OFFICE OF THE PROVOST, AGA KHAN UNIVERSITY

The Network of Teaching and Learning (TL-net)

Strategic Plan 2015-2019

11/11/2014

TABLE OF CONTENTS

1.0 Preamble

The AKU Network of Teaching and Learning, including the Network of Blended and Digital Learning, interconnects with the Network of Quality Assurance and Improvement and the Network of Student Experience, and is guided by the AKU Quality Framework (AKU, 2014b) and the Case Based Education Framework (AKU, 2013). AKU has considerable existing capability, leadership and champions in faculty development across entities especially the educational development expertise at the IEDs and DEDs in Pakistan and East Africa. These academic and non-academic staff are in a position to create shared and collaborative leadership, communities of enquiry, model good practice, and build AKU's capacity and expertise in teaching and learning in higher education.

The Teaching and Learning Network will help to ensure that all AKU students have engaged learning experiences that provide the capabilities to become ethical global leaders, critical and creative thinkers, reflective practitioners, effective communicators, socially and environmentally-aware citizens and lifelong learners. Network members will facilitate the sharing of resources across AKU while, at the same time, be supported to expand their own capacities and expertise to better service others within and across AKU entities.

This five-year planning cycle emphasizes priority faculty development needs identified through the consultation process conducted in late 2013 (Khamis, 2014). Through surveys and focus groups, faculty identified that they would like to learn more about student assessment and feedback, engaged pedagogies, and teaching scholarship. They indicated that they prefer to learn through active, interdisciplinary learning methods especially dialogue to share ideas and information about their teaching practice. Faculty also indicated that they would like more resources on good teaching and learning that are easily accessible, such as from a website. Therefore the services, programmes and support provided by the Teaching and Learning Network will focus on these areas.

This strategic plan sets out goals, actions and outcome measures for faculty development services, programmes and support over the next five years to move teaching and learning to the prominent role that it deserves, to fulfill the aim of assuring excellent teaching as the standard at AKU (see the AKU Teaching and Learning Framework). The Networks of Teaching and Learning, and within that of Blended and Digital Learning have a central role in capacity building to provide higher education that is "*of* and *for* the developing world".

2.0 Mission, Vision and Values of the Network of Teaching and Learning

Values: The Network of Teaching and Learning will operate as a service organization: a) Guided by their users (entities and faculties)

b) Working as a network and not a 'centre' with existing educational expertise and resources (e.g. IED; DED)

c) Underpinned by best practices in academic education development.

d) Based on a developed sense of ownership by entities and faculties.

e) Guided by the values of consultation, partnership and transparency, and being needs and evidence based.

Vision: The Network of Teaching and Learning will promote excellence in the student learning experience within AKU's academic programmes.

Mission: The Network of Teaching and Learning will support faculty to enhance engaged teaching and learning at AKU in order to ensure AKU graduate attributes are attained as stated below:

AKU graduates will exhibit the following:

1. Ethical, global leadership	Positively influence others, applying professional ethics, accountability, equity, and global thinking and responsibilities, with an awareness of how personal strengths and limitations might influence analyses and interpretations.
2. Critical and creative thinking	Critically evaluate qualitative and quantitative information to develop lines of argument, make sound judgments, and use innovative and creative thinking to solve complex problems
3. Evidence-based and reflective decision-making	Ability to apply qualitative and quantitative reasoning, including integration of data and analysis to evidence building and decision-making.
4. Effective communication	Communicate complex concepts, arguments, and analyses accurately and reliably, orally and in writing, within interdisciplinary groups.
5. Socially- and environmentally-aware citizenship	Analyse social and environmental aspects of a discipline, including interactions among the economic, social, and cultural realms, and the uncertainties in the prediction of such interactions.
6. Specialist knowledge to bring about change	Apply a critical understanding of the key concepts, methodologies, current advances and theoretical approaches in a specialism to bring about change.
7. Lifelong learning	Commitment to personal and professional growth, within and outside of the discipline, sufficient to maintain competence and contribute to the advancement of knowledge.
In addition, particularly in graduate programmes:	

G1. Create knowledge	Design and conduct research to create evidence and knowledge in disciplinary and interdisciplinary contexts.
G2. Solve multi-faceted complex problems	Facilitate innovative practical solutions to solve multi-faceted, multi-sectorial complex problems.

