



**Towards an Integrated Academy:  
A Teaching and Learning Framework for Carleton University  
2013-2018**

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# Introduction

## Purpose of Framework

The vision of Carleton University is to:

“...be known nationally and internationally as a leader in collaborative teaching and learning, research and governance. Our students, faculty and staff will be critically engaged, productive citizens and highly qualified contributors to the 21st century. At Carleton, we encourage creative risk-taking enabling minds to connect, discover and generate transformative knowledge. Through education, research, service, and innovation, and through the building of sustainable communities, we can foster new ideas and future leaders to create a more sustainably prosperous future for Canada and the world.” (*Collaboration, Leadership and Resilience: Sustainable Communities – Global Prosperity, The Carleton University Strategic Integrated Plan, 2013-2018*)

To realize this vision Carleton University emphasizes excellence in research and teaching, as well as innovative and engaging learning experiences for all students at both the undergraduate and graduate levels. The purpose of this document is to provide a framework for achieving this vision through the teaching and learning activities of the University.

This Framework is not meant to be prescriptive. Rather, it articulates the values, principles, and goals that guide the teaching and learning activities at Carleton University, within the context of its *Strategic Integrated Plan*. Its overarching goal is to enhance the educational experience at Carleton in order to promote student engagement, learning and success.

Consistent with Carleton’s distinguishing characteristic of collaboration, many members of the Carleton community contributed to the development of this Framework, including administrators, leaders and members of academic and professional service units, and undergraduate and graduate students. In addition, the Framework draws on Carleton’s overall philosophy, goals and vision as articulated in the following documents:

- *Defining Dreams: A Strategic Plan for Carleton University, 2009*
- *The Carleton Academic Plan (CAP) 2010/11 – 2014/15: Realizing Our Dreams As Canada’s Capital University*
- *The Carleton University Strategic Mandate Agreement, October 1, 2012*
- Ontario’s Differentiation Policy Framework for Postsecondary Education, November 2013
- *Carleton University Strategic Mandate Submission, December 20, 2013*
- *Collaboration, Leadership and Resilience: Sustainable Communities – Global Prosperity, The Carleton University Strategic Integrated Plan, 2013-2018.*

After a foundational statement about Carleton’s historical student and community centred mission, this document goes on to express the values and principles that underlie the Carleton University Teaching and Learning Framework and form the basis for operationalizing the *Carleton University Strategic Integrated Plan* in terms of teaching and learning. It then describes the elements of the Framework, identifies some implications for action in implementing the Framework, and summarizes the role of the Office of the Associate Vice-President (Teaching and Learning) in coordinating the implementation of the Framework.

## Foundational Statement

Carleton University has always been student-centred. Since its establishment in 1942 in direct response to the need for higher education for many of the young people who had been forced to seek employment during the Great Depression, or whose education had been interrupted on account of the Second World War, Carleton has never lost sight of its primary stakeholders – its students. Today, more than ever before, Carleton’s core mission is to foster effective learning and continuous success among its diverse student population. Whether on site or online, the students enrolled at Carleton University have diverse social identities and originate from every province in our nation and from most countries of the world. Regardless of who they are, where they come from, or in which of our six faculties they are enrolled, Carleton’s students are guaranteed safe, inclusive, participatory learning environments that allow them all an equal opportunity to succeed, at Carleton and beyond. Successful Carleton graduates ultimately collaborate with others to strive for global prosperity through building sustainable communities at home and abroad. The *Strategic Integrated Plan* states Carleton’s mission as follows:

“Carleton University is an independent, collegial university dedicated to the advancement of learning through disciplinary and interdisciplinary teaching, study and research, the creation and dissemination of knowledge, and the betterment of its community. It is centred in Ottawa and serves the people of Ontario, Canada, and the world.” (*Collaboration, Leadership and Resilience: Sustainable Communities – Global Prosperity, The Carleton University Strategic Integrated Plan, 2013-2018*)

