



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

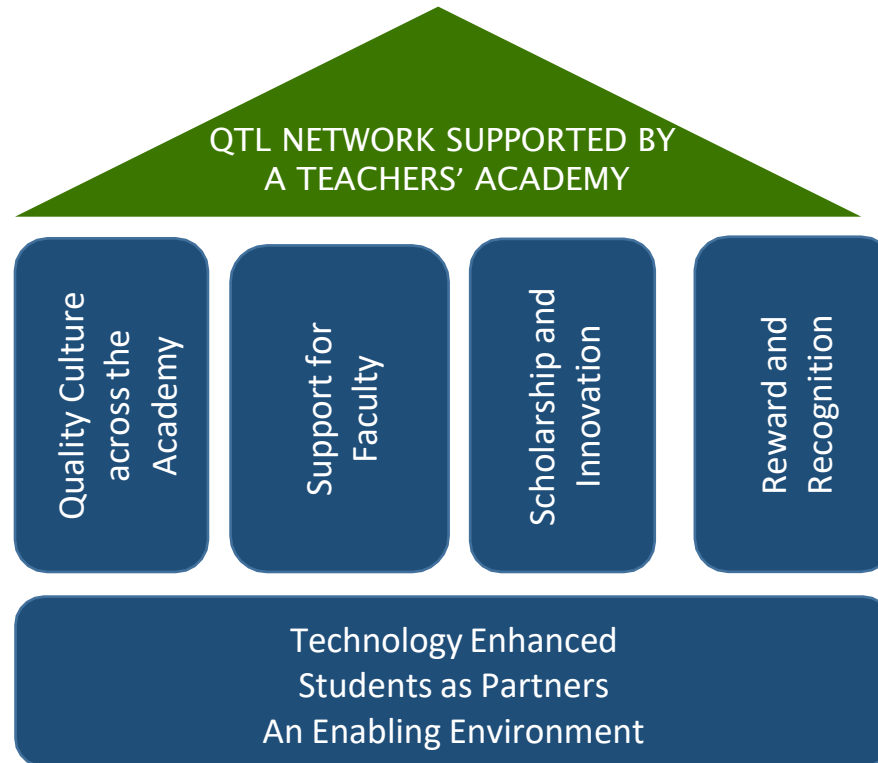
The AKU Network of Quality, Teaching and Learning (QTL_net) interconnects Quality Assurance and Improvement with Teaching and Learning including Blended and Digital Learning (Teaching with Technology) at AKU. It is guided by the AKU's Academic Quality and Teaching and Learning Frameworks (AKU, 2014b). 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 peer-review 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 indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
<p>Strengthening <u>Pre-QA programme review processes</u> that are aligned with curriculum reviews</p> <p>Institutionalizing the programme review support structure</p>	<p>High quality SAR</p> <p>Faculty will be able to align the PLOs with the CLOs</p> <p>Student satisfaction, experience and engagement with their programme(s)</p> <p>Quality programmes that are competency based</p>	<p>Validation of SAR quality by external reviewers (PAR)</p>	<p>Conduct FoTL (faculty orientation of teaching and learning) specific to QAI/AQF areas (2020)</p>	<p>Review and update AQF policy (2023)</p> <p>Develop guidance documents for scheduling and monitoring of programme QA and curriculum reviews in partnership with TL team (2022-2023)</p> <p>Identify AWB /TKN volunteers to conduct workshop(s) for QTL and programme teams on different methods to assess programme satisfaction to</p>	<p>Implement the programme satisfaction tool for graduates (2024-25)</p>

				<p>improve student experience (2022)</p> <p>Support to review, update and align existing new programme development guidelines and formats with best practices in consultation with</p>	
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Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
<p>(a) reviewing and updating SAR training material to strengthen the SAR processes</p> <p>(b) Create a support system/ process to strengthen the SAR development</p>	<p>Entities will be engaged with SAR material and resources pre and</p>	<p>New programme development guidelines are in place (Policies reviewed)</p> <p>Support system documented (process map)- to annually updated</p> <p>The SAR will be verified with the PAR and external peer reviewers will have different recommendations in the second cyclical review than the first one</p>	<p>Develop a template/guideline for faculty CVs to add/highlight faculty research and scholarship (2021)</p> <p>Publication of Quality Story once a year by a SAR member to inspire others for owning the SAR processes (2020-21)</p> <p>Develop programme satisfaction tools to improve student experience and integrate into SAR training (2021)</p>	<p>University Registrar and entities (2023)</p> <p>Highlight faculty research and scholarship in the SAR training (2022-2023)</p> <p>Develop a proposal to pilot and carry out a focus group discussion with students about their experience and participation in <i>each theme</i> of the SAR process (2023) – we need to understand their role – needs assessment – a concept paper on students as partners</p> <p>Design and implement a stakeholder input framework/template (2023)</p> <p>Work with Office of Institutional Data Analytics and</p>	<p>In consultation with AWB volunteer develop stakeholder analysis framework and engagement template/guidelines to support entities in developing new programme (2024/2025).</p> <p>Review and strengthen active involvement of students in SAR (2024)</p>

