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A conceptual, strategic and implementation framework for the Scholarship of Learning and Teaching

Melanie Williams^A

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Associate Dean (Scholarship), William Angliss Institute, Melbourne, Australia

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Reflective practice;
scholarly practice;
scholarship;
Scholarship of Learning and Teaching (SoLT).

Abstract

This paper outlines the conceptual, strategic and implementation framework that underpins the Scholarship of Learning and Teaching (SoLT) in an Australian non-university higher education provider. The standards for scholarly practice that lie at the heart of this framework are outlined, and the linkages between the related concepts of scholarship, research, professional development, and quality improvement are explored. An organisation-wide SoLT Strategy drives scholarly activities, while an implementation framework provides support and incentives that include guidelines and templates, mentoring and professional development, blanket ethics approval for the use of students' and staff's natural data with an online mechanism for managing consent, small funding grants, and awards for scholarly practice. SoLT is granted equal status with discipline-based research in promotion and tenure. The faculty produce and disseminate annual scholarly outputs and report annually on the impact of scholarly activities, which are monitored through academic governance committees. The initiative has proved successful, with 89 and 91 percent, respectively, of academics producing scholarly outputs that met the institute's standards for scholarly practice in the first two years of operation. The framework offers a comprehensive and coherent approach that may assist other higher education providers seeking to elevate the status and activity level of SoLT.

Correspondence

melanie.williams@angliss.edu.au ^A

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Introduction

The Australian higher education regulatory framework, the *Higher Education Standards Framework (Threshold Standards) 2021*, known as the HES Framework, requires that all higher education providers engage with scholarship at both institutional and individual levels (Department of Education, Skills and Employment, 2021). Scholarship must contribute to course design and delivery and, where applicable, research and research training. Academics delivering higher education qualifications must engage in scholarship that informs their teaching and learning, and institutions are required to take a systematic approach to scholarship, including encouragement and support (TEQSA, 2022b).

Despite these regulatory requirements, many universities struggle to persuade academic staff to engage systematically in the Scholarship of Learning and Teaching (SoLT), not least because funding, promotion and tenure tend to be attached to discipline-based research rather than SoLT. On the other hand, for non-research-intensive higher education providers, engagement in SoLT can serve as a focus for building teaching quality. This paper sets out an institutional framework for scholarly practice at William Angliss Institute (WAI), an Australian mixed-sector specialist provider of higher education and vocational training in foods, hospitality, tourism, and events. Wheelahan et al. (2009) define mixed-sector providers as those in which less than 20% of provision is in one sector, as distinct from dual-sector providers, which have a more even spread. In its first two years of implementation, the framework has seen an extraordinary degree of success in enabling initiatives designed to enhance the student learning experience and outcomes on the one hand, and in producing and disseminating quality scholarly outputs on the other.

The conceptual framework

Definitions

The current guidance note on scholarship produced by Australia's higher education regulatory authority, the Tertiary Education Quality and Standards Agency (TEQSA), defines scholarship as referring to "those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field" (TEQSA, 2022b, p. 1). It shies away from identifying any particular model of scholarship, stating that the Tertiary Education Quality Standards Authority (TEQSA), the Australian higher education regulator, "recognises there is no singular definition of scholarship and acknowledges that providers may utilise various approaches to organise the full range of their scholarly activities" (TEQSA, 2022b, p. 1).

However, WAI's Framework for Scholarly Practice was influenced by TEQSA's earlier (2018) guidance note on scholarship, which referenced Boyer's (1990) depiction of four discrete, yet interdependent forms of scholarship: discovery (pure research), integration (bringing cross-disciplinary insights to bear or translating specialist scholarship for lay

audiences), application (where every-day societal problems set the research agenda – conceptually superseded by the notion of 'engagement' (Boyer, 1996)) and teaching.

