

STRATEGIC PLAN 2020-2025 THE NETWORK OF QUALITY, TEACHING AND LEARNING (QTL_net)

'Allow me to conclude by mentioning one other word that I trust will permeate everything we undertake at this School - and that is the word "quality." Above all else, when people think in years to come about the Aga Khan University...I would like them to think of its dedication to uncompromising quality.'

- His Highness the Aga Khan, Chancellor AKU, Nairobi, Kenya, July 2011

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1. Preamble

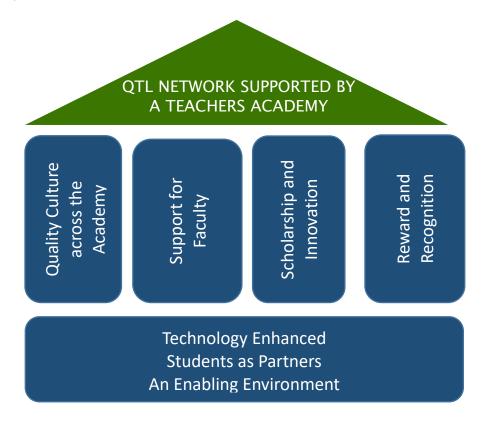
The AKU Network of Quality, Teaching and Learning (QTL_net) interconnects Quality Assurance and Improvement with Teaching and Learning including Blended and Digital Learning (Teaching with Technology) at AKU. It is guided by the AKU's Academic Quality and Teaching and Learning Frameworks (AKU, 2014b). 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. In addition, over the last five years, communities of practice have emerged through early adopters of the flagship programmes of QTL_net (QA reviews; TLEW; RTT; BLFDP) as well as through those who have gained HEA (UK) Fellowship either directly or through AKU's accredited Advance HE (UK) scheme TEACH. 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, setting a strong foundation to develop AKU's Teachers' Academy, a space 'of and for' faculty that recognizes, rewards and promotes teaching excellence, providing sustainability to faculty development efforts of QTL net.

The Network will help to ensure that all AKU students have engaged learning experiences that enable them to meet the competencies of becoming ethical global leaders, critical and creative thinkers, reflective practitioners, effective communicators, socially and environmentally-aware citizens and lifelong learners, as stated in AKU's common graduate attributes. 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.

From its inception on 2013, QTL_net followed a strategic plan which emphasized priority faculty development needs that were identified through a thorough consultative process of needs assessments. At the end of its first five-year cycle, the Network 'walked the talk' and conducted a complete unit review of its performance over the past five years which included a reflective self-assessment (which included a faculty satisfaction survey and analysis of yearly reports and evaluations). This was then verified by an external peerreview by experts in the field who took independent input from various stakeholders including over 100 faculty, students and staff at AKU. The external review report was very complementary of the progress made in the short time span of five years, with recommendations identified for further consolidation of gains and keeping up the momentum built.

"The QTL_networks have been remarkably successful in raising the profile of the importance of teaching and learning within AKU in a very short time. They have exceeded the expectations of most educational development units in any country...The three networks are highly integrated in their work with stakeholders throughout AKU." (Dawson, Quinney and Welch, 2019).

The recommendations arising from this exercise shaped the framework of QTL_net's Strategic Plan 2020-2025. The framework proposes four strategic areas of focus that will rely on a strong enabling environment at the institutional level, encourage an academic experience which is student-centred and technology enhanced. This structure will be supported by a Teacher's Academy, ensuring sustainability and faculty-ownership.



The strategic areas of focus are translated into goals for the QTL_net: *Quality Culture across the Academy* will be achieved by the QAI goals; *Support for Faculty* will be given equitably across all campuses, reflected by goals on supporting teaching and learning, curriculum review and teaching with technology including online and blended learning; *Scholarship and Innovation* will be promoted by goals encouraging evidence-based research on teaching and learning practices (SoTL), supporting innovation in teaching and

dissemination of knowledge; *Reward and Recognition* will be prioritized by the goal to incentivize and raise the profile of teaching via the TEACH CPD scheme, awards, grants and membership into the Teacher's Academy.

To strengthen the foundation of the framework, goals to create and institutionalize QA policies, build a culture of teaching with technology, and have robust M&E systems, will assist in *creating an enabling environment which is technology enhanced*. Furthermore, the QTL goal to further partnerships and outreach will encourage cross-network, cross-entity and cross-agency collaboration and efficiencies, acknowledging that *students are the key partners in the learning process*.

In line with best practice, this strategic plan strives to be outcomes-based with an intuitive built-in monitoring and evaluation plan against operational targets. It sets out objectives, outcomes and the indicative outputs of success for each of its goals. The Network of Quality, Teaching and Learning has a central role in capacity building to provide higher education that is "of and for the developing world" (AKU, 2014a) and where teaching is learner-centred and research-led.

2. Mission, Vision and Values of the Network of Quality, Teaching and Learning

2.1. Values

In line with the institutional mission of *Impact, Quality, Relevance and Access (IQRA)* and to be research-led and student-centred QTL net will follow the following values:

- 1. Provide a *safe space* which is accessible and approachable for faculty and staff to seek support.
- 2. Be *equitable and inclusive* across entities, regions and other variables.
- 3. Remain an *academic support service*/resource base for faculty, staff and students that is integral to the Academy.
- 4. Ensure that efforts are focused on *continuous improvement* and *not punitive control*.
- 5. Espouse the *One AKU* ethos.
- 6. Strive create a culture of quality across the Academy.
- 7. Ensure an *evidence-based and scholarly* approach.
- 8. Set *needs-based* priorities.
- 9. Practice *accountability* in our work.
- 10. Benchmark what we do against good practices.

2.2 Vision

QTL_net will be an exemplar of good practice in the areas of quality enhancement, professionalizing teaching and teaching with technology in the Higher Education sector in the regions AKU serves. QTL_net will promote the highest quality and support excellence in the student learning experience within AKU's academic programmes. It aims to be *transformative to teaching* such that teaching must be student-centred and research-led with teaching excellence recognized and rewarded across the Academy.

2.3 Mission

QTL_net, aims to support excellence in our academic programmes to ensure a strong student learning experience that enables AKU graduates to meet their programme learning outcomes. In safe, inclusive spaces, QTL_net offers a range of services, resources and programmes to faculty and entities on teaching excellence, teaching with technology, scholarly teaching and the Scholarship of Teaching and Learning (SoTL), as well as programme reviews. The way faculty members teach makes a difference in how students learn and QTL_net aims to provide faculty members the support and enabling environment they need to promote an *engaging learning experience* for their students.

3.0 Key Strategic Areas for Quality Assurance and Improvement

3.1 QAI GOAL 1: Enhancing a culture of quality at the programme level through the cyclical review process

In order to safeguard and ensure continuous improvement of academic programmes, an evidence-based cyclical review of all academic programmes is necessary (Gade, 2019, Gibbs, 2010). An established quality assurance system with clear procedures identifies strengths and weaknesses within the programme and promotes quality outcomes (Gade, 2019; Varouchas, et al., 2018). Regular review of programmes must be accompanied by real-time monitoring to ensure the achievement of stated objectives, respond to the needs of students, faculty and staff, promote the continuous improvement of the programmes and strengthen the student learning experience and their learning outcomes (Gibbs, 2010, Zhang et al., 2019).

| | Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|------|-----------------------|-------------------|--------------------------------|--|--|------------------------------------|
| | | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | | New programme development | Develop a template/guidelines | University Registrar and entities (2023) | In consultation with AWB volunteer |
| (a) | reviewing and | | guidelines are in | for faculty CVs to | | develop |
| | updating SAR | | place | add/highlight faculty | Highlight faculty | stakeholder analysis |
| | training | | | research and | research and | framework and |
| | material to | | | scholarship (2021) | scholarship in the SAR | engagement |
| | strengthen the | | The SAR will be | | training (2022-2023) | template/guidelines |
| | SAR processes | | verified with the | Develop a proposal to | | to support entities |
| // \ | • | | PAR and external | pilot and carry out a | | in developing new |
| (b) | Create a | | peer reviewers will | focus group discussion | Davisonad | programme |
| | support | | have different recommendations | with students about their experience and | Review and | (2024/2025). |
| | system/ process to | | in the second | participation in each | strengthen active involvement of | |
| | strengthen the | | cyclical review than | theme of the SAR | students in SAR (2023) | |
| | SAR | | the first one | process (2021) | students in SAN (2025) | |
| | development | | the mot one | process (2021) | | |
| | | | | Publication of Quality | Design and implement | |
| | | | | Story once a year by a | a stakeholder input | |
| | | | | SAR member to | framework/template | |
| | | | | inspire others for owning the SAR | (2022) | |
| | | | | processes (2020-21) | Work with Office of | |
| | | | | | Institutional Data | |
| | | | | | Analytics and | |
| | | | | Develop programme | Reporting (IDAR) and | |
| | | | | satisfaction tools to | academic entities to | |
| | | | | improve student | develop a programme | |
| | | | | experience and | satisfaction tool in line | |
| | | Entities will be | Satisfaction of the | integrate into SAR | with NSSE to assess | |
| | | engaged with SAR | entities for SAR | training (2021) | student engagement | |
| | | material and | training in BL mode | | and programme | |
| | | resources pre and | | | satisfaction | |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|------------|---|------------|--|---|---|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | post SAR training in their own available time All entities will be able to assess their own programmes more accurately and efficiently | | Create a three-tier support service: email, one-on-one support/consultation, and detailed themewise SAR training (2020) Orient entities in the organization of programme evidences in an understandable format for the external reviewers to prepare for their site visit (2020/21) | Convert SAR training into Blended Learning mode in partnership with the BDL team (2022) | SAR chairs will act as QA champions and co-facilitate SAR training sessions with QAI team(2024/25) |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|-------------------|---------------------------------|-----------------------|------------------------------------|------------------------------|----------------------|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Post QA | Positive outcome of | Robust SAR aligned | Mobilize and develop | | Create platform for |
| programme review | 2 nd cyclical review | with PAR reports | capacity of entity | QARC members will | SAR chairs to act as |
| <u>support</u> | | | based programme | have accessibility of | QA champions for |
| | Academy will be | Entity QA process | officers to provide | entities' self- | self-monitoring of |
| Create and | engaged in and | document as part of | support to Deans to | monitoring of annual | IP (2024/25) |
| disseminate | accountable for self- | self-monitoring | document and self- | progress of the cloud- | |
| guidelines for | monitoring QA | annual progress to | monitor the progress | based programme | Enable the Provost |
| entities to self- | activities of | QARC | through faculty | improvement tool. | to monitor the |
| monitor the | programmes | | council/board | Mentor entities to use | progress of |
| progress of their | | Testimonials of | (2021) | the cloud-based self- | programme |
| own revised | | good QA practices | | monitoring tool | improvement plan |
| improvement plans | Academic entities | of different entities | Develop the | (accessible to Vice | |
| | will have increased | as part of resource | guidelines in | Provost/Provost) | |
| | ownership of the QA | bank | consultation with the | (2022) | |
| | process and will | | programme office to | | |
| | share good QA | | self-monitor their own | | |
| | practices within the | | progress (2021) | Develop and | |
| | University | | | disseminate evidence- | |
| | | | With the IDAR Office | based good practices | |
| | | | and Deans/PDs | at programme level | |
| | | | develop and online | (2022/23) | |
| | | | process/template to | Fautha Duarrat/a | |
| | | | self-monitor annual | For the Provost's | |
| | | | progress of the | meetings with Deans, | |
| | | | revised improvement | develop a table of essential | |
| | | | plan (RIP) to be presented to QARC | recommendations | |
| | | | annually (2021)Design | made by the external | |
| | | | effective orientation | reviewers with | |
| | | | for orienting new | individual entity's | |
| | | | QARC members | reported annual | |
| | | | QANC IIIEIIIDEIS | progress (2022/23). | |
| | | | | progress (2022/23). | |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|--|---|--|--|---|--|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Continuous professionalization of QARC members to achieve effective monitoring of programmes and implementation of the AQF beyond its basic function | Quality Assurance Review Committee will be strengthened and effective in its role of monitoring the progress of academic entities | Critical and constructive feedback from QARC members on their experience in QARC | After a review external peer reviewers will meet with QARC members to share QA knowledge | Annual professionalization opportunities/sessions for QARC members' as per their needs/interest | Provide key reading resources to QARC members on quality matters |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|---|---|---|--|---|---|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Continue to engage with regulatory bodies and higher education Commissions of all five geographical locations where AKU operates. | QA Officer at entity/country level will efficiently deliver regulatory and Commissions requirements on matters related to Quality, Teaching and Learning at AKU | Commission's satisfaction on QTL data sets / reports. | Identify in consultation with Dean/Academic Head and support at least two entity-based QA Officers capacity to respond to national Commission requirements (for example, QTL data sets/report, AQF implementation (2021) | Provide ongoing support to QA officers at entity/country level (2023) Add more QA officers into the pool at least at each national location to respond respective Commission's QTL requirements (2022/23) Hold annual webinar/session for QA officer to develop an understanding of how Commissions function, address common challenges, and how to respond respective requirements of regulatory bodies (2023) | Strengthen collaborative QA officers group/forum to learn from their reflections and develop methods and approaches to deliver respective Commission requirements (2024/25) |

3.2 QAI GOAL 2: Creation of new QA policies, frameworks and templates at the entity/institutional level

For a higher education institution to achieve internationalization, remain academically competitive and stay abreast of evolving trends to ensure quality, educational quality assurance strategies, standards, procedures and guidelines with implementation and impact must be developed based on identified challenges, enabling policies/framework, and international benchmarking (Gade, 2019; Zhang et al., 2019). Student evaluation is one such quality assurance mechanism which, when implemented effectively, can contribute significantly to continuous programme improvement (Cohen, 1980; Gravestock and Gregor-Greenleaf, 2008).

| Objectives | Desired Outcome | Assessment indicator | | Activity Timeline | |
|---------------------|------------------------|-----------------------|----------------------|--------------------------|-----------------------|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Develop QA policy | Academic entities are | Built capacity of | | Develop QA unit | Implement unit |
| for Unit Review | engaged and outcome- | faculty and staff in | | review workshops for | review policy for all |
| that includes | based | quality processes to | | capacity building of | entities across |
| research activities | | improve the unit | | faculty and staff | campuses (2024/25) |
| to strengthen and | Student experiences | | | (2022/23) | |
| support entities | are enhanced through | | | | |
| beyond the | the high quality and | | | Engage entities in | |
| programme | contextually relevant | | | developing QA | |
| reviews | unit offerings and | | | framework for unit | |
| | support structures | | | review (2022) | |
| | | | | | |
| | | | | Conduct focus group | |
| | | | | discussions with unit | |
| | | | | faculty, staff and | |
| | | | | students (2022) | |
| Strengthening of | A more data-driven | Internal standards of | SET tool and | Identify minimum | Review the |
| Student | and systematic SAR | SET are benchmarked | processes will be | standards of student | effectiveness of |
| Evaluation Tool | | against the three | reviewed and | satisfaction with SET | introducing mid-term |
| (SET) mechanisms | SET dashboard in place | Golden principles | aligned with the | golden principles i.e. | student evaluation |
| and processes | | | best practices (such | (encouraging contact | (with support from |
| including online | | Deans will be able to | as, UKPSF) and | between student and | the TL team) on the |
| teaching | | make an evidence | ensure active | faculty, encouraging | course/programme |
| experience | | based decision for | student | active learning and | improvement |
| | | changes in | participation | providing prompt | (2024/25) |

| Objectives | Desired Outcome | Assessment indicator | ST (2020-2021) | Activity Timeline | LT (2024-2025) |
|------------|-----------------|--|---|---|---|
| | | courses/programmes and identifying needs for faculty development | engagement to promote teaching improvements (2020) Work with IDAR office to develop a consolidated summary of the SET results for Deans review (2021) Work with BL team to develop SET question items for students and faculty for their online teaching and learning experiences (2020) Conduct FoTL (faculty orientation of teaching and learning) specific to SET (2020) Conduct SET orientation for new students in partner with TL (2020/21) | feedback) and providing guidance on how best SET may be used to enhance response rates and ensure student engagement to promote course and teaching improvements (2022) Work with Institutional Data Analytics and Reporting office (IDAR) to create/revise templates to strengthen SET that support entities to develop an evidence based SAR (2022/23) | Review the adequacy of SET orientation programme for students and faculty (2024/25) |

| Objectives | Desired Outcome | Assessment indicator | Activity Timeline | | |
|-----------------|------------------------|----------------------|------------------------------|----------------------|----------------------|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | | Develop mid-term | | |
| | | | student evaluation | | |
| | | | of teaching in | | |
| | | | synergy with TL (2020/21) | | |
| To improve the | Better quality CPE | Develop, pilot and | | A university-wide QA | Implementation of |
| quality of | programmes that | implement an | | framework for CPE in | QA CPE framework |
| continuous | enable participants to | evidence-based QA | | place and | for developing and |
| professional | develop their | framework drawn | | implemented by | delivering the |
| education (CPE) | professional skillsets | from best practices | | entities (2022) | programmes |
| programmes at | as per the job market | for face-to-face and | | | (2024/25) |
| AKU | demands | BL CPE courses | | AKU CPE courses will | |
| | | | | undergo their first | Review effectiveness |
| | | Validation from | | QA cyclical review | of the CPE |
| | | external reviewers | | process (2022/23) | framework (2024) |
| | | through PAR | | | |
| | | | | | |
| | | | | | |

