

# KPU's Teaching, Learning & Scholarship Strategy & Action Plan

November 27, 2017

This document outlines KPU's proposed Teaching, Learning and Scholarship Strategy and Action plan for the next five years (2018-23). By investing in this strategy and plan, we will create an environment for KPU educators and learners to flourish, succeed and thrive, make more efficient and coordinated use of KPU's limited resources and leverage the opportunities provided through KPU's unique designation as a polytechnic university.

## Why is this important?

Times are changing. The student body at KPU is increasingly diverse and with the K-12 transformation, shifts in our perspectives and approaches are required to address present and future student needs. Learning environments are extending substantially beyond the traditional classroom. Students have more options for their post-secondary education and other BC teaching universities are establishing their niches therefore, we need to identify and implement the most plausible approaches to ensure our ongoing success.

KPU has the opportunity to take advantage of our polytechnic university status and strengthen our reputation and differentiate ourselves from other post-secondary institutions. In addition to internal expertise that can be leveraged to KPU's advantage, many of our existing programs and courses are assets. Theory, practice and community are integral components of our students' success and memorable experiences as well as the broad range of educators at KPU ranging from academic, trades and industry experts.

Expert teachers actively work on their teaching through various forms of professional development including participating in professional learning communities of peers that are research-informed. Research and particularly applied research are important for many KPU faculty and offer important connections to external communities and experiential learning opportunities for our students. Scholarship which includes research in one's discipline and scholarly inquiry into one's teaching, is a means for faculty development. This in turn, benefit our programs and students' experience, reinforce KPU's values of continuous enrichment, excellence and innovation and synergistic community relationships and send a message that scholarship is valued and recognized.

Educational research has proven that student achievement and success improve when integrated approaches to program planning, teaching and assessment are explicitly linked to evaluations of teaching quality, courses and programs. Thus, alignment between students' evaluations of courses, faculty performance guidelines, available supports and guidance to faculty (e.g. teaching portfolios, PD planning) and program review will positively impact our students' experiences. These activities were already expected to occur within the next few years at KPU, so coordination and an integrated plan would bolster our intentions.

Perhaps most importantly, there is currently a desire and energy by KPU educators to participate in advancing KPU and our students' experiences and work along-side with current administrative and grassroots leadership at KPU. Chickering and Gamson's (1991) seven principles for good practice of undergraduate education, students' level of success is positively related to having integrated, expertly taught, supported learning environments that engage them in active and high impact learning. KPU has the opportunity to strategically plan the learning environments we would like for our students in conjunction with the professional development of teaching. By providing effective networks of support and aligning institutional plans to integrate with teaching and learning, students and academic staff can experience and exhibit greater success.

## Goals

1. Advance KPU educators' abilities to design and offer learning environments that a) meet the needs of and leverages student diversity and, b) employs the opportunities afforded to learning, today.
2. Support the design and delivery of more creative, experiential opportunities and distinctive programs to our students in order to address changing times, maintain relevancy and elevate our offerings.

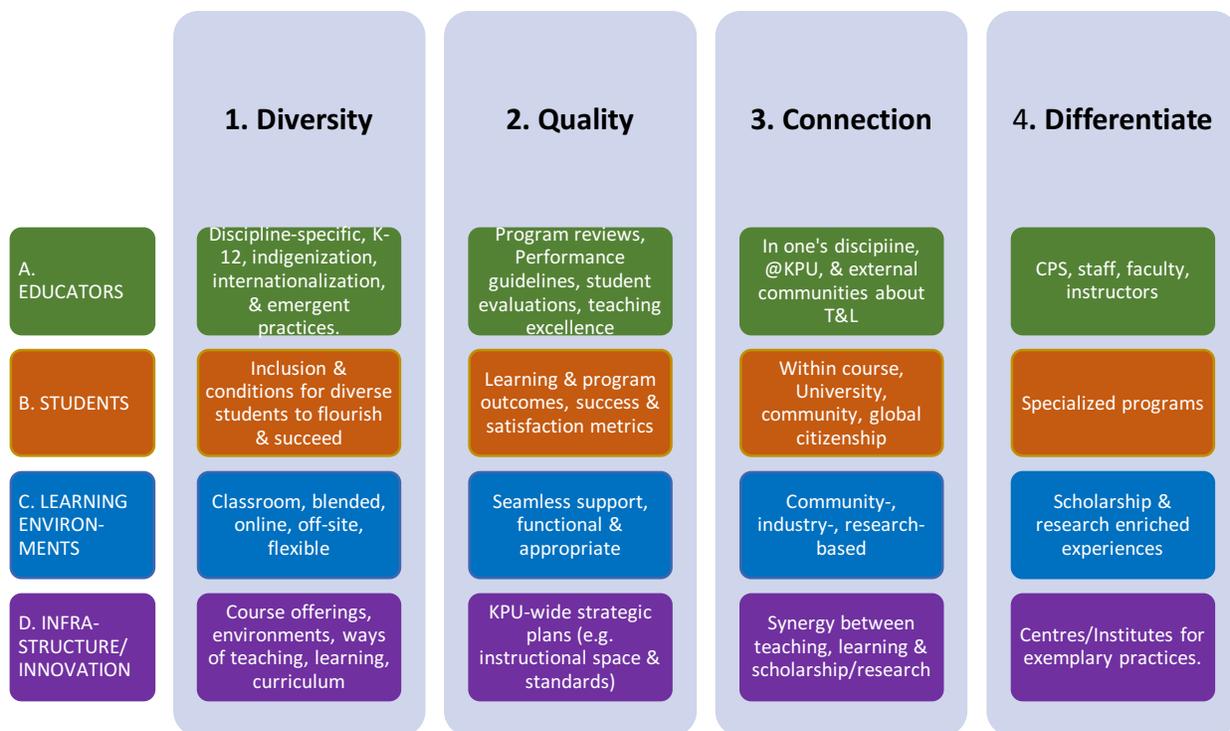
3. Foster a stronger culture and communities around teaching, learning and scholarship that recognizes KPU's values of continuous enrichment, excellence and innovation and synergistic community relationships.