## Underlying Values and Principles

### Core Values

The core values articulated below represent the ideals or standards to which the teaching and learning community at Carleton aspires. They include:

- **Inclusivity:** We value, encourage and respect all forms of diversity and promote an inclusive environment in the teaching and learning community at Carleton.
- **Respect:** We value and honour the common humanity of other individuals within our teaching and learning community.
- **Responsiveness:** We provide responsible and timely service to meet the needs and interests of various members of the teaching and learning community.
- **Flexibility:** No one way is best. While there are principles of effective practice in teaching, we appreciate that there are many different ways of exemplifying these principles. Good teachers develop an authentic personal style of practice and use methods appropriate to particular goals and contexts, including diverse learning styles. We value such adaptability.
- **Integrity:** We demonstrate integrity in our relationships with colleagues, faculty, staff, students, and administrators. We promote ethical practice.
- **Community:** We promote collegiality, and work to foster and sustain a culture that is supportive of collaboration through community building among members of the teaching and learning community at Carleton.

## Guiding Principles

The core values articulated above are evidenced in eight principles that influence and guide our decisions and actions regarding teaching and learning at Carleton University. Consistent with exemplary practices found in the literature on teaching and learning in higher education, these principles apply across the university, transcending while respecting disciplinary characteristics. An effective and successful Carleton education adheres to the following principles:

- Is **learner-centred**. Student learning and success constitute the core of the educational experience at Carleton.
- Is **outcomes-based**. Intended learning outcomes are explicitly articulated for every program.
- **Engages** teachers and learners. All participants are stimulated by meaningful connections with the material, each other, and/or real problems found in or out of the classroom.
- Is **holistic and integrated**. There is balance between research and teaching, as well as curricular and co-curricular activities, so that all aspects of student development are cohesively supported.
- Is **experiential, active and collaborative**. Educationally effective experiences are known to involve students in their own learning through their active participation as well as interaction with peers and faculty (or more advanced learners) in their discipline, within appropriate learning spaces.
- Is **innovative**. Students are engaged by experiences involving ground-breaking ideas and novel delivery modes, including technology-mediated learning.
- Has **challenging academic quality**. Materials of substance, coupled with high expectations, typically engage students at levels that elevate their performance and promote deep learning.
- Promotes **life-long learning**. The educational experience at Carleton engages students in the habits of intellectual inquiry and discovery, so that learning becomes a life-long goal that remains with each student after graduation.

## An Integrated Framework for Teaching and Learning

Themes One and Three of *The Carleton University Strategic Integrated Plan* provide the institutional goals underpinning this Teaching and Learning Framework.

“Theme 1: Carleton University will be known nationally and internationally for its research and teaching programs which respond to the needs of society today and which anticipate the needs of the future...

