Mission

The mission of the LTO is to support the academic community in its quest to sustain and enhance high quality teaching across the institution. To achieve this, the LTO provides services, programs and resources that are focused on engaging staff in academic growth and continuing professional learning. In partnership with Schools and other departments, it aims to cultivate a culture of collaborative learning by creating and nurturing internal and external communities of practice to foster educational excellence and innovation. The LTO is committed to strengthening the connection between teaching and research and to ensuring teaching excellence is recognised and rewarded.

Vision

Our vision is to honour the Objects of the University and be recognised by the academic community as an invaluable partner who contributes to the attainment of excellence in teaching, scholarship and research.

Goals

The LTO aspires to:

1. Support and strengthen the capacity of all academic areas (Schools, Centres) to meet their own curriculum and pedagogical objectives through the provision of continuing professional learning programs, resources and expertise;
2. Expand awareness of the role of scholarship for effective learning and teaching;
3. Foster a positive and vibrant community and culture by encouraging and assisting exploration, innovation and creativity in learning and teaching;
4. Enable growth, independence, and a scholarly approach to teaching for future and current academics at various points in their careers by responding to the evolving needs of learning and teaching at Notre Dame;
5. Network and support academics seeking to share ideas about learning and teaching initiatives and scholarship;
6. Acquaint the Notre Dame community with important innovations and new technologies for learning and teaching;
7. Contribute to the continuing professional learning of early career and sessional academic staff; and
8. Increase the recognition and rewards for superior teaching.

Purpose of this document

The Learning and Teaching Office Strategic Plan 2018-2020 identifies the priorities for the Office over the next three years. It comprises five areas of learning and teaching development that build on the work of the Office from 2016 and 2017. These areas are articulated as broad goals which, in column two, are separated out as project objectives. In column three, these project objectives have been mapped against the Higher Education Standards Framework 2015 to demonstrate how the overall goals aim to address standards related to teaching quality. Target dates identify the proposed timeframe to achieve the project objectives.

The Strategic Plan will be accompanied by an implementation plan that identifies key performance indicators (KPIs), evaluation mechanisms and responsible project team leaders. Importantly, KPIs will be articulated as levels of impact. Recognising that academic growth is gradual and emerges from repeated attempts to absorb and trial new practices, the LTO measures its impact along a continuum of five stages of academic growth:

1. Awareness raising
2. Advocacy for best practice
3. Building skills (pedagogical and technical)
4. Implementation (embedding into practice)
5. Transformative practice.
<table>
<thead>
<tr>
<th>Areas of Learning and Teaching Development</th>
<th>Project Objectives</th>
<th>Higher Education Standards Framework 2015</th>
<th>Target date</th>
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<tbody>
<tr>
<td>1) Educator Scholar</td>
<td>1.1) Post Graduate programs in Learning and Teaching in Higher Education Develop and deliver a suite of nested postgraduate qualifications in learning and teaching in higher education</td>
<td>3.2.3 (b)</td>
<td>2020</td>
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<td></td>
<td>1.2) Higher Education Academy (UK) (HEA) Become a strategic partner with HEA which will provide ND with the capacity to formally accredit its programs in higher education and provide graduates with international recognition</td>
<td>5.1, 6.3.1 (a); 6.3.1 (b) &amp; (c)</td>
<td>2019</td>
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<td>1.3) Sessional academics Develop an institutional framework to support ND’s sessional academic workforce which will provide them maximum opportunities to become educator scholars</td>
<td>3.2.3 (b) &amp; 3.2.4</td>
<td>2018</td>
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<td>1.4) Awards and grants Develop initiatives within the four dimensions of the ‘capacity building in scholarship for learning and teaching framework’ to further enhance the professionalisation of ND’s academic community and, at the same time, increase the pool of potential award winners</td>
<td>6.3.22.3 (e) &amp; (f)</td>
<td>2020</td>
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<td>1.5) Continuing Professional Learning micro modules Develop and deliver a suite of micro modules that provide academics with ‘just in time’, ‘just for me’ eResources, which will attract RPL</td>
<td>3.2.3 (b)</td>
<td>2018</td>
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<td>1.6) Educator Scholar Conference Further nurture a Scholarship of Teaching and Learning (SoTL) culture by growing the annual ‘Educator Scholar Conference’</td>
<td>3.2.3 (b)</td>
<td>Ongoing</td>
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<td>1.7) Peer Review Develop and support the implementation of the ND Peer Review Framework to support peer discourse and collaboration in learning and teaching practice</td>
<td>6.3.1 (b) &amp; 5.3.6</td>
<td>2019</td>
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<td>2) Technology Enhanced Learning</td>
<td>2.1) Blackboard Increase the use of multiple features of Blackboard to further enhance the student learning experience</td>
<td>3.3.2 &amp; 3.3.4</td>
<td>2018</td>
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<td>2.2) Personalised Learning Experience Provide academics with the support to design curriculum underpinned by best-practice principles of Technology Enhanced Learning (TEL)</td>
<td>3.3.2 &amp; 3.3.3</td>
<td>Ongoing</td>
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| **3) Curriculum**                       | 3.1) **Internationalisation of the curriculum**  
Develop resources and accompanying CPL program to support academics teach to and design curriculum for both a diverse student cohort and one which meets the needs of a globalised world | 2.2.1 & 2.2.3 | 2020 |
|                                           | 3.2) **Program and curriculum compliance responsibilities**  
Support UCAC in their quest to educate Schools in developing robust and compliant curriculum submissions | 1.4.1.3; 3.1, 3.2, 3.3, 3.4, (3.1.1-3.1.5); 3.5, 6.3.1 & 6.3.2 | 2018 |
|                                           | 3.3) **Transitional curriculum**  
Support the Learning and Teaching Committee in the design and implementation of an FYE institutional framework | 1.3.1; 1.3.2; 1.3.3; 1.3.6; 2.2.1; 3.1.3; 3.2.3 (b) | 2018 |
|                                           | 3.4) **Course outline**  
Support the Learning and Teaching Committee in the design of a pedagogically focused course outline template | 1.4.1; 3.1.3; 3.1.4 | 2018 |
|                                           | 3.5) **Prudentia**  
Explore the feasibility of increasing the number of programs that are mapped in Prudentia and support Schools to embed it in their curriculum governance processes | 1.4.1.3; 3.1.1 (e-h); 3.2-5 | Ongoing |
| **4) Academic Integrity**                | 4.1) **Academic Integrity Campaign**  
Work with the Learning and Teaching Committee to create and implement a campaign to further develop a culture of academic integrity | 5.2.1; 5.2.2; 5.3.3; 7.2 (d) | 2018 |
| **5) Communications and relationships**  | 5.1) **LTO Team**  
Continue to identify and develop the practices that produce a high performing LTO team | 6.3.1 | Ongoing |
|                                           | 5.2) **Internal Relationship Building**  
Foster collaboration between the LTO and Schools and other ND stakeholders to grow projects that enrich learning and teaching | 6.3.1 | Ongoing |
|                                           | 5.3) **External Networking**  
Identify and develop external learning and teaching partners | 6.3.1 | Ongoing |