4.0 Key Strategic Areas for Teaching and Learning

4.1 TL GOAL 1: Provide teaching and learning support and services equitably across ALL AKU campuses

Creating a culture of teaching excellence entails the provision of faculty development which not only focuses on individual faculty but is scaled up to reach all faculty (Haras et al, 2017; Vail & Testori, 2012)). Providing all faculty with professional development that is specific to their needs as teachers helps to prepare them and shapes their confidence in their abilities to teach (Kamel, 2016; Rodgers, Christie & Wideman, 2014; Austin & Sorcinelli, 2013). Further, faculty reach will be made possible through the offer of both face-to-face and online support and services.

| Objectives | Desired Outcome | Assessment indicators | | Activity Timeline | |
|---|--|---|--|---|---|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| To strengthen faculty members' teaching capacities so as to enhance teaching quality and student learning experience. | Faculty will provide quality teaching to students leading to an improved student learning experience | Influence policy development on the use of teaching dossiers (TD) for promotion. Increased use of TD for appraisal & higher promotions | Development of Policy on use of TD and obtain approval from regulatory bodies within the University. E.g. Academic Council Develop rubrics for evaluating TDs. Provide F2F/Online support Deans and faculty members on the use of TDs (minimum 1 entity) | Provide F2F/Online support Deans and faculty members on the use of TDs (minimum 3 entities) | Provide F2F/Online support Deans and faculty members on the use of TDs (minimum 5 entities) |
| | | Increased successful | Offer TEACH | Offer TEACH | Offer TEACH |
| | | HEA applications | webinars, workshops | webinars, workshops | webinars, workshops |
| | | through TEACH CPD | (biannually) & writing | (biannually) & writing | biannually & writing |
| | | Scheme (25 fellows in | retreats. | retreats. | retreats (including for SFHEA) |

| Objectives | Desired Outcome | Assessment indicators | | Activity Timeline | |
|------------|-----------------|--------------------------|--------------------------|------------------------------------|--------------------------|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | Y1 & Y2; 30 in Y3 & Y4 = | Provide support | Provide support | |
| | | 110 total till Oct 2022) | (mentoring and | (mentoring and | |
| | | | budgetary) to faculty | budgetary) to faculty | SFHEA applications |
| | | Increased successful | members for SFHEA | members for SFHEA | through TEACH CPD |
| | | SFHEA applications | applications through | applications through | Scheme (n=7) |
| | | through direct route (at | direct route (n=3) | direct route (n=5) | |
| | | least 3 biennially) till | | | Offer TEACH CPD |
| | | 2023. | Offer TEACH CPD | Offer TEACH CPD | Scheme related |
| | | | Scheme related | Scheme related | activities at various TL |
| | | | activities at various TL | activities at various TL | platforms. E.g. TLEW, |
| | | | platforms. E.g. TLEW, | platforms. E.g. TLEW, | RTT workshops |
| | | | RTT workshops | RTT workshops | |
| | | | | | |
| | | | | A I C TEACH | |
| | | | | Apply for TEACH reaccreditation in | |
| | | | | May 2022. Seek | |
| | | | | approval for including | |
| | | | | SFHEA in TEACH CPD | |
| | | | | Scheme. | |
| | | | | Scheme. | |
| | | Increased number and | Provide programmes | Liaise with entities (2) | Liaise with entities (4) |
| | | satisfaction of faculty | (seminar, workshop) | and develop | and develop |
| | | evaluations by students | to support faculty on | strategies to boost | strategies to boost |
| | | (at least an annual | the value of student | students' evaluation. | students' evaluation. |
| | | increment of 10% each | evaluation | | |
| | | year). | | | |
| | | | Contribute to SET | Publish students' self- | Publish students' self- |
| | | Positive student self- | review, development | reports on learning, | reports on learning, |
| | | reports on learning | of golden principles | of faculty of | of faculty of |
| | | which are published as | for effective student | TLEW/RTT grads on | TLEW/RTT grads on |
| | | learning stories on the | evaluations and | | website (4 reports – |

| Objectives | Desired Outcome | Assessment indicators | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|---|--|---|---|---|---|
| | | QTL_net website (at least three stories are added biennially) | development of mid- course evaluations | website (2 reports – Pakistan & EA) | at least one from PK, EA & UK) |
| To ensure faculty members from ALL entities are | nembers from engaged in/attend | Faculty from all entities participate in both online and face-to-face TLEW & RTT activities (a minimum of two shortlisted from each entity). At least a minimum of 30 faculty participate in other activities (seminars, workshops, conferences) | Invite participation and shortlist participants from ALL entities for TL flagship programmes (online and face-to-face TLEW, RTT) and other activities. | Invite participation and shortlist participants from ALL entities for TL flagship programmes (online and face-to-face TLEW, RTT) and other activities. | Invite participation and shortlist participants from ALL entities for TL flagship programmes (online and face-to-face TLEW, RTT) and other activities. |
| engaged in the Network's flagship and other programmes. | development activities offered by the TL team (e.g. workshops, seminars, COPs) | Positive evaluation of TL activities by faculty members. Increased number of faculty participation (up to 50%) across all TL activities- biennially. 50% of first time faculty participants return for more TL activities. | Administer and Analyze Immediate, Pre and Post TL activity surveys. Maintain a database of all programme attendance regularly and analyze it. | Administer and Analyze Immediate. Pre and Post TL activity surveys. Maintain a database of all programme attendance regularly and analyze it | Administer and Analyze Immediate, Pre and Post TL activity survey. Maintain a database of all programme attendance regularly and analyze it |

| Objectives | Desired Outcome | Assessment indicators | ST (2020-2021) | Activity Timeline | LT (2024-2025) |
|---|---|---|---|--|--|
| To establish platforms for continuous | Increased engagement with SoTL and scholarly teaching activities (publications, | Increased publication of SOTL articles and teaching stories by 50% Improved quality applications for SoTL grants SoTL grants process is embedded within the AKU research office | Design guidelines for faculty on writing TL stories. (2021) Revise SoTL application and review forms. Discussion with AKU research office on embedding SoTL grants within broader | MT (2022-2023) Market and ensure the publication of at least 3 teaching stories on QTL website. Increased support (budgetary, guidance etc.) for SoTL grants applications. Call for SoTL grants | Publish at least 5 TL stories on QTL website. Increased support (budgetary, guidance etc.) for SoTL grants applications. Call for SoTL grants placed within AKU research calendar. |
| professional development for AKU faculty. | research, dissemination, conference, teaching stories, | | AKU research activities. (2021) | placed within the AKU research calendar. | Bibliometric analysis of SoTL publications by faculty. |
| etc.) | | All newly recruited faculty in the year attend FOTL. | Provide FOTL orientation programme (once each year) | Provide FOTL orientation programme (2 times each year) | Provide FOTL orientation programme (2 times each year) |
| | | Integration of TLEW within the ISC offered by DED. | Facilitate one TLEW within ISC (DED). | Facilitate one TLEW within ISC (DED). | Facilitate one TLEW within ISC (DED). |

4.2 TL GOAL 2: Develop capacity and support for entities around curriculum review and development

Most faculty have little or no formal education on curriculum development and review/evaluation and hence, faculty development activities are crucial to orient faculty in this area (Keating, 2017). Faculty need to be involved in ensuring that curriculum offered to

students is current, global and relevant (Alsubaie, 2016; Jones & Killick, 2013; Sterling, 2012) resulting in the realization of programme goals and student learning outcomes (Echols et al, 2017; Keating (2017).

| Objectives | Desired Outcome | Assessment | Activity Timeline | | |
|---|--|--|--|---|---|
| | | indicator | | | 024-2025) |
| Entities will be able to develop a competency based curriculum matrix for their programmes. | Develop capacity for competency based curriculum review and development that is evidence-based and aligned with graduate attributes within entities Entities develop competency based curriculum matrix for their programmes. | Enhanced understanding of competency based curriculum mapping and development 50% of the entities participate in the competency based curriculum development and review workshops. 50% entities are able to review their competency based curriculum successfully. | Capacity building workshops and seminars for entities to engage in the competency based curriculum review processes. | Support entities on competency based curriculum review process (n=2). Identify entity champions on competency based curriculum reviews | Support entities on competency based curriculum review process (n=4). Mentor entity champions on competency based curriculum processes. |
| Provide support to entities on their curriculum review process | Develop the TL team members' capacity in competency based curriculum review processes. | Ability to support 50% of the entities in their curriculum review processes | Develop TL team members' capacity by AWB volunteer to conduct competency based curriculum process. | Enhance some TL team members' capacity on competency based curriculum processes. | Develop a handbook on competency based curriculum review processes. Mentor all TL team members on competency based curriculum processes. |

4.3 TL GOAL 3: Promote a culture of Reward and Recognition of teaching scholarship and excellence thereby raising the profile of teaching at AKU

Recognising and rewarding teaching excellence indicates to both faculty and students that good teaching is important (Chalmers, 2018). 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 (Stanley et al, 2009). Ultimately, it leads to strengthening student educational experience (Chalmers, 2018; Andrews, 2011).

