

AUSTRALIAN CATHOLIC UNIVERSITY TEACHING AND LEARNING PLAN 2006 - 2008

CONTEXTUAL STATEMENT

Australian Catholic University's Teaching and Learning Plan 2006 – 2008 continues to affirm the University's unequivocal commitment to the centrality of teaching and learning in its mission. In building on the achievements of the Teaching and Learning Plan 2003 – 2005 as well as setting new priorities, this Plan re-affirms the importance for the University of the maintenance and ongoing development of quality teaching and learning. The Plan is grounded in excellence in teaching and learning as detailed in the University's Mission Statement and *Strategic Plan (Revised) 1999 – 2008* and progresses the development of student-centred teaching and learning. It is the blueprint for actualising the University's *Policy on Quality Teaching and Learning* [included as *Appendix A*] and engages all members of the University community in the central mission of teaching and learning.

The Teaching and Learning Plan 2006 – 2008 is organised in terms of three broad Targeted Outcomes:

- Students demonstrate progress towards the achievement of graduate attributes;
- Academic programs reflect the Mission of the University; and
- Academic staff demonstrate quality teaching and learning.

It sustains commitment to the following priorities of the 2003 – 2005 Plan:

- teaching and learning which attends to spiritual, moral, values and ethical perspectives in the Catholic tradition – a key dimension within the University's curriculum and made explicit in the University's Mission Statement. This includes attention to equity, developing awareness of multicultural and Indigenous issues, and a sensitivity to social matters of significance;
- the empowerment of academic staff and students to engage in teaching and learning which:
 - meets professional accreditation needs;
 - is critical, well informed, up-to-date with knowledge and research in the substantive disciplines, and innovative; and
 - makes appropriate use of information and communications technologies;
- the systematic development and use of course and unit documentation, learning experiences and resources to support best teaching and learning practice; and

- the monitoring and evaluation of teaching and learning processes and outcomes to maintain the focus on excellence, quality and relevance.

In progressing and building on the previous Plan, the Teaching and Learning Plan 2006 – 2008 is characterised by:

- affirmation and consistent grounding in a values orientation in the Catholic tradition as expressed in the University's Mission Statement, throughout all aspects of the University's teaching and learning activities;
- explicit emphasis on the identification, development and awareness-raising of generic skills for all students;
- evaluation, monitoring and refinement of assessment practices to ensure just, equitable and quality teaching and learning outcomes for all students;
- commitment to the actualisation of quality online teaching and learning outcomes for all students; and
- the embedding within teaching and learning of community engagement and research and scholarship objectives consistent with the University's *Endorsed Statement on Community Engagement* [included as *Appendix B*] and the *Research and Research Training Management Plan* <http://my.acu.edu.au/3277>, respectively.

DEVELOPMENT OF THE TEACHING AND LEARNING PLAN

The Teaching and Learning Plan 2006 – 2008 was developed by the University Teaching and Learning Committee and involved input from the Pro-Vice-Chancellor (Academic Affairs), Associate Deans (Teaching, Learning and International) and the Institute for the Advancement of Teaching and Learning. The consultative process with the wider University community included seeking feedback on the draft Plan from the Faculties and relevant Directorates followed by discussion of the Plan at the Academic Board Standing Committee and then its formal consideration by Faculty Boards and Academic Board. Following approval of the Plan by Academic Board, it will be forwarded to the Senate for endorsement.

IMPLEMENTATION AND REPORTING ON THE TEACHING AND LEARNING PLAN

The Pro-Vice-Chancellors, the Faculties and the Directorates of the University will play important roles in realising the strategies contained within the Teaching and Learning Plan 2006 – 2008. Overall implementation of the Plan will be overseen by the University Teaching and Learning Committee. The Pro-Vice-Chancellor (Academic Affairs), who is the officer responsible for monitoring progress, will formally seek annual reports from the responsible officers and present a collated report of progress to Academic Board each year.

The Plan identifies the officers/units with reporting responsibilities for each objective. As with any complex task, this responsibility is often shared. So as to minimise duplication of reporting on outcomes and to ensure a collaborative approach, the officer/unit shown in boldface is responsible for liaison with other relevant contributors and for providing a consolidated report for relevant components of a specified strategy. Where more than one responsible officer/unit is shown in boldface, it is expected that more than one report will be necessary to cover all aspects of that particular strategy. It is emphasised that responsibility for teaching and learning must be accepted as a shared responsibility across all Faculties and Directorates despite any notional reporting responsibility. The partnership between all units to support and improve teaching and learning is an underpinning concept of this Plan.

It is expected that reporting will:

- specifically address Key Performance Indicators (KPIs);
- be evidence-based, using available statistical sources and valid relative indicators in the case of improvement/maintenance KPIs;
- make informed reference to context and interpretation to illuminate data sources.

Progress will be monitored, evaluated and reported annually to Academic Board and, where possible, data will be included to assist in identifying any trends. The new Plan will be developed every three years. As such, the Plan seeks to address identifiable teaching and learning issues in a considered manner and is deliberate in its intent of:

- building incrementally on previous achievements;
- strategically introducing key emerging priorities for the lifetime of the Plan; and
- setting clear and concise targeted outcomes that are achievable within available resources.

