THIS PLAN IS CURRENTLY UNDER REVIEW

Document Name

ACADEMIC AND PROFESSIONAL DEVELOPMENT PLAN

Document Number

PLA-GEN-14

Document Status

Author	Chief Academic Officer	August 2019
Approving Authority	Academic Board	December 2019
Publication	Issue 2	December 2019
Review Date	Review of Issue 2	December 2022

Seminal Actions:

- Continuing to engage in **scholarship that informs, motivates and directs teaching and learning** such that andragogy at Excelsia College is characterised by deep engagement with knowledge, the acquisition of advanced-level skills, and the targeted application of knowledge and skills to substantive intellectual and professional issues and problems.

- Nurturing, expanding and capturing the deliberations of our existing and emerging **communities of practice** such that good practices in student teaching and learning are systematically identified, documented and disseminated for local, national and international adoption and use

Responsible Senior Leader: Chief Academic Officer.

Responsible Committee: Teaching and Learning Committee.

Introduction

Over the years, the College has developed a range of documents that support and direct its learning, teaching, scholarship and research (LTSR) activities. These documents include:

(a) The Learning and Teaching Plan (as updated), embedded in the Excelsia College Strategic Plan (also updated) and aligned with the College's Graduate Attributes, which sets out specific Initiatives and Key Performance Outcomes for each of eight Learning and Teaching Goals;

(b) The Teaching and Learning Framework (in the Teaching and Learning Handbook), which aligns the goals from the Teaching and Learning Plan with College Values, College Graduate Attributes, and School specific objectives for learning and teaching;

(c) The Teaching and Learning Development Process (also in the Teaching and Learning Handbook), which identified a series of interim activities designed to align curriculum governance practices with good practice in the sector;

(d) The 10 Point Academic Standards Plan (and associated Progress Report to TEQSA), aligned with the Teaching and Leaning Plan Goals and evident in the Teaching and Learning Handbook, which targeted specific improvements in the area of Academic Standards;

(e) A Course Development Schedule (as updated), which outlines the College's plans for developing, reaccrediting and retiring degree programs as part of ongoing curriculum refreshment and renewal; and

(f) A Research Plan, which is incorporated in the Strategic Plan and sets out specific Initiatives and Key Performance Outcomes for research and scholarship at the College.

As a result of progress against each of these documents, and as a result of developments in the wider higher education sector, the College has identified four Domains of Professional Development that are currently being addressed in order to actualise its educational potential and fulfill its regulatory and missional responsibilities. Each of these Domains comprises three Key Priority Areas for ongoing professional development. The Domains and Priority Areas, with a brief rationale and description, are listed below and are represented in Figure 1.

Domains of Professional Development

A. Enhancing Regulatory Awareness and Understanding

As a result of its successful Institutional Re-registration, and Degree Accreditation and Renewal of Accreditation activities, levels of regulatory awareness, understanding and compliance across the College have increased markedly over the preceding period. In order to consolidate and advance progress in this Domain, Key Priority Areas for ongoing professional development have been identified as:

1. TEQSA's functions and standards, including the academic standards set by the Higher Education Standards Panel, such that all College academic staff are optimally equipped to respond to the demands and requirements of current industry standards.

2. Enhancing sectoral engagement and benchmarking such that the College's disciplines, programs and academic activities continue to be informed by, and closely aligned with, industry good practice.

3. A renewed focus on self-monitoring, self-evaluation and self-regulation such that the rigour of the College's internal governance processes match or exceed the requirements of any external processes to which the College may be subjected.

B. Extending Research and Scholarship

The College's culture of research and scholarship is essential to the mission, vision, and values of the College as a Higher Education Provider. The College has been successful in attracting and retaining some staff with exceptional research profiles and experience. Moreover, the College is increasingly characterised by an organisation-wide commitment to research and scholarship. Building on this momentum, the Key Priority Areas identified for this domain are:

4. Initiating and sustaining a formal commitment to the Scholarship of Teaching and Learning (SoTL) such that all academic staff are consistently engaged in documenting their SoTL.

5. Further supporting the identification and integration of diverse knowledge, disciplinary and faith perspectives such that authentic integration increasingly becomes a recognised hallmark of the curriculum and research activities of the College.

6. Extending research and scholarship in and for the Arts such that the College generates a more extensive range of original research outputs that advance knowledge and inform practice in the various Arts disciplines represented in the College's curriculum.