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|-----------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Promote | Faculty from all | TL team nominate | Identify and nominate | Identify and | Identify and |
| excellence in | entities apply for the | faculty for teaching | faculty for awards. | nominate faculty for | nominate faculty for |
| teaching among | University-wide | awards (University | | awards. | awards. |
| faculty members | Teaching Award | and National) | | | |
| | Successful | One collaborative | Market the award | Market the award | Market the award |
| | applications for | group research | (2020) | (2020) | (2020) |
| | ACPSOTL | awarded every year. | | | |
| | | | Provide ongoing | Provide ongoing | Provide ongoing |
| | | | support for | support for | support for |
| | | | applications. | applications. | applications. |
| | Increased number of | 25-30 fellowships | Provision of on-going | Provision of on-going | Provision of on-going |
| Provide faculty | successful HEA | each year. 110 | support for HEA | support for HEA | support for HEA |
| support and | fellowship | targeted till October | applicants (including | applicants (including | applicants (including |
| recognition for | applications | 2022 (i.e. end of | SFHEA). | SFHEA). | SFHEA). |
| teaching | | year 4, each year | | | |
| excellence. | Sustainable support | consisting of 2 | TEACH Webinar, | TEACH Webinar, | TEACH Webinar, |
| | for TEACH and our | cycles). | Workshop and Writing | Workshop and | Workshop and |
| | flagship programmes. | | retreats. | Writing retreats. | Writing retreats. |
| | Excellence in Teaching | Faculty with strong | Provide Faulty | Provide Faulty | Develop materials on |
| | is a consideration for | teaching | Development sessions | Development | Teaching dossier and |
| | promotion within AKU | background are | (2) on Teaching | sessions (2) on | Teaching Philosophy |
| | | promoted | dossier/ | Teaching dossier/ | on the website. |
| | | | Teaching philosophy. | Teaching philosophy. | |
| | | | | | |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|---------------------|-------------------------|---------------------|-----------------------|--------------------------|----------------------|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | | Develop an evaluation | Support | Provide Faulty |
| | | | criteria on teaching | Deans/Programme | Development |
| | | | dossier | heads on the use of | sessions (2) on |
| | | | | evaluation criteria on | Teaching dossier/ |
| | | | | teaching dossier | Teaching philosophy. |
| An | Ensuring sustainability | TA becomes integral | Facilitate the | Facilitate the | Support the conduct |
| institutionalized | of TL activities | to TL activities | appointment of chairs | appointment of | of a Self and Peer |
| professionalized | through the | | (n=2). | chairs (n=2). | Review of 5-years of |
| teaching culture is | establishment of the | 5% of AKU faculty | | | existence of the TA |
| created with the | AKU Teacher's | are members of the | Work with TA Chairs | Work with TA Chairs | |
| establishment of | Academy | TA | in two key TL | in two key TL | Assessment of |
| the Teacher's | | | activities. | activities | changes in the |
| Academy. | Professionalization of | Four chairs are | | | student experience |
| | teaching at the | appointed for TA by | Inducting the first | Assessment of | and student |
| | institutional level | 2022. | batch of Teacher's | changes on teaching | outcomes |
| | | | Academy members | practice and | |
| | | Faculty members | and commencement | institutional culture | |
| | | from each location | of Teacher's Academy | | |
| | | (2-4 from each) | activities | | |
| | | appointed as | | | |
| | | members of TA | Fundraising for TA | | |
| | | | | | |

5.0 Key Strategic Areas for Blended and Digital Learning

5.1 BDL Goal 1: Create an institutional culture of teaching and learning with technology that is inclusive of academic needs and directions

Digital technologies have the potential to support and shape pedagogy which is more active, participatory, personalized, flexible, and inclusive (Laurilland, 2008). Educational technology in Higher Education (HE) has been promoted as having the potential to transform teaching and learning (Conole, 2014; Laurillard, 2008). Despite institutional pronouncements about enhancing student learning (or the learning experience) with ICT, there has been a considerable lack of clarity about what this actually signifies in practice (Kirkwood & Price, 2014). Researchers in educational change have argued that institutional environment is a key factor that influences instructional innovations (Towndrow et al., 2009). Organizational culture can be a catalyst for innovation or a barrier for effective change. Further, integrating technology in HE, information access, pedagogy, management, research and innovation are dependent on professionals with ICT skill and pedagogies.

| Objectives | Desired Outcomes | Assessment indicators | ST (2020-2021) | Activity Timeline | LT (2024 2025) |
|-------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------------|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Support entities | Academic units invest | 80% of the entities | In 2020, meetings | Continue to support | Continue to support |
| to develop | in faculty | have a plan to | with all 8 entity | the entities in | the entities in |
| teaching and | development and | incorporate | leaders including the | meeting their | meeting their |
| learning with | students' digital | technology in their | programme leaders | professional | professional |
| technology | literacy according to | teaching and learning | to identify academic | development needs | development needs |
| related plans in | their identified need | programmes which is | needs related to | for teaching with | for teaching with |
| line with the | for technology in | aligned with their | teaching and learning | technology through | technology through |
| entity's academic | teaching and learning | academic needs and | with technology; | capacity building | capacity building |
| needs and | | directions (and | | | |
| directions | | entity's budget) | Mapping current use | | |
| | | , , , | and identify future | | |
| | | BDL's activities are | needs | | |
| | | aligned with the | | | |
| | | entity's needs | Provide suggestions | | |
| | | , | on the budget for the | | |
| | | | needs and develop | | |

| Objectives | Desired Outcomes | Assessment indicators | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|--|--|---|--|--|--|
| | | | resource persons in each entity | | |
| | | | Design and offer entity specific professional development programmes and services | Design and offer entity specific professional development programmes and services | Offer entity specific professional development programmes and services |
| | | | Enable collaborations between academic units | Enable more collaborations between academic units | Enable more collaborations between academic units |
| Continue to raise awareness and provide services and resources to support the use of technology in teaching and learning | Faculty members use technology in teaching and learning (on a continuum) | 80% of the faculty members understand the importance of and about 50% use technology in teaching and learning as measured through a biannual survey Increase in the SOTL publications from AKU | Conduct a survey to gauge faculty's use of technology in teaching and learning (biennially) and use the data to inform future activities; develop a report and disseminate it on relevant fora | Conduct a survey to gauge faculty's use of technology in teaching and learning (biennially) and use the data to inform future activities; develop a report and disseminate it on relevant fora | Conduct a survey to gauge faculty's use of technology in teaching and learning (biannually) and use the data to inform future activities; develop a report and disseminate it on relevant fora |
| | | assessed through a bibliometric analysis | Showcase four teaching and learning stories annually on the website | Showcase four teaching and learning stories annually on the website | Showcase six teaching and learning stories on the website and at the biannual SOTL conference |

| Objectives | Desired Outcomes | Assessment indicators | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|------------|------------------|-----------------------|---|--|--|
| | | | | | Publish the story of AKU's work in supporting teaching with technology as a chapter or peerreviewed publication Influence policies at AKU on TWT e.g. Bring your own device (BYOD) Involve TA members who are TwT champions in innovative dissemination to |
| | | | Publish four teaching tips on the use of specific digital teaching and learning strategies (e.g. using online quizzes, Offering a synchronous online session, using discussion forum on the VLE, providing online feedback) | Publish six teaching tips annually on the use of technology on the QTL website | Publish ten teaching tips annually on the use of technology on the QTL website Involving teachers' academy members in disseminating lessons |

| Objectives | Desired Outcomes | Assessment indicators | | Activity Timeline | |
|------------|---|---------------------------------------|------------------------------------|------------------------------------|---------------------------------------|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | | annually on the use | | |
| | | | of on the QTL website | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | Organize activities on | Organize activities on | Organize activities on |
| | | | the global digital | the global digital | the global digital |
| | | | learning day such as | learning day such as | learning day such as |
| | | | showcasing the work | showcasing the work | showcasing the work |
| | | | of AKU faculty/ | of AKU faculty and | of AKU faculty and |
| | | | experts and students | students on TLWT | students on TLWT |
| | | | on TLWT and share | and invited speaker | and invited speaker |
| | | | teaching tips/stories | talk | talk |
| | F b b | 1.6 | via email | Des tile der de etile | Describe describe of the |
| | Faculty members are | Information about | Provide details of the | Provide details of the | Provide details of the |
| | aware of the teaching and learning with | teaching and learning with technology | services provided by BDL and other | services provided by BDL and other | services provided by BDL and other |
| | technology services | services and | support entities for | support entities for | support entities for |
| | and resources | resources available at | teaching and learning | teaching and learning | teaching and learning |
| | available at AKU and | AKU is available on | with technology on | with technology on | with technology on |
| | how to access these | OneAKU portal | the QTL website, the | the QTL website, the | the QTL website, the |
| | | | OneAKU portal and | OneAKU portal and | OneAKU portal and |
| | | | FOTL | FOTL | FOTL |

