

# Strategic Plan 2019 – 2022

V1.1



## Introduction

The Directorate of Learning, Teaching and Student Engagement (LTSE) supports innovation and best practice in learning and teaching to ensure our students have the best possible learning experiences. Working across all JCU campuses and centres. LTSE supports programs in:

- Staff induction to learning and teaching;
- Learning technologies;
- Curriculum and assessment design;
- Student transitions and careers;
- Academic language, learning and numeracy; and
- Services to ensure equity and student well-being.

JCU's Learning and Teaching is informed by the [JCU Statement of Strategic Intent](#), the [University Plan 2018-2022](#), the [Academic Plan 2018-2022](#) and our [JCU Graduate Attributes Statement](#). The Directorate of Learning, Teaching and Student Engagement (LTSE) business as usual and strategic activities are aligned to the values, strategies and direction provided by these documents and they are reflected in this Learning, Teaching and Student Engagement 2019-2022 Strategic Plan.

## Learning and Teaching and Student Engagement 2019-2022: Core Principles

### 1. *Inclusive learning design*

In assuring students are at the heart of the university, an inclusive learning design is prioritised, emphasising alignment of high quality curriculum, pedagogy and assessment (Biggs, 2011). Learning design is informed by the Universal Design for Learning (UDL), [Disability Standards for Education \(2005\)](#) and [Web Content Accessibility Guidelines 2.1](#) (WCAG 2.0), is inclusive, accessible and caters for the 'anytime anywhere' modes of learning.

### 2. *Outstanding student experience*

Student success is best enabled through an inclusive and student-centred approach across all facets of university life. LTSE is committed to providing contemporary and contextualised student support strategies to resource students' developing capabilities as they navigate transitions and change (Gale & Parker, 2014). An outstanding student experience is informed by student engagement data, contemporary research about retention and success, and deep commitment to the needs of the community (JCU Act, 1997).

### 3. *Innovative, scholarly, contemporary and responsive teaching practices*

Enhanced teaching in higher education requires scholarly approaches that create a nexus between teaching and research, and the adoption or adaptation of innovative and/or contemporary methods and resources. Taking risks to assure improved student engagement in learning is encouraged and situated in reflective practice and capacity building.

### 4. *Peer to peer networks for staff and students*

Peer to peer networks promote shared learning and capacity building, focus on substantive conversations, and distributes knowledge across people and places (including virtual and physical). The explicit promotion and implementation of peer to peer strategies, such as peer review and Scholarship of Teaching and Learning (SoTL) writing retreats for staff, and peer-assisted study

sessions for students, openly demonstrates communities of practice that are ‘groups of people who share a concern or passion for something they do and learning how to do it better as they interact regularly’ (Wenger-Trayner & Wenger-Trayner, 2015).

#### 5. *Evidence based practice*

Timely and relevant learning, teaching and student engagement data is key to enhanced strategies, practices and experiences. A coordinated approach to student feedback, reviews, benchmarking and evaluation demonstrates reflective practice and cycle of improvement.

### LTSE four year goals

The LTSE four year goals for 2019-2022 will be achieved through a range of strategies and actions outlined in the LTSE 2019-2022 Strategic Action Plan (Table 1). These goals include:

1. Review and enhance the suite of high impact academic student support programs for student success.
2. Develop and implement strategies to ensure student services and activities are proactive and integrated to support student success, inclusion and holistic wellbeing.
3. Promote excellence in learning and teaching through staff capacity building that focuses on contemporary learning and teaching practices and career development.
4. Promote and advance reliable, robust and scalable virtual learning environments that drive quality and accessibility in student learning.
5. Lead policy development and contribute to cross-institutional strategies to promote an equitable and enhanced student experience.
6. Develop and implement a cohesive communication plan to raise the profile of LTSE.

LTSE provides and enhances support services for students, staff and the institution. The attainment of the goals is dependent upon the interrelated nature of cross-portfolio work, resourcing, and institutional decisions.

**Acronyms:**

AHE	Advanced Higher Education
APP	Student APP
APDF	Academic Performance and Development Framework
CRM	Customer Relationship Management
DP	Domestic Pathways
HERDSA	Higher Education Research and Development Society of Australasia
LEI	Learning Environments and Innovation
LTD	Learning and Teaching Development
LTSE	Learning, Teaching and Student Engagement
NPP	National Priority Project
SDE	Student Digital Experience
SEW	Student Equity and Wellbeing
SoTL	Scholarship of Teaching and Learning
UDL	Universal Design of Learning
WCAG	Web Content Accessibility Guidelines

