



**EXCELSIA
COLLEGE**
Sydney - Australia

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EXCELSIA STRATEGIC PLAN 2020-2025

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EXCELSIA STRATEGIC PLAN 2020-2025

1.0 Introduction

Excelsia College's 2020–2025 Strategic Plan is built on a clear statement of purpose and vision of the College. Excelsia promotes and fosters quality in teaching and learning through the implementation of its vision, mission and institutional values, and their integration in all aspects of institutional life and culture:

Vision

Excelsia contributes to making a better world through active participation in a life-transforming global Christian learning community.

Mission

Excelsia is an academic community benefiting the world by producing research characterised by exemplary scholarship consistent with a Christian world view, and graduates prepared to lead in a range of professions.

Values

Our values reflect our vision and our mission:

- **Christ-likeness:** striving to exemplify the life of Christ in our commitments, our actions and our relationships.
- **Innovation and Creativity:** working with passion and imagination in a range of influential professions, to further God's transformative work in the world.
- **Scholarship:** creating a culture that values the search for truth, supports academic freedom and rewards rigorous thinking.
- **Service to the community:** using our skills and abilities in and beyond the institution in the service of others.
- **Lifelong learning:** continually seeking knowledge, wisdom and capability to flourish and contribute in a changing world.

2.0 Our Graduate Attributes

1. Deep Knowledge
A deep, coherent and extensive knowledge of studied disciplines characterised by intellectual openness, creativity and curiosity
2. Critical Analysis
Willingness and ability to analyse issues logically, consider different options and viewpoints fairly, and make informed decisions in relevant artistic, academic and/or professional contexts and settings
3. Lifelong Learning
A commitment to lifelong learning characterised by a willingness and ability to acquire, develop and apply knowledge and skills that facilitate positive adaptations to a changing world
4. Effective Communication
Aptitude to communicate information, arguments and ideas effectively and ethically through writing, speech and/or artistic expression as appropriate within each discipline
5. Christian Ethical Action
A sound knowledge and understanding of Christian values and beliefs; and of the relevance of Christian faith to personal life, professional ethics, and social concerns
6. Self-Direction
A capacity for self-directed learning and activity while working effectively with others in scholarly, vocational, civic and/or artistic pursuits and endeavours
7. Technical Competence
Competence and facility with materials, processes and technologies relevant to learned disciplines, generic information literacy and professional practice
8. Responsible Innovation
Oriented towards exhibiting intellectual and artistic enterprise, innovation and independence in constructive, creative and responsible ways

EXCELSIA STRATEGIC PLAN 2020-2025

In actively pursuing its vision and mission, Excelsia abides by the following commitments with respect to curriculum and learning resources. Excelsia provides:

- courses and learning resources of high quality and standing, as determined by regulatory authorities, expert advisors, staff and students;
- curriculum and modes of delivery structured so as to maximise student access to learning opportunities and support without compromising quality, equity or regulatory requirements;
- a nurturing and safe teaching and learning environment for staff and students grounded in Christian faith, compliance with the law, regulatory requirements and undertakings;
- a focus on graduate outcomes. The key metrics of success for Excelsia are achievement of graduate attributes, student satisfaction, and course completions

Ultimately, Excelsia's success as a learning community is determined by the positive spiritual, intellectual and professional difference it makes to the lives of its students and staff.

EXCELSIA STRATEGIC PLAN 2020-2025

3.0 Goals and Performance Measures

Excelsia has set six (6) goals designed to exploit opportunities, abate challenges, and strengthen institutional capacity. The first, including eight sub-goals, represents our Learning and Teaching Plan, and the second is our Research Plan. The next three operational goals integrate activities across the College to ensure safety, excellence and sustainability. The sixth goal seeks to achieve registration as a University College by 2025, then University status by 2030.