3.0 Aligned with the Provost's Strategic Academic Priorities

This Strategic Plan is aligned with the Provost's Strategic Academic Priorities (Moran, 2014) as follows:

Cross-entity support: The Network of Teaching and Learning will support faculty to provide quality teaching and learning by building on a distributed network of people with relevant expertise. This will contribute to the development of a single integrated university in which faculty will communicate and coordinate with each other to provide inclusive, quality, engaged learning experiences for students.

Student experience: The overarching goal of the Network of Teaching and Learning is to enhance students' experience of learning, to ensure that it is student-centred and engaged. The Directorate of the Teaching and Learning Network will work with the Deans and Directors to ensure that all AKU students, regardless of their geographic local, cultural, gender or socio-economic background, will be offered the "quality of student experience necessary for them to reach their academic and personal goals in their time with us" (AKU, 2014a).

Student scholarship and community engagement: Student research and scholarly activity enrich student engagement in the learning process. AKU is well positioned to collaborate with other AKDN agencies for mutual benefit, to provide students with opportunities for co-curricular, service, community, and experiential learning, all of which result in complex reasoning and problem solving skills. The Network of Teaching and Learning will leverage AKU's academic and scholarly activities to support, extend and enhance AKDN's activities and impact for student learning.

4.0 Key Strategic Areas

This Strategic Plan has four Key Strategic Areas, each with associated goals, actions and outcomes:
1. Teaching and learning support
2. Scholarship of teaching and learning
3. Evaluation and accountability
4. Outreach

An overarching goal is the creation of cross-entity and cross-disciplinary communities of practice and enquiry (CoP) in teaching and learning in higher education, as indicated within each of the key strategic areas.

4.1   Teaching and Learning Support for Faculty

4.1.1   Teaching and learning support services

The Evidence: When faculty participate in intensive extended activities to enhance their teaching practice, their approach to teaching becomes more engaging and student-centred, and their confidence in teaching increases (Rodgers, Christie & Wideman, 2014; Stes, Coertjens & Van Petegem, 2010; Gibbs & Coffey, 2004). Moreover, participating in a variety of forms of faculty development activities has been shown to lead to the formation of professional communities of practice (Ramsden, 2003; Christensen Hughes & Mighty, 2009; Blackwell & Blackmore, 2003).

Goal 1: Services, programmes and resources will be available to support faculty to provide student-centred learning and engaged pedagogies.

Strategies	Timeframe	Verifiable and Outcome Indicators
Develop and facilitate a teaching and learning induction programme, compulsory for all new faculty and available to all newer faculty (1-5 years), to include topics such as evidence-based teaching practices, student engagement and active learning practices.	2014 Nov. Pilot Induction 2015-2019 Offered annually	50% of all faculty employed during 2014 and five years earlier to attend pilot induction in 2015; 90% all new faculty (five years at AKU and less) attend induction programme annually. 70% of faculty who attended the induction workshop exhibit enhanced confidence in using learner centred pedagogies.
Convene and facilitate workshops for faculty on evidence-based teaching practices, engaged experiential pedagogies including digital learning, student assessment, inclusive practice, and learning that is globally informed and locally relevant. .	2014 PhD Supervision Workshop and ANS training 2015-2019 Expand based on 2013 needs assessment and emerging needs	All approved PhD supervisor faculty drawn from IED & FHS, P attend 2014 PhD Supervision workshop; 90% ANS faculty (EA) attend FD workshop; Over the next five years, 50% of faculty will benefit from these workshops. 60% of the faculty who attend and are observed are seen to be using engaging pedagogies that promote

		AKU PLOs.
Offer a variety of opportunities and venues for faculty to share ideas and experiences, and learn about good teaching practice, for example, events, workshops, conferences, or venues for dialogue, within and across entities and disciplines as well as include mentoring initiatives such as teaching squares (CoP).	2015-2019 Implemented through a variety of programmes and services and indicated in this plan by "(CoP)."	A Celebration of Teaching Learning Excellence Virtual Conference held in 2015, 2017 and 2019; 2015-2019 Five seminars on teaching and learning as well as learning technologies held annually; 2015-2019 Four faculty development workshops/programmes held annually. 2015-2019 One reflective paper produced by faculty in every TL newsletter/teaching stories/teaching tips By 2019, 5% of faculty engaged in CoP such as teaching squares each year.
Develop a website to connect faculty with each other, and with those with more teaching and learning expertise, and to provide teaching and learning resources, and listings of services, resources, for example links to education development experts, databases, teaching tips, teaching stories and articles as well as programmes.	2014 Website structure established; Some resources posted. 2015 Populated with resources; event listings; stories, monthly teaching tips, teaching stories 2015-2019 Maintain and expand	By 2019 Website will be the hub of the Network of Teaching and Learning 25% of faculty access the TL website by 2016 with 50% doing so by 2018. 25% of faculty use website resources in their teaching.