Key to Abbreviations:

Academic Skills Unit	ASU	Information Technology and Communications Services	ITCS
Academic Staff Performance Review and Planning Program Policy and Procedures	ASPRPP	Lecturer-in-Charge	LIC
Course Completion Survey	CCS	Personnel Relations and Equal Opportunity Directorate	PREOD
Course Coordinator	CC	Pro-Vice-Chancellor (Academic Affairs)	PVC (AA)
Course Evaluation Questionnaire	CEQ	Pro-Vice-Chancellor (Quality and Outreach)	PVC (Q&O)
Dean of Students	DoS	Pro-Vice-Chancellor (Research and International)	PVC (R&I)
Faculty Teaching and Learning Committee	Faculty T&L Committee	Quality and Administrative Survey of Support Services for Students	QASS
Graduate Destination Survey	GDS	Teaching and Learning Enhancement Scheme	TALES
Head of School	HoS	Teaching Development Grants	TDG
Institute for the Advancement of Teaching and Learning	IATL	University Teaching and Learning Committee	UTLC

Targeted Outcome No. 1: Students demonstrate progress towards the achievement of graduate attributes.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Develop student intellectual attributes (including critical reasoning) including:</p> <ul style="list-style-type: none"> • critical and analytical abilities; • enthusiasm to search for further knowledge and understanding; • open-mindedness and receptiveness to new ideas; • expertise in chosen academic field; and • skills for independent learning. 	<p>Provide induction in relation to study skills, library and IT support using a variety of modes.</p> <p>Teaching and learning strategies in the delivery of units address <i>intellectual</i> graduate attributes.</p>	<p>DoS, Library, ASU, ITCS; ACUonline</p> <p>Each semester;</p> <p>Within existing resources.</p> <p>Deans, HoS, LIC</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>Availability of study skills, library and IT induction is reported.</p> <p>Level of student satisfaction with induction is sustained or improved compared to 2004.</p> <p><i>Feedback from QASS (2004 and 2006) and IATL; Reports from IATL, Student Services, ITCS, Library and ACUonline regarding availability of induction services.</i></p> <p>Teaching and learning strategies in unit outlines explicitly address the development of <i>intellectual</i> graduate attributes.</p> <p>Generic Skills rating on CEQ is sustained or improved.</p> <p>Overall Satisfaction and Good Teaching ratings on CEQ are sustained or improved.</p> <p>Employability rate of ACU graduates is sustained or improved.</p> <p>Responses on graduate attributes in CCS are sustained or improved.</p> <p><i>CEQ data; Unit outlines; ACU CCS data.</i></p>

Targeted Outcome No. 1 (continued): Students demonstrate progress towards the achievement of graduate attributes.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Develop student intellectual attributes (including critical reasoning) including:</p> <ul style="list-style-type: none"> • critical and analytical abilities; • enthusiasm to search for further knowledge and understanding; • open-mindedness and receptiveness to new ideas; • expertise in chosen academic field; and • skills for independent learning (<i>continued</i>). 	<p>Provide ongoing services to support student learning and welfare such as:</p> <ul style="list-style-type: none"> • counselling; • academic skills; • information literacy; • English language; and • IT technical support. 	<p>DoS, Student Services, Deans, HoS, CC, LIC ITCS, Library, ACUonline;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>Information on support services is easily accessible.</p> <p>Support services are readily available and appropriately accessed.</p> <p>Feedback on CCSs and Overall Satisfaction on CEQ data is sustained or improves.</p> <p>Number of students who report positively on the level of support they experienced during their course is sustained or increased.</p> <p>Student retention rates are sustained or increased.</p> <p>Course completion levels are sustained or increased.</p> <p>Feedback from international student course experience surveys is sustained or increased.</p> <p><i>Orientation week information kits;</i> <i>University website;</i> <i>ACU CCS data;</i> <i>CEQ data – Overall Satisfaction;</i> <i>Reports from Student Services, ITCS, Library and ACUonline regarding use of services by students;</i> <i>Report from Indigenous Support Units;</i> <i>Progressive course evaluation and course review documents for Indigenous programs;</i> <i>Student attrition inversion;</i> <i>Student progress reports;</i> <i>International student course survey.</i></p>

Targeted Outcome No. 1 (continued): Students demonstrate progress towards the achievement of graduate attributes.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Develop student intellectual attributes (including critical reasoning) including:</p> <ul style="list-style-type: none"> • critical and analytical abilities; • enthusiasm to search for further knowledge and understanding; • open-mindedness and receptiveness to new ideas; • reflective thinking; • expertise in chosen academic field; and • skills for independent learning (<i>continued</i>). 	<p>Provide all students including Indigenous, international and disadvantaged students with culturally appropriate learning support and culturally appropriate programs.</p>	<p>PVC (Q&O), Deans, HoS, CC, LIC, DoS, ASU, Indigenous Support Units, International Education Office;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>Information on support services is easily accessible.</p> <p>Support services are readily available and appropriately accessed.</p> <p>Number of students who report positively on the level of support they experienced during their course is sustained or increased.</p> <p>Student retention rates are sustained or increased.</p> <p>Course completion levels are sustained or increased.</p> <p>Feedback from international student course experience surveys is sustained or increased.</p> <p><i>Orientation week information kits;</i> <i>University website;</i> <i>ACU CCS data;</i> <i>CEQ data – Overall Satisfaction;</i> <i>Reports from Student Services, ITCS, Library and ACUonline regarding use of services by students;</i> <i>Report from Indigenous Support Units;</i> <i>Progressive course evaluation and course review documents for Indigenous programs;</i> <i>Student attrition inversion;</i> <i>Student progress reports;</i> <i>International student course survey.</i></p>

Targeted Outcome No. 1 (continued): Students demonstrate progress towards the achievement of graduate attributes.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Develop student professional attributes including:</p> <ul style="list-style-type: none"> • knowledge and skills to meet relevant professional requirements; • understanding of and commitment to professional ethical standards; • communication and interpersonal skills in working with clients and colleagues; • skills for and commitment to lifelong learning and reflective thinking (<i>continued</i>). 	<p>Provide students with accurate course and University information.</p>	<p>Deans, LIC, Academic Registrar, Student Centre Team Leaders, Library, ACUonline, University Relations, ITCS;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>Clear and accurate Handbook and enrolment guides are available in a timely manner and easily accessible by students.</p> <p>Class timetables are stable and unchanged, once published on the web.</p> <p>The number of student enquiries related to admission/enrolment decreases.</p> <p>The number of referrals of student enquiries to Schools/CC decreases.</p> <p>The rate of on-time re-enrolment is sustained or improved.</p> <p>Unit outlines direct students to relevant University policies.</p> <p>Sustained or improved levels of student satisfaction with provision of course and University information.</p> <p><i>Feedback from QASS (2004 and 2006); Course marketing materials; ACU website; Unit outlines; Reports from Student Centre Team Leaders.</i></p>