| Objectives | Desired Outcomes | Assessment indicators | | Activity Timeline | |
|---|--|--|--|--|--|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Enhance capacity of faculty and academic staff members for teaching with technology across all modalities (e.g. face-to-face, blended and fully online) | Faculty members and other education professionals use technology in teaching and learning to enhance students' learning experiences, and they seek opportunities for professional development in his area. | 80% of the faculty members use technology for teaching and learning appropriate to the needs of the students, and engage in the network's activities | Design and offer 4 DTL workshops, 1 blended course design workshop, 3 VLE workshops, and have one-on-one consultations and small group-meetings benefitting 60% of the faculty and academic staff annually | Design and offer 4 DTL workshops, 1 blended course design workshop, 3 VLE workshops, and have one-on-one consultations and small group-meetings benefitting 70% of the faculty and academic staff annually | Design and offer 4 DTL workshops, 1 blended course design workshop, 3 VLE workshops, and have one-on-one consultations and small group-meetings benefitting 80% of the faculty and academic staff annually |
| | | | Offer 1 workshop for the VLE assistants annually on new skills to use and support faculty as identified through needs assessment | Offer 1 workshop for the VLE assistants annually on new skills to use and support faculty as identified through needs assessment | Offer 1 workshop for the VLE assistants annually on new skills to use and support faculty as identified through needs assessment |
| | | | Share information on the QTL website about available professional development opportunities at the partner universities and elsewhere that faculty can benefit from. | Share information on the QTL website about available professional development opportunities at the partner universities and elsewhere that faculty can benefit from. | Share information on the QTL website about available professional development opportunities at the partner universities and elsewhere that faculty can benefit from. |

| Objectives | Desired Outcomes | Assessment indicators | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|------------|--|--|---|---|---|
| | | | Establish a community of practice (e.g. through EdTech Lounge and other activities) | Strengthen the community of practice through relevant activities (e.g. Reading and Reflection (R&R) Club) | Strengthen the community of practice through relevant activities (e.g. Reading and Reflection (R&R) Club) |
| | AKU academic programmes have digital presence (on a continuum of online, blended, digital) based on the academic needs | 80% of the academic programmes have a digital presence (on a continuum) | Support faculty members with course re-design to ensure pedagogical enhancement and student engagement through technology | Support faculty members with course re-design to ensure pedagogical enhancement and student engagement through technology | Support faculty members with course re-design to ensure pedagogical enhancement and student engagement through technology |
| | BDL team has the expertise to provide pedagogical support for innovative teaching and learning with technology | Members of the BDL team continue to remain experts in the use of technology in teaching and learning | All BDL team members create a learning contract based on the institutional needs and individual capabilities; they receive opportunity to develop new skills and expertise related to teaching/ learning with technology annually | All BDL team members create a learning contract based on the institutional needs and individual capabilities; they receive opportunity to develop new skills and expertise related to teaching/ learning with technology annually | All BDL team members create a learning contract based on the institutional needs and individual capabilities; they receive opportunity to develop new skills and expertise related to teaching/ learning with technology annually |
| | | | At least one member develops expertise in design of physical and | | |

| Objectives | Desired Outcomes | Assessment indicators | | Activity Timeline | |
|-----------------|--------------------------------------|-----------------------|-----------------------------------|-----------------------|----------------------|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | | virtual spaces; | | |
| | | | instructional design | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Create an | AKU's policies | Guidelines/framework | Establish a | Support the | Support the |
| enabling policy | promote innovations | on innovations in | multidisciplinary | implementation of | implementation of |
| environment for | in teaching and | teaching and learning | group to develop | the guidelines (e.g. | the guidelines (e.g. |
| teaching and | learning with | with technology is | guidelines/ | incorporating in the | incorporating in the |
| learning with | technology | developed and | framework on | BDL workshops and | BDL workshops and |
| technology | | implemented | innovations in | other activities) | other activities) |
| | | | teaching and learning | | |
| | AKU teaching and | | with technology (e.g. | | |
| | learning spaces are | | workload policy; | | |
| | conducive to enable | | BYOD; VLE; | | |
| | student engagement including through | | curriculum; assessment; credit | | |
| | technology | | framework) | | |
| | tecimology | AKU's academic | Review and revise the | Support the | Support the |
| | | policies have been | TL Framework to | implementation of | implementation of |
| | | reviewed to | incorporate current | the policies (e.g. | the policies (e.g. |
| | | incorporate changes | evidence of teaching | incorporating in the | incorporating in the |
| | | necessary to support | and learning with | BDL workshops and | BDL workshops and |
| | | innovations in | technology | other activities) | other activities) |
| | | teaching and learning | j, | , | , |
| | | with technology | Form a | Build capacity in the | Support academic |
| | | | multidisciplinary | team on TL space | entities with re- |

| Objectives | Desired Outcomes | Assessment indicators | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|--|--|--|---|--|---|
| | | Influence academic policies to support the use of technology in teaching and learning ensure the policies are student-centric Learning space set up promotes student engagement with aligned policies in place. | group to review academic policies and best practices on space design for TL (e.g. curriculum design, assessment, faculty workload and credit framework; active learning classrooms) and suggest changes Develop new policies for the use of technology (e.g. VLE use, BYOD) and Seek approval through the Academic Council | design and develop a guidance document on optimal space design for TL including engaging learners through technology | configuring learning spaces |
| | | | Share approved policies and guidelines on the QTL webpage and OneAKU portal for easy access | Share approved policies and guidelines on the QTL webpage and OneAKU portal for easy access | Share approved policies and guidelines on the QTL webpage and OneAKU portal for easy access |
| Enable development of processes and programmes for enhancing | Students are digitally literate and can function effectively as digital citizens | All AKU graduates of full-time programmes are digitally literate | Support entity teams to offer student orientation programmes for the use of VLE | Support entity teams to offer student orientation programmes for the use of VLE | Support entity teams to offer student orientation programmes for the use of VLE |

| Objectives | Desired Outcomes | Assessment indicators | | Activity Timeline | |
|---|--|--|--|--|--|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| students' digital literacy | | Include students' voice in our policies and practices by involving them in the review and planning | Establish a multidisciplinary working-group including students to develop a digital literacy framework and curriculum for AKU | Support the offering of digital literacy curriculum | Support the offering of digital literacy curriculum |
| | | | Work with the multidisciplinary group to offer a pilot programme of digital literacy and evaluate the results; revise | | Support the digital literacy curriculum team to conduct evaluation of the pilot and propose relevant recommendations |
| | | | Offer up to eight placements each year as work study programme (e.g. gamification, digital citizenship) | Offer up to eight placements each year as work study programme | Offer up to ten placements each year as work study programme |
| Enable development of processes for IT support, physical/virtual infrastructure enhancement and operational management of | AKU's physical and virtual teaching and learning environment supports the use of technology in teaching and engaged learning | All AKU faculty and students have access to appropriate devices, reliable infrastructure, high-speed Internet and a robust physical and virtual learning environment | Support IT and Student Affairs offices to gather data regarding students' and faculty's access to devices and Internet annually. Also, audit is conducted to | Implement short term and long term strategies approved by AVP QTL for improving access to ensure access to devices and Internet (e.g. partnerships with tech companies | Implement short term and long term strategies to ensure access to devices and Internet Data regarding students' and faculty's access to |
| technology for | | | determine connectivity in the | or banks for providing loans) | the devices and |

| Objectives | Desired Outcomes | Assessment indicators | Activity Timeline | | |
|-----------------------|---|--|---|--|---|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| teaching and learning | | | learning spaces at AKU is gathered annually (What % have a device? How do the current spaces enable or hinder active learning and what how do they compare with international standards?) | | Internet gathered through a survey |
| | | | Based on the student and faculty access data develop three- year plans to ensure access and tweaked annually | | Revise short term and long term strategies to ensure access to devices and Internet |
| | Academic support units work in tandem to ensure effective support for teaching and learning with technology | All support units are aware of their roles and responsibilities, and regional support networks for providing just-in-time (or Tier One) support for faculty has been established, ensuring regions draw on each other to build | Roles and responsibilities of all academic support units are identified and agreed upon through the advisory group; these are shared on the QTL website and OneAKU portal | Annual meetings are held to ensure synergy Updates/progress shared in the advisory group | Annual meetings are held to ensure synergy Updates/progress shared in the advisory group |

| Objectives | Desired Outcomes | Assessment indicators | Activity Timeline | | |
|------------|------------------|---------------------------|--|--|--|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | consistency and capacity) | At least one joint initiative with other academic support units (e.g. partnering on students' digital literacy with IT and Library) is taken annually and monitored for successful outcome | At least one joint initiative is taken annually and monitored for successful outcome | At least one joint initiative is taken annually and monitored for successful outcome |