## Action Plan 2023 Pillars

To achieve the aforementioned high-level goals, the Teaching, Learning and Scholarship Action plan proposed four pillars:

1. **Diversity** recognizes the range of considerations educators have today to excel in teaching; diversity of our student population and their needs to succeed; variety of learning environments to best meet learning outcomes, access and expectations about curricular options; and KPU infrastructure and procedures that need to embrace and support the aforementioned diversity.
2. **Quality** aligns with continuous enrichment towards teaching excellence; KPU's metrics for student success (e.g. completion, satisfaction); and relies on integrated, institution-wide strategic planning and development of standards to effectively and efficiently resource and establish appropriate learning environments for our students' experience.
3. **Connection** pertains to interactions with others, recognizing that to excel in blending theory and practice and providing relevant learning experiences for our students, members of our community require interaction within and outside of KPU. Intentional connections will be sought to provide students with more learning opportunities, educators to advance their teaching excellence and scholarship and students, educators and staff to showcase their efforts and enhance KPU's reputation.
4. **Distinctiveness** builds on KPU's status as the only Polytechnic University in Canada and our programs, experiences and people. This consists of equipping the range of educators with training and opportunities to advance their teaching practice and leadership, specialized programs (e.g. Advanced Manufacturing, Traditional Chinese Medicine, Brewing) and the unique opportunity we provide learners to engage in scholarship and faculty-led research, for more holistic experiences. For a particular area of distinction, a centre or institute for exemplary educational practices may be created. This would grow and share our internal expertise with the broader community, enable scholarship and research and generate revenue.

For each of these pillars, four stakeholder groups/foci areas have also been identified in the figure on page 3.



### Aims for this Plan



## Timeline, Goals, Actions & Resources

Notes: 1. For all actions below, faculty and other educators will be actively involved. 2. Specific goals and related metrics will be established in the new year now that the Senior Manager, Educational Development is on board and new Teaching Fellows start in January.

2018/19

#	Goals	Actions	Owners	Comments
1	Establish procedures and processes that support continuous enrichment & related input & evaluation	Sponsor new student evaluation of courses & teaching project	VPTLS, IAP, Faculty	Sponsored by T&L Senate Sub-committee
		Ensure standard questions are asked annually to observe changes (e.g. T&L, IAP, IT surveys) & inform planning. Establish metrics to examine change.	TLC, IAP, IT	
2	Provide opportunities for educators to create, experiment & pursue teaching excellence	Establish a <b>KPU Educators' Framework</b> that consists of core foundation, skills, current topics, ed tech/media, diversity & inclusion, scholarship (SoTL & discipline-specific links back to teaching & curriculum)*	VPTLS & TLC	For faculty/ instructors, open to all KPU educators (staff & CPS)
		Assist educators with making better use of existing technologies & tools at KPU (pedagogically informed decisions)	TLC, F/D	Faculty associates
		Create foundational portion of the program w/ existing resources (internal & local) & priority areas (e.g. K-12, UDL, internationalization, open education)	TLC	Bring in local expertise on internationalization. Build from SoB's pilots/projects.
		Offer phase #1 of a comprehensive Educator's Framework for teaching excellence	TLC	Faculty associates
		Seek local/regional arrangements for subsidized external development opportunities	VPTLS	e.g. BCcampus, UFV, Langara
		Establish basic ed media spaces for educators to create their own media (e.g. for flipped classrooms – 3Civic, A2410?)	TLC	Need space & funding. Timely w/ new buildings?
		Support teaching excellence in the Trades by assisting with the Advanced Manufacturing program & local opportunities	F/D, TLC	Ed Developer
		Identify & draft plan necessary services & supports for graduate student teaching & supervision	AVPA, F/D, VPTLS	
		Establish a business case for a Centre/Institute.	VPTLS	Scholarship, research, best practices, training
3	Improve educators' access to information, opportunities & support	Create a centralized hub for KPU educators (Commons' website with links)	TLC	Communications
		New Faculty Orientation/Community	TLC	VPTL
		Provide 1:1 support to educators, programs or departments at all campuses on teaching, PD/teaching career planning, course design, learning technology, etc.	TLC, F/D	Need space @ campuses; student assistants Leverage internal expertise w/I F/D

