Unpacking our Performance Portfolio

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Director, Institute for Advancing Community Engagement

Heads of School Workshop – 21 May 2008

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Workshop Purpose

- To orient participants to the audit visit
- To introduce the relevant documentation
- To identify areas for closer focus prior to the audit visit

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Workshop Outline

☑ Session 1: Audit visit and documentation
☑ Session 2: 'Learning Outcomes' theme
☑ Session 3: 'Community Engagement' theme

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Session 1: Audit visit and documentation

Key dates and venues

☑ 16 May - Performance Portfolio due to AUQA
☑ 4 July – Preliminary audit visit – North Sydney
☑ Briefing sessions for staff, students and stakeholders once audit program finalised
☑ 11-14 August – Main audit visit - North Sydney
☑ Visits to 1 or more other campuses probable prior to main audit visit

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Session 1: Audit visit and documentation
AUQA Audit panel membership

(Chair) Professor Charles Webb
Deputy Vice-Chancellor (Teaching and Learning)
Charles Darwin University

Professor Luanna Meyer
Professor of Education (Research)
Victoria University of Wellington, NZ

Session 1: Audit visit and documentation
AUQA Audit panel membership

Professor Barbara van Ernst
Ex Deputy Vice-Chancellor (Learning and Teaching)
Pro Vice-Chancellor (Community Engagement)
Swinburne University of Technology

Ms Kate Castine
Member of Council
The University of Adelaide

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AUQA audit panel membership

Dr Mark Hay
Audit Director
Australian Universities Quality Agency

Before joining AUQA in January 2008, he was Director of Institutional Audits of the Higher Education Quality Committee of the Council on Higher Education in South Africa. Mark holds a doctorate in theology. Areas of academic interest include social reconciliation and justice, particularly in transitional societies.

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Session 1: Audit visit and documentation
Essential documentation elements

- Final Progress Report from Cycle 1 audit (2002)
- Performance Portfolio for Cycle 2 audit (2008)
- Supplementary Material to underpin the statements made in the Performance Portfolio

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Session 1: Audit Visit and Documentation
Portfolio structure
☑ Three (3) chapters (<20,000 words in total)
☑ Chapter 1: Outcomes since Cycle 1 audit
☑ Chapter 2: ‘Learning Outcomes’ Theme
☑ Chapter 3: ‘Community Engagement’ Theme
☑ Ten (10) sub-themes for each theme
☑ Use of the “ADRI” model

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(A) [Approach]
(I) [Improvement]
(D) [Deployment]
(R) [Results]

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### Session 1: Audit visit and documentation

**“Learning Outcomes” sub-themes**

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<thead>
<tr>
<th>Table 2.1 Chapter sections and their relevance to agreed sub-themes</th>
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<tbody>
<tr>
<td><strong>Section</strong></td>
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<td>1. Leadership and Management of Learning and Teaching</td>
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<td>2. The Practice of Teaching and Learning</td>
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<td>3. Course Content and Assessment</td>
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<td>4. The Learning Environment</td>
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<td>5. Outcomes</td>
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<td>6. Risk Management in Relation to Learning Outcomes</td>
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<td>7. Chapter Summary</td>
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Session 1: Audit visit and documentation

"Community Engagement" sub-themes

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<tbody>
<tr>
<td>1.</td>
<td>The Concept of Engagement</td>
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<td>2.</td>
<td>Strategic Direction</td>
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<td>3.</td>
<td>Rights and Responsibilities</td>
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<td>4.</td>
<td>The Scholarship of Engagement</td>
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<td>5.</td>
<td>Engagement Policies</td>
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<td>6.</td>
<td>Public Policy</td>
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<td>7.</td>
<td>A Culture of Transformation</td>
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<td>8.</td>
<td>Risk Management in Relation to Community Engagement</td>
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<tr>
<td>9.</td>
<td>Chapter Summary</td>
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Learning Outcomes: Areas of achievement

- Highly qualified staff (5-star rating from GUG)
- Success with Carrick Institute (ALTC) awards
- Unit evaluation results positive
- AUSSE results positive (e.g. active learning)
- Student progress Rates
- Improvements in QASS results
- Student satisfaction with library services
- Indigenous education
- Graduate employment rates
- Development of values-based attributes
Session 1: Audit visit and documentation

Learning Outcomes: Areas for improvement

- Recognised need for staff renewal
- Adopt an integrated approach to planning and reporting
- Address the development needs of sessional teaching staff
- Improve evidential support for course review processes
- Address issues associated with the moderation of outcomes
- The First Year Experience
- Student satisfaction
- CEQ Results re Generic Skills

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Community Engagement: Areas of achievement

- Strong commitment inspired by the University’s Mission
- Community engagement led by senior officer
- Definition and principles of community engagement established
- Institute for Advancing Community Engagement in place
- Staff recognition of the relevance of community engagement
- Curriculum requires students to undertake volunteer experience
- Performance indicators agreed
- University-wide committee in place with community membership
- Long-established staff and student awards for community engagement
- Many excellent examples e.g. Indigenous education, Clemente Australia

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Community Engagement: Areas for improvement

- Finalise the Community Engagement Support Plan
- Elaborate on the definition of community engagement
- Integrate community engagement within teaching and research plans
- Develop and conduct professional learning workshops
- Develop and apply models of engaged / experiential learning
- Establish data collection and performance reporting arrangements
- Review committee structures for community involvement
- Review international off-shore programs
- Establish a Public Affairs Institute

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Session 2: “Learning Outcomes” theme

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Session 2: “Learning Outcomes” theme
Small Group Discussions: Areas of Focus
- The “Learning Paradigm”
- Benchmarking in Teaching and Learning
- Generic Skills Development
- Consistency (or lack thereof) across campuses in Teaching and Assessment

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Session 3: “Community Engagement” theme

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Session 3: “Community engagement” theme
Small Group Discussions: Areas of Focus
☑ Integration with Teaching and Research
☑ Risk analysis
☑ The transformative experience of community engagement

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