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## Teaching and Learning Framework 2021-22

## Introduction

The purpose of the Teaching and Learning Framework is to articulate the College's commitment to student success by excelling in teaching and learning. This framework not only includes the College's priorities as they relate to teaching and learning, but it also reflects the methods the Colleges adheres to as part of its commitment to ensuring students have access to high quality opportunities to learn. Academic quality assurance at Cambrian includes curriculum and course development policies and procedures, professional development and support for new and returning full-time and contract faculty, performance review processes (including student course evaluations), scholarship of teaching and learning, and opportunities for mentoring and communities of practice among faculty. An additional element that contributes to this framework is consultation and partnership with faculty to review and revise it regularly as we set collective goals and work collaboratively to implement them.

## Context

The opening quote in Cambrian College's *2020-25 Further Together* strategic plan articulates the College's focus for excelling in teaching and learning as follows: "While a spectrum of life skills are supported and honed in the post-secondary environment, our College exists, fundamentally, to support students to achieve their learning goals" (Cambrian College, 2020). The Teaching and Learning Framework therefore exists to support students to achieve their learning goals through evidence-based, high-quality course design and teaching.

There are three goals for each of the objectives in the current strategic plan that are relevant for this framework. They are described as foundational, transformational, and aspirational. Any given work year, each of the goals for "Excel in Teaching and Learning" should be reviewed and incorporated into the framework. The three goals are as follows:

- **Foundational:** Create a more flexible, inclusive, and responsive academic learning experience
- **Transformational:** Diversify our credentials and offerings to remain responsive to the changing needs of the 21st century work environment
- **Aspirational:** Redefine post-secondary education

All objectives and related goals for the 2020-25 Strategic Plan have some connection with teaching and learning as seen in the following list:

- Modernize the college
- Think globally
- Respect Indigenous cultures
- Advance applied research
- Enhance college well-being
- Promote a sustainable campus
- Grow and steward industry partnerships

## Roles and Responsibilities

### Senior Team

The senior team is responsible for ensuring each division from academics to finance and administration has appropriate processes, policies, structures, and resources in place to support the teaching and learning environments of the College. This team is also responsible for ensuring the strategic objectives in support of teaching and learning are aligned with this Framework.

### Vice President, Academic

The Vice President, Academic is the senior leader of the academic division and is responsible for ensuring all academic programming, policies, procedures, resources, and supports are consistent with and support the Teaching and Learning Framework; and that the outcomes for the latter comply with College, Ministry and other directives and standards.

### Academic Leaders (Deans, Directors, Chairs)

Academic leaders are responsible for leading the development and implementation of action plans and programming that support the direction of the Teaching and Learning Framework. This group must work collaboratively with all groups directly and indirectly involved in supporting and evaluating the quality of teaching and the teaching and learning environments at the College.

### Planning and Institutional Research (P & IR)

P & IR team members are responsible for supporting and leading quality assurance tasks such as annual curriculum review and regular program review in partnership with faculty, chairs, deans and Program Advisory Committees (PACs). P & IR team members also support the College's program development goals and priorities, and support the timely collection and reporting of accurate data related to course evaluations and KPI surveys. In addition, P & IR team members review and publish annual course outlines and embedded assessment strategies to help ensure compliance with Ministry-defined requirements, accreditation regulations, and relevant academic and operational policies and procedures.

### Faculty

Faculty are the course and program content experts and have the responsibility to work collaboratively with staff and administrators to identify, develop, and utilize the resources, supports, policies, and procedures they need to develop, deliver, and assess quality programming. This group must take an active role in their professional development to ensure their skillset and knowledge remains current and relevant.

### Teaching and Learning Innovation Hub (The Hub)

The Hub team is responsible for supporting and researching evidence-based practices in teaching and learning to help ensure exploration of innovative and evidence-based resources and models with faculty. The Hub team, in partnership with the Teaching Excellence Advisory Committee for the Hub (the TEACH Committee), plans and supports regular professional development opportunities (a mix of digital and live resources and sessions), throughout the

academic year. The Hub team also provides on-demand support services for instructional design, media development, and educational technology training and support. Staff in the Hub also administer and support the College's learning management system (Moodle), Zoom web conferencing and several enterprise-wide academic, digital educational technology tools such as Grammarly, Padlet, Nearpod, and Mobile Moodle.

## Learners

Learners are partners in the teaching and learning process and have the responsibility to actively participate and engage in the learning process. This group is also responsible for ensuring they utilize student services resources and supports that are available to help them succeed. More information about learner services and supports will be developed in 2021-22 as part of a Student Success and Support Framework.

## Guidelines

A teaching focus related to the four stated values in the *2020-25 Further Together* Strategic Plan informs the guidelines for this framework as follows:

### Innovation

- Faculty maintain a focus on emerging and evidence-based practice in their courses and programs to help ensure teaching and learning is current and relevant.
- The Hub team maintains a collection of current and relevant resources to support innovative and evidence-based emerging teaching practice.
- Safe opportunities are provided and supported for faculty to explore new and innovative practice that expands the boundaries of traditional teaching.
- Faculty identify professional development needs and submit requests to the Hub team and administrators to promote teaching and learning growth for themselves and colleagues.
- Academic administrators and PACs consult with faculty on emerging tools and evolving skills required for graduating students to secure successful employment in their industries. Advice is incorporated into the program planning and curriculum review.

