. career development in the form of CVs, and any completed scholarship applications for awards and funding.

5. Scholarly portfolios as sources of evidence

Individual scholarship portfolios can be used as evidence in making applications for funding scholarly activities or awards and in performance appraisal discussions with line managers about teaching goals (see Tofade, Abate & Fu, 2014).

It is important for individuals and the institution, that details of scholarly activity and outputs, as sources of evidence, are up to date. As Leslie and Camargo-Borges (2017) observed, a portfolio must capture *continual* practice.

6. Information and documents to be included within individual scholarship portfolios.

6.1 Scholarly outputs and activities

Although some overlap exists in how scholarly activities and outputs are conceptualised, the ICMS Scholarship Policy defines and distinguishes them in the following way:

Scholarly activity refers to an activity that involves or facilitates scholarship

Scholarly activities include but are not limited to; mentoring peers in scholarly matters, (for example, providing feedback on teaching or an application for a colleague's scholarly excellence award), self-study using MOOCS (massive open online courses), professional development informed by SOLT literature, editing a journal, participating in or helping to organise a conference relevant to the ICMS curriculum.

Scholarly output constitutes documented evidence of scholarship that can be evaluated quantitatively (citations, journal impact factor) or qualitatively, and is available to the public through peer reviewed publications.

Examples of outputs include but are not limited to; publication of peer reviewed journal or conference papers, books, book chapters, edited handbooks, published contributions to government or professional bodies in ways that advance knowledge, undertaking higher level qualifications or functioning as an invited media expert evidenced in print or online.

6.2 Submitting scholarly activities to SOAR

In submitting a scholarly activity for SOAR, four, brief pieces of information need to be provided. 1. a brief descriptor such as; 'scholarly mentoring' followed by 2. details of up to 150 words on what was

involved and 3. how the activity can be verified by creating an audit trail and 4. a brief statement (up to 150 words) about benefits to student learning and any supporting evidence (eg; improvement in SETs/improvement in grades/pass rates/retention). Expressed benefits may also be tied to the promotion and development of ICMS learning principles concerned with being career focused, global, connected or empowering.
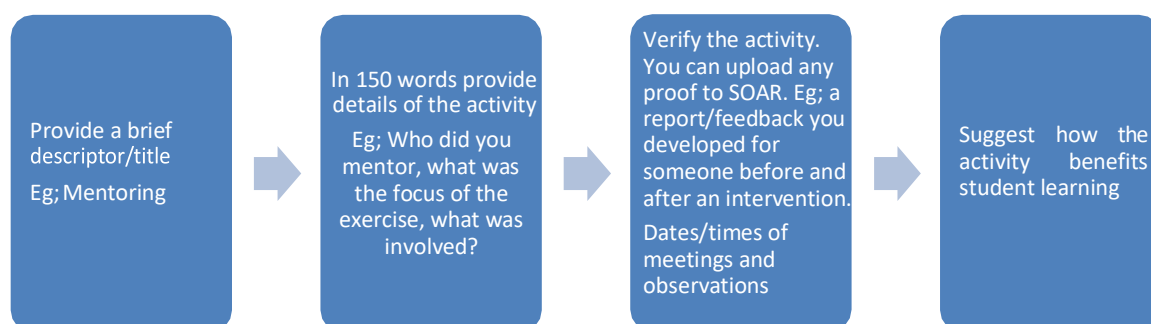
Provide a brief descriptor/title Eg; Mentoring	In 150 words provide details of the activity Eg; Who did you mentor, what was the focus of the exercise, what was involved?	Verify the activity. You can upload any proof to SOAR. Eg; a report/feedback you developed for someone before and after an intervention. Dates/times of meetings and observations	Suggest how the activity benefits student learning

Fig. 1 Information to be submitted about a scholarly activity

6.2.1 Action Research Initiatives (ARIs)

Staff *may elect* to undertake an action research initiative as one form of scholarly activity.

Whatever issue or problem you choose to address through the ARI, it will need to be challenging but achievable and relevant to your responsibilities in a current or future role (see Tofade, Abate & Fu, 2014). Aim to focus upon the ICMS learning and teaching priorities and principles, being; career focused, global, connected, empowering (ICMS Learning & Teaching Policy).

Although a number of variations exist, an action research initiative generally includes phases, sometimes overlapping, that assist in addressing an issue in a learning and teaching context. Tofade, Abate and Fu (2014) suggest a model of reflection, planning, action and evaluation that in turn, can give rise to further reflection, planning, action and evaluation in a cyclical approach. The following phases are loosely based on this work and are designed to provide structure to an ARI. You may wish to negotiate some variations to the process with the ICMS scholarship director.

Reflection

Reflection assists the practitioner in determining an issue that requires attention in the professional context. For example, the institution may have implemented new expectations that require personal development, or you may have identified a barrier of some kind, to effective teaching and/or student learning. Discussions with your line manager about your scholarship portfolio during performance appraisal meetings may also give rise to reflection about any skills, attitudes, values or knowledge that require attention and action.

Writing a reflective journal is a process that creates a narrative about practice over time and involves bringing professional learning and a scholarly self-reflective approach to what is happening in the classroom (Leslie & Camargo-Borges, 2017; Pelger & Larsson, 2018). Journal writing and the reflection that comes with it, moves learning and teaching from the level of an activity to one that is experiential because it involves finding meaning or learning from the activity (see Dewey, 1961; Kolb 1984).