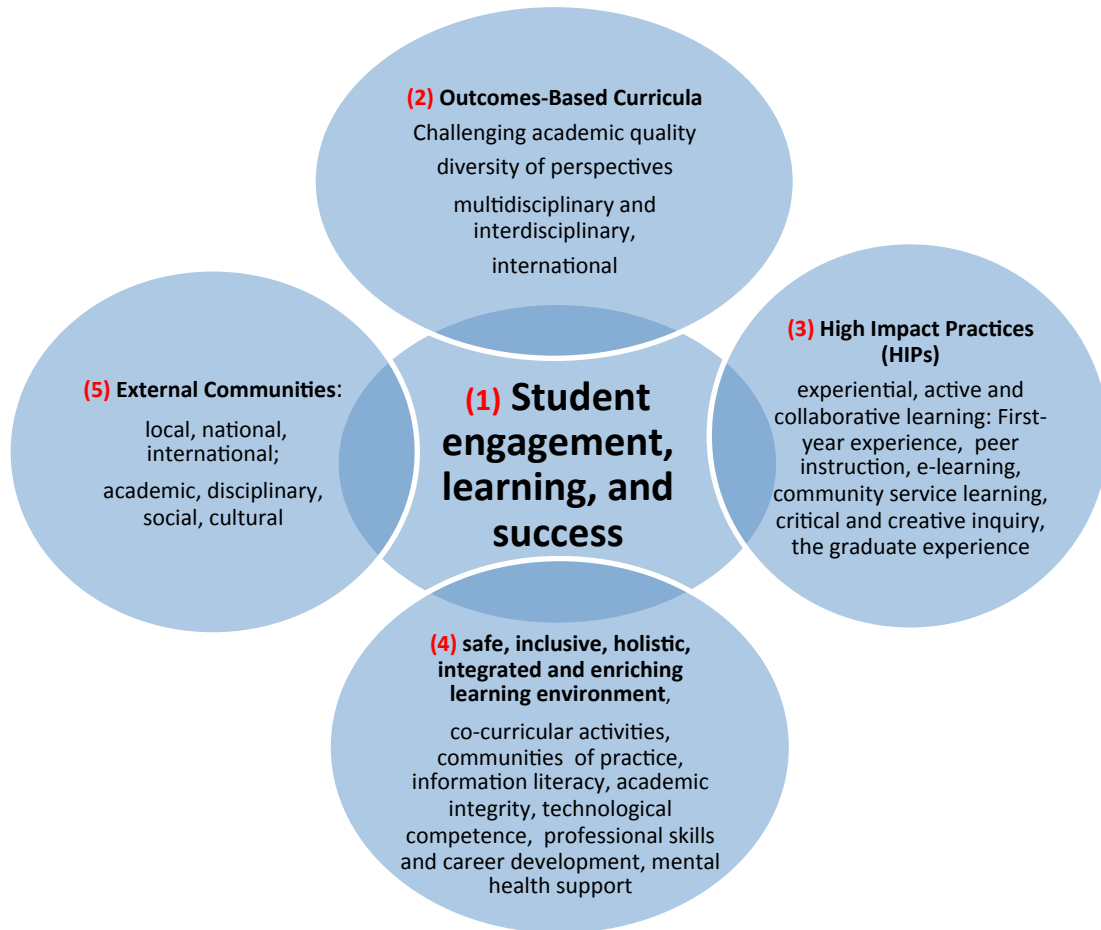
...Theme 3: Carleton University will be nationally and internationally known for being student centred, linking its academic endeavours and student supports to empower students as productive and engaged citizens in an increasingly diverse world.” (*Collaboration, Leadership and Resilience: Sustainable Communities – Global Prosperity, The Carleton University Strategic Integrated Plan, 2013-2018*)

Exhibit 1 provides a graphic representation of how Carleton's diverse teaching and learning activities might accomplish these two strategic themes. Essentially, there are five interrelated components of the Framework.

- (1) At the core of all programs offered by Carleton University is the overriding goal of engaging students to promote learning and ultimate success, at Carleton and beyond.
- (2) If our programs are to be responsive to current and future societal needs, then this goal implies creating and offering disciplinary programs with research-informed, outcomes-based curricula of challenging academic quality, and incorporating a diversity of perspectives, including multidisciplinary, interdisciplinary and international perspectives.
- (3) To ensure retention, high completion rates, employability and future success, our students need to be engaged in innovative high impact practices. High impact practices are active, collaborative and experiential or immersive pedagogies that involve students in their own learning through meaningful connections with the material, their peers and their instructors. High impact practices may include community-based pedagogy or service learning, inquiry or discovery-based learning, peer instruction, various technology-mediated approaches, first year experience initiatives, programs that focus on the graduate experience, various cooperative, internship or practicum experiences where relevant, and other innovative pedagogies and practices. These may vary across disciplines, undergraduate or graduate levels, and delivery modes (for example, face-to-face, online or blended methods).
- (4) Carleton University is committed to providing an educational experience that takes place in a safe, inclusive learning environment that respects and nurtures students holistically, with cohesive supports for their academic, professional, personal, psychological and social development.
- (5) Ultimately, the supportive learning environment and varied teaching and learning activities all have in common the ability to engage students, promote effective learning, and help students to respond successfully to the challenges of local, national and international communities, whether these are academic, social or cultural.