		<p>Satisfaction of the entities for SAR training in BL mode</p> <p>GRE Application developed and functional</p> <p>SET Dashboard developed and functional</p>		<p>Reporting (IDAR) and academic entities to develop a programme satisfaction tool in line with NSSE to assess student engagement and programme satisfaction (GRE Application and SET Dashboard)</p>	
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Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
	<p>post SAR training in their own available time</p> <p>All entities will be able to assess their own programmes more accurately and efficiently</p>		<p>Create a three-tier support service: email, one-on-one support/consultation, and detailed theme-wise SAR training (2020)</p> <p>Orient entities in the organization of programme evidence in an understandable format for the external reviewers to prepare for their site visit (2020/21)</p>	<p>Promotion strategy of created three-tier support service: email, one-on-one support/consultation, and detailed theme-wise SAR training</p> <p>Convert SAR training into Blended Learning mode in partnership with the BDL team (2022)</p>	<p>SAR chairs will act as QA champions and co-facilitate SAR training sessions with QAI team (2024/25)</p>

Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
<p><u>Post QA programme review support</u></p> <p>Create and disseminate guidelines for entities to self-monitor the progress of their own revised improvement plans (Documentation of system)</p>	<p>Positive outcome of 2nd cyclical review</p> <p>Academy will be engaged in and accountable for self-monitoring QA activities of programmes</p> <p>Academic entities will have increased ownership of the QA process and will share good QA practices within the University</p>	<p>Robust SAR aligned with PAR reports</p> <p>Entity QA process document as part of self-monitoring annual progress to QARC</p> <p>Testimonials of good QA practices of different entities as part of resource bank</p>	<p>Develop the guidelines in consultation with the programme office to self-monitor their own progress (2021)</p>	<p>Mobilize and develop capacity of entity-based programme officers to provide support to Deans to document and self-monitor the progress through faculty council/board (2022-2023)</p> <ul style="list-style-type: none"> - Support their programmes deans to meet compliance requirements including GRE - To support programmes directors/deans in QA reviews including self-study of programmes - To support programmes directors and deans for SET dashboard <p>(2 concepts papers – engagement of students and programme officers)</p> <p>Review QAI activities to assess progress</p>	<p>Create platform for SAR chairs to act as QA champions for self-monitoring of IP (2024/25)</p> <p>Enable the Provost to monitor the progress of programme improvement plan</p> <p>Conduct orientation on VLE – programmes progress reports – for accountability’s sake to provide access to Provost and Tashmin</p>

				<p>towards strategic plan (backward and forward)</p> <p>QARC members will have accessibility of entities' self-monitoring of annual progress of the cloud-based programme improvement tool.</p> <p>Mentor entities to use the cloud-based self-monitoring tool (accessible to Vice Provost/Provost) (2022)</p> <p>To develop an online process/template to self-monitor annual progress of the revised improvement plan (RIP) to be presented to QARC annually (2023-24) (Annual self-monitoring reports to QARC to be in VLE – give access to provost and (2023)-support from QTL or outside</p> <p>Develop an internal QA manual consisting of all our policies and processes for QA and another one for other</p>	
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				users Design an effective orientation for orienting new QARC members Develop and disseminate evidence-based good practices at programme level (2022/23)	
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Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			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	Organize meetings (Provost, Deans, QTL_net representatives) – to discuss actions taken by programmes based on external reviewers’ recommendations for programme improvement (2022-2023) 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 indicator	Activity Timeline		
			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 officer's 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 for Unit Review that includes research activities to strengthen and support entities beyond the programme reviews	Academic entities are engaged and outcome-based Student experiences are enhanced through the high quality and contextually relevant unit offerings and support structures	Built capacity of faculty and staff in quality processes to improve the unit		Develop QA unit review workshops for capacity building of faculty and staff (2022/23) Engage entities in developing QA framework for Academic support units review (2022-2023) Institutional performance review	Implement unit review policy for all entities across campuses (2024/25)
Strengthening of Student Evaluation Tool (SET) mechanisms and processes including online teaching experience	A more data-driven and systematic SAR SET dashboard in place	Internal standards of SET are benchmarked against the three Golden principles Deans will be able to make an evidence-based decision for changes in	SET tool and processes will be reviewed and aligned with the best practices (such as, UKPSF) and ensure active student participation	Identify minimum standards of student satisfaction with SET golden principles i.e. (encouraging contact between student and faculty, encouraging active learning and providing prompt	Review the effectiveness of introducing mid-term student evaluation (with support from the TL team) on the course/programme improvement (2024/25)

Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
		courses/programmes and identifying needs for faculty development	<p>engagement to promote teaching improvements (2020)</p> <p>Work with IDAR office to develop a consolidated summary of the SET results for Deans review (2021)</p> <p>Work with BL team to develop SET question items for students and faculty for their online teaching and learning experiences (2020)</p> <p>Conduct FoTL (faculty orientation of teaching and learning) specific to SET (2020)</p> <p>Conduct SET orientation for new students in partner with TL (2020/21)</p>	<p>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)</p> <p>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)</p>	<p>Review the adequacy of SET orientation programme for students and faculty (2024/25)</p>