Table 1 LTSE 2019-2022 Strategic Action Plan

Goals	Strategies	Actions	Delivered by	Delivery date
1. Review and enhance the suite of high impact academic student support programs for student success.	1.1 Expand the current career development and employability services to include entrepreneurship and future skills.	1.1.1. Map the embedding of entrepreneurship resources across curriculum.	STC	Complete
		1.1.2. Redesign the JCU Career Action Plan and Career Development Program modules in line with contemporary career development, employability and entrepreneurship scholarship and future workforce requirements.	STC	Complete
		1.1.3. Expand workshop offerings to focus on future employability skills.	STC	Dec 2020
		1.1.4. Consolidation and digital renewal of Careers and Employability website.	STC	Dec 2021
		1.1.5. Investigate the reestablishment of a student professional development program and recognition to optimise their graduate outcomes.	STC	Feb 2020
	1.2 Deliver enhanced transition activities and resources that are tailored to our student cohort and orientated towards student retention and success.	1.2.1 Benchmark existing orientation program activities and websites against other Australian institutions.	STC	Complete
		1.2.2 Review and enhance orientation online websites.	STC	Dec 2020
		1.2.3 Development of contemporary digital resources to support transition via use of 'The Learning Centre' and other online materials.	LTD, LEI	Dec 2020
	1.3 Expand collaboration across JCU to leverage resources and increase marketing and uptake of	1.3.1 Incorporate support services into all Student Transitions and Engagement events to increase cross-promotion of services.	STC	Complete

Goals	Strategies	Actions	Delivered by	Delivery date
	existing academic and personal student support services, particularly to the student demographic who are less likely to use them (Student App, Marketing resources).	1.3.2 Advocate for the inclusion of year-relevant readiness questions into SP1 enrolment processes to provide a mechanism for early identification and referral to student support services (e.g. NPP chat box survey).	STC	Dec 2020
2. Develop and implement strategies to ensure student services and activities are proactive and integrated to support student success, inclusion and holistic wellbeing.	2.1 Improve information systems to enable enhanced case management, cross service information sharing, and streamlined student experience of services.	2.1.1 Introduce and utilise the Career Hub or Customer Relationship Management (CRM) system or a preferred digital platform to enhance case management procedures, referrals and information sharing to support student success.	Dean, SEW, STC, LTD & SSD	Dec 2021
	2.2 Deliver activities, services and programs to foster a safe and supportive learning environment with an enhanced focus on mental health and connectedness.	2.2.1 Develop in collaboration with stakeholders the JCU Mental Health and Wellbeing Strategy.	SEW	Jun 2020
		2.2.2 Develop digital resources to build skills for enhanced student wellbeing.	SEW, LTD, LEI	Dec 2020
		2.2.3 Review and enhance group-strategy skill development for mental health and wellbeing.	SEW	Dec 2022
		2.2.4 Design and deliver inclusive learning design professional development to assure diversity and equity of students are at central to quality of student learning.	LTD, LEI, SEW	Complete
2.3 Integrate resilience and student wellbeing in target course curriculum.	2.3.1 Create a suite of snapshot videos and resources on resilience and wellbeing for scalable integration into curriculum at transition as induction, transition as development and transition as becoming.	SEW	Dec 2020	
2.4 Implement Student Transitions and Engagement activities that normalise the student	2.4.1 Redesign Student Transitions and Engagement events to focus on retention issues and associated proactive strategies for success.	STC	Complete	

Goals	Strategies	Actions	Delivered by	Delivery date
	experience and promote resilience.	2.4.2 Expand the JCU Academic Health Checks into a Student Success Week as a pre-Census retention activity. 2.4.3 Integrate messages of 'Normalising anxiety and stress to succeed' across LTSE activities and the academy.	STC STC, SEW, LTD	Complete Dec 2022
	2.5 Destigmatise mental health and disability issues and promote a culture of support, inclusiveness and expanding peer networks for support.	2.5.1 Establish Wellbeing Champions to support peer network activities focused on developing health literacy and help seeking behaviours (individual and through support strategies).	SEW	Dec 2022
3. Promote excellence in learning and teaching through staff capacity building that focuses on contemporary learning and teaching practices and career development.	4.1 Maximise the relevance and online delivery of the LTSE professional development suite for academic staff by ensuring alignment to the APDF and HR records to support existing promotions and career development structures at JCU.	4.1.1 Review the Academic Performance and Development Framework (APDF) and HR Staff Learning and Development Series to identify gaps in professional development for inclusion in the LTSE Professional Development Series. 4.1.2 Expand LTSE online professional development offerings for scalability and flexibility of delivery. 4.1.3 Maximise recognition of quality learning and teaching in the creation of Communities of Practice for capacity building (e.g. peer review, AHE or HERDSA Fellowships, SoTL writing retreats).	Dean Dean, LTD, LEI Dean, LTD	Jun 2020 Dec 2020 Dec 2020
	4.2 Review and renew JCU Learning Design frameworks and resources to align with contemporary and inclusive	4.2.1 Review and update the JCU Curriculum Framework, Blended/Online Learning Standards to support the implementation of the governance plans and SDE.	Dean, LTD Dean, STC	Dec 2020 Dec 2022