### Respect

- Faculty are respected and acknowledged as innovative subject matter and teaching experts in their programs.
- Support staff involved in teaching and learning are respected as subject matter, educational technology, and innovative design experts in their roles.
- Students are respected as foundational partners in the teaching and learning process. This includes respect for prior knowledge, diverse cultural ways of learning and sharing knowledge, and their ability to articulate their accommodation needs.
- Administrators are respected as operational leaders supporting the success of both faculty and students through service, budgeting, planning, research, and support for adherence to quality assurance policies and procedures.

## Collaboration

- Through co-facilitated committees such as the Academic Advisory Council (AAC), the Teaching Excellence Advisory Committee for the Hub (TEACH), and the Educational Technology Committee, faculty, staff, and administrators consult with each other and partner on a common goal of evidence-based quality in teaching and learning.
- Regular faculty forums (at least three times per year) are conducted with full-time and contract faculty to create opportunities for dialogue about teaching and learning.
- Faculty may request a supervisor class visit or peer faculty/staff class visit at any time for feedback on their teaching practice.
- Learners are consulted and provided opportunities to provide feedback on teaching and learning practices within their courses and on curriculum planning through participation on committees.
- Regular consultation with industry employers and practitioners through College PACs will inform the design, development, and review of curriculum and programs.

## Excellence

- Excellence in teaching practice involves adhering to high-quality, evidence-based standards for planning, research, new program development, continuous improvement of existing programs and courses, curriculum design, and responsive practice for teaching and communicating with students during each semester.
- To excel in teaching and learning means to maximize positive impact on student success, however that success is defined by students and faculty in partnership.
- Excellence combines elements of innovation, respect, and collaboration to contribute to learner well-being including mental and physical well-being, their motivation to learn and engage with peers and faculty, and their social sense of belonging at Cambrian.
- Excellence is often acknowledged by external colleagues in the form of awards and invitations to present and share effective, evidence-based teaching practices with others.

## Assumptions

- Teaching and learning will focus on the fundamental College objective of supporting students to achieve their learning goals.
- Demographic shifts in northeastern Ontario will require that we expand recruitment efforts and modes of delivery to continue to grow Cambrian as a destination college.
- Teaching and learning quality assurance will adhere to Ministry of Colleges and Universities requirements, College policies and procedures, and the requirements of accrediting bodies (as applicable).
- Staff involved with teaching and learning will complete and adhere to mandatory training as part of legislative and policy requirements.
- Principles of accessibility (according to Accessibility for Ontarians with Disabilities—AODA legislation), equity, diversity, and inclusion will form the foundation for curriculum design and teaching practice.

## Priorities

### Priorities related to Cambrian's *Further Together* Strategic Plan

- **Foundational:** Create a more flexible, inclusive, and responsive academic learning experience

Support student success through review and development of Cambrian Graduate Attributes (College Learning Outcomes)
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Pilot the <i>Quality Criteria for Digital Design</i> checklist and review process prepared as part of the AAC working group
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Support access by reviewing course materials for AODA compliance and Universal Design for Learning principles
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- **Transformational:** Diversify our credentials and offerings to remain responsive to the changing needs of the 21st century work environment

Expand work integrated learning opportunities to support student success outcomes.
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Recognize learning and competency with credentials that reduce time away from full-time work.
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Expand flexible learning through the introduction of new delivery models and non-traditional intakes.
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- **Aspirational:** Redefine post-secondary education

Expand Cambrian's programming through the development of 4-year honours degrees and additional graduate credentials.
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Demonstrate leadership in Teaching and Learning through the development of a Scholarship of Teaching and Learning program.
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Promote virtual learning by introducing FLEX learning components in all Cambrian programs.
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In addition, for each academic semester, cyclical priorities for teaching and learning are defined in the following table:

Activity	Approximate Date	Stakeholder Involvement
New full-time faculty orientation	2 weeks prior to semester start	New faculty, Hub staff, supervisor, departmental administrator, Human Resources staff, Union representative, mentor
Contract faculty orientation	1 week prior to semester start, 1 <sup>st</sup> and 2 <sup>nd</sup> week of each semester	New faculty, Hub staff, supervisor, departmental administrator, Human Resources staff
Professional development live sessions	Throughout the semester when possible – focus on term-based Study Weeks and May/June period	All faculty, Hub team, guest speakers, faculty presenters
Professional development resources	Available as self-directed learning any time through the Library and the Hub web page <a href="http://teaching.cambriancollege.ca">teaching.cambriancollege.ca</a>	All faculty, Hub team
Support for curriculum development, course, activity, and content development	Throughout the semester by request—intensive support at semester start and end	All faculty, Hub team, supervisors
Support for graphic design and media development in courses	Throughout the semester by request	All faculty, Hub team
Support for technical systems Moodle, Zoom, and other enterprise-wide academic technology	Throughout the semester by request—intensive support at semester start, mid-term, and semester end	All faculty, Hub team, I.T. team
Academic Employee Performance Review	Cyclically for all full-time academic employees both as new probationary faculty and every 3 years post-probation. For contract faculty ideally in their first semester of teaching.	All faculty, supervisor
Curriculum Review	Annually in May/June. And every three years each program is reviewed intensively.	Faculty, Program Coordinator, Manager of Quality Assurance, Chairs, and Deans

## Related Documents and Policies

2017 – 2021 Academic Employees Collective Agreement  
Academic Employee Performance Review Policy

## References

Cambrian College. (2020). [Further together](#) [web page].

Miller-Young, J., Sinclair, M., & Forgie, S. (2020). Teaching excellence and how it is awarded: A Canadian case study. *Canadian Journal of Higher Education / Revue canadienne d'enseignement supérieur*, 50(1), 40–52. <https://doi.org/10.7202/1069650ar>