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 quality of continuous professional education (CPE) programmes at AKU	Better quality CPE programmes that enable participants to develop their professional skillsets as per the job market demands	Develop, pilot and implement an evidence-based QA framework drawn from best practices for face-to-face and BL CPE courses Validation from external reviewers through PAR		A university-wide QA framework for CPE in place and implemented by entities (2023) – if a request come will work on it – needs based activity AKU CPE courses will undergo their first QA cyclical review process (2022/23)	Implementation of QA CPE framework for developing and delivering the programmes (2024/25) Review effectiveness of the CPE framework (2024)

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 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	Develop Policy on use of TD and obtain approval from regulatory bodies within the University, e.g., Academic Council Provide F2F/Online university-wide support to faculty and Deans on the use of TDs (workshops and consultations)	Develop rubrics for evaluating TDs Provide F2F/Online university-wide support to faculty and Deans on the use of TDs (workshops and consultations) Redesign TD synchronous workshop to self-paced online module on QTL website (workshops and consultations)	Launch TD online on QTL website

		<p>Increased successful HEA applications through TEACH CPD Scheme (25 fellows from August 2022 – July 2023 (D1=5, D2=20))</p>	<p>Offer TEACH webinars, workshops (biannually) & writing retreats</p>	<p>Offer TEACH webinars, workshops (biannually) & writing retreats for AKU and IIS faculty and staff supporting teaching and learning</p>	<p>Offer TEACH webinars, workshops biannually & writing retreats for AKU and IIS faculty and staff supporting teaching and learning</p>
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Objectives	Desired Outcome	Assessment indicators	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
		<p>And 30 fellows from August 2023 to July 2024 (D1=7, D2=23)</p> <p>Increased successful SFHEA applications through direct route (D3=5)</p>	<p>Provide support (mentoring and budgetary) to faculty members for SFHEA applications through direct route (n=3)</p> <p>Offer TEACH CPD Scheme related activities at various TL platforms. E.g. TLEW, RTT workshops</p>	<p>Provide support (mentoring and budgetary) to faculty members for SFHEA applications through direct route (n=2)</p> <p>Offer TEACH CPD Scheme related activities at various TL platforms. E.g. TLEW, RTT workshops</p> <p>Apply for TEACH reaccreditation in May 2022.</p> <p>Seek approval for including IIS as a collaborative partner in the TEACH CPD scheme</p>	<p>SFHEA applications through TEACH CPD Scheme (n=3)</p> <p>Offer TEACH CPD Scheme related activities at various TL platforms. E.g. TLEW, RTT workshops</p>

Objectives	Desired Outcome	Assessment indicators	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
To ensure faculty members from ALL entities, including newly established ones (e.g., FAS) are engaged in the Network's flagship and other programmes.	Faculty from ALL entities will be engaged in/attend continuous professional development activities offered by the TL team (e.g., workshops, seminars, COPs)	<p>Faculty from all entities participate in both online and face-to-face TLEW & RTT activities (a minimum of two shortlisted from each entity).</p> <p>At least a minimum of 30 faculty participate in other activities (seminars, workshops, conferences)</p>	<p>Invite participation and shortlist participants from ALL entities for TL flagship programmes (online and face-to-face TLEW, RTT) and other activities.</p> <p>Provide entity -based support upon request (e.g., training, consultation, curriculum support, and development of teaching assessment for faculty recruitment, etc.)</p>	<p>Invite participation and shortlist participants from ALL entities including newly established ones (e.g. FAS) for TL flagshipprogrammes (online and face-to-face TLEW, RTT) and otheractivities.</p> <p>Provide entity -based support upon request (e.g., training, consultation, curriculum support, and development of teaching assessment for faculty recruitment, etc.)</p>	<p>Invite participation and shortlist participants from ALL entities including newly established ones (e.g. FAS) for TL flagshipprogrammes (online and face-to-face TLEW, RTT) and otheractivities.</p> <p>Provide entity -based support upon request (e.g., training, consultation, curriculum support, and development of teaching assessment for faculty recruitment, etc.)</p>