3.1 Summary of Goals

GOAL 1:	Learning and Teaching Plan - Maintain excellence in learning and teaching, and development of students and staff
	GOAL 1a: Develop in each student a mastery of their discipline
	GOAL 1b: Foster the intellectual autonomy of students
	GOAL 1c: Develop the independent learning skills of students and academic staff
	GOAL 1d: Promote, encourage and support expressive competence in teaching and learning
	GOAL 1e: Enhance the ethical awareness and social responsibility of students
	GOAL 1f: Student Services and Support Plan: Facilitate a positive student experience and to challenge students to be active members of a diverse global community
	GOAL 1g: Ensure graduate job readiness and the capacity for graduates to make a positive contribution to society
	GOAL 1h: Provide relevant, challenging and inspirational teaching and learning opportunities
GOAL 2:	Research Plan
	Become a recognised centre of research in priority areas that complement existing research programs in Australian Universities and, in so doing, Establish a unique research profile capable of attracting substantial peer-recognition, sustained staff and student engagement, and regular external funding
GOAL 3:	Ensure a safe environment, and enhance and maintain good corporate and academic governance, sound business practices, effective decision-making, and the capabilities of our staff
GOAL 4:	Achieve and maintain financial viability and the capacity to achieve institutional and educational objectives
GOAL 5:	Ensure culture and practices of continuous quality improvement and innovation
GOAL 6:	Achieve University College status by 2025 or earlier

EXCELSIA STRATEGIC PLAN 2020-2025

3.2 Matrix of Goals, Strategies, Actions and Key Performance Outcomes

GOAL 1: LEARNING AND TEACHING PLAN - Maintain excellence in learning and teaching, and development of students and staff

GOAL 1a: Develop in each student a mastery of their discipline

Strategy 1ai: Curriculum Content: Lead students to understand the major conceptual paradigms, frameworks and theories that relate to subject matters studied

Key Focus	Key Performance Outcomes
(1) Theoretical depth in the curriculum.	(a) Explicit identification of integrating theories, concepts and paradigms in: <ul style="list-style-type: none"> ○ Course documentation ○ Course unit content, readings and assessments (b) Content-rich teaching materials (c) Student assessments demonstrating conceptual and theoretical content mastery

Strategy 1aii: Curriculum Organisation: Provide students with a deep and comprehensive knowledge of subject content, developed through programs of study characterised by depth, coherence, and progression

Key Focus	Key Performance Outcomes
(1) Seamless organisation of the curriculum	(a) Explicit vertical (within year) and horizontal (between year) alignment of the curriculum evident in: <ul style="list-style-type: none"> ○ Course charts ○ Curriculum maps ○ Unit sequences ○ Cross curriculum linkages (b) Internal benchmarking of progression in comparative studies of Course Unit Outlines within and across degrees and between schools. (c) External benchmarking of Course Unit Outlines by year and degree

GOAL 1b: Foster the intellectual autonomy of students

Strategy 1bi: Motivating Intellectual Autonomy: Provide learning environments that motivate students to develop intellectual autonomy through open enquiry

Key Focus	Key Performance Outcomes
(1) Intellectual quality of learning environments	(a) Explicit identification in Course Unit Outlines of content and teaching methodologies likely to be intellectually motivating to students (b) Positive Student Feedback to questions regarding environmental motivation and intellectual stimulation (c) Diversity and originality of student assessments, and of explanations and narratives supporting performances and work-integrated learning experiences

Strategy 1bii: Practicing Intellectual Autonomy: Ensure students are equipped with the necessary skills to pursue independent research and intellectual exploration

Key Focus	Key Performance Outcomes
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EXCELSIA STRATEGIC PLAN 2020-2025

(1) Enquiry in, and across, the curriculum	<ul style="list-style-type: none"> (a) Explicit identification of enquiry-based activities in Course Unit Outlines e.g.: <ul style="list-style-type: none"> o Independent Studies o Problem solving activities and assessments o Research Essays and Projects o Work Integrated Learning Projects (b) Curriculum alignment with Professional Standards emphasising professional enquiry, independent analysis and problem solving
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GOAL 1c: Develop the independent learning skills of students and academic staff

Strategy 1ci: Empowering lifelong learning: Through mutual assistance, interaction with their teachers and peers, reflection and critique; empower learners to personalise their learning processes in formal, non-formal and informal learning contexts and activities

Key Focus	Key Performance Outcomes
(1) Curriculum differentiation through student engagement	<ul style="list-style-type: none"> (a) Appropriate modifications to curriculum content, readings, assessments in response to student input and according to the College's Major and Minor Modifications to Course Unit Outlines Policy (b) Availability in courses and course units of processes for determining the specification of assessment alternatives, of equal academic rigor (c) Successful completion and moderation of alternative assessments (including through external validation of assessment marks and grades).