4.1.2   *Access to learning and equity for students*
The Evidence: Whilst there is a growing acceptance that institutions should provide inclusive, learner-friendly environments that nurture and educate all students, regardless of their gender, physical, social or other characteristics, access and equity need to be viewed as more than

physical inclusion (Le Fanu, 2013). Curricular inclusion anticipates the varied requirements of all students in all of their learning and educational experiences (Le Fanu, 2013; QAA, 2012) and thereby ensuring that teaching and assessment reflect programme learning attributes.

Goal 2: Classroom and pedagogical practice will be inclusive and will facilitate equity for students.

Strategies	Timeframe	Verifiable and Outcome Indicators
Through induction programmes, pedagogical workshops, and online resources, raise awareness of inclusive teaching and classroom practices, regardless of gender, disabilities or socio-economic/cultural status; as well as teaching and assessment that is reflective of programme learning outcomes and attributes	2014-2015 Develop reading list / resources for website 2015-2019 Integrate into workshops / induction; update online resources	60% faculty demonstrate inclusivity in their teaching by 2019 as indicated in annual appraisals, promotion applications, publications and contributions to the 'Teaching Tips' section on the website.

4.1.3 *Globalizing the curriculum*
The Evidence: The world that our graduates will face is changing quickly and poses uncertain and unknown challenges. Global issues are complex and the problems and approaches will need multiple and interdisciplinary approaches. (Halye, 2008; International Association of Universities, 2012; Jones & Killick, 2013; Sterling, 2012). It is imperative, therefore, that our graduates will not only have well-informed local but also global perspectives of the theory and practice of their disciplines.

Goal 3: Teaching and learning will be globally informed and locally relevant, capitalizing on the international nature of AKU, and exposing students to complex, multi-method and interdisciplinary approaches.

Strategies	Timeframe	Verifiable and Outcome Indicators

Support and provide resources to internationalize the curriculum and pedagogy to ensure that all students experience a truly international context.	2014-2015 Develop reading list / resources for website 2015-2019 Integrate into workshops / induction; update online resources	60% faculty offer courses, including through blended learning approaches, that are reflective of global perspectives and engage in teaching that embodies global trends by 2019 as indicated in course outlines, students' evaluation of courses and offer of courses using BDL approaches across entities in different geographical locations.
Teaching and learning services, programmes and support will include global awareness, pedagogies that encourage student-student dialogue across cultures and AKU entities, and resources on how to facilitate complex, multi-method and interdisciplinary learning approaches.	2014-2015 Develop reading list / resources for website 2015-2019 Integrate into workshops / induction; update online resources	By 2019, 60% faculty will adopt and exhibit student-centred pedagogies that are also cross-cultural and inter-disciplinary as reflected in student evaluations of faculty and courses and the offer of blended learning courses enabling student co-learning across geographies.

4.1.4 TL_net capacity to provide faculty development
The Evidence: Excellence in teaching is achieved by quality professional development that expands the capacity of the entire community of faculty (Randall, 2012, 2013). This requires professional learning that nurtures the growth of individuals across their specific institutional roles by building on the strengths of existing faculty expertise, recognizing the good things that are already happening, and moving towards what we want to become by sharing this expertise across entities. Establishing such communities of practice and enquiry provides a platform for faculty to share their teaching experiences as a group, enabling them to participate and learn together, leading to the development of a sense of ownership and renewed productivity (Lave and Wenger, 1991; Wenger, 1998).

Goal 4: Teaching and learning will be a natural and visible part of everyday work, conversations and decision-making across AKU.