		<p>Positive evaluation of TL activities by faculty members.</p> <p>Increased number of faculty participation (up to 50%) across all TL activities- biennially.</p> <p>50% of first-time faculty participants return for more TL activities.</p>	<p>Administer and Analyze Immediate, Pre and Post TL activity surveys.</p> <p>Maintain a database of all programme attendance regularly and analyze it.</p>	<p>Administer and Analyze Immediate. Pre and Post TL activity surveys.</p> <p>Maintain a database of all programme attendance regularly and analyze it</p>	<p>Administer and Analyze Immediate, Pre and Post TL activity survey.</p> <p>Maintain a database of all programme attendance regularly and analyze it</p>
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Objectives	Desired Outcome	Assessment indicators	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
To establish platforms for continuous professional development for AKU faculty.	Increased engagement with SoTL and scholarly teaching activities (publications, research, dissemination, conference, teaching and learning stories, etc.)	<p>Increased publication of SOTL articles and teaching and learning stories by 50%</p> <p>Improved quality applications for SoTL grants</p> <p>SoTL grants process is embedded within the AKU research office</p>	<p>Design guidelines for faculty on writing TL stories. (2021)</p> <p>Revise SoTL application and review forms.</p> <p>Discussion with AKU research office on embedding SoTL grants within broader AKU research activities. (2021)</p>	<p>Market and ensure the publication of at least 3 teaching and learning stories on QTL website.</p> <p>Increased support (budgetary, guidance etc.) for SoTL grants applications.</p> <p>Develop robust SoTL grant database (completion of projects, publications, budget usage)</p> <p>Call for SoTL grants placed within the AKU research calendar.</p> <p>SOTL Grants recipients will be mentored by past grantees (to be started from 2023)</p> <p>Create opportunities for SoTL grantees to disseminate their work at various AKU forums (SoTL Conference, TL</p>	<p>Publish at least 5 TL stories on QTL website.</p> <p>Increased support (budgetary, guidance etc.) for SoTL grants applications.</p> <p>Maintain robust SoTL grant database (completion of projects, publications, budget usage)</p> <p>Call for SoTL grants placed within AKU research calendar.</p> <p>Bibliometric analysis of SoTL publications by faculty.</p> <p>Create opportunities for SoTL grantees to disseminate their work at various AKU forums (SoTL Conference, TL webinar, etc.)</p>

				webinar, etc.)	
		All newly recruited faculty in the year attend FOTL.	Provide FOTL orientation programme 2 times each year)	Provide FOTL orientation programme 2 times each year)	Provide FOTL orientation programme
		Enhance collaboration with DED to improve teaching and learning at AKU		Formalize FOTL as part of HR Faculty Onboarding process	Formalize FOTL as part of HR Faculty Onboarding process
				Collaborate with DED to support clinical educators for their teaching needs	Collaborate with DED to support clinical educators for their teaching needs

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 indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
Entities will be able to develop an Outcome Based Education (OBE) curriculum matrix for their programmes.	<p>Develop capacity for OBE curriculum review and development that is evidence-based and aligned with graduate attributes within entities</p> <p>Entities develop OBE curriculum matrix for their programmes.</p>	<p>Enhanced understanding of OBE curriculum mapping and development</p> <p>50% of the entities participate in the OBE curriculum development and review workshops.</p> <p>50% entities are able to review their OBE curriculum successfully.</p>	Capacity building workshops and seminars for entities to engage in the curriculum review processes.	<p>Support entities on OBE curriculum review process (n=2).</p> <p>Identify entity champions and committee for OBE curriculum reviews</p>	<p>Support entities on OBE curriculum review process (n=4).</p> <p>Mentor entity champions on OBE curriculum processes.</p>
Provide support to entities on their curriculum review process	Develop the TL team members' capacity in OBE 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.	<p>Enhance some TL team members' capacity on competency based curriculum processes.</p> <p>Develop a handbook on competency based curriculum review processes. Mentor all TL team members on competency based curriculum processes.</p>

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 indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
Promote excellence in teaching among faculty members	Faculty from all entities apply for the University-wide and National-level (applicable to Pakistan only) Teaching Award	TL team nominate faculty for teaching awards (University and National)	Support and facilitate entities and university award committee in the award application process	Support and facilitate entities in the award application process	Support and facilitate entities in the award application process
	Successful applications for ACPSOTL	One collaborative group research awarded during the biennial SoTL Conference Increase in the number of ACPSOTL nominations that multidisciplinary in nature.	Provide ongoing support for applications.	Market the award (2023) with special focus interdisciplinary collaboration Provide ongoing support for applications.	Market the award (2025) with special focus interdisciplinary collaboration Provide ongoing support for applications.

Provide faculty support and recognition for teaching excellence.				Create dissemination opportunities for ACPSoTL award recipients within QTL activities (for e.g., annual webinar on ACPSoTL, SoTL Conference)	Enhance dissemination opportunities for ACPSoTL award recipients within QTL activities (for e.g., annual webinar on ACPSoTL, SoTL Conference)
	Increased number of successful HEA fellowship applications Sustainable support for TEACH and our flagship programmes.	25-30 fellowships each year.	Provision of on-going support for HEA applicants (including SFHEA). TEACH Webinar, Workshop and Writing retreats.	Provision of on-going support for HEA applicants (including SFHEA). TEACH Webinar, Workshop and Writing retreats.	Provision of on-going support for HEA applicants (including SFHEA). TEACH Webinar, Workshop and Writing retreats.
	Excellence in Teaching is a consideration for promotion within AKU	Faculty with strong teaching background are promoted	Provide Faculty Development sessions (2) on Teaching dossier/ Teaching philosophy.	Provide Faculty Development sessions (2) on Teaching dossier/ Teaching philosophy.	Develop materials on Teaching dossier and Teaching Philosophy on the website.

Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
			Develop an evaluation criteria on teaching dossier	Support Deans/Programme heads on the use of evaluation criteria on teaching dossier	Provide Faculty Development sessions (2) on Teaching dossier/ Teaching philosophy.
An institutionalized professionalized teaching culture is created with the establishment of the Haile T. Debas Teacher's Academy (TA)	<p>Ensuring sustainability of TL activities through the establishment of the AKU Haile T. Debas Teacher's Academy.</p> <p>Professionalization of teaching at the institutional level</p>	<p>TA becomes integral to QTL activities</p> <p>By 2025, 5% of AKU faculty are members of the TA</p> <p>Four chairs are appointed for TA by 2022/2023.</p> <p>Faculty members from each location (2-4 from each) appointed as members of TA in each cycle</p>	<p>Facilitate the appointment of chairs (n=2).</p> <p>Work with TA Chairs in two key TL activities.</p> <p>Inducting the first batch of Teacher's Academy members and commencement of TA activities</p>	<p>Facilitate the appointment of chairs (n=2).</p> <p>Work with TA Chairs in two key TL activities</p> <p>Assessment of changes on teaching practice and institutional culture</p> <p>Fundraising for TA</p> <p>Collaborate with UCSF's Academy of Medical Educators (AME) to strengthen AKU's Haile T. Debas Teachers; Academy.</p>	<p>Support the conduct of a Self and Peer Review of 5-years of existence of the TA</p> <p>Create mechanisms to assess changes in the student experience and student outcomes</p> <p>Fundraising for TA</p>

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 (Laurillard, 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	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
Support academic entities to develop plans for teaching and learning with technology in line with the entity's academic needs and directions	Academic units invest in developing plans for teaching and learning with technology according to the identified needs	30% of the academic entities have developed a plan for technology in teaching and learning programmes which is aligned with their academic needs and directions (and entity's budget)	Support all academic entity leaders to identify academic needs related to rapid transition to online teaching through RORTCG	Map current use and identify future needs through consultations with program leaders and needs assessment surveys	Continue to support the entities in meeting their faculty professional development needs for teaching with technology through capacity building
	BDL programs are aligned with Academic entities needs	BDL's activities are aligned with the entity's needs	Design and offer entity specific professional development programmes and services during COVID-19	Design and offer entity specific professional development programmes and services	Design and offer entity specific professional development programmes and services
Continue to raise awareness and provide 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	Conduct a survey to gauge faculty's use of technology in teaching and learning and use the data to inform future activities	Conduct a survey to gauge faculty's use of technology in teaching and learning and use the data to inform future activities	Conduct a survey to gauge faculty's use of technology in teaching and learning and use the data to inform future activities
			Showcase two stories annually on the website	Showcase two stories annually on the website	Showcase two teaching and learning stories annually on the website

				Involve TA members in raising awareness about the use of technology	Involve TA members in raising awareness about the use of technology
			Publish four teaching tips on the use of specific digital teaching and learning strategies annually on the QTL website	Publish four teaching tips on the use of specific digital teaching and learning strategies annually on the QTL website	Publish four teaching tips on the use of specific digital teaching and learning strategies annually on the QTL website
			Organize activities on the global digital learning day to raise awareness and encourage collaboration (such as showcasing the work of AKU faculty/ experts and students on TLWT and share teaching tips/stories via email)	Organize activities on the global digital learning day to raise awareness and encourage collaboration (such as showcasing the work of AKU faculty/ experts and students on TLWT and share teaching tips/stories via email)	Organize activities on the global digital learning day to raise awareness and encourage collaboration (such as showcasing the work of AKU faculty/ experts and students on TLWT and share teaching tips/stories via email)
	Faculty members are aware of the teaching and learning with technology services and resources available at AKU and how to access these	Information about teaching and learning with technology services and resources available at AKU is available on OneAKU portal	Provide details of the services provided by BDL for teaching and learning with technology on the QTL website, the OneAKU portal and FOTL	Provide details of the services provided by BDL for teaching and learning with technology on the QTL website, the OneAKU portal and FOTL	Provide details of the services provided by BDL for teaching and learning with technology on the QTL website, the OneAKU portal and FOTL
			Share information on the QTL website about available professional development opportunities that faculty can benefit from.	Share information on the QTL website about available professional development opportunities that faculty can benefit from (e.g., at partner universities).	Share information on the QTL website about available professional development opportunities at AKU, the partner universities and elsewhere that faculty can benefit from.
Enhance capacity of faculty and academic staff members for teaching with	Faculty members and other education professionals use technology in teaching and learning to enhance	80% of the faculty members use technology for teaching and learning appropriate to the needs of the students,	Offer weekly Bootcamps and synchronous online teaching via Zoom workshop to support faculty's rapid transition to online teaching	Offer Bootcamps, Synchronous online teaching workshops	Offer Bootcamps, Synchronous online teaching workshops