C. Targeting Curriculum Priorities

Alignment with the AQF is a requirement of all HEPs from January 2015. College alignment with the AQF has most recently focused on ensuring that students acquire and apply cognitive and written communication skills alongside appropriate technical, creative and verbal communication skills. Further sharpening this focus, Key Priority Areas identified in this domain are:

7. Professional development of staff with regard to the AQF such that staff are additionally equipped to monitor and maintain standards of curriculum construction, delivery and governance aligned with, and supportive of, AQF requirements.

8. The ongoing development of students' cognitive and written communication skills in all degree programs such that all graduates of the College are equipped for further learning and for critical, analytical and reflective engagement in their chosen professions.

9. A College-wide capture of good practices in assessment such that assessment tasks, practices and feedback continue to clearly and consistently support the attainment learning outcomes aligned with the AQF at each level of study.

D. <u>Consolidating Academic Leadership</u>

Effective academic leadership exercised at all levels of the College, but particularly with respect to curriculum leadership and governance, is critical to the maintenance and development of a culture and specific processes that support the academic attainment students and the academic performance of staff. In order to support and facilitate strong academic leadership across the College Key Priority Areas in this domain have been identified as:

10. Formalising the specification, dissemination and monitoring curriculum and curriculum governance standards such that academic staff are further equipped to promote and sustain student academic attainment.

11. Promoting academic rigor and integrity such that all academic staff continue as active advocates for, and practitioners of, challenging academic studies underpinned by a respect for research and scholarship, and a commitment to appropriately acknowledging the work of others.

12. Enhancing student academic support and engagement through advocacy and specific interventions such that students continue to succeed academically without compromising generic and discipline-specific academic standards.
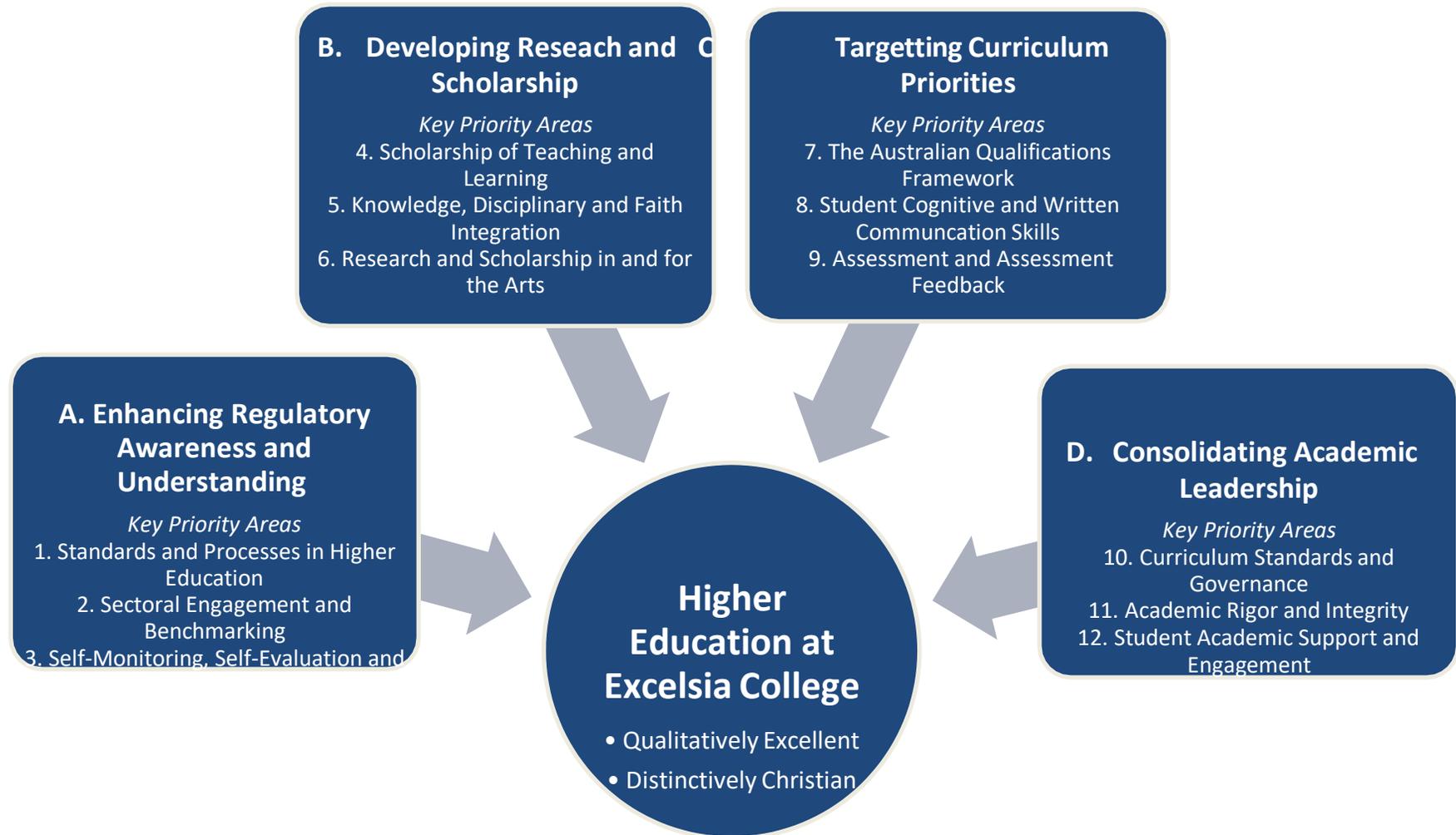
Academic and Professional Development Plan