Strategy 1cii: Resourcing lifelong learning: Encourage students at all levels of study to use resources that support lifelong learning, thus fostering an awareness of the interdependence of research, teaching and professional practice

Key Focus	Key Performance Outcomes
(1) Deployment of independent learning resources	<ul style="list-style-type: none"> (a) Moodle LMS access statistics (b) Library access statistics (including database usage) (c) Successful completion of independent study units and projects (d) Successful completion of Work-Integrated Learning units and projects (e) Successful completion of research, including Action Research, units and projects

GOAL 1d: Promote, encourage and support expressive competence in learning and teaching

Strategy 1di: Communicative competence: Develop students' written, oral, technological and relational communication skills and capacities

Key Focus	Key Performance Outcomes
(1) A dialogically-rich curriculum	<ul style="list-style-type: none"> (a) Learning and teaching activities in Course Unit Outlines with a communication-skill development focus (b) Use of ICT to facilitate, enhance and extend student communication in and across the curriculum (c) Formative and summative assessment tasks in course units requiring communication skills and capacities (d) Availability to students of curricular and extracurricular public communication events (e.g., artistic performances, displays, seminars, etc.)

Strategy 1dii: Communicative confidence: Ensure that teaching methods encourage confident student self-expression across a range of settings and contexts

EXCELSIA STRATEGIC PLAN 2020-2025

Key Focus	Key Performance Outcomes
(1) Student self-expression across teaching modes and settings	<ul style="list-style-type: none"> (a) Wide usage of expressive communication classroom activities (b) Usage of ICT in the classroom and on-line environments to support student communication (c) Successful completion of formative and summative assessment tasks requiring communication skills and capacities (d) Confident student participation in public communication events

GOAL 1e: Enhance the ethical awareness and social responsibility of students

Strategy 1ei: Social Ethics: Foster in students an ethical awareness, gained in a Christian environment, aimed at supporting them as engaged citizens committed to a better world

Key Focus	Key Performance Outcomes
(1) Ethical self-reflection	In each discipline area: <ul style="list-style-type: none"> (a) Content and readings in Course Unit Outlines implicate ethical issues and involve ethical reflection (b) Formative and summative assessment tasks in course units require knowledge of ethical codes and involvement in ethical decision making (c) Extra-curricular and community-engagement events (e.g., debates, discussions, lectures, seminars, workshops) promote thoughtful consideration of ethical issues

Strategy 1eii: Academic Ethics: Through clear communication, monitoring, and example, promote an awareness and understanding of formal ethical procedures and standards within the College, that encourage academic honesty and minimise academic misconduct

Key Focus	Key Performance Outcomes
(1) Academic honesty and integrity	<ul style="list-style-type: none"> (a) Continued compliance with academic honesty and Integrity policies and procedures (b) Student and staff briefings on plagiarism policy and procedures (c) Plagiarism committee minutes and statistics demonstrating policy enforcement and application

GOAL 1f: Student Services and Support Plan: Facilitate a positive student experience and to challenge students to be active members of a diverse global community

Strategy 1fi: Provide services, programs and support to facilitate effective learning and teaching and to enhance the overall student experience

Initiatives	Key Performance Outcomes
(1) Improve campus and online teaching and learning environments for students and staff that promote and support effective learning communities	(a) Positive feedback from students in relation to the quality of the teaching and learning environment and the learning community
(2) Ensure that the size, range and currency of library and learning resources is sufficient for courses being delivered and available for all students regardless of the mode of study	<ul style="list-style-type: none"> (b) Evaluate the quality, availability and appropriateness of teaching and learning facilities, including online and campus-based resources utilising benchmarking and student feedback (c) Positive feedback from the student service and support survey in relation to facilities for teaching, study and community
(3) Ensure that students are provided with the best quality facilities for teaching, study and community that resources permit	(d) Study abroad program with IWU and CCCU
(4) Develop opportunities for global engagement initially through a study abroad program in partnership with IWU	