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<p>technology across all modalities (e.g. in-person, hybrid/hyflex, blended and fully online)</p>	<p>students' learning experiences, and they seek opportunities for professional development in this area.</p>	<p>and engage in the network's activities</p>	<p>Pilot OTHE courses</p>	<p>Offer OTHE courses to support faculty members with course re-design and facilitation to ensure pedagogical enhancement and student engagement</p>	<p>Offer OTHE courses to support faculty members with course re-design to ensure pedagogical enhancement and student engagement</p>
			<p>Offer 1 workshop for the VLE assistants annually on new skills to use and support faculty as identified through needs assessment</p>	<p>Offer quarterly sessions for the VLE assistants annually on new skills to use and support faculty as identified through needs assessment</p>	<p>Offer quarterly sessions for the VLE assistants annually on new skills to use and support faculty as identified through needs assessment</p>
			<p>Establish a community of practice (e.g. through EdTech Lounge and other activities)</p>	<p>Strengthen the community of practice through relevant activities (e.g. EdTech Lounge and other activities)</p>	<p>Strengthen the community of practice through relevant activities (e.g. Reading and Reflection (R&R) Club)</p>
			<p>Offer one-on-one and small group-consultations benefitting 60% of the faculty and academic staff annually</p>	<p>offer one-on-one and small group-consultations benefitting 70% of the faculty and academic staff annually</p>	<p>offer one-on-one and small group-consultations benefitting 80% of the faculty and academic staff annually</p>
<p>AKU academic programmes have digital presence (on a continuum of online, blended, digital) based on the academic needs</p>	<p>80% of the academic programmes have a digital presence (on a continuum)</p>	<p>Support the development of course website templates and associated PD for faculty and VLE support teams</p>	<p>Support the development of course website templates and associated PD for faculty and VLE support teams</p>	<p>Support the development of course website templates and associated PD for faculty and VLE support teams</p>	<p>Support the development of course website templates and associated PD for faculty and VLE support teams</p>
<p>BDL team has the expertise to provide pedagogical support for teaching and learning with technology</p>	<p>Members of the BDL team continue to remain experts in the use of technology in teaching and learning</p>	<p>All BDL team members identify PD needs and they are supported to develop new skills and expertise related to teaching/ learning with technology</p>	<p>All BDL team members identify PD needs and they are supported to develop new skills and expertise related to teaching/ learning with technology</p>	<p>All BDL team members identify PD needs and they are supported to develop new skills and expertise related to teaching/ learning with technology</p>	<p>All BDL team members identify PD needs and they are supported to develop new skills and expertise related to teaching/ learning with technology</p>

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				One member develops expertise in using new tools/pedagogies and assessments	At least one member develops expertise in instructional design
Influence teaching and learning policies and practices to support the use of technology in teaching and learning	AKU's teaching and learning policies promote innovations in teaching and learning with technology	AKU's academic policies incorporate guidelines necessary to support innovations in teaching and learning with technology	Establish a multidisciplinary group to support the rapid transition to online teaching; identify gaps and resolve issues	Review and update t/l policies (e.g., curriculum design, assessment, faculty workload and credit framework)	Support the implementation of the policies (e.g. by incorporating in the BDL workshops and other activities)
			Support IT and Student Affairs offices to gather data regarding students' and faculty's access to devices and Internet annually	Work with TL_net to review and revise the TL Framework to incorporate current evidence of teaching and learning with technology	
			Develop a guidance document on optimal space design for Learning Commons	Develop guidelines for space and technology configuration for HyFlex teaching	Support academic entities with an effective use of learning spaces
	AKU teaching and learning spaces are conducive for teaching with technology	Learning space set up promotes student engagement with aligned policies in place.	Support IT to develop policies such as BYOD	Support IT to develop relevant policies	Support IT to develop and revise policies
				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
	AKU virtual learning environment and other technologies are appropriate and accessible	Online and Blended teaching tools are relevant and accessible		Conduct a teaching software audit and recommend tools for enterprise-wide licenses.	

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			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 in 2023	Support entity teams to offer student orientation programmes for the use of VLE
			Design and offer a global online orientation programme (pilot)	Offer the online orientation programme in 2022	
		All new AKU students have access to an orientation to online and blended learning tools		Conduct programme evaluation in 2023 and make relevant changes	
				Train entity based VLE teams to offer the orientation in 2023	
Support students' readiness for online and blended learning	Students are aware of the services offered and are able work as partners in the support activities	Students' voice is incorporated in BDL activities by involving them in the review and planning of BDL activities	Offer four placements each year as work study programme	Offer four placements to students	Offer four placements to students
Establish synergies with other support services such as Library, IT, AV, DSC	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	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 with other academic support units is taken annually and monitored for successful outcome	At least one joint initiative with other academic support units is taken annually and monitored for successful outcome
				Annual meetings are held to ensure synergy updates/progress	Annual meetings are held to ensure synergy Updates/progress

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	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
Support dissemination of lessons in the area of teaching with technology	Increase in the SOTL publications from AKU assessed through a bibliometric analysis	An increase in the number of teaching innovation pilots, stories, publications and their citation	Presentations by faculty and BDL team in two international conferences annually	Presentations by faculty champions and BDL team in at least two international conferences annually	Presentations by faculty and BDL team in at least two international conferences annually
			One publication by the BDL team	One publication by the BDL team	One publication by the BDL team
			Publish the story of AKU’s work in supporting teaching with technology as a chapter or peer-reviewed publication		Publish the story of AKU’s work in supporting teaching with technology as a chapter or peer-reviewed publication
					Institute a teaching with technology innovation award
Ensure inclusive online teaching guidelines are incorporated in BDL activities	The BDL activities model good inclusive online teaching and safety practices	Online safety/ data protection guidelines are followed by BDL		Develop inclusive teaching guidelines	Sensitize faculty and staff on inclusive teaching through a seminar annually
		Increased awareness and incorporation of	Offer OTHE course on Inclusive Online Teaching	Offer OTHE course on Inclusive Online	Offer OTHE course on Inclusive Online

		inclusive online/blended learning		Teaching	Teaching
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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 Indicator	Activity Timeline		
			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 SOTL Grant are managed by the	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)