Targeted Outcome No. 1 (continued): Students demonstrate progress towards the achievement of graduate attributes.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Develop student professional attributes including:</p> <ul style="list-style-type: none"> • knowledge and skills to meet relevant professional requirements; • understanding of and commitment to professional ethical standards; • communication and interpersonal skills in working with clients and colleagues; • skills for and commitment to lifelong learning and reflective thinking (<i>continued</i>). 	<p>Facilitate student access to expert practitioners in their field e.g. guest speakers, research seminars etc.</p> <p>Integrate oral communications and interpersonal skill development in relevant aspects of courses.</p> <p>Provide students with relevant professional experiences in their course.</p> <p>Teaching and learning strategies in the delivery of units address <i>professional</i> graduate attributes.</p>	<p>Deans, HoS, CC, LIC, DoS, Counsellors;</p> <p>Ongoing;</p> <p>Within existing resources.</p> <p>Deans, HoS, CC, LIC, Faculty T&L Committees;</p> <p>Ongoing;</p> <p>Within existing resources.</p> <p>Deans, HoS, CC, LIC;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>Faculties report on strategies to facilitate student access to expert practitioners and nature and extent of access.</p> <p>HoS ensure oral communications and interpersonal skills are included at relevant times in courses.</p> <p><i>Faculty Annual Reports;</i> <i>School Committee minutes or School reports.</i></p> <p>Students report appropriate discipline-related learning opportunities in unit and course evaluations.</p> <p>Faculties report on the nature and extent of professional experiences provided in courses.</p> <p><i>CEQ data;</i> <i>ACU CCS data;</i> <i>Faculty T&L Committee minutes;</i> <i>Student industry experience evaluation data as available.</i></p> <p>Teaching and learning strategies in unit outlines explicitly address the development of <i>professional</i> graduate attributes.</p> <p>Generic Skills rating on CEQ is sustained or improved.</p> <p>Overall Satisfaction and Good Teaching ratings on CEQ are sustained or improved.</p> <p>Employability rate of ACU graduates is sustained or improved.</p> <p>Responses on graduate attributes in CCS are sustained or improved.</p> <p><i>CEQ data;</i> <i>Unit outlines;</i> <i>ACU CCS data.</i></p>

Targeted Outcome No. 2: Academic programs reflect the Mission of the University.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Ensure that academic programs are informed by contemporary and up-to-date research and scholarship.</p>	<p>Include a focus on links to contemporary research and scholarship in course proposals, progressive evaluations and formal reviews of courses.</p> <p>Review the extent to which units are informed by contemporary research and scholarship.</p>	<p>PVC (R&I), Deans, Course Review Committees;</p> <p>Ongoing (proposals and progressive evaluations) as per 5-year cycle (course reviews);</p> <p>Faculty budgets.</p> <p>PVC (R&I), Deans, HoS, LIC, Faculty T&L Committees;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>Course proposal, evaluation and review documents demonstrate that courses are informed by contemporary research and scholarship.</p> <p><i>Faculty course proposals and School/Faculty reports on course evaluations and reviews.</i></p> <p>Unit outlines include updated reference lists each year.</p> <p>References in unit outlines to follow “<i>Guidelines for Listing References.</i>”</p> <p>Texts and recommended references are available in the local campus library.</p> <p><i>Unit outlines.</i></p>

Targeted Outcome No. 2 (continued): Academic programs reflect the Mission of the University.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Ensure that academic programs meet the needs of individual students and society.</p>	<p>Gather evaluation data from graduating students on the extent to which academic programs have met their needs.</p> <p>Include a focus on the ways in which courses meet the needs of society in course proposals and progressive evaluations and formal reviews.</p>	<p>PVC (Q&O), IATL, Statistics Unit;</p> <p>Annually;</p> <p>Within existing resources.</p> <p>Deans, HoS;</p> <p>Ongoing (proposals and progressive evaluations) as per 5-year cycle (course reviews);</p> <p>Faculty budgets.</p>	<p>Level of student satisfaction that courses have met their needs is sustained or increased.</p> <p><i>CEQ data;</i> <i>CCS data.</i></p> <p>Course proposal, evaluation and review documents demonstrate that courses are meeting the needs of society.</p> <p><i>Faculty course proposals and School/Faculty reports on course evaluations and reviews.</i></p>

Targeted Outcome No. 2 (continued): Academic programs reflect the Mission of the University.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
Ensure that academic programs include relevant social, ethical and religious perspectives.	Include a focus on social, ethical and spiritual perspectives of the course as appropriate, in course proposals, progressive evaluations and formal reviews.	<p>Deans, HoS, Course Review Committees;</p> <p>Ongoing (proposals and progressive evaluations) as per 5-year cycle (course reviews);</p> <p>Within existing resources.</p>	<p>Course proposal, evaluation and review documents specify the social, ethical and spiritual perspectives of the course, as appropriate.</p> <p>Student responses on CCS indicate positive outcomes in relation to social, ethical and spiritual perspectives.</p> <p><i>Faculty course proposals and School/Faculty reports on course evaluations and reviews;</i> <i>CCS data;</i> <i>Reports of student focus groups reflecting on ethical, spiritual perspectives of course.</i></p>