Boyer's (1990) work was seminal. Hitherto, promotion and tenure in universities had been based solely on research output. However, Boyer pointed out that academics perform a broader range of functions than just pure research (especially in institutions such as the 'land grant' universities in the United States, which had been established to fulfil a different mission) and that these other forms of academic work were equally deserving of recognition. While most research-intensive universities continue to value pure research over Boyer's other forms of scholarship, his framework has been widely adopted in other types of higher education institutions. For teaching-intensive institutions such as WAI, Boyer's framework is particularly noteworthy because it elevated the status of teaching to a form of scholarship for the first time.

The scholarship of teaching has come to include learning, noting the shift from a teaching to a learning paradigm (Barr & Tagg, 1995). This focus on learning is emphasised by WAI's preference for putting learning first in the term 'Scholarship of Learning and Teaching' (SoLT), rather than the more common 'Scholarship of Teaching and Learning' (SoTL). Whereas TEQSA's 2018 guidance note referred to the scholarship of teaching as that which 'promotes active and critical learning in students based on advances in a discipline or in knowledge about effective teaching and learning and course design practices in a field' (TEQSA, 2018, p. 2), the 2022 update does not differentiate or define the scholarship of teaching.

While acknowledging that under Boyer's framework, 'scholarship' is the parent concept that encompasses the four different forms, at WAI, the notion of 'scholarship' pertains specifically to SoLT. This is primarily because discovery, engagement and integration are accounted for separately in the institute's Enterprise Bargaining Agreement (EBA) under the banner of 'research' for the purposes of workload allocation. WAI's Framework for Scholarly Practice defines scholarship as 'the practice of taking a planned, rigorous, and reflective approach to investigating an aspect of practice and using the results to inform and improve learning and teaching' (William Angliss Institute, 2017, p. 1). In an institution closely connected with industry, 'practice' may refer to industry or professional practice, discipline-based research practice or teaching practice. The important point is that whatever practice forms the focus of investigation, the findings are used to improve students' active and critical learning.

Hence, WAI's approach to scholarship is consistent with Tight's (2018) assessment of an attempt at "recognising the importance of taking a critical and research-based approach to teaching and learning, and, in doing so, attempts to elevate the status of the teaching role in comparison to research" (p. 2).

The relationship between professional development and SoLT

WAI's definition of scholarship contrasts sharply to Boshier's (2009) and Coderch's (2023) assertions that the SoTL literature frequently conflates SoTL with other activities, with the three most common of these being attending conferences, workshops and seminars; taking training courses; and doing peer review. None of these three activities would meet Shulman's (2000) widely adopted criteria for rigorous scholarship – that is to say, being made public, available for peer review and critique according to accepted standards, and able to be reproduced and built on by other scholars. However, Boshier (2009) condemns what he terms as "uncritical over-reliance on peer review as the mechanism for measuring scholarship" (p. 1). He goes on to claim that Boyer's definition was conceptually flawed, in that it never clearly articulated what distinguished the scholarship of teaching from teaching excellence.

TEQSA's (2018) guidance note explicitly associates scholarship with advances in knowledge and practice. That is, knowledge and practices that are new to the field and/or its pedagogy, not just new to the individual. As such, attending conferences, workshops and seminars, and taking training courses constitute professional development (PD), not scholarship. Thus, regardless of whether there may be an over-reliance on peer review as a measure of quality, a defining difference between scholarship and PD is that scholarship necessarily involves the public dissemination of new knowledge (Glassick et al., 1997; Shulman, 2000; Williams et al., 2013).

Nonetheless, WAI does acknowledge there can be a relationship between these activities and SoLT in particular circumstances. PD activities that are extended through 1) implementation in the classroom, 2) evaluation of their impact on active and critical learning, and 3) public dissemination of the results would fulfil WAI's scholarship requirements.