		Haile T Debas Teachers' Academy			
	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	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
	current pedagogical literature and best practices in teaching and learning	<p>dialogues and conversations taking place around SoTL</p> <p>Increased SoTL Conference Attendees</p> <p>SoTL grants process is embedded within the AKU research office</p> <p>Increased traffic on Teaching and learning stories and Teaching Tips</p> <p>Increased resources available to faculty to consult through library and QTL spaces on SoTL</p>	<p>Organize a SoTL Conference (2021) in blended mode</p> <p>Include SoTL Grantees session in SoTL conference</p> <p>Discussion with AKU research office on embedding SoTL grants within broader AKU research activities. (2021)</p> <p>Design guidelines for Writing TL stories. (2021)</p> <p>Gather resources on evidence-based practice around teaching already available. Plan for how these resources will be maintained.</p>	<p>activities on SoTL begin</p> <p>SoTL Conference (2023)</p> <p>Showcase SoTL Grantees stories on website</p> <p>Call for SoTL grants placed within the AKU research calendar.</p> <p>Market and ensure the writing of teaching and learning stories and publication on QTL website.</p> <p>Populate the resources on evidence-based practice around teaching.</p>	<p>SoTL Conference (2025)</p> <p>Increased Teaching Tips and Stories by 50%</p> <p>Update and maintain the resources on evidence-based practice around teaching.</p>
To build capacity of faculty and QTL_net team to conduct and	Creation of evidence-based findings and literature on teaching	Increase in number and quality of SoTL Grants proposals and awards	Revise SoTL application, review forms, guidelines and	Offer sessions, expert support (AWB volunteer) for faculty	Workshops on SoTL Grants

Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			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.	<p>Increase in grant money disbursed</p> <p>Increase in SoTL Publications</p> <p>One collaborative group research (ACPSoTL) awarded every year</p>	<p>support mechanisms for SoTL Grantees</p> <p>Develop guidelines for supporting SoTL Grantees on publications/ dissemination opportunities</p> <p>Market the ACPSOTL award (2020)</p>	<p>on SoTL Research Methods</p> <p>Follow-up on SoTL Grantees progress</p> <p>Provide ongoing support for ACPSOTL applications.</p> <p>Offer seminars/webinars for SoTL Grantees on publications/ dissemination opportunities</p> <p>Contribute writeups of BDL experiences of support and PD activities via the AKU's blogs and the QTL net page.</p>	<p>Bibliometric analysis of AKU's contribution to SoTL Publications</p> <p>Publish an in-house e-journal of SoTL</p>

	<p>QTL_net team has been involved in conducting research on teaching and learning, and academic development</p>	<p>SoTL Grant proposals and awards by QTL staff</p> <p>Published papers on SoTL or quality by QTL staff</p>	<p>Research Days held to promote QTL staff engagement in SoTL</p> <p>Conceptualize an impact study of QTL on teaching and learning and/or quality at AKU</p>	<p>Each team publishes one peer reviewed scholarly publication.</p> <p>Finalize the literature review, research design and methodology. Collect Data for impact study.</p>	<p>Complete the Impact Study.</p> <p>QTL_team publishes a seminal peer reviewed research paper on its impacts.</p>
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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 indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
To lead by example and ensure that all Network activities are informed by SoTL and are needs and evidence based	The development of programmes and services that are effective, current and needs and evidence-based	Use of SET data to inform QTL work	Work with IDAR to develop SET consolidated reports for QTL review and insights	Strategic analytical Review of programmes takes place annually which incorporates feedback	2 nd unit review Self-Assessment Report for the past 5 years that includes a faculty satisfaction and teaching practices survey.
	QTL_net programmes and services are valued by the Academy	Needs assessments are carried out when needed	CPE for Staff (perhaps TA or TEACH related)	Act on the feedback	
	QTL_net programmes are SOTL focused (e.g., SOTL Grants)	Staff are involved in continuing professional education that keeps them abreast of global best practices	QTL_net work is informed by good and promising practices		
		Faculty satisfaction and teaching practices surveys			
		Programmes including SOTL Grants target teaching and	Host webinars that support faculty in identifying scholarship in their		