#	Goals	Actions	Owners	Comments
		Establish pilot programs (new faculty, mentorship, teaching triads, teaching portfolios, etc.)	TLC	Will inform future phases of program
4	Improve the quality of KPU's teaching & learning environments	Implement the first phase of a university-wide strategic plan for instructional space & standards (i.e. FIR Building, Flexible Classrooms in Langley & Richmond)	TLC, IT, FAC	Capital funding
		Establish Active Learning classrooms for educators' experimentation and scholarly inquiry into their teaching	VPTLS, TLC	
		Provide training, support and course redesign assistance to make use of KPU's learning environments	TLC	
		Start identifying possible alternate delivery models & necessary infrastructure	VPTLS	
		Establish policies & procedures for new learning & teaching environments (e.g. faculty equipment, apps & peripherals)	TLC, FIN, IT,	
5	Increase the range of external learning opportunities & environments for students	Explore community-based partnerships to expand T&L environments & connection for students	VPTLS	
6	Increase students' success & completion rates	Establish metrics to demonstrate the implicit impact of supporting teaching excellence	VPTLS, IAP	
7	Offer more opportunities for educators to connect & acquire peer-support	Increase departmental, campus & University-level activities/events on TLS	TLC	Communications & events person
8	Further develop forms of engaged scholarship	Provide support & consultation for SoTL	TLC, LIB, ORRS	Grants
		Increase opportunities for faculty to link their teaching & scholarship through pilots (e.g. teaching abroad)	VPTLS, INT	
		Assist programs & educators to help students integrate research & experiential learning into their ways of knowing	TLC, ORRS	
		Communicate research-informed practices and scholarly activity (e.g. TLS newsletter)	LIB, TLC, ORRS	Communications person.
9	Create governance structure to provide oversight & advise on TLS directions	Form appropriate Senate committees, Faculty committees and related procedures	SEN	In progress.
		Establish initial process to ensure that structures supporting academic programming are streamlined, coordinated and monitored.	VP	
10	Increase recognition & celebration activities	Ensure a positive and engaging environment that rewards and recognizes achievements (students, educators & staff)	VPTLS, VP	Communications.

### Legend

**TLC** = Teaching & Learning Commons staff which includes Teaching Fellows & Faculty Associates; **VPTLS** = Vice Provost Teaching, Learning & Scholarship; **F/D** = Faculty and/or Departments; **FAC** = Facilities; **IAP** = Institutional Analysis & Planning; **IT** = Information Technology; **LIB** = Library; **REG** = Registrars; **INT** = KPU International; **ORRS** =

Office of Research & Research Services; **AVPA** = AVP, Academic; **FIN** = Finance; **SEN** = Senate Committees; **VP** = Vice Presidents.

\* **KPU Educators' Framework:** Educate and increase awareness about how students learn, different pedagogies and strategies, different student groups (indigenous, intercultural, with disabilities), discipline-specific approaches/research-informed teaching, educational media, learning technologies, open education, experiential learning, program and course design, and delivery models.

## 2018/19 Budget (see budget presentation)

### Capital Budget: Additional Request

Learning environments upgrades (classrooms, online technology): In Facilities & IT's budgets.

- Meeting in Nov. (Note: at UNFV and VIU, their T&L Centres plan and receive funding for upgrades, not central facilities or IT)
- Funding for Active Learning Classrooms at each campus

## 2019/20 to 2022/23

Depending on the draft 2018/19 plan and related budget allocation, Vision 2023 and Academic Plan 2023, details for the remaining years will be fleshed out. Initial thoughts include:

Ongoing annual review of the document, refresh and course redirection as needed. Some of this depends on the external environment (funding, etc.)

- Further enhance development programs that advance teaching, scholarship and leadership skills.
- Assist educators with external recognition (nominating & promoting educators for national and international awards and recognition).
- More advanced Ed Media development, support & training with equipment and space (anticipating changes to Learning Technology Manager).
- Create educational media rooms for educators: Computer, equipment, software and rooms needed.
- Establish a new technology play area (like an Apple Store where educators try new technologies and apps)
- Establish Centres/Institutes of Exemplary Practices to bring researchers, scholars and educators to engage in institutes/training to elevate their teaching practices, engage in research and scholarship and showcase internal expertise.
- Working with others, develop a graduate program in teaching & leading leadership.

## References

Chickering, A.W., & Gamson, Z.F. (1991). Applying the seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning*, 47. San Francisco: Jossey-Bass.