

# AUSTRALIAN CATHOLIC UNIVERSITY

## **STRATEGIC PLAN FOR ONLINE TEACHING AND LEARNING 2007 – 2009**

### **Contextual Statement**

Australian Catholic University (ACU National) is committed to enhancing student access to online learning resources and quality online teaching and learning. This commitment is consistent with priorities of the University's *Strategic Plan (Revised) 1999-2008*, such as increased use of ICT in teaching-learning, flexible modes of learning and cost-effectiveness of courses. The University has implemented a single learning management system, WebCT, across all campuses. Systematic utilisation of this online mode is planned to enhance the use of ICT resources for learning support in all courses and as a primary delivery mechanism for postgraduate courses. Together with this *Strategic Plan for Online Teaching and Learning*, the establishment of appropriate policies and procedures to provide strategic direction and guidance for these developments is being given high priority.

The *Strategic Plan for Online Teaching and Learning* guides ACU National's development by identifying goals for online teaching and learning and mechanisms for their realisation. At the academic level, the Strategic Plan will articulate to the Deans, Heads of School and staff the goals for online teaching and learning whilst assuring the effective and efficient administration of the learning environment. At the same time, the Plan will guide the management and operational aspects of online teaching and learning at ACU National.

Online teaching and learning commenced formally at the University in 1999 with the establishment of ACUweb to deliver targeted postgraduate courses online, domestically and internationally, utilising Blackboard. Then, in 2001 ACU National Online was established as a specialist unit to manage and administer WebCT across the University, predominantly for web-enhancement of face-to-face units. Following review and rationalisation of resources, since July 2005 the University has supported a single platform, WebCT, with ACUonline overseeing the technical aspects of online teaching and learning at ACU National and pedagogical support through the Institute for the Advancement of Teaching and Learning (IATL). Under these arrangements, online teaching and learning at ACU National includes:

- An *Online Teaching and Learning Coordinator* appointed within the IATL. Responsibilities of this position include coordination of staff development and training in online pedagogy and of online teaching and learning quality assurance processes, and liaison with ACUonline staff in relation to technical training and technical proofing of units;
- *Project Officers* appointed within ACUonline to provide technical on-campus support, technical training for staff, and technical proofing of wholly online units;
- Ongoing support provided through a dedicated helpdesk outsourced to a commercial provider (currently NetSpot);
- Student Administration configuration of Banner to assist in the identification of units offered online and of students enrolled in those units, and development of procedures for online enrolment of all students;
- Allocation of 2006 Learning and Teaching Performance Funds for the recruitment of three *Educational Designers*. These positions are providing additional design, pedagogical and training support for staff, with particular focus on online units and courses that are targeted as high priority by the Faculties;
- A *Carrick Institute Leadership for Excellence in Learning and Teaching Program* grant, enabling the development of institutional leadership capacity in online teaching and learning. A key element of the funded project is the time release (0.5 of workload for 18 months) and training of six academic staff (*Online Advisers*) who will be available from 2007 onwards to work in specified leadership roles at campus, Faculty and University levels.

## Policy Framework

A coordinated policy framework has been adopted in relation to online teaching and learning. The University's *Strategic Plan (Revised) 1999-2008* specifies a commitment to the development of flexible, multi-mode delivery and calls for the innovative use of learning technologies. It has identified as one of the key priorities of the University, the expansion of outreach activities including distance education modes of learning, namely:

*Outreach activities especially valued as an expression of the University's learning mission to off-campus audiences – for the contributions they make to scholarship, learning and research, and social justice, and for the opportunities distance learning creates for undergraduate and graduate students (p. 6).*

This Plan emphasises the need to use the latest communication technologies in teaching and learning:

*[The University] is committed to a policy of flexible multi-mode delivery and is motivated to employ technology in innovative ways (p. 7).*

*ACU National needs to provide alternative learning technologies and explore best practice ways to harness technology in order to promote student learning (p. 8).*

The Plan also envisages the use of flexible delivery in undergraduate and postgraduate offerings across campuses and internationally.