Strategies	Timeframe	Verifiable and Outcome Indicators
Nurture and animate shared distributed leadership in teaching and learning, composed of staff and faculty champions who have existing and emerging expertise in faculty development, and who can model good practice, share their knowledge, network across entities and beyond the institution, and foster an environment of collaborative innovation and enquiry (CoP) .	2015-2019 Implemented through a variety of programmes and services and indicated in this plan by "(CoP)"	Appointment of Teaching Learning Resource Persons (TLRPs) in every entity/faculty. By end 2015, all entities/faculties will have at least one TLRP. Appointment of Teaching Champions across AKU entities. 2015-2019, a minimum of two teaching champions will be appointed annually. Appointment of Teaching Learning Associates and Fellows with dedicated time from DED and IED 100% of the Teaching Learning Resource Persons, Associates and Champions actively contribute to Teaching Tips, facilitation of faculty development activities including seminars.
Build the capacity of formally appointed entity resource persons, through training, logistical support to collaborate, and dialogue to share good teaching practices. This will include	Late 2014 / early 2015 capacity building consultations 2015-2019 Annual workshops;	By 2019, all TLRPs will have attended 80% of the provided seminars/workshops to enhance their capacity.

annual plenary meeting/workshop and periodic short workshops or seminars led by the resource persons or TL_net staff.	periodic seminars;	Existence of resource persons with enhanced capacities to support faculty development activities within their entities All TLRPs report enhanced confidence in playing their role as resource persons in their entities/faculties
Facilitate the sharing of information by faculty and TL_net members across entities about entity-specific and cross-entity faculty development services, programmes and support, to maximize efficiency, target support and improve quality.	2016 Develop an information sharing system on the website 2016-2019 Encourage faculty to use system for sharing.	Website will be the hub for entity-specific and cross-entity TL-net activities. By 2019, 60% of the entities post entity-specific information on their individual faculty development activities.
Build a new faculty mentorship programme that could include matching new and experienced faculty members, teaching observations/squares, and a network of mentors to share their experiences and insights. Expand the network of mentors each year through mentoring more mentees.	2015 Pilot program with mentors drawn from AWB 2016-2019 Expand the number of mentors (from AWB and AKU) and mentees.	In 2015, each entity will have a teaching square; a minimum of two mentors will be identified in each entity; 2016-2019 formation of a minimum of two mentor-mentee partnerships in each entity.
Support faculty to provide student-centred inclusive learning technologies through a variety of services, programmes and resources (see Strategic Plan 2015-2019 for the Network of Blended and Digital Learning).	2015 Moodle and Tech orientation workshops and one to one services/clinics 2016-2019 Revised / expanded offerings based on needs identified by BDL Taskforce	2015-2019 , 50% of AKU faculty and staff will benefit from these faculty development sessions. 50% of course assignments will be posted and uploaded on moodle with rubrics by 2017.

4.2   Promote the Scholarship of Teaching and Learning

4.2.1   *Research into teaching and learning: scholarly teaching*

The Evidence: A particularly important type of faculty development is participation in research to inform disciplinary instructional practices (McKinney, 2007). The scholarship of teaching and learning (SoTL) is interpreted in different ways, however it generally involves, "a synthesis of teaching, learning, and research in higher education that aims to bring a scholarly lens—the curiosity, the inquiry, the rigor, the disciplinary variety—to what happens in the classroom" (Vanderbilt University, n.d.). SoTL offers a rigorous theoretical framework to help guide faculty towards quality teaching practice and engaged learning through disciplinary and cross-disciplinary research, venues to share good practice, use of evidence-based teaching practice and transformative reflection about teaching (Biggs & Tang, 2011; Boyer, 1990; McKinney, 2007; Ramsden, 2003).

Goal 1: The scholarship of teaching and learning, including research and scholarly teaching, will inform the discourse and practice of teaching and learning at AKU.

Strategies	Timeframe	Verifiable and Outcome Indicators
Support and facilitate discipline-based research on teaching and learning, including learning technologies, in higher education as an integral part of faculty members' scholarly work, and dissemination within AKU and across disciplinary communities, by supporting the publication process, providing technology-enabled venues for cross-entity seminars and events, and convening a regional conference every two years. (CoP)	2015-2019 Ongoing with Conferences on Teaching Learning Excellence in 2015, 2017, 2019	2015 Faculty apply for small grant funding for research projects on teaching and learning, including the use of technologies. 2015-2019 Four research projects on teaching and learning as well as learning technologies conducted annually; 2016-2019 Two articles on teaching and learning published annually; By 2019, 50% of faculty who have participated in faculty development activities facilitated by TL_net and