EXCELSIA STRATEGIC PLAN 2020-2025

Strategy 1fii: Provide support services and programs that address the emotional, social, financial and vocational needs of students

Initiatives	Key Performance Outcomes
(1) Monitor student progress and implement support plans for students identified as “at risk”	(a) Support plans are implemented for “at risk” students which leads to improved academic output
(2) Develop and maintain student guidance, advisory and other support services that promote student wellbeing	(b) Students are utilising support programs and give positive feedback on the services provided (e) Complaint management procedures ensure effective, appropriate and fair resolution of student grievances. Monitored in student feedback
(3) Respond appropriately and effectively to student concerns, grievances and suggestions about how to improve teaching and learning environments	(f) Student suggestions relating to improvements in teaching and learning and/or College facilities or processes are captured and acted upon
(4) Provide academic support programs to assist students in reaching their study goals	(g) Ensure that course advice is available to all students through their school and implement a career workshop program
(5) Provide career counselling and course progress advice to assist students in achieving their study and vocational goals	

GOAL 1g: Ensure graduate job readiness and the capacity for graduates to make a positive contribution to society

Strategy 1gi: Course relevance: Prepare graduates for employment, ensuring the ongoing industry relevance of courses through consultation with industry, peak bodies and leading practitioners

Key Focus	Key Performance Outcomes
(1) Industry-relevant courses and programs	(a) Student feedback on course unit relevance (b) Alumni feedback on course relevance (c) Graduate employment statistics (d) Employer feedback on graduate readiness

Strategy 1gii: Professional competencies: Develop in students an ability to practice appropriate methods and practical techniques associated with relevant professional expectations and the subjects being studied

Key Focus	Key Performance Outcomes
(1) Generic and specific work-related skills	(a) Learning and teaching activities in Course Unit Outlines with a professional- / practical-skill development focus (b) Use of ICT to facilitate, enhance and extend job readiness skills (c) Formative and summative assessment tasks in course units requiring practical skills and capacities (d) Availability to students of curricular and extracurricular public communication events (e.g., artistic performances, displays, seminars, etc.)

EXCELSIA STRATEGIC PLAN 2020-2025

GOAL 1h: Provide relevant, challenging and inspirational learning and teaching opportunities for students and staff

Strategy 1hi: Creative environment: Create an atmosphere that emphasises and rewards creativity, experimentation and risk-taking in curriculum development, learning and teaching practice

Key Focus	Key Performance Outcomes
(1) Curriculum creativity and innovation	<ul style="list-style-type: none"> (a) Professional development in curriculum design to AQF standards (b) Curriculum design, development and modification is a listed criterion for staff promotion (c) Proposals for new courses, new units and modifications to existing units in response to staff and student feedback

Strategy 1hii: Collaborative relationships: Support collaboration among staff, students, external advisors and stakeholders in the development of new models of course design, delivery and support

Key Focus	Key Performance Outcomes
(1) Collaborative curriculum teams and outcomes	<ul style="list-style-type: none"> (a) Collaborative Course Development Committees (b) External Course Advisory Committees (c) Student and Staff representation on Academic Board (d) Staff-students reviews of course units, activities and assessments (e) SRC Input into academic planning

EXCELSIA STRATEGIC PLAN 2020-2025

GOAL 2: Research Plan –

- a) *Become a recognised centre of research in priority areas that complement existing research programs in Australian Universities and, in so doing,*
- b) *Establish a unique research profile capable of attracting substantial peer-recognition, sustained staff and student engagement, and regular external funding.*

Strategy 2i: Develop a Culture of Research and Scholarship

Initiatives	Key Performance Outcomes
All full-time academic staff are expected to: <ol style="list-style-type: none"> (1) Have, or be enrolled in, an HDR course (2) Publish at least one academic paper per year (if not enrolled in HDR) (3) Attend one academic conference/ seminar/ workshop per year (4) Supervise student research if research active (for Principal Supervisors) or working towards research active status (for Associate Supervisors) (5) Account for research activities in Performance Reviews (6) Support colleagues' and students' research aspirations (7) Engage in the ongoing Scholarship of Teaching and Learning and the integration of research into teaching practice 	<ol style="list-style-type: none"> (a) Increasing percentage of academic staff with completed HDRs (b) Increasing percentage of staff without HDRs who are enrolled in HDR programs (c) Compliance with publication, supervision and professional development requirements (d) Research activities documented and discussed in Performance Reviews (e) Collegial staff teams developed around common research interests and the Scholarship of Teaching and Learning