## Exhibit 1

### An Integrated Framework for Teaching and Learning at Carleton University



## Implementation Overview

The integrated framework for teaching and learning outlined above has several implications for action. Many of these actions are already underway, as there are numerous programs and initiatives that emphasize the goal of success for all students. In addition, the operational elements emerging from *The Carleton University Strategic Integrated Plan* include the development of a host of new programs and initiatives that will further achieve this goal and strengthen Carleton's reputation for being responsive to societal needs. However, this very diversity of teaching and learning activities emphasizes the need for collaboration, coordination, and communication among various initiatives. The Teaching and Learning Framework will ensure that, despite diversity in substance and form among these initiatives, they are all consistent with a set of core values and principles that result in an excellent, world-class educational experience that is uniquely Carleton and second to none. The Teaching and Learning Framework will help to sustain unity of purpose, in the midst of diversity in action.

### Role of the Office of the Associate Vice-President (Teaching and Learning) (OAVPTL)

Although each unit plays an important role in enhancing the teaching and learning activities within its specific area of expertise, the Office of the Associate Vice-President (Teaching and Learning) (OAVPTL) has special responsibility for providing leadership at the institutional level and coordinating initiatives to enhance the quality of the teaching and learning environment and ensure integration and coherence among Carleton's highly robust system of teaching and learning activities. The following paragraphs describe the OAVPTL and its role in promoting teaching and learning at Carleton University, and in coordinating the implementation of the Teaching and Learning Framework.

([www.carleton.ca/teachinglearning](http://www.carleton.ca/teachinglearning).)

### Vision

The OAVPTL plays a very important role in supporting Carleton University's core mission and helping the University to expand its reputation as a leading centre of excellence in university education, through pedagogical and technological innovations. Its vision is to:

- Foster an institutional culture that values, rewards, and sustains engagement, innovation and excellence in teaching and learning, and
- Promote the conceptualization and enactment of teaching at Carleton University as research-informed, outcomes-oriented, high impact practices that foster deep, lifelong learning and, ultimately, student success.

### Goals

To realize this vision, and guided by the shared values and principles articulated above, the OAVPTL seeks to achieve the following goals:

- Work with administrators and faculty to develop evidence-based educational policies and academic strategies that enhance the environment in which effective teaching and learning take place.



- Help Carleton’s teachers to empower and engage students fully, through self-discovery, high-level thinking, and other approaches that allow them to learn deeply, to see the relevance of what they are learning, to succeed at Carleton and beyond, and to continue learning long after they have left the sphere of Carleton’s immediate influence.
- Promote the scholarship of teaching and learning (SoTL) by engaging all who teach at Carleton in self-reflection, research on teaching in their discipline, and sharing of their successful teaching practices with their peers within and across disciplines.
- Enhance teaching by providing pedagogical and technological programs, services and resources for the professional development of Carleton University’s faculty, contract instructors, graduate students, and teaching assistants to help them implement Carleton’s strategic and academic plans.
- Promote the use of various student-centred approaches to teaching and learning using innovative technologies and pedagogies, including a range of active, collaborative, experiential, face-to-face, blended, and e-learning approaches in which students are purposefully involved.
- Build communities of practice that share pedagogical and technological innovations within and across disciplines.
- Foster safe, inclusive, participatory learning environments that allow all students an equal opportunity to succeed, regardless of their social identities, prior educational experiences, location, or mode of access to Carleton’s academic programs.
- Help to provide leadership in integrating student success initiatives begun in various parts of the University.
- Develop strategic partnerships and effective teams within Carleton, and externally with other institutions, working collaboratively and collegially with a variety of offices and units, faculty members and librarians, contract instructors, staff, and graduate and undergraduate students to contribute to Carleton’s growing reputation as a leading centre of excellence in higher education.
- Continuously engage with other parts of the University to help educators, staff and students to integrate teaching, learning and research for meaningful application internally within the Carleton community and externally within the wider local, national and international communities within which Carleton is embedded.