Further, the University *Policy on Quality Teaching and Learning* identifies the objective of the appropriate use of information and communication technologies in education. To expand and explicate these themes, the *University Policy on Quality Online Teaching and Learning* has been prepared and endorsed by Academic Board. This Policy develops the concept of the appropriateness of learning technologies by specifying the need to ensure that their use will enhance teaching and learning, and requiring that they be used only when it is economically and pedagogically sound to do so. Within this policy framework, the *University Teaching and Learning Plan 2006-2008* invokes the *Policy on Quality Online Teaching and Learning* by calling on the Faculties to operationalise the Policy. This Plan has an objective of increasing the number of units with flexible and online components to respond to student needs and within the framework of pedagogical and economic appropriateness. It also establishes broad objectives as a basis for the more specific *Faculty Strategic Plans*.

This *Strategic Plan for Online Teaching and Learning 2007-2009* addresses the development of specific strategies for online teaching and learning resources, seeking to identify clearly strategies to implement relevant policies, bring into strategic context a number of projects already in train, and identify new objectives, projects and strategies.

## Development of the *Strategic Plan for Online Teaching and Learning*

The *Strategic Plan for Online Teaching and Learning Plan 2007-2009* was developed by the University Online Teaching and Learning Committee and involved input from the Pro-Vice-Chancellor (Academic Affairs), Associate Deans (Teaching, Learning and International), the Institute for the Advancement of Teaching and Learning and ACUonline. The consultative process with the wider University community included feedback on the draft Plan from the Faculties and relevant Directorates followed by discussion of the Plan at the Academic Board Standing Committee and its formal consideration by Faculty Boards and Academic Board.

In addition to its contextualisation within the ACU National policy, procedural and planning framework as outlined above, the *Strategic Plan for Online Teaching and Learning 2007-2009* draws heavily on the ACODE Benchmarks for Learning and Teaching Technologies.<sup>1</sup> It is organised in terms of four Targeted Outcomes, namely:

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<sup>1</sup> ACODE (Australasian Council on Open, Distance and E-Learning). (2006) *Benchmarks for the Use of Technology in Learning and Teaching in Universities*. [www.acode.edu.au](http://www.acode.edu.au)

- ACU National's policy, procedures and planning framework supports quality online teaching and learning;
- Online learning environments are flexible and dynamic, and demonstrate high standards of pedagogy;
- Ongoing support and training are provided to students for both current and emerging technologies;
- Appropriate staff development and support are provided for online teaching and learning.

Targeted Outcome 1 provides the policy, planning and procedural framework in which the other Targeted Outcomes will operate and has been given the greatest degree of specification. Targeted Outcomes 2, 3 and 4 primarily identify broad, immediate objectives with their greater specificity to be developed through, and not pre-empting, the policy, planning and procedural activities articulated in Targeted Outcome 1.

### **Implementation and Reporting on the *Strategic Plan for Online Teaching and Learning Plan***

The Pro-Vice-Chancellor (Academic Affairs), the Faculties and the relevant Directorates of the University will play important roles in realising the strategies contained within the *Strategic Plan for Online Teaching and Learning Plan 2007-2009*. Overall implementation of the Plan will be overseen by the University Online Teaching and Learning Committee. The Pro-Vice-Chancellor (Academic Affairs), who is responsible for monitoring overall 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.

It is expected that reporting will:

- specifically address Key Performance Indicators (KPIs);
- be evidence-based, using available statistical sources and valid relative indicators;
- make informed reference to context and interpretation to illuminate data sources;
- in the first round, provide quantitative baseline data to inform KPI development in subsequent reporting rounds.

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 first round of reporting (2007) will provide baseline data which will in turn inform progressive development and detailed specification of KPIs for the following reporting rounds (2008 and 2009). This will require a mid-term revision of this Plan's KPIs to be overseen by the University Online Teaching and Learning Committee.

A new Strategic Plan will be developed every three years. As such, this Plan seeks to address identifiable online teaching and learning issues in a considered manner. It is deliberate in its intent of:

- building incrementally on previous achievements;
- strategically introducing key emerging priorities for the lifetime of the Plan;
- setting clear and concise targeted outcomes that are achievable within available resources; and
- guiding ACU National to an online teaching and learning environment that is sustainable, scalable, self-sufficient, contemporary, appropriately resourced, accepted as part of the University's core business, committed to meeting student needs and delivering quality teaching and learning.