The relationship between quality improvement/assurance of learning and SoLT

In a similar way, activities normally associated with routine quality improvement (QI), such as student subject evaluation, subject and course review, or what Hall and Ko (2006) define as "the process by which student learning outcomes are measured against specific course goals" (p. 1), may be used as a basis for scholarship if they are extended in the three ways outlined above.

The relationship between research and SoLT

TEQSA's (2022a) guidance note on research and research training defines research as 'the creation of new knowledge and/or the use of existing knowledge in a new and creative way by a higher education provider so as to generate new concepts, methodologies, inventions and understandings' (p. 1). This definition could equally apply to scholarship, as defined at WAI. The academic literature also acknowledges

an overlap between research and SoLT. For instance, Ling (2020) concludes that:

an academic activity may involve both scholarship of teaching and learning and education research, provided that, *inter alia*, it involves systematically investigating a contentious issue or a gap in current understandings of education, in a form sufficient to warrant conclusions that have the potential to contribute to current understandings of pedagogy or other aspects of education (p. 56).

Canning and Masika (2022) go further, calling for the complete abandonment of SoLT in favour of asserting the value of higher education research. However, Healy et al. (2020) draw a useful distinction between educational research and SoLT. For these authors, whereas the primary goal of educational research is to generate generalisable knowledge, the fundamental purpose of SoLT is to improve teaching and learning for the group of students being studied.

Such debates centre on the relationship of SoLT to educational research. These issues are avoided at WAI through making a clear distinction between research, which pertains to WAI's specialist disciplinary domains, and scholarship, pertaining to learning and teaching. Hence, research at WAI is defined as "the generation of new knowledge through original investigation that leads to advances in the disciplinary knowledge and professional practices associated with the domains of foods, hospitality, tourism and events" (William Angliss Institute, 2022, p. 14).

As stated above, for the purposes of workload allocation under the EBA, research can incorporate Boyer's scholarships of engagement and integration related to the domains mentioned in the earlier paragraph. The workload percentage allocated to research is negotiable, but typically defaults to 20 per cent. However, just as with QI activities, disciplinary research may be used as a basis for SoLT if it is extended as outlined above. That is, the disciplinary research in and of itself would not count as scholarship but if the outcomes were applied in the classroom, their impact on promoting active and critical learning were evaluated and the results of this evaluation publicly disseminated, this would count as scholarship.

The linkages between the four interrelated activities of professional development, quality improvement, research and SoLT are shown in Figure 1. As explained, any activities in the diagram may contribute to scholarship only in so far as they contribute to promoting active and critical learning based on advances in discipline, professional practice or knowledge about learning and teaching and course design – and ultimately, lead to scholarly outputs. This relationship is represented by arrows and/or overlaps with the SoLT circle.

The strategic framework

WAI develops successive institute-wide, three-year strategies for SoLT, which sit under a broader strategy for educational excellence, which is in turn subordinate to the Institute's