		BDL_net participate in dissemination fora for example conference on teaching learning excellence and seminars within AKU.
Develop a competitive small grants programme as incentive to faculty to conduct research into their teaching and learning practice, and disseminate results within and outside of AKU. Will apply to the Academic Priorities Fund to support this initiative, initially offered for 4 years.	2015 Pilot program 2016-2018 Revise and continue 2019 Review	2015 - two research projects on teaching and learning including learning technologies commence; 2016-2018 – two teaching scholarship projects conducted annually.
Develop a cadre of University Teaching Fellows (UTFs) seconded part-time to the TL_net, with public recognition of their contributions and support to research teaching and learning in higher education. Initially appointment with 3 UTFs for three years, with overlapping appointment terms	2016 Appoint first 3 UTFs for a three year cycle 2017-2019 Appoint 3 UTFs each year for a three year cycle	By 2019, appointment of a total 12 university-recognised UTFs supporting TL_net in its activities across the university annually. 2016-2019, two publications annually by UTFs. 2016-2019, UTFs jointly facilitate faculty development activities with TL-net.
Encourage scholarly teaching with the use of research about best practices in, for example, pedagogical design, curriculum planning and student assessment. Ideas and strategies of scholarly teaching will be integrated into the induction programmes, pedagogical workshops, and online resources.	2014-2015 Develop reading list / resources for website 2015-2019 Integrate into workshops / induction; update online resources	50% faculty who attend induction programmes as well as faculty development workshops facilitate faculty adoption of scholarly teaching as indicated on website, teaching tips/stories, seminar presentations and conference presentation.
Support faculty to develop assessment tasks to assess	2015 – 2017 Pilot programme	2015 LOAC conducts seminar for TLRPs

graduate attributes as well as programme/course learning outcomes	2018-2019 – Adoption of learning outcomes assessment expanded beyond pilot to other entities entities	on teaching and assessing Programe Learning Outcomes. By 2019, at least two programmes have programme/course assessment tasks closely linked to graduate attributes and identified learning outcomes.

4.3   Evaluation and Accountability

4.3.1   Reward and recognition of teaching excellence

The Evidence: Transparent reward and recognition for quality university teaching has significant influence on institutional culture, and raises the status of teaching and learning, the most influential component of which is the system of promotions and confirmation of appointments. (HEA & GENIE CETL, 2009; Olsson & Roxå, 2008; Parker, 2008). Highlighting evidence of good teaching illustrates a realistic picture of accomplishments by individual faculty and the university as a whole in the provision of quality teaching. It contributes to faculty capacity building by enabling university management to be aware of the progression of faculty (Stanley et al, 2009). Further, evidence-based recognition and reward contributes to faculty valuing excellence in teaching. Therefore AKU academic appointment and promotion criteria must weigh teaching practice on par with other scholarly achievement in research.

Goal 1: The status of teaching and learning will be raised by evidence-based reward and recognition of good teaching.

Strategies	Timeframe	Verifiable and Outcome Indicators
Develop consistent, transparent merit-based guidelines for academic promotional tracks that emphasize the central importance of good teaching, and include criteria for assessing teaching based on best practices.	2015 Develop guidelines 2016-2019 Monitor implementation	Faculty promotion based on excellence in teaching is established and adopted throughout AKU by 2019. 40% faculty maintain teaching portfolios. By 2019, teaching portfolios used at annual appraisals and promotion and appointments.
Develop a university-wide exemplary teaching awards programme to publically acknowledge and celebrate good teachers. Awards include peer acknowledgement, sharing good practice (CoP), and funding for scholarship activities. Promotion program for awards will be developed.	2015 Launch and promote inaugural awards 2016-2019 Annual awards	By 2017, a robust teaching award programme is in place. By 2019, 10% faculty apply for teaching awards

4.3.2 Annual review of teaching
The Evidence: Peer feedback, especially within a teamwork ethos, is motivating, helps faculty learn and can lead individual faculty members towards a shared understanding of teaching (Ramsden, 2003). This is the outcome of an environment that encourages faculty to experiment with new ideas, including making mistakes and learning from them, and sharing their experiences with their colleagues. The overall impact of an entrenched peer review system and student evaluations (of faculty teaching and student learning) should lead to reflective discussions, not only of teaching practices of individual faculty but also the university's policies on "promoting and supporting good teaching" (ibid, p.234) thereby having a positive effect on the quality of learning within the university.

Goal 2: Faculty members will participate in an annual peer review of their teaching practice.