**Key to Abbreviations:**

Academic Skills Unit	ASU
Dean of Students	DoS
Faculty Teaching and Learning Committee	FTLC
First Year Experience	FYE
Institute for the Advancement of Teaching and Learning	IATL
Information Technology and Communications Services	ITCS
Personnel Relations and Equal Opportunity Directorate	PREOD
Pro-Vice-Chancellor (Academic Affairs)	PVC(AA)
University Teaching and Learning Committee	UTLC
University Online Teaching and Learning Committee	UOTLC
The University IntraNet accessible only by authorised login account	iNet

**Targeted Outcome No. 1: ACU National's policy, procedure and planning framework supports quality online teaching and learning**

Objectives	Strategies for 2007-2009	Responsibility Timing Resources	Key Performance Indicators
<p>University strategic and operational plans and governance structures recognise, support and facilitate the delivery of quality online teaching and learning.</p>	<p>Strategic and operational plans impacting on online teaching and learning are identified and reviewed for appropriateness, currency and accuracy.</p> <p>Decision-making processes, responsibilities and authority concerning online teaching and learning are developed.</p>	<p>UOTLC; PVC(AA). Identified by April 2007.  Reviewed by November 2007, thence annually.  Within existing resources.</p> <p>UOTLC; PVC(AA).  By June 2007.  Within existing resources.</p>	<p>Specific plans relating to online teaching and learning are aligned with the University's strategic and operational plans.</p> <p>University policies specify the use of technologies to support online teaching and learning covering all aspects and stakeholder perspectives.</p> <p>The University has governance mechanisms for online teaching and learning that include representation from key stakeholders.</p> <p>Planning for online teaching and learning is aligned with budget processes.</p> <p>Clear management structures identify levels of decision-making, responsibilities and authority.</p>
<p>Policies impacting on online teaching and learning are clearly articulated, well disseminated and consistently applied.</p>	<p>Relevant policies are listed and accessed through easily identified and centralised iNet links.</p> <p>Faculty Strategic Plans are reviewed and developed to reflect University policies relevant to online teaching and learning.</p>	<p>UOTLC; PVC(AA); ITCS.  Aligned with policy and planning review timeframes.  Within existing resources.</p> <p>Deans; FTLCs.  Aligned with policy and planning review timeframes.  Within existing resources.</p>	<p>Centralised iNet links list and provide access to all relevant policies.</p> <p>UOTLSP annual progress report identifies policy alignment.</p> <p>Faculty Strategic Plans are aligned with relevant University policies.</p>

**Targeted Outcome No. 1: ACU National’s policy, procedure and planning framework supports quality online teaching and learning**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
<p>Online units and courses have quality assurance processes covering both pedagogical and technical dimensions of fully online and web-enabled teaching and learning and these processes are clearly articulated, well disseminated and consistently applied.</p>	<p>Quality assurance processes for online units and courses are developed in consultation with key stakeholders and disseminated through the Faculties and the iNet.</p> <p>Implementation of online teaching and learning is planned according to defined decision-making and authorisation procedures and is evaluated.</p>	<p>UOTLC; PVC(AA); Deans; FTLCs; ITCS; IATL, ACUonline.</p> <p>By June 2007.</p> <p>Within existing resources.</p>	<p>Key stakeholders are identified and their involvement in the development of quality assurance processes is documented.</p> <p>Institution-wide processes for quality assurance for online units and courses are in place and in use.</p> <p>Quality assurance processes are clearly articulated and published in easily accessible format on the iNet.</p> <p>Collaboration for integrating technology in teaching and learning occurs across key functional areas, e.g. training and production schedules align with stakeholder needs and other online business processes.</p> <p>Evaluation cycles are in place to measure key performance indicators and outcomes reported for all key stakeholders.</p> <p>Evaluation feedback is integrated in planning for continuous improvement purposes.</p> <p>Evaluation processes are in place to generate data to support decision-making and are comprehensive.</p>