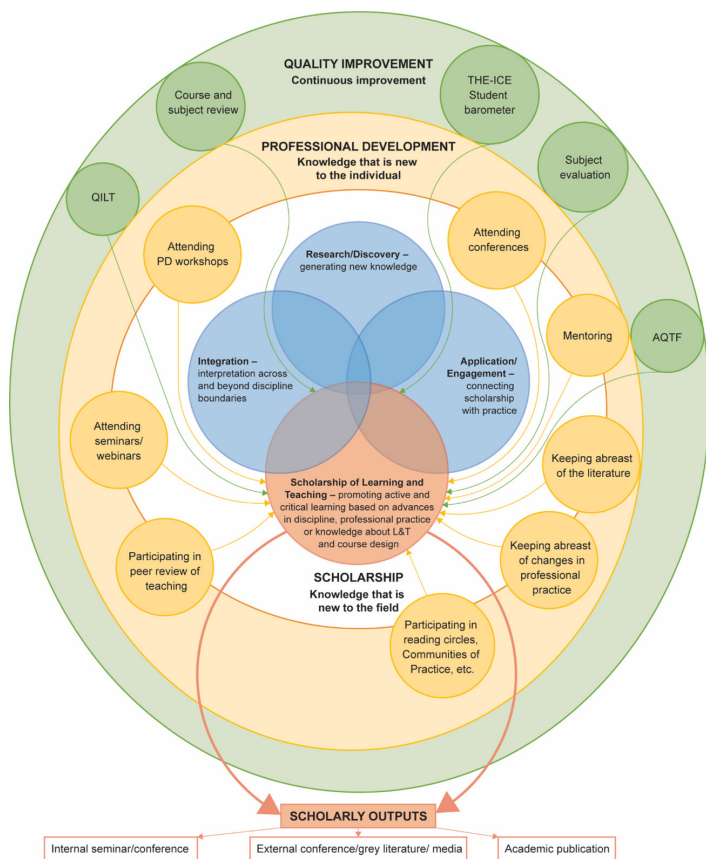


Figure 1: The relationships between QI, PD, research and scholarship.

strategic plan. The goals of the current SoLT Strategy have been to consolidate the work that began in 2017 of embedding scholarly practice as a systemic approach to improving quality and driving innovation in learning and teaching and to strengthen the monitoring of its quality and impact through academic governance structures and processes. The goals are broken down into six objectives:

- (1) To advance evidence-based approaches to improving the quality of learning and teaching.
- (2) To advance the design, development, deployment and evaluation of innovations in curriculum and pedagogy.
- (3) To evaluate the impact of the deployment of pedagogies consistent with WAI's constructivist educational philosophy.
- (4) To promote WAI's thought leadership through disseminating the outcomes of innovation and scholarly practice.
- (5) To build the capacity of the WAI teaching workforce in SoLT.
- (6) To enhance and maintain governance oversight of the quality and impact of scholarship.

Progress made towards these objectives is reported quarterly through the Research and Scholarship Committee, a standing committee of the highest academic governance

committee. SoLT Strategy progress is reported to this committee biannually.

The implementation framework

The SoLT Strategy is operationalised through an implementation framework. The single most crucial factor in ensuring engagement in scholarship at WAI is the inclusion of a mandatory minimum five per cent workload allocation for scholarship for all academic staff, which is enshrined in the Enterprise Bargaining Agreement (EBA). Academics who wish to focus on teaching may reduce discipline-based research for SoLT and negotiate for up to an additional 10% of their workload for scholarship. Prior to the mandatory workload allocation in the current EBA, engagement in scholarship tended to be ad hoc, undocumented, undertaken by few staff and did not fulfil all the WAI Standards for Scholarly Practice. In contrast, in the first year of implementation of the current framework, 89% of academics produced and disseminated scholarly outputs that met the standards, with that figure rising to 91% in the second year.

Standards for scholarly practice

At the heart of the framework is a set of standards adapted from Glassick et al. (1997) and Williams et al. (2013), which act as a lens through which the other elements of the framework are mediated. They provide the benchmark against which all elements are measured. The standards were originally developed through Glassick et al.'s (1997) analysis of documentation from American universities, such as guidelines for hiring, promotion and tenure, criteria used by academic publishers and grant agencies to evaluate submissions, and so on. However, in the research of SoLT in a range of higher education contexts in Australia, Williams et al. (2013) concluded that certain assumptions that pertain to research and scholarship in universities do not necessarily hold in mixed-sector institutions such as WAI, in which a cultural legacy from vocational education and training (VET) tends to prevail. These authors argued that the standards developed by Glassick and his colleagues should be augmented for mixed-sector institutions. For example, it should be made explicit that the best practice in scholarship involves additional factors, such as collaboration, critical analysis and synthesis, theory-informed practice and making work public. These factors cannot be assumed in institutions built on a legacy of VET custom and practice.

Accordingly, the WAI standards for scholarly practice were adopted with these insights in mind. The standards are laid out in Table 1.