Strategies	Timeframe	Verifiable and Outcome Indicators
Facilitate faculty engagement in peer reviews of teaching practice, by establishing an institutional-wide policy and entity-specific review procedures.	2016 Establish policy; support entities to develop procedures 2017-2019 Implement and monitor	By 2019, existence and adoption of a policy on peer reviews of teaching by AKU entities; By 2019, 30% of the entities engage in peer reviews of teaching practice; 30% of faculty in each entity maintain teaching portfolios by 2019, and thereafter, all faculty submit teaching portfolios for annual appraisals; By 2019, Peer reviews are part of the yearly appraisal and faculty promotion process.
Establish overarching systematic reviews of a sample of periodic review reports to glean information about what support is needed for faculty development.	2016-2019 Annual sampling of peer reviews	2016-2019 Faculty development activities are informed by reviews of self-assessment and peer review reports. 2016-2019 Faculty report the provision of

		needs based faculty development activities

4.3.3   *Responsiveness to faculty development needs identified through faculty and programme assessment and improvement processes*

The Evidence: Assessment of the faculty development programme, services and support will provide evidence necessary to justify the allocation of programme resources (Bamber, 2011). Further, ongoing assessment helps to achieve the intended programme outcomes, and can result in an educative process that contributes to establishing the value of such a programme (ibid).

Goal 3: Targeted, responsive and nimble faculty development support will be available to address faculty development needs that periodically arise from various assessment and improvement processes, at the entity, programme or individual faculty levels.

Strategies	**Timeframe**	**Verifiable and Outcome Indicators**
Respond to the faculty development needs identified through periodic quality assurance programme reviews.	2015-2019 Read programme QA reports as they are produced	2016-2019 Faculty development activities are informed by quality assurance programme reviews. 2016-2019 Faculty report the provision of needs based faculty development activities
Facilitate faculty to participate in, and respond to the results of, the assessment of their teaching practice, for example • peer review of teaching e.g. teaching observation session • student evaluation of teaching (SET) • personal reflection of one's own teaching practice Ideas and strategies for reflective teaching will be integrated	2014-2015 Develop reading list / resources for website 2015-2019 Integrate into workshops / induction; update online resources	By 2016, curriculum planning by faculty reflect feedback obtained from peers, SET and reflections of their teaching. 2017-2019 Student evaluations of courses and faculty indicate higher levels of satisfaction; 2018-2019 Dissemination on teaching

into the induction programmes, pedagogical workshops, and online resources.		squares report on reflective teaching.

4.3.4 *Assessment of faculty development services, programmes and support*

The Evidence: The assessment of the impact of faculty development will help shape the future activities and services of the TL_net and BDL_net and will ensure that the work improves over time, is worthwhile, and is "fit for purpose" (Stefani, 2011, esp. Chapter 4 Demonstrating Fitness for Purpose; Fink, 2013). Adhering to evidence-based faculty development practice, including the evaluation of its impact (where feasible), will ensure that best practices are in place and the services will continue to be relevant (Stefani, 2011).

Goal 4: Faculty development services, programmes and support will be "fit for purpose", informed by the results of systematic monitoring and assessment.

Strategies	Timeframe	Verifiable and Outcome Indicators
Develop a monitoring framework, including annual reviews, to assess: • the progress made in fulfilment of the goals and actions of each Key Element of the 2015-2019 Teaching and Learning Strategic Plan, • the impact (as feasible) of faculty development services, programmes and support, and • the faculty response to, and engagement with, the services, programmes and support of, the TL_net and BDL_net.	2015 Developa TL-net M&E framework 2015-2019 Annual review of TL_net BDL_net services	2015-2019 Ongoing monitoring and review of TL_net and BDL_net activities using a monitoring and evaluation framework. 2015-2019 Development of annual monitoring and evaluation reports. 2016-2019 TL_net and faculty report of relevant and value-added faculty development services, resources and programmes.

4.4 Outreach that is "*of* and *for* the developing world"
4.4.1 Outreach

The Evidence: Today's global educational climate calls for institutions to reach beyond their borders to build strong and sustained collaborations for mutual benefit and shared resources (Rubin, 2009). As a university "*of* and *for* the developing world," AKU will find ways to build and maintain mutually accountable and beneficial relationships with community groups, other institutions, and broader networks and organizations, all of which will contribute to the success of higher education in developing world contexts. Outreach opportunities must be globally informed and locally relevant. "Although our international partnerships are invaluable, they must never tempt us to uncritically transplant programmes from other parts of the world, no matter how great the status or reputation of their sources" (AKU, 2014a).

Goal 1: New and existing outreach and partnerships, including with other AKDN agencies, will enhance the quality of teaching and learning in the developing world.