**Targeted Outcome No. 1: ACU National’s policy, procedure and planning framework supports quality online teaching and learning**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
<p>Decision-making processes facilitate appropriate responsiveness to new and developing technologies.</p>	<p>A process is established to systematically evaluate:</p> <ul style="list-style-type: none"> <li>• current technologies used by the University;</li> <li>• relevant third party applications (e.g. Integrated Content Environment software);</li> <li>• future developments in online teaching and learning.</li> </ul> <p>A process is established to identify and ensure delivery of core functionality of application packs.</p>	<p>UOTLC; PVC(AA).  By June 2007.  Within existing resources.</p>	<p>A decision-making process regarding new technology adoption is developed, clearly articulated, well disseminated and consistently applied.</p> <p>Decisions regarding new technology adoption are made within relevant policy frameworks.</p> <p>Essential tools to support development and production of online materials are available.</p> <p>Core (mission-critical) functionality of application packs is identified.</p> <p>Reliable, consistent and robust delivery of identified core functionality of application packs is assured through service-level agreements with internal and external providers.</p>

**Targeted Outcome No. 1: ACU National's policy, procedure and planning framework supports quality online teaching and learning**

Objectives	Strategies for 2007-2009	Responsibility Timing Resources	Key Performance Indicators
<p>Online teaching and learning is well planned with structures and procedures established to ensure quality and long-term scalability.</p>	<p>An environmental scan (internal and external) and SWOT analysis are conducted to inform the development and coherence of action plans in relevant organisational units.</p> <p>Organisational structures supporting online teaching and learning are reviewed to ensure optimum quality, coordination, efficiency, self-sufficiency, cost effectiveness and risk minimisation, including:</p> <ul style="list-style-type: none"> <li>• in-house and outsourced support structures and contractual arrangements;</li> <li>• library involvement, particularly regarding staff and student support;</li> <li>• the structural and functional relationship between the ACU National corporate website and ACUonline website;</li> <li>• usability of the online teaching and learning portal/login with respect to all key stakeholders;</li> <li>• Student Administration procedures relevant to online teaching and learning.</li> </ul>	<p>UOTLC; PVC(AA); Deans; Library; ACUonline; Student Administration; University Relations; IATL; ITCS.</p> <p>By July 2007.</p> <p>Within existing resources.</p> <p>UOTLC; PVC(AA); Deans; Library; ACUonline; Student Administration; University Relations; IATL; ITCS.</p> <p>By October 2007.</p> <p>Review conducted within existing resources.</p> <p>Resource implications flowing from review to be integrated in the review and recommendation process.</p>	<p>Coherence of action plans in relevant organisational units is achieved.</p> <p>Action plans are incorporated into relevant Strategic Plans of organisational units.</p> <p>Reports of review working parties recommending organisational and support structures are provided to UOTLC to ensure:</p> <ul style="list-style-type: none"> <li>• responsibilities and processes for maintenance and administration are effective and efficient;</li> <li>• responsibilities and processes for support and training are effective and efficient;</li> <li>• project management processes are in place, responsibilities defined and processes applied;</li> <li>• resources are allocated for maintenance and upgrades of existing equipment;</li> <li>• implementation is well planned;</li> <li>• implementation is resourced.</li> </ul> <p>Recommendations are implemented after an appropriate consultation process and within relevant policy frameworks.</p> <p>Recommendations with resource implications are aligned with budget processes.</p>

**Targeted Outcome No. 1: ACU National’s policy, procedure and planning framework supports quality online teaching and learning**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
<p>Academic leadership and coordination of online teaching and learning, online development and related research is given high institutional priority.</p>	<p>A senior academic position is established with responsibility for pedagogical leadership, coordination and alignment of pedagogical and technical dimensions of online teaching and learning, stakeholder liaison and oversight of implementation of this Plan.</p>	<p>PVC(AA). Early 2007. To be identified by PVC(AA).</p>	<p>A senior academic position (Director, Online Teaching and Learning) is established and filled.</p> <p>Dedicated leadership across all academic aspects of online teaching and learning is planned, consistent, informed, visible and accessible.</p> <p>Communication between all University stakeholders in online teaching and learning is facilitated.</p> <p>A focal point is provided for research and development activities related to online teaching and learning.</p> <p>Effective coordination and alignment of pedagogical and technical dimensions of online teaching and learning is realised.</p> <p>A focal point is provided for academic online teaching and learning leadership, training and projects.</p> <p>This Strategic Plan is implemented.</p> <p>Online delivery is based on sound educational research and good practice.</p> <p>Guidelines (including compliance with legal requirements, accessibility and learning designs) for online teaching and learning are readily available to all academic staff and operationalised.</p> <p>New initiatives for online teaching and learning, both Mission-focused and revenue-generating, are devised and developed in collaboration with the Faculties and other relevant administrative units.</p>