B. Developing Reseach and Scholarship

Key Priority Areas
4. Scholarship of Teaching and Learning
5. Knowledge, Disciplinary and Faith Integration
6. Research and Scholarship in and for the Arts

Targetting Curriculum Priorities

Key Priority Areas
7. The Australian Qualifications Framework
8. Student Cognitive and Written Communcation Skills
9. Assessment and Assessment Feedback

A. Enhancing Regulatory Awareness and Understanding

Key Priority Areas
1. Standards and Processes in Higher Education
2. Sectoral Engagement and Benchmarking
3. Self-Monitoring, Self-Evaluation and

D. Consolidating Academic Leadership

Key Priority Areas
10. Curriculum Standards and Governance
11. Academic Rigor and Integrity
12. Student Academic Support and Engagement

Higher Education at Excelsia College

- Qualitatively Excellent
- Distinctively Christian

Figure 1: Domains and Key Priority Areas for Professional Development

Approach and Activities

The College will produce twelve Issues Papers corresponding to each of the twelve Priority Areas identified in the Plan. These Issues Papers will be authored by senior academic staff (as outlined below), and will form the basis of a regular, ongoing series of professional development workshops and seminars to be scheduled by the Chief Academic Officer and the Teaching and Learning Committee according to the broad annual schedule (also outlined below). One paper from each domain of professional development will be dealt with in each year.

The aim of this approach is to engage the entire full-time academic faculty (and, then, the wider academic staff of the College) in constructing a shared agenda for institutional academic growth and development – consistent with the enhancement of curriculum design, development, delivery and governance. In doing so, each of the Issues Papers will:

(a) provide the opportunity for senior academics to facilitate academic leadership across the College by presenting in each paper important ideas to be discussed by joint meetings of the LTC and QSC;

(b) represent an output in the Scholarship of Teaching and Learning (which may be published on the College's web-site) by identifying, with reference to the literature, opportunities for future growth and development; and

(c) assist the College to focus its academic attention on core issues directly relevant to student achievement, staff development, stakeholder satisfaction and engagement with the wider higher-education sector.

Together the papers will provide a comprehensive, coherent and internally generated agenda that facilitates and guides the further maturation of the College over time.

Schedule of Professional Development Papers

2019-2020
Issues Paper 1: TEQSA and the Higher Education Standards (Alistair Symons)
Issues Paper 4: Scholarship of Teaching and Learning (Sunaina Gowan & Wendy Moran)
Issues Paper 7: The AQF (Alistair Symons)
Issues Paper 10: Curriculum Standards and Governance (Sunaina Gowan)

2020-2021
Issues Paper 2: Sectoral Engagement and Benchmarking (Wendy Moran)
Issues Paper 5: Integration of Faith and Learning (Sarah Eyaa, Mark Stephens, Mark Seton & Maureen Miner Bridges)
Issues Paper 8: Student Cognitive and Written Communication Skills (George Odhiambo)
Issues Paper 11: Academic Rigor and Integrity (George Odhiambo & Sunaina Gowan)

2021-2022
Issues Paper 3: Self-Monitoring, Self-Evaluation and Self-Regulation (Wendy Moran)
Issues Paper 6: Research and Scholarship in and for the Arts (Maureen Miner Bridges)
Issues Paper 9: Assessment and Assessment Feedback (George Odhiambo)
Issues Paper 12: Student Academic Support and Engagement (George Odhiambo)