A reflective journal entails recording episodes or incidents in the learning context, often noting dates and times. The process provides opportunities to become conscious of issues, to question them and ultimately to try to explain and address them (Taggart & Wilson, 2005). A practitioner may reflect upon, for example, what occurred, what went well or badly, anything that was surprising (Sagor 2011) or events that brought about excitement or puzzlement (Taggart & Wilson, 2005). Keeping a journal and reflecting on learning and teaching not only has benefits for individual practitioners. It can also strengthen a culture of scholarship at ICMS by sharing observations and thoughts with colleagues and seeking out mentors.

As Tofade et al. (2014) pointed out, scholarly reflection in writing a journal helps in the planning of future learning and teaching initiatives but it does not end once the project is underway. Keeping a journal serves as an effective tool for sparking insights throughout the entire process and on a continual basis as a reflective practitioner.

Planning

Once an issue has been identified through the process of keeping a reflective journal, the next step

involves careful planning in the development of a strategy to progress the enquiry. Some issues to take into account may include;

- devising aims and goals for the ARI to provide a framework for moving forward
- developing timelines for action and evaluation moving forward
- discerning appropriate ways of gaining advanced knowledge or skills that could inform the issue.
- deciding what kinds of evidence need to be collected about the current state of the issue and any changes following an ARI
- identifying who may be able to assist in the process because of their experience, expertise, knowledge and insight.
- establishing any requirements and potential sources of funding.

Action

The action phase refers to the implementation of your plan. Feedback on the plan from a mentor or planned access to advanced knowledge will help to finalise what action to take and how. Linkages to advanced knowledge and the literature available should continue to inform action and implementation throughout this phase and the formulation of personal theories that may arise (Pelger & Larsson, 2018). A practitioner should continue to record any actions taken or observed outcomes in a reflective journal. Entries of this nature are useful in preparing written or verbal accounts of the initiative for subsequent dissemination.

Evaluation

In order to systematically evaluate whether any changes you have made have given rise to improved student learning, it is necessary to consider what methods might be brought to measuring or assessing the impact of those changes (Tofade, Abate & Fu, 2014). For example, you may consider changes in student evaluations pre and post your intervention, reductions in fail rates, improved student engagement. You may ask an experienced mentor to observe your teaching using a particular technique before and after the ARI.

Writing up and submitting your ARI to SOAR

Upload a report to SOAR of your ARI. Provide a title indicating the issue addressed. Outline what occurred structuring your report using the four stages outlined above; reflection, planning, action and evaluation. Finally, provide a concise conclusion about the benefits of the ARI with respect to student learning and any limitations of the process or ways you might have undertaken it differently. Explain how you plan to disseminate your findings and experience of the process with ICMS colleagues or other scholarly communities. The dissemination of your ARI experience fulfils one of the aims of portfolios in promoting a relational construction of knowledge in educational communities (Leslie & Camargo-Borges 2017).

Your ARI report should be no longer than 2000 words. Once uploaded to SOAR, it will be available to others at ICMS and can be used as evidence when seeking funding for further scholarly work or form the basis of an application for an excellence in scholarship award.

6.3 Submitting scholarly outputs to SOAR
6.3.1   Peer reviewed publications

Provide a descriptor/title such as; 'peer reviewed journal paper', 'peer reviewed book chapter'. Since a scholarly output is often a published work, a reference is the best way to log the accomplishment. An html link to the work or a pdf of the publication must accompany the reference. Provide a brief statement in support of the significance of the publication. The statement may include information such as; a journal ranking, an impact factor or the reputation of a publisher or endorsements from experts. Finally, please submit a brief statement of up to 150 words on how ICMS and student learning benefits from the activity. For example, an individual might argue that the scholarship involved in publishing a peer reviewed journal paper, will by extension improve student access to advanced knowledge.
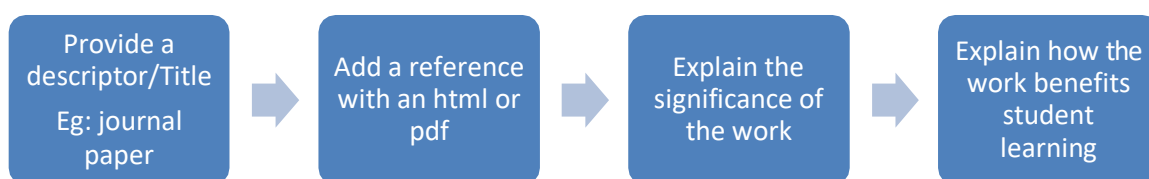
Provide a descriptor/Title Eg: journal paper → Add a reference with an html or pdf → Explain the significance of the work → Explain how the work benefits student learning

Fig. 2 Information to be submitted about a scholarly output

6.4 Submitting career development documents

6.4.1 Curricula vitae

Staff are required to maintain an up-to-date curriculum vitae (CV). They will be invited to review these documents on an annual basis and to make any changes necessary before updating the records held on SOAR.

6.4.2 Completed scholarly excellence award applications

Guidelines and application forms for scholarly excellence awards are stored on SOAR and accessible to all staff. When a staff member submits an application for an award, whether as an individual or as a member of a group, that application and the response to it by the SoLT Committee is to be stored on SOAR.

6.4.3 Completed applications for funding scholarship

Application forms for funding scholarship activity are stored on SOAR and available to all staff. Any completed applications should also be included in scholarship portfolios on SOAR. The progress of the application also needs to be noted on SOAR by the Academic Manager and described as "submitted and under consideration'/ 'approved/denied'/final 'payment made'. Information about the progress of an application is available to the applicant.

As funding applications are updated, the Academic Manager will be responsible for making the consequent adjustment to the financial records on SOAR that track spending against the budget for scholarship. Information about scholarship funding is reported at each meeting of the SoLT Committee by the Scholarship Director.

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