**Targeted Outcome No. 1: ACU National's policy, procedure and planning framework supports quality online teaching and learning**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
<p>Academic leadership and coordination of online teaching and learning, online development and related research is given high institutional priority. (cont.)</p>	<p>Online Advisers contribute to and support needs assessment, planning, implementation and evaluation of online development and delivery.</p> <p>During 2007 – 2009 Online Advisers are assigned to the IATL on a fractional basis. From 2007 Associate Deans (Teaching, Learning and International) and one Online Adviser per Faculty represent the Faculties on the UOTLC, and one Online Adviser per Faculty joins each FTLC.</p>	<p>Deans, FTLCs.</p> <p>Semester 1, 2007 and ongoing.</p> <p>Within existing resources including current Carrick Leadership Grant.</p> <p>Deans</p> <p>Semester 1, 2008 onwards.</p> <p>Within existing Faculty resources.</p>	<p>Needs assessment, planning, implementation and evaluation of online teaching and learning are completed in an effective and timely manner.</p> <p>Online Advisers are appointed as Faculty Online Teaching and Learning Coordinators and as Faculty representatives on the UOTLC.</p>

**Targeted Outcome No. 2: Online learning environments are flexible and dynamic, and demonstrate high standards of pedagogy**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
<p>The use of online technologies is increased for the purpose of enriching teaching and learning experiences where value can be added for students and cost effectiveness is demonstrated for the University.</p>	<p>Consistent with Faculty Strategic Plans and where pedagogically appropriate and cost effective, courses are developed in primarily or wholly online mode.</p> <p>Initially, basic online elements, and thence extensive, integral online elements are progressively introduced into all award course units.</p>	<p>Deans; FTLCs; course development and review committees.</p> <p>Aligned with course review cycle.</p> <p>Within existing resources.</p>	<p>Unit outlines include descriptions of online integration.</p> <p>Courses, disciplines or major sequences, where this is more appropriate, reflect a coordinated approach to design and implementation of online components.</p> <p>Online delivery replaces other methods where it brings demonstrable improvements to the learning experience.</p> <p>Paper-based learning materials are also available online, where appropriate and feasible, in order to maximise student flexibility in accessing resources.</p> <p>Units that do not have at least weekly face-to-face contact provide opportunity for moderated, structured online discussion to ensure a social dimension to students' learning experiences.</p> <p>Cost of online delivery is assessed and given due consideration relative to benefits in decision-making about online components, units and courses.</p>

**Targeted Outcome No. 2: Online learning environments are flexible and dynamic, and demonstrate high standards of pedagogy**

Objectives	Strategies for 2007-2009	Responsibility Timing Resources	Key Performance Indicators
<p>Online components are of high quality, pedagogically sound with appropriate use of available technology, and reflect the <i>University Policy on Quality Online Teaching and Learning</i>.</p>	<p>Exemplars are provided to illustrate quality online teaching and learning and its possibilities.</p> <p>Institution-wide processes for quality assurance are in place and in use to integrate technologies in teaching and learning.</p> <p>Continuing support is provided for leadership positions relevant to online teaching and learning.</p> <p>Faculties ensure that staff teaching online have undertaken appropriate training.</p>	<p>IATL</p> <p>2007</p> <p>Within existing resources.</p> <p>UOTLC; IATL; FTLCs; Library; PVC(AA); ACUonline.</p> <p>Commencing 2007 and thence ongoing or aligned with course review cycle as appropriate.</p> <p>Within existing resources.</p>	<p>Exemplars are identified and accessible.</p> <p>Development of online components of courses includes plans for monitoring, evaluation and quality assurance.</p> <p>Quality assurance procedures specify the role of staff and student evaluation of units and courses in informing University-wide practice and planning for continuing improvement of online teaching and learning practices.</p> <p>Leadership support is provided and reflected in collaboration for integrating technology in teaching and learning across key functional areas.</p> <p>Staff involved in online teaching have been appropriately trained.</p>