Strategies	Timeframe	Verifiable and Outcome Indicators
Seek and nurture collaborations with other AKDN agencies for mutual benefit, to provide students with opportunities for co-curricular, service, community-based and experiential learning, and to leverage AKU's academic and scholarly activities to support, extend and enhance AKDN's activities and impact.	2015-2019 Timelines are dependent on emergent opportunities	2016-2019 entities seek student placements for internship, fieldwork etc. in AKDN agencies; By 2019 10% students obtain placements for internship in AKDN agencies; 2016-2019 a minimum of one activity per year between TL-net/BDL_net and an AKDN agency (ies) By 2019 entities and AKDN agencies report increased and satisfying collaborative activities.

Enhance AKU's relationship with other universities, locally and regionally, including the potential of AKU's relationship with EAQAN (East Africa Higher Education Quality Assurance Network) and AFELT (Association for Faculty Enrichment in Learning and Teaching) to help build capacity and strengthen professional associations for quality teaching and learning in higher education in East Africa. (CoP)	2015-2019 Timelines are dependent on emergent opportunities	By 2019, formal collaborations and MoUs in place between TL_net and local and regional universities and higher education agencies. By 2019, TL-net and faculty report collaborative ventures with local and regional institutions at fora such as conferences, newsletters and 'teaching stories'.
Develop and enhance existing and new international relationships and initiatives (eg. AWBC, ICED, University of Western Ontario, University of Calgary) to diversify and extend the impact of AKU's community outreach and research activity in teaching and learning in higher education.	2015-2019 Timelines are dependent on emergent opportunities	By 2019 formal collaborations and MoUs in place between TL_net and international universities and higher education agencies. Expansion of collaborative activities between AKU and international partners.

5.0   Timeline and Operational Plan

Goals	*Strategies*	*Timeframe& Targets*
5.1 Teaching and Learning Support for Faculty		
Services, programmes and resources will be available to support faculty to provide student-centred learning and engaged pedagogies.	New faculty induction programme	2014 Nov. Pilot induction 2015-2019 Offered annually
	Workshops for faculty on evidence-based teaching practices e.g. ISW/Induction, Curriculum Development (Redesigning), PhD Supervision, Assessment, Signature Pedagogies etc.	2014 1 PhD Supervision and 1 ANS training 2015-2019 Four faculty development workshops offered annually based on 2013 needs assessment and emerging needs Over the next five years, 60% of faculty will benefit from these workshops.
	Opportunities for faculty to share ideas about good teaching practice	2015; 2017 &2019 Conferences on Teaching Learning Excellence; 2015 Establishment of teaching Tip/Teaching Stories on Website; 2016-19 – Maintain and expand. 2015 – Commencement of bi-annual seminar series on teaching and learning. 2016 -2019 – Maintain and expand
	Develop a website for TL_net and BDL_net	2014 Website structure established; Some resources available. 2015 Populated with resources; event listings; teaching tips/stories etc.

		2015-2019 Maintain and expand
Classroom and pedagogical practice will be inclusive and will facilitate equity for students	Raise awareness and provide resources for inclusive teaching practices	2014-2015 Develop reading list / resources for website; 2016 – 2019 – Update online resources. 2015 – Pilot in induction/workshops 2016 -2019 Integrate into all induction/ workshops;
Teaching and learning will be globally informed and locally relevant, capitalizing on the international nature of AKU, and exposing students to complex, multi-method and interdisciplinary approaches.	Support to internationalize the curriculum, including the use of blended learning approaches	2014-2015 Develop reading list / resources for website; 2016–2019 - Update online resources 2015 - Work with faculty to pilot in induction/workshop integration of curriculum development and internationalization; 2016-2019; -Integrate into all induction/workshops. 2016 – Work with faculty to pilot a blended learning course offered to students in different entities in different geographical locations 2017 - 2019 Offer two blended courses annually.
	Support for global awareness, pedagogies that encourage leadership	2014-2015 Develop reading list / resources for website; 2016-2019 update online resources 2015- Pilot integration into induction/ workshops; 2016-2019 Integrate into all induction/workshops.
Teaching and learning will be a natural and visible part of everyday work, conversations and decision-making across	Animate shared distributed leadership in T&L across AKU	2015-2019 Implemented through a various programmes and services and indicated in this plan by "(CoP)"