Planning

Each teaching academic is required to develop and implement a three-year scholarship plan. All plans are checked by the Associate Dean (Scholarship) for alignment with the Standards for Scholarly Practice before being submitted to the Research and Scholarship Committee for approval.

Table 1: Standards for scholarly practice adapted from Glassick et al. (1997) and Williams et al. (2013).

Features of scholarly work	In your investigation, do you...
Clear goals – at the start, outlining what you plan to achieve	<ul style="list-style-type: none"> ➢ Explain the project clearly and identify important questions in the field? ➢ Define a clear purpose and achievable objectives for your work?
Adequate preparation – relating your work to what is already known about the topic and gathering the resources needed for the job	<ul style="list-style-type: none"> ➢ Locate your work in the context of current and emerging industry/ disciplinary/ pedagogical knowledge/ practice/ research in your field? ➢ Bring together the resources, information and skills necessary to move the work forward?
Appropriate methods – choosing and applying the best way to achieve your goals and keeping records of progress	<ul style="list-style-type: none"> ➢ Use a systematic and planned approach that is appropriate to the goals? ➢ Apply the methods selected in a rigorous and ethical manner that is responsive to changing circumstances? ➢ Maintain records of process and outcomes?
Collaboration – working and learning with others	<ul style="list-style-type: none"> ➢ Engage with a range of stakeholders? ➢ Draw on specialist expertise and advice? ➢ Engage in shared reflection?
Critical analysis and synthesis – questioning what is going on and bringing things together to make sense of them	<ul style="list-style-type: none"> ➢ Challenge existing knowledge, assumptions and ideas? ➢ Bring together your findings to draw conclusions within a theoretical framework? ➢ Support your claims with evidence and sound argument?
Significant results – making a difference	<ul style="list-style-type: none"> ➢ Contribute new knowledge, the new application of knowledge or improved practice in the field? ➢ Offer students the opportunity for innovative engagement with their future profession? ➢ Open up additional areas for further exploration?
Making knowledge public – sharing new knowledge with others so that it can be critiqued, built upon and improved	<ul style="list-style-type: none"> ➢ Open your practice to peer review and stakeholder feedback? ➢ Communicate your message clearly through teaching, presentation, publication or exhibition?
Reflective critique – reflecting on the strengths, weaknesses and limits of your work in order to do better next time	<ul style="list-style-type: none"> ➢ Identify the influences and assumptions that you bring to the work? ➢ Reflect on both the processes and outcomes? ➢ Bring a breadth of evidence to the review of your work? ➢ Use critical evaluation to improve the quality of future work?

Since a five-per-cent workload equates to less than 12 days per year, it is suggested that the plan consists of just one project over the three years to enable a substantial undertaking of sufficient depth. Typically, the first year is spent doing a literature review, professional development activities related to the topic of investigation, and designing a teaching intervention that is informed by these activities. The second year typically involves implementing the intervention and gathering data to evaluate its effectiveness. The third year may be spent writing up the project as a journal article or other publication and preparing the next three-year plan. Since there is an expectation that the outcomes of each year's scholarly activity will be disseminated, much of the analysis and writing has already been done in the previous two years before writing up the final article.

Academics are asked to anticipate what impact their scholarship may have (more on this below) and to identify the type of evidence could support this in their plan, at least in a preliminary way. In the past, academics have typically relied primarily on student evaluations as evidence of impact, despite their highly contested value (Bartkowiak-Theron et al., 2020). Designing impact evaluation into the planning of the project reminds academics to consider more broadly what might constitute appropriate evidence and to gather it along the way, thus providing more reliable measures and making annual reporting on impact easier.