Targeted Outcome No. 2 (continued): Academic programs reflect the Mission of the University.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Ensure that assessment approaches and procedures in academic programs demonstrate an appropriate pedagogical strategy to enhance student learning.</p>	<p>Review units in terms of their compliance with the <i>ACU Assessment Policy and Procedures</i>.</p>	<p>Deans, HoS, LIC; Each semester; Within existing resources.</p>	<p>All units comply with the <i>ACU Assessment Policy and Procedures</i>. <i>Unit outlines;</i> <i>School Committee minutes.</i></p>
	<p>Gather unit evaluation data from students on the impact of assessment on their learning.</p>	<p>Deans, HoS, LIC; Each semester; Within existing resources.</p>	<p>Unit evaluation data on the impact of assessment on learning are sustained or improved. <i>Unit Evaluation Program reports;</i> <i>School Committee minutes;</i> <i>Faculty T&L Committee minutes.</i></p>
	<p>Gather evaluation data from graduating students on the impact of assessment on their learning.</p>	<p>IATL, Statistics Unit; Annually; Within existing resources</p>	<p>Course evaluation data show a positive response on the impact of assessment on graduating students' learning. <i>Relevant Unit Evaluation Program reports;</i> <i>CCS data.</i></p>

Targeted Outcome No. 2 (continued): Academic programs reflect the Mission of the University.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Ensure that approaches and procedures used in the evaluation of courses promote quality teaching and learning.</p>	<p>Review the approaches and procedures used in progressive course evaluations and formal reviews in terms of compliance with <i>Course Evaluation and Review (Policy on Course Approval, Amendment and Review – Accredited Higher Education Courses)</i>.</p> <p>Include a key focus on quality teaching and learning in course proposals, progressive evaluations and formal reviews.</p>	<p>Deans, Faculty T&L Committees, Course Review Committees;</p> <p>2006;</p> <p>Within existing resources.</p> <p>Deans, Faculty T&L Committees, Course Review Committees;</p> <p>Ongoing (progressive evaluations) as per 5-year cycle (course reviews);</p> <p>Within existing resources.</p>	<p>Faculties report on the consistency of approaches and procedures used in progressive course evaluations and formal reviews with those outlined in <i>Policy on Course Approval, Amendment and Review – Accredited Higher Education Courses</i>.</p> <p><i>Faculty Board minutes.</i></p> <p>Course evaluation and review documents include statements on the quality of teaching and learning processes and outcomes, with reference to supporting evidence and recommendations for improvement, where applicable.</p> <p><i>Student success rates;</i> <i>Student retention rates;</i> <i>School and Faculty reports on course evaluations and reviews.</i></p>

Targeted Outcome No. 3: Academic staff demonstrate quality teaching and learning.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
Develop the teaching and learning and research nexus.	Encourage staff to work as teams to build closer links between research and teaching and learning.	PVC (R&I), Deans , HoS, Faculty T&L Committees; Ongoing; Within existing resources.	Collaborative research-based curriculum development, implementation and evaluation is reported. The number of DEST publications related to teaching and learning is increased. Schools report on innovations in enhancing the teaching-learning and research nexus. Development of programs to support the teaching-learning and research-scholarship nexus is reported. <i>School annual reports; Faculty course proposals and School/Faculty reports on course evaluations and reviews; Research Services data and annual DEST reports.</i>
	Encourage staff to interact with experts in their disciplines, both national and international.	PVC (R&I), Deans , HoS, Faculty T&L Committees; Ongoing; Within existing resources.	Number of staff interacting on academic work with experts in their field nationally and internationally is reported. <i>Faculty reports identifying joint projects, visiting professors, and invited international and national presentations.</i>
	Encourage research-active staff to mentor peers regarding the inclusion of research perspectives in teaching and learning.	PVC (R&I), Deans , HoS, Faculty T&L Committees; Ongoing; Within existing resources.	Mentoring programs are introduced and reported. <i>Faculty reports; School annual reports.</i>
	Offer a seminar program with a focus on linking research and teaching and learning.	IATL , PVC (R&I), Deans , HoS, Faculty T&L Committees; Ongoing; Within existing resources.	Seminar program is conducted by IATL. <i>IATL Online Newsletters; IATL annual report.</i>

Targeted Outcome No. 3 (continued): Academic staff demonstrate quality teaching and learning.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
Develop the teaching and learning and research nexus (<i>continued</i>).	<p>Encourage and affirm eligible staff to take advantage of opportunities provided through:</p> <ul style="list-style-type: none"> • Teaching Development Grants; • TALES awards; and • involvement in Carrick Institute projects and fellowships. 	<p>Deans, HoS, Faculty T&L Committees, PVC (AA), IATL;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>The number of applications for Teaching Development Grants is increased.</p> <p>The number of applications for TALES awards is increased.</p> <p>Development of partnerships with community organisations is reported to the Office of Articulation, Office of Catholic Partnerships, Institute for Advancing Community Engagement.</p> <p>Involvement in Carrick Institute projects and fellowships is reported.</p> <p><i>Teaching Development Grant and Awards Committee minutes;</i> <i>TALES Report;</i> <i>UTLC minutes;</i> <i>IATL Online Newsletters</i> <i>Faculty Reports.</i></p>

Targeted Outcome No. 3 (continued): Academic staff demonstrate quality teaching and learning.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
Develop community engagement as an integral component of teaching and learning.	Conduct seminars on community engagement and its integration into teaching and learning programs.	PVC (Q&O), IATL; 2006 and 2007; Additional resources to be provided by PVC (Q&O)	Seminars are conducted. <i>UTLC minutes.</i>
	Provide online resources and examples of good practice.	PVC (Q&O), IATL; 2006 and 2007; Additional resources to be provided by PVC (Q&O)	Resources and examples are provided. <i>I-net and other online sources.</i>
	Ensure that all new course proposals and all course reviews include a section on the integration of community engagement.	Deans, Course Review Committees, Faculty T&L Committee; 2006 and Ongoing; Within existing resources.	The <i>University Policy on Course Approval, Amendment and Review – Accredited Higher Education Courses</i> is updated in 2006. Course documentation is updated accordingly. <i>Course review documentation;</i> <i>University Policy on Course Approval, Amendment and Review – Accredited Higher Education Courses.</i>