## **Structure and Services**

To achieve these goals, the OAVPTL offers a wide range of services in support of the University’s teaching and learning activities. The three main units that provide direct support for the teaching and learning services of the OAVPTL are:

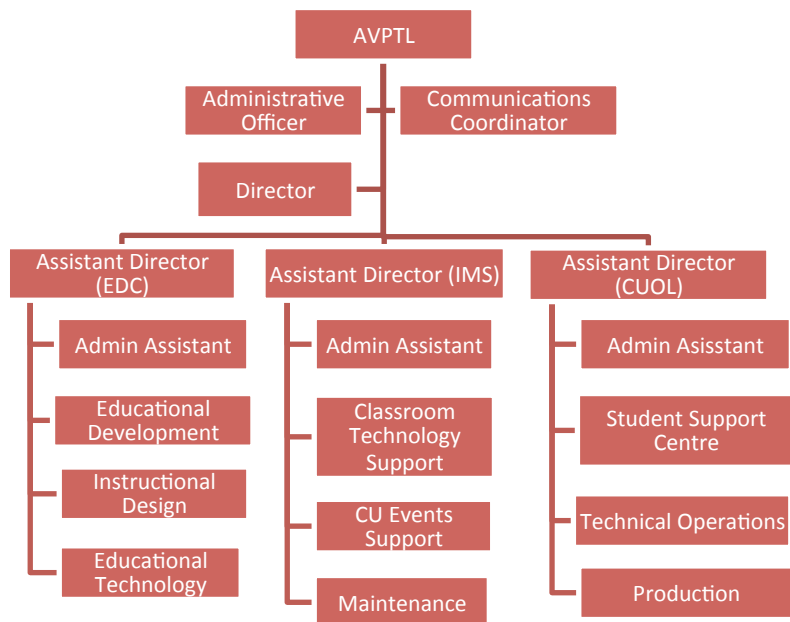
- The Educational Development Centre (EDC),
- Carleton University OnLine (CUOL), and
- Instructional Media Services (IMS).

Although each of these units has a primary set of functions and responsibilities, they typically intersect as they collaborate to ensure that faculty and students get the best service and support needed for their success. The three main units of the OAVPTL provide activities and services in support of:

- Internal and external communities (e.g. performances, media productions and other events, as well as maintenance of learning spaces and instructional technologies); [www.carleton.ca/ims](http://www.carleton.ca/ims).
- The use of innovative learning technologies, expansion of online and blended learning, and assisting with invigilation of online Carleton courses and external examinations; [www.carleton.ca/cuol](http://www.carleton.ca/cuol).
- The professional development and teaching effectiveness of faculty, contract instructors, and teaching assistants (e.g. course design and delivery for face-to-face, online and blended learning contexts, mentoring, consultations on various aspects of feedback and assessment, course management and research on teaching and learning). [www.carleton.ca/edc](http://www.carleton.ca/edc).

Exhibit 2 presents a graphic representation of the structure of the OAVPTL and its sub-units.