Indicative developmental hierarchies of scholarly activities and outputs

The three-year planning cycle facilitates a developmental approach to scholarship. This is reflected in increasing rigour of activities normally engaged in year on year, and the annual scholarly outputs that staff are expected to produce. Generally, the first-year literature review is presented to internal staff at an annual Scholarship Symposium. In addition to presenting internally in the second year, those academics who wish to and are financially supported to present a working paper at an external conference or they may produce a brief publication for the grey literature. Given WAI's close ties with industry and its aspirations as a thought leader for the hospitality and tourism industry, industry publications are highly valued. Scholarly outputs typically culminate in an academic publication in the third year.

Academics may deviate from this indicative pathway: it is not unusual, for example, for them to present their first year's work as a working paper at an external conference or to produce some other output. Nonetheless, Table 2 below sets out an indicative developmental hierarchy of scholarly activities and outputs.

Table 2: Indicative levels of activity and associated outputs by increasing rigour.

	Indicative activity types	Typical outputs
Level 1	<ul style="list-style-type: none"> ➢ Undertake PD activities to learn about advances in knowledge of the discipline, professional practice, learning & teaching or course design ➢ Peer review of teaching ➢ Reflective practice individually and/or with others ➢ Pilot & get feedback on new pedagogical approach ➢ Develop presentation for internal audience 	Internal presentation
Level 2	<ul style="list-style-type: none"> ➢ Design strategy to evaluate impact of new pedagogical approach on active and critical learning ➢ Implement new pedagogical approach ➢ Gather & analyse data about the impact on active and critical learning (evaluation) ➢ Develop presentation for external audience ➢ Write for grey publication 	External presentation/ grey publication/ media learning
Level 3	<ul style="list-style-type: none"> ➢ Write for academic publication 	Academic publication (Book chapter or minimum B ranked journal)

In addition, there is a hierarchy of outputs according to academic classification, generally with encouragement for senior staff to aim for publication in more highly ranked journals. However, it should be stressed that these guidelines are indicative only: WAI's close ties to industry and aspiration to be a thought leader in this space imply that impacts on industry custom and practice are highly valued and may take precedence over more traditional academic outputs.

Monitoring and reporting impact and outcomes

Progress on scholarship plans is monitored annually by the Research and Scholarship Committee. In an adaptation of Hinton's (2016) *Impact Management Planning and Evaluation Ladder (IMPEL)*, which was originally developed to measure research impact, academics are asked to

report on the impact of their scholarship in progressively wider spheres of influence. These include changes in the project team's thinking and understanding, changes to their teaching practice, benefits to the students' learning experience, and contributions to the field. This is similar in scope to Simmons's later (2020) 4M Framework that was developed specifically for measuring the impact of SoLT: micro (individual/researcher) level, meso (departmental) level, macro (institutional) level and mega (discipline/national) level.

Reporting on impact is accompanied by evidence to support these claims. As mentioned, the pre-identification of potential evidence of impact at the planning stage greatly assists when it comes to reporting actual impact. Where possible, a significant proportion of the evidence is generated through analysis of students' natural data in order to minimise the impost on students.

Reflective practice is highly valued as part of scholarly culture at WAI, with reflective critique being the most important feature in the institute's standards for scholarly practice (Glassick et al., 1997). Academics are therefore asked to reflect critically on their scholarship, not only to identify improvements they could make to their scholarly projects, but also to track their own learning and development in SoLT. If required, the three-year plans can be adjusted in light of these reflections and changes logged with the Research and Scholarship Committee.

Institutional support

Under the HES Framework, higher education providers must provide encouragement and support for scholarship at an institutional level (Department of Education, Skills and Employment, 2021). At WAI, this support takes multiple forms, in addition to the workload allocation for scholarship outlined above. Such support includes mentoring, guidelines and templates, provision of formal and informal professional development, blanket ethics approval with an online mechanism for managing consent for the use of natural student and staff data, provision of small grant funds seminars, webinars and an annual scholarship symposium, awards for scholarly practice, and equal recognition of scholarship with disciplinary research for the purposes of promotion and tenure.