AKU.	Build capacity of resource persons through training	Late 2014 / early 2015 Initial in-person meeting / workshop 2015-2019 Bi-monthly workshops and seminars
	Facilitate cross-entity information sharing on faculty development services	2016 Develop an information sharing system on the website; 2016-2019 Encourage faculty to use the system for sharing
	Build a new faculty mentorship programme e.g. teaching squares, virtual mentors (AWB)	2015 Pilot program 2016-2019 Expand the number of mentors and mentees
5.2 Scholarship of Teaching and Learning		
The scholarship of teaching and learning, including research and scholarly teaching, will inform the discourse and practice of teaching and learning at AKU.	Support discipline-based research on T&L with regional conference every two years	2015-2019 Ongoing with conferences in 2015, 2017, 2019
	Develop a small grants programme to support faculty to research their teaching practice including learning technologies	2015 Pilot program with two grants 2016-2018 Revise and continue with two grants annually 2019 Review
	Develop University Teaching Fellows (UTFs)	2016 Appoint first 3 UTFs for a cycle of 3 years 2017-2019 Appoint 3 UTFs each year for a cycle of 3 years each.
	Encourage scholarly teaching	2014-2015 Develop reading list / resources for website; 2016-2029 Update online resources

		2015- Integrate into pilot induction/ workshop; 2016-2019 Integrate into all induction/workshops
5.3 Evaluation and Accountability		
The status of teaching and learning will be raised by evidence-based reward and recognition of good teaching.	Develop guidelines for academic promotional tracks emphasizing T&L	2015 Develop guidelines 2016-2019 Monitor implementation
	Develop exemplary teaching awards programme	2015 Launch and promote inaugural awards 2016-2019 Annual awards
Faculty members will participate in an annual peer review of their teaching practice.	Facilitate peer reviews of teaching practice	2016 Establish policy and support entities to develop procedures 2016-2019 Implement and monitor
	Establish systematic reviews of peer review reports	2016-2019 Annual sampling of peer reviews and integrate into workshops
Targeted, responsive and nimble faculty development support will be available to address faculty development needs that periodically arise from various assessment and improvement processes, at the entity, programme or individual faculty levels.	Respond to faculty learning needs identified through academic programme reviews	2015-2019 Read programme QA reports as they are produced and integrate into workshops
	Facilitate faculty to participate in, and respond to, the results of teaching evaluations	2014-2015 Develop reading list / resources for website; 2016-2019 Update online resources 2015-2019 Integrate into induction/ workshops;
Faculty development services, programmes and support will be "fit for purpose", informed by the results of	Develop a monitoring framework for TL_net and BDL_net services	2015 Develop M&E framework 2015-2019 Annual review of TL_net and BDL_net services

systematic monitoring and assessment.		
5.4 Outreach		
New and existing outreach and partnerships, including with other AKDN agencies, will enhance the quality of teaching and learning in the developing world.	Collaboration with other AKDN agencies	2015-2019 Timelines are dependent on emergent opportunities
	Enhance AKU's relationship with local and regional universities	2015-2019 Timelines are dependent on emergent opportunities
	Enhance existing and new international relationships and initiatives	2015-2019 Timelines are dependent on emergent opportunities
	Strengthen local and regional Teaching and Learning professional bodies	2015-2019 Timelines are dependent on emergent opportunities

6.0 Risk Mitigation Strategies

The following strategies will be adopted to ensure the Teaching Learning Network meets the goals set out in this strategic plan:

- Members of the Network of Teaching and Learning will be provided with varied opportunities (e.g. literature, reflective meetings, workshops, conferences, mentorship, participation in regional and international networks on faculty development in higher education etc.) to enhance their capacities in providing and managing faculty education development activities.
- The Network of Teaching and Learning will establish a communication strategy that will serve to engage, on an ongoing basis, all AKU faculty, including Deans and Directors, to facilitate their participation and support for the network's activities.
- The Network of Teaching and Learning will work very closely with the Quality Assurance and Improvement Network and the Student Experience Network to ensure that periodic review activities and Student evaluations of teaching (SET) inform the provision of faculty development opportunities.
- The Network of Teaching and Learning will engage in an ongoing review of its activities to ensure that they are relevant and serve the purpose for which they are intended.

7.0 Conclusion

This strategic plan, which is closely aligned to the AKU Teaching and Learning Framework, will help to focus the activities of the Network of Teaching and Learning, enabling it to support the university in its endeavor to provide quality learning experiences for its students as well as achieve its stated graduate attributes. It will also help to firmly establish the Network within the university, particularly as a service unit working in partnership with the university faculty. However, the availability of resources as well as support from all faculty, particularly the Deans and Directors, are crucial for its successful implementation.

8.0 References

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