Strategy 2ii: Consolidate the Research Curriculum and Research in the Broader Curriculum

Initiatives	Key Performance Outcomes
(1) Provide one doctoral program and one Masters by Research program	(a) Increasing enrolments in HDR programs
(2) Launch two further doctoral programs	(b) Research outcomes inform the curriculum and curriculum development
(3) Continue to monitor undergraduate and postgraduate research units, projects and assignments to ensure adequate acquisition and demonstration of research skills	(c) Research knowledge and skills are increasingly embedded within program and curriculum design, delivery and assessment
(4) Formalise research pathways for talented students	(d) Staff are increasingly supported to improve the teaching and assessment of research skills
(5) Ensure that: <ul style="list-style-type: none"> o CUOs in all courses contain up-to-date peer-refereed readings and other research-based materials o all academic staff refer to research and scholarship (including their own research and scholarship) in their teaching o students are expected to engage with recent research and scholarship in their course activities and assessments 	(e) Completed student theses are reviewed against external benchmarks for the relevant disciplinary field and level
	(f) Assessment policies and practices with respect to research courses and units are reviewed

EXCELSIA STRATEGIC PLAN 2020-2025

Strategy 2iii: Enhance Research Skills

Initiatives	Key Performance Outcomes
(1) Provide centralised oversight of all Research Methods and Research Project course units to ensure a high-level of research training for students	(a) Improved generic skills in critical and analytical thinking, information retrieval and evaluation, and problem solving
(2) Invite staff to attend Research Methods and Research Project course units	(b) Improved specific skills in conducting and evaluating research and in conducting inquiry-based scholarship
(3) Offer extra-curricular in-house research training for staff and students	(c) Research skill development that is a normal and expected part of learning and teaching in units and courses at all AQF Levels
(4) Sponsor annual writing workshops and retreats	(d) Organised research projects that provide opportunities for staff and student engagement in the research process through the application and evaluation of research skills
(5) Extend and formalise current staff mentoring arrangements	
(6) Launch a biannual interdisciplinary academic conference	
(7) Publicise external research training events and workshops	

Strategy 2iv: Support Research Infrastructure

Initiatives	Key Performance Outcomes
(1) Provide full or part funding for: <ul style="list-style-type: none"> o HDR fees/ expenses o conference attendance o research training events 	(a) A predictable, stable and continuous set of infrastructure services upon which researchers and other infrastructure providers can rely
(2) Extend data capture procedures for research publications	(b) Research infrastructure that integrates generic and specific services in a way that is seamless to the researcher
(3) Maintain and further populate the College's Research Web-Page	(c) A deepening focus on data analysis, integration and interoperability within and across research projects
(4) Purchase data analyses software as required	(d) A sound policy framework for research that caters for current and emerging research needs and activities
(5) Allocate designated research spaces	
(6) Continue to develop research policies, procedures and templates as required	

Strategy 2v: Build Partnerships around Research and Scholarship

Initiatives	Key Performance Outcomes
(1) Invite staff and external academics to share Scholarship of Learning and Teaching and research activities at formal and informal events (including internally organised seminars and conferences) in order to build collegial interest in research and scholarship	(a) Multidisciplinary and trans-disciplinary research projects and research outcomes
(2) Coalesce staff teams around shared research agendas	(b) Increasing recognition of College research and researcher expertise
(3) Consolidate/ formalise current research partnerships with various universities, including Indiana Wesleyan University	(c) Increasing internal and external engagement of staff and students in research, scholarship and consultancies
(4) Extend participation in joint research applications, projects and publications	(d) Joint research contracts and efficient contract completion
(5) Continue to develop academic and business partnerships with a research agenda	(e) Increased participation in research showcases and networking events