Mentoring, professional development and the dissemination of findings

WAI employs a dedicated full-time Level D academic to lead, mentor and support staff to engage in scholarship across the institution, including in vocational education where there is no regulatory requirement to undertake scholarship. In addition to the oversight of all SoLT-related scholarly activity, the Associate Dean (Scholarship) provides professional development in SoLT and guidance and mentoring in the development and implementation of the three-year scholarship plans. This on-demand assistance that includes providing guidance and feedback on draft outputs, on a one-on-one or small team basis, is available

throughout the life of the projects. Where it becomes evident that there is a collective need for a particular aspect of scholarship, a professional development webinar may be scheduled for all interested staff.

There is provision for external experts on SoLT to offer seminars as part of WAI's annual Research and Scholarship Seminar Program. In addition, WAI schedules an online symposium in December each year to provide a forum for staff to disseminate the findings from the year's scholarship activities. The symposium is open to all Institute staff, both as presenters and audience. The unpublished outputs (or as a minimum, an abstract thereof) are housed on the organisation's Intranet so that other staff may access the learnings to inform their own teaching practice.

Management of ethics for the use of student and staff data

Following the University of Tasmania's Curriculum Evaluation Framework (Kelder & Carr, 2017; Kelder et al., 2017), WAI's Research Ethics Committee has granted blanket ethics approval for the use of student and staff data for SoLT purposes. Ethics approval only pertains to the use of 'natural' data that has been produced in the normal course of undertaking a course, such as assessments and online or classroom activities that have been uploaded into the Learning Management System (LMS). The purpose of this is to use as much existing data as possible to minimise the workload imposed on students when staff undertake their SoLT activities. If academics need to generate additional data through surveys, focus groups or interviews with students, this requires a separate, full ethics application through the Research Ethics Committee as the norm.

Consent is managed online via a portal in the LMS. The usual ethics information, such as a plain language statement that is required for informed consent, is made available in this portal. Students only need to give permission once to cover their whole course. However, they can update their consent status at any time, in real time, up to two weeks after results are finalised for each semester. After that date, the data is anonymised by an independent data manager and made available to academics. Individual students can be traced via their student number to enable longitudinal and comparative studies, but the data matching is handled by the data manager at the back end of the LMS and academics have no access to the identified data.

'Natural' staff data includes anything that is produced as part of delivering a course, such as feedback on assessment, session plans, scholarship reports and so on. While the blanket ethics approval also covers the use of such data, the academics can upload whichever documents they are willing to make available for research purposes into the online portal. As a result, not all relevant documents are housed and readily accessible in the LMS.

Grants and awards

Micro grants of up to \$100 per person, per project, per year are available to support minor expenses, such as interview transcription, catering or software licenses. Up to three years' worth of grant allocation may be taken at a time.

Applications for Awards for Scholarly Practice are opened in November each year. Applicants are invited to submit a scholarly output, such as a journal article or conference paper, accompanied by an exegesis explaining how the artefact meets WAI's Standards for Scholarly Practice. A template based on the standards is provided, along with the scoring rubric that is based on these same standards used to assess the applications.

There are three categories of award: Award for Merit in Scholarly Practice, Award for Excellence in Scholarly Practice and Scholar of the Year Award. To receive any award, all standards must be met. Applications are scored on a five-point scale for each criterion, with one denoting 'just achieved' and five denoting 'outstanding'. An average equal to or less than two per criterion achieves 'Merit'. 'Excellence' is awarded to applications scoring an average greater than two per criterion. Scholar of the Year is awarded to the applicant who receives the highest score in the excellence category.

A panel, comprising the Associate Dean (Scholarship) and two other members of the Research and Scholarship Committee, assesses the applications. Prizes consist of funds towards professional development, including conference attendance. The Scholar of the Year receives funds for excellence and the Scholar of the Year, receives effectively double the prize money.