Targeted Outcome No. 3 (continued): Academic staff demonstrate quality teaching and learning.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators Possible Data Sources
<p>Incorporate values-orientation in the Catholic tradition in teaching and learning that reflects the University Mission.</p>	<p>Formulate and collect examples of good practice and make these available to staff in easily accessible form.</p> <p>Ensure that all course documentation reflects the University Mission.</p>	<p>IATL, UTLC; 2007-2008; In 2007 – 2008 fund 2-3 TDG of \$3-5K each with this focus.</p> <p>Deans; Chair, Course Review Committees, Faculty T&L Committees;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>An online resource is developed.</p> <p><i>I-net and other online sources; UTLC minutes.</i></p> <p>Course documentation is updated accordingly.</p> <p><i>Course proposal and review documentation.</i></p>

Targeted Outcome No. 3 (continued): Academic staff demonstrate quality teaching and learning.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
<p>Ensure that all staff are actively involved in ongoing professional learning.</p>	<p>Facilitate access to a formal qualification in tertiary teaching and learning.</p> <p>Encourage and affirm eligible staff to take advantage of the opportunities provided through:</p> <ul style="list-style-type: none"> • subsidised conference attendance; • international travel grants for overseas conference presentations; • teaching and learning development workshops; • flexible delivery and online education workshops; and • Faculty and University seminars. 	<p>PVC (AA), Deans, UTLC, IATL;</p> <p>2007-2008;</p> <p>Learning and Teaching Performance Fund project.</p> <p>PVC (R&I); IATL;</p> <p>Ongoing;</p> <p>Within existing resources.</p>	<p>Access to course is facilitated.</p> <p><i>Course proposal document for the Graduate Certificate in Higher Education.</i></p> <p>The number of applications and attendance for nominated activities are increased.</p> <p><i>IATL Annual Report;</i> <i>PVC (R&I) Annual Report;</i> <i>School reports (subsidised conference funding);</i> <i>Faculty reports (Faculty seminars).</i></p>

Targeted Outcome No. 3 (continued): Academic staff demonstrate quality teaching and learning.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
Identify and respond to student needs.	<p>Conduct surveys to monitor changing demographics and identify student needs.</p> <p>Monitor enrolment and application data to inform planning.</p> <p>Increase the number of units with flexible and online delivery components.</p> <p>Offer staff training workshops in:</p> <ul style="list-style-type: none"> • teaching strategies to develop independent learners; • assessment strategies; and • management of group work. 	<p>Academic Registrar; Student Administration;</p> <p>Ongoing;</p> <p>Within existing resources.</p> <p>Executive Director, University Services; Student Administration;</p> <p>Ongoing;</p> <p>Within existing resources.</p> <p>Deans; Course Review Committees, Faculty T&L Committees;</p> <p>Ongoing;</p> <p>Learning and Teaching Performance Fund project.</p> <p>IATL, UTLC;</p> <p>2007-2008;</p> <p>Within existing resources.</p>	<p>Surveys are completed and demographics and needs identified.</p> <p><i>Report from Academic Registrar.</i></p> <p>Enrolment and application data are monitored, analysed and reported to Faculties.</p> <p><i>Report from Academic Registrar.</i></p> <p>The number of units with flexible or online delivery components is increased.</p> <p><i>Faculty Board minutes;</i> <i>Faculty T&L Committee minutes;</i> <i>ACUonline Committee minutes;</i> <i>Faculty Annual Reports.</i></p> <p>Workshops are available.</p> <p><i>UTLC minutes;</i> <i>IATL Online Newsletters.</i></p>

Targeted Outcome No. 3 (continued): Academic staff demonstrate quality teaching and learning.

Objectives	Strategies for 2006-2008	Responsibility Timing Resources	Key Performance Indicators <i>Possible Data Sources</i>
Foster critical reflective practice among staff through their ongoing evaluation of teaching and learning.	<p>Ensure that one of the foci of the ASRPP is the evaluation of teaching and critical reflective practice.</p> <p>Utilise evaluation data in course and unit review programs.</p> <p>Facilitate staff production of teaching and learning portfolios.</p> <p>Encourage and affirm eligible staff to take advantage of the opportunities provided through:</p> <ul style="list-style-type: none"> • Excellence in Teaching Awards; and • staff mentoring. 	<p>PVC (AA); PREOD; 2006 Within existing resources.</p> <p>Deans, HoS, Faculty T&L Committees; Ongoing; Within existing resources.</p> <p>UTLC, IATL, HoS; 2006; Within existing resources.</p> <p>UTLC, IATL; Ongoing; Within existing resources.</p>	<p>Evaluation of teaching and critical reflective practice is added to ASRPP and documentation. <i>ASRPP documentation.</i></p> <p>Course and unit reviews provide evidence of input from core item aggregated data analysis. <i>Course review documentation.</i></p> <p>Workshops and online resources on teaching portfolios are provided. Staff develop and use teaching and learning portfolios. <i>IATL Online Newsletter;</i> <i>UTLC minutes.</i></p> <p>Applications for awards and incidence of take-up of mentoring increase. <i>IATL Online Newsletter;</i> <i>UTLC minutes.</i></p>

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POLICY ON QUALITY TEACHING AND LEARNING

INTRODUCTION

Australian Catholic University shares with universities worldwide a commitment to high-quality teaching and learning, research and community engagement. It is aware that a key factor in its reputation as a higher education institution is its ability to excel in teaching and learning and to produce quality graduates. As part of its Mission the University declares its commitment to the centrality of teaching and learning. This Policy document articulates the broad principles underlying teaching and learning in the Catholic tradition at Australian Catholic University. These are that:

- teaching and learning attends to spiritual, moral, values and ethical perspectives – a key dimension within the University’s curriculum. This includes attention to equity, developing awareness of multicultural and Indigenous issues, and sensitivity to social justice;
- academic staff and students are empowered to engage in teaching and learning which:
 - meets professional accreditation needs;
 - is critical, well informed, up-to-date with knowledge and research in the substantive disciplines, and innovative; and
 - makes appropriate use of information and communications technologies;
 - makes appropriate use of information and communications technologies;
- course and unit documentation, learning experiences and resources are systematically developed and used to support quality teaching and learning practice; and
- teaching and learning processes and outcomes are monitored and evaluated to maintain the focus on excellence, relevance and quality.