EXCELSIA STRATEGIC PLAN 2020-2025

Strategy 2vi: Drive Publication and Dissemination of Research and Scholarship

Initiatives	Key Performance Outcomes
(1) Establish minimum expected annual research/scholarship outputs for each staff classification level	Increased:
(2) Provide training in journal submission and response formats and strategies	(a) Research output across Schools and disciplines
(3) Identify a range of journals suitable for the publication of staff research and scholarship, including a limited range of high-impact journals in each priority research area as targets for submission by advanced researchers	(b) Peer-refereed publications
(4) Publicise all staff publications	(c) Citation frequency for publications
(5) Identify applications and impacts of research in and for the community – regularly briefing the wider community on these applications and impacts through various media and technological platforms	(d) Journal impact factor ratings
	(e) Usage metrics for online material
	(f) Indexing in major bibliographic sources for respective disciplines
	(g) Community-based presentations of research findings and applications

EXCELSIA STRATEGIC PLAN 2020-2025

GOAL 3: Ensure a safe environment, and enhance and maintain good corporate and academic governance, sound business practices, effective decision-making, and the capabilities of our staff

Strategy 3a: Improve the quality of the College as a safe and supportive environment for students and staff

Initiatives	Key Performance Outcomes
(1) Provide safe and healthy environments for all staff and students.	(a) The Work Health and Safety Committee reviews and make recommendations regarding health and safety across the college
(2) Implement WHS policies, procedures and plans to ensure a safe work and teaching and learning environment for students and staff	(b) WHS policies, practices and procedures reduce injury rates and maximise personal safety

Strategy 3b: Build a culture of personal performance and development

Initiatives	Key Performance Outcomes
(1) Continually review and update HR and WHS policies, procedures and practices, consistent with leading private HEPS	(a) Benchmarking and auditing to confirm adequacy
(2) Performance Review and Development Planning will identify and reward high performance aligned with College strategy	(b) PR&DP discussions will occur at least once yearly
(3) Staff experience, skills and qualifications will be developed to ensure capabilities required for our future	(c) Personal development plans will be implemented and coordinated across the College.
(4) Staff orientation, feedback and communication will support our progress	(d) Orientation, feedback and communication as planned

Strategy 3c: Ensure information for effective decision-making

Initiatives	Key Performance Outcomes
(1) Develop and implement deploy a College dashboard, tracking key performance metrics across the whole of the institution	(a) A dashboard which assists the College to intelligently report strategic data across teaching and learning, operations and institutional development and enables the College's people to analyse data and make strategic decisions for long term institutional sustainability

EXCELSIA STRATEGIC PLAN 2020-2025

GOAL 4: Maintain financial viability and the capacity to achieve institutional and educational objectives

Strategy 4a: Support financially viable course offerings and manage costs generally

Initiatives	Key Performance Outcomes
(1) Monitor course fees relative to competitors and increase where appropriate	(a) Tuition fees vs competitors by course – actual and % increase pa
(2) Monitor cost analysis of student enrolment per unit to determine census date requirements for sustainable course offerings	(b) Units on offer per semester are fiscally sustainable and ensure a gross margin of at least 50%
(3) Rationalise units on offer per course to reduce course offering complexity per semester (subject to student experience requirements)	(c) Student to faculty ratios will be benchmarked, stabilised and maintained
(4) Manage operating and academic support costs	(d) Admin costs reduced as percentage of fees

Strategy 4b: Increase student enrolment and retention – current and new courses

Initiatives	Key Performance Outcomes
(1) Develop marketing activities targeted to increase enrolment in targeted courses	(a) Student enrolment will meet agreed targets by school
(2) Develop additional course offerings	(b) Increased market share of students seeking access to Christian faith-based educational course offerings
(3) Continually enhance and broaden reach of e-learning education delivery platform – Australia and overseas	(c) Revenue and surplus growth, with transaction NPV/cost > 20%
(4) Identify and implement industry acquisitions or other transactions that provide courses, revenue, cost or other value-adding synergies	

Strategy 4c: Diversify our revenue stream and strengthen institutional financial resources