5.2 BDL GOAL 2: Extend the frontiers of knowledge and practice through supporting innovation and dissemination of lessons in the use of technology in teaching and learning

Amanuel (2019) notes that the growth of higher education in recent years has been supported by advancements in ICT to match the changes taking place globally which include ICTs as powerful tools for the diffusion of knowledge and information. Implementation of ICT in the higher education can provide an impetus for change across all levels of the education system. Digital technologies provide an important catalyst for interest-driven learning, as they can be leveraged for learning across time and settings, with interests launched at school leading to informal learning at home, in summer camps, or in community based contexts (Barron, 2006, 2010). Such innovations in the learning processes through technology involve a thorough renewal of the way we use and create information and knowledge (Kampylis, Bocconi and Punie, 2012). The potential for innovation generated by technology does, however, require organizational, institutional and pedagogical changes (Donovan and Bransford, 2005).

| Objectives | Desired Outcome | Assessment indicator | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|---|---|--|--|--|---|
| Support innovations and research in teaching and learning with technology | Faculty members and other education professionals share and apply research and evidence-based practices to sustain innovations in teaching and learning with technology (e.g. AI, VR, AR, mobile learning, low cost tech solutions for teaching/learning, etc.) | An increase in the number of innovation pilots, research proposals, stories, publications and their citation | Review policies and practices to ensure they support the use of research-based pedagogies, digital resources, support systems and digital learning environment that enable student-centered learning Facilitate collaborative development of research and innovation in teaching and learning | Support at least four innovative teaching and learning with technology pilot | Institute a teaching with technology innovation award Support at least six innovative teaching and learning with technology pilot |

| Objectives | Desired Outcome | Assessment indicator | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|------------|-----------------|----------------------|--|---|---|
| | | | with technology (pilot) | | |
| | | | At least one faculty led SoTL grant application is related to innovation in teaching with technology each year. | At least one faculty led SoTL grant application is related to innovation in teaching with technology each year. | At least one faculty led SoTL grant application is related to innovation in teaching with technology each year. |
| | | | Host an annual digital learning day to support exchanges and collaborations related to research-based practices of teaching/learning with technology | Four academic publications each year; one research report on teaching/learning with technology at AKU biannually Host an annual digital learning day to support exchanges and collaborations related to research-based practices of teaching/learning with technology | Six academic publications each year; one research report on teaching/learning with technology at AKU biannually Host an annual digital learning day to support exchanges and collaborations related to research-based practices of teaching/learning with technology |
| | | | Presentations by | Presentations by | Presentations by |
| | | | faculty and BDL team in at least two | faculty and BDL team in at least three | faculty and BDL team in at least four |

| Objectives | Desired Outcome | Assessment indicator | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|---|---|--|--|--|--|
| | | | international conferences annually | international conferences annually | international conferences annually |
| | | | During SoTL conference at least 20% of the papers are related to teaching with technology | During SoTL conference at least 20% of the papers are related to teaching with technology | During SoTL conference at least 20% of the papers are related to teaching with technology |
| Ensure digital ethics, inclusion, safety and citizenship are incorporated in the network's activities | The network's activities ensure digital safety, inclusion, ethics and citizenship | Appropriate guidelines for digital ethics, inclusion, safety and citizenship are developed and incorporated in the activities of the network | Develop digital safety, inclusion and ethics guidelines and make them available on QTL website | Develop a digital ethics and guideline manual | Conduct a survey to determine the impact on digital citizenship indicators for AKU |
| | | Increased awareness and incorporation of digital ethics, inclusion, safety and citizenship in the university | Ensure all faculty and students are aware of the guidelines by including them in BDL activities, inviting experts to give seminars/talks | Ensure all faculty and students are aware of the guidelines by including them in BDL activities, inviting experts to give seminars/talks | Ensure all faculty and students are aware of the guidelines by including them in BDL activities, inviting experts to give seminars/talks |

| Objectives | Desired Outcome | Assessment indicator | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|---|---|--|--|---|---|
| | | | Sensitize faculty and students on digital ethics, safety and inclusion through a workshop/seminar on digital citizenship | Conduct one workshop annually on digital citizenship | Conduct one workshop annually on digital citizenship |
| Monitor the use of technology and evaluate its impact a variety of areas and related impacts, | M&E system is developed and the network's activities are planned and decisions are made based on the data | M&E Framework for the strategic plan is developed and implemented. | M&E Framework is implemented as per the plan. | M&E Framework is implemented as per the plan And an impact study is carried out | |
| | including learning outcomes and policy decisions related to ICT are informed by rich evidence base | based on the data | Annual reports are prepared with appropriate recommendations. | Annual reports are prepared with appropriate recommendations. | Annual reports are prepared with appropriate recommendations. |
| | | Impact of technology use in teaching and learning is measured (including related to learning outcomes) | Proposal for measuring impact of technology use on students learning outcomes is developed and submitted for funding; ERC approval is sought | Research on measuring impact is implemented | Research report is developed and results are disseminated |

| Objectives | Desired Outcome | Assessment indicator | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|--|--|--|--|---|---|
| Develop an appropriate communication plan for all stakeholders | All external and internal stakeholders are aware of the network's resources and services | An internal communication strategy is developed and implemented. Faculty and students are aware of what is available and do not reinvent work being done elsewhere at AKU | Develop a plan for internal/external communication; All internal and external communication channels related to BDL activities are updated regularly | All internal and external communication channels related to BDL activities are updated regularly | All internal and external communication channels related to BDL activities are updated regularly |
| Forge partnerships with leading institutions/ individuals to ensure sustainable and high quality use of technology in teaching and | BDL team has access to external networks to draw upon and share experiences with to continue to bring good practices in teaching/learning with technology to AKU | A strategic advisory body has been established to advise on the future directions for teaching and learning with technology and on sustainable, quality use of technology in teaching and learning | Establish the advisory body with key internal stakeholders and external advisors | Quarterly meetings are held; minutes of the meetings are shared and follow ups are done | Quarterly meetings are held; minutes of the meetings are shared and follow ups are done |
| learning | | | Quarterly meetings are held; minutes of the meetings are shared and follow ups are done | | |

| Objectives | Desired Outcome | Assessment indicator | CT (0000 0004) | Activity Timeline | LT (000 4 0005) |
|------------|-----------------|-------------------------|----------------------|-----------------------|-----------------------|
| | | | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| | | Provision of stronger | With the help of the | Engage in at least | Engage in at least |
| | | diversified support for | advisory group, | one innovations in | one innovations in |
| | | faculty and students in | identify local and | teaching and learning | teaching and learning |
| | | collaboration with | global organizations | with technology | with technology |
| | | local and global | working in the areas | activity a year with | activity a year with |
| | | experts/institutions | relevant to the work | the collaborators | the collaborators |
| | | for technology access, | of BDL; Engage in at | | |
| | | digital citizenship and | least one activity a | | |
| | | innovation | year with them | | |
| | | | | | |

6.0 Common Key Strategic Areas across QTL_net

6.1 QTL GOAL 1: Establish a culture of scholarship and research around quality, teaching and learning to ensure that teaching is not only student-centred but research-led and evidence based.

A critical component to building a strong University is scholarship of teaching and learning. The continuous production and sharing of knowledge around teaching and learning is key in responding to major challenges facing the world of academia (Pace, 2004, p.1174). Building a strong culture of scholarship around teaching and learning that permeates through all levels of the academy that grounds faculty, staff, and students together in a culture of improvement and deep learning (Hutchings, Huber, and Taylor, 2011, p.2).