These principles provide the foundation for the University’s Teaching and Learning Plan. The Plan formally commits the University to the maintenance and ongoing development of quality teaching and learning.

Staff are expected to abide by the University’s Code of Ethics in Teaching, which articulates the principles of scholarly competence and engagement. It also provides the framework for scholarly respect for students, colleagues and the University, to shape relationships and interactions in which academic staff and students engage in teaching and learning.

Responsibility for monitoring the quality of teaching and learning resides in the Faculties. Within the framework of the University’s Teaching and Learning Plan, each Faculty has a derivative Teaching and Learning Plan, which is updated annually and in which the procedures for ensuring quality in teaching and learning are described in detail, with the enhancement of learning the primary outcome of quality teaching.

UNDERSTANDING QUALITY TEACHING

In one sense, effective teaching is very easy to identify: it is what leads to effective learning. It is not as easy, however, to specify what particular approaches and techniques will produce this desired result. The literature on effective teaching in higher education stresses that there is no straightforward formula, no single way of helping people to learn. Students testify that they have learned well in a variety of contexts, from a variety of teaching styles, ranging from the charismatic brilliant lecturer to the non-interventionist, supportive facilitator.

It is possible, however, to articulate broad, general principles as a guide to staff and students. In recent years, a great deal of work has gone into the formulation of such principles at a national level and very useful sets of guidelines have been published, after consultation with interested groups in higher education. These include the AVCC's *Guidelines for Effective University Teaching* (1993) and the DETYA document *Benchmarking: A manual for Australian universities* (McKinnon, Walker and Davis, 2000, Chapter 6).

In order to maximise the potential of the learning experience for all students at Australian Catholic University, members of the Faculties responsible for course delivery are encouraged to achieve the following characteristics of effective teaching.

EFFECTIVE TEACHING

- is conducted in the context of, and with reference to, the goals and objectives of the University, and its Faculties and Schools;
- is focused on learning outcomes for students, in the form of knowledge, understanding and skills and aims to develop the attitudes and values of mature adult learners;
- proceeds from an understanding of students' knowledge, capabilities and backgrounds;
- is coherent in the integration of objectives with teaching procedures and assessment;
- ensures the clear communication to students of expectations, requirements and ways in which they can achieve their potential;
- engages students as active participants in the learning process, while acknowledging that all learning must involve a complex interplay of active and receptive processes, the constructing of meaning for oneself, and learning with and from others;
- encourages questioning and criticism of accepted views and theories;
- is based on an awareness of the limited and provisional nature of knowledge in all fields;
- is linked with the latest research and scholarship in ways that allow students to see how understanding evolves, and is subject to challenge and revision;
- attempts to excite students about innovative developments in their discipline areas;
- promotes the development of co-operative learning among students and lecturers;
- provides opportunity for improved information literacy;
- makes use of a wide range of teaching strategies, including the use of various information and communication technologies;
- encourages students to develop independent learning skills by providing appropriate

- tasks to develop analytical and critical thinking skills;
- respects students' views and responses;
 - is grounded in a concern for the welfare and progress of individual students;
 - assists students to form broad conceptual understandings of areas of knowledge;
 - encompasses an inclusive curriculum, being open to a range of perspectives from groups of different cultural backgrounds, and is committed to facilitating learning climates which are supportive of all students;
 - is sensitive to the particular needs of students with disabilities;
 - encourages awareness of Mission focus including ethical dimensions of issues and problems;
 - takes into account feedback from students about their learning and the perceived effectiveness of teaching strategies, obtained regularly through a range of formal and informal evaluations;
 - draws on and contributes to engagement with the community.

The University's Institute for the Advancement of Teaching and Learning focuses on supporting lecturers in many of the areas listed above. It also responds to expressions of need identified by academic staff either formally through the Academic Staff Performance and Review Planning Program or informally as a result of individual staff requests.

UNDERSTANDING QUALITY LEARNING

While the learning promoted by all universities is focused primarily in the areas of knowledge and understanding, and cognitive skills, Australian Catholic University focuses particularly on learning leading to the holistic development of its students and staff. Effective teaching can enhance many aspects of learning, including physical, aesthetic, intellectual and personal dimensions. However, an individual's beliefs, dispositions, attitudes and values all influence personal learning and effective personal learning depends upon an open-minded response from the learner.

To stress the importance of promoting holistic learning, a "Learning Paradigm" is embedded in the University's Strategic Plan:

What value the Learning Paradigm adds to the style and substance of this University's existence is central to its *raison d'etre*. The University should provide the right kind of learning experiences, be they academic, spiritual, ethical or other; and the University fundamentally should be at the service of its students as it attempts to assist each of them, "its entire diversified and dispersed student body", as part of their "personal, spiritual and moral development" so that they will become "valued in employment and in the life of the community at large". The Learning Paradigm reflects this self-understanding of the role and purpose of the University as it aims to discern methods and approaches that best suit the needs of the students. (*Australian Catholic University Strategic Plan Working Paper No. 2 – The Learning Paradigm*)

In the implementation of the Learning Paradigm, the University promotes and facilitates learning that:

- is autonomous and self-motivated;
- is characterised by the individual taking satisfaction in the mastering of content and skills;
- realises the development of a sense of the academic disciplines;
- proceeds from the learner striving to grasp the "meaning" of what is being learnt, both for the wellbeing of the individual and the community;
- can be fostered by cooperation and respectful interaction with others;
- has a lifelong orientation for the enhancement of the individual and society;
- is open to educational contributions through the use of the Internet and of various information and communication technologies;
- is critical, looking beneath the surface level of information for the meaning and significance of what is being studied;
- includes the development of an historical perspective of knowledge;
- seeks awareness of any pertinent spiritual, moral, ethical and justice issues related to the material being studied;
- values individuality and personal interests, moderated by a sense of responsibility and commitment to the ideals of community.