Initiatives	Key Performance Outcomes
(1) Develop alliances with industry to provide contracted services that draw on College's academic program offerings	(a) General operating budget (cash basis) will be balanced
(2) Develop transnational educational alliances for the delivery of current and/or new academic offerings offshore in Asia-Pacific. Consider blended or online delivery	(b) Regional alliances developed and implemented profitably
(3) Develop and implement capital, endowment and general fundraising campaigns	

EXCELSIA STRATEGIC PLAN 2020-2025

GOAL 5: Ensure culture and practices of continuous quality improvement and innovation

Strategy 5a: Develop a culture which recognises the importance of quality, quality assurance, and continuous quality improvement

Initiatives	Key Performance Outcomes
(1) Recognition of the importance of a College-wide orientation towards institutional improvement and enhancement as a fundamental element in the assurance and improvement of quality	(a) Staff Training Materials
(2) Quality assurance reviews and activities are undertaken on a formal, cyclical and reportable basis	(b) Policy Library
(3) Demonstrating that quality assurance methods and approaches are designed and developed through a process involving key stakeholders, including other higher education institutions	(c) Quality Review/Planning cycle
(4) Ensuring that resources available for quality reviews and associated processes are adequate and appropriate for each review task	(d) Quality Benchmarking Processes and Reports
	(e) Quality Database and Reporting Review Report

Strategy 5b: Design structures and practices that facilitate quality assurance and improvement and encourage and capture profitable innovation

Initiatives	Key Performance Outcomes
(1) Developing clearly defined processes to encourage and capture innovation in courses, marketing, new revenue streams, processes, and cost reduction	(a) Tracked net value of innovation initiatives

Strategy 5c: Embed procedures for the assurance of course quality and the maintenance of academic standards

Initiatives	Key Performance Outcomes
(1) Development and publication of explicit course and unit learning outcomes	(a) Course unit outlines
(2) Careful attention to curriculum and program content, design and delivery	(b) Course documentation
(3) College-wide systems for monitoring the progress and achievements of students	(c) Moderation processes and procedures
(4) Periodic reviews of programs (including external panel members)	(d) Course accreditation and reaccreditation documentation
(5) Accessing regular feedback from employers and other stakeholders	(e) Alumni surveys
(6) Specifying the learning demands of different modes of delivery	(f) Letters of recommendation
(7) Increasing the availability of course learning resources	(g) Course delivery reports
(8) Implementing formal program audit procedures	(h) Resource audits
(9) Enhancing participation of students in course quality assurance activities	(i) Budget allocations
	(j) Academic board reports
	(k) Student Focus Group minutes

EXCELSIA STRATEGIC PLAN 2020-2025

Strategy 5d: Continue to ensure that students are assessed against published criteria, regulations and procedures that are applied consistently, fairly and equitably across the College

Initiatives	Key Performance Outcomes
<ul style="list-style-type: none"> (1) Assessments are designed to measure the achievement of the intended learning outcomes and other program objectives (2) Assessments have clear and published marking criteria (3) Marking is undertaken by staff who understand the role of assessment student progression (4) Assessments are conducted securely in accordance with the College's stated procedures (5) Verifying that assessments are appropriate for their purpose, whether diagnostic, formative or summative (6) Formally auditing the accuracy and fairness of assessment marking and moderation procedures 	<ul style="list-style-type: none"> (a) Course unit outlines (b) Assessment rubrics (c) Assessment Feedback and Marker comments (d) Moderation procedures (e) Moderation Committee Minutes (f) Assessment audit conducted (g) Assessment/Moderation Audit conducted

Strategy 5e: Verify that academic staff are qualified and competent to teach students in their designated units and courses