**Targeted Outcome No. 3: Ongoing support and training are provided to students for both current and emerging technologies**

Objectives	Strategies for 2007-2009	Responsibility Timing Resources	Key Performance Indicators
<p>For current and emerging technologies, appropriate ongoing support is provided for students to enable them to use online teaching and learning components of courses efficiently and effectively.</p>	<p>Resources providing information on the online platform and the availability of assistance are visible and readily accessible to all students.</p> <p>Drop-in centres within campus libraries are created with specific times set aside for students to access face-to-face support.</p> <p>An online resource of Frequently Asked Questions is developed, maintained, evaluated and regularly reviewed.</p> <p>Approved new learning technology initiatives e.g. e-portfolios and mobile learning, are analysed for student support implications and appropriate support is planned and implemented.</p> <p>Support services for students are evaluated with respect to materials, procedures and systems.</p>	<p>ACUonline.</p> <p>Library.</p> <p>IATL, ACUonline.</p> <p>UOTLC.</p> <p>DoS, ASU.</p> <p><i>For all of the above:</i> 2007 – 2008.</p> <p>Within existing resources.</p>	<p>The provision of support for students is integrated with current and emerging technologies for learning that are in use at the University.</p> <p>Support services are resourced.</p> <p>Support services are promoted to the student body.</p> <p>Support is available and accessible to students and used.</p> <p>Coordination occurs between areas providing student support.</p> <p>Processes are in place to determine the ongoing support needs of students.</p> <p>Evaluation of support is conducted and feedback is integrated into planning for continuous improvement purposes.</p> <p>New online teaching and learning technology initiatives are analysed for student support implications.</p> <p>Materials used in student training and student support are complementary.</p>

**Targeted Outcome No. 3: Ongoing support and training are provided to students for both current and emerging technologies**

Objectives	Strategies for 2007-2009	Responsibility Timing Resources	Key Performance Indicators
<p>For current and emerging technologies, appropriate training is provided for students to enable them to use online teaching and learning components of courses/units efficiently and effectively.</p>	<p>Self-paced training modules for students in the use of online technologies are developed, made accessible and regularly reviewed.</p> <p>Programs are provided during Orientation and the first weeks of the academic year, including through the First Year Experience (FYE) Program, to introduce students to online teaching and learning at ACU National.</p> <p>Approved new learning technology initiatives, e.g. e-portfolios, mobile learning, are analysed for student training implications with appropriate training planned and implemented.</p> <p>Training programs are evaluated by students.</p>	<p>IATL; ACUonline; Library.</p> <p>FYE Coordinator, Library.</p> <p>ACUonline, ICTS, ASU.</p> <p>UOTLC, DoS.</p> <p><i>For all of the above:</i> 2007 – 2008.</p> <p>Within existing resources.</p>	<p>Student training is aligned with the use of technologies and teaching and learning approaches in use at the University.</p> <p>Adequate resources are provided for student training.</p> <p>Training modules are developed, used, evaluated and reviewed.</p> <p>Within Orientation and the FYE Program, programs are developed, conducted, evaluated and reviewed.</p> <p>Processes are in place to determine student needs and maintain alignment with those needs.</p> <p>Coordination occurs between areas providing student training.</p> <p>Student training is delivered flexibly and tailored to address differing needs.</p>
<p>Student support services are increasingly made available online and integrated into the online teaching and learning environment, as appropriate.</p>	<p>Online student support is developed/extended for key support units:</p> <ul style="list-style-type: none"> <li>• ASU;</li> <li>• ACUonline;</li> <li>• ITCS;</li> <li>• Library.</li> </ul>	<p>UOTLC; IATL; ACUonline; Library, ITCS; DoS; ASU.</p> <p>February 2008 and thence ongoing.</p> <p>Within existing resources.</p>	<p>Online student support is developed, used, evaluated and reviewed for key support units.</p> <p>Processes are in place to determine student needs and maintain alignment with those needs.</p>