Promotion

In contrast to many universities where research outputs are privileged over SoLT, there is no such distinction when it comes to promotion and tenure at WAI: scholarship and research outputs are equally valued. However, a hierarchy applies to the 'quality' of publications from highly ranked academic journals through to grey literature when it comes to expected outputs at the various employment classification levels. These priorities were entrenched in the EBA at a time when WAI aspired to become a University of Specialisation (Williams, 2018). This provider category no longer exists in Australia and WAI's priorities have shifted accordingly. In the next round of EBA negotiations, it is possible that the balance may move towards a higher value for outputs that demonstrate thought leadership for industry, reflecting WAI's shift in strategic emphasis.

Governance and quality oversight

Scholarly activity at both institutional and individual levels is overseen by the Research and Scholarship Committee, a standing committee of the equivalent of an Academic Board. The institute-wide three-year SoLT Strategy is approved by the Research and Scholarship Committee, and progress

towards meeting its objectives is reported quarterly.

Academics' individual three-year scholarship plans are approved by this same committee and their impact is reported to it annually. Annual scholarly outputs and impact reports are checked by the Associate Dean (Scholarship) for alignment to the WAI Standards for Scholarly Practice. Feedback and developmental support are offered where the standards have not been met. Failure to meet the annual requirements is referred to the academic's line manager for performance management. The impact of academics' scholarship and the production and dissemination of scholarly outputs are reported to the institute's highest academic governance body annually. Figure 2 below shows the system of frameworks governing and supporting SoLT at WAI.



Figure 2: Summary of WAI's institutional frameworks governing and supporting SoLT.

Future improvements

While the current arrangements have resulted in a high level of engagement in scholarship, quality scholarly outputs and measurable impact – as evidenced by the percentage of academic staff who have produced scholarly outputs that meet WAI's Standards for Scholarly Practice and by the empirical data supporting claims to impact, there is room for improvement.

To date, academics have been free to select their own area of focus for their scholarship. As an initial position, engaging in an area of personal interest has enhanced motivation while less experienced academics gain understanding and proficiency in SoLT. However, this may need to change as WAI's scholarship matures. It has inhibited WAI's ability to use scholarship to advance strategic initiatives because the available workload allocations have been taken up with individual and small team projects. For instance, a recent overarching learning and teaching strategy, *The Strategic Framework for Educational Excellence* (William Angliss Institute, 2022) was introduced at the commencement of the latest three-year SoLT planning cycle. In it, the Institute has committed to constructivist educational philosophy and specific pedagogical approaches within that philosophy. Engaging academics in a broader, collective initiative to build on constructivist pedagogies as a focus for SoLT, as compared to choosing their own area of focus, would advance the Institute's strategic goals, while simultaneously enhancing students' active and critical learning.

Furthermore, feedback from faculty has consistently indicated that the expected outputs for a five percent workload are too high to be achieved within the allotted time allocation. WAI would be reluctant to retreat from the

significant outcomes achieved through its SoLT initiative, so a higher workload allocation may need to be negotiated in the next round of enterprise bargaining.

Conclusion

The WAI Framework for Scholarly Practice provides a comprehensive and integrated array of enabling mechanisms, guidance, support, recognition, reward and governance oversight to ensure that the Institute not only meets its regulatory obligations with regard to scholarship, but also engenders a culture in which making improvements to students' active and critical learning is central, and SoLT is valued and celebrated. The framework offers ideas that can be taken up in other higher education settings where there is a desire to elevate the status and activity dedicated to SoLT. The elements of the framework may be adopted individually or as part of a comprehensive approach. They may be of particular value in supporting greater engagement in scholarship in university settings, where SoLT often comes a distant third behind disciplinary research and teaching. Indeed, the framework shows other institutions how to enhance the impact and visibility of SoLT, providing a rigorous pathway to recognition for teaching-focused academics and demonstrating how to produce a measurably positive impact on the active and critical learning of students.

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