SUPPORT FOR TEACHING AND LEARNING

Effective teaching and learning at Australian Catholic University is encouraged by a range of strategies, which have been endorsed by Academic Board for the support of quality teaching and learning. These strategies include the establishment of dedicated units and organisational structures, policies and procedures, programs and professional learning opportunities, and grants and reward schemes. Examples of these are:

- Academic Skills Unit
- Academic staff mentoring
- Academic Staff Performance and Review Planning Program
- ACUonline
- Australian Catholic University Awards for Excellence in Postgraduate Research Supervision
- Australian Catholic University Excellence in Teaching Awards
- Australian Catholic University Teaching Development Grants
- Carrick Awards for Australian University Teaching
- Carrick Institute for Learning and Teaching in Higher Education projects
- Contribution to teaching and learning as an essential criterion for probation and promotion
- Course, unit and teaching evaluation policies and practices
- Graduate Certificate in Higher Education (to be offered from 2007)
- Institute for the Advancement of Teaching and Learning

- Involvement by staff in research and conferences
- The Library's information literacy program
- Online induction unit on Teaching and Learning at Australian Catholic University
- Outside Studies Program
- Promotion of the nexus between teaching and learning, and research
- Review of all courses at least five-yearly
- Seminars by Excellence in Teaching Award, TALEs, Teaching and Development Grant and Awards for Excellence in Postgraduate Research Supervision recipients
- Teaching and Learning Enhancement Scheme (TALES)
- University Teaching and Learning Committee, which reports to Academic Board
- University Teaching and Learning Evaluation Committee, which reports to the University Teaching and Learning Committee
- University's Teaching and Learning Plan.

Title: Policy on Quality Teaching and Learning	Approved by: Academic Board Date: 19 July 2006 Review Date: July 2009
Officer Responsible: Pro-Vice-Chancellor (Academic Affairs)	Contact Officer: Executive Officer (Academic Affairs)

DISCUSSION PAPER ON COMMUNITY ENGAGEMENT

1.1 Introduction

The theory and practice of Community Engagement have developed out of process of experience and reflection. Involvement with the community has been a moral imperative, given the mission of the University. It was also a demand of the community in its desire to have closer links with the University and its resources. How, then, can the University best articulate the meaning and value of Community Engagement at this stage of its development?

1.2 What is it?

The older notion of “Community Service” is a starting point. The University sought out appropriate community based contexts with a view to offering assistance where needed, mostly through students as volunteers. The University was chiefly interested in helping students gain perspectives for understanding and dealing with social realities which could be identified by the term “conscientization”. The process then moved to a discovery of transformed learning processes as described under the rubric of “Community Services Learning”ⁱ. The development to the current model of “Community Engagement” (see ACUnique) represents a shift to partnership characterized by mutuality, equality of status, clearly defined goals and sought outcomes, frequent communication and long-term commitment.

Engagement is a reciprocal process whereby communication is backed up, if possible, by interaction in ways that can effectively alter the way that the problem is perceived by oneself and others. Genuine engagement moves beyond the level of mere service and allows the opportunity for societal response to help redefine the nature of the problem itself and perhaps forges new solutions.

The University now seeks to clarify shared goals with its partner in any particular engagement as well as openly seeking ways to transform learning processes for itself and for its students. Further, the University seeks to:

- Clarify the goals of such partnerships, and the kinds of partnerships involved in achieving such goals.
- Articulate the transformative character of teaching and learning in such contexts.
- To increase its public profile by participating more realistically in debates concerning social political policy.

1.3 Why do it?

The University’s sense of its own mission impels it. The Church understands that a Catholic University,

...as any university, is immersed in human society; as an extension of its service to the Church and always within its proper competence, it is

called on to become an ever more effective instrument of cultural progress for individuals as well as for society. Included among its research activities, therefore, will be a study of *serious contemporary problems* in areas such as the dignity of human life, the promotion of justice for all, the quality of personal and family life, the protection of nature, the search for peace and political stability, a more just sharing in the world's resources, and a new economic and political order that will better serve the human community at a national and international level. (*Ex corde Ecclesiae*, Apostolic Constitution on Catholic Universities, § 32)

To respond to these challenges, the University must become actively engaged with the community. As Catholic, the University takes Catholic moral imperatives and spiritual traditions seriously. The theology of the Incarnation articulates that God becomes human out of love for humans. God becomes involved in and exposed to all the processes and mundaneness of human life, especially injustice, suffering and untimely death. It is a process of **learning** to become human from other human beings. In so doing, God unites all that is divine and all that is truly human, to allow communication which transforms both. God seeks to affirm human beings and empower them. God's strategy is one offering the example of involvement precisely where the need is greatest.

The Church understands itself as carrying on Jesus' mission, not as if it were God, merely pretending to empty itself, but as "unworthy servants" who stand in the world –not outside or "above" itⁱⁱ–, attentive to "the joy and hope, the grief and anguish of the people of our time" (G & S, 1) so to help liberate us all. We emphasize the role of learning in the Incarnation because of its centrality to the University's own identity and mission.

Faithful to this Catholic heritage, we take up our stance in the world precisely as a Public University. We are open to all, in the hope and challenge that "nothing that is genuinely human fails to find an echo in [our] hearts" (G & S, 1).

The University stands in the public arena precisely to seek the common good, with the State and with communities. We bring a vision of the common good which, faithful to our sense of God, does not seek to annihilate differences, nor to make all like us, but to empower and find ways of living harmoniously in all the richness of human diversity.

Community Engagement, then, is a clear avenue for the University to carry on its mission in a manner that highlights the University's distinctiveness. With its strong sense of (catholic) identity, it participates in the community as an equal with others in partnership to construct a more just society. The relationship is built on trust and mutual commitment and so cannot endanger the specific identity of either but rather be seen and experienced as affirming and enhancing those respective identities. In this way, both can be open to transformation and growth. The partnership empowers the community, the University and those individuals within them to work for a more just society which can be a home to many. It is a very concrete way to carry forward the concerns behind our institutional policies of inclusivity.