### **Exhibit 2: Structure of the OAVPTL**



### **Partnerships in Support of Teaching and Learning**

The primary modus operandi of the OAVPTL is collaboration. To ensure a holistic approach towards student development and a learning environment rich with experiences conducive to success, the OAVPTL works collaboratively across its three sub-units and with many other units at Carleton whose various initiatives relate to and intersect with the OAVPTL’s vision and goals. In particular, the OAVPTL partners on initiatives that promote:

- the development of explicit program-level learning outcomes;
- enrichment of the first-year experience;
- active and collaborative learning spaces;
- bridging and transitional programs;
- accessibility, equity and diversity;
- international learning opportunities;
- multidisciplinary and interdisciplinarity;
- recognition and awards for excellence in teaching;
- experiential, active and collaborative teaching and learning approaches;
- technology-mediated teaching and learning approaches;
- intellectual, critical and creative inquiry-based learning;
- appropriate, supportive and developmental evaluation and measurement of the achievement of learning outcomes;
- service-learning and community engagement;
- co-curricular student activities.

The OAVPTL therefore partners and collaborates with several units, organizations and groups, including but not limited to:

- All academic units (Faculties and Departments, Schools, Centres and Institutes)
- The Office of the Vice-Provost and Associate Vice-President (Academic)
- The Office of Quality Assurance
- The Office of the Associate Vice-President (Students and Enrolment)
- The Registrar's office
- Student organizations, in particular the leadership of the Carleton University Student Association (CUSA), Carleton Academic Student Governance (CASG), and the Graduate Students Association (GSA)
- The Carleton University Academic Staff Association (CUASA)
- The Student Academic Success Centre
- The Carleton University Library
- The Discovery Centre
- Equity Services
- The Paul Menton Centre for Students with Disabilities
- The Student Experience Office
- Co-op and Career Services
- Communication and Computing Services
- The International Student Services Office
- Facilities Management and Planning
- Scheduling and Exam services
- The Faculty of Graduate and Postdoctoral Affairs
- The Office of Institutional Research and Planning

## Implications for Action

As each unit seeks to implement *The Carleton University Strategic Integrated Plan*, it is encouraged to incorporate this Teaching and Learning Framework into its operational plan. In particular, to meet the overarching goal of promoting student engagement, learning and success, each academic unit is encouraged to adapt some of the practical actions listed below to its unique context. Current examples of each action are provided in parentheses, not as prescriptions of what should be done, but rather as practical illustrations of innovations and adaptations that have been possible in specific contexts. Using the Integrated Teaching and Learning Framework for Carleton University as a guide, each academic unit is encouraged to:

- **Make learning outcomes explicit.** *[Most course outlines currently include course-level learning outcomes. However, it is also useful to have discussions about and articulate program level learning outcomes. Units whose programs are accredited by a national or international professional body (for example, The Sprott School of Business and the Faculty of Engineering and Design) are required to state graduate attributes or learning outcomes as a condition of accreditation. Consistent with the requirements of the Council of Ontario Universities' Council on Quality Assurance, other units are required to articulate learning outcomes as a part of the Cyclical Program Review process led by the Office of Quality Assurance. Even when not explicitly required, learning outcomes are useful in articulating expectations for the benefit of all stakeholders and in measuring short and long-term effectiveness.]*
- **Actively encourage teachers to participate in a professional development program.** *[The goal of lifelong learning that Carleton seeks for its students is consistent with a culture of continual professional development for other members of the Carleton community. Many individuals benefit from informal mentoring by their colleagues. In addition, the OAVPTL's EDC offers a host of programs and services, not for remediation purposes, but rather for the continual professional development of anyone who teaches at Carleton. For example, the EDC currently offers a "Certificate in University Teaching" (CUT) for faculty members and contract instructors, and a "Preparing to Teach" certificate for PhD students. The OAVPTL also hosts annual orientation programs for new faculty and new contract instructors. In the Faculty of Engineering and Design, anyone teaching an Engineering course is required to have completed appropriate professional training.]*
- **Identify at least two high impact practices that every student should experience before graduating.** *[Current examples include the Department of Art History's practicum program offered through its partnership with the Ottawa art community; the collaborations done by Geomatics students with the Environmental Committee of Ottawa South (ECOS) and the Old Ottawa South Community Association (OSCA) on mapping the Ottawa South district; the Internship-Carleton University Research Experience for Undergraduate Students (I-CUREUS) program administered by the Discovery Centre; the First-Year Seminar program in the Faculty of Arts and Social Sciences; the work of students from the Sprott School of Business who teach the fundamentals of business to Grade 5 students through their partnership with the Ottawa Network for Education (ONFE); the fourth year integrative, interdisciplinary, experiential*

capstone projects in the Faculty of Engineering and Design; the international internships done by students in the Bachelor of Public Affairs and Policy Management (B.PAPM) program at Arthur Kroeger College; and the African Studies Abroad summer course run by the Institute of African Studies every year.]

