	Scholarship of Learning and Teaching (SoLT) Policy
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1. Purpose and Scope

a. This policy is designed to articulate S P Jain School of Global Management's (S P Jain / the School) approach to ensuring that the School promotes a scholarly environment, that staff are engaged in scholarship that informs their teaching and learning and that all courses of study are informed by established and current knowledge, scholarship and disciplinary theories and concepts.

b. This policy applies to all academic staff of the School but represents the commitment of the School as whole to deliver teaching and learning that engages with advanced knowledge and intellectual inquiry.

2. Scholarship in Higher Education

a. In context of the Higher Education Standards Framework (Threshold Standards) 2021 and TEQSA's guidance note,   scholarship is defined as 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. Various aspects are relevant to higher education, but a key component is that scholarship advances knowledge or professional practice in a field or transmits advances through contemporary approaches to teaching and learning, or research and training.[1]

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[1] TEQSA Guidance Note: Scholarship, v3 May 2022

b. The School's approach to Scholarship is guided by the Boyer Model of Scholarship[2] which provides a thematic framework of four categories of scholarship:

 i. **Discovery:** scholarly activities that build new knowledge and contribute to stock of human knowledge

 ii. **Integration:** scholarly activities which involves interdisciplinary or interpretive activities or writing, and research within topics in a discipline or across disciplines into a larger context

 iii. **Application:** scholarly activities which use knowledge to aid individuals, society and the professions in solving problems and connecting scholarship with practice.

 iv. **Teaching:** scholarly activities which develop well-informed and knowledgeable teachers, leading to teaching that promotes active and critical learning in students based on advances in a discipline and effective teaching and learning and course design practices in a field[3].

c. Within the larger scope of scholarship this policy focuses on Scholarship of Learning and Teaching (SoLT) and applies to scholarly activities required of academic staff as part of their professional development program to enhance teaching and learning activities and delivery of S P Jain's higher education courses.

d. The School's Research Framework Policy outlines the definition, types and expectations for scholarship in research activities for staff, HDR students and members of the S P Jain community as distinct from the ongoing scholarly activities in learning and teaching required of all academic staff including adjunct teaching staff.

3. Alignment with S P Jain's Vision and Mission

a. To support the School's vision and mission, S P Jain is committed to promoting and creating an environment for staff and students through development of scholarship that:

 i. Contributes to the advancement of disciplinary knowledge within the School, for the academic staff member's development, and for the benefit of students;

 ii. Enhances pedagogical practice within the School and develops academic staff knowledge of contemporary and emerging issues and practices for teaching and learning;

 iii. Maintains academic staff knowledge of current and emerging disciplinary theory, concepts and practice management theory, practice;

 iv. Ensures intellectual vibrancy across and among faculty members contributing to the currency and relevancy of the School's higher education courses, and

 v. Ensure the School contributes and is an integral part of an academic community of scholars across all disciplines within an institution and in a larger context.

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[2] Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton University Press, Lawrenceville, New Jersey.

[3] https://koi.edu.au/wp-content/uploads/2023/01/Academic-Scholarship-Policy_1-Oct-2022.pdf

4. Scholarly activities

a. All academic staff are required to engage in scholarly activities of learning and teaching that may include but are not limited to:

  i. Undertaking formal study in a higher degree program including HDR within a relevant discipline or a program with outcomes designed to enhance teaching and learning or assessment;

  ii. Engagement in scholarly activity, including reading, reviewing and being ready to present the findings of current research or emerging practice in pedagogy;

  iii. Attendance and presentation at relevant academic conferences and incorporating the learnings into teaching practices;

  iv. Presentation and publishing of research on teaching and curriculum development and innovation;

  v. Literature reviews of scholarship that can be shared with colleagues, presented to staff or inform teaching and learning practices including course design:

  vi. Reflections on participation in curriculum and assessment reviews or other forms of benchmarking in learning and teaching for presentation and sharing to Faculty, and

  vii. If staff are engaged in course development, then that work needs to be informed by the latest pedagogical developments and curriculum enhancements.

b. Appendix 1 lists examples of activities that do not represent sufficient evidence of scholarship[4].

c. Each academic staff member is required to keep a record of all scholarly activities undertaken during the employment period at the School. The School collects this information and discusses the scope and nature of staff scholarship during performance evaluation and promotion. Formally these contributions are recorded in their annual Faculty Learning and Development Form and a central repository is maintained by the Office of Director – Faculty Recruitment and Training.

5. Support for Scholarship

a. The School supports and allocates funding as detailed in the Staff Development Policy for all academic staff to engage in scholarship to inform teaching and learning and for staff development including:

  i. Full access to academic and disciplinary resources including access to an appropriate scope of peer-reviewed journals, industry publications, and monographs;

  ii. Regular monthly meetings or discussions on matters of scholarship of learning and teaching or research;

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[4] TEQSA Guidance Note: Scholarship, v2.53 May 2022

iii. Incentives based on publication record as set out it the Research Framework Policy;

iv. Convening of public events and academic seminars for all staff to attend with distinguished disciplinary academics, and

v. Convening of staff seminars to present and share scholarship or research in disciplinary or pedagogical practice.

6. Eligibility for Conference Funding

a. The School supports its faculty members to participate in high quality conferences in order to:

i. Disseminate perspectives emanating from scholarship of learning and teaching or research relating to contemporary issues in the School's areas of focus

ii. Give the faculty an opportunity to learn about practices in emerging areas and interact with thought leaders, so that in-class teaching occurs at a higher level, in all School degree and Executive Education programs

iii. Enable faculty to network with prominent people and institutions across nationalities, cultures and disciplines

iv. Promote the S P Jain brand in spheres that are strategically important to the organisation.

b. The Dean – Research determines the cost to be reimbursed for such participation.

Related Documents

a. Learning and Teaching Enhancement Plan

b. Learning and Teaching Enhancement Plan Review and Monitoring Policy and Procedures

c. Research Framework Policy

d. Staff Development Policy

Appendix 1: Examples of activities that are not considered as Scholarship of Learning and Teaching

Within the context of the Higher Education Standards Framework (HESF), and particularly the TEQSA guidance note of Scholarship[5], a range of examples have been identified that do not represent sufficient evidence of scholarship. These include, but are not limited to:

- personal or professional development activities that constitute lower-level training or are unrelated to the teaching role (e.g. undertaking a Blackboard training session, attending an Emotional Intelligence training workshop, learning unrelated software or taking a course in an unrelated field)

- membership, but not active participation and contribution, to one or more academic governance committees

- dated or irrelevant scholarly activity (e.g. content or methods that are no longer employed in the field)

- Research in disciplines/fields not aligned with mission and strategic goals of the School (e.g. information systems faculty conducting research in art history)

- basic or routine practice that does not engage with advances in practice, or is unrelated to the discipline/field (e.g. an adjunct faculty who is a qualified accountant preparing personal tax returns for individuals while teaching financial accounting)

- involvement in professional/community groups or activities unrelated to the content or teaching methods of the discipline/field being taught (e.g. an economics faculty attending an aeronautics discussion group)

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[5] TEQSA Guidance Note: Scholarship, v2.53 May 2022