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|---|---|--|---|--|---|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| To encourage and facilitate faculty members to inform their teaching with scholarship around quality, teaching and learning | Teaching is a scholarly activity across the Academy; one that is informed and reflective. | Teaching Dossiers that evidence how SoTL informs teaching practice Evidence provided in HEA applications SAR programme improvements components showcase scholarly teaching, faculty scholarship and research | Provide trainings for Teaching Dossiers (including how to create digital portfolios) Discussion with AKU research office to create a process to align and embed faculty scholarship and research with SAR (2021) | Policy on teaching dossiers as a part of promotion criteria Review and revise the SAR training for inclusion of faculty research and scholarship (2023) | Teachers' Academy members mentor faculty to develop teaching dossiers for promotion Pilot the revised SAR training (2024) Implement the revised SAR training (2025) |
| | Faculty have knowledge of and access to the most | Communities of practice are established with | Teaching Squares/Teaching Peers is resumed | Teacher's Academy SoTL Chair is appointed and TA | SoTL grants are reviewed by TA members |

| Objectives | Desired Outcome | Assessment indicator | ST (2020-2021) | Activity Timeline MT (2022-2023) | LT (2024-2025) |
|-------------------|---|------------------------------------|---|-------------------------------------|---------------------|
| | current nedegogical | | 31 (2020-2021) | activities on SoTL | LI (2024-2025) |
| | current pedagogical literature and best | dialogues and conversations taking | Organiza a CaTI | | SoTL Conference |
| | practices in teaching | place around SoTL | Organize a SoTL Conference (2021) in | begin | (2025) |
| | and learning | place around 301L | blended mode | SoTL Conference | (2023) |
| | and learning | Increased SoTL | biended mode | (2023) | Increased Teaching |
| | | Conference | Include SoTL Grantees | (2023) | Tips and Stories by |
| | | Attendees | session in SoTL | Showcase SoTL | 50% |
| | | Attenuees | conference | Grantees stories on | 30% |
| | | SoTL grants process | conterence | website | Update and maintain |
| | | is embedded within | Discussion with AKU | website | the resources on |
| | | the AKU research | research office on | Call for SoTL grants | evidence based |
| | | office | embedding SoTL | placed within the | practice around |
| | | Office | grants within broader | AKU research | teaching. |
| | | Increased traffic on | AKU research | calendar. | teaching. |
| | | Teaching Stories and | activities. (2021) | calendar. | |
| | | Teaching Tips | activities. (2021) | Market and ensure | |
| | | reaching rips | Design guidelines for | the writing of | |
| | | Increased resources | Writing TL stories. | teaching stories and | |
| | | available to faculty | (2021) | publication on QTL | |
| | | to consult through | (2021) | website. | |
| | | library and QTL | Gather resources on | Website. | |
| | | spaces on SoTL | evidence based | Populate the | |
| | | Spaces on sore | practice around | resources on | |
| | | | teaching already | evidence based | |
| | | | available. Plan for how | practice around | |
| | | | these resources will | teaching. | |
| | | | be maintained. | | |
| | | | 20 manitamedi | | |
| To build capacity | Creation of evidence | Increase in number | Revise SoTL | Offer sessions, expert | Workshops on SoTL |
| of faculty and | based findings and | and quality of SoTL | application, review | support (AWB | Grants |
| QTL_net team to | literature on teaching | Grants proposals | forms, guidelines and | volunteer) for faculty | |
| conduct and | | and awards | , G | | |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|---|--|---|---|--|---|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| disseminate research on teaching and learning as well as academic development | and learning, coming out of AKU. | Increase in grant money disbursed Increase in SoTL Publications One collaborative group research (ACPSoTL) awarded every year | support mechanisms for SoTL Grantees Develop guidelines for supporting SoTL Grantees on publications/dissemin ation opportunities Market the ACPSOTL award (2020) | on SoTL Research Methods Follow-up on SoTL Grantees progress Provide ongoing support for ACPSOTL applications. Offer seminars/webinars for SoTL Grantees on publications/dissemi nation opportunities | Bibliometric analysis of AKU's contribution to SoTL Publications Publish an in-house e-journal of SoTL |
| | QTL_net team has been involved in conducting research on teaching and learning, and academic development | SoTL Grant proposals and awards by QTL staff Published papers on SoTL or quality by QTL staff | Research Days held to promote QTL staff engagement in SoTL Conceptualize an impact study of QTL on teaching and learning and/or quality at AKU | Each team publishes one peer reviewed scholarly publication. Finalize the literature review, research design and methodology. Collect Data for impact study. | Complete the Impact Study. QTL_team publishes a seminal peer reviewed research paper on its impacts. |

6.2 QTL GOAL 2: Ensure accountability of the network by establishing an effective vision and approach that is informed by needs, scholarship, global best practices and a robust monitoring and evaluation system, that leads to continuous improvement of our programmes, services and activities that are valued by the Academy.

Approaches that seek continuous improvement and are proactive rather than just reactive add far more value on an institutional level (Dew and Nearing, 2004, pg. 12-13). Further, in higher education it is clear the establishment of rigorous and stimulating monitoring and evaluation systems are needed to continually improve the quality of services, programmes, and student learning (Scheerens, Glas, and Thomas, 2007, pgs. 4-7; Horsburgh, 1999, pgs. 13-14). The Network strives to implement these developmental rather than punitive systems in the effort to ensure academic quality and improvement throughout AKU.

| Objectives | Desired Outcome | Assessment | Activity Timeline | | |
|--------------------|------------------------|-----------------------|------------------------|----------------------|-----------------------------------|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| To lead by | The development of | Use of SET data to | Work with IDAR to | Strategic analytical | 2 nd unit review Self- |
| example and | programmes and | inform QTL work | develop SET | Review of | Assessment Report |
| ensure that all | services that are | | consolidated reports | programmes takes | for the past 5 years |
| Network activities | effective, current and | Needs assessments | for QTL review and | place annually which | that includes a |
| are informed by | needs and evidence- | are carried out | insights | incorporates | faculty satisfaction |
| SoTL and are | based | when needed | | feedback | and teaching |
| needs and | | | CPE for Staff (perhaps | | practices survey. |
| evidence based | QTL_net programmes | Staff are involved in | TA or TEACH related) | | |
| | and services are | continuing | | | |
| | valued by the | professional | QTL_net work is | | |
| | Academy | education that | informed by good and | | |
| | | keeps them abreast | promising practices | | |
| | | of global best | | | |
| | | practices | | | |
| | | | | | |
| | | Faculty satisfaction | | | |
| | | and teaching | | | |
| | | practices surveys | | | |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|-------------------|-------------------------|---------------------|-------------------------|----------------------|------------------------|
| | | indicator | ST (2020-2021) | MT (2022-2023) | LT (2024-2025) |
| Monitor and | Ensuring | M&E Framework is | Development of an | Review and Revision | A M&E Report on the |
| Evaluate the | accountability of QTL's | in place and active | M&E framework | of Indicators and | past 5 years' |
| progress of all | effectiveness through | | (ACUE and Guskey | Operational | progress. |
| new and existing | a robust M&E system | | framework) Indicators | Timelines | |
| QTL programmes | | | based on SP 2020- | | |
| and services with | | | 2025 | | |
| appropriate tools | | | | | |
| and assessment | | All programmes and | Develop or revise | Ensure all | Run a faculty/staff |
| methods. | | services are | assessment forms and | assessment and | satisfaction survey |
| | | evaluated post- | methods for each | evaluation methods | for QTL activities for |
| | | activity | activity/service | are being | the past 5 years. |
| | | | | implemented and | |
| | Successful | | Ensure pre/needs | results recorded and | |
| | reaccreditation of | | assessment and post- | compiled. | Reaccreditation of |
| | TEACH, with | | activity evaluation is | | TEACH, with |
| | expansion to include | | carried out | | expansion to include |
| | Senior Fellowship | | | | Senior Fellowship |
| | | | Creation of reports for | | |
| | | | flagship programmes | | |
| | | | | | |

6.3 QTL GOAL 3: Strengthen partnerships within the network, within the university, within AKDN, and with external agencies around the areas of quality assurance and improvement as well as teaching and learning

As the higher education landscape continually changes and faces more complex challenges, collaboration between internal and external entities must flourish to ensure institutions meet their challenges effectively (Schroeder, 1999; Parry, 1999, Khamis and Khamis 2020). In this endeavor, the Network will ensure its commitment to collaborative practices in building a strong community and making a positive impact in the areas of quality assurance and improvement as well as the scholarship of teaching and learning.