**Targeted Outcome No. 4: Appropriate staff development and support are provided for online teaching and learning**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
<p>Online teaching and learning is accepted as an integral component of teaching and learning at ACU National.</p>	<p>An online orientation module on online teaching and learning is included in academic staff induction addressing:</p> <ul style="list-style-type: none"> <li>• the University's commitment to online teaching and learning;</li> <li>• relevant policies, plans and procedures;</li> <li>• available resources for online teaching and learning;</li> <li>• engagement in the University online community of practice as available.</li> </ul> <p>A formal and active community of practice is established for communicating and promoting the innovative use of pedagogical applications in online teaching and learning.</p>	<p>UOTLC; IATL; ACUonline; PREOD.</p> <p>February 2009.</p> <p>Resources to be allocated in 2008 budget planning.</p>	<p>Online teaching and learning is evident as an integral component of units and courses at ACU National.</p> <p>All commencing continuing and contract academic staff complete online learning orientation.</p> <p>A University community of practice for online teaching and learning is identifiable.</p>
<p>Dynamic, tailored, consistent and accessible staff development is provided for academic and support staff to enable the delivery of quality online learning environments.</p>	<p>Internal and external resources for staff development in online teaching and learning are identified and evaluated.</p> <p>An assessment of staff development needs is conducted.</p> <p>A regular staff development schedule for online teaching and learning, including one-on-one support opportunities, is established and delivered.</p>	<p>UOTLC; IATL.</p> <p>October 2007.</p> <p>Initially within existing resources, thence ongoing needs identified in budget planning cycles.</p>	<p>Individual staff development needs are identified.</p> <p>Staff development is resourced.</p> <p>Professional development covering e-learning pedagogy is available for all academic staff and is delivered flexibly and addressing differing skill levels.</p> <p>Staff development services are evaluated for materials, procedures and systems.</p> <p>Evaluation of feedback is integrated into planning for continuous improvement of staff development processes.</p>

**Targeted Outcome No. 4: Appropriate staff development and support are provided for online teaching and learning**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
<p>Appropriate ongoing support is provided for academic staff to enable the delivery of quality online learning environments.</p>	<p>Internal and external resources are identified for staff support for online teaching and learning, including library resources.</p> <p>Roles and responsibilities are clarified for support services for online teaching and learning.</p> <p>Information on online teaching and learning support is communicated to all staff.</p> <p>An assessment of staff support needs is conducted.</p> <p>Internal and external resources for staff support for online teaching and learning are evaluated.</p>	<p>UOTLC; IATL; Library; ACUonline.</p> <p>October 2007.</p> <p>Initially within existing resources, thence ongoing needs identified in budget planning cycles.</p>	<p>Support services are identified for individuals, work groups and the University.</p> <p>Support needs are identified for individuals, work groups and the University.</p> <p>Educational and technical expertise is available to develop and support quality online teaching and learning.</p> <p>Existing and emerging technologies are analysed for staff support implications.</p> <p>Technical and pedagogical support is aligned with the current and emerging technologies for online teaching and learning in use, or planned for introduction, at the University.</p> <p>Support provided to staff is communicated, available, accessible and utilised.</p> <p>Support services are adequately resourced.</p> <p>Support services for staff are evaluated for materials, procedures and systems.</p> <p>Evaluation of feedback is integrated into planning for continuous improvement of support services.</p>

**Targeted Outcome No. 4: Appropriate staff development and support are provided for online teaching and learning**

<b>Objectives</b>	<b>Strategies for 2007-2009</b>	<b>Responsibility Timing Resources</b>	<b>Key Performance Indicators</b>
Appropriate support and access is provided to sessional staff engaged in online delivery.	A process is established to ensure that sessional staff have adequate access to online systems, both before and after semester end-dates, to allow appropriate completion of online delivery components and communication.	UOTLC; ACUonline; ITCS; PREOD, Deans, HoS.  February 2007.  Within existing resources.	Management of the sessional appointment process and contract dates is aligned with online accessibility needs.