Goals	Strategies	Actions	Delivered by	Delivery date
	design and strategic governance plans.	4.2.2 Enhance WIL resources to align with contemporary developments. 4.2.3 Investigate modularisation and micro-credentialing frameworks in curriculum and short course design.	Dean, LEI, LTD	Jun 2020
	4.3 Explore effective ways to gather student data and feedback and promote its utilisation for decision making.	4.3.1 Create online snapshot recordings that model how to access, interpret and respond to different types of student data (demographic, course/year cohorts, subject feedback). 4.3.2 Integrate data and any affiliated responses into all LTSE presentations to staff to promote proactive data usage. 4.3.3 Revise YourJCU survey strategy based on evaluation findings and implement effective student data strategies (e.g. pulse surveys at subject level).	Dean, LTD, LEI  Dean, LTD  Dean	Dec 2020  Dec 2021  Dec 2020
	4.4 Provide LTSE staff professional development to develop a growth mindset culture.	4.4.1 Provide opportunity for staff to participate in internal or online professional development that develops a growth mindset (e.g. HR training, Mental Health First Aid, Directorate staff meeting activities, webinars, joint IRUA activities, Desktop PD).	Dean, LTSE	Dec 2022
4. Promote and advance reliable, robust and scalable virtual learning environments that drive quality and	4.1. Implement the Student Digital Experience (SDE) and Technology Enabled Learning policy through guidelines and concurrent policies.	5.1.1 Develop systematised reporting to support the implementation of Student Digital Experience (SDE). 5.1.2 Develop the Technology Enabled Learning (TEL) Policy (replacing Blended Learning policy) and associated procedures and	LEI, SEW, LTD  Dean, LEI	Jun 2020



Goals	Strategies	Actions	Delivered by	Delivery date
accessibility in student learning.		guidelines about UDL, Disability Standards and WCAG 2.0.	LEI	Dec 2020
		5.1.3 Showcase SDE subjects to establish baseline expectations.	LEI, LTD	Dec 2020
		5.1.4 Establish 'digital self' concept and modules – academic integrity, cybersecurity, communication skills in digital platforms.		
	4.2. Stay abreast of emerging technologies and trends in virtual learning environments.	4.2.1. Keep abreast of innovative technology practices in learning environments through cross institutional collaboration (e.g. VLE, recordings, e-assessment, e-portfolio) and input into whole-of-institution strategies (e.g. digital learning strategy).	LEI	Dec 2022
		4.2.2. Maintain, plan and improve a reliable, robust and scalable virtual learning environment through testing feature rollouts and reduction in integration of learning and teaching tools.	LEI	Dec 2022
		4.2.3. Establish procedures to manage digital content lifecycle.	LEI	Dec 2022
4.3. Improve quality, efficiency and effectiveness of student and staff support for JCU virtual learning environments through automation, online resources and new technologies.	4.3.1. Implement a data streamlining project with ICT for student surveys and automation in Learn.	Dean, LEI	Jun 2020	
	4.3.2. Develop an information catalogue in Service Now for common staff support issues (Ultra).	LEI	Dec 2019	
5. Lead policy development and contribute to cross-institutional	5.1. Review and enhance the effective use of HEPPP funding to support the access,	5.1.1. Review and expand PASS program in selected courses to focus on transition and completion.	LTD	Jun 2020

Goals	Strategies	Actions	Delivered by	Delivery date
strategies to promote an equitable and enhanced student experience.	participation and success of low SES backgrounds.	5.1.2. Develop, monitor and review UniPrep program to reach low SES community members in Cairns and Townsville.	STC	Complete
	5.2. Lead policy development and strategic initiatives that contribute to the student experience and graduate outcomes, ensuring equity has a presence.	6.2.1 Develop a Student Transition Experience Policy.	STC	Jun 2020
		6.2.2 Develop a Disability Policy (staff and student) and Disability Action Plan.	SEW	Dec 2020
6.2.3 Revise the Learning, Teaching and Assessment policy (staff and student).		Dean	Jun 2020	
5.3. Expand engagement with professional bodies, cross-institutional groups, vendors and stakeholders to enhance quality of learning, teaching and student engagement.	5.3.1. Create partnerships with IRUA universities to apply for grants in academic development and equity.	Dean, SEW	Complete	
	5.3.2. Review LTSE engagement with third party providers and vendors (e.g. Blackboard, Keypath) to enhance protocols of engagement and resourcing.	Dean, LEI, STC, LTD, SEW, DP	Dec 2022	
6. Develop and implement a cohesive communication plan to raise the profile of LTSE.	6.1. Develop and implement an LTSE communication plan that is cohesive, explicit and supportive.	7.1.1 Develop and implement a communication plan to increase the visibility of LTSE work across JCU.	Dean	Complete
		7.1.2 Utilise LTSE Directorate staff meetings for in-house capacity building, dissemination and opportunities for integration.	Dean	Complete
	6.2. Develop and implement a cohesive LTSE website for staff reflecting advancements and marketing principles.	7.2.1 Revise front page alignment to JCU home page and streamlining of tiles-activities, and reduce LTSE assets.	Dean	Jun 2020
		7.2.2 Revise portfolio webpages to assure alignment to JCU marketing strategy and contemporary resources.	Dean	June 2020

Goals	Strategies	Actions	Delivered by	Delivery date
	6.3. Develop and implement procedures for LTSE to appropriately respond to critical incidents internally and externally.	7.3.1 Utilise LTSE team structures and qualifications to outline Critical Incident procedures for student and staff-related matters.	Dean, SEW	Mar 2020

## References

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