Community Engagement is a specifically named key institutional priority and direction for the University (Strategic Plan [Revised] for the period 1999-2008: 4.1, 7.5, 7.6, 10.4).

1.4 What are the challenges in Community Engagement?

a) For the community (and the people)

Communities often are composed of people who have suffered social injustice, rejection and marginalization. Such people are often vulnerable to further injury through misunderstanding, ignorance and insensitivity. A university is commonly perceived to be a powerful and privileged social institution, not very accustomed to “getting its hands dirty”. While acknowledging the opportunities, there is considerable risk for many communities in any engagement with such an institution. For example, the community’s ways of holding and sharing knowledge and culture could easily be perceived to “fall short” of the standards and levels common within a university and be, even implicitly, despised and/or perceived to be so.

There is the risk that real relationship building based on respect, trust and commitment, becomes short-circuited by the pressure to produce outcomes quickly and efficiently. The most serious outcome in such cases will be further alienation and a sense of being used.

Other difficulties and dangers could and should be articulated by the community.

b) For the University (and the people)

Finding sufficient resources (time, money, infrastructure and expertise) is a constant problem for the University, not only for creating initiatives but for day to day operations. The University’s engagement with the community requires resources, for administration and for what it may offer to the community.

Traditionally, gaining and communicating knowledge and skills require a high degree of discipline and control over the environment. Community engagement is perforce less controlled, more chaotic, yet creative, since it more directly engages with the complexities of reality, especially social reality.

Participants frequently experience resistance to this sort of involvement. Less control, higher levels of exposure to cultural differences, to poverty, violence and insecurity all contribute to levels of commonly experienced fears. Often it is difficult to understand where this activity might be leading: transformation is difficult to imagine before it happens.

1.5 What are the benefits?

a) For the community

- Gain access to educational resources offered by the University.
- Gain wider access to public, social and/or political participation.

- Be informed by research and teaching that are closer to key social realities.

- More explicit attention to the value, spiritual, social justice and human rights dimensions of community issues.

- Policy recommendations being based upon a commitment to the common good.

- Assistance in building community capacity and wellbeing.

Other benefits may flow depending on the precise nature of the engagement and the community's own judgement and evaluation.

b) For the University

- Develops a network of social relationships of trust, outside and inside the University.

- Provides contexts for research and teaching that are closer to key social realities.

c) Better equips students to engage in society by transforming their learning processes in ways that helps them see and respond to social realities rather than just institutional ones.

- Enhances ability to provide well researched and pertinent contributions to academia and political processes for change.

- Places the importance and relevance of multi-disciplinary approaches to the fore by addressing human and social problems in their complexity. It also gives these approaches a context for exploring how they can evolve in a fruitful manner.

- Provides the University with a higher public profile in a manner which emphasises its distinctiveness: concern for the care of students, for ethics and social justice, for the community, for engagement with society.

- Provides avenues for making the University's own sense and experience of community real by allowing for all to participate in ways that call on their common humanity and complementary skills.

1.6 How to do it

a) Some responses to the challenges

- There is already a resource pool for orientation of and reflection with students to help minimize the possible damaging effects of any culturally conditioned "blindness" in what are essentially cross-cultural contexts.

- Universities' economic viability will become increasingly more tied to their specialities or distinctiveness (Pursuing our future as ACU: 2004 address to staff by the Vice-Chancellor). Community Engagement provides strong content to ACU's clear stance on seeking the Common Good and social justice. Thus it should help attracting students to study at ACU.

- Social cohesion is an important political issue and attracts funding such as the "Living in Harmony" program of the Federal Government.

Community Engagement is ideally placed to be able to make a submission for such grants.

- Higher public profile with a clear distinctiveness not related to conversion to Catholicism will attract more students.
- Better for students to confront their fears now where the nature of them is better understood and there is a resource pool to help them and explicit attention is given to the relational, analytical and reflective processes involved.
- Experience already gained in the School of Education, and in other universities has provided a pool of resources to deal with the “chaotic” elements in C.E.

b) Some necessary elements for it to be successful

The University must continue to dedicate the required structural and organisational resources to make Community Engagement a reality across every faculty and discipline.

The document identifies four broad principles for the development of effective Community Engagement relationships:

- Sustainability: long-term commitments will require multi-dimensional involvement: students, staff, teaching and learning, research.
- Reciprocity: not a “service flow” model, but full equality and mutuality built on respect for differences united for clearly stated mutual goals.
- Relevance: by establishing formal places of dialogue where all may contribute to identification of problems, issues and the search for solutions.
- Reflection: experience gained and not properly assumed is inadequate and at times harmful. Transformation of learning can only be gained by shared reflection on that experience.

1.7 How to know when we are successful?

- When communities report that ACU National is involved in real engagement and worthwhile activities rather than activities for activity sake.
- When research and scholarship contribute to engaged citizenship and social action.
- When there is an explicit commitment to the common good within and beyond ACU National.
- When internationalisation is intrinsic to our identity and life as ACU National.

ⁱ Butcher, J., Howard, P., McMeniman, M. & Thom, G. (2002). *Engaging community, service or learning? Benchmarking community service in teacher education*. Canberra: Department of Education, Science and Training

ⁱⁱ Sobrino, J. *Carta a Ellacuría: fineza y santidad* Published at <http://www.adital.org.br/asp2/noticia.asp?idioma=ES¬icia=9889>, viewed on 02/06/04:

"You also saw that reflection in others. Monsignor Romero is a clear case in point. A man of prophecy and justice, a man of prayer and faith, he radiated something very special. Paraphrasing what Paul says about Jesus in the letter to the Philippians, Monsignor 'did not cling to his state as Archbishop and a famous personality, but rather he stripped himself of his rank and took on the condition of a servant, making himself one of many', like the poor men and women farmers in the Church of the poor." (translation editor.)