Initiatives	Key Performance Outcomes
<ul style="list-style-type: none"> (1) Staff recruitment and appointment procedures ensure that all new staff have at least minimum necessary levels of competence (2) Heads of School verify that teachers have current knowledge and understanding of the subject(s) they are teaching (3) Teaching staff are provided with opportunities to develop and extend their teaching capacity and capabilities (4) Providing underperforming teachers with opportunities to improve their skills and providing a means to retire underperforming teachers should they continue to be demonstrably ineffective (5) Ensuring staff have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts (6) Encouraging and supporting staff professional development to improve scholarship and research performance 	<ul style="list-style-type: none"> (a) Recruitment and appointment (HR) processes (b) Evaluation of staff CVs by Heads of School (c) Professional Development Plan (d) PD Resources (e.g. Learning Academy) (e) Academic Performance Review processes (f) Performance Feedback Reports (individual lecturers) (g) Formal in-class evaluations of teaching staff by Heads of School/Program Director (h) Staff Research and Scholarship Report

Strategy 5f: Directly assess the theoretical, professional and technical merit of scholarship and research; and enhance the effectiveness of systems and processes supporting scholarly and research activities

Initiatives	Key Performance Outcomes
<ul style="list-style-type: none"> (1) The College is engaged in substantial and original scholarly activity (2) The veracity and validity of College research outputs are assessed through peer review or commercial publishing processes (3) Further supporting the conduct of scholarship and research including by providing professional, technical, administrative or clerical support to research active staff and HDR students (4) College research outputs increase the stock of knowledge and are published in forms that enable the dissemination of knowledge 	<ul style="list-style-type: none"> (a) Staff CVs (b) Published works in peer refereed journals (c) Published works in commercial publishing houses (d) HDR enrolments (e) HDR training (f) Supervisor HDR training (g) Citation statistics (h) Book and monograph sales (i) Website "hits"

EXCELSIA STRATEGIC PLAN 2020-2025

Strategy 5g: Collect, analyse and use relevant information for the effective management of its programs of study and other activities

Initiatives	Key Performance Outcomes
(1) The College collects, analyses and reports data on: <ul style="list-style-type: none"> o student admission, progression and completion rates o the resulting profile of the student population o student satisfaction with their programs o teaching performance indicators o learning resources available and their cost o employability of graduates (2) Quality Assurance and Improvement processes are published and contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used (3) Impact assessments of Quality Assurance and Improvement (QAI) activities are undertaken	(a) Teaching performance report (b) Staffing report (c) Student feedback report (d) Resource audit (e) Graduate Destination Survey (f) Quality assurance Impact reports

Strategy 5h: Evaluate the fitness of quality assurance processes to achieve quality assurance aims and objectives

Initiatives	Key Performance Outcomes
(1) Review procedures used are sufficient to provide adequate evidence to support the findings and conclusions (2) Reports are clear, published and accessible (3) Experts undertaking the quality assurance activities are vetted to ensure they have appropriate skills and are competent to perform their task (4) The College produces summary reports describing and analysing the general findings of quality assurance and improvement activities	(a) TEQSA reports (b) ISO Audit reports (c) Accreditation/Reaccreditation reports (d) Teaching Performance Reports (e) Student Feedback Reports (f) Register of external and internal reviewers (g) Executive Summary of Quality Findings report

Strategy 5i: Utilise the results of benchmarking and self-review to achieve and maintain performance and practices consistent with University standards

Initiatives	Key Performance Outcomes
(1) Benchmarking is established and improved (2) Academic policies and practices are consistent with TEQSA standards and best practice in Australian Higher Education (3) Benchmarking key practices and metrics leads to enhanced courses, improved units, and award articulation (4) Annual reviews of targeted academic policies and practices are in place	(a) Course benchmarking reports (b) Policy library (c) Benchmarking workplan (d) Course Improvement Reports (e) Policy Document status/history

EXCELSIA STRATEGIC PLAN 2020-2025

GOAL 6: Achieve University College status by 2025 or earlier

Strategy 6: Achieve timely and efficient re-accreditation for all courses, development and launch of new courses, and successful applications for registration as a University College, then Australian University

Initiatives	Key Performance Outcomes
(1) Establish a University Transition Committee to manage to process leading to University status	(a) A committee that functions effectively to achieve project goals and outcomes
(2) Achieve University College status by 2025	(b) University College registration achieved by 2025
(3) Develop and launch new courses as planned, including new research masters and doctorate degrees	(c) Re-accreditation and development/launch of new courses achieved according to plan
(4) Achieve registration as an Australian University by 2030	(d) Registration achieved as Australian University by 2030