- **Give serious consideration to identifying one or more signature pedagogies for the unit.** *[Signature pedagogies are characteristic forms of teaching that facilitate learning to think, value, and act like experts in a particular field or profession. How does a historian approach inquiry in history, for example? Or what thinking processes does a mathematician engage in to solve a mathematical problem? There is evidence that some ways of teaching are particularly effective in helping learners to develop ways of knowing in particular fields, for example: clinical rounds in medicine, the case dialogue method in law, or laboratory instruction in the sciences. Exploring a range of alternative pedagogies may ultimately enhance the quality of teaching and learning in a particular discipline.]*
- **Establish appropriate awards for excellence in teaching.** *[Recognizing excellence in teaching is an important way of demonstrating its institutional value and motivating others to strive for excellence. Carleton University has an array of awards for excellent teaching (see <http://www1.carleton.ca/edc/awards-and-grants/>), but there are many specific dimensions of teaching that are still unrecognized, for example, excellence in innovative teaching, or in promoting experiential learning, using community or service based teaching, engaging in the scholarship of teaching and learning, and the contributions to effective student learning made by professional service staff in their roles as laboratory coordinators or learning strategists. Departments and Faculties are encouraged to establish appropriate awards for recognizing various types of outstanding teaching in their unique contexts. Such awards often provide opportunities for students to get involved by providing positive feedback on their teaching and learning experiences. Guidelines to assist units in establishing new awards for excellence in teaching may be found on the EDC's website.]*
- **Identify one or more of its programs/courses to be offered online.** *[New demands of a knowledge-based society, students' expectations for increased flexibility and accessibility, and continually evolving new technologies are transforming approaches to teaching and learning in higher education. For example, online and hybrid forms of course design, delivery, and assessment are constantly increasing. Using a variety of relevant criteria to assess the relative strengths and limitations of these emerging pedagogies for their specific subject areas, academic units have an opportunity to determine which of their courses or programs would be best candidates for (re)designing and (re)offering in hybrid and online formats.]*
- **Make its commitment to teaching excellence transparent.** *[Notwithstanding individual teachers' responsibility and commitment to achieving the goals of student engagement, learning and success, academic units could also publicly express support for the pedagogical principles articulated in this Integrated Teaching and Learning Framework. Such support may be expressed in various ways, for example: identifying an individual to coordinate teaching development activities within the unit and to liaise with the OAVPTL; regularly discussing pedagogical issues at faculty board meetings; actively encouraging members to engage in the scholarship of teaching and learning; continuing to include diverse aspects of teaching effectiveness in the unit level*

*standards for promotion and tenure that expand on the institutional level criteria described in the Collective Agreement, Article 10.2 (a)(i)(2); (b)(i)(2); and (c)(ii)(1).]*

## **Summary**

This document describes the common values and principles that guide decisions and actions about teaching and learning at Carleton University. Consistent with the *Carleton University Strategic Integrated Plan*, it emphasizes Carleton's unshakeable focus on student learning and its strong commitment to students' success, both while students are enrolled at Carleton and after graduation. It also identifies a range of innovative pedagogies and practices that the Carleton community is encouraged to implement. In addition, it describes the leadership role of the OAVPTL in working collaboratively with various administrative, academic and professional service units across the university to coordinate and integrate initiatives to enhance the quality of teaching and learning at Carleton University.