| Objectives | Desired Outcome | Assessment indicator | Activity Timeline ST (2020-2021) MT (2022-2023) LT (2024-2025) | | | |
|---|--|--|---|--|--|--|
| Enhance opportunities for synergies within QTL_net (including the Teacher's Academy) through different activities | Creating cohesions and convenience for our beneficiaries alongside efficient resource utilization | Increase in number of joint initiatives within the network Merging or dovetailing of different units in existing activities Embed TEACH and the Teacher's Academy within the QTL_net Savings occurred through synergies with educational development units at AKU and through expert volunteer engagement (AWB; TKN). | Engage TL team in Curriculum development workshop for QA support. Extend TLEW for BDL (2021)- in Khi Co-facilitation of workshops and learning sessions for teams (e.g. RTT, Zoom Online sessions) Engage TA members in QTL key activities including at least 2 TL activities Engage volunteer experts in QA activities | Provide Curriculum review support to entities Extend TLEW for BDL- in Khi (2022,2023) & EA (2022) Co-facilitation of workshops and learning sessions for teams (e.g. RTT, Zoom Online sessions) Engage TA members in QTL key activities including at least 2 TL activities Engage volunteer experts in TL activities | Provide Curriculum review support to entities Extend TLEW for BDL- in Khi (2024,25) & EA (2024) Co-facilitation of workshops and learning sessions for teams (e.g. RTT, Zoom Online sessions) Identify TA members who can lead QTL activities Engage volunteer experts in TwT activities | |
| Engage in collaborations with other AKU units and entities that are involved in educational development and | Increase our reach and reduce redundancies in teaching and learning resources around the university. | Increase in collaborative initiatives Reduction of repetitive workshops | Co- facilitating/participati ng in each other activities (one per year) | Developing a joint CPE workshop with another entity | Offering a joint workshop with another entity | |

| Objectives | Desired Outcome | Assessment | Activity Timeline | | |
|---|--|---|---|---|---|
| | | indicator | ST (2020-2021) N | IT (2022-2023) LT (20 | 024-2025) |
| support of teaching and learning | A supportive and non- competitive environment amongst faculty development entities and units at AKU | Increase in faculty and/or staff reach | Work with ELE-net to build faculty capacity to teach in English | | |
| | Ensure sustainability of the culture around quality, teaching and learning at AKU | Increase in faculty serving as cofacilitators or leading TL activities Champions developed through TA members and QTL_net | Faculty co-facilitate flagship and other programmes (TLEW, RTT, seminars etc.) | Identifying faculty who can lead workshops/seminars | Faculty proposals to lead workshops for QTL |
| Engage students as partners in QTL activities | Capture student input into the QTL experience at AKU | Increase in student participation in QTL activities (including research and SoTL) Positive student feedback of experiences | Internship placements/Work Study Programmes (n=2) for AKU students. Award at least one SoTL Grant with students as co- authors Engagement with the IED Deans of Research on encouraging research activities | Internship placements/Work Study Programmes (n=2) for AKU students. Award 2 SoTL Grants with students as co- authors At least 1 research on FD (by students of IED) in each phase. Publish two stories | Internship placements/Work Study Programmes (n=2) for AKU students. Award 4 SoTL Grants with students as co- authors At least 1 research on FD (by students of IED) in each phase. Publish three stories |

| Objectives | Desired Outcome | Assessment | Activity Timeline | | |
|-------------------|-----------------------|---------------------|------------------------|-----------------------|------------------------|
| | | indicator | | | 024-2025) |
| | | | (including final | on the QTL_net | on the QTL_net |
| | | | dissertations) related | website | website |
| | | | to faculty | | |
| | | | development; | Evaluate student | Student Involvement |
| | | | | participation in SoTL | in SoTL research and |
| | | | Develop guidelines for | Conference and | Conference(2025) |
| | | | students' learning | revise student theme | |
| | | | stories and publish | if necessary (2023) | |
| | | | one story on the | | |
| | | | QTL_net website. | | |
| | | | Continue a theme for | | |
| | | | | | |
| | | | student experience in | | |
| | | | the SoTL conference | | |
| | | | and engage them in | | |
| | | | conference | | |
| | | | committee activities. | | |
| | | | (2021) | | |
| Engage in | Lead, influence and | Workshops and | UIP proposal | Expand KIU work to | Serve in an advisory |
| partnerships and | develop capacity in | consultation and | developed for | UoC and UCA as per | capacity for |
| outreach efforts | the field of quality, | other engagements | Karakoram | UIP budget and | KIU/Provide |
| with AKDN as well | teaching and learning | with our partners | International | approvals. | mentorship to UCA |
| as external | and faculty | on matters of | University (KIU) and | | and UoC as per UIP |
| institutions and | development | quality and faculty | seed efforts with | Identify other AKDN | budget and |
| agencies. | | development (KIU, | University of Chitral | agencies we can | approvals |
| | Create sustainable | UoC and UCA) | (UoC) and University | collaborate with | |
| | mechanisms of | | of Central Asia (UCA) | | Initiate at least one |
| | ensuring quality | Creation and/or | | | partnership or |
| | enhancement and | expansion in | Faculty Development | | collaborative activity |
| | faculty development | operations of | Workshops held in | | with another AKDN |
| | in our partner | quality and faculty | KIU | | agency. |
| | institutions | development units | | | |

| Objectives | Desired Outcome | Assessment | | Activity Timeline | |
|------------------|-----------------------|----------------------|-------------------------|--------------------------|----------------------|
| | | indicator | ST (2020-2021) M | IT (2022-2023) LT (20 | 024-2025) |
| | | in our partner | Capacity Building in | | |
| | | institutions | QA and Faculty | | |
| | | | Development for KIU, | | |
| | | Lessons shared and | UCA and UoC | | |
| | | learnt across the | | | |
| | | education sector of | | | |
| | | AKDN | | | |
| Ensure efficient | Improve visibility of | A regularly | Revamp the QTL | Implement | Evaluate the |
| and effective | QTL_net | monitored and | Website | communications plan | Communications |
| mechanisms of | | updated website | | | Plan at the end of 5 |
| communications | Create awareness | | Establish QTL | Hire a | years and |
| with all | about the work, | A regularly | presence on the | Communications | incorporate feedback |
| stakeholders of | accessibility and | monitored and | OneAKU Portal | Officer | from Needs |
| QTL_net are in | impact of QTL_net | updated OneAKU | | | Assessment/Google |
| place | | Portal. | Create a | Annual review of | Analytics/Campaign |
| | | Use of google | communications plan | Communications | Reports to re- |
| | | analytics as | for the next 5 years, | Plan to revise and | orient/strengthen |
| | | monitoring tools for | with clear | incorporate feedback | the next |
| | | new initiatives | differentiation of | | communications plan |
| | | | website and portal | Regularly monitor | |
| | | Include | usage | and update QTL's | |
| | | communications | | social media | |
| | | feedback question | Initiate a social media | presence. | |
| | | in post-activity | presence (2021) | | |
| | | surveys | | | |
| | | | | | |

7.0 Conclusion

This strategic plan integrates lessons learnt from the past five years as document in our SAR –Appendix 9.2 (2014-2019) with recommendations for the next five (2020-2025) from our PAR-Appendix 9.3. The strategic plan is outcome, needs and evidence based. It is closely aligned with the AKU Teaching and Learning Framework as well as the Academic Quality Framework. It will serve as a guiding tool for QTL_net and help us monitor our progress against the set goals as we support AKU in its endeavor to provide quality learning experiences for its students as well as achieve its stated graduate attributes. This strategic plan strengthens the position of QTL_net as an integral part of the Academy that recognizes, rewards and professionalizes teaching, as QTL_net adds value to ensuring transformational teaching for engaged learning.

8.0 References

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9.0 Acronyms

ACPSOTL – Award for Collaborative Practices in Scholarship of Teaching and Learning

AI - Artificial Intelligence

AKDN – Aga Khan Development Network

AKU –Aga Khan University

AQF - Academic Quality Framework

AR – Augmented Reality

AWB – Academics Without Boarders

BDL – Blended and Digital Learning

BL – Blended Learning

BYOD - Bring your own device

CLOs- Course Learning Outcomes

COP- Communities of Practice

CPD – Continuous Professional Development

CPE- Continuous Professional Education

DED – Department of Education Development

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DEDs- Department of Education Development

DTL - Digital Teaching and Learning

ERC – Ethics Research Committee

F2F – Face to Face

FoTL - Faculty Orientation of Teaching and Learning

FOTL- Faculty Orientation of Teaching and Learning

HEA (UK)- Higher Education Academy (United Kingdom)

ICT- Information Communication and Technology

IDAR- Institution Data Analytics and Reporting

IED –Institute of Education Development

IQRA- institutional mission of Impact, Quality, Relevance and Access

ISC- Instructional Skills Course

KIU - Karakoram International University

M&E – Monitoring and Evaluation

PAR – Peer Assessment Reviews

PLOs – Programme Learning Outcomes

QA –Quality Assurance

QAI – Quality Assurance and Improvement

QARC – Quality Assurance Review Committee

QTL_ net - Network of Quality, Teaching and Learning (QTL_net)

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RIP - Revised Improvement Plan

RTT – Rethinking Teaching

SAR- Self Assessment Reviews

SET- Student Evaluation Tool

SFHEA – Senior Fellow Higher Education Academy

SoTL – Scholarship of Teaching and Learning.

TA – Teaching Academy

TD - Teaching Dossiers

TEACH – Teaching Accreditation of the Higher Education Academy

TKN – Time and Knowledge Nazrana

TL- Teaching & Learning

TLEW – Teaching and Learning Enhancement Workshop

TLWT – Teaching and Learning with Technology

TWT- Teaching with Technology

UCA - University of Central Asia

UIP – University Improvement Programme

UoC – University of Chitral

VLE – Virtual Learning Environment

VR- Virtual Reality

10.0 Appendices (attached separately)

10.1 Faculty Satisfaction Survey

10.2 QTL Self-Assessment Report

10.3 QTL Peer-Assessment Report