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

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	<p>Increase in number of joint initiatives within the network</p> <p>Merging or dovetailing of different units in existing activities</p> <p>Embed TEACH and the Teacher’s Academy within the QTL_net</p> <p>Savings occurred through synergies with educational development units at AKU and through expert volunteer engagement (AWB; TKN).</p>	<p>Engage TL team in Curriculum development workshop for QA support.</p> <p>Co-facilitation of workshops and learning sessions for teams (e.g. RTT, Zoom Online sessions)</p> <p>Engage TA members in QTL key activities including at least 2 TL activities</p> <p>Engage volunteer experts in QA activities</p>	<p>Provide Curriculum review support to entities</p> <p>Co-facilitation of workshops and learning sessions for teams (e.g. RTT, Zoom Online sessions)</p> <p>Engage TA members in QTL key activities including at least 2 TL activities</p> <p>Engage volunteer experts in TL activities</p>	<p>Provide Curriculum review support to entities</p> <p>Co-facilitation of workshops and learning sessions for teams (e.g. RTT, Zoom Online sessions)</p> <p>Identify TA members who can lead QTL activities</p> <p>Engage volunteer experts in TwT activities</p> <p>BDL collaborate with TL net to assist faculty in developing e-portfolios and OBE</p>

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/ participating in each other activities (one per year)	Developing a joint CPE workshop with another entity	Offering a joint workshop with another entity
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Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
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 co-facilitators 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

<p>Engage students as partners in QTL activities</p>	<p>Capture student input into the QTL experience at AKU</p>	<p>Increase in student participation in QTL activities (including research and SoTL)</p> <p>Positive student feedback of experiences</p>	<p>Internship placements/Work Study Programmes (n=2) for AKU students.</p> <p>Award at least one SoTL Grant with students as co-authors</p> <p>Engagement with the IED Deans of Research on encouraging research activities</p>	<p>Internship placements/Work Study Programmes (n=2) for AKU students.</p> <p>Award 2 SoTL Grants with students as co-authors</p> <p>At least 1 research on FD (by students of IED) in each phase.</p> <p>Publish two stories</p>	<p>Internship placements/Work Study Programmes (n=2) for AKU students.</p> <p>Award 4 SoTL Grants with students as co-authors</p> <p>At least 1 research on FD (by students of IED) in each phase.</p> <p>Publish three stories</p>
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Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
			<p>(Including final dissertations) related to faculty development.</p> <p>Develop guidelines for students' learning stories and publish one story on the QTL_net website.</p> <p>Continue a theme for student experience in the SoTL conference and engage them in conference committee activities. (2021)</p>	<p>on the QTL_net website</p> <p>Evaluate student participation in SoTL Conference and revise student theme if necessary (2023)</p> <p>Development of concept note for global student awards</p> <p>Support entities to develop rubrics for student awards</p>	<p>on the QTL_net website</p> <p>Student Involvement in SoTL research and Conference(2025)</p> <p>Support entities and provost office in managing global student awards</p>

<p>Engage in partnerships and outreach efforts with AKDN as well as external institutions and agencies.</p>	<p>Lead, influence and develop capacity in the field of quality, teaching and learning and faculty development</p> <p>Create sustainable mechanisms of ensuring quality enhancement and faculty development in our partner institutions</p>	<p>Workshops and consultation and other engagements with our partners on matters of quality and faculty development (KIU, UoC, IIS and UCA)</p> <p>Creation and/or expansion in operations of quality and faculty development units</p>	<p>UIP proposal developed for Karakoram International University (KIU) and seed efforts with University of Chitral (UoC) and University of Central Asia (UCA)</p> <p>Faculty Development Workshops held in KIU</p>	<p>Expand KIU work to UoC and UCA as per UIP budget and approvals.</p> <p>Identify other AKDN agencies we can collaborate with</p> <p>Extend support to IIS, AKES and UCA on BDL activities</p>	<p>Serve in an advisory capacity for KIU/Provide mentorship to UCA and UoC as per UIP budget and approvals</p> <p>Initiate at least one partnership or collaborative activity with another AKDN agency.</p>
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Objectives	Desired Outcome	Assessment indicator	Activity Timeline		
			ST (2020-2021)	MT (2022-2023)	LT (2024-2025)
		<p>in our partner institutions</p> <p>Lessons shared and learnt across the education sector of AKDN</p>	Capacity Building in QA and Faculty Development for KIU, UCA and UoC		
<p>Ensure efficient and effective mechanisms of communications with all stakeholders of QTL_net are in place</p>	<p>Improve visibility of QTL_net</p> <p>Create awareness about the work, accessibility and impact of QTL_net</p>	<p>A regularly monitored and updated website</p> <p>A regularly monitored and updated OneAKU Portal.</p> <p>Use of google analytics as monitoring tools for new initiatives</p> <p>Include communications feedback question in post-activity surveys</p>	<p>Revamp the QTL Website</p> <p>Establish QTL presence on the OneAKU Portal</p> <p>Create a communications plan for the next 5 years, with clear differentiation of website and portal usage</p> <p>Initiate a social media presence (2021)</p>	<p>Implement communications plan</p> <p>Hire a Communications Officer</p> <p>Annual review of Communications Plan to revise and incorporate feedback</p> <p>Regularly monitor and update QTL's social media presence.</p>	<p>Evaluate the Communications Plan at the end of 5 years and incorporate feedback from Needs Assessment/Google Analytics/Campaign Reports to re-orient/strengthen the next communications plan</p>

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*.

